

**Value Orientations of Teacher Educators
of
Physical Education
(VOTE-PE)**

**A Report for the Standing Conference on Teacher
Education North and South (SCoTENS) 2022**

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Preface

This report represents a synthesis of the findings of a collaborative self-study of teacher education practice by primary physical education teacher educators North and South on our professional learning about teacher educator value orientations. The following participants designed, implemented, researched and presented this professional learning collaborative self-study of teacher education practice (S-STEP):

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Dissemination

Findings were presented at the following conference:

Walsh, C., Coulter, M., Macken, S., McKee, D., Sweeney, T., Mc Loughlin, E.,
(2022).VOTE-PE (Value Orientations of Teacher Educators in Physical Education),
International Association for Physical Education in Higher Education, Gold Coast Australia,
June 15th. (Oral Presentation)

Plans are to submit abstracts to the following conferences with the intention of presenting
this work further:

- The Educational Studies Association of Ireland in Stranmillis University College,
April 2023.
- International Association for Physical Education in Higher Education, Santiago de
Chile, July 2023.
- Physical Education, Physical Activity and Youth Sport Ireland (PEPAYIS Ireland),
Annual Research Forum, June 2023, Venue TBC

Three papers for peer-reviewed publication are also underway:

- Primary Teacher Educators' experiences of the Values Orientation Inventory –
European Physical Education Review
- Pre-Service Teachers' Perspectives of Teacher Educators' Value Orientations and
how they Impact Learning – Irish Educational Studies
- Collaborative Self-Study as a Means to Understanding Value Orientations in
Teaching Primary Physical Education – Studying Teacher Education

Introduction

The term ‘values’ can be understood as a set of beliefs, attitudes or principles that are held by an individual concerning various aspects of their lives, personal and professional (Smith & Montgomery, 1997). Such values, therefore, influence every person's view of the world, and consequently, their actions. The interaction of these cognitions influences our personal and professional judgement since some value types may often be in direct conflict with each other, especially in the area of physical education, where an individual's beliefs may often conflict with organisational requirements or societal norms that combine to influence their professional practices and educational aims. Researchers have focused on these interactions in the physical education field when considering how teachers determine the aims and content of their curricula, as well as how the curriculum objectives may be met. To this end, well-defined explicit value orientations in physical education have been proposed as representing the educational belief systems that teachers bring to bear on their professional decision-making processes. Building upon Jewett and Bain's (1985) description of value orientations in physical education, Ennis and Hooper (1988) developed the Value Orientation Inventory (VOI) instrument to identify and measure teachers' value orientations in the physical education setting. They identified five value orientations, which have been referred to in the literature as ‘knowledge’ and ‘learner/context’ orientations according to their differing foci (Ennis & Zhu, 1991). These are described briefly below:

Disciplinary mastery (DM) – the belief that core subject knowledge should be understood to the degree that this understanding would improve performance of skills, application of skills and appreciation of healthy behaviours.

Learning process (LP) – like the disciplinary mastery orientation, content knowledge is important, but more as a tool for investigation. The focus is on the student learning how to solve movement problems, in effect, learning how to learn.

Self-actualisation (SA) – the focus here is on individual student growth in the affective domain. Armed with a range of skills and experiences, the student and teacher are able to facilitate experiences of success in personally planned areas to contribute to the student's sense of autonomy and developing self-knowledge and self-esteem.

Ecological validity/integration (EI) – placing the student at the centre of the learning process is important here; accepting the balance between personal, group and societal needs is an important concept when preparing children for participation in their social worlds.

Social reconstruction/responsibility (SR) – allowing the student to come to terms with their place in society is achieved by increasing student awareness of issues that call for their involvement as an agent of change. Students are empowered to challenge social mores that support injustice or abuse. Students realise the value of cooperation in the resolution of team/group tasks.

The value orientations of disciplinary mastery and learning process are concerned with content, whereas the other three are affective value orientations. The instrument was adapted in 1993 in order to better suit the self-reported descriptions of the context, goals and orientations of physical educators. The revised inventory (Ennis & Chen, 1993) consists of

90 items, randomly assigned to eighteen sets of five. The item descriptors for each value orientation were also reviewed and rewritten to reflect more accurately the views of physical educators in university and public school settings. While four of the original value orientations were supported in the review process (disciplinary mastery, learning process, self-actualisation and ecological integration), the fifth, social reconstruction was not. Ennis and Chen (1993) rewrote this item's descriptors in light of current research and re-termed the orientation 'social responsibility'. This was deemed to reflect more accurately the social goals of teamwork, respect, and cooperation that physical educators had said guided their curricular decision-making processes and professional practices. It has, however, been recommended that, in future research, 'social reconstruction' be substituted for 'social responsibility', since it more closely reflects modern critical approaches in physical education teacher education (PETE) pedagogy (Curtner-Smith, et al., 2018). In developing the research base behind the value orientation theory, Ennis, Ross and Chen (1992) utilised interviews to explore the self-reported value orientations of physical educators who were grouped according to their disciplinary mastery/learning process (knowledge) orientations, and their ecological integration/social reconstruction/self-actualisation (learner/context) orientations. When considering their goals for student learning, teachers reporting consistent 'knowledge' orientations were better able to describe and justify their stated goals and teaching behaviours than their colleagues who had reported consistent 'learner/context' orientations. While both groups of teachers had identified similar settings and challenges in their professional situations, the teachers who espoused 'learner/context' orientations were more likely to revert to direct teaching approaches that limited their students' cognitive involvement in the teaching/learning process, indicating that teachers' professional practices in a given situation can be quite firmly entrenched, despite their professed value orientations.

Organisational constraints that may conflict with teachers' value orientations are also important in terms of the decision-making processes of teachers' professional practices. Curtner-Smith and Meek (2000) investigated how the requirements of the English National Curriculum for Physical Education (Department for Education, 1995) sat with the value orientations of specialist physical education teachers as measured by the revised Value Orientation Inventory (VOI-2) (Ennis & Chen, 1993). They also noted that the curriculum documents went through a period of change in their drafting that saw the educational focus being drawn away from a range of value orientations towards just one, that of disciplinary mastery (Department of Education and Science and the Welsh Office, 1991; Dearing, 1994). The importance of making values explicit in curriculum work is widely acknowledged and can be noted in official curriculum documents, and curriculum and pedagogical research (Gillespie, 2011).

Purpose of the research study

Value orientations have been studied in serving teachers and pre-service teachers internationally over the past thirty years as a way to better understand the process of school PE curriculum development and delivery (Ennis & Chen, 1996; Chen et al, 2017), value change in pre-service teachers (Capel, 2016), and the interaction between beliefs and policy (Curtner-Smith & Meek, 2000). In a recent review of the work of Dr Catherine Ennis in this field, Curtner-Smith and colleagues (2018) categorised the body of research into three main areas: ‘descriptions and comparisons’, ‘influence of value orientations on pedagogy’, and ‘interventions’ (illustrated in Figure 1, below).

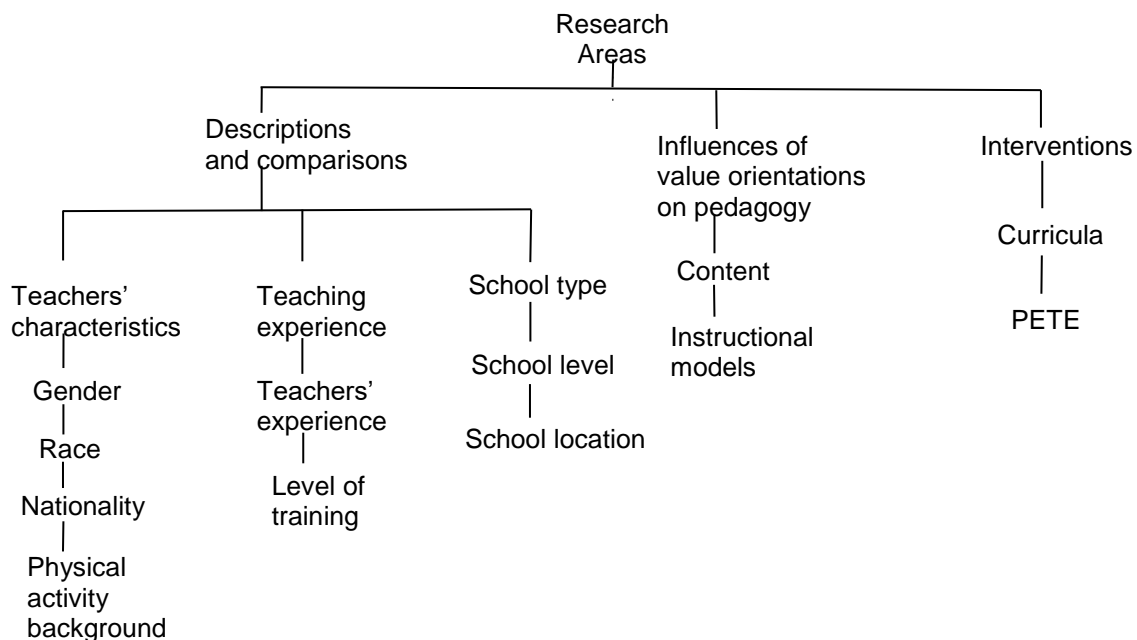


Figure 1: Value orientations research areas. PETE = physical education teacher education.

(adapted from Curtner-Smith, et al. 2018, p211-217).

Studies concerning the work of PETE professionals have taken the form of interventions, where the effect of teacher education programmes on pre-service teachers has been

analysed, drawing upon quantitative data gleaned from Value Orientation Inventory scores of pre-service teachers and their instructors, and qualitative data derived from interviews, observations, reflective journaling, and lesson planning (Sofa & Curtner-Smith, 2010). However, few of these have also analysed curriculum and institutional programme texts employing the framework of value orientations as a lens. Value orientations have not been studied within initial teacher education (ITE) institutions on the island of Ireland; nor have primary physical education teacher educators employed them as a lens for self-reflection in particular. We hope to generate discussion and debate in order to ascertain the role our value orientations play in our programmes and in the delivery of these programmes. This knowledge is important to the field of primary physical education teacher education in a time when we constantly have to update and change content to comply with institutional timetabling, facility, and staffing demands and in the current context demands imposed by Covid restrictions and online teaching.

Our specific research questions are:

1. Are physical education teacher educators' (PETEs) value orientations compatible with those found within their respective national curricula for physical education (PE)?
2. Are physical education teacher educators' (PETEs) value orientations displayed in their professional practices and programmes of study?
3. Can a shared understanding of these value orientations help PETEs to support their practice with pre-service teachers?

Findings from our research will contribute to the knowledge base on pedagogies of PETE by helping us 'to better understand what can work in teaching, how it works, and why it works' (Ovens & Fletcher, 2014, p.189). It allows us to discuss what we know and how we know it in ways, which are embedded in understandings of practice at a much deeper level. In

drawing on examples from six teacher educators from different primary teaching programmes in Ireland and Northern Ireland, we explore ‘how pedagogies work and for what purposes’ in cross-institutional and cross-national contexts (O’Sullivan, 2014, p. 178).

Methodology

We, the participants, are six primary physical education teacher educators, three from Northern Ireland and three from the Republic of Ireland, from five different institutions. All participants have at least 10 years' of Initial Teacher Education experience, with some having over 20 years in their role. All of us teach a range of content within our respective PETE programmes to meet the requirements of our respective teaching standards and to prepare our pre-service teachers to teach their respective primary physical education curricula. Two of us are "lone" teacher educators in our programmes. Our teaching includes physical activity-based practical lectures, lecturing to large groups, and classroom-based seminar work in smaller groups. While we as a group had not worked together previously there were some previous working relationships, which facilitated relationship building within the group.

The research design is guided by LaBoskey's (2004) suggestions for quality in Self-Study of Teacher Education Practices (S-STEP). Specifically, the inquiry: (a) is self-initiated and self-focused, (b) is improvement aimed, (c) is interactive at stages of the research process, (d) will generate multiple forms of qualitative data, and (e) will interpret validity as a process based in trustworthiness. This qualitative research study took place over eight months where initially we met and had a workshop on value orientations facilitated by experts in the area.

We then completed a Value Orientation Inventory (n-6) before returning to teach our regularly assigned PETE courses in our respective institutions. Each of us undertook three reflective writing tasks focused on exploring our practice and perspectives on value orientation using structured questions in our reflective writing (n-18). This allowed us to maintain a clear focus on the challenges and issues guiding our research. We became the

critical friend of another PETE in the group, and for equity, each dyad consisted of a male and female PETE from the opposite jurisdiction. Each critical friend responded to their partner's reflections guided by particular prompts and questions.

After each reflective task and critical friend response comments there was a group discussion (two-month intervals) framed by the reflective task (n-4). Collaborative S-STEP allowed us to be intentional in accessing and responding to our engagement with our pedagogical practice through the lens of value orientations and help us come to understand our professional practice more deeply (Petrarca and Bullock, 2014; Vanassche and Kelchtermans, 2016). It provided a way for us to describe our individual beliefs, values and identities, and examine the ways that they were enacted in our practices. We completed a meta-reflection (n-6) at the end of the reflective process to capture salient experiences as well as undertaking the VOI again (n-6) to establish if our values had changed.

In addition to our own reflections and critical friend comments, we undertook one guided observation of each other's teaching (n-5) and completed focus group interviews with a sample of students from another institution (n-3). These data were gathered to establish if the students were aware of the PETE's value orientations in their lessons and if the value orientations were visible in their teaching.

Each PETE submitted their module (n-6) and course descriptor (n-6) to a shared folder along with the primary physical education curriculum (n-2) from each jurisdiction to be analysed.

Data Analysis

All recorded data sources (student interviews and PETE discussions) were transcribed and these along with reflections, critical friend comments, observations, and meta-reflections were analysed manually by three of the team, Suzy, Tony and Maura. Each person separately read and coded the data and the three of us met and reviewed our individual coding and through discussions reached agreement on the construction of themes that reflected the main messages guided by Braun and Clarke's (2006) thematic analysis.

Two team members, Ciaran and David, undertook documentary analysis, drawing upon the work of various authors in the area of discourse analysis; 'discourse' meaning written language that describes values and practices of certain aspects of society, making them acceptable to the reader (Willig, 2008). In this study, the discourse of Ennis' value orientations (VOs) was identified in our respective statutory curriculum requirements that are shared in government documents, as well as in the programme information of the various institutions of teacher education involved. We expanded upon the approach of Curtner-Smith and Meek (2000; p.31), wherein their analysis of curriculum consultation texts identified VOs:

... pupils should be taught to 'plan' and 'evaluate' movement (learning process) as well as 'perform' it (disciplinary mastery) ... teaching pupils 'inter-personal skills' (social responsibility), 'establishing [pupils'] self-esteem' (self-actualisation), and forging 'links between the school and the community, and across cultures' (ecological integration). (Department of Education and Science and the Welsh Office, 1991: 7-9)

This allowed us to quantify the instances of VO language use so that we could draw conclusions on the relationships between our personal scoring and the values espoused in our respective national curriculum and institutional documentation.

Overall analysis consisted of an iterative process of engagement with codes and themes established. Finally, the full group met to agree, consolidate, refute and determine the final set of codes. This was followed by further engagement with the data resulting in the collective development and identification of themes. The main basis on which we claim trustworthiness is through the use of multiple data sources generated by each of us and the process of analysis undertaken.

Findings and discussion

Curricula and PE Programmes

The national curriculum documents and institutional programme texts in both jurisdictions have different foci, with different intended audiences, and so were analysed accordingly. We had to bear in mind that practising teachers, reading the national curriculum documents, are planning for educating children in the primary phase in a holistic manner, and we PETE professionals, writing our own programme texts and teaching from them, are preparing pre-service teachers to be ‘competent’ in their future role in schools.

The National Curricula, North and South

The data represented in Figure 2, below, illustrate that Disciplinary Mastery (DM) phrases make up over half of the language employed within the Physical Education section of the Northern Ireland (NI) Curriculum Primary document (Council for Curriculum, Exams and Assessment [CCEA], 2007), and that Learning Process (LP) language occurs over 30% of the time. Meanwhile, Ecological Integration (EI), Self-Actualisation (SA), and Social Reconstruction (SR) language accounts for much smaller proportions (less than 10% each). The first paragraph of the section on Physical Education in the curriculum is a declarative example of DM language and sets the tone for the status of the learning area in the new curriculum arrangements (author’s emphasis):

The purpose of Physical Education as a separate area within the primary curriculum is to provide the opportunity for *specific attention to be given to the physical development, health and well-being of children* (DM). (p.99)

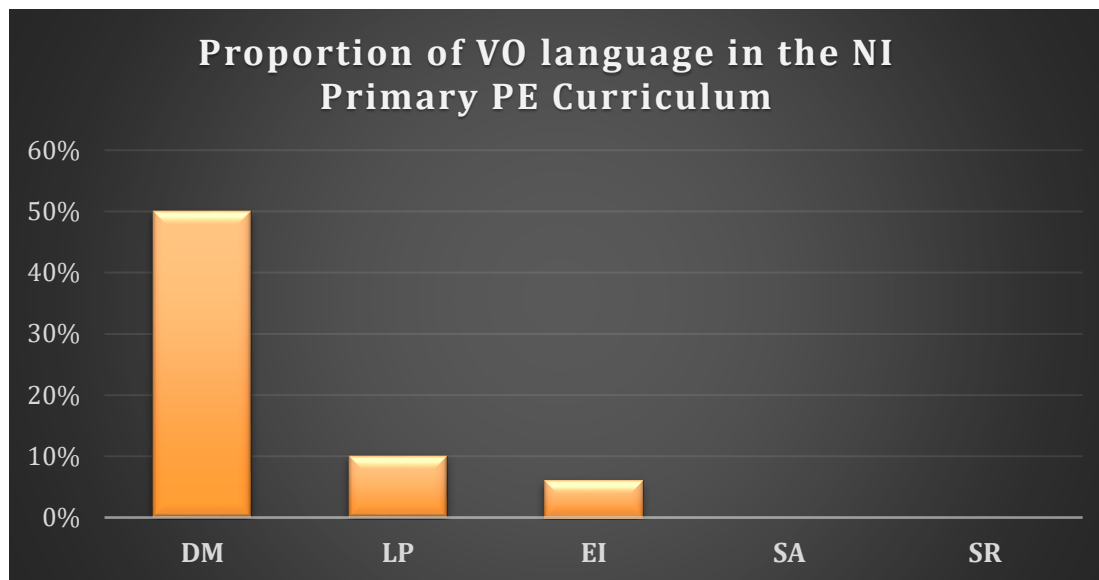


Figure 2: Value Orientations Language in NI Curriculum: Primary (PE)

By way of contrast, the data represented in Figure 3, below, illustrate that the Irish Primary School Curriculum for Physical Education (Government of Ireland, 1999) employs a more balanced variety of VO language to represent how, and in what contexts, pupils should be learning during this stage of their formal education. Within the opening paragraph of the Physical Education curriculum document, for example, a mixture of LP and DM language is evident (author's emphasis):

Physical education provides children with *learning opportunities through the medium of movement* (LP) and contributes to their overall development by *helping them to lead full, active and healthy lives* (DM). (p.2)

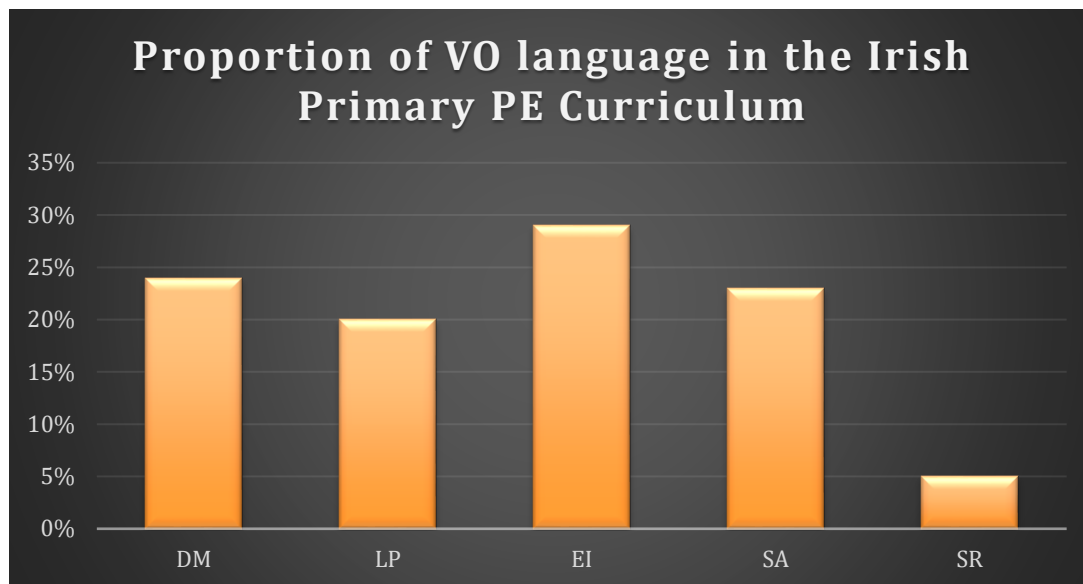


Figure 3: VO Language in Irish Primary School Curriculum: Physical Education

The difference between these opening statements seems to be that the NI curriculum for physical education positions the child's health as the driver for participation and learning, while the Irish curriculum for physical education puts the child's learning at the centre of their journey towards a healthy lifestyle. These declarations are important for teachers to note because they will influence their approaches to teaching and learning - and as these documents represent a statutory duty in their professional practice it bears consideration that individual reading of the requirements will be interpreted in a way that best fits the reader's beliefs and value systems (Fairclough, 2003). A clear understanding of teachers' own VOs will then allow practice to be more closely aligned to curriculum requirements, as they will be better able to recognise tensions in their planning and delivery as it relates to these (Curtner-Smith and Meek, 2000).

The Initial Teacher Education Institutions: PE Programmes

The focus of the NI curriculum document is reflected in both of the Northern Irish teacher education institutions' programmes (Figures 4). For example, DM phrases such as, '...

developing increasing competence, control, coordination and spatial awareness in a range of physical movement skills ...' (CCEA, 2007; p. 101), which make up over half of the language employed in the NI curriculum document, are reflected in the institutional programmes in similar language and amounts, for example:

'Personal experience in a range of movement forms selected from athletics, dance, games, gymnastics, outdoor education, swimming' (St Mary's University College Module Information, 2021).

and:

'The course will primarily focus on developing competence and understanding of the games and athletics components of the Northern Ireland Physical Education Curriculum' (Stranmillis University College Module Information, 2021).

The Learning Process (LP) language that was clearly identified in the NI curriculum document was less often reflected in the programme information of both teacher education institutions; this is also true of the remaining VO language of Ecological Integration (EI), Self-Actualisation (SA), and Social Responsibility (SR). Of note is the fact that SA and SR language is absent from St Mary's UC programme information, but can be identified in that of Stranmillis UC.

Differences in the amounts of VO language between the NI curriculum document and the institutions' programme information may be explained by the different foci of the documents. However, this could also suggest that the institutions of teacher education should move to align their stated values with those of the national curriculum so that pre-service teachers can become more aware of their responsibility to model desirable learning behaviours that they will expect from their pupils.

The balanced variety of VO language in the Irish Primary School Curriculum for Physical Education (Government of Ireland, 1999) is less obviously reflected in the southern institutions' PETE courses (Figure 4). In fact, DM phrases dominate the programme language in DCU;

'Organisation and implementation of an aquatics programme ... Examining the work of play theorists and applying play theory to outdoor play. Using playgrounds: selection of playgrounds and play activities' and, 'walking activities, outdoor challenges and orienteering will provide the medium for exploration of the adventure philosophy' (DCU Module information, 2021).

Similarly in Marino

'Demonstrate the ability to plan, assess, implement and evaluate lessons and own practice ... a range of teaching methodologies.' and, 'Explore, demonstrate and practise informal and formal running, jumping and throwing techniques ... Observe and practise the safety guidelines for using apparatus in gymnastics' (Marino Module information, 2021). [At the time of writing, data for Marino's experiential practical work with students was not represented in their module information, which was under review while this study was being conducted].

and Maynooth;

'Students will demonstrate integrated planning, recording and evaluation for a child-centred curriculum. They will also examine and apply a broad range of assessment principles and practices' (Maynooth University Module information, 2021).

reflecting both the requirements of pre-service teacher education and the national curriculum requirements.

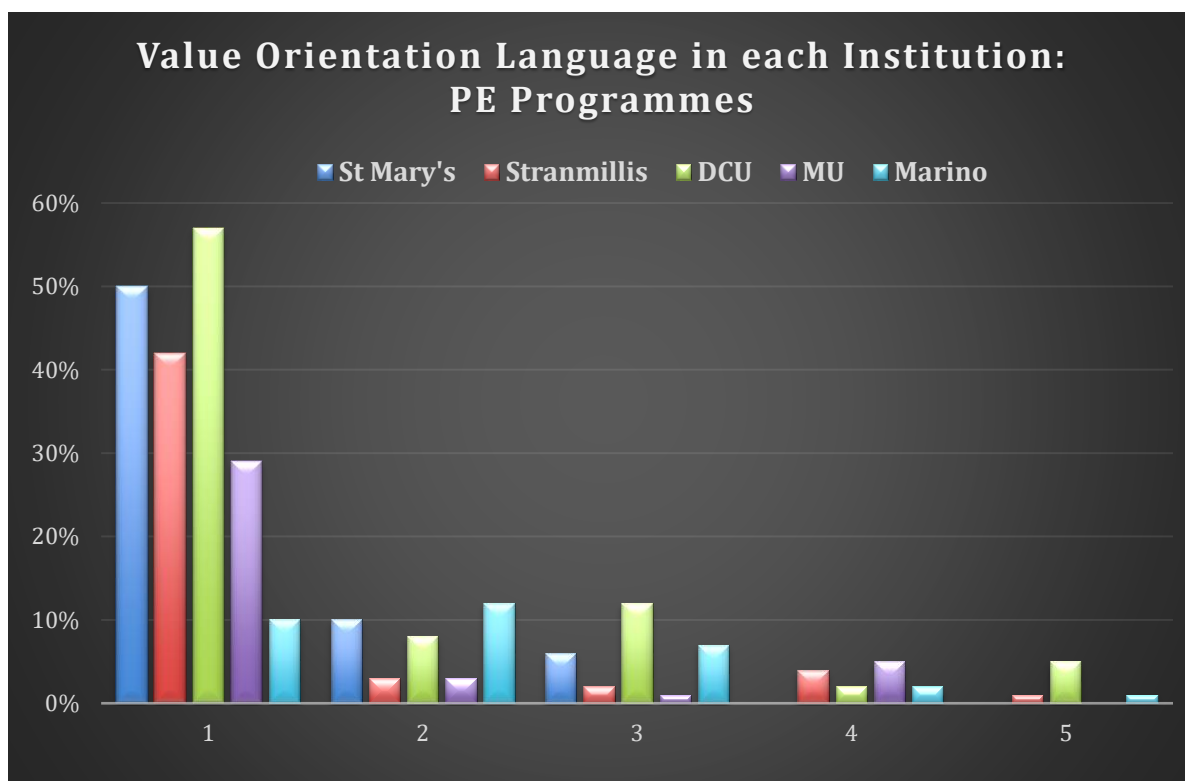


Figure 4: Value Orientations Language in each Institution: PE Programmes (1-DM; 2-LP; 3-EI; 4-SA; 5-SR)

Like their Northern counterparts, the language of the remaining VOs (LP, EI, SA, and SR) was less frequently represented in the programme documents of DCU, Marino, and Maynooth compared to the pattern found in the national curriculum. This, it could be argued, reflects a focus on the technical preparation of pre-service teachers for the practical responsibilities of the work of a teacher in this area of the curriculum. In both jurisdictions, the differences in VO language between the national curricula and institutional programmes, particularly in LP, could also suggest that the providers of teacher education should move to more closely align their stated values with those of the national curriculum. This may ensure that pre-service teachers can become more aware of their responsibility to plan for and deliver the types of learning experiences that should accompany the identified VO language.

Themes

The analysis of the data gathered during this study produced a number of themes such as: teacher educator value orientations literacy; the dominance of certain value orientations (VO) in certain elements of delivery of programme content; the unconscious awareness held by teacher educators on their inclusion of value orientations in programme content delivery; and the impact of the value orientations inventory on our practice throughout the study.

However, for the purpose of this report two of the dominant and connected themes will be discussed in greater depth. While developing a greater awareness and knowledge around value orientations generated a greater consciousness and reflective experience, this study aimed to make visible our current practices as teacher educators, rather than transformative practices and/or knowledge gained throughout the study.

Value Orientations Literacy

In embarking on this research study, only one teacher educator, Ciarán, out of six had any knowledge of, and/or had implemented, value orientations into their primary physical education initial teacher education programme. Ciaran explained how his practice included elements whereby students interrogate their use of value orientation in the language in plans explaining ‘the task that I had given them was to take a lesson plan and highlight the language in your lesson plan that relates to your VO scores’ (CW, Meeting 1). None of the remaining five teacher educators (Maura, Suzy, David, Tony and Elaine) indicated any previous knowledge or understanding around values orientation until their involvement in this study commenced, indicating a low level of value orientations literacy.

The same five out of the six teacher educators alluded to the definitions being a continuous challenge whereby looking up the definitions was evident before and after writing lesson

reflections, and indeed evident prior to completing observations for each other. All five of us reported having to revisit each definition as a reminder to what each included. This was a constant throughout the study. Maura explained, 'I didn't know enough to feel confident as you say about what I was writing or what I was looking for, even in my own teaching, and what value orientations were'(MC, Meeting 2). Similarly, Elaine described it as 'trying to learn, learn it while doing it, which is, I feel like a student that's been called out a wee bit' (EM, Meeting 2). Suzy echoed these feelings;

I kept having to go back and very much, I wasn't trying to put it into my teaching at all. Because I had to go back in my reflections, and like Elaine said there, I had to reread every time I went for a reflection. What are the elements in discipline mastery? What are the elements in... (SM, Meeting 2)

Encouragingly, Elaine's students were still able to recognise values in their experience of her classes where they identified 'learning process':

Probably in HRP with Elaine, she challenged us to think of ways that we could solve problems within the health and fitness of children within skills, and ways that we could promote children partaking in more physical activity. And then she would give examples at the end of the lecture to help us with our learning as we go on, and what little things we could implement (FG3).

Further issues arose for Maura, in conversation with David, when she discussed how infrequent contact with value orientation terminology resulted in the need to re-familiarise with the definitions for each reflection. She commented:

So it was a longer time away from the template where everything was explained. And I had to go back and go through it yesterday, only yesterday, David, and go

through all the questions and prompt myself as to what I was looking at and looking for (MC, Meeting 2).

It was felt the inventory was not necessarily suited to the line of work of teacher education, sometimes creating a need 'to tick the boxes when it didn't describe my work as a teacher educator' (TS, Meeting 3), and in particular primary physical education. However, it was apparent that the value orientations literacy was low (apart from Ciarán who had previous knowledge and regular embedding of value orientations in his practice) not simply in terms of the language, but also in terms of the lack of awareness of values actually reflected and witnessed in our teaching. Despite the low level of values orientation literacy highlighted through this study, it was evident that this did not indicate a lack of diversity in the value orientations we actually used in delivery of our primary physical education programmes but more a lack of knowledge and conscious awareness of their presence in our practice in this area.

Conscious versus Unconscious awareness

On completion of the inventory, we all acknowledged the variance between anticipated Values Orientation scores (based on how we perceived our practice strength or dominant approach), in comparison to the actual inventory scores. Figure 5 presents the initial inventory scores completed in advance of the teaching reflections.

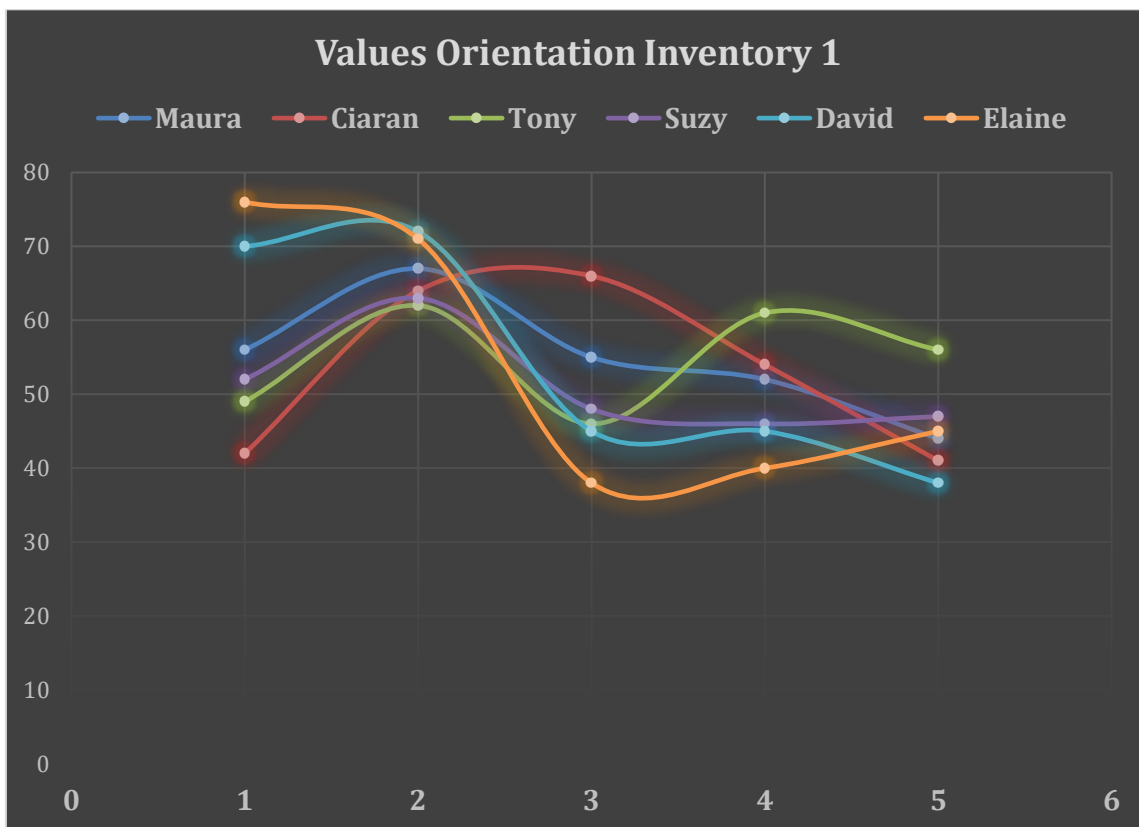


Figure 5. Pre- Teaching Values Orientation Inventory 1

Conversations and reflections surrounding the use of certain value orientations highlighted the variance in use when delivering certain elements and strands of the primary physical education curriculum on all initial teacher education programmes. For Ciaran, who had the greatest experience of values orientation, there was less dominance of discipline mastery than was evident for the remaining five of us. It could be assumed that greater values orientation literacy resulted in greater awareness of how to make the other values transparent. Ciaran scored high in learner process and self-actualisation because he felt that his content is delivered in a way that facilitated that, an element also reflected upon by his critical friend Suzy. However, the unconscious awareness of values such as discipline mastery embedded in this was less evidence in his reflections. There was confirmation for

Ciarán's students that it was also a key component in some of his practice, as reported by one of his students:

Ciarán's swimming. It was really the skills, and how to perfect your technique, and certain strokes. Like if you were doing the backstroke, he would've told you what he was looking for and different ways to perfect it, like zipping the hand up your body sort of thing. (FG Interview)

For Elaine, discipline mastery (DM) was dominant as she explained 'how being able to master the skill before, makes me feel more confident in teaching it' (EM, Meeting 3) which she felt ultimately influences how she delivers the content in her programme. One of her students confirmed that they recognised a discipline mastery at times, as one student commented, 'Yes – in netball with Elaine, she was very focused on developing the essential, basic, netball skills and perfecting those ones' (FG4). Interestingly Ciarán's observation of Elaine's dance lecture indicated that she might be presenting other values unknowingly:

I expected to see more of DM in this session, especially where the creative element was being developed, from the perspective of refining movement quality of the new dances. But I was not surprised by the heavy focus on Social Reconstruction (SR), given the social nature of folk dance. I wonder if the students see it the same way while they are immersed in the activity. (CW Observation Report)

David had also considered that he was DM-dominant in his teaching, but Elaine's observation report suggested that he too might be featuring other values in his practice:

In summary the VOs were very evident and David likely will be surprised (based on previous discussions) that he has moved from DM to cover the other VOs. I thoroughly enjoyed the opportunity of learning and seeing a very different style of delivery. Using the guide provided by Tony there was less evidence on 1. skill

development, 2. competence in sport, 3. fitness, or biophysical knowledge and its connection with improved performance. (EM Observation Report)

Suzy had seen the value of embedding the learner process in her work where students, ‘once they got to grips with the whole learner processes piece, they actually became confident’.

Tony explained the need to engage with this as teacher educators, ‘we're trying to centralise the value of the learning process, but at the same time, as you were saying there David, you have to teach the skills as well’ (TS, Meeting 1), highlighting the need for a blended approach to delivering teacher education programmes but making the value orientations more visible for pre-service teachers. David’s reflection presents a similar view explaining how his programme is ‘content-focused on what students need to know to deliver games skills to young primary aged children’ (DMK, Meeting 3). Despite Elaine’s initial scores, Tony commented on the inclusion of social responsibility and learner process in his critical friend comments on her reflections, highlighting an element of unconscious awareness.

For Suzy, the dominance of some VO's such as self-actualisation seemed to be more apparent when she delivered the gymnastics strand over any other strand. Similarly, David commented that gymnastics facilitates a sense of cooperation that lends itself to self-actualisation, whereas in the games strand there appears to be greater inclusion of discipline mastery and learner process highlighting ‘if I was doing swimming would be a very directive style. This is what I'm looking for. So my focus in that particular end is I want these people to swim.’ (DMK, Meeting 1). Suzy valued self-actualisation and learner processes yet acknowledge the need for particular skills to be learnt similar to the results in Figure 5.

Figure 6 presents the pre and post programme delivery scores from the repeated Values Orientations Inventory exercise. Interestingly, Tony taught across three different areas and

apportions his scores to the variety among the strands delivered when compared to the pre teaching test. At no stage did we interrogate the content taught across the entire programme and therefore cannot present similar observations. Despite this, areas that were deemed important became more evident and aligned largely with the teacher educators' views on their practice.

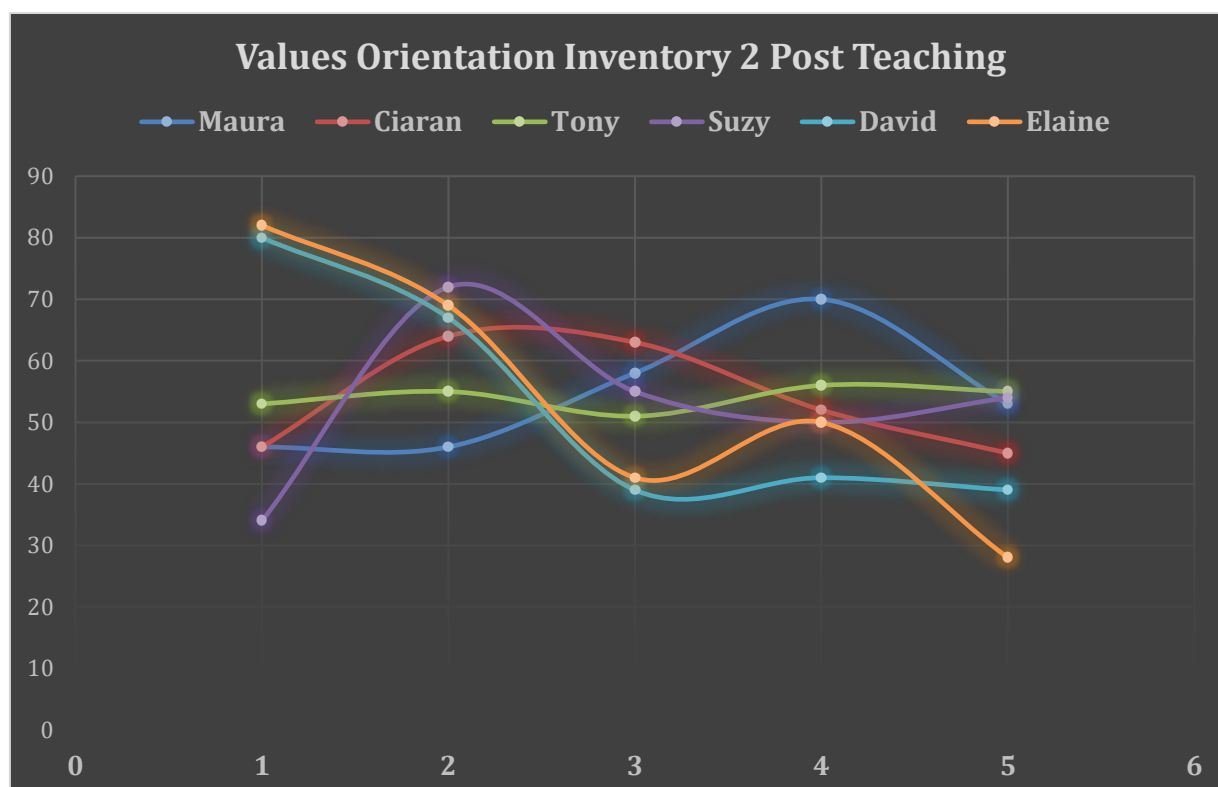


Figure 6. Post teaching Values orientation Inventory

The impact of a critical friend was highlighted in making visible the invisible in relation to teacher educator use of values orientations where Tony explained ‘maybe it was David commenting on Maura’s, as you were interpreting much more self-actualization than you [Maura] were giving yourself credit for’ (TS, Meeting 3). Maura had indicated her main approach was learner process and discipline mastery, but David made visible what was embedded in the delivery of content. Suzy explained how the incidental stories were often indicators of value orientations when stating ‘We give them examples of when we were

teaching, we give them examples of when we've worked with children. And we often forget that is the piece, it's there' (SM, Meeting 3) demonstrating the invisible nature of some embedded pedagogies that teacher educators can fail to make transparent when there is what Ciarán described as 'competing demands'(CW, Meeting 1).

Conclusions

This study facilitated greater awareness among all six teacher educators of how value orientations are embedded in our practice, in some cases consciously but in many cases, even for those with experience and knowledge of using value orientations, embedded unconsciously. Our value orientations were somewhat compatible with those found in our respective national curricula but we acknowledged that in our education of pre-service teachers we should align our values with those espoused in the curricula to enable our pre-service teachers to meet its requirements. The findings indicated overall a low level of value orientation literacy. The entire group felt that their value orientation literacy was one that was transformative but despite this, would require more regular reflection on, and familiarity in using value orientations in order to implement their use effectively. It could be concluded however that while transformative practice in using and recognising value orientations takes time, there will always be elements of our practice that occur unconsciously to us. This study allowed us to make visible the invisible with the support and prompting of our critical friends, observations and the student voice through the focus groups. Such heightened awareness has the potential to alter the lens in which we view our practice. An approach whereby we explicitly share value orientations with our students, review our module descriptors to ensure greater visibility is evidenced with some visible and some integrated content is one consideration for each member of the group. We found that this shared understanding would support us into the future in our practice with our pre-service teachers. Overall, the importance of primary physical education and the need to expose the educative, and not simply physical side of physical education, could be enhanced through linking value orientations with our teaching styles. While for the purposes of this research, the existing value orientations (Ennis & Chen, 1993) provided us with a lens through which to explore our own values and provided a stimulus for conversation, we

believe there is a need for future research focussed on primary physical education with a new set of definitions more applicable to primary contexts.

Final Comments

In addition to the volume of work completed on value orientations in Physical Education the VOTE-PE project also provided a safe space and an invaluable context for this group of six teacher educators from North and South to have prolonged engagement with each other. This sustained engagement through both virtual and face-to-face interaction afforded the opportunity to develop friendship, genuine partnership and close co-operation, which has caused in-depth reflection on professional practice and as a result will improve the quality of teaching and learning for all our students. The project has demonstrated to all the participants that, regardless of the border, we have very high degrees of commonality in almost all of the challenges we face in our work as Physical Education Teacher Educators. As a project team, we want to thank SCoTENS for funding this project as without the funding the professional relationships and network that this project has fostered would not have occurred.

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