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# A (re)construção da identidade profissional em contexto de estágio no ensino de Educação Física: Uma análise situacional de discursos e narrativas

Mariana de Sena Amaral da Cunha

Porto, 2016

# A (re)construção da identidade profissional em contexto de estágio no ensino de Educação Física: Uma análise situacional de discursos e narrativas

Dissertação apresentada às Provas de Doutoramento em Ciências do Desporto, nos termos do Decreto-Lei n.º 74/2006 de 24 de março.

**Orientador**: Professor Doutor Amândio Braga dos Santos Graça

**Coorientadores**: Professora Doutora Paula Maria Fazendeiro Batista

Professora Doutora Ann MacPhail

Mariana de Sena Amaral da Cunha

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Ao meu filho Eduardo.

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## Resumo

A presente investigação teve como objetivo contribuir para uma compreensão mais detalhada da construção da identidade profissional do estudante estagiário e do professor cooperante, convocando, para o efeito, os discursos sobre as práticas de ensino e experiências de formação; a participação legítima nos espaços de formação profissional; e as perspetivas de ensino que substanciam as relações pedagógicas e as trajetórias de aprendizagem no contexto da prática profissional. Com este desígnio, foram realizados cinco estudos: um estudo de revisão da literatura, com o propósito mapear os temas e as metodologias adotadas na análise da construção da identidade profissional nos contextos do ensino e da formação de professores, que contou com um *corpus* de 116 artigos *peer-review*; mais quatro estudos de natureza empírica que se propuseram examinar: i) as representações de estagiários sobre a organização, operacionalização e experiência da prática de ensino proporcionadas pelas atuais tipologias curriculares de estágio do ensino superior e a construção da identidade profissional de professor; ii) os discursos de estagiários sobre o modo como constroem a sua identidade profissional no processo de aprender a ser professor durante o estágio; e as narrativas de professores cooperantes, iii) um experiente e iv) outro iniciante, sobre as trajetórias de aprendizagem e o modo como reconfiguram a sua identidade profissional pela participação nas atividades de supervisão e pelo estabelecimento de uma relação pedagógica com os estagiários no decurso do estágio. Nestes estudos participaram 63 estagiários e 2 professores cooperantes de Educação Física. Os dados foram obtidos por entrevistas (individuais e de grupos focais), diários de bordo e elementos visuais - captação, apresentação e interpretação de imagens (*photo elicitation*). A análise qualitativa dos dados recorreu a estratégias de análise indutiva e temática do conteúdo e a procedimentos de codificação do método da teoria fundamentada, complementados pela construção de mapas situacionais e por metáforas. A identidade profissional do professor emerge como um conceito multidimensional, influenciado pelo contexto de trabalho e informado pelo conhecimento profissional. O diálogo, a participação e a reflexão, enquadrados nas noções de reconhecimento, participação e discursos, são elementos que têm contribuído para renovados entendimentos do constructo. As estórias, desenhos longitudinais, metáforas e métodos visuais são apontados como meios alternativos aos questionários e entrevistas para examinar a identidade profissional do professor. Os estagiários colocam em relevo a pluralidade de papéis e funções do professor e a componente coletiva e interativa da profissão. É na relação com o outro e na extensão da sua participação nas práticas de ensino às atividades da escola que os estagiários desenvolvem o sentido de pertença à profissão de professor. Uma maior abertura dos espectros de ação possibilita uma participação mais ativa e central e uma aproximação à realidade escolar. As suas representações dão também conta do carácter transformativo do ser professor pela reflexão e negociação de práticas, potenciando um entendimento mais aprofundado sobre a profissão do professor. A (re)construção da identidade profissional do professor cooperante acontece pelo desempenho dos papéis e funções, pelo confronto com os desafios encontrados, pela negociação das interações com os estagiários e pela implementação das perspetivas de ensino, que informam as suas práticas e relações de supervisão pedagógica. Os discursos ancorados em torno da construção e reconstrução das identidades profissionais em ambientes formativos, espelham que este é um processo complexo, dinâmico e multifacetado que acontece na interação com o contexto e com os atores, neste caso concreto, com os estagiários, professores cooperantes e outros significantes.

**PALAVRAS-CHAVE:** IDENTIDADE PROFISSIONAL; ESTÁGIO PROFISSIONAL; ESTUDANTE ESTAGIÁRIO; PROFESSOR COOPERANTE; EDUCAÇÃO FÍSICA.

# Abstract

The goal of the present research was to contribute to a more detailed understanding of how pre-service teachers and cooperating teachers construct their professional identity. To this end, the focus was on the discourses on teaching practices and teacher education experiences; the legitimate participation in teacher education and working spaces; and the teaching perspectives that substantiate the pedagogical relations and the learning trajectories in the context of professional practice. Five studies were carried out: a literature review study, with the purpose of mapping the themes and methodologies adopted in the analysis of the construction of professional identity in the contexts of teaching and teacher education, which had a *corpus* of 116 empirical peer-review articles; plus four more studies of an empirical nature that aimed to examine: i) the representations of pre-service teachers on the organization, operationalization and experience of teaching practices provided by the current curricular typologies of school placements in higher education and the development of teachers' professional identity; ii) the discourses of pre-service teachers on how they build their professional identity in the process of learning to become a teacher in the course of the school placement; and the narratives of cooperating teachers, iii) one experienced and iv) other novice, about their learning trajectories and professional identity reconfiguration through their participation in supervision practices and pedagogical relationships developed with pre-service teachers in school placement settings. The participants were pre-service teachers and cooperating teachers of Physical Education. Data were gathered through interviews (individual and focus groups), journal entries and visual elements - caption, presentation and interpretation of images (photo elicitation). In the process of analysis, an inductive and a thematic approach were used according to the overall principles to coding of grounded theory method, complemented by a cartographic situational approach and metaphors. Teachers' professional identity emerge as a multidimensional construct, influenced by the work context and informed by professional knowledge. Dialogue, participation and reflection, framed in the notions of recognition, participation and discourse, are elements which have been contributing to renewed understandings of the construct. The stories, longitudinal designs, metaphors and visual methods surfaced as alternative mediums to the questionnaires and interviews in examining teachers' professional identity. Pre-service teachers highlight the plurality of roles of the teacher and the collective and interactive component of the profession. It is in the relationship with others and in the extension of their participation in teaching practices to the activities of the school that pre-service teachers develop a sense of belonging to the profession of teacher. A greater openness of the action spectra allows them a more active and central participation and closeness to the school reality. Their representations also give account of the transformative character of being a teacher, developed through reflection and negotiation of practices. In turn, these foster a deeper understanding of the teacher's profession. The reconstruction of the cooperating teachers' professional identity happens in the doing of their roles, the confrontation with the challenges encountered, the negotiation of interactions with their pre-service teachers, and the implementation of teaching perspectives that inform their practices and pedagogical supervision relations. The discourses framed within the construction and reconstruction of professional identities in teacher education environments is a complex, dynamic and multifaceted process that takes place in the interaction with the context and it's actors, in this particular case, the pre-service teachers, cooperating teachers and other significant people.


**KEYWORDS:** PROFESSIONAL IDENTITY; SCHOOL PLACEMENT; PRE-SERVICE TEACHER; COOPERATING TEACHER; PHYSICAL EDUCATION.

**LISTA DE ABREVIATURAS**

CoP/ CoPs – Comunidade de prática/ Comunidades de prática

CT/ CTs – Cooperating teacher/ Cooperating teachers / Conselho de Turma

CTs – Conselhos de turmas

DE – Desporto Escolar

Dept. – Departamento

DT – Direção de turma

EE/ EEs – Estudante estagiário/ Estudantes estagiários

EF – Educação Física

I/A – Investigação-Ação

IPP – Individual Plan of Progress

LPP –Legitimate Peripheral Participation

MEC – Modelo de Estrutura do Conhecimento

OE – Orientador da escola

OF – Orientador da faculdade

PA – Planos de aula

PC – Professor cooperante

PE – Physical Education

PETE – Physical Education Teacher Education

PFI – Projeto de Formação Inicial

PI – Professional identity /Professional identities

PIF – Projeto Individual de Formação

PIT – Professor a tempo inteiro

PPL – Participação periférica legitimada

PST/PSTs – Pre-service teacher / Pre-service teachers

RE – Relatório final de estágio

SEM – Sport Education Model

UC – Unidade curricular

UD – Unidade didática

**INTRODUÇÃO**

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# INTRODUÇÃO

Face à abrangência e complexidade do assunto em análise, pela longevidade do processo e consequente dificuldade em relatar acontecimentos passados, e pelo desafio em convencer o leitor da pertinência de sua leitura, apresentar o trabalho investigativo versado nas páginas que se seguem não se afigura tarefa fácil. Sob o risco de fracassar neste encargo, diríamos de forma sintética que a presente dissertação trata a temática da construção da identidade profissional do professor no contexto da formação inicial de professores de Educação Física, em Portugal, mais especificamente, da construção da identidade profissional de estudantes-estagiários[1] e da reconstrução da identidade profissional de professores cooperantes em situação de prática de ensino supervisionada, num ambiente escolar, vulgo "estágio".

Um projeto de doutoramento resulta, na generalidade, não somente de interesses investigativos, como também de oportunidades profissionais e necessidades de carreira, de desejos individuais e compromissos coletivos e, ainda, de uma grande força de vontade de todos os intervenientes. Este trabalho não foi exceção. Com efeito, de uma formação anterior em Desporto e Educação Física com especialidade em Atividade Física Adaptada e em Investigação em Ciências Sociais e Educacionais, este projeto designado de "A (re)construção da identidade profissional em contexto de estágio no ensino de Educação Física: Uma análise situacional de discursos e narrativas", começou a delinear-se com a integração da candidata no gabinete de Pedagogia do Desporto da Faculdade de Desporto da Universidade do Porto, a exercer funções de docência como assistente convidada, na qualidade de orientadora do estágio profissional do ciclo de estudos conducente ao grau de mestre em Ensino de Educação Física nos Ensinos Básico e Secundário. Posteriormente, as sementes ganharam raízes aquando da sua agregação, como bolseira, a um projeto de investigação intitulado "O papel do estágio profissional na (re)construção da Identidade Profissional no contexto da Educação Física", financiado pela Fundação para a

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[1] No corpo do texto deste capítulo introdutório da dissertação de doutoramento, passamos a designar "estudantes estagiário/s" por "estagiário/s".

1

Ciência e Tecnologia, com a referência PTDC/DES/115922/2009. Por conseguinte, estudar as questões da formação inicial de professores, especialmente o modo como se constrói e reconstrói a identidade profissional em situação de estágio profissional, pareceu ser o caminho natural a seguir.

No decurso da elaboração e da concretização do projeto doutoral, vários foram os desafios enfrentados: uns relacionados com o tempo e organização, outros com a atividade profissional realizada em paralelo, mas mormente pela complexidade do tópico e dificuldade da sua análise empírica. Nesta medida, ainda que fortemente filiado ao "projeto-Mãe", foi interessante vê-lo diferenciar-se, ao ganhar seus contornos e identidade próprios. A dinâmica concetual e organizativa da pesquisa que o caracterizou são abordadas mais à frente neste capítulo.

No que respeita ao contexto que o fundamentou, a investigação despontou de duas premissas: a de que, em resultado de um novo paradigma social – a globalização –, e subsequente restruturação dos programas de formação de professores, dos processos de habilitação e acreditação para a docência e das condições de exercício da profissão, o modo como se ensina e se aprende a ser professor sofreu alterações; e a de que o constructo da identidade profissional possibilita uma melhor compreensão dos (novos) desafios enfrentados pelos professores no seu desenvolvimento profissional. Considerou-se ainda que aprendizagem e identidade profissional são constructos imbricados, pelo que, quando dada voz aos que participam diretamente no processo de aprendizagem para se tornar professor, se expectam entendimentos mais aprofundados e enriquecedores sobre o fenómeno.

Concetualmente a investigação partiu da noção de identidade de Gee (2000-2001) – autor de referência na temática da identidade –, para posteriormente expandir o seu campo de análise em três níveis de focagem distintos da construção da identidade profissional do professor: o do discurso sobre as suas (e a de seus pares) práticas de ensino e experiências de formação (Gee, 2000-2001); o da participação legítima nos espaços de prática e formação (A. Clarke, Triggs, & Nielsen, 2014; Lave & Wenger, 1991; Wenger, 1998); e o das perspetivas de ensino que substanciam as relações pedagógicas, trajetórias de

aprendizagem e modos de atuação no contexto da sua atividade profissional (Awaya et al., 2003; A. Clarke & Jarvis-Selinger, 2005; Fletcher, 2016).

Em termos de contributo, com esta pesquisa, em que se deu voz aos estagiários e aos professores cooperantes, pretendeu-se aceder a níveis de conhecimento superiores que pudessem contribuir, de forma efetiva, para uma contínua melhoria dos programas de formação de professores com base em elementos identitários e desafios que configuram o processo de "se tornar professor".

Este capítulo aborda inicialmente as circunstâncias gerais que atualmente envolvem os programas de formação de professores nas universidades, para depois enquadrar e delimitar o problema de pesquisa e apresentar os objetivos que o orientou. Finaliza com a dinâmica organizativa que estrutura a presente dissertação.

## Enquadramento do problema de pesquisa

> "THE WORLD IS increasingly designed to depress us. Happiness isn't very good for the economy. If we were happy with what we had, why would we need more? (…) How do you get them to buy insurance? By making them worry about everything. How do you get them to have plastic surgery? By highlighting their physical flaws. (…) How do you get them to buy a new smartphone? By making them feel like they are being left behind. To be calm becomes a kind of revolutionary act. To be happy with your own non-upgraded existence. To be comfortable with our messy, human selves, would not be good for business." (Matt Haig, excerto do livro *Reasons to Stay Alive*, 2015, p. 189)

Presentemente, a construção da identidade profissional do professor é entendida como "um processo equacionado a diversos níveis da complexa trama da estrutura social em que se enreda a capacidade de agência de cada sujeito", descartando uma ideia anterior de que é "obra solitária de uma vontade individual, ou um processo linear de crescimento pessoal e profissional, fruto de aquisição de conhecimentos ou acumulação de experiência" (Graça, 2014, p. 44). Nesta medida, segundo o mesmo autor, não se alheia de conjeturas políticas

e ideológicas, económicas e educativas, profissionais e burocráticas a uma escala nacional, europeia ou mundial.

Dissimulada de nobres pretensões – autonomia, conhecimento especializado, partilha, ponderação individual, abertura, flexibilidade, integração, diversidade – na realidade, a sociedade dos dias de hoje premeia ideais economicistas de eficiência, performance, competitividade, liderança, consumo, pragmatismo, comparabilidade, relativismo, sobrevivência, "tecnização" e avaliação. Tais marcas de uma agenda neoliberal refletiram-se sobretudo nas políticas de restruturação do ensino e dos programas de formação de professores, bem como nas suas condições de trabalho (Ball, 2003; Bauman, 1998; Zeichner, 2006). Com efeito, é num discurso do "inevitável" e do "fatalismo" (Bento, 2008), da "incerteza", da "desconfiança" e "desesperança" (Graça, 2014), de "desânimo", "inquietação" e "desconforto" (Haig, 2015) que uma atual identidade profissional do professor se projeta. Os professores veem as condições de exercício da profissão degradarem-se ou temem pela perda de seus empregos; os mais novos não veem meio de ingressar numa carreira profissional condigna; e, aos estudantes, cada vez são cobradas mais taxas, os tempos dos seus cursos de formação são reduzidos e as verbas para investigação limitadas (Bento, 2008; Graça, 2014). Não é, por isso, surpreendente, que alguns críticos da sociedade pós-moderna (e.g., Bauman, 1995, 2000), caracterizem os quadros do quotidiano, nos quais se incluem os da formação e da profissão, de "superficiais", "solúveis", "vazios" e "instantâneos", e de "precários", "transitórios" e "permeáveis"; metaforizando-os de lugares onde tudo se torna "líquido", sequer permanece "viscoso" e, por isso, corre entre os dedos das mãos (Bauman, 2000). É neste enquadramento que se constatam as alterações no ensino superior, em Portugal, em resultado da celebração da Declaração de Bolonha há cerca de uma dezena de anos, o que implicou uma refundação de seu projeto e constituição.

No seu propósito de criar um espaço comum de educação europeia, pelo favorecimento da qualidade, comparabilidade e reconhecimento dos graus académicos e das formações, o Processo de Bolonha introduziu alterações profundas no ensino superior nacional, designadamente nos processos de habilitação para a docência, e, em particular, ao nível do desígnio e da estrutura

da formação inicial de professores (Batista, 2014; Costa, Batista, & Graça, 2014; Ponte, 2006; Silva, Batista, & Graça, 2014). No que concerne ao seu propósito, observa-se um alinhamento com a agenda mercantilista, ao procurar colocar o tónus da formação para a docência na aquisição de competências de uma forma fragmentada (dois ciclos de estudos), sepultando o paradigma do desenvolvimento de um conhecimento integral, caracterizante dos cursos de duração de cinco anos anteriores (Graça, 2013). No caso específico da área das Ciências do Desporto, o 1.º Ciclo, equivalente à licenciatura, preconiza uma formação geral de cariz eminentemente científico; ao passo que o 2.º Ciclo, conferente do grau de mestre, centra-se nas áreas pedagógicas e didáticas da formação para a docência em Educação Física nos Ensinos Básicos e Secundário (Batista, 2014). A respeito da sua organização, a formação específica de professores passou a ter lugar no 2.º ciclo de estudos. Ademais, enquadrado legalmente pelos diplomas Decreto-Lei n.º 240/2001 de 30 de agosto e Decreto-Lei n.º 79/2014 de 14 de maio. O primeiro normativo define as exigências da formação inicial tendo em conta as dimensões, profissional, social e ética; já o segundo coloca o grau de mestre como a habilitação mínima para a docência. Neste âmbito, é atribuída às instituições do ensino superior a responsabilidade de desenhar as unidades curriculares e respetivos conteúdos que acreditam e qualificam os professores a exercer nos ensinos básico e secundário, em dois anos (Graça, 2014). Na Educação Física, paralelamente a unidades curriculares no âmbito das ciências da educação, no 1.º ano são lecionadas outras relativas à organização didática e pedagógica do desporto, visando o desenvolvimento da capacidade de conceção, organização e reflexão necessárias ao exercício da profissão de professor de Educação. O 2.º ano é ocupado mormente com a realização do estágio profissional que, na sua essência, procura desenvolver competências no campo da ação, através da inserção do estagiário num contexto real de prática pedagógica, no caso específico, a escola (Silva et al., 2014).

É na razão das constatações de uma crise axiológica acima descritas (Bauman, 1995, 1998, 2000; Bento, 2008; Graça, 2014; Haig, 2015), que se colocam as seguintes questões: Que professor esperar da atual formação inicial de professores de Educação Física? Quais os aspetos valorizados na formação

inicial e, em particular, na profissionalização dos professores de Educação Física? O que move os estudantes na aprendizagem para ser professor de Educação Física?

**Justificação e pertinência da pesquisa**

No quadro dos programas de formação inicial de professores, ao estágio é atribuído um lugar de destaque por ser compreendido como um espaço formativo e de reflexão determinante ao processo de construção da identidade profissional dos que nele participam (Batista, Queirós, & Graça, 2014; Forbes & Davis, 2007; Jurasaite-Harbison, 2005; Luehmann, 2007). No respeitante ao estagiário, a razão principal apontada pela literatura (e.g., Batista, 2014; Lave & Wenger, 1991; Nóvoa, 1995; Simões, 2008) prende-se fundamentalmente com a componente prática que lhe é associada – i.e., o desenvolvimento de um conhecimento especializado e a capacidade de o utilizar na ação –, ao possibilitar o contacto com espaços reais de ensino e de prática profissional e, dessa forma, diminuir o fosso entre os constructos teóricos acerca do ensinar e do aprender, adquiridos numa formação inicial anterior, e as suas práticas na escola, aquando da sua entrada na profissão docente. Mais ainda, como elemento intermediário entre a formação e a profissão, a situação de estágio facilita a imersão do estagiário (futuro professor) na cultura da comunidade escolar nas suas mais diversas componentes, desde as suas normas e valores, aos seus hábitos, costumes e práticas (Queirós, 2014). No que concerne à relevância da situação de supervisão da prática pedagógica no contexto de estágio para os formadores de professores, sobressai, entre outros aspetos, o reforço e patilha do seu conhecimento profissional, a familiarização com novos modelos de ensino, a realização pessoal e a confiança em seus pensamentos e convicções pela possibilidade de fazerem ouvir a sua voz e motivarem futuros professores para a profissão, bem como a quebra de rotinas e a capacidade de reflexão como investigadores da sua própria prática (Alarcão & Tavares, 2007; Russell & Russell, 2011; Sinclair, Dowson, & Thistleton-Martin, 2006). Nesta medida, aliado aos processos de desenvolvimento de um saber experimental e profissional, de competências funcionais e de reflexão, e de uma socialização inicial e contínua, está o de "se tornar professor (de professores)" (Luehmann,

2007), sendo, justamente, neste ponto que formação e identidade se entrecruzam.

*Identidade profissional do professor em formação*

A investigação em ciências de educação tem vindo a sinalizar um forte vínculo entre identidade e aprendizagem (e.g., Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Luehmann, 2007), neste caso específico, entre a identidade e a formação inicial de professores de Educação Física, nomeadamente em situação de estágio (e.g., Batista et al., 2014), por se entender ser um constructo capaz de explicar o modo como os professores "aprendem a ensinar" e a "ser alguém que ensina" (Cardoso, Batista, & Graça, 2014, p. 182). As questões da identidade profissional do professor são necessariamente questões da ordem do *ser* (e.g., Gee, 2000-2001; Graça, 2014), mas também do *saber* (e.g., Burn, 2007; Ezer, Gilat, & Sagee, 2010; Grossman, 1990), do *fazer* (e.g., Batista, 2014; Enyedy, Goldberg, & Welsh, 2005; Lave & Wenger, 1991), do *contar* (e.g., Sfard & Prusak, 2005) e do *projetar* (e.g., Graça, 2014; Owens, Robinson, & Smith-Lovin, 2010): *Que professor sou no momento? Que tipo de professor quero ser? O que devo aprender e ser capaz de fazer como professor? Que papéis e funções esperam que realize? Como é que me vejo e veem como professor?* Da variedade de sentidos manifestos nestas indagações, depreende-se que a identidade profissional do professor tem vindo a ser conceptualizada de distintos modos. Não obstante, a coexistência de entendimentos, sobressai a ideia de que, à semelhança da aprendizagem, é um conceito complexo, pela pluralidade de dimensões que a constituem (Agarao-Fernandez & De Guzman, 2006; Akkerman & Meijer, 2011; Batista, 2014; Beauchamp & Thomas, 2009; Beijaard et al., 2004). Por um lado, emerge o parecer de que a sua construção não depende apenas de processos internos, mas também de um conjunto de aspetos iterativos, experienciais, relacionais e emocionais (Cardoso et al., 2014; Cross & Hong, 2012; Flores & Day, 2006; Leeferink, Koopman, Beijaard, & Ketelaar, 2015; O'Connor, 2008), bem como de práticas de reflexão, quer ao nível do conhecimento pedagógico do conteúdo (Larrivee, 2008), como das crenças, identidade e sentido de missão do professor (Korthagen, 2004; Korthagen & Vasalos, 2005). Por outro lado, desponta-se a sua natureza transformativa (Meijer, De Graaf, & Meirink, 2011), e por isso,

contínua[2] (Beijaard et al., 2004). Neste entendimento, a identidade profissional do professor é desenvolvida através de práticas comunicacionais e de processos de legitimação e de reconhecimento sobre, respetivamente, a participação no terreno profissional através da ocupação de papéis e da incorporação dos ideias, valores e crenças junto dos seus grupos de afinidade, e perceções e expectativas sobre nós e os outros e a atividade que exercemos (Batista, 2014; Gee, 2000-2001; Padilha & Nelson, 2011). Num sentido mais estrito, a identidade profissional do professor situa-se no campo da atividade docente (i.e., da ação), englobando comportamentos e representações sociais sobre a profissão (Batista, 2014), constatando-se, em vista disso, uma primeira relação de reciprocidade entre identidade e a prática profissional: "*(…) who we think we are influences what we do (…) [and] we also become who we are because of what we do*" (Watson, 2006, p. 510). Mais ainda, ao remeter a identidade profissional para modos de fazer e de pensar (Batista, 2014), é-lhe atribuída tanto uma componente material, como uma dimensão simbólica (Blin, 2004; Dubar, 1997; Lopes, 2007a), porquanto resultar "*de processos de negociação – reflexão de (de si para si) e de comunicação (de si com os outros)*" (Batista, 2014, p. 16). Deste entendimento se extrapola que a identidade profissional também se relaciona intimamente com a aprendizagem continuada (Giddens, 1994), construída e reconstruída em interação com os outros (Batista, 2014; Lave & Wenger, 1991; Wenger, 1998), reconhecendo-lhe, nesta medida, uma dimensão coletiva (Lopes, 2007b). Em outras palavras, ainda que a identidade profissional do professor seja uma construção individual, é configurada em grupo e para a profissão (Chaix, 2002; Lave & Wenger, 1991; Owens et al., 2010; Wenger, 1998).

James Paul Gee, autor socioconstrutivista de referência do tópico de pesquisa da identidade, apresenta uma concetualização de cariz inclusivo do constructo, que pode ser transportada para o contexto da atividade profissional do professor, ao integrar os elementos atrás descritos em quatro perspetivas explicativas da noção "ser reconhecido por um certo tipo de pessoa [no caso especifico, um certo tipo de professor] num determinado tempo e contexto" (Gee, 2000-2001, p.

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[2] "Identity is not something one has, but something that develops during one's whole life" (Beijaard et al., 2004, p. 107)

99): a identidade natural, a identidade institucional, a identidade discursiva e a identidade afiliativa. A identidade natural concerne estados naturais (internos) do indivíduo, sendo outorgada por forças da natureza. Já uma identidade institucional, autorizada pela posição que a pessoa ocupa numa dada organização social, reflete um poder externo. A identidade discursiva carrega o sentido figurativo da identidade, ao ser configurada a partir do discurso que o indivíduo constrói sobre si próprio ou através dos diálogos de outros a seu respeito. Finalmente, a identidade afiliativa, incorpora uma dimensão coletiva, legitimando-se pelas experiências partilhadas em contextos de prática junto de grupos de relação. Acresce que as características de "um certo tipo de pessoa" supracitadas se encontram interligadas entre si. A sua categorização tem como último propósito facilitar a compreensão da formação e desenvolvimento das identidades, mediante o enfoque do fenómeno em análise (Batista, 2014).

Face ao exposto, Gee (2000-2001), ao equacionar que a identidade pode mudar em função do momento e do espaço com e no qual indivíduo interage, pressupõe que a identidade, para além de sobejamente relacional, é um conceito dinâmico, ambíguo, instável e, em vista disso, mutável: "algo que se altera ao longo do tempo, que se constrói e reconstrói no tempo, no espaço e em interação" (Batista, 2014, p. 14), "(…) filtrado por sistemas interpretativos histórica e culturalmente constituídos (…)" (Graça, 2014, p. 60). Por conseguinte, supõe ainda que todas as pessoas possuem múltiplas identidades interligadas, não tanto aos seus estados internos, mas principalmente aos papéis e funções que vão desempenhando na sociedade em distintos momentos de suas vidas. Não obstante, o mesmo autor faz a ressalva de que uma identidade central – "core identity" (p. 99) prevalece em relação às sobrantes que lhes são reconhecidas ou imputadas; uma mais uniforme e transversa a vários contextos, quer para si mesmo, quer para os outros. Um entendimento ademais partilhado por Lopes (2007b).

Num contexto empírico, são vários os campos de pesquisa (e.g., psicologia e linguísticas) a inspecionar o sentido operacional da identidade profissional (Sfard & Prusak, 2005), mas é na área do ensino e da formação de professores que o conceito tem vindo a ser utilizado com maior preponderância nos últimos dez anos (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Luehmann, 2007).

Deste modo, são diversos os elementos da identidade profissional do professor que têm vindo a ser examinados, de entre os quais, Beauchamp e Thomas (2009) destacam o conceito de *self*, as emoções, as comunidades de prática, os fatores sociais e contextuais, as funções e papéis, as metáforas, as estórias e narrativas, entre outros. Todavia, a literatura observa que, ainda que seja importante analisar cada um dos recursos que configuram a identidade profissional do professor individualmente, importa estudar o constructo de forma a contribuir para uma compreensão mais integral do mesmo (e.g., Akkerman & Meijer, 2011; Beijaard et al., 2004). Já no campo da formação inicial de professores, registam-se diversas pesquisas que procuraram não só entender *como é*, mas também *como deve ser* realizado o desenvolvimento profissional dos futuros professores (e.g., Alarcão, 2009; Albuquerque, 2003; Cochran-Smith et al., 2008; Darling-Hammond, 2013; Nóvoa, 1992; Silva et al., 2014; Zeichner, 1993). A forma como os novos professores se confrontam com a realidade de assumir a total responsabilidade dos papéis e funções do professor também tem vindo a ser objeto de preocupação dos investigadores (e.g., Flores & Day, 2006; Queirós, 2014). Outros estudos (e.g., Albuquerque et al., 2008; Jurasaite-Harbison, 2005; Luehmann, 2007; Marcon et al., 2007) debruçaram-se ainda sobre a construção da identidade profissional no seu contexto de desenvolvimento (a escola). Todavia, poucos foram aqueles que analisaram a articulação entre a experiência em situação de estágio profissional – sinalizado na bibliografia como elemento de transição entre a formação e a profissão e de aproximação entre a teoria e a prática (e.g., Queirós, 2014) – e a construção da identidade profissional dos seus intervenientes (e.g., estudantes estagiários e professores cooperantes). Com efeito, a literatura (e.g., Batista & Queirós, 2013; Graça, 2014; Queirós, 2014) encoraja futuras pesquisas na área no sentido de se explorar a formação de professores em contexto de exercício profissional, na escola, nomeadamente por convocarem a epígrafe de trazer a formação dos profissionais para dentro da profissão (Nóvoa, 2009). Atualmente, o estágio preconiza esta tipologia de formação, dado que facilita a articulação entre a teoria, apreendida pelo estudante sobre o aprender a ensinar, e a linguagem daqueles que estão no contexto de ensino, bem como por incluir a assistência de um orientador, que é considerado um espaço fértil ao desenvolvimento profissional. Neste quadro, é atribuído ao papel do professor cooperante uma

especial importância (e.g., Carrega, 2012; Lunenberg et al., 2014), porquanto se considera que é o detentor dos "saberes da prática" e o principal facilitador da cultura profissional e da entrada na profissão do estudante estagiário (Batista & Queirós, 2013). Por outro lado, a literatura também incentiva a examinar a experiência de estágio "(…) through the eyes (…)" (Jarvis-Selinger et al., 2010, p. 70) dos seus participantes para melhor contextualizar a aprendizagem e, assim, contribuir para a melhoria dos processos formativos dos futuros professores, mais especificamente em contexto de estágio profissional. Desta forma, examinar aprofundadamente o constructo da identidade profissional e procurar perceber, através das suas vozes (do estagiário e do professor cooperante), as trajetórias de aprendizagem, em articulação com a configuração das suas identidades profissionais no decurso do processo, foi o mote para o desenvolvimento desta investigação.

*Focos convocados para a investigação*

É neste enquadramento concetual e empírico que a presente pesquisa explorou a configuração da identidade profissional do estagiário e do professor cooperante em torno de três eixos: o do discurso sobre as suas (e a de seus pares) práticas de ensino e experiências de formação; o da participação legítima nos espaços de prática e formação; e o das perspetivas de ensino que substanciam as relações pedagógicas, trajetórias de aprendizagem e modos de atuação no contexto da sua atividade profissional.

O primeiro nível de focagem – *os discursos sobre as vivências* -, parte da premissa de que aprendizagem e identidade são constructos desenvolvidos por processos de interação (B. A. Brown, Reveles, & Kelly, 2005) criados através de "language practices" (Danielewicz, 2001, p. 11). Expresso por sinais gráficos, orais ou escritos, o discurso veicula não somente palavras, mas também pensamentos, crenças, valores, sentimentos, ações e significados circunscritos ao contexto social em que o indivíduo se encontra inserido (M. Clarke, 2008; Gee, 1999). A identidade discursiva aporta ainda um sentido performativo (Correia, Martínez-Arbelaiz, & Gutierrez, 2014; Lave & Wenger, 1991; Wenger, 1998), já que é construída na ação com os outros, pela incorporação das práticas discursivas de uma sociedade, tornando-se, pouco a pouco, um membro dessa comunidade e, em vista disso, também inclui modos de reconhecimento. Nesta

perspetiva, discurso e diálogo são entendidos como traços identitários legitimados pelos processos interpretativos, tanto do próprio, como de seus pares (Gee, 2000-2001). Deste modo, a identidade é construída e reconstruída através de um processo de negociação, em que o indivíduo tenta conciliar as suas perceções com as dos outros, atendendo ao contexto social e cultural onde exerce a sua prática (Alves, Queirós, & Batista, 2014). Neste cenário, importa referir que perante um determinado discurso ou conversa, grande parte do processo de reconhecimento é realizado implicitamente (Cohen, 2010).

O segundo eixo investigativo explora o vínculo que a literatura tem vindo a sinalizar entre a participação ativa e central nos espaços de prática profissional, a formação e a construção da identidade profissional (e.g., Fuller, Hodkinson, Hodkinson, & Unwin, 2005; Lave & Wenger, 1991; Leeferink et al., 2015; Wenger, 1998). Esta linha de pesquisa procura desmarcar-se de conotações tradicionais relativas ao processo de ensino e de aprendizagem, pela descentralização do foco de discussão em abordagens sustentadas na racionalidade técnica, para perspetivas situadas da aprendizagem, em que as experiências práticas em contexto real da atividade profissional ganham espaço e significado. Esta situacionalidade da aprendizagem é designada por Lave e Wenger (1991) de experiências "autênticas". Neste quadro concetual, a aprendizagem resulta da participação ativa e informal do indivíduo numa comunidade de prática (de aprendizagem), na qual a pessoa, a atividade, as relações e o contexto são os elementos que a constituem (Lave & Wenger, 1991; Wenger, 1998). Neste âmbito, o conceito de participação periférica legitima, com raízes na teoria social de aprendizagem, emerge como meio de explicitar o modo como a aprendizagem ocorre em contextos educacionais, isto é, o processo de alteração do grau de participação e de desenvolvimento do indivíduo no seio de uma comunidade de prática (Fuller et al., 2005; Wenger, 1998). Deste modo, a expressão materializa, sobretudo, o processo pelo qual os principiantes se tornam parte integrante de uma comunidade de prática, estando-lhe subjacentes relações de poder (Lave & Wenger, 1991). Particularmente, no que reporta ao modo como os indivíduos são posicionados e ao tipo de acesso que lhes é alocado aos recursos da comunidade de prática. Assim sendo, permite discorrer sobre as relações entre "novatos" (e.g., estagiários) e "experientes" (e.g.,

professores cooperantes). Os aprendizes ingressam na periferia das atividades de uma comunidade (e.g., escola) e, com o tempo, começam a adotar uma participação mais legitimada (autêntica e genuína, provida de significado), em resultado da incorporação ao de um roteiro sociocultural – normas, valores, hábitos, costumes, conhecimentos, habilidades técnicas e sociais – da comunidade, e do envolvimento ativo nas tarefas centrais da mesma (Cushion, 2006). Por conseguinte, a aprendizagem é distribuída pelos participantes de uma mesma comunidade, na qual pessoas de experiência diversificada se transformam por intermédio das suas próprias ações e interações com os outros (Kirk & Macdonald, 1998). É nesta perspetiva relacional entre processos de formação, experiências, práticas, interações e construção de significados, num contexto de uma comunidade de prática, que se desenvolvem identidades profissionais (Wenger, 1998).

O terceiro e último foco de pesquisa, considera as conceções que o professor possui sobre o ensino e a aprendizagem (e.g., Alexander, 2008; Baumgartner, 2004), como elementos explanativos, não só da forma como partilha o conhecimento e implementa as práticas pedagógicas, mas também do modo como, na experiência em contexto da sua atividade e interação com os alunos, constrói e reconstrói a sua identidade profissional (Graça, 2015; Klafki, 1995). Ao resultar de uma dimensão relacional, *as perspetivas de ensino* informam, ainda, sobre a relação pedagógica estabelecida entre os elementos do espaço de aula, o professor e os alunos; entendidas, por vários autores, como o centro nuclear dos princípios da prática (A. Clarke & Jarvis-Selinger, 2005). Este entendimento estende-se ao contexto de supervisão da prática pedagógica (Awaya et al., 2003; A. Clarke et al., 2014), aportando a convocação de uma identidade profissional anterior, a de professor de sala de aula, para a configuração de uma (nova) identidade (e.g., Williams, 2013), contribuindo assim para o preencher do *continuum* de identidades pessoais do indivíduo (Lopes, 2007b) – neste caso a de orientador de estágio. Com efeito, as perspetivas de ensino possibilitam os professores cooperantes aceder à razão pela qual "[they] do what they do" (Fletcher, 2016, p. 350), na medida em que desnudam crenças, valores, conhecimentos e modos de participação na formação de professores, conferindo-lhes sentidos e poder de decisão. No espectro de perspetivas de

supervisão pedagógica, registam-se umas de carácter mais transmissivo, centradas no professor cooperante; e outras mais direcionadas para os estagiários e para processos de facilitação de aprendizagem (A. Clarke & Jarvis-Selinger, 2005). Orientações mais recentes rejeitam modelos de aquisição edificados no estabelecimento de relações pedagógicas entre orientador e estagiário marcadamente hierárquicas, para favorecer abordagens colaborativas e participativas, situadas numa construção conjunta e no questionamento (Awaya et al., 2003; Fletcher, 2016).

**Problema e objetivos da pesquisa**

A presente investigação remete para um problema de pesquisa interdisciplinar, cuja relação tem vindo a ser sinalizada na literatura das ciências sociais, da educação e do desporto, designadamente a aprendizagem e a construção de uma identidade profissional no contexto da formação de professores. Deste modo, partindo das circunstâncias gerais, do quadro conceitual e das perspetivas enunciadas, a pesquisa teve como principal propósito contribuir para uma compreensão mais detalhada do constructo da identidade profissional do estudante estagiário e do professor cooperante, desenvolvidas em contexto de estágio de Educação Física, e fundamentá-lo empiricamente de uma forma mais abrangente. Em particular, procurou responder aos seguintes objetivos específicos:

- Mapear os temas e as metodologias adotadas na análise da construção da identidade profissional nos contextos do ensino e da formação de professores;

- Examinar as representações de estagiários sobre a organização, operacionalização e experiência da prática de ensino proporcionadas pelas atuais tipologias curriculares de estágio do ensino superior, e sobre a construção da identidade profissional de professor;

- Analisar os discursos de estagiários sobre o modo como constroem a sua identidade profissional no processo de aprender a ser professor durante o estágio;

- Explorar as narrativas de professores cooperantes sobre as trajetórias de aprendizagem e o modo como reconfiguram a sua identidade profissional pela participação nas atividades de supervisão e pelo estabelecimento de uma relação pedagógica com os estagiários no decurso do estágio.

Finalmente, a investigação teve como desígnio último informar os programas iniciais de formação de professores, nomeadamente a experiência prática de ensino; e, por conseguinte, contribuir para a melhoraria do processo de aprendizagem dos futuros professores de Educação Física.

**Apresentação da dissertação**

Em termos estruturais, a dissertação está organizada em estudos, designados de capítulos, os quais se encontram subdivididos em duas partes. A apresentação por estudos cumpre, por um lado, o desígnio académico da publicação e, por outro, a função pedagógica de alcançar um conhecimento aprofundado sobre a temática em análise, de uma forma gradual e fundamentada. Já as partes, distinguem os capítulos que congregam estudos de natureza empírica, do artigo teórico. Deste modo, a primeira parte materializa-se no estudo de revisão da literatura. Este trabalho socorre-se do método de revisão sistemática de escopo para mapear os temas e as metodologias na análise da construção da identidade profissional nos contextos do ensino e da formação de professores A segunda parte incorpora quatro estudos empíricos. O primeiro capítulo, de carácter extensivo, trata das questões normativas, regulamentares e operacionais do estágio sob o ponto de vista das representações de estagiários de Educação Física de quatro instituições de ensino superior público português. O segundo capítulo centra-se no modo como estagiários de três núcleos de estágio experienciam e percecionam o estágio e desenvolvem as identidades profissionais a partir dos seus discursos sobre os registos visuais por eles recolhidos, em sede de entrevistas de grupo focal. Os dois últimos capítulos remetem para as questões da supervisão pedagógica do estágio, plasmadas em dois estudos caso centrados nos de relatos sobre a (re)construção da identidade profissional de dois professores cooperantes, o primeiro, experiente, e o segundo, iniciante nas funções de orientação.

A investigação que foi conduzida, não obstante ter tido por base as orientações e conceções inscritas num projeto inicial, o desenvolvimento de cada estudo seguiu uma lógica de descoberta guiada, porquanto cada uma das pesquisas informou a condução do artigo seguinte, não só em termos do enquadramento teórico, mas também do objeto de análise e dos procedimentos metodológicos adotados. Neste seguimento, o estudo de revisão, ao sinalizar dimensões da identidade profissional do professor e métodos a explorar, foi a base de toda a investigação empírica que se seguiu. As questões do reconhecimento pela experiência e participação ativa no contexto de trabalho e pelos discursos dos professores sobre as suas práticas, são exemplo de alguns desses elementos associados à construção de uma identidade profissional (Fuller et al., 2005; Gee, 2000-2001; Lave & Wenger, 1991). Em termos dos procedimentos metodológicos, as indicações convergem para "o dar voz" aos intervenientes na formação de professores (ex.: estagiários e professores cooperantes) conjugado com um espectro diferenciado de métodos, como sejam registos em diários de bordo e imagens (Beauchamp & Thomas, 2009; Beijaard et al., 2004; A. Brown & Dowling, 1998; Izadinia, 2013; Jarvis-Selinger et al., 2010; Leshem, 2014). Na razão destas sugestões, o primeiro estudo empírico centrou-se nos constructos de comunidade prática e de participação periférica legítima da teoria social de aprendizagem de Lave e Wenger (1991) e Wenger (1998) para explorar as perceções dos estagiários sobre a experiência da unidade curricular de estágio e o desenvolvimento das suas identidades profissionais, por intermédio de entrevistas individuais. Já o segundo, partiu do entendimento que a linguagem utilizada pelos estagiários pode ser captada com recurso a diferentes ferramentas promotoras de reflexão (Cardoso, Batista, & Graça, 2016), pelo que a recolha de imagens acompanhadas de narrativas desenvolvidas em interação local com os seus pares, foi uma delas. Deste modo, congregou registos visuais (fotografias e vídeos) recolhidas pelos estagiários e grupos focais para analisar, a partir dos discursos sobre as práticas na escola retratadas nas imagens, o modo como a identidade profissional de cada um foi sendo construída (Clark-Ibáñez, 2004; Gee, 2000-2001; Harper, 2002; Macnaghten & Myers, 2010; Pink, 2010). O terceiro estudo revisitou os conceitos de participação e de identidade discursiva (Gee, 2000-2001;Lave & Wenger, 1991; Wenger, 1998), complementados pelas perspetivas de ensino e de participação no sítio do

trabalho de Clarke e Jarvis-Selinger (2005) e Clarke et al. (2014), respetivamente; coadjuvados por entrevistas e registos em diários de bordo. O propósito deste estudo foi analisar a reconstrução da identidade profissional de uma professora cooperante experiente nas práticas de supervisão. Por se perceber que as conceções de ensino anunciam práticas pedagógicas e proporcionam renovados entendimentos sobre a construção contínua da identidade profissional do professor, decidiu-se circunscrever o quarto e último estudo às perspetivas de ensino de Awaya et al. (2003), Clarke e Jarvis-Selinger (2005) e Fletcher (2016), recorrendo aos mesmos métodos de recolha do estudo anterior. Neste último estudo examinaram-se as relações pedagógicas desenvolvidas entre o professor cooperante, iniciante no papel de orientador, e o seu grupo de estagiários, bem como o modo como este construiu uma nova identidade profissional, a de professor cooperante.

No que concerne à escrita, a língua inglesa foi a eleita por possibilitar a disseminação do trabalho investigativo num plano internacional. Por conseguinte, as plataformas de publicação selecionadas foram maioritariamente revistas científicas com revisão por pares, indexadas em bases de dados internacionais nas áreas da formação de professores e da Educação Física. Feita a exceção de um estudo, publicado em formato de capítulo de livro, em português. Igualmente circunscrito a um meio privilegiado, uma vez que a obra representa o culminar de um projeto financiado pela Fundação para a Ciência e Tecnologia, com a referência PTDC/DES/115922/2009, e dedica o escopo de suas páginas ao papel do estágio na (re)construção da identidade profissional no contexto da Educação Física. Acresce que, muito embora a dissertação exiba uma formatação uniforme, os estudos são apresentados de acordo com as normas e estilo das revistas em que foram publicados ou submetidos, em particular no que respeita às citações de autores no corpo do texto e às listas finais das referências bibliográficas, bem como o uso de abreviaturas, numeração e listagem de figuras e quadros. Nesta medida, importa referir que deste trabalho de pesquisa três estudos já foram publicados e os restantes dois estão em processo de submissão. O Quadro 1 sistematiza a informação dos capítulos, no que concerne à sua localização no corpo da dissertação, título, plataforma de publicação (ou submissão) e referência completa para citação.

Por último, e com o propósito de responder aos objetivos inicialmente traçados, a dissertação conclui com uma sistematização dos principais resultados emergentes da atividade investigativa realizada no decurso dos trabalhos de doutoramento. São ainda apresentadas reflexões e sugestões para pesquisas futuras no âmbito da aprendizagem e da formação da identidade profissional do estagiário (futuro professor) e orientador de Educação Física. Esperamos que este trabalho e as conclusões que o encerram sirvam de mote para novas investidas, tanto no plano das práticas de formação de professores de Educação Física, como das interrogações teóricas forjadas em ambiente académico.

**Quadro 1. Resumo da estrutura e dos conteúdos incluídos no corpo da dissertação.**

| | | |
|---|---|---|
| **PARTE 1 – COMPONENTE TEÓRICA** | | |
| **Capítulo 1**<br>*Estudo de revisão sistemática de escopo*<br>(pp.35 a 92) | A renewed appraisal of teachers' professional identity: A review of empirical research from 2001 to 2015 | Submetido a uma revista científica internacional com revisão por pares. |
| **PARTE 2 – COMPONENTE EMPÍRICA** | | |
| **Capítulo 2**<br>*Estudo exploratório*<br>(pp.97 a 142) | Um olhar sobre o estágio em Educação Física: Representações de estagiários do ensino superior público português<br>——————————<br>Amaral da Cunha M, Batista P, and Graça A (2014) Um olhar sobre o estágio em Educação Física: Representações de estagiários do ensino superior público português. In: Batista P, Graça A and Queirós P (eds.) *O estágio profissional na (re)construção da identidade profissional em Educação Física.* Porto: Editora FADEUP, 143-180. | Publicado num capítulo de livro**:**<br>*O estágio profissional na (re)construção da identidade profissional em Educação Física* |
| **Capítulo 3**<br>*Estudo dos métodos visuais e grupos focais*<br>(pp.145 a 221) | Pre-service physical education teachers' discourses on learning how to become a teacher: (Re)Constructing a professional identity based on Visual Evidence<br>——————————<br>Cunha M, Batista P, and Graça A (2014) Pre-service physical education teachers' discourses on learning how to become a teacher: (Re)Constructing a professional identity based on visual evidence. *The Open Sports Science Journal* 7(2): 141-171. | Publicado num *special issue* de uma revista científica com revisão por pares:<br>*The Open Sports Science Journal* |
| **Capítulo 4**<br>*Estudo de caso 1*<br>(pp.225 a 247) | Reconstructing a supervisory identity: The case of an experienced physical education cooperating teacher<br>——————————<br>Amaral-da-Cunha M, Batista P, MacPhail A, and Graça A (2016) Reconstructing a supervisory identity: The case of an experienced physical education cooperating teacher. *European Physical Education Review* 1(15): 1-15. | Publicado numa revista científica com revisão por pares:<br>*European Physical Education Review* |
| **Capítulo 5**<br>*Estudo de caso 2*<br>(pp.251 a 283) | Giving birth to a supervisory identity built upon pedagogical perspectives on teaching: The case of a novice physical education cooperating teacher | Submetido a uma revista científica internacional com revisão por pares. |

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**PARTE 1 – COMPONENTE TEÓRICA**

**CAPÍTULO 1**

# A Renewed appraisal of teachers' professional identity: A review of empirical research from 2001 to 2015

**Mariana Amaral da Cunha**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Ann MacPhail**

University of Limerick

Department of Physical Education and Sport Sciences


**Paula Batista**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Amândio Graça**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)

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**Abstract**

Teacher professional identity (TPI) is a valuable theoretical lens to gain insight into the conceptual and practical changes that teachers experience (Luehmann, 2007). Recent research developments on TPI frameworks call for a need to revisit the TPI literature (e.g., Akkerman & Meijer, 2011; Izadinia, 2013), acknowledging that the last extensive review was completed over a decade ago (Beijaard, Meijer, and Verloop, 2004). This scoping review tracks the development of TPI constructions noted in the literature from 2001 to 2015. Based on reviewing 116 empirical studies, the main conclusions are that the review portrays TPI as a multidimensional construct, affected by organizational working conditions, and informed by professional knowledge. Dialogue, participation and reflection, framed within notions of recognition, communities of practice and discourse, have been nourishing the renewal of TPI. In addition, while stories were ever present, longitudinal designs, metaphors and art-based methods surfaced as alternative mediums to examine TPI.

Keywords: teachers professional identity, pre-service teachers, teachers, scoping review.

**Introduction**

Teacher professional identity (TPI) has been identified as an emergent research area to further develop an understanding on how teachers learn, teach, educate other teachers, and manage attrition and change in their working contexts (Luehmann, 2007; Sachs, 2005). In their review of literature (from 1988-2000), Beijaard et al. (2004) signaled the emergence of the topic as it gained traction in the fields of social science and education. Four main characteristics of TPI were outlined: (1) it is an ongoing process of interpretation and re-interpretation of experiences through stories, (2) it implies both person and context, (3) it consists of sub-identities related to teachers' different contexts and relationships, and (4) it takes place through the activity of teaching and exercising agency in one's own professional development (Beijaard et al., 2004). Such insights triggered additional theoretical reflections on the topic, suggesting that TPI is a complex, dynamic and multidimensional process, shaped not only by personal and social expectations, but also by organizational structures and conditions, as well as by a collective understanding among teachers (e.g., Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Izadinia, 2013). Beijaard, et al. (2004) argued for the need for better conceptual clarity of the TPI concept, in particular with respect to the role of self, context and knowledge in TPI development. The research in this area has since expanded, along with another disposition towards teaching and teacher education, with us suggesting that three main claims are apparent in the literature. One claim is that governments have become more attuned to the recognition that teaching quality fosters educational outcomes and, in turn, economic advancement. The second claim is that policy trends have become focused on making teaching an attractive profession by raising the status of teaching, offering real career prospects, and giving teachers responsibility as professionals and leaders of reform. A further claim is that teacher education is viewed as a significant contributor on what is considered to constitute a qualified teacher (i.e., innovative, researcher and curriculum deliverers) (Banks et al., 2015; Castañeda Valle, Normandeau, & González, 2015; European Comission, 2013). All three claims contribute to a renewed understanding about the relationship complexities across teaching practice, teacher education, and TPI.

Individually or collectively, the claims shared above impact directly on schools, teacher education, curriculum, teachers' work and teachers' lives (Day, Sammons, Stobart, Kington, & Gu, 2007; European Comission, 2013). However, the emergent feelings of workload, complexity, uncertainty, instability and fragmentation of personal and social values affect teachers' notions of professionalism and professionality (Goodson, 2010), as well as their understanding of what it means to be a teacher and how they view their role as teachers (Ball, 2003; Eötvös Loránd University EDiTE team, 2014). Consequently, the understanding of TPI is challenged by these contextual changes (Apple, 2001). A need therefore arises to scrutinize the ongoing research on TPI within the teaching and teacher education literature in order to attain a more inclusive and realistic understanding of TPI, and to examine the methods used to (re)define the TPI concept.

The goal of this scoping review is to provide a synthesis of the empirical issues in the TPI arena, how they have been explored, and where future research is needed since Beijaard's et al. (2004) review. In doing so, this affords the reader with an updated and reconsidered review of the TPI literature and a platform from which those interested in TPI can inform and direct meaningful, relevant and worthwhile research agendas in the area. Acknowledging that TPI in this instance is concerned with the professional identities of pre-service teachers (PSTs) and teachers, two research questions guide this scoping review, (1) What have the focus and theoretical frameworks of TPI study been from 2001 to 2015? and, (2) How has TPI been examined methodologically from 2001 to 2015?

**Literature Selection and Review Methodology**

A scoping review methodology (Arksey & O'Malley, 2005) was used to synthesize the TPI empirical research literature on PSTs and teachers from 2001-2015, appreciating that scoping studies "map the key concepts underpinning a research area of interest and the main sources and types of evidence available, and can

be undertaken as stand-alone projects, especially where an area is complex or has not been reviewed comprehensively before" (Mays, Roberts, & Popay, 2001, p. 194). Specifically, the scoping review sought to: (1) map *what* has been studied about TPI, and (2) outline *how* this research topic has been methodologically examined. The intention was to record and share the developments in TPI research and contribute to a better understanding of what professional identity currently means in teaching and teacher education.

**Search and Study Selection**

The development of a scoping review approach was based on the general stages and protocol of Arksey and O'Malley (2005). Using the combined terms "professional identity" and "teacher", searches for peer-reviewed articles were conducted in Academic Search Complete, ERIC and Sport Discus, ISI Web of Knowledge and SCOPUS electronic databases. The search timeframe was limited to December 2001 to June 2015 due to a previous review of TPI that covered the period 1988-2000 (Beijaard et al., 2004). The initial search was independently conducted by two individuals on June 22, 2015 to ensure that the same types and numbers of sources were being identified. After obtaining a pool of 207 potentially relevant studies through screening the refined results and applying the inclusion criteria to all the citations (i.e., empirical, which used quantitative, qualitative or mixed methods, written in English or Portuguese, include full text), the retrieved articles were imported into the Endnote references manager software and duplicate references subsequently removed (*N* = 56). This resulted in a reduced pool of 151 relevant articles.

**Data Extraction and Assessment of the Study Quality**

Full text copies of each article was obtained and details were summarized in a table format with regard to (a) author(s) and year of publication, (b) purpose, (c) definition of TPI, (d) concepts related to TPI definition, (e) methodology, and (f) main findings. The information synthesized in this way formed the basis to

(Arksey & O'Malley, 2005) conduct in-depth analysis. Each article was critically assessed against the following criteria for the reported studies: (a) explicitly concerned with TPI, (b) included exclusively participants who were PSTs or K-12 teachers, and (c) research process (design, participants, data collection and analysis procedures and findings) was clearly documented. As a result, 35 articles failed to meet the appraisal criteria: three were not explicitly concerned with TPI and 32 did not fit the K-12 teaching scope. The final pool of selected studies (*N*=116) for the in-depth analysis is noted in Figure 1.

Electronic database search
(*n*= 3321)
ISI Web of Knowledge: 257; Scopus: 527; EBSCO (Academic Search Complete, ERIC, Sport Discus): 2537

Articles removed through electronic databases screening tools and on the basis of not meeting the inclusion criteria (e.g., empirical and including full text)
(*n*= 3113)

Potentially appropriate articles for review
(*n*= 207)

Duplicates removed
(*n*= 56)

Potentially appropriate articles for review
(*n*= 151)

Ineligible articles
(*n*= 35)

Articles excluded on the basis of not meeting the appraisal criteria (e.g., not fitting the K-12 teaching scope)

Full-text articles included in the review
(*n*= 116)

**Figure 1.** Flow chart of the electronic database search and selection of articles processes.

**Analytic Framework**

The final 116 data extraction tables were imported to QSR NVivo 10 to assist the process of analysis, and the original articles were consulted as necessary to further contextualize the findings. In this regard, a thematic construction approach was adopted (Arksey & O'Malley, 2005) to disclose the theoretical angles from

which TPI was examined; the methods used; and the researches' general findings. This involved reading and re-reading the data extraction tables and breaking the process down into three steps: (1) organizing the description of the studies into comprehensive themes, (2) analyzing the issues, methods and findings within each of the themes, and (3) synthesizing the issues, methods and findings across all included studies. The identification of themes was an inductive process, and Figure 2 summarizes how the analytical work was carried out. An initial analysis of the extract forms and full texts led to the identification of nine themes. Continued reading of the data materials resulted in beginning to cluster emerging themes into broader thematic areas, with ongoing development regarding the identification and naming of all thematic areas and themes. As each new theme was proposed, a working definition was established for it. While some themes remained almost unchanged throughout the analysis, others were discarded and replaced as a result of the constant comparative method (Glaser & Strauss, 1999 [1967]; Strauss & Corbin, 1990) employed during this process. Differences in categorizing papers were resolved by discussion between the review authors. Subsequently, the analytical work concluded in three overarching thematic areas: (a) multidimensional features of TPI, (b) organizational working conditions and factors affecting the sense of TPI, and (c) development of a professional knowledge informing TPI. Each, in turn, were enlisted its constitutive themes (see Figure 2).

Initial themes          **Collapsing thematic areas**          **New themes**



- Personal
- Representative
- Transformative
- Composite

**Multidimensional features of TPI**

- Self attributes and dispositions
- Communicational/transactional attributes
- Documenting individual representations
- Transformations
- Mapping elements

- Contextual
- Relational

**Organizational working conditions and factors that affect teachers' sense of TPI**

- Contextual circumstances
- Relational circumstances

- Intellectual
- Training

**Development of professional knowledge informing TPI**

- Experience
- Reflection

**Figure 2.** Inductive analytical work process.

The studies were regrouped accordingly into the three overarching thematic areas (see Table 1). Acknowledging the inextricable link between the identified themes, a number of the articles could reside in two, if not across all three, overarching thematic areas. However, for the purpose of this piece of research, individual articles have been categorized with respect to what we considered to be the main theme of each article.

**Table 1.** Teacher's professional identity articles published from 2001 to 2015.

| Thematic area and themes | No. of articles | Author(s)/ Year |
|---|---|---|
| **Multidimensional features of TPI** | **74** | |
| - Self attributes and dispositions of TPI | 6 | Cross and Hong (2012), Lee, Huang, Law, and Wang (2013), O'Connor (2008), O'Donoghue and Harford (2014), Trent (2015), Timoštšuk and Ugaste (2012) |
| - Communicational and transactional attributes of TPI | 4 | Cohen (2010), Karlsson (2013), Mantei and Kervin (2011), Smit, Fritz, and Mabalane (2010) |
| - Documenting individual representations of TPI | 34 | Anspal, Eisenschmidt, and Lofstrom (2012), Chong, Low, and Kim Chuan (2011), Correia, Martínez-Arbelaiz, and Gutierrez (2014), Dowling (2011), Ezer, Gilat, and Sagee (2010), Friesen and Besley (2013), Fuller, Goodwyn, and Francis-Brophy (2013), Furlong (2013), Hartfitt (2015), Hoi Yan (2008), Hong (2010), Hong (2012), Hulse and Hulme (2012), Ketelaar, Beijaard, Boshuizen, and Den Brok (2012), Lamote and Engels (2010), Leitch (2006), Leshem (2014), McDougall (2010), McIntyre (2010), Meijer, De Graaf, and Meirink (2011), Moloney (2010), Mouraz, Leite, and Fernandes (2013), Passy (2013), Pitula (2012), Rhodes (2006), Rossi and Lisahunter (2013), Ruohotie-Lyhty (2013), Schatz-Oppenheimer and Dvir (2014), Schonmman (2009), Shehu (2009), Thomas and Beauchamp (2011), Tillema, Smith, and Leshem (2011), Timoštšuk and Ugaste (2010), van der Linden, Bakx, Ros, Beijaard, and Vermeulen (2012) |
| - Transformations in TPI | 19 | Bailey (2015), Banville (2015), Cross and Ndofirepi (2015), Fletcher, Mandigo, and Kosnik (2013), Flores and Day (2006), Frierson-Campbell (2004), Gu (2013a), Gu (2013b), Jarvis-Selinger, Pratt, and Collins (2010), Kenny, Finneran, and Mitchell (2015), Lavigne (2014), Olsen (2008), Pillen, Den Brok, and Beijaard (2013), Pinho and Andrade (2015), Tang Cheng, and Cheng (2014), Trent (2010), White (2014), Williams (2010), Xu (2013) |
| - Mapping elements of TPI | 11 | Bukor (2015), Canrinus, Helms-Lorenz, Beijaard, Buitink, and Hofman (2011), Hsieh (2015), Kempe (2012), Khalid (2014), Lim (2011), Pillen, Beijaard, and Den Brok (2013a), Pillen, Beijaard, den Brok (2013b), Schepens, Aelterman, and Vlerick (2009), Stenberg, Karlsson, Pitkaniemi, and Maaranen (2014), Watson (2006) |
| **Organizational working conditions and factors affecting TPI** | **12** | |
| - Contextual circumstances between teacher's work environment and their practice in TPI | 7 | Assaf (2008), Ballet and Kelchtermans (2009), Day, Stobart Sammons, and Kington (2006), Herdeiro and Silva (2014), Lopes and Pereira (2012), Soudien (2000), Tang (2011) |
| - Relational circumstances between teachers and their work environment in TPI | 5 | Aspfors and Bondas (2013), Corbin, McNamara, and Williams (2003), Peeler and Jane (2005), Soong (2013), Virta (2015) |
| **Development of professional knowledge informing TPI** | **30** | |
| - Building professional knowledge through experience in TPI | 9 | Burn (2007), Davies (2013), Dotger and Smith (2009), Dymoke and Harrison (2006), Goodnough (2011), Kelly, Gale, Wheeler, and Tucker (2007), Swinkles, Koopman, and Beijaard (2013), ten Dam and Blom (2006), Woolhouse and Cochrane (2015) |
| - Role of reflection in professional learning and growth in TPI | 21 | Boulton (2014), Colucci-Gray, Das, Gray, Robson, and Spratt (2013), Dang (2013), Daniel, Auhl, and Hastings. (2013), Dobber, Vandyck, Akkerman, Graaff, Beishuizen (2013), Fletcher (2012), Fresko and Nasser-Abu (2015), Hanuscin, Cheng, Rebello, Sinha, and Muslu (2014), Ketelaar, Koopman, Den Brok, Beijaard, & Boshuizen (2014), Leitch (2010), Luehmann (2008), McCormakc, Gore, and Thomas (2006), Mulcahy (2006), Poulou (2007), Ryan (2011), Smith (2010), Sutherland, Howard, and Markauskaite (2010), Thorburn (2014), Trent (2012), Úrzua and Vásquez (2008), Wilson, Bradbury, and McGlasson (2015) |
| **Total of articles** | **116** | |

Sources: http://www.ebscohost.com, http://apps.webofknowledge.com, http://www.scopus.com

**Identified Thematic Areas Related to Teachers' Professional Identity From 2001 to 2015**

The following sections in this scoping review define the overarching thematic areas "Multidimensional Features of TPI", "Organizational working conditions and factors affecting TPI", and "Development of professional knowledge informing TPI", while providing an analysis of how TPI has been conveyed. Descriptive information (i.e., thematic areas, working definitions, themes, topics, methods and participants) are summarized in the relevant tables throughout the paper.

**Multidimensional Features of Teachers' Professional Identity**

The overarching thematic area "Multidimensional Features of TPI" includes 74 articles. Five related themes related to TPI arose: (1) self-attributes and dispositions, (2) communicational and transactional attributes, (3) documenting individual representations, (4) transformations, and (5) mapping elements (Table 2).

**Table 2.** Main descriptive features of the "multidimensional features of teachers' professional identity" articles.

| Themes | Topic | Author(s) | Methods | Participants |
|---|---|---|---|---|
| *Self attributes and dispositions*<br><br>Articles oriented towards personal features of teachers. (#6) | . Emotions (#4) | Cross and Hong (2012) | Qualitative case study: interviews, classroom observations, email communications, researcher memos | Elementary teachers |
| | | Lee, Huang, Law, and Wang (2013) | Exploratory qualitative study: semi-structured interviews | Primary school teachers |
| | | O'Connor (2008) | Qualitative interpretative/interactionist approach: semi-structured interviews | Mid-career school teachers (Secondary; Humanities) |
| | | Timoštšuk and Ugaste (2012) | Qualitative study: individual semi-structured interviews | Student-teachers |
| | . Religious orientations (#1) | O'Donoghue and Harford (2014) | Documentary sources and in-depth interviews | Catholic female religious teachers |
| | . Gender (#1) | Trent (2015) | Qualitative multiple case study: in-depth interviews | Male primary school teachers |
| *Communicational/ transactional attributes*<br><br>Articles focusing on the dynamics of teachers' interactions and exchanges of information with relevant others using verbal, written or some other medium, assisting the construction of their professional identity. (#4) | . Constructing TPI (#4) | Cohen (2010) | Ethnographic approach: focus group (narratives) | School teachers (Humanities) |
| | | Karlsson (2013) | Small-scale longitudinal study: narrative interaction outside of class conversations | Student-teachers |
| | | Mantei and Kervin (2011) | Dialogue triggered by a series of readings on reflection and pedagogy sessions | Early career school teachers and tutors (Physical Education) |
| | | Smit, Fritz and Mabalane (2010) | Ethnographic case study and imaginary narratives: non-participant observations, field notes, informal conversations, narrative interviews, journal entries, documents | School teachers (K-12) |
| *Documenting individual representations*<br><br>Articles centred on defining TPI as something that can be represented, portrayed, described and interpreted by someone through talk (written or verbally) or other means while referring to their teaching practice and PI development. (#34) | . Perceptions (#17) | Chong, Low, and Kim Chuan (2011) | Mixed methods: Open-ended questionnaires | Graduating teachers |
| | | Ezer, Gilat, and Sagee (2010) | Mixed methods: Structured and open-ended questionnaire | Student-teachers |
| | | Friesen and Besley (2013) | Quantitative/ Survey: Electronic online questionnaire | A cohort of 1st-year student-teachers |
| | | Fuller, Goodwyn, and Francis-Brophy (2013) | Mixed methods: online survey and in-depth interviews | Advanced skills teachers |
| | | Hoi Yan (2008) | Quantitative: questionnaire | In-service teachers |
| | | Hong (2010) | Mixed methods: surveys and interviews | Pre-service and beginning teachers (Sciences) |
| | | Hong (2012) | Qualitative approach: semi-structured interviews | Beginning teachers (Secondary Science teacher) |
| | | Hulse and Hulme (2012) | Action research: questionnaires, focus groups, interviews | Student-teachers and mentors (Modern languages) |
| | | Ketelaar, Beijaard, Boshuizen, and Den Brok (2012) | Qualitative approach: semi-structured and video-stimulated interviews | Teachers (Vocational education schools) |
| | | Lamote and Engels (2010) | Quantitative: questionnaires | 1st to 3rd-years students (Secondary teaching) |

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**Table 2.** Main descriptive features of the "multidimensional features of teachers' professional identity" articles *(cont.)*.

| Themes | Topic | Author(s) | Methods | Participants |
|---|---|---|---|---|
| *Documenting individual representations*<br><br>Articles centred on defining TPI as something that can be represented, portrayed, described and interpreted by someone through talk (written or verbally) or other means while referring to their teaching practice and PI development. (#34)<br><br>*(cont.)* | . Perceptions (#17)<br>*(cont.)* | Leshem (2014) | Inductive interpretative paradigm: open-ended questionnaires | Mentor teachers (Secondary schools) |
| | | Moloney (2010) | Qualitative study: individual interviews | Early career school teachers (K-6) |
| | | Mouraz, Leite, and Fernandes, (2013) | Quantitative/ descriptive and exploratory research design: questionnaires | Teachers (Primary and Secondary schools) |
| | | Pitula (2012) | Twenty Statement Test questionnaire | Primary school teachers |
| | | Tillema, Smith, and Leshem (2011) | Comparative qualitative study: semi-structured questionnaire | Student-teachers, mentors |
| | | Timoštšuk and Ugaste (2010) | Qualitative study: individual semi-structured interviews | Graduating students (diff. teacher education study programmes) |
| | | van der Linden, Bakx, Ros, Beijaard, & Vermeulen (2012) | Quantitative approach: questionnaire | 2nd-year student teachers (Primary teacher education) |
| | . Stories/ narratives (#13) | Anspal, Eisenschmidt, and Löfström (2012) | Narrative written task: written stories | Student-teachers (Primary school teacher education) |
| | | Correa, Martínez-Arbelaiz, and Gutierrez (2014) | Narrative methodological approach: online forum - critical incidents descriptions, rubrics, posts | Pre-service teachers |
| | | Dowling (2011) | Group interviews | Student teachers (Physical Education) |
| | | Furlong (2013) | Life histories: semi-structured interviews | Student-teachers (Primary teacher education) |
| | | Harfitt (2015) | Narrative inquiry: in-depth, semi-structured interviews, journal reflections (stories of experiences) | Beginning teachers |
| | | Leitch (2006) | Narrative inquiry and art-based methods: drawings, paintings, pictures, craft materials | School teachers (K-6- and post K-6) |
| | | McIntyre (2010 | Life-history: semi-structured interviews | School teachers ('veteran') |
| | | Meijer, De Graaf, andMeirink (2011) | Storyline instrument and semi-structured interviews | Student-teachers |
| | | Passy (2013) | Semi-biographic approach: in-depth, semi-structured interviews | Teacher trainees |
| | | Rossi and Lisahunter (2013) | Constructed narratives/ storylines: semi-structured interviews | Pre-service teachers |
| | | Ruohotie-Lyhty (2013) | Narrative study approach/longitudinal comparative design: written reflexive essays, in-depth interviews, e-mail messages | Newly qualified language teachers |
| | | Schatz-Oppenheimer and Dvir, (2014) | Written stories about a meaningful event | Novice teachers |
| | | Shehu (2009) | Phenomenological approach: focus groups and semi-structured interviews | School teachers (Secondary; Physical Education) / College lecturers |
| | . Metaphors (#1) | Thomas and Beauchamp (2011) | Qualitative/ Metaphor approach: individual semi-structured interviews | Graduated teachers |
| | . Other representations (i.e., talk) (#3) | McDougal (2010) | Qualitative methods: individual semi-structured interviews | School teachers (K-6; Arts) |
| | | Rhodes (2006) | Case study: extended semi-structured interviews | Learning mentors (K-12) |
| | | Schonmann (2009) | Exploratory study: interviews, online discussion boards, emails, musings | Veteran teachers / Pre-service teachers / Teacher educator (Theatre) |

**Table 2.** Main descriptive features of the "multidimensional features of teachers' professional identity" articles *(cont.)*.

| Themes | Topic | Author(s) | Methods | Participants |
|---|---|---|---|---|
| *Transformations*<br><br>Articles addressing the changeability of TPI due to the complexity and diversity related to the process of constructing their professional selves. (#19) | . Movements (#9) | Bailey (2015) | Case study: narrative interviews | Expatriate teachers |
| | | Banville (2015) | Longitudinal study: lesson observations, questionnaire, interviews | Novice PE teachers (1st-year teaching; Elementary, Middle, High school levels) |
| | | Flores and Day (2006) | Longitudinal study: semi-structured interviews, questionnaires, school documents (e.g. reports and essays) | New teachers (K-12; diff. subjects), staff and pupils |
| | | Gu (2013a) | Individual in-depth, semi-structured interviews and focus groups | Cross-border pre-service teachers |
| | | Jarvis-Selinger, Pratt and Collins (2010) | Longitudinal study: interview data | Preservice teachers |
| | | Kenny, Finneran, and Mitchell (2015) | Student voice approach: written reflections, focus groups interviews | Initial teacher education students (Music, Drama, Visual arts) |
| | | Pinho and Andrade (2015) | Narrative and biographic approach/ case study: narrative written accounts | In-service language teachers |
| | | Tang, Cheng, and Cheng (2014) | Case studies: semi-structured interviews | Student-teachers (Diff. subjects of Primary or Secondary sectors) |
| | | Xu (2013) | Longitudinal case study: individual interviews, written reflective journals, classroom observations | Novice EFL teachers (K-12) |
| | . Role transitions (#3) | Lavigne (2014) | Longitudinal study: questionnaire | Teachers (School mentors, K-12) |
| | | White (2014) | Case study approach: semi-structured interviews, reflective log records | Teachers (School mentors) |
| | | Williams (2010) | Case study: interview and email correspondence | A career change student teacher |
| | . Tensions (#7) | Cross and Ndofirepi (2015) | Narrative inquiry/ life histories: unstructured interviews | Teachers |
| | | Fletcher, Mandigo, and Kosnik (2013) | Pre and Post-test design: survey and interviews | Elementary classroom teachers |
| | | Frierson-Campbell (2004) | Longitudinal study: interviews, observations, meetings, focus groups, questionnaire | School teachers and administrators(music) |
| | | Gu (2013b) | Longitudinal inquiry: individual interviews, e-mail correspondence, observations, in-depth narrative interview | Cross-border pre-service English-language teachers |
| | | Olsen (2008) | Interview data | School teachers (1st-year of teaching) |
| | | Pillen, Den Brok, and Beijaard (2013) | Questionnaire | Beginning teachers (primary, general and vocational secondary education) |
| | | Trent (2010) | Interview data | Trainees language teachers (English) |

**Table 2.** Main descriptive features of the "multidimensional features of teachers' professional identity" articles *(cont.)*.

| Themes | Topic | Author(s) | Methods | Participants |
|---|---|---|---|---|
| *Mapping elements*<br><br>Articles conveying TPI as something composed by various interconnected elements and, thus, are interested in mapping its elements. (#11) | . Constructing TPI (#9) | Bukor (2015) | Heuristic research: reflexive autobiographical journaling, guided visualization activity, in-depth interviews | Experienced language teachers |
| | | Canrinus, Helms-Lorenz, Beijaard, Buitink, and Holman (2011) | Mixed methods: online survey | Teachers (Secondary school) |
| | | Hsieh (2015) | Qualitative, comparative case study methodology: individual interviews | Beginning teachers |
| | | Khalid (2014) | Small-scale qualitative case study: semi-structured interviews | Pre-service teachers |
| | | Lim (2011) | Concept Mapping method: autobiographical reflections | Undergraduate and graduate students(English) |
| | | Pillen, Beijaard, and den Brok, (2013a) | Semi-structured interviews | Beginning teachers (Primary, Secondary and Vocational education) |
| | | Pillen, Beijaard, and den Brok, (2013b) | Questionnaire | Beginning teachers (Primary, Secondary and Vocational education) |
| | | Schepens, Aelterman and Vlerick (2009) | Quantitative study: questionnaire | Graduate students (Teacher education) |
| | | Stenberg, Karlsson, Pitkaniemi, and Maaranen (2014) | Written assignments and web-based survey. | Student-teachers |
| | . Characteristics of a good teacher (#2) | Kempe (2012) | Questionnaire | Trainee teachers (Drama teachers) |
| | | Watson (2006) | Narrative analysis: interview schedule | School teacher (Secondary school/ English) |

*Self-attributes and dispositions of Teacher's Professional Identity*

Three self-attributes and dispositions have an explicit impact on teachers' practice and identity development: emotions (Cross & Hong, 2012; Lee, Huang, Law, & Wang, 2013; O'Connor, 2008; Timoštšuk & Ugaste, 2012), religious orientations (O'Donoghue & Harford, 2014) and gender (Trent, 2015). All studies in this theme relied on teachers' accounts as the main source of information to stress the influence of the personal aspects of TPI (e.g., religion) over the collective and professional roles enacted by them. O'Connor (2008) discussed the professional decisions that are made by individual teachers in relation to their interactions with students, while other studies (Cross & Hong, 2012; Lee et al., 2013; Timoštšuk & Ugaste, 2012) focused on the types of emotions (e.g., disappoinment and anxiety) teachers and PSTs experience in their working contexts and on the strategies they use to cope with them. O'Donoghue and Harford (2014) claimed to conceptually connect teachers' personal religious identifications to their PI in school classrooms. Finally, Trent (2015) drew attention to the role of gender in teaching and specifically with respect to the positions male teachers take up in primary schools.

*Communicational and transactional attributes of Teachers' Professional Identity*

Dialogue and conversation emerge as central communication and transaction tools for teachers to negotiate meaning about their practices and professional identity development. TPI is constructed either through the discussion of instructional aspects (e.g., assignments, planning and assessment; pedagogy, and reflection) among teachers (J. L. Cohen, 2010; Mantei & Kervin, 2011), reading-aloud exercises (Karlsson, 2013), or through the examination of the educational space (i.e., schools) that constitute their workplace (Smit, Fritz, & Mabalane, 2010). As such, distinctive dialogue opportunities (e.g., focus groups and narratives) were implemented with PSTs and teachers to address particular purposes (e.g., teacher education, teaching and learning challenges) framed within the scope of ethnographic and longitudinal research designs. The results revealed that TPI is a dynamic process which is constructed, contextualized and

negotiated through daily local interactions and in conversation with peers. Dialogue is believed to be a professional practice itself since it promotes reflective capacities and professional identity development. While it is suggested that, "conversations speak to the heart of what means to be a teacher" (Smit et al., 2010, p. 102), the influence of revisiting teachers' teacher education experiences and workplace environments (e.g., division of tasks and power) in forging their identities is highlighted in particular.

*Documenting individual representations of Teachers' Professional Identity*

Another key point is looking at TPI as defined in terms of the written or verbal representations individuals make about themselves and others.

Studies that set out to gauge PSTs' and experienced teachers' perceptions about beliefs, knowledge, teacher education, work, roles, assessment, agency, research and status relied mainly on surveys and questionnaires (Chong, Low, & Goh, 2011; Ezer, Gilat, & Sagee, 2010; Friesen & Besley, 2013; Fuller, Goodwyn, & Francis-Brophy, 2013; Hoi Yan, 2008; Hong, 2010, 2012; Hulse & Hulme, 2012; Ketelaar, Beijaard, Boshuizen, & Den Brok, 2012; Lamote & Engels, 2010; Leshem, 2014; Moloney, 2010; Mouraz, Leite, & Fernandes, 2013; Pituła, 2012; Tillema, Smith, & Leshem, 2011; Timostsuk & Ugaste, 2010; van der Linden, Bakx, Ros, Beijaard, & Vermeulen, 2012).

Studies aiming to explore deeper understandings of TPI, depicted TPI through telling stories or narratives, using life history individual or group interviews, group discussions, reflective essays, email messages, online forum posts or more unusual methods, such as drawings, pictures, or artistic artefacts (Anspal, Eisenschmidt, & Löfström, 2012; Correa, Martínez-Arbelaiz, & Gutierrez, 2014; Dowling, 2011; Furlong, 2013; Harfitt, 2015; Leitch, 2006; McIntyre, 2010; Meijer, De Graaf, & Meirink, 2011; Passy, 2013; Rossi & lisahunter, 2013; Ruohotie-Lyhty, 2013; Schatz-Oppenheimer & Dvir, 2014; Shehu, 2009). TPI was also captured through metaphors drawn from individual semi-structured interviews among teachers (Thomas & Beauchamp, 2011). Metaphors enabled participants

to describe, interpret and conceptualize notions of self, based on their beliefs and experiences as teachers.

Another subset of studies referred to online discussions and "musings" to explore further the power of talk in revealing particular types of discourses and professional identity with cooperating teachers, PSTs or experienced teachers (McDougall, 2010; Rhodes, 2006; Schonmann, 2009). Personal, social, and contextual aspects (e.g., intrinsic interests, political, and economic factors, professional relationships, professional recognition, and classroom practices) were evident in teachers' perceptions. Stories and narratives symbolized and storied subjective meanings with regards to conflicts between professional learning and practices, and considerations of what counts as good practice were enlightened, as well. In "other representations" (e.g., talk) the change in definitions of teacher practices agreed by recent education reforms were highlighted (e.g., new roles and responsibilities), as well as the invaluable support of cooperating teachers in the "learning to teach" process.

*Transformations in Teachers' Professional Identity*

The studies grouped under the idea of transformations consider TPI as something marked by change. "Movements", "role transitions" and "tensions" are the three main topics identified as leading to transformations in TPI. Those focusing on movements examine TPI in terms of the aspects affecting the process of becoming an effective and committed teacher over time (Bailey, 2015; Banville, 2015; Flores & Day, 2006; Gu, 2013a; Jarvis-Selinger, Pratt, & Collins, 2010; Kenny, Finneran, & Mitchell, 2015; Pinho & Andrade, 2015; Tang, Cheng, & Cheng, 2014; Xu, 2013). The studies alluding to role transitions emphasize the transformative features of TPI during the course of the teachers' careers (Lavigne, 2014; White, 2014; J. Williams, 2010). Those focusing on tensions underline the pressures felt by teachers in negotiating distinct aspects of their professional identity, such as teaching expectations, conceptions and roles (M. Cross & Ndofirepi, 2015; Fletcher, Mandigo, & Kosnik, 2013; Frierson-Campbell, 2004; Gu, 2013b; Olsen, 2008a; Pillen, den Brok, & Beijaard, 2013; Trent, 2010).

To support the ideas of "continuity" and "mutability", the longitudinal study is a prevailing research design. Particular features that arose in this set of studies included participants undertaking a new role in their current working context or transitioning into a foreign school setting. In addition to interview and observation data commonly used in qualitative research, written materials were also valued in the collection of information (e.g., email correspondence, log records and school reports). The findings indicate that teachers' cultural background, personal and professional histories (including their training alongside issues of job expectations, conceptions and roles), and lived experiences emerge as strong mediating influences in determining the kinds of teachers they become and the (in)stability of their professional identity.

*Mapping elements of Teachers' Professional Identity*

A final group of articles classified in the thematic area "Multidimensional features of TPI", consider that TPI is composed of various elements and sets out to map those elements. Some studies uncovered the components of the constructions of TPI through a wide range of methods (Bukor, 2015; Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2011; Hsieh, 2015; Khalid, 2014; Lim, 2011; Pillen, Beijaard, & den Brok, 2013a, 2013b; Schepens, Aelterman, & Vlerick, 2009; Stenberg, Karlsson, Pitkaniemi, & Maaranen, 2014). Others using inquiry methods, associated TPI to the qualities of a good teacher (Kempe, 2012; Watson, 2006) and, in particular, teachers' professional conduct (e.g., beliefs, professional knowledge, performance techniques). All studies convey that teachers draw on a diversity of variables to construct their professional identity. Some strongly associate the concept of TPI to teachers' character (e.g. Kempe, 2012) and life experiences (e.g., Hsieh, 2015) while others to teacher education (e.g., Khalid, 2014), practical knowledge (e.g., Lim, 2011) and management of problems emerging from practice (e.g., Watson, 2006).

**Organizational Working Conditions and Factors Affecting Teachers' Sense of Professional Identity**

The 12 studies included under the overarching theme "Organizational working conditions and factors affecting TPI", define TPI based on (1) contextual circumstances between teachers' work environment and their practice, and (2) relational circumstances between teachers and their work environment (Table 3).

**Table 3.** Main descriptive features of the "organizational working conditions and factors affecting teachers' professional identity" articles.

| Themes | Topic | Author(s) | Methods | Participants |
|---|---|---|---|---|
| *Contextual circumstances between teachers' work environment and their practice*<br><br>Articles that considers the development of TPI as something dependent on large-scale contextual and environmental circumstances that form the teaching practice setting. (#7) | . Mapping (#3) | Day, Stobart, Sammons, and Kington (2006) | Large-scale/ Longitudinal/ Case studies and mixed methods: questionnaire surveys, interviews, pupils' achievement, documents | Teachers (K-6; English and Maths)<br><br>Pupils (K-6 and secondary)<br><br>School leaders |
| | | Lopes and Pereira (2012) | Biographical narratives: semi-directive interviews and written documents (e.g. student notes) | 40 teachers from 4 diff. historical period of pre-service primary teacher education |
| | | Tang (2011) | Life history: semi-structured narrative interviews, documents | Teachers (K-12) |
| | . Changes in practice (#4) | Assaf (2008) | Case study and ethnographic methods: observation, filed notes, artefacts, interviews | Teacher (K-6; English reading specialist), her colleagues and students. |
| | | Ballet and Keltchtermans (2009) | Multiple case studies: questionnaire, semi-structured interviews, observation, documents | School principals, teachers and teachers with administrative duties (K-6) |
| | | Herdeiro and Silva (2014) | Mixed methods: Narratives (oral, written), group discussions, questionnaire | Primary school teachers |
| | | Soudien (2001) | Multiple case studies: individual interviews, focus groups, questionnaires, and a larger survey. | School principals, teachers and staff (K-12) |
| *Relational circumstances between teachers and their work environment*<br><br>Articles in which TPI is expressed through the social interplay between the individual (Self) and the larger work environment. (#5) | . Assessment/ accountability auditing (#1) | Corbin, McNamara and Williams (2003) | Interviews, observation notes, documents and video/audio self-recordings | Teachers (numeracy coordinators;K-6) |
| | . Social integration strategies (#4) | Aspfors and Bondas (2013) | Inductive and explorative study: open-ended questionnaire survey, focus groups | Newly qualified teachers (K-6) |
| | | Peeler and Jane (2005) | Case-study: individual narrative interviews and focus group | Teachers (immigrant; K-12; Diff. subjects) |
| | | Soong (2013) | Extensive study/ Hermeneutic approach: semi-structured interviews | Non-native English-speaking international pre-service teachers |
| | | Virta (2015) | Phenomenological approach: interviews | Native language support teachers (K-12) |

*Contextual circumstances between teachers' work environment and their practice*

Mapping of the components that have a direct effect on teachers' work and lives (Day, Stobart, Sammons, & Kington, 2006; Lopes & Pereira, 2012; Tang, 2011), and changes in practice in teaching and teacher education (Assaf, 2008; Ballet & Kelchtermans, 2009; Herdeiro & Silva, 2014; Soudien, 2001) were the two main elements topics addressing the contextual circumstances between teachers' work environment and their practice. These topics were explored predominantly through case study designs. Historical factors and aspects that in general affect teachers' professional development are reported in the mapping articles and include context, cultural and social influences, ideologies, educational reforms, institutional norms and values, curriculum components of PST education, teaching beliefs, career phases, motivation, self-efficacy, commitment and job satisfaction.

The topic "changes in practice" focuses more closely on policy reform environments influencing both the teachers' working conditions as well as the nature and operation of teaching practices and teacher education. For instance, Soudien (2001) focused on schools' structural and social organizational aspects and in particular how schools manage to "retrench" teachers. The extent to which standards-based reforms challenging teachers' roles and professional identity resulted in challenging and competing pressures, intensification of teachers' work and performativity, as well as a decrease of teachers' decision-making has been examined by a number of authors (Assaf, 2008; Ballet & Keltchtermans, 2009; Herdeiro & Silva, 2014). Some studies (e.g., Tang, 2011) vehemently advocate counter attacking the neoliberal values in education due to the negative effects on TPI and teaching practices. Other studies (e.g., Soudien, 2001) conclude that despite all the difficulties and tensions, a strong sense of professionalism based on innovation and professional judgement seems to aid teachers to cope with changes and educational reforms.

*Relational circumstances between teachers and their work environment*

Within the theme of "relational circumstances between teachers and their work environment", the first topic is the social tensions that teachers face when they have to simultaneously undertake unpaid roles, such as the one of assessing their peers' practices in the context of auditing accountability (Corbin, McNamara, & Williams, 2003). The second topic is the social integration strategies that new teachers engage in to adjust their practice to the schools' repertoire (e.g., norms, practices and discourses) (Aspfors & Bondas, 2013; Peeler & Jane, 2005; Soong, 2013; Virta, 2015). That is, the importance of mentoring relationships and community service in supporting beginning teachers' entry in the workplace (Aspfors & Bondas, 2013), in facilitating effective professional transitions to teach in new environments, and in developing a positive TPI (Peeler & Jane, 2005; Soong, 2013). The role of teachers' interactions with students to the process of TPI construction is also highlighted (Virta, 2015). These topics were addressed using a wide range of qualitative methodologies, such as explorative research, biography, narratives, phenomenology, case study, and ethnography.

Findings from the studies on relational circumstances conclude, with some reservation, the notion of a "broker" in the educational context to assess teachers' practices. On the contrary, mentoring relationships, community service and interactions with students are regarded as supportive facilitators to the development of a positive and authentic TPI. It is clear that similar practices may help newcomers to teaching to acquire a culturally specific educational knowledge. An effective engagement of teachers with students is believed to enhance the development of teachers' teaching conceptions, their own way of teaching and, in the long run, their career.

**Development of Professional Knowledge informing Teachers' Professional Identity**

The 30 articles classified under the thematic area of "Development of professional knowledge informing TPI", relate to the processes of knowledge transformation in two distinct forms: (1) building professional knowledge through experience and (2) role of reflection in professional learning and growth (Table 4).

**Table 4.** Main descriptive features of the "development of professional knowledge informing Teachers' Professional Identity" articles.

| Themes | Topic | Author(s) | Methods | Participants |
|---|---|---|---|---|
| *Building professional knowledge through experience*<br><br>Articles in which professional knowledge is facilitated through experiences in contexts of practice.(#9) | . Challenges in developing a pedagogical content knowledge (#1) | Burn (2007) | Action research (initial teacher education programme/ secondary school partnership): mentoring meetings conversational data, interviews, lessons observation notes, documents, questionnaires | Student-teachers, mentors and university-based tutors (History) |
| | . Stimulation of practice opportunities (#8) | Davies (2013) | Collaborative action research/ Case study/ mixed methods (designing creative teaching and learning methods): focus group, questionnaire, final project report | Teachers (Primary, Secondary, Special education needs schools; Dance, Classroom teacher, PE, Design and Technology) |
| | | Dotger and Smith (2009) | Experimental design (clinical teacher education model): written reflections, pre-conferencing questions, parent-teachers conference recordings, videos on individual and dyad debriefings | Pre-service teachers and actors playing the parents role (K-6, Maths, English/LA) |
| | | Dymoke and Harrison (2006) | Small-scale study: structured interviews | Beginning teachers, mentors and performance managers (Diff. subjects) |
| | | Goodnough (2011) | Action research (long-term): phenomenological interviews before and after the research project | Secondary school teachers (Science) |
| | | Kelly, Gale, Wheeler and Tucker (2007) | Case-studies: records of the online discussions and semi-structured interviews | Primary school student teachers |
| | | Swinkels, Koopman, and Beijaard (2013) | Exploratory study/Mixed methods: questionnaire, drawings, metaphors | Student-teachers (Secondary education, Technical vocational) |
| | | ten Dam and Blom (2006) | Case study and Retrospective approach: written students' reports, questionnaires, interviews | Student-teachers, university-based tutor, teacher mentors, school management team (Diff. subjects) |
| | | Woolhouse and Cochrane (2015) | Mixed methods: survey, focus groups | Cohorts of pre-service teachers (Chemistry, Maths, Physics) |
| *Role of reflection in professional learning and growth*<br><br>Articles in which professional knowledge is enhanced by reflections on teaching practices. (#21) | . Working through dilemmas of practice (#4) | Daniel, Auhl, and Hastings (2013) | Implementation of a programme of core practices of teaching: weekly feedback documentation, questionnaires | Pre-service primary teachers |
| | | Fresko and Nasser-Abu Alhija (2015) | Mixed methods: questionnaires, interviews, seminar meetings observations | New teachers (Elementary and Secondary; Diff. subjects) |
| | | Hanuscin, Cheng, Rebello, Sinha, and Muslu (2014) | Online environment: Teacher's blogs, associated comments and replies, feedback on the blogging process | 9th grade Science teachers |
| | | Luehmann (2008) | In-depth case study: blog written posts, email exchanges, interviews | Middle school teacher (Science) |

**Table 4.** Main descriptive features of the "development of professional knowledge informing Teachers' Professional Identity" articles *(cont.)*.

| Themes | Topic | Author(s) | Methods | Participants |
|---|---|---|---|---|
| *Role of reflection in professional learning and growth*<br><br>Articles in which professional knowledge is enhanced by reflections on teaching practices. (#21)<br><br>*(cont.)* | . Meaning constructions (#12) | Colucci-Gray, Das, Gray, Robson, and Spratt (2013) | Appreciative inquiry: interviews, action-research reports | Teachers (K-6, K-12) |
| | | Dang (2013) | Semi-structured interviews, classroom observations, video-recordings of lessons, artefacts (e.g. lesson plans) | Student-teachers |
| | | Dobber, Vandyck, Akkerman, Graaff, Beishuizen, Pilot, Verloop, and Vermunt (2013) | Exploratory study: semi-structured interviews, study guides, portfolios, observations and digital environments | Pre-service teachers, teacher educators, heads of department. |
| | | Fletcher (2012) | Case study: semi-structured interviews | Pre-service elementary classroom teachers as PE teachers |
| | | Ketelaar, Koopman, Den Brok, Beijaard, and Boshuizen (2014) | Digital logs | Teachers (Secondary vocational school, e.g. Maths and Automotive and Electro Technology) |
| | | Leitch (2010) | Self-study: workshops for creation of masks/ narratives | School teachers (K-6 and post K-6) |
| | | Mulcahy (2006) | Topological approach: individual and group interviews | Student-teachers (Diff. subjects) |
| | | Ryan (2011) | Reflective tasks connected to university, course-work and practice in the field | Pre-service teachers ($2^{nd}$/$3^{rd}$ year a Bachelor of Education programme) |
| | | Smith (2010) | Ethnography: group discussions, reading relevant literature, online journal entries | Student-teachers (Literacy) |
| | | Sutherland, Howard, and Markauskaite (2010) | Qualitative: weekly readings and online discussion | Student-teachers |
| | | Trent (2012) | Qualitative: semi-structured interviews | Pre-service English language teachers |
| | | Wilson, Bradbury, and McGlasson (2015) | Interpretative qualitative inquiry: written reflections, end-of-course oral reflection interviews | Pre-service elementary teachers |
| | . Accounts of practices (#5) | Boulton (2014) | Small-scale case study/ Action research/ mixed methods: semi-structured interviews, electronic questionnaire, observation of artefacts and reflections uploaded into ePortfolios | Pre-service teachers (K-12; Diff. subjects) |
| | | McCormack, Gore, and Thomas (2006) | Longitudinal study: journals entries, interviews | Early-career school teachers |
| | | Poulou (2007) | Qualitative: journals entries | Student-teachers (Maths, Science, Language) |
| | | Thorbun (2014) | Case study/Life history: semi-structured interviews | PE secondary teacher |
| | | Urzúa and Vásquez (2008) | Qualitative: spoken data from mentoring meetings and post- classes observation meetings | Mentor, supervisor, native and non-native English teachers |

*Building professional knowledge through experience*

Professional knowledge is built through experience gained in the process of active participation in workplace-related situations. One particular feature is emphasized concerning the challenges in developing a content of professional knowledge (Burn, 2007). By adopting an action-research design, the author reveals that both PSTs and experienced teachers already have an existing knowledge when they enter the practicum training stage. However, during the course of the teaching practicum, these agents develop the capacity to generate renewed pedagogical content knowledge resulting in an extension of their TPI as learners. Some form of scaffolding strategies are also evident, mostly in training situations, to stimulate practice opportunities (Dotger & Smith, 2009; Dymoke & Harrison, 2006; Kelly, Gale, Wheeler, & Tucker, 2007; Swinkels, Koopman, & Beijaard, 2013; ten Dam & Blom, 2006; Woolhouse & Cochrane, 2015). Scaffolding may also include case-based simulations, collaborative school-based teacher education, induction and mentoring procedures, online problem-based communities and action research projects (Davies, 2013; Goodnough, 2011). Teacher education and teaching structures that provide students and practitioners the opportunity to learn through participation in 'real' world professional contexts are clearly favored. Authors (e.g., Swinkels et al., 2013) argue that these experiences bridge the gap between theory and practice, lead to more learning-focused conceptions of learning and teaching, encourage discussion and reflection and enhance teachers' professionalism and perceptions of their self. Authors (e.g., Davies, 2013) also propose that such experiences result in positive changes to identities and classroom practices.

*Role of reflection in professional learning and growth*

Three aspects on the role of reflection in professional learning and growth are addressed. These are (1) the power of reflection in dealing with dilemmas of practice (Daniel, Auhl, & Hastings, 2013; Fresko & Nasser-Abu Alhija, 2015; Hanuscin, Cheng, Rebello, Sinha, & Muslu, 2014; Luehmann, 2008); (2) the importance in reflecting to construct meanings out of experiences as teachers

(Colucci-Gray, Das, Gray, Robson, & Spratt, 2013; Dang, 2013; Dobber et al., 2013; Fletcher, 2012; Ketelaar, Koopman, Den Brok, Beijaard, & Boshuizen, 2014; Leitch, 2010; Mulcahy, 2006; Ryan, 2011; Smith, 2010; Sutherland, Howard, & Markauskaite, 2010; Trent, 2012; Wilson, Bradbury, & McGlasson, 2015); and (3) the usefulness of reflection for examining and reporting teaching practices either in teacher education or teaching contexts (Boulton, 2014; McCormack, Gore, & Thomas, 2006; Poulou, 2007; Thorburn, 2014; Urzua & Vasquez, 2008).

Non-conventional methodological tools, such as blogs (e.g., Hanuscin et al., 2014; Luehmann, 2008) and mask-making (e.g., Smith, 2010) were used in addition to questionnaires, interviews, and journal entries to tackle the processes of professional knowledge transformation, and hence the construction of a TPI, through reflection. Consequently, the potential of reflection for TPI development is empirically supported.

From a more instrumental perspective, reflection assists teachers (or PSTs) working through issues of practice at each of their respective career life phases in dealing with personal, geographical, policy and cultural dissonances, past and future-oriented concerns, core practices of teaching and role transitions. It is also helpful in enacting a beginning repertoire (local knowledge, practices and skills, relationships, discourses), considering possibilities, predicting outcomes and in levelling emotions and unrealistic expectations related to the teaching profession. Additionally, reflection interrogates conceptualizations and heightens discussions on what it means to be a teacher. As a consequence, teachers move to a more professional stance where dispositions (such as commitment, self-determination, self-confidence and initiatives for change) are invigorated, and the values and principles of good practice preserved.

**Theoretical Foundations Underpinning the Thematic Areas of Research on Teachers' Professional Identity**

This section discusses the features highlighted earlier in the thematic areas "Multidimensional Features of TPI", "Organizational working conditions and factors affecting TPI", and "Development of professional knowledge informing TPI", and probes the theoretical perspectives and methodological grounds that support the empirical research elected for this scoping review.

**Multidimensional Features of Teachers' Professional Identity**

The personal feature of TPI is evident when referring to the dispositions and attributes of self. It is based on an understanding that teachers' work centers more around the personal and private aspects of their lives (e.g., religious orientation), as well as on intrinsic factors (e.g., beliefs and emotions), than on the expression of technical competences. This challenges current market-driven and technical rationalist assumptions (e.g., Zembylas, 2003). The personal feature of TPI is theoretically positioned within the psychological, philosophical and humanistic beliefs about the teaching role and experience.

Yet the multidimensionality of TPI also acknowledges the collective aspect of the construct through teachers' conversational exchanges about their lived experiences and classroom activities with each other (Engeström, 1991; Lemke, 1995; Rodgers & Scott, 2008). Here, the role of interactions and of identification with salient groups on TPI development is underlined (Erikson, 1964; Turner, Oakes, Haslam, & McGarty, 1994).

Another suggestion to render the multidimensional features of TPI noted in this literature review in particular is its definition through self-representations of teachers' experiences (Alsup, 2006; Connelly & Clandinin, 1988). TPI is presented through teachers' perceptions, framed within conceptualizations of self and notions of agency. The literature outlines several types of self: self-concept, self-assessment, substantial-self, situational-self, self-perceptions (Bokszański, 1989; Nias, 1989). Related to these representations, particular aspects are

highlighted as influential in the development of a sense of TPI in relation to the propensity to stay or leave teaching. Such aspects include political and economic factors, early school experiences, professional relationships or job motivation and satisfaction (Bullough, 1997; Enyedy, Goldberg, & Welsh, 2005; Klassen & Anderson, 2009; Tucker, 2004). The notion of "agency" emerges as relevant to the teachers' ability of challenging social and institutional structures, making decisions about their career, and critically interacting with their practice (Beijaard, 2009; Gleeson & Husbands, 2001). TPI is also portrayed using stories/narratives and metaphors. Here, the "positioning" theories (e.g., Linehan & McCarthy, 2000) assume particular relevance in the recognition processes (social status and prestige) of the teaching profession. Notions of "spatiality" (e.g., Huber & Clandinin, 2002; Lefebvre, 1991) are also powerful in unveiling the "where, why, with whom" personal stories and in considering the dichotomous understandings of practice (i.e., ideal, desired, conceived versus real, actual and lived). Finally, other representations such as verbal communication were mainly framed within a discursive notion of identity (Gee, 1990, 2001).

Moreover, the multidimensional feature of TPI puts in evidence its transformative nature. In this review, TPI is also commonly referred to as the "process of becoming a teacher", "learning to teach", "teacher development" and "professional growth" (Britzman, 2003; Danielewicz, 2001). These expressions convey an idea of "continuity" and "mutability" with TPI formed throughout life by interpretations and reinterpretations of lived experiences (Beijaard et al., 2004; Holland, Lachicotte, Skinner, & Cain, 1998). This transformative theme of TPI is marked by conceptions of "role identity" and "career-change", all of which featuring notions of "change" and "tensions" (Lave & Wenger, 1991; Roberts, 2000). In this framework, TPI is considered as a holistic, circular, ongoing, dynamic, constantly being formed and reformed, rather than as a discrete and linear process (Bourdieu, 1991; Heidegger, 1996; Luehmann, 2007; Mead, 1934).

A final encompassing portrait arising from the multidimensional feature in this literature review, is that teachers draw on diverse resources or dimensions (i.e.,

personal, professional, cultural, contextual, and stories) to construct selves (Beijaard et al., 2004; Britzman, 1991; Bullough, 1997; Hinchman & Hinchman, 2001).

**Organizational Working Conditions and Factors Affecting Teachers' Sense of Professional Identity**

The historical, contextual, policy, curriculum, knowledge and skills-related aspects of teachers' lives assume particular relevance in the thematic area of "Organizational working conditions and factors affecting TPI". TPI is directly associated with the notions of "professionalism" and "effectiveness" which, in turn, have been affected by the changes in society and working conditions (Lasky, 2005; Rex & Nelson, 2004). These modifications challenge the teachers' status, roles, instruction, responsiveness to students' learning, and, more importantly, the ways their professional-based identities are traditionally constructed (Apple, 1986). A push towards efficiency and efficacy has been producing a transition from an "ethical" to an "entrepreneurial-competitive" professional identity (Bernstein, 1996; Sachs, 2001). In order to cope with educational reforms and institutional constraints, the notion of "learning communities", the processes of interpretation and making sense of teachers' experiences, recognition (by self and others) and agency, appear to play a significant role in aiding teachers to cope with educational reforms (Beijaard et al., 2004; Coldron & Smith, 1999; Connelly & Clandinin, 1999; Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2013; Grimmett, 2007).

This review underlines therefore that TPI is forged through the interactions developed in "communities of practice", such as with "mentor", "teaching colleagues" and "students" figures (Anderson, 1994; A. F. Ball, 2000; Elliot & Calderhead, 1994; Lave & Wenger, 1991; Wenger, 1998). The roles and positions taken in the professional spaces and the emotions generated are also evident in the relational characteristic of TPI (Day et al., 2006; Hargreaves, 1998; Isenbarger & Zembylas, 2006).

**Development of Professional Knowledge Informing Teachers' Professional Identity**

The acquisition of a body of specialized knowledge is of paramount importance in defining a person as a teacher. To that end, the academic preparation and field experience are underlined as necessary credential requirements (C. T. Williams, 2002). Thus, in the thematic area "Development of professional knowledge informing TPI", TPI is framed in the teachers' life-phases and career transition processes (Day et al., 2007; Murray & Male, 2005; Sammons et al., 2007). The notion of "professionalism" is also considered, encouraging the belief that the dispositions of qualities of "good teaching" (effectiveness, commitment, passion, hardiness and moral purpose) offer the basis for an understanding of a robust TPI (Bullough & Pinnegar, 2009; R. M. Cohen, 2009; Elliot & Crosswell, 2002; Goodson & Hagreaves, 1996).

As noted earlier, TPI and learning are also built through participation in communities of practice (Brown, Collins, & Duguid, 1989; Gee, 2004; Lave & Wenger, 1991; Wenger, 1998). For these authors, the development of a professional self is dependent on the situations each teacher is placed in. This means that TPI is continually informed, formed and reformed over time and with experience (Cooper & Olson, 1996; Olsen, 2008b). It is in this context that Burr (1995), Engeström, Miettinen, and Raija-Leena (1999), Lave and Wenger (1991), Varghese, Morgan, Johnston, and Johnson (2005), and Wenger (1998) frame the notion of "professional identity-in-practice", bringing to light the pillars of activity theories (e.g., Engeström, 2001; Vygotsky, 1994). Collaborative-based teacher education programs assume an important role in facilitating person-led systems of appraisal and support (as opposed to procedural and performance-led orientations) so that professional and personal autonomy is encouraged (Avila De Lima, 2003; Spindler & Biott, 2000). The literature reviewed thus conceptualize teacher education programs that foster authentic contexts and realistic tasks, in which reflective dialogue, community competence, learning and teaching-focused conceptions are developed (e.g., Admiraal, Lockhorst, Beishuizen, & Pilot, 2007).

The findings of this review also highlight that in order to improve the practitioners' participation and professional identity, broad, deep and critical reflections have to co-exist. The processes of critically examining one's past and present teaching are twofold. Firstly, it is a means of building one's knowledge to better understand and improve future practice. Secondly, it develops awareness towards teachers' personalities by considering the type of teacher they want to become (Jones, 2010; Norton, 2000; Sfard & Prusak, 2005). Notions of "critical reflection" (Dewey, 1910; Schön, 1983, 1988), "collaborative dialogue" (Trede, 2010), "critical transformative dialogue" (Cushion, 2004), "critical lenses" (Brookfield, 1995), "core reflection" (Korthagen & Vasalos, 2005), "prospective reflective thinking" (Eraut, 1995; Moon, 1999) or "reflection *for* action" (Urzúa, 2001) are all considered in this topic. TPI is formed through the interpretation and reinterpretation of experiences through the process of reflection (Sutherland et al., 2010) and identity-related concepts of "ownership" (Breiting, 2008), "sense-making" and "agency" (Coburn, 2004) contribute to the meaning making of those learning experiences. As the present review has been drawing attention, this understanding evokes a sense of recognition, i.e., the experience of self as teacher (Bullough, 2005; Danielewicz, 2001; Gee, 2001; Lin, Gorrell, & Porter, 1999). Hence, the narratives of the self (Hall, 1996) gain particular relevance as the teachers' voice, written or verbal, is articulated as part of the person's self-image (Sutherland et al., 2010). According to Urzúa (2001), reflection is observable in discourse, hence the notion of "identity-in-discourse" (Varghese et al., 2005). The elements of contextualization, spatiality, affinity and of being situated are also elicited in the type of identity referred above. As such, this review underlines that how teachers position themselves in the profession (Feiman-Nemser, 2001), how they recreate themselves through spaces (Clarke & Hollingsworth, 2002; Edwards & Usher, 2003; Foucault, 1980; McGregor, 2003), and how they co-construct a professional knowledge through their social actions (including interactions with others in communities of practice) (Urzúa, 2001). All of these aspects contribute to the development of their self/selves as teachers. In other words, "who one is, very much depends upon what they are doing, where they are, and who is with them" (Lunenberg & Hamilton, 2008, p. 201).

**Conclusion**

The aim of this paper is to provide a comprehensive coverage of literature in TPI from 2001 to 2015. Three overarching thematic areas from the analysis were discussed and consideration was given to the research designs aligned with each. Based on the studies reviewed, three main characteristics were considered as essential for an encompassing and contemporary definition of TPI: (1) TPI is a multidimensional construct, (2) TPI is affected by organizational working conditions and factors, and (3) TPI is informed by professional knowledge. In considering the multiple dimensions characterizing TPI, the literature stressed (a) the impact of personal attributes of the self (such as emotions, religious orientations and gender) on TPI development, (b) TPI is a communicative interactive process negotiated through conversational exchanges about work and practices with colleagues, (c) TPI is shaped by the (written or verbal) representations that teachers make about themselves and their life experiences, and those of others, (d) TPI is fluid, dynamic and ongoing, appreciating that there are transformations between changes from one stage of TPI development or role to that of another, and (e) TPI constitutes a diversity of components (e.g., teacher education, knowledge and practice).

With respect to the organizational working conditions and factors surrounding teachers' profession in TPI construction, the reviewed studies collapsed these contextual influences into environmental and relational circumstances. The analysis highlights the historic, cultural, educational and institutional factors influencing the teachers' work setting, and the social interactions and relationships established with members of their professional community of practice, each impacting their working conditions and the development of their professional identity.

Professional knowledge is also considered in the reviewed literature as a central element of defining a person as a teacher. This transformation occurs in two forms: (1) through the acquisition of a body of knowledge during the experience gained in contexts of teacher education and teaching practice, and (2) upon reflecting on workplace-related situations. In the first instance, the literature

emphasizes environments that feature real professional contexts. In the latter instance, reflection is considered across the studies as an empowering tool for teachers to examine, deal and change their practice, and, ultimately, construct meanings about their experiences.

In examining the constructions of TPI across the three overarching thematic areas, distinct types of qualitative methods were adopted. In addition to the more conventional methods, art-based methods were employed to assist building and interpreting TPI. Similarly, the representations developed through story-telling and relational circumstances drew on narratives, life-history, hermeneutic and phenomenological inquiries. In grasping issues of "transformations" in TPI, the longitudinal design was particularly popular. In studies focusing on changes in practice induced by contextual circumstances (e.g., educational reforms), case study research was the main approach adopted. In case studies, action research and experimental designs were favored in exploring the development of professional knowledge through academic acquisition and experience. Self-study research methods and online environments also stimulated reflectivity.

This review brings a new breadth to the understanding of TPI. The multidimensional issue of TPI, originally distinguished by Beijaard et al. (2004), re-emerged with the addition of new features (e.g., communication and transaction attributes). While TPI was still represented by stories, other mediums (e.g., teacher's perceptions and metaphors) also surfaced from the reviewed studies. In addition, a significant amount of the selected literature focused more prominently on the contextual contingencies of the teachers' profession and the development of a professional knowledge in the construction of TPI, two categories identified by Beijaard et al. (2004) as underdeveloped in their review of TPI. Finally, the concept of "self" was a recurring reference across the three main themes of this paper. Methodologically, longitudinal and self-study designs, online opportunities, dialogue, stories and narratives, and pictures and artistic artefacts received attention that was not apparent in Beijaard's et al. (2004) review of TPI.

Attending to the scope of the literature reviewed in this article, we suggest as a future avenue for further research in TPI the inclusion of teacher educators' professional identity because of the suspected impact they have on those who choose to enter the teaching profession. Therefore, the research community should be having research that shares teacher educators' professional identity with those who they work with (i.e., pre-service teachers and teachers and each other). We also recommend increasing the spectrum of methods within the space researchers usually use them to better portray the pluridimensional nature of TPI (e.g., complementing written reflections with images).

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**PARTE 2 – COMPONENTE EMPÍRICA**

**CAPÍTULO 2**

# Um olhar sobre o estágio em educação física: Representações de estagiários do ensino público português

**Mariana Amaral da Cunha**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Paula Batista**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Amândio Graça**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)

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**Introdução**

No contexto da formação inicial, o estágio tem sido um espaço investigativo que tem suscitado grande interesse (Batista & Queirós, 2013; Sirna, Tinning, & Rossi, 2010), sendo que as pesquisas se têm focalizado essencialmente no impacto do estágio na aprendizagem e no desenvolvimento profissional do estudante-estagiário (EE) (Alsup, 2006; Batista & Queirós, 2013; Dotger & Smith, 2009; Sirna et al., 2010; Skinner, 2010; Zembylas, 2003). Em termos gerais, considera-se que a experiência prática de ensino em contexto real possibilita ao EE 'viver a escola' (Sirna et al., 2010, p. 71), tanto pela participação nas tarefas de ensino, como pelo envolvimento nas atividades organizativas e sociais do estabelecimento educacional (McLaren, 2003; Tinning & Siedentop, 1985). Num sentido estrito, os estudos realçam que o estágio oferece um espaço de mobilização de saberes e habilidades, adquiridos no decurso formativo anterior, para a prática do dia-a-dia, bem como a incorporação de um roteiro sociocultural – normas, valores, hábitos, costumes e práticas – na realização de papéis profissionais, sob orientação de professores experientes (Alsup, 2006; Batista & Queirós, 2013; Zembylas, 2003). Jones e Straker (2006), Sirna et al. (2010) e Skinner (2010) reforçam que o estágio propicia, pelas razões mencionadas, o desenvolvimento de um conhecimento profissional situado no ambiente de trabalho.

Outras análises socorrem-se do constructo da identidade para melhor compreender a aprendizagem, as práticas e o desenvolvimento profissional de professores (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Day, Stobart, Sammons, & Kington, 2006). A identidade do professor tem vindo a ser concetualizada de modos distintos, no entanto, na atualidade, prevalece o entendimento comum de que a construção da identidade é um processo contínuo de negociação entre aspetos pessoais e elementos sociais e culturais da escola e da sociedade (Cooper & Olson, 1996; Nias, 1989, 1996; O'Connor & Macdonald, 2002; Rossi, 2000; Sumsion, 2002). Esta mutabilidade poderá resultar na coexistência de multi-identidades, muito embora, relativos a um Self nuclear (E. G. Mishler, 1999). Ademais, ainda que se reconheça que o desenvolvimento da identidade profissional (IP) seja uma

construção individual (Chaix, 2002), é fortemente enriquecida pela participação em contextos sociais (Owens, Robinson, & Smith-Lovin, 2010).

É neste quadro que o presente estudo aborda o constructo da IP, sustentando-se na perspetiva da teoria social de aprendizagem situada de Lave e Wenger (1991), Wenger (1998) e seus colaboradores (Wenger, McDermott, & Snyder, 2002), na qual a sua construção e reconstrução acontecem pela participação ativa e interação continuada do professor com outros membros de uma comunidade de prática (CoP) – a escola.

## A perspetiva situada de Lave e Wenger e o conceito instrumental de comunidade de prática

A teoria da aprendizagem situada é operacionalizada através do constructo de "*CoP*" (Goodnough, 2010). Este é entendido como o conjunto de relações entre as pessoas, a atividade que exercem e a sociedade (o mundo) em que estão situados, num dado período de tempo e em relação a outras CoPs (Cushion & Denstone, 2011). De acordo com Wenger (1998), as CoPs emergem, oficial ou informalmente, em todos os lugares: casa, escola, trabalho, hobbies, entre outros espaços; e o indivíduo, num dado momento da sua vida, pertence a toda essa diversidade de comunidades. Todavia, há CoPs em que o indivíduo é membro central da mesma e outras cuja filiação é de ordem mais periférica. Neste sentido, as CoPs a que pertencemos fazem parte integrante do nosso quotidiano e transformam-se no decurso das nossas vidas. Acresce que as mesmas se distinguem das demais coletividades por incluírem um grupo seletivo de pessoas que partilham e configuram as suas vidas, e o sentido de si próprias, de acordo com os interesses e o reportório comum desse grupo (Egan & Jaye, 2009; Kirk & Macdonald, 1998; Trudel & Gilbert, 2006). A este "reportório partilhado" associa-se um conjunto de recursos, como conceitos, símbolos, vocabulário, rotinas, comportamentos, modos de atuação, gestos, ações que a comunidade social produziu ou adotou no decurso da sua existência e que se tornaram parte das suas práticas (Wenger, 1998, p. 83). Por conseguinte, é relevado o papel do contexto na aprendizagem em CoP, já que esta acontece

através da incorporação da sua história, cultura, pressupostos, normas e valores (Contu & Willmott, 2003). Desta ideia, nasce o termo "*situated*", na medida em que, ainda que haja espaço para um agenciamento, aqui designado de "participação ativa", as práticas sociais do indivíduo são contextualizadas num quadro histórico, cultural e social (Cushion & Denstone, 2011; Kirk & Macdonald, 1998; Lave & Wenger, 1991; Wenger, 1998).

Ainda a respeito da concetualização da expressão de CoP, Lave e Wenger (1991) e Wenger (1998), acrescentam o desejo de aprender e saber o que o outro colega, membro da comunidade, sabe. Wenger e Snyder (2000, p. 42), por seu turno, reportam "paixão, comprometimento e identificação com a área de especialidade do grupo", como dimensões características de uma CoP autêntica. Já Wenger et al. (2002, p. 4), acrescentam "o aprofundamento do conhecimento e *expertise* numa área".

Neste quadro, surge o conceito de "*participação periférica legitimada* (PPL)", que caracteriza o modo como a aprendizagem se processa (Cushion & Denstone, 2011). Segundo Wenger (1998), o constructo procura extravasar as conotações tradicionalmente atribuídas às relações estabelecidas na aprendizagem (mestre/aluno, orientador/orientado); adotando, em alternativa, a perspetiva que, no decurso do processo, há uma alteração no grau de participação e de envolvimento do indivíduo numa CoP e uma transformação na sua identidade. A este conceito estão subjacentes as relações de poder, particularmente no que se reporta ao modo como os indivíduos são posicionados e ao tipo de acesso que lhes é alocado aos recursos da CoP (Contu & Willmott, 2003; Kirk & Macdonald, 1998). Assim sendo, a expressão permite discorrer sobre as relações entre, por exemplo, "os 'novatos' e os 'veteranos', as atividades, as identidades, os artefactos, os conhecimentos e as práticas" (Lave & Wenger, 1991, p. 29). A expressão concerne, sobretudo, ao processo pelo qual os principiantes se tornam parte integrante de uma CoP (Egan & Jaye, 2009; Lave & Wenger, 1991). Concretamente, os aprendizes entram na periferia das atividades de uma comunidade (ex.: EEs numa escola) e, com o tempo, começam a adotar uma participação mais legitimada (autêntica e genuína) ao adquirirem conhecimento, habilidades técnicas e sociais, ao incorporarem as normas da comunidade e ao se envolverem ativamente nas tarefas centrais da

mesma, revendo-se como membros ativos da comunidade (Cushion, 2006). Nesta medida, a aprendizagem é distribuída pelos participantes de uma mesma comunidade, onde pessoas de experiência diversificada (novatos a experts) se transformam por intermédio das suas próprias ações e interações com os outros (Cushion & Denstone, 2011; Kirk & Macdonald, 1998). Esta perspetiva relacional entre processos, experiências, práticas, interações e construção de significados, no contexto de uma CoP, acontece através de um processo denominado de modelagem, isto é aprender com indivíduos mais experientes (Jacobsen, 1996). No contexto particular da formação de professores, são os mentores que tornam a estrutura e funcionamento da comunidade clara ao "recém-chegado", proporcionam o acesso a conhecimentos e habilidades e, eventualmente, possibilitam uma participação integral nas atividades centrais da comunidade (Cushion, 2006).

Face ao exposto, para além do contexto, é acentuada a relação de inseparabilidade e de indivisibilidade entres os elementos "atividades" (as tarefas e práticas em que se envolvem), e "interações" (estabelecidas com os outros), no modo como a aprendizagem e o conhecimento se processam (Kirk & Macdonald, 1998; Rovegno, 2006). Com efeito, Lave e Wenger (1991) e Wenger (1998), revendo-se num paradigma construtivista, concebem que a aprendizagem é, na sua essência, um fenómeno social. Faz parte do nosso dia-a-dia e decorre das experiências e da participação do indivíduo em grupos (comunidades ou organizações) de afinidade, sendo a atribuição de significado o derradeiro produto das vivências e envolvimento com o mundo social (Fuller, Hodkinson, Hodkinson, & Unwin, 2005). Nesta medida, a aprendizagem não ocorre de forma isolada: "*It is not something we do when we do nothing else or stop doing when we do something else*" (Wenger, 1998, p.8). Mais ainda, a tipologia de participação associada a esta teoria social da aprendizagem é, simultaneamente, "a kind of action and a form of belonging" (Wenger, 1998, p.4). Este sentido de pertença – o fazer parte da identidade associada a essa coletividade de pessoas –, é, também ele, uma característica central desta perspetiva de aprendizagem (Egan & Jaye, 2009).

**A aprendizagem e a formação da identidade do professor**

A relação entre a aprendizagem situada, decorrente da participação ativa numa CoP, e a construção de uma IP são elementos que importam explorar. Lave e Wenger (1991) e Wenger (1998) explicitam claramente este vínculo, ao defenderem que a aprendizagem e a identidade são indissociáveis, pois a aprendizagem "*envolve a construção de identidades (…).*" (Lave & Wenger, 1991, p. 53) e "*(…) shapes not only what we do, but also who we are and how we interpret what we do*" (Wenger, 1998, p. 4). Os mesmos autores colocam especial ênfase no carácter transformativo da aprendizagem e, por conseguinte, da identidade – "*learning as becoming*" (Wenger, 1998, p. 5). Por seu lado, Wiltz (2000) atesta que as identidades são perfiladas através das experiências e mediadas por construções sociais. Ou seja, as experiências vividas pela participação ativa, através de práticas específicas, em comunidades sociais, influenciam a construção e reconstrução da IP (Cushion & Denstone, 2011; Egan & Jaye, 2009; Wenger, 1998). Consequentemente, a formação das CoPs serão vivamente impactadas pela negociação da identidade (Goodnough, 2010). Não obstante, a relação entre aprendizagem e identidade acontece por intermédio de um processo designado de "alinhamento", descrito como um sentimento de pertença e conexão entre membros de uma mesma CoP (Goodnough, 2010; Wenger, 1998). Cushion e Denstone (2011) comparam esta noção às ideias associadas ao conceito de socialização. O indivíduo é socializado nas normas, discursos, conhecimento, e demais aspetos imbuídos a uma cultura ocupacional no decorrer do tempo, "imprimindo, implicitamente, significado ao que é interpretado como tarefas de rotina" (Eraut, 2000, p. 126).

No que concerne às evidências empíricas, Kirk e Macdonald (1998) informam que a perspetiva social de aprendizagem de Lave e Wenger (1991) e Wenger (1998) tem vindo a ser aplicada nos domínios do currículo, do ensino e da aprendizagem da Educação Física (EF), desde meados dos anos 90 do séc. XX. Cushion e Denstone (2011) sistematizam pesquisas sustentadas nesta teoria, na área do treino e alto rendimento, com equipas universitárias (ex.: Galipeau & Trudel, 2004, 2005, 2006), e contextos de Desporto Escolar (DE) do ensino secundário (ex.: Lemyre, 2008). Recentemente, no âmbito da formação de professores regista-se a realização de estudos centrados no desenvolvimento

profissional de professores e supervisores de estágio (ex.: MacPhail, 2013; Peeler & Jane, 2005). Dotger e Smith (2009) e Williams (2010) recorrem aos conceitos de aprendizagem situada, CoP e PPL, para examinar a construção da identidade em EEs de áreas disciplinares que não a EF. No entanto, Sirna et al. (2010), Smith e Lev-Ari (2006) e Williams (2010) observam que são poucas as pesquisas que procuraram examinar o sentido que os próprios agentes de formação – os estudantes – atribuem à experiência de estágio, em especial, no contexto dos programas de formação de professores de EF (Batista & Queirós, 2013).

Partindo do quadro conceitual exposto, o presente estudo teve como principal propósito examinar quais as representações acerca da IP que EEs do ensino superior público português detêm, resultantes do processo de formação de professores de EF em situação de estágio. Em particular, procurou responder às seguintes questões de pesquisa:

i) Quais as representações dos EEs sobre a estrutura e operacionalização do estágio em EF?

ii) Quais os aspetos comuns e quais as especificidades das representações dos participantes a respeito do estágio em cada instituição universitária?

iii) Que elementos da dimensão institucional do estágio facilitaram ou dificultaram a integração dos EEs nos diversos contextos de prática profissional?

## O Estudo

### Grupo de estudo

O grupo de estudo foi constituído a partir de 324 EEs, que no ano letivo 2011/12 constituíam o universo de EEs de EF de quatro instituições universitárias públicas: 64 da instituição A, 62 da instituição B, 57 da instituição C e 141 da instituição D. Os participantes foram selecionados por um método de amostragem não-casual por quotas, procurando integrar 25% dos EEs de cada

instituição (Walliman, 2006). Este método não oferece garantia de representatividade do universo de EEs de EF do ensino público universitário português, o que limita a extrapolação dos resultados e conclusões (Batista, 2008; Hill & Hill, 2002). A quota prevista de sujeitos por instituição foi ajustada em função dos EEs que se disponibilizaram a participar no estudo e, posteriormente, por um processo de saturação da informação recolhida (Glaser & Strauss, 1999 [1967]; Strauss & Corbin, 1990). O grupo de participantes foi, assim, constituído por 54 EEs: 19 da instituição A, 10 da instituição B, 10 da instituição C e 15 da instituição D - 28 do sexo masculino e 26 do sexo feminino, com idades compreendidas entre os 22 e os 44 anos de idade. Os estudantes apresentaram *backgrounds* formativos distintos: 44 realizaram a sua formação de 1.º Ciclo em universidades do ensino público, 5 em escolas superiores de educação e 5 no ensino superior privado. A instituição B foi a que apresentou maior variabilidade nos valores da idade (máximo 44; mínimo 22; 25±6,59), seguida da instituição D (máximo 31; mínimo 22; 24±2,96) e das instituições A (máximo 30; mínimo 22; 24±2,17) e C (máximo 28; mínimo 22; 24±1,87). Em relação à formação do 1.º Ciclo, a instituição D apresentou maior diversidade, com EEs provenientes de distintas instituições de formação do ensino superior (universidades públicas, escolas superiores de educação, institutos privados). Nas restantes, com ínfimas exceções, os participantes frequentaram os seus estudos de 1.º Ciclo na instituição onde realizaram o estágio.

**Procedimentos de recolha**

A recolha de dados foi efetuada por uma equipa de quatro jovens investigadores, no período de janeiro a junho de 2012, que entrevistou individualmente cada um dos participantes. De entre os tipos de entrevistas, foi selecionada a semiestruturada (Bryman, 2008), também designada de semidiretiva (Quivy & Campenhoudt, 2003), fundamentalmente, pela flexibilidade na sua condução (Fontana & Frey, 2003), sem descurar a segurança que proporciona, tendo em conta a modesta experiência da equipa de jovens investigadores e a incidência interpretativa do presente estudo.

O guião de entrevista é constituído por cinco questões de resposta aberta, porquanto o objetivo era promover, junto dos participantes, a partilha de experiências e a construção de significados (Holstein & Gubrium, 1995; E. Mishler, 1986). A sua elaboração teve como base o quadro teórico da construção de uma IP em contexto de formação de professores de EF. Deste modo, as questões procuraram detetar a representação da organização e operacionalização dos cursos de formação no que concerne à unidade curricular de estágio através de questões de opinião, de valor e de experiências de vida. Nesta medida, a estratégia de entrevista pretendeu combinar um questionamento mais direto e objetivo (sobre processos de candidatura, organização, duração, constituição, intervenientes, tarefas, responsabilidades e supervisão pedagógica relativos à unidade curricular de estágio) com questões menos imediatas e subjetivas referentes a escolhas de formação e construções pessoais sobre o que é ser EE e ser professor de EF.

Gratton e Jones (2004), Lessard-Hébert, Goyette, e Boutin (1990) e Yin (1984) clarificam que os métodos de entrevista tendem a dar preferência às questões da ordem do porquê e do como, sobre as do quanto e quando, pelo que se revelam particularmente ajustados à recolha de dados válidos sobre crenças, perceções, opiniões e ideias inferidas pelos entrevistados, em vez dos pontos de vista dos investigadores, como são o caso dos métodos de observação. Mais ainda, ao contrário do inquérito por questionário, a entrevista facilita "o acesso e contato direto a informadores, a partir dos quais são obtidos detalhes sobre o sentido atribuído às suas práticas locais" através de seus "relatos pessoais" (A. Brown & Dowling, 1998, p. 59). Como refere Batista (2008, p. 368), "a entrevista permite alcançar o que é somente entrevisto".

Ainda a respeito da elaboração do guião de entrevista, importa mencionar que a sua validação foi efetuada em duas etapas. Na primeira, realizou-se a validação do conteúdo por um painel de peritos, constituído por dois doutorados em Ciências do Desporto, um da área da pedagogia do desporto e outro do campo da sociologia do desporto, que atestaram a sua adequação aos objetivos do estudo e quadro conceitual de referência de Lave e Wenger (1991) e Wenger (1998). Num segundo momento, realizou-se a validade facial através da condução de entrevistas piloto com EEs com um perfil semelhante ao dos

participantes da presente pesquisa. Esta etapa pretendeu certificar, tanto a compreensibilidade e adequação das questões, como a qualidade da informação recolhida, isto é, se dava resposta aos objetivos definidos. A sua administração foi aferida entre os quatro jovens investigadores.

Todas as questões constantes no guião foram colocadas de uma forma natural e conversacional para encorajar a autenticidade e aprofundamento da partilha de vivências e entendimentos nos EEs (Quivy & Campenhoudt, 2003). Quando necessário, foram colocadas perguntas adicionais para esclarecimento de dúvidas ou aprofundamento de respostas. O facto de as questões serem abertas tornou a normalização dos procedimentos menos importante, no entanto, foram cumpridos os requisitos básicos: em regra, as entrevistas foram realizadas em ambientes calmos e reservados, sem ninguém a assistir; as questões colocadas da mesma forma; e o leque de esclarecimentos e redirecionamento de dúvidas, controlados com parcimónia (Batista, 2008).

As entrevistas tiveram uma duração variável, entre os 10 e os 45 minutos. As sessões foram gravadas em formato áudio digital (MP3), por recurso a gravadores de voz Sony ICD-PX820, e posteriormente transcritas *verbatim* para computador. A transcrição do material áudio recolhido obedeceu ao propósito de captar "o sentido básico do que foi dito, ao invés do como foi dito" (Gibson & Brown, 2009, p. 114). A fiabilidade da transcrição foi garantida pela audição e confirmação de extratos de texto ou palavras, com o auxílio do programa *Digital Voice 3*, que permite recuar e repetir extratos de texto específicos. Os textos transcritos foram formatados na modalidade Docx e posteriormente introduzidos no programa de análise de dados qualitativos NVivo 10.

**Procedimentos de análise**

A informação contida nas entrevistas foi submetida a uma análise de conteúdo com recurso a procedimentos dedutivos e indutivos. Deste modo, consideraram-se categorias analíticas sensibilizantes estabelecidas com base na teoria social de aprendizagem situada de Lave e Wenger (1991) e Wenger (1998) para aprofundar o entendimento do fenómeno em estudo, a partir dos dados sobre as representações dos EEs acerca da IP resultante dos aspetos orgânicos e

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funcionais do estágio. Em termos processuais, num primeiro momento, procedeu-se à codificação aberta, que consistiu na fragmentação dos dados das entrevistas em vários temas. No segundo momento, os temas foram agrupados em função das suas ocorrências e relacionados entre si para formar categorias. Finalmente, o processo de codificação culminou com um refinamento das categorias e subcategorias e respetivas relações. Toda a análise se desenrolou por intermédio de um processo recursivo de comparação, traduzido num constante revisitar dos dados até à sua saturação, isto é, até se considerar irrelevante a revisão da informação na definição das categorias (Glaser & Strauss, 1999 [1967]; Strauss & Corbin, 1990). Foram, assim, identificadas três categorias sensibilizantes: *contexto, atividades e interações*.

A categoria contexto congrega as representações dos EEs sobre a composição da unidade curricular de estágio. Dentro desta categoria surgiram subcategorias, tais como a etapa de formação em que o estágio ocorre, o seu propósito, o modo de ingresso nesta unidade curricular, as componentes escolar (duração, constituição dos núcleos, acompanhamento das turmas, atividade curricular) e académica (frequência de disciplinas e produção de escritos) filiada ao processo e, por fim, a avaliação dos EEs. A categoria atividades refere-se às representações dos EEs sobre as tarefas desempenhadas no estágio. Nela emergiram distintas tipologias, como sejam: atividades nucleares e atividades complementares, que, por seu turno, compreendem tarefas individuais e coletivas de assistência, de intervenção e de produção escrita. Finalmente, a categoria interações, diz respeito às representações dos EEs sobre as relações que estabeleceram com outros membros das suas comunidades escolares. Destacou-se, nesta categoria, as pessoas com quem os EEs contactam no seu dia-a-dia, os espaços e as situações de interação (Ver Quadro 1). O mapa categorial é detalhadamente sistematizado nos quadros 2 e 3 e na figura 1 da secção da apresentação dos resultados. Os significados atribuídos pelos EEs às suas experiências são explorados ao longo dos resultados e discutidos no capítulo da discussão.

**Quadro 1.** Mapa categorial das representações dos estudantes-estagiários acerca dos seus estágios em ensino de educação física.

| Categorias sensibilizantes | Subcategorias emergentes | | |
|---|---|---|---|
| Contexto | Etapa da formação | | |
| | Propósito do estágio | | |
| | Processo de ingresso | | |
| | Componente escolar | Duração | |
| | | Constituição núcleos | |
| | | Acompanhamento | |
| | | Turmas | |
| | Componente académica | Frequência | |
| | | Escritos académicos | |
| | Avaliação | | |
| Atividades | Atividades nucleares | Assistência | |
| | Atividades complementares | Intervenção | Individuais |
| | | Produção escrita | Coletivas |
| Interações | Espaço escola | Pessoas | |
| | | Situações | |
| | Espaço Faculdade | Pessoas | |
| | | Situações | |

**Considerações éticas**

O presente estudo foi aprovado pelo Comité de Ética da Faculdade de Desporto da Universidade do Porto (Processo CEFADE 09/2012). Para uma participação voluntária, foram divulgados, junto dos participantes, os objetivos do estudo e solicitada a gravação áudio das sessões de entrevista e, ainda, a utilização dos dados recolhidos em reuniões científicas e em publicações nos termos de um consentimento livre, esclarecido e informado. O anonimato e confidencialidade estão garantidos a todos os participantes pela atribuição de nomes (ou códigos) fictícios.

**Resultados**

**Contexto**

Na categoria de análise contexto emergiram seis subcategorias caracterizantes dos ambientes de formação dos participantes em estudo (Quadro 2).

O estágio é primeiramente configurado pelos participantes como um espaço de afinidade e aprendizagem. No que concerne à afinidade, os relatos dos EEs acerca do processo de ingresso no curso são disso ilustrativos. De facto, estes consideram importante serem colocados num núcleo constituído por colegas com quem têm uma relação pessoal ou de trabalho.

> (…) o que tem melhor nota escolhe a escola e também escolhe o grupo de trabalho. (C006) / (…) Se, por acaso, alguém com melhor média do que esses estudantes que o colega escolheu, decidir que quer mesmo ficar naquela escola, têm de chegar a um entendimento com o orientador. (…) Normalmente respeita-se, porque é importante no estágio que todos se deem bem para trabalhar em grupo. (C001)

Paralelamente, os EEs associam aprendizagem ao estágio. Esta noção é visível nos discursos a propósito da seleção da escola e da composição dos núcleos:

> Houve aqui [na faculdade] um Congresso (…) que foi fundamental porque, estive com estagiários que haviam terminado [o estágio] há pouco tempo, e deu para ter algumas perceções de algumas escolas. Portanto, os critérios seriam: (…) ter uma escola com algumas referências, uma escola onde fossemos mesmo apoiados, e tivéssemos à partida boas espectativas. (D002)

A importância conferida à partilha confirma-se no decurso do ano de estágio. Com efeito, os EEs nesta fase de formação profissional privilegiam a aprendizagem em grupo:

> Somos três e mais o professor cooperante. (…) faz todo o sentido a vivência em grupo porque Eu sou muito 'Eu e as Pessoas', e tudo aquilo que vivemos com elas vai sempre ajudar a construir quem nós somos. (D002) / (…) foi o ano todo em tarefas quase diárias de grupo de estágio: trocar conhecimentos, trocar impressões, perspetivando o sucesso de todos. (B006)

**Quadro 2.** Os contextos de formação em estágio identificados pelos estudantes-estagiários das distintas instituições universitárias.

| | Instituição A | Instituição B | Instituição C | Instituição D | Semelhanças | Dissemelhanças |
|---|---|---|---|---|---|---|
| *Etapa* | 2.º Ano mestrado | 2.º Ano mestrado | 2.º Ano mestrado | 2.º Ano mestrado | . Componente escolar e académica (exceto B)

. Organização e gestão do processo de E/A de uma turma

. Observação de Aulas

. Monitorização das tarefas diárias dos EE por um professor da escola

. Supervisão das atividades dos EE por um professor da faculdade

. Frequência de disciplinas 1 dia/semana na faculdade (exceto B)

. Avaliação do planeamento e da realização e avaliação do ensino por ambos os orientadores, escola e faculdade | . Processo de ingresso

. Duração da experiência prática na escola (A e B p/ C e D)
. Constituição dos núcleos (C p/ A, B e D)
. Dinamização de atividades na escola (B, C e D p/ A)
. Assessoria à DT e DE
. Componente investigativa da prática na escola (C e D p/A e B)

. Tese de Mestrado vs. RE (A p/ B, C e D)

. Número de visitas do OF às escolas.

. Papel dos EE na avaliação da prática de ensino (A p/ B, C e D)

. Papel de outros Profs. da faculdade na avaliação do planeamento dos EE (A p/ B, C e D)

. Papel do PC na orientação e avaliação do RE (C p/ A, B e D) |
| *Propósito* | Contacto c/ a profissão | Contacto c/ a profissão | Contacto c/ a profissão | Contacto c/ a profissão | | |
| *Ingresso* | Reunião
. Seriação/ média 1.º ano | PIF
Reunião
. Seriação/ média 1.º Ano | Reunião
. Seriação/ média 1.º ano | N.º créditos acumulados
Seriação/ média 1.º ano | | |
| *Componente escolar* | | | | | | |
| *Duração* | Variável | Variável (1 set. a 31 maio/ 1 ano letivo) | 1 ano letivo | 1 ano letivo | | |
| *Núcleos* | 3 a 4 EE | 3 a 4 EE | 1 a 3 EE | 3 a 4 EE | | |
| *Turma(s)* | rotativo/ intercalado
(+ que 1 turma) | regular/ continuado | regular/ continuado | regular/ continuado
(+ que 1 turma) | | |
| *Currículo* | 45 Aulas
45 Obs./ EE
20 Obs. Orientador
Envio docs por email, semestralmente | Aulas
1x/sem. Obs. EE
1x/mês Obs. Orientador
3 reuniões (dept./ CT)
Ativ. na escola
Cargo gestão (DT ou Coord. DE)
Dossier (CD) | Aulas
20 Obs./EE
10 Obs. Orientador
Ativ. na Escola
(Educação p/ a Saúde)
Cargo Gestão (DT e DE)
Projeto I/A
*Dossier* (dropbox; email) | Aulas
8 Obs./EE
8 Obs. Orientador ou outro (ocasionalmente)
Ativ. na Escola Assessoria DT ou DE
Projeto I/A
Portefólio digital | | |
| *Componente académica* | | | | | | |
| *Frequência* | Seminários: Estudos-turma e UD; Congresso.
(1x/sem.) | 2UC: Cargo gestão; Projeto e Parcerias Educativas (Não presenciais) | 2UC: Projeto I/A; Educação p/ a Saúde (1x/sem.) | Seminários: Calendário; Prazos; Suporte teórico (1x/sem.)
1 UC | | |
| *Escritos* | Tese
Artigo/ núcleo | RE | RE
Estudo I/A (núcleo) | RE
Estudo I/A (indiv.) | | |
| *Avaliação* | EE: Reg. anedóticos das 45 aulas (dadas e obs.); Auto/hétero av.
Prof. Fac.: UD, Estudos-turma e Congresso
PC: Av. 45 aulas/ EE
OF: Avalia mín. 2 aulas e dossier | PC: Avalia todas as aulas dos EE
OF: Avalia mín. 2 aulas/ período; Orienta e avalia os projetos (atividade e assessoria ao cargo de gestão), o *dossier* e o RE | PC: Avalia todas aulas dos EE; Monitoriza as atividades na escola; Orienta e avalia o RE
OF: Avalia mínimo 1 a 2 aulas/ período e o *dossier*; Orienta e avalia o Estudo I/A e o RE | PC: Avalia todas as aulas dos EE e as atividades na escola.
OF: Avalia mínimo 1 aula/ período e o portefólio digital; Orienta e avalia o Estudo I/A e o RE | | |

Legenda: DE – Desporto escolar; DT – Direção de turma/ Diretor de turma; I/A – Investigação-Ação; PIF/ PTI – Projeto Individual de Formação / Projeto de Formação Inicial; UC – Unidade Curricular; UD –

Unidade didática; RE – Relatório Final de Estágio.

Outra ideia que emerge é que os EEs encaram o estágio como sendo a dimensão prática da formação e o 1.º ano a dimensão teórica. Neste sentido, no estágio (na prática) devem ser mobilizados os conhecimentos adquiridos nos anos anteriores da formação. O estágio representa ainda o confronto com a realidade profissional – a escola:

> No estágio, temos o tempo que estamos na escola. (D014)/ (…) serve para que o estudante-estagiário, neste caso aluno de mestrado, tenha um contacto direto com os alunos e não só com a parte teórica que tem aqui na faculdade. (C006) / (…) Faz parte do nosso desenvolvimento e serve para nós sabermos como é que é a realidade ao nível do professor. (D014)

Neste quadro, os estudantes das instituições B, C e D consideraram que as unidades curriculares do 1.º ano apoiaram diretamente a experiência prática em estágio, porquanto as matérias abordadas se relacionaram com as áreas da educação e do desporto. Pelo contrário, os EEs da instituição A revelaram que existe uma falta de articulação entre o conteúdo dessas disciplinas e as necessidades da prática, dificultando a sua adaptação à escola:

> Nós no 1.º ano de mestrado de Bolonha demos coisas completamente diferentes, (…) passamos o 1.º ano a ter aulas com estudantes de Psicologia, de Inglês e… práticas, não tínhamos nenhumas. Passávamos dias inteiros sentados numa sala de aula (…). Eu tinha ética… pelo menos ética desportiva! Agora, ética da Biologia?! …. E depois, no 2.º ano, é o estágio que não tem nada a ver. Chegamos à escola e andamos um bocado à toa! (A001)

Complementarmente aos entendimentos acima apresentados, os EEs denunciam uma representação do estágio setorizado em duas grandes componentes: escola e faculdade (ver Quadro 2). É através delas que colocam em evidência a estrutura dos contextos de estágio e, por conseguinte, a dicotomia entre as formalidades do estágio e a capacitação do estudante na sua própria formação.

Na escola, os significados conferidos pelos EEs vão desde o mero cumprimento do instituído à procura de mais experiências de aprendizagem, pela participação

em tarefas não regulamentadas. O excerto seguinte, ilustrativo de uma semana típica de atividades na escola, coloca em evidência o carácter institucional importado ao estágio pelo grupo de EEs da instituição A:

> À 3.ª feira eu não dou aulas, mas vou observar as das minhas colegas e faço o registo anedótico de todas as aulas e temos a reunião com a Orientadora após a aula em questão, onde falo sobre o que vou dar no dia seguinte. (…) depois costumamos ficar pela escola a tratar dos planos de aula, de documentos de apoio aos alunos (…). Na 4.ª feira dou aula, (…) e dou um plano de aula a cada uma das minhas colegas e à Orientadora. Na 5.ª feira (…) só dão as minhas colegas e acontece outra vez o que falei anteriormente. Depois temos também umas horas definidas para a Orientação de Estágio, onde a Orientadora nos tira as dúvidas; e na 6.ª feira volto a dar aulas. (A005)

Já os restantes participantes dão conta de um contexto de intervenção mais flexível:

> Eu considero total [a liberdade]. (…) a nossa Professora Cooperante incentiva-nos muito a um trabalho de descoberta guiada. Ela lança os temas as propostas, as tarefas, e obriga-nos, enquanto professores, a pensar nas estratégias, a colocar várias hipóteses e, depois, a optar pela melhor possibilidade. (D001)

As descrições dos participantes das instituições A e B sobre a duração da experiência prática de ensino e as dinâmicas de acompanhamento da turma (ver Quadro 2), também são exemplo de situações marcadamente reguladas:

> Cada estagiário devia de ter uma turma, na minha [escola] não acontece. (A003) /É um bocado subjetivo porque (…) dão essa autonomia ao orientador. Eu acho que não devia ser assim, devia ser decretado pela própria Universidade, exigindo, para além das 45 horas de observações que somos obrigados a fazer, um tempo limite para lá estar. Na minha opinião seria desde o dia 01 de Setembro até ao final do ano, porque aí sim, conseguíamos ter uma experiência efetiva de tudo que se passa na escola, pegar numa turma e levar até ao final, para vermos qual a progressão que a gente consegue ter: se

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> as estratégias foram boas ou más, e se realmente atingimos sucesso ou não. (A010) / Há professores estagiários que acabam as atividades mais cedo, deixando a turma cerca de uma a duas semanas antes de acabar o ano (…) porque têm de fazer os relatórios finais. (B003)

Nos discursos dos participantes da instituição A, é percetível um sentimento de desagrado endereçado à flutuação no tempo de contacto e à rotatividade nas turmas do orientador, sugerindo que todos os EEs, vivenciando ou não, conferem importância ao acompanhamento prolongado de uma turma e, por conseguinte, à estadia na escola por um ano letivo completo. Só assim é possível uma maior aproximação ao exercício pedagógico do professor que, na verdade, é contínua, e uma real análise dos progressos dos alunos e dos EEs. Os extratos acima apresentados informam, ainda, uma preocupação em cumprir estritamente com os aspetos formais da disciplina do estágio (instituição B). Em alguns casos, a opção de não prolongar a prática na escola é consequência de uma má experiência de estágio, na qual o esperado se distanciou marcadamente do aprendido e vivido:

> As coisas não correram muito bem, pelo que demos as 45 aulas e terminamos. Nós tínhamos pouca ligação com a escola (...) O outro motivo foi a metodologia do Orientador da Escola, que é totalmente oposta ao que nos ensinaram na faculdade: para ele é a excelência desportiva, a qualidade do gesto que interessa; o tempo de prática, é irrelevante. A nossa liberdade na aula foi condicionada e criticada: 'façam assim', 'façam assado'. Se não fosse de acordo ao solicitado, estaria sempre mal, nunca bem. [Ademais], controlar uma turma do 7º ano de 26 alunos é bastante complicado: conseguir mantê-los atentos e a fazer aquilo que eu quero. (A009)

As atividades de documentação escrita do estágio e observação de aulas (ver Quadro 2 e 3) representam outras situações que os estagiários encaram como fortemente estruturadas (A006, 003, 004, 007). No que às atividades de acompanhamento da direção de turma (DT) e/ou DE e colaboração nas iniciativas extracurriculares da escola, registam-se extratos de entrevista em que os EEs revelam algum poder e autonomia de intervenção (C008):

> Antes de começar o estágio é definido aquilo que temos de fazer, o que temos de entregar, quando e a quem. (A006) / (…) temos de fazer 45 observações de cada estagiário que está connosco. (A003) / Tivemos que observar as aulas da nossa professora, porque ela preferiu que observássemos primeiro 20 aulas. / (…) para ver mais ou menos as estratégias que ela usa, o modo dela abordar as aulas (…) (A004) / Depois nós fizemos três dias de Atividade Física. Também não é nada de obrigatório, foi uma proposta nossa (…). (C008)

Esta participação e relação com a escola é manifestamente vincada nas instituições B, C e D, onde os EEs procuraram corresponder não apenas às tarefas de estágio, mas também às solicitações da escola, nomeadamente do grupo de EF, no que concerne à promoção da prática desportiva e à contribuição para as necessidades educativas da escola através da dinamização de atividades. Este aspeto é menos marcado na instituição A, cujo enfoque foi quase exclusivamente direcionado para o ensino e cumprimento do regulamentado, tal como observado nas situações acima descritas.

Na faculdade, os participantes de três instituições retrataram uma dimensão académica que se reveste de características distintas em função dos contextos em que ocorrem, com exceção dos EEs da instituição B, que contextualizaram o seu estágio exclusivamente na escola (ver Quadro 2). Os atributos "avaliativo" (A018), "de suporte" teórico às tarefas práticas na escola e às atividades investigativas do estágio (D005) e "mais uma tarefa instituída" (B001 e B002), são os significados atribuídos a esta componente de estágio:

> Na faculdade tínhamos aulas à 2.ªf, o seminário interdisciplinar com toda a gente [coordenadora de estágio, professores orientadores e estagiários] (…). (A018) / São sessões de esclarecimento (…). (D005) / Na Faculdade não tivemos aulas durante este ano, é tudo na Escola. (…) [Todavia] temos outras UCs, que têm a ver com organizar duas atividades, 'fora aula' e dentro da escola, a incluir no Plano anual de atividades. (B001) / (…) [e] com o processo de acompanhamento do cargo de gestão: o DT ou o coordenador do DE (…). (B002)

Transversal aos EEs das instituições B, C e D, incluem-se, ainda nesta componente, os Relatórios Finais de Estágio, e de distintivo a tese de mestrado que, apesar de autónoma e alheia às vivências e significados construídos da experiência de estágio, constou nas representações dos EEs da instituição A:

> (…) o grande documento do estágio é o relatório final. Acaba por ser uma reflexão de todas as tarefas de todas as áreas que nós passamos. Depois, no final do ano temos de fazer a sua apresentação a toda a comunidade, com júri como se fosse uma tese. (C002) / A tese é à parte do estágio. É outro orientador. (…) mas, tem que ter aplicação, digamos, na escola; tem que ter alguma fundamentação ligada à escola. (A009)

Não obstante, a noção de "relato das vivências de estágio" é representado nos discursos dos participantes de três universidades (B, C e D) como uma tarefa a dar cumprimento, não lhe sendo atribuída relevância para a sua aprendizagem e construção como professores.

Algo semelhante se verifica na componente investigativa aliada à experiência prática dos participantes na escola. Os EEs das instituições C e D, por oposição aos das instituições A e B, descreveram a elaboração de um estudo num tema relevante para a escola ou para o seu desenvolvimento profissional, em grupo, no primeiro caso e individual, no segundo (ver Quadro 2). Todavia, não fica claro, nas declarações dos EEs, se a atividade de investigar a própria prática é valorizada.

Relativamente ao processo de acompanhamento (ver Quadro 2 – Avaliação), os EEs veiculam uma monitorização diária desempenhada pelo orientador da escola (OE), e uma supervisão esporádica do orientador da faculdade (OF). Concretamente, os EEs referiram que os primeiros são os que verdadeiramente intervêm no processo: assistem e emitem pareceres sobre todas as aulas que lecionam e monitorizaram as suas atividades na escola, reconhecendo, neles, alguém mais capaz e, por esse motivo, elementos facilitadores das suas aprendizagens:

> O professor orientador da escola é o que nos avalia todos os dias, quer seja nas 45 aulas ou noutras atividades que tenhamos na escola. (A003)

Os EEs da instituição C também colocaram em evidência o papel do OE na elaboração e avaliação do relatório final de estágio. Tal como o OF, orientam o processo e são membros da composição do júri das provas de defesa pública do relatório. À orientação do professor da faculdade foi atribuída uma função institucional, de retaguarda, associada a uma regulação de processos, à avaliação das atividades de estágio extra-aula (B), à componente investigativa (C e D) e à classificação final do estágio, sendo materializada em contactos pontuais na escola ou na faculdade. Os extratos seguintes colocam em relevo algumas destas características:

> Temos também o Professor OF que (…) lida menos vezes connosco (…) (B006) / (…) vai falando connosco, vai estando por trás, tentando saber da situação (…) (B002) / Foi com algum espaço entre cada observação para ver a nossa evolução. (B001) / A OF orienta e avalia o estudo de investigação. Tudo que queremos saber nessa área é com aquela professora (C001) / A responsabilidade do professor está ainda relacionada com a nota final do estágio. (B003)

Os EEs da instituição A destacaram, ainda, o papel avaliativo que desempenham na análise das suas próprias aulas, bem como o de outros professores da faculdade na avaliação dos trabalhos relacionados com a preparação do ensino, remetendo, uma vez mais, para uma estrutura marcadamente fechada, orientada para a organização e gestão do ensino e para avaliação do processo:

> Temos que dar notas [a nós próprios], temos que avaliar os nossos colegas também. (A003) Onde eu sou mais avaliado é nas aulas que nós damos. (A001) / Todas as 2ª.f, durante o 1.º semestre, de setembro a dezembro, fomos avaliados pela apresentação das UD e dos estudos-turma. (A003) / (…) é feita uma apresentação perante toda a gente, uma apresentação pública, que é avaliada por 2 professores: um professor que estava a avaliar diretamente e outro professor que, também estando presente, poderia dar feedback(s). (A015) / (…) depois no 2.º semestre temos que organizar o congresso. Tudo isso é avaliado. (A003)

**Atividades**

O discurso dos EEs remeteu para duas tipologias centrais de atividades em contexto de estágio: atividades nucleares e complementares. De entre estas atividades distinguem-se as de assistência, intervenção e produção escrita e, ainda, as individuais e coletivas (Quadro 3).

As atividades representadas pelos participantes são acentuadamente de carácter individual, sugerindo que o aprender a Ser Professor é um trajeto pessoal. Todavia, os EEs também dão conta de tarefas coletivas que pontuaram ocasionalmente o estágio, colocando em evidência a importância do grupo no seu desenvolvimento individual:

> O estágio é algo individual, mas sem os meus colegas de estágio também não o conseguia fazer. Portanto, é conseguir, através do trabalho conjunto, que cada um de nós seja melhor, porque o nosso objetivo é evoluir enquanto professores. É um aspeto que me vai marcar por sentir que contribuí para a sua formação, enquanto profissionais, e que também eles me ajudaram. (C010)

As atividades de planeamento, materializadas na produção escrita, são exemplo das tarefas que realizaram em grupo. Os extratos seguintes destacam os benefícios adstritos à partilha de conhecimentos, na edificação do processo de ensino/aprendizagem e à gestão das tarefas de estágio a cumprir entre os elementos do núcleo:

> Nós fazemos muitas coisas em conjunto. A partilha de informações e de conhecimentos é sempre uma mais-valia (…) para os PA, para os modelos de estrutura e de conhecimento [UD]. (D010) / (…) Esse trabalho foi essencialmente realizado em grupo apesar de termos definido tarefas para cada um." (B001)

**Quadro 3.** Atividades do estágio identificadas pelos estudantes-estagiários das distintas instituições de formação.

| | Instituição A | Instituição B | Instituição C | Instituição D |
|---|---|---|---|---|
| **Atividades nucleares** | | | | |
| Assistência | Seminário 1x/sem<br>- Estudos-turma e UD **(C)**<br>- Congresso **(C)** | | 2 UCs 1x/sem<br>- Projeto ativ. escola<br>- Projeto I/A | Seminário e UC 1x/sem<br>- Temas relevantes p/ a prática |
| Intervenção | 45 aulas (1 ou + turmas)<br>Obs. aulas: **(C)**<br>- 45/colega<br>- 20 orientador<br>c/ registo anedótico **(C)**<br>Investigação:<br>- Tese<br>- Estudo Congresso **(C)** | Aulas 1 turma até 31 maio<br>Obs. aulas **(C)**:<br>- 1x/semana colegas<br>- 1x/mês orientador<br>c/ reflexão crítica **(C)**<br>Acomp. DT <u>ou</u> DE<br>2 ativ. escola **(C)**<br>Reuniões de dep./grupo EF e CT (mín. 3/cd)<br>Investigação:<br>- RE | Aulas 1turma 1 ano letivo<br>Obs. aulas:<br>- 20/colega<br>- 10 orientador<br>c/ autoscopia final/ reg. ficha obs. **(C)**<br>Acomp. DT + 3 aulas formação cívica<br>Acomp. DE<br>Ativ. escola **(C)**<br>1 sem a PTI<br>Intercâmbio entre núcleos<br>Investigação:<br>- RE<br>- Estudo I/A **(C)** | Aulas 1turma 1 ano letivo<br>Obs. aulas **(C)**:<br>- 8/colega<br>- 8 orientador ou outro<br>Acomp. DT <u>ou</u> DE<br>Ativ. escola **(C)**<br>Ativ. grupo EF **(C)**<br>Reuniões dep./grupo e CT<br>Investigação:<br>- RE<br>- Estudo I/A |
| Escritas | Estudo-turma<br>2 UD<br>PA<br>Rel. aulas<br>Balanço UD<br>Reg. anedótico aulas obs.<br>*Dossier* (envio semestral)<br>Artigo e Power Point:<br> - Congresso **(C)**<br>Tese | PIF<br>P. Anual; UD **(C)**<br>PA<br>Fundamentos PA<br>Refl. críticas aulas<br>Grelhas e rel. de av.<br>Projetos/ rel. finais ativ.:<br>- dinamizadas **(C)**<br>- assessoria DT/ DE<br>*Dossier*<br>RE | PFI<br>Estudo-turma<br>Planea. por etapas:<br>- alunos<br>- estagiários<br>Grelhas/ rel. av. iniciais<br>Autoscopias aulas obs.<br>Projeto ativ. escola **(C)**<br>Projetos assessoria: DE e DT **(C)**<br>Projeto/ estudo I-A **(C)**<br>RE | PIF<br>Análise docs. centrais/ locais **(C)**<br>P. Anual; UD (MEC) **(C)**<br>PA<br>Refl. aulas/ outras vivências (parciais ou diário de bordo)<br>Rel. aulas obs.<br>Rel. ativ. dinamizadas<br>Projeto/Estudo I-A<br>RE |
| ***Atividades complementares*** | | | | |
| | Aulas até final ano<br>DT e DE **(C)**<br>Ativ. escola **(C)**<br>Ativ. grupo EF **(C)**<br>Reuniões dep./grupo e CT | Aulas até final ano<br>Aulas extra turma do PC<br>Obs. todas as aulas (colegas e PC)<br>Sem a PTI<br>Ativ. grupo EF<br>Assistência a todas as reuniões dep./grupo e CT<br>*Dossier* digital | Lecionação totalidade aulas de formação cívica<br>Obs. aulas extra (colegas e PC)<br>DT<br>Ativ. grupo EF **(C)**<br>Reuniões dep./grupo e CT | Partilha de 2.ª turma c/ um colega<br>Obs. aulas extra<br>Apresentação estudo-turma ao CT<br>Arquivo físico dos registos do estágio |

<u>Legenda</u>: C – Atividades coletivas; CT – Conselhos de Turma; I/A – Investigação-Ação; MEC – Modelo de Estrutura do Conhecimento; PA –Planos de Aula; PIF/ PTI – Projeto Individual de Formação / Projeto de Formação Inicial; PTI – Professor a Tempo Inteiro; UC – Unidade curricular; UD – Unidade didática; RE – Relatório Final de Estágio.

Relativamente às atividades de produção escrita (ver Quadro 3), os EEs consideram que estas promovem a reflexão, individual e coletiva. Algo fundamental para o seu desenvolvimento profissional, porquanto possibilita a resolução de inquietudes, nomeadamente ao nível da organização e gestão do ensino. Neste âmbito, foi atribuído ao OE o papel de facilitador destes momentos de reflexão e aprendizagem:

> Uma das tarefas que considero mais importante foi o balanço de cada aula. Numa fase inicial tivemos algumas dificuldades em adequar as atividades e o planeamento à realidade dos alunos. A reflexão é também importante porque a Professora Cooperante nos tornou melhores profissionais e conseguimos evoluir muito nesse aspeto (…) Penso que foi um dos documentos mais importantes para nós evoluirmos enquanto alunos, porque ainda somos alunos, e tornou o processo ensino/aprendizagem mais eficiente. (C002)

Outros participantes realçam a importância do registo pessoal e espontâneo das situações vividas na escola:

> Como gosto de escrever, vou fazendo as reflexões mas não tão pormenorizadas e com tantas vivências. (…) Refletir? Nem sei se é obrigatório, mas faz sentido para mim, para poder registar algumas coisas. (D002)

Não obstante, os EEs retratam as atividades de intervenção como sendo aquelas que mais preenchem a sua experiência de estágio (ver Quadro 3), elegendo o "dar aulas" como a tarefa de maior relevância para a sua formação profissional. Enquanto que alguns a consideram a atividade mais prazerosa por representar o primeiro contacto com a turma, concretizada nas interações diárias e na procura de uma relação de proximidade com os alunos (A001, B007 e A008); outros destacam a instrumentalidade desta tarefa, seja pela mobilização de conhecimentos para a prática (B007 e B008), seja pelo desenvolvimento de habilidades tácitas, que consideram facilitadoras à aquisição de um reportório que poderá ser útil no futuro profissional (C010 e C009); outros ainda, por ser a mais relevante na classificação final do estágio (A001, p. 160 - Contexto):

O meu maior prazer é mesmo dar aulas. (A001) / Para mim foi o mais marcante e onde aprendi mais. (…) Foi a minha primeira experiência e foi muito importante contactar com a realidade escolar. (…) principalmente, com os alunos: o arranjar estratégias para que estejam todos a trabalhar, com atenção e bem comportados. Não tinha tanta noção do que se iria passar, só na realidade é que se sabe. (B007) / (…) tento ter uma relação próxima com os meus alunos e acho que isso me ajuda na condução da aula (A008) / Estudar a teoria é uma coisa, mas estar a dar aulas a um grupo de crianças é outra. (B007) / (…) é onde podemos aplicar o que andámos a aprender durante 4 anos, 3 de Licenciatura e o 1.º de Mestrado. (B008) / (…) entendo que é o aspeto da formação inicial que nós temos menos hipóteses de desenvolver. Desde o 1.º ano que faço balanços, relatórios… é uma coisa que, melhor ou pior, se aprende na faculdade. Agora dar uma aula, a trinta ou vinte e tal 'miúdos' é completamente diferente (…). (C010) / (…) É aquela [tarefa] que vai ter mais repercussões no futuro. (C009)

Neste âmbito, os EEs consideram que a formação académica, com recurso a práticas simuladas, nem sempre os preparou para resolver os problemas da prática. Na verdade, é a experiência em contexto real de ensino que verdadeiramente lhes fornece as ferramentas necessárias para responder aos desafios de ser professor (C006). Em alguns casos, é acrescida a experiência em contexto de treino, enquanto elemento que terá auxiliado na intervenção na aula (A001):

(…) eu aqui na faculdade dei aulas, mas foi aos meus colegas que, em princípio, estão predispostos a ouvir aquilo que eu digo e que pretendo que eles façam. Na escola é completamente diferente. (…) são diferentes realidades. Nós aqui aprendemos uma coisa na teoria, mas se a minha turma não tiver o mínimo de condições para que possa ensinar, é difícil. E aqui a faculdade não dá bases para isso. (C006) / (…) tenho um bocado de experiência nesse aspeto porque

fui treinador de Futebol, em três anos que treinei antes do estágio. Ajudou um bocadinho. (A001)

Ainda neste grupo de atividades de intervenção, os EEs das instituições C e D valorizaram a dimensão investigativa (Quadro 3), enquanto elemento útil para o seu futuro profissional e não pela relevância de investigar a própria prática, como forma de melhorar a sua atuação no decurso do estágio:

O projeto de I/A, também penso que é importante, quem sabe se um dia haverá oportunidade de estarmos envolvidos num projeto desses. (C002)

Os participantes identificaram, ainda, um conjunto de atividades complementares (Quadro 3) que, não sendo obrigatórias, preencheram o seu espectro de intervenção no estágio e possibilitaram o acesso a papéis e funções que contribuíram para uma compreensão mais alargada do que é Ser Professor:

Daquilo que eu sei, é que durante um ano estamos com uma turma, acompanhamos e fazemos as tarefas que faz um professor. (D002) / Eu penso que são todas [importantes] porque todas contribuem para o enriquecimento da minha formação e capacidade de dar resposta às adversidades no futuro. Acho que qualquer documento produzido e qualquer experiência vivida foi importante. (B006)

Em particular, os participantes colocaram em relevo, as tarefas de observação das aulas, na medida em que é a observar experts e os pares que interiorizam modos de atuação (D005); e as atividades de relação com a escola, pelas possibilidades de aprendizagem em interação com outros membros da comunidade escolar (A012):

(…) vamos vendo os nossos colegas, o Professor Cooperante. Acho importante vermos os outros a trabalhar, para irmos [re]tirando um pouco aquilo que talvez seja a nossa maneira de ser enquanto professores. Vemos algo naquele professor e é uma espécie de mistura. No início, é mesmo isso: uma mistura até nos encontrarmos. (D005) / Depois temos a parte de intervir na vida da escola… por

exemplo, o núcleo de EF solicita-nos para fazermos determinadas atividades, seja organização, ou o que for. (…) apresentaram-nos o projeto e nós dissemos que sim, que tínhamos muito gosto, e somos nós que estamos na parte prática do projeto. (A012)

No excerto anterior, os EEs foram solicitados pelo grupo de EF a colaborar na atividade, no entanto, registam-se vários outros trechos em que os participantes organizaram eventos por iniciativa própria para, por um lado, aprenderem a dinamizar uma atividade e, por outro, para perceber a logística organizativa da escola e responder às suas necessidades:

(…) nós trocamos ideias e vemos o que pode ser giro e engraçado de realizar na escola, tanto para os alunos como para toda a comunidade. (…) depois existe todo um trabalho, como o projeto da atividade, o regulamento de algum torneio, o material que é preciso requisitar… (A007) / (…) nós trabalhamos em conjunto com a DT e temos ali um pouco a noção da organização da escola. (A001)

Finalmente, os participantes das instituições A, C e D enquadram as atividades de assistência à experiência prática em contexto real de ensino, sediadas na faculdade (ver Quadro 3), em espaços de reflexão e avaliação conjunta (entre estagiários, orientadores e coordenação) sobre as atividades de estágio (instituição A); e de suporte teórico às tarefas na escola (C e D). De referir que os EEs do grupo A incorporam nesta componente atividades fora do contexto de estágio (ex.: o Congresso), e os da instituição B situaram-nas exclusivamente no contexto escola (ex.: o acompanhamento de cargos de gestão). Os extratos de entrevista C003 e D008 denunciam a sua importância e utilidade no suporte às atividades de estágio. Não obstante a importância atribuída a estes espaços fora da escola, os EEs referem alguns constrangimentos relativos à dificuldade de cumprir estas tarefas conjuntamente com a prática na escola (C003):

Eu penso que neste estágio todas as disciplinas [na faculdade] são pertinentes e uma mais-valia para a nossa formação (…). (C003) / (…) por exemplo, na disciplina [x] foi interessante falar sobre a obesidade, hipertensão, síndromes… Temas relacionados com a saúde. Porque,

na nossa escola, temos alunos com surdez, e, então, essas aulas servem para conseguirmos melhorar [a nossa intervenção]. (D008) / (…) isto implica uma grande carga horária e requer de nós muito tempo e o cansaço também se acumula. (C003)

**Interações**

As interações que os EEs estabelecem no decurso da experiência de estágio ocorrem em determinados espaços e com um conjunto de pessoas em várias situações, como pode ser observado nas Figuras 1.
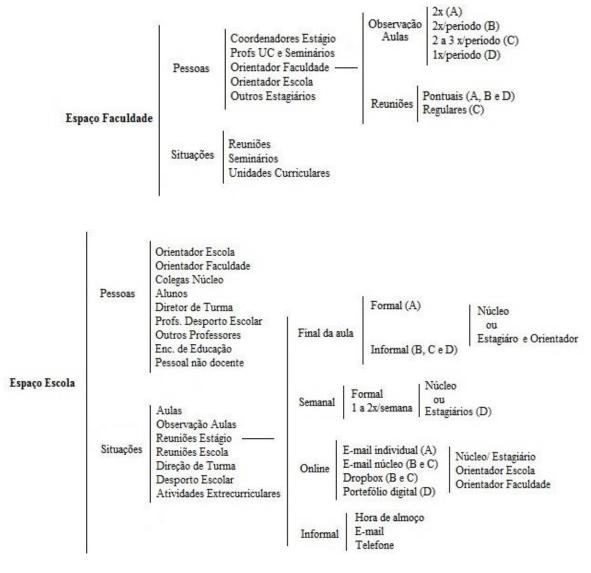


**Figura 1.** Representação das interações estabelecidas pelos estudantes-estagiários das distintas instituições universitárias.

Os participantes retrataram a Escola como o espaço onde as interações mais significativas acontecem; os OE, OF, colegas de núcleo de estágio e os seus alunos foram as pessoas com quem mais interagiram e aprenderam no decurso do ano de estágio:

> Os grandes intervenientes somos nós [os estagiários], depois temos o nosso OE, que vê todas as nossas aulas e que nos ajuda em tudo que precisamos; e, da parte da faculdade, a supervisora (…). (B005) / Os alunos claro, sem eles este caminho não tinha sentido nenhum. (D002)

Os professores do DE e os professores do grupo disciplinar também se distinguiram nos discursos dos EEs, na medida que intervêm diretamente na área da EF. Os DTs e outros professores da escola (ex. professores dos CTs e do departamento de expressões, professores de educação especial), são igualmente elementos importantes no estabelecimento de relações do estágio. O grupo de estudo conferiu, ainda, relevância aos contactos com encarregados de educação, funcionários e pessoal não docente:

> Sim, [interagimos com] a comunidade escolar. Desde os professores do conselho de turma, os DT que tivemos de acompanhar, (…) [do] Departamento (…) [e] todos os professores da escola (…). (B005) / (…) a professora titular do DE (…) (C008) / (…) tivemos uma grande envolvência com Enc. de educação e funcionários. (B002)

Por último, e num plano de interações de menor incidência, os EEs da instituição D relevaram o "Eu" e a família. Deste modo, é salientado o diálogo com o próprio e o poder dos familiares na aprendizagem e nas tomadas de decisão no estágio:

> Sou Eu, (…). (D003) / (…) a família até às vezes tem alguma influência. Eu tenho uma irmã mais nova que está agora no 12º ano, e como estou a dar aulas ao 12º, ela às vezes pergunta o que faço com os meus alunos, como é que eu sou. E algumas coisas que ela diz, de certa forma influenciam o que faço com os meus alunos. (D002)

Os participantes expuseram, ainda, nos seus relatos, as situações onde essas interações tiveram lugar (ver Figura 1). Das aulas, os participantes retiraram o contacto com os alunos e valorizaram o OE e os colegas de estágio, pela sua presença habitual nas mesmas. O contacto com os alunos representa, por um lado, uma oportunidade formativa para o estagiário enquanto aprendiz da profissão de professor (C005 e C006) e, por outro, uma missão pedagógica – ensinar (B006):

> (…) intervimos na maior parte das aulas do nosso orientador, porque nós não damos aulas só à nossa turma, mas também a algumas dele, pelo menos uma vez por semana. (C005) / (…) Por exemplo, se eu tiver dificuldades em alguma questão na lecionação de uma aula minha, eu solicito ao meu orientador, ou ele próprio sugere, que eu utilize as aulas das suas turmas para resolver essas questões. (C006) / Tínhamos um constante trabalho com os alunos, tentar corresponder às suas exigências (…) ajudá-los a melhorar as suas performances. (B006)

Alguns EEs da instituição D destacaram, ainda, o contacto extra com os seus colegas de núcleo na preparação e condução do ensino de uma segunda turma em parceria. Não obstante, todos os participantes colocam em evidência o papel dos colegas no seu desempenho nas aulas:

> Os meus colegas participam, fazem reflexões sobre as minhas aulas e são 'os apoios' à minha lecionação. (D007)

Em contexto de observação de aulas e reuniões de estágio, os participantes retrataram a oportunidade de interagir com os colegas de estágio, com os orientadores da escola e da faculdade. A frequência destes contactos variou de instituição para instituição e em função da etapa da formação em estágio dos participantes (Ver Figura 1 e Quadro 3). As interações com os colegas e OE, na observação de aulas, representaram momentos de reflexão (partilha de experiências, apreciação crítica das práticas, superação de dificuldades) e avaliação (sinalização de progressos, em especial aquando da presença do OF) mas também de aprendizagem:

Vou assistir às aulas todas. É um investimento grande, porque acho que aprendemos mais a ver do que a ler. (C008)

O acompanhamento do OE é retratado pelos participantes de muito presente, centrado na monitorização das práticas diárias do estagiário na escola e no seu desenvolvimento como professor:

Quanto à Professora Orientadora da escola tem muito mais proximidade connosco, tem uma observação direta sobre aquilo que fazemos todos os dias e apoia-nos bastante. (B001) / (…) o nosso maior elo de apoio tem sido o professor da escola, é ele que nos conhece melhor naquilo que somos enquanto professores. Ele incide mais na (…) nossa postura e atuação enquanto professores. Principalmente aquilo que está registado nas diferentes áreas que nos vão avaliar, no entanto, é muito nosso amigo e até nos vai dando conselhos para o nosso futuro, não só para aquilo que estamos a ser avaliados, mas também para o resto da nossa atuação, porque se estamos a aprender alguma coisa vai ficar connosco. (D002)

Para alguns é, ainda, tido como um modelo e *gatekeeper* à cultura da comunidade escolar na qual foram integrados:

(…) quando observamos as aulas da professora orientadora tentamos escolher várias turmas para ver como a professora se comporta com cada uma. (C002) / (…) a OE é que nos enquadrou na escola. (B002) / (…) ajudou-nos a perceber que materiais nos eram disponibilizados, que tipo de recursos eram necessários para realizar as atividades, ajudou-nos a chegar junto dos apoios da direção da escola, da junta de freguesia, (...). Na outra atividade deu-nos algum material dos anos anteriores, para mudarmos algumas coisas que tinham de ser alteradas (…). (B003)

No que concerne às reuniões na escola, os EES referem que estas lhes possibilitaram interagir com mais pessoas[3]. Estas relações, por um lado, permitiram perceber os assuntos subjacentes ao trabalho pedagógico do professor e colaborar nas respetivas tarefas; por outro lado, representaram mais um espaço de intervenção. Para outros, as interações emergentes desta participação assumiram um carácter meramente institucional (B008):

> E já tive também a possibilidade em intervir em CTs, reuniões de departamento e de grupo e acho que é muito bom passar por essa experiência. Acabamos por partilhar as responsabilidades com outros professores de EF e por darmos as nossas opiniões. (C002) / (…) na reunião do grupo de EF o núcleo de estágio apresentou uma proposta no sentido de fazer alguma coisa diferente, com o objetivo de associar o que já estava feito para trás e tentar inovar: um dia desportivo, mas dedicado só à vertente radical. (D012) / Além disso (…) quando há reuniões do grupo de expressões também temos de participar. (B008)

Das interações decorrentes do acompanhamento do cargo de DT, que para a maioria foi opcional, os participantes valorizaram a aprendizagem do desempenho da função, a oportunidade em intervir junto dos encarregados de educação e nos conselhos de turma (C002 – situação reuniões de escola), bem como a compreensão do funcionamento administrativo da escola:

> (…) já a DT é necessário nós sabermos os prazos legais, como fazer justificações de faltas e receber os Pais. Numa primeira fase é só observação, mas depois já somos nós que falamos diretamente com os pais. (…) tudo isso é importante. Nós temos de passar por todas essas situações para depois, quando formos nós responsáveis, sabermos lidar e termos uma noção de como as coisas funcionam. (C001)

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[3] Nas reuniões de CTs relacionaram-se com os professores das suas turmas; nas reuniões de departamento contactaram com os professores de outras áreas disciplinares; e, por fim, às do grupo de EF, atribuíram a possibilidade de contactar com os professores do grupo disciplinar.

Poucos foram os estagiários das instituições A e B que contactaram com os professores responsáveis pelo DE. Aqueles que optaram por acompanhar essa atividade mencionaram fazer parte da deontologia de um professor de EF:

> (…) Quanto ao resto já vai da individualidade de cada um. Por exemplo, a participação no DE não é obrigatória, mas está relacionada com a ética, porque nós na escola devemos ter ética profissional, ou seja, participar no DE, ir a reuniões, ter uma atitude proactiva na escola. (B006)

Por seu lado, os estagiários das instituições C e D reportaram que a coadjuvação no DE (observação, assessoria ou criação de grupos/núcleos; organização de torneios) possibilitou interações com o coordenador, professores responsáveis pelos distintos grupos/equipas e com outros alunos da escola e, ainda, uma aprendizagem sobre modos de funcionamento dos treinos e competições (D007). Ademais, alguns EEs mencionaram que o DE é o único contexto onde não interagem entre si (C008):

> (…) no DE tenho acompanhado na organização de um torneio de Futsal que está a ser desenvolvido pelo coordenador e também vou sempre ver, e troco informações com ele para saber como está a estruturar o DE. (D007) / O DE é o único sítio que nós não nos acompanhamos umas às outras. (C008)

Os participantes relataram que as atividades em que colaboraram com o grupo de EF, bem como aquelas que desenvolveram como núcleo de estágio, para além de incrementarem a possibilidade de se relacionarem entre si, também facultaram o contacto com os professores do grupo de EF e com os alunos da escola. Os estagiários das instituições C e D acrescentaram ao espetro de interações advindas da sua participação nas atividades extracurriculares, os professores de outras áreas disciplinares, funcionários, encarregados de educação, outros especialistas (ex.: socióloga) e entidades da câmara municipal e junta de freguesia. Os extratos abaixo relevam não só a extensão destas interações, como também situações que as proporcionaram. Em particular, as interações estabelecidas neste contexto possibilitaram uma maior proximidade

aos professores de EF e o alargar o leque de interações com a comunidade escolar. Ademais, responderam a necessidades pedagógicas e sociais da escola, fomentaram um ambiente de festividade, bem como um envolvimento da comunidade escolar no desporto e uma prática de exercício físico autónoma:

> (…) organizamos um torneio de Futebol. Não existe nenhuma iniciativa destas na escola e os 'miúdos' estão sempre a pedir. (…) foi uma boa iniciativa até para os chamar para a escola, porque há um nível de absentismo muito grande. Os alunos vão, mas quase nunca às aulas, há muitas faltas. (…) Depois, para além dos alunos, também envolvemos a comunidade escolar, os professores e os funcionários, através dos testes de medição da massa corporal. Foi muito interessante porque a maior parte dos professores não faz atividade física e após verem os resultados, muitos já nos vieram dizer 'Ah! Já estou a andar de bicicleta'. 'Agora já vou caminhar todos os dias.' (…) Até porque existe um grande problema de ligação da comunidade com a escola (…) também fomos intervir com os pais. Criamos um dia em que os pais voltavam à escola no fim de semana para fazer atividade física (jogos tradicionais). (…) estiveram cerca de 100 pais (o que é muito bom!) com os filhos (…), foi muito engraçado. (…) com os pais a perguntar: 'Porque é que não fazem isto mais vezes? (C008)

Os participantes acrescentaram que esta participação é uma tarefa esperada pelos professores do grupo de EF, e comunidade escolar em geral, dos EEs, mas também representa uma oportunidade de manifestação de um contributo pessoal:

> Nós apoiávamos em todas as atividade o grupo de EF (…).(B003) / Temos em mente a pintura numa parede relacionada com o Desporto, onde vai ser realizada em conjunto com a disciplina de Educação Visual. (…) para deixarmos uma marca da nossa presença [na escola]… (D004)

No espaço Faculdade, os participantes relataram reuniões[4] e frequência de unidades curriculares e seminários que possibilitaram o contacto com os coordenadores do estágio, professores das unidades curriculares e seminários, OFs e OEs. À primeira situação, conferiram especial importância às interações com outros colegas estagiários, reconhecendo-lhes valor no seu trajeto profissional (D011). Em relação à segunda, os EEs da instituição A deram conta de relações marcadamente institucionais e avaliativas (A007), enquanto que os participantes da instituição D conferiram-lhes um atributo formativo e de apoio às suas atividades na escola (D002):

> Mesmo aqui na faculdade, os nossos colegas (…) todos acabam por intervir. Claro que uns com um papel mais ativo e outros de uma forma mais indireta, mas acho que todos são importantes. (D011) / (…) à 2.ªf nós tínhamos aulas aqui com os nossos supervisores e os professores de Seminário, em que nós apresentávamos as UD e os estudos de turma, era a 2.ªf completamente cheia aqui na sala. Havia uma data para cada estagiário apresentar, sendo que os restantes colegas também estavam a avaliar. (A007) / Algumas aulas são muito boas porque alguns professores vão lá falar de temas recorrentes e que até partem das nossas dificuldades na escola. (D002)

Contudo, foi à figura do OF, associado ao contexto académico, que atribuíram maior relevância. As oportunidades de contacto variaram substancialmente de instituição para instituição e inclusive de núcleo para núcleo (ver Figura 1). Deste modo, estas interações são retratadas como ausentes ou pontuais, formais e avaliativas. No entendimento dos EEs, cumpre ao OF verificar se as formalidades estão ser cumpridas, regular e avaliar os progressos dos EEs e orientar a componente investigativa do estágio. É, por este motivo, considerada

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[4] Ex.: as reuniões iniciais para efeitos de distribuição dos EEs pelos núcleos e escolas (instituições A, B e C), das quais emergiram contactos com outros EEs e coordenadores do estágio; reuniões gerais de mestrado (instituição C) e de estágio (instituição D, nomeadamente de arranque do ano letivo), dos quais se destacam relações com as individualidades descritas anteriormente e com outros professores da faculdade e OE, no caso das A e D.

uma entidade mediadora entre a faculdade e a escola, de recurso à supervisão pedagógica do estagiário e de suporte ao trabalho do OE:

A professora OF estabelece a ponte entre a instituição onde nós realizamos a formação inicial e a escola, porque conhece bastante bem aquela escola, onde já está há três anos a assegurar os núcleos. (C003). / O OF tem a função de tanto apoiar a OE como de supervisionar e acompanhar o nosso processo. (…) sempre indicou alguma referência para pesquisar ou para estudar. (B001) / Sinceramente o apoio, na minha perspetiva, não foi o melhor porque o contacto não foi assim tão intenso como desejaria. Basicamente, ajudava-nos no planeamento, dizia quais as linhas orientadoras do trabalho para nos guiarmos, observava atenciosamente as nossas aulas e no fim emitia sempre feedbacks, propondo a adoção de novas estratégias (…). (B006) / (…) se o nosso objetivo para aquela unidade de ensino for melhorar o nosso feedback, a [OF] irá observar a aula e ver se os conseguimos cumprir. (C003)

**Discussão**

Na perspetiva dos EEs, o estágio representa a componente prática da sua formação inicial. Com efeito, para eles este espaço formativo (prática) é de excelência, porquanto permite aceder a uma experiência autêntica em contexto real de ensino, exigindo a mobilização de conhecimentos para a prática. Batista e Queirós (2013) advogam o mesmo, ao veicularem que o estágio é reconhecido na literatura como uma das componentes mais importantes nos processos de formação inicial de professores. Por um lado, aprendem a transformar as suas conceções para a prática do dia-a-dia (Dotger & Smith, 2009), imergindo na cultura escolar (profissional) pelo contacto diário com professores experientes, incorporando, assim, a generalidade dos elementos que perfazem a atividade do professor (Keay, 2007).

No que concerne à representação do *contexto* do estágio, alguns EEs de uma instituição de formação denunciaram que vivenciaram uma estrutura fechada e marcadamente institucionalizada, o que lhes impeliu a uma participação menos ativa e a um envolvimento mais periférico com a escola (Cushion, 2006; Cushion & Denstone, 2011; Lave & Wenger, 1991; Skinner, 2010; Wenger, 1998). A centração nos processos de preparação, realização e avaliação do ensino, presente nas palavras desses EEs, catapultou-os para uma representação do que é ser professor circunscrita, essencialmente, aos aspetos relativos à organização e gestão do processo de ensino/aprendizagem. Ademais, a experiência de carácter faseado, rotativo e partilhado do acompanhamento de uma ou mais turmas, vivenciada pela sua grande maioria, evidencia um afastamento da realidade profissional da atividade do professor.

A este propósito, Contu e Willmott (2003), Cushion (2006), Cushion e Denstone (2011) e Wenger (1998) reforçam que as práticas de ensino de um professor são situadas num quadro histórico, cultural, legal, institucional e social, todavia, um envolvimento num contexto estreito, marcadamente regulamentado e limitativo, tanto à vivência de outras experiências como à partilha de perspetivas e novos pontos de vistas, pode constituir-se num obstáculo à aprendizagem do estagiário e, consequentemente, à construção de uma IP de um professor de EF (Goodnough, 2010). Por conseguinte, e como refere Skinner (2010), uma maior abertura nos aspetos orgânicos e funcionais, tal como emerge das representações dos EEs da maioria das instituições, parece proporcionar uma participação mais ativa e capaz, bem como um entendimento mais integral e real da atividade do professor na escola, porquanto integra uma dimensão relacionada com a participação do estagiário nas atividades de gestão e nas atividades extracurriculares da escola. Acresce que duas instituições ao reforçarem elementos de natureza investigativa de processos (professor, alunos, escola) como componentes centrais da aprendizagem dos EEs, extravasam largamente os aspetos de ensino e aprendizagem. Este cenário sugere que os contextos de formação dessas instituições permitem que o estagiário aceda a um entendimento mais holístico do que é ser professor de EF, isto é, que incorpore preocupações de natureza distinta e diversa: o ensino,

o contributo para o plano de atividades da comunidade escolar, e a pesquisa de novos métodos e modos de intervenção na escola. Neste caso concreto, os EEs parecem ter tido reunidas as condições a uma participação nas tarefas e responsabilidades centrais da escola e, por conseguinte, a um desenvolvimento mais próximo da realidade e a um conhecimento do que é ser professor de EF, culminando num maior sentido de pertença às comunidades escolares nas quais foram integrados (Goodnough, 2010).

Se o contexto informou sobre a estrutura, a categoria *atividades* permitiu inferir com maior profundidade acerca da tipologia de participação do grupo de estudo no estágio, isto considerando que a aprendizagem é um fenómeno social decorrente das experiências diárias e da participação do indivíduo em grupos de afinidade (Wenger et al., 2002). Deste modo, o número e tipo de atividades experienciadas pela generalidade dos participantes das distintas instituições permitiu-lhes um maior envolvimento nos papéis, responsabilidades e tarefas da comunidade escolar, isto em contraponto com uma intervenção mais estruturada e periférica de alguns EEs de uma instituição. Com efeito, Cushion e Denstone (2011), Cushion (2006), Wenger (1998) e Lave e Wenger (1991) confirmam que uma forte componente de relação com a escola inspira a uma participação mais central e ativa dos estagiários na comunidade escolar.

Relativamente à componente investigativa, vincada nas representações dos EEs de duas instituições, denota-se uma configuração do que é ser professor ainda mais holística. De acordo com Clarke (2008) e Goodnough (2010), este envolvimento possibilita a aquisição de todo um reportório[5] adstrito à comunidade escolar em que os estagiários foram inclusos, mas também, a definição e negociação de práticas, criando-se espaço para a criação e recriação das suas identidades.

A este respeito, os participantes retrataram atividades nucleares e atividades complementares. As primeiras associadas às tarefas regulamentadas pelas instituições universitárias, e as segundas a uma participação, individual ou de

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[5] Normas, valores, hábitos, costumes, modos de atuação e discursos.

núcleo, de carácter voluntário. Às atividades de assistência, sediadas na faculdade, valoraram-nas pela obtenção e atualização de conhecimentos científicos de suporte teórico às suas vivências diárias na escola. Não obstante esta valorização, foram as atividades de natureza interventiva que assumiram maior relevo nos seus relatos. Estas são eminentemente práticas e maioritariamente realizadas na escola, reportando-se tanto às preocupações do professor relacionadas com a organização e gestão do ensino, como à transformação de um conhecimento teórico (académico) para um conhecimento prático (profissional). Na opinião dos EEs, as tarefas de cariz social, associadas a esta tipologia de atividades (ex.: acompanhamento dos cargos de gestão, atividades de enriquecimento curricular e participação em reuniões da escola), facilitam a aprendizagem e desempenho de papéis e funções, e uma implicação superior com a comunidade escolar. Nas atividades de produção escrita é valorizada a reflexão. Com efeito, este é um dos exercícios do professor que mais contribui para um desempenho pedagógico competente e para o crescimento profissional do professor. Adicionalmente, as atividades investigativas, de expressão operacional e escrita, são valorizadas pelo facto de permitirem estudar os problemas decorrentes da ação educativa do professor com vista à melhoria de processos. Os EEs conceberam grande parte destas atividades como individuais, sugerindo que o estágio, e, por conseguinte, a formação do indivíduo, é um trajeto pessoal (Chaix, 2002). Contudo, as componentes coletiva e de afinidade também tiveram lugar nos seus discursos. Estas foram consideradas fundamentais à aprendizagem e desenvolvimento profissional. Goodnough (2010) sustenta esta noção, referindo que as experiências e a aprendizagem em comunidade (grupo) contribuem para a formação da identidade do professor. Isto porque, no aprender a ensinar, os estagiários envolvem-se nas práticas e atividades e interesses compartilhadas pelos membros da comunidade escolar.

Analogamente ao contexto e atividades, a categoria *interações* possibilitou refletir mais detalhadamente sobre as relações que os participantes estabeleceram com os outros no decurso do estágio e, consequentemente, sobre o desenvolvimento de um sentido de pertença, designadamente pelo

envolvimento ativo nas práticas e filiação à comunidade profissional. Os EEs relataram o estabelecimento de um maior número de interações no espaço escola, todavia, a faculdade também foi palco de relações, excetuando os EEs de uma instituição, em diversas situações (retratadas acima como atividades).

Os resultados sugerem ainda que o maior grau de envolvimento social dos EEs, presente na generalidade dos EEs, parece ter possibilitado um entrosamento mais profundo nos papéis, funções e iniciativas extracurriculares da escola, induzindo a que estes se sentissem membros integrantes da comunidade escolar. Facultou ainda uma reflexão sobre a influência, de cada um dos intervenientes, no seu crescimento profissional e no desenvolvimento da sua IP de professor de EF. Segundo Contu e Willmott (2003), as aprendizagens são potenciadas ou inibidas pelas relações de poder que o estagiário estabelece com os membros da sua CoP. Nesta medida, os colegas do núcleo de estágio e os orientadores foram as personalidades destacadas, seguidas dos professores do DE, do grupo de EF e dos DTs. De facto, os EEs consideraram os colegas de núcleo essenciais à melhoria da sua atuação nas aulas e o OE como a entidade que mais contribuiu para o seu desenvolvimento profissional, porquanto os acompanhou diariamente nas suas tarefas. A supervisão do OF é retratada como distante, sendo manifesto o desejo de um acompanhamento mais próximo e regular da parte deste agente formador. A este respeito, Cushion (2006) reforça que são os orientadores que enquadram o estagiário na estrutura e funcionamento da comunidade, proporcionam o acesso a conhecimentos e habilidades de natureza técnica, e a possibilidade de participar nas atividades centrais da escola (Brown & McIntyre, 1993). Além disso, as práticas de supervisão pedagógica dos orientadores facilitam uma análise crítica das práticas dos estagiários e o desenvolvimento do tipo de professor que gostariam de ser (Goodnough, 2010).

Das interações com os DTs e professores do DE, os EEs relevaram a aprendizagem do desempenho da função. A este respeito, Wenger, McDermott e Snyder (2002) sustentam que uma interação continuada com membros experientes aprofunda os conhecimentos e a *expertise* dos estagiários sobre a atividade do professor e auxilia no posicionamento do estagiário na comunidade

profissional. Goodnough (2010) acrescenta que esses 'atores' influenciam a aprendizagem de papéis e a negociação de significados sobre as suas práticas e atividades. Por último, do contacto com os professores do grupo disciplinar, evidenciam essa proximidade que lhes permite aceder a uma melhor compreensão às questões do aprender a ensinar (Alsup, 2006; Goodson & Hagreaves, 1996).

Ao atentarmos às três ambiências retratadas (contexto, atividades e interações), é observável que a tipologia de estrutura - mais ou menos fechada do contexto em que os EEs atuam –, a variabilidade e abrangência das atividades que realizam, bem como a frequência e tipologia de interações que estabelecem, em sede de CoPs profissionais, possibilitam aceder a um entendimento sobre o modo como os estagiários aprendem, constroem e reconstroem a sua identidade profissional no decurso do ano de estágio. Essa configuração é pessoal, ainda que marcadamente situacional (os ambientes de formação) e relacional (os intervenientes).

## Conclusões

Os participantes atribuíram uma dimensão prática à experiência de estágio e situaram-na maioritariamente na escola cooperante. Ao espaço faculdade é conferida uma função de suporte à prática. Não obstante, distintos contextos, atividades e interações retratados pelos EEs das diferentes instituições, conduziram a entendimentos diversificados sobre o que é Ser Professor de EF. Um excesso de estrutura, presente em algumas instituições, terá limitado a intervenção e envolvimento dos EEs na escola. Por conseguinte, as atividades tenderam a circunscrever-se à gestão e organização do ensino e as interações aos contactos com os colegas de estágio, turma, orientadores e professores da faculdade. Este cenário pode ser indicativo de uma participação no estágio de ordem mais periférica e de uma visão mais estrita do que é ser professor de EF na escola. Por outro lado, instituições cujos contextos privilegiam um espetro de

intervenção de maior amplitude, como sejam o acompanhamento da DT e do DE e a colaboração nas atividades extracurriculares da escola, possibilitaram aos EEs um estabelecimento de relações extensível a toda a comunidade escolar, uma participação mais centralizada nas preocupações e tarefas da escola, um maior poder de agenciamento no quotidiano da comunidade e, em resultado disso, um entendimento mais alargado e integral sobre o que é ser Professor de EF. Emergindo, deste modo, uma IP com uma configuração mais consistente.

Sugere-se que estudos ulteriores procurem analisar de forma mais aprofundada os contextos de estágio, centrando-se em dois ou três núcleos, com o propósito de aceder a um entendimento holístico dos processos formativos dos futuros professores. A triangulação de fontes, intervenientes e métodos, designadamente, a incorporação dos métodos visuais, pode ser um caminho a seguir.

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**CAPÍTULO 3**


# Pre-service physical education teachers' discourses on learning how to become a teacher: (Re)Constructing a professional identity based on visual evidence

**Mariana Amaral da Cunha**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Paula Batista**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Amândio Graça**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)

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**Abstract**

Identity has been used as an analytical tool to capture how teachers work, learn and develop professionally. This paper takes chiefly Gee's [1] discursive notion of identity to examine the discourses that pre-service physical education teachers used about themselves and others in discussing their teaching practices in the context of their practicum training in school. More specifically, this study aims to identify and characterize the situations of concern [roles, individuals, groups, events, meanings] to the pre-service teachers when learning to be a physical education teacher and when [re]constructing their professional identity through a dialogic relation between talk and images. Nine pre-service teachers from the Faculty of Sport, University of Porto participated in this study. Data were gathered using photo elicitation interview technique: photographs and videos, produced by the participants, were used as prompts for discussion in two focus group sessions [2, 3]. We adopted an inductive approach to thematic analysis based on the Grounded Theory coding principles [4, 5], supplemented by a situational analysis [6] to map visual discourses and construct photo-essays [7] upon them. The images portrayed the participants in situations of classroom practice, learning-to-teach resources, social recognition and teachers' mission. Their discourses upon those photographs and videos recognized the physical education teacher as a type of teacher who: [i] cares for planning duties, carefully prepares their lesson and complies with institutional roles, as planning and teaching; [ii] constantly searches for professional excellence and updates their knowledge [e.g. transferring pedagogical strategies from other contexts]; [iii] individually/collectively reflects upon their practice, learns and shares knowledge with their colleagues, is in constant development, and builds their identity in allegiance with others [e.g. class observations and mentoring meetings]; and [iv] extends their school practice beyond the instruction tasks and has the power to project and exercise higher roles [e.g. extracurricular roles].

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**INTRODUCTION**

The student teaching practicum is considered by the research literature on teacher education as the most significant component of a teacher training programme [8]. It is in this stage of initial training that students make the transition to certified teachers and begin to internalize a much more genuine and stronger sense of teacher identity, which will support and sustain their future progression as education professionals [9, 10]. Specifically, during pre-service training, students develop a set of attributes they need for a deeper understanding of the complexities of practice and of ethical conduct associated with the work of teachers [11]. Shulman and Shulman [12] grouped the attributes of accomplished teachers into six clusters, which refer to cognitive, dispositional, motivational, performance, reflective, and communal dimensions. The body of literature also points to the ability of the pre-service teachers to cope with their school teacher educators' philosophies on teaching and prevailing practices in different practicum settings, while struggling to fit in on an ideal concept of professional teacher [13]. Learning to teach is, therefore, a social process [14]. The notion of "being a teacher" is socially legitimized through the teachers' interactions with other members of the profession, parents and children [15]. As such, the process of "becoming a teacher" involves much more than acquiring a new set of knowledge and skills [16]. In this regard, Britzman [14] states that "learning to teach is not a mere matter of applying decontextualized skills or mirroring predetermined images; it is a time when one's past, present, and future are set in dynamic tension" [p. 8]. The author underlines, in particular, that "learning to teach – like teaching itself – is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can [or aspire] to become" [p. 8]. For this reason, Luehmann [16] remarks that this transformative process could be better understood and supported through the theoretical lenses of identity development.

Recent literature on teacher education highlights the importance of using identity development as an analytic framework to better address aspects of teaching and, most specifically, the challenges of becoming a teacher [17-20].

Concerning identity development, over the last twenty years, the focus has been on gradually replacing more traditional views of how teachers develop, which were predominantly based on the acquisition of assets, such as knowledge, competences and beliefs [17, 21]. Similarly, the prevailing idea that there might be one [self], predetermined, fixed or given, sustained and unchanged identity [22-24] is, nowadays, fading away. Alternatively, a social constructivist paradigm is gaining ground while arguing that identity can never be something that is just internal as it is necessarily relational, and has to do with the recognition of sameness and difference between ourselves and others [24].

Within this general framework, identity has been defined through a number of diverse lenses. Owens, Robinson and Smith-Lovin [25], for example, identify three distinct intellectual traditions in research on identity: personal identity, situated identity, and collective identity[6]; whereas other authors focus on the sources of identity, including the *self* [26, 27], *emotions* [28, 29], *communities of practice* [30, 31], *social and contextual factors* [32], *levels of change* [21], *teachers roles and practices* [33, 34], *stories and narratives* [35, 36], among others. Nonetheless, despite of the complexity of resolving it into a unique definition, teacher identity is generally conceived as a *constructed*, *fluid*, *dynamic*, *ongoing*, *recursive*, *impermanent*, *multifarious, multiple, fragmentary, transient* and *socially constituted* process of interpretation and re-interpretation of experiences, situated in circumstances and settings that both impact and are impacted by the teacher [18, 20, 22, 37, 38]. In a dialogical approach, both *unitary* and *multiple*; *continuous* and *discontinuous*; *individual* and *social*; *person* and *context*; *personal* and *professiona*l aspects of a teacher's professional development should be considered [17, 37]. In other words, personal history, social interactions and psychological and cultural factors influence the identity construction [39].

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[6] *Personal identity* refers to the individual's internalization of social positions and their meanings within a self-structure; *Situated identity* is shaped through consensual and cultural meanings elicited by social contexts; *Collective identity* places the concept of the identity at the group level. [25].

In this respect, Gee [1] defines teacher professional identity in terms of the processes of recognition occurring in the interpretations of common everyday experiences. Most specifically, this author uses the term identity to mean "being recognized by self or others as a certain kind of person in a given time and context" [p. 99]. In this sense, all teachers have "multiple identities" [1], or "sub-identities" [37], which are connected more significantly to their performances in society than to their "internal states". This is not to deny that each individual has what one might call a "core identity" that holds more uniformly, for oneself and others, across contexts. In addition, Gee [1] sketches out ways of recognizing a person as "a certain kind of person [teacher]" in four perspectives: *nature* [stemming from one's natural state], *institutional* [derived from a position recognized by authority in society], *discursive* [reflecting on how a person is ascribed by self and others] and *affinity* [determined by experiences shared with other people].

The research literature has been specially emphasizing the role that *talk* and *discourse* play in teacher identity construction [1, 40-43] drawing, predominantly, on interpretative small-scale and in-depth methods of research, such as individual semi-structured interviews and focus groups [23, 44-46]. For example, Brown and collaborators [44], Cohen [45], and Day and collaborators [47] stress the intricate connection between identity, language and teaching/classroom learning, while arguing that teachers' talk of their experiences both in school and in student teaching practicum settings are essential to our understanding on how they construct and re-construct their professional identities. Therefore, "language in this context entails more than understanding the thematic patterns, semantic relationships, and syntactic forms of [teachers'] discourses"[p. 781], [44]; rather, employing a particular discourse allows an individual to become recognized as a certain kind of person within a certain context [1].

Thereby, the literature keeps reiterating the need for further elaboration of the concept of identity in distinct empirical fields, using a varied range of methods to enhance new understandings on teacher professional identity [17]. As such, the research question that provides the focus of this study is: *How Portuguese pre-service physical education [PE] teachers [re]construct their professional*

*identities through talking about themselves and others in relation to their teaching practices during the practicum training?* In particular, this paper explores the pre-service teachers' discourses on their daily practices in school in the context of their student teaching practicum training.

In order to answer to the research question, the theoretical framework used was Gee's definition of identity [1] – i.e. "being recognized as a certain kind of teacher". Taking as its central theme his discursive notion of identity, and using visual evidence such as photographs and videos as stimuli [2, 3, 7, 48], we examined the discourses that pre-service PE teachers used about themselves and others in discussing their everyday-lived experiences in school: teacher learning and development, professional roles, responsibilities and teaching practices.

In terms of structure, we start out the paper by exploring the selected concepts and findings from research on identity development as it applies to this study – i.e. discursive notion of identity presented by Gee [1]. We will then progressively incorporate subsidiary elements to identity, such as the notions of "agency" and "structure" [49, 50], "legitimizing identity", "resistance identity" and "project identity" [51] to shed light on how pre-service teachers learn to become PE teachers. Finally, we address the empirical research developments using discursive identity theory.

**Theoretical background: Looking for a conceptualization of teacher identity**

«Identity is manifested through social interaction, [...] including those processes created through language» [Brown, *et al.* 2010, p. 783].

The concept of "identity" is central to many studies in contemporary society, including the field of teacher development. Identity has currently been seen as something *constructed*, *fluid*, *multiple*, *impermanent* and *fragmentary* [22]. Moreover, the construct of 'identity' has been explored, contextualized and

deployed in a variety of ways, such as through the notion of *discourse* [see, for example [44, 45, 1, 20, 16, 23], and [46]].

**The Discursive Construction of Teacher Identity**

Cohen [45] highlights the need to account for teachers' professional identity: "accounting for teachers' representations of their experiences through talk, is essential to our understanding of their professional identity" [p. 473]. Specifically, teachers' talk about their professional experiences, and subconsciously of their identities, is central to the beliefs, values, and practices that guide their engagement, commitment, and actions in and out of the classroom [47, 52]. Similarly, Beijaard and collaborators [53] emphasize that "teachers' perceptions of their own professional identity, [manifested through speech], affect their efficacy and professional development as well as their ability and willingness to cope with educational change and to implement innovation in their own teaching practice" [p. 750]. In this context, Danielewicz [42] specifies that "identities are produced through participation in discourse", which is manifested through language, and "consists of a system of beliefs, attitudes and values that exist within particular social and cultural practices" [p. 11]. Brown and collaborators [44] also define discourse or languages "a communicative situation", "an interaction", "an exchange" [written, read, spoken or enacted], "an active resource", "a practice" through which speakers and listeners co-construct, negotiate and interpret meaning that serve to position them[selves and others] as particular types of people [pp. 781-783]. It is within this understanding that Gee [1] presents his theoretical model for identity development.

Gee [1] regards "identity" as a socio-cultural construct forged in terms of the processes of recognition occurring in the interpretations of common everyday interactional experiences. This author describes, in particular, identity as the "kind of person one is recognized as being, at a given time and place" [p. 99]. Specifically, when a person interacts with others, he or she engages in what Gee [1] calls identity "recognition work" by using language and "other stuff - ways of acting, interacting, feeling, believing, valuing, together with other people to

recognize [ourselves] and others as meaning and meaningful in certain ways"' [p. 20]. The same author argues that recognition work is something "we all do all the time" [p. 14], as people "try to make visible to others [and to themselves, as well] who they are and what they are doing" [p. 20].

At the heart of this definition lies the need for individuals to understand the interpretative processes that serve as the subtext of identity [54]. Furthermore, it is through the social process of recognition that social groups, such as teachers, get established and maintained. The validity of a particular group then depends very much on its members recognizing each other's ways of talking, thinking, and interacting as appropriate to the group [45]. Thus, it is embedded in the earlier statements the notion of identity as a dynamic entity that "can change from moment to moment in the interaction, can change from context to context, and of course, can be ambiguous or unstable" [p. 99], [1]. Following the author's definition of identity, "discourses are ways of being certain  kinds of people" [p. 110]. Notwithstanding, the identity possibilities accomplished through discourse are constrained, among other aspects, by normative beliefs and practices, as well as material conditions [45]. For this reason, Gee [1] proposes different circumstances that determine 'who' an individual is seen as being, by providing a total of four distinctive identity perspectives: *nature*, *institutional*, *discursive* and *affinity*.

The first perspective, "nature" or "N-Identity", is "a state developed from forces in nature" [p. 100], [1], and refers to conditions over which an individual has no control. In this way, one's identity is determined by the natural characteristics that come to define an individual. The source of this power is nature, not society, for example, race, gender, being a twin.

In the second domain for identity analysis, the "institutional-characteristic" [I-Identity], one's identity is affirmed or determined through institutional means. In other words, identity is defined in terms of the positions of an individual that are sanctioned by authorities within an institution. The position of a pre-service teacher or a teacher in general is an example of this kind of I-identity. As such, the source of power resides in a set of authorities, and laws, rules, traditions and

principles drive the process of authorization. In this context, Castells [51] refers to a "legitimizing identity" supported by systems of domination composed of the market and its legitimizing institutions, such as schools and colleges. In this "institutional or legitimizing perspective", one is expected to perform particular roles consistent with the norms conveyed by the social structure or system one pertains to. The notion of "structure" entails, therefore, the rules and resources enforced by social systems which seem to influence, constraint or limit the choices and opportunities that individuals possess [49]. According to Giddens [50], this concept inherently extends to the notion of social positions and relations an individual develops amongst social positions. In the opposite side of the spectrum lays the notion of "agency", considered by Beauchamp and Thomas [18], and Beijaard and collaborators [37] as an important element in defining teacher identity. Teachers, as individuals, are social actors; they do not limit their action in integrating the school community and in fulfilling their roles as teachers. They also transform the daily school life through their practices. This means that teachers have to be active in the process of professional development. Respecting this, MacPhail and Tannehill [49] define "agency" as the capacity of the individuals to act independently and to make their own free choices. Castells' reinforces this point of view by presenting the concepts of "resistance identity" – reflecting individual or collective struggles to surpass the domination of the systems – and "project identity" – involving the construction of new identities that imply the transformation of the overall social structure [51]. The notion of "resistance" encloses the need to struggle for one's point of view and values, as opposed to simply endure what is institutionalized. However, in addition to "resistance", is important to incorporate aspects of transformation, innovation, change and dissemination of new modes of conceiving and performing the teaching-learning process.

Regarding this, Giddens [50] adds that "agency concerns events of which an individual could, at any phase in a given sequence of conduct, have acted differently. Whatever happened would not have happened if that individual had not intervened" [p. 9]. In this statement, notions such as "free will" or "volition", "empowerment", "individuality" and the capacity to "act" or "doing" are strongly

connected, echoing in the teaching profession or other social occupation, a dialectic relationship between both views – structure and agency/ legitimizing and resistance. As such, project is sought since social structures influence human behaviour, but humans are also capable of changing the social structures they inhabit [49, 55]. The following two domains of identity of Gee's framework [1] reflect more closely these ideas of "agency", "resistance", "project" and "collectivity".

The third marker of identity sketched out by Gee [1] is the "discursive perspective" or "D-Identity", which draws special attention to the relationship between the discourses that are used to define people, i.e. it is concerned with the significance of how people talk about others. Under the presented conditions, Gee's D-Identity defines ways that descriptors and labels are produced to provide identities. The sources of this view are "rational individuals" [p. 103], [1] who "treat, talk about" one and another through the interaction amongst themselves; and the power is the talk, discourse or dialogue itself. In this regard, "Discourses" are defined as "ways of combining and integrating language, actions, interactions, meanings, ways of thinking, believing, valuing, and using various symbols, tools and objects to enact a particular social recognizable identity" [p. 21], [1]. Cohen [45] finds it helpful to "apply the notion of identity recognition by thinking of talk as a series of identity bids that depend on recognition from others to be successful" [p. 475]. The author grounds teachers' talk as an understanding of discourse as a semiotic tool for constructing the significances of specific social roles an individual can occupy. In this sense, Gee [1] argues that it is only because other people talk about and treat an individual in a certain way that he or she becomes that person. By extension, the discourses used to both describe oneself and groups of people such as, for instance, "pre-service teachers", will determine the way in which they are perceived. To be clear, it is through the interpretations of one's participation within these professional "Discourses" that a professional identity develops. As such, as Luehmann [20] enlightens, "the participation in the professional Discourses is required, but it is the interpretation or recognition of that participation, by self or others, that identities are formed" [p. 827]. Brown and

collaborators [44], on the other hand, refer to "discursive identity as involving how language is used to accomplish a symbolic identity through signalling membership into particular groups" [p. 787]. Thus, for example, one's identity as a "pre-service teacher" type of person is ascribed by the use of the term "pre-service" as a means to define or describe the individual. This is a reflexive process, as the individual must engage in activities that define them as "pre-service teachers" and others must interpret this behaviour similarly by using the term "pre-service" as an appropriate descriptor. As such, language and messages have the power to contribute to how one's identity is constructed and to indicate group affiliation and membership [56].

Gee's fourth and final notion of "affinity-identity" [A-Identity] defines identity in terms of the experiences shared or participated in the practice [power] by "affinity groups" [source] [1]. This perspective indicates, therefore, membership into a domain of identity based on a shared set of cultural and behavioural practices. To constitute an affinity group, individuals must share "allegiance to, access to, and participation in specific practices that provide each of the group's members the requisite experience" [p. 105], [1]. In this way, one's affinity to engage in common activities leads to the appropriation of the identity that is common to the shared practices.

Summing-up Gee's [1] conceptualization of identity, the "Nature-identity" refers to a process of state designated by natural forces; the "Institution-identity" denotes a position held in an organization; the "Discourse-identity", an individual trait attributed by others, and we would say further, by self; and finally, the "Affinity-identity", alludes to experiences and practices shared by members of a community. According to this viewpoint, all of four identity strands coexist in the identity of an individual, and obtain meaning through social interaction in institutions, discourse, or affinity groups as people recognize and categorize each other [1].

**Discursive Identity as a Lens for Physical Education Teacher Learning**

Our study is underpinned in the theoretical background that takes on "identity" as a socio-cultural construct following Gee's conceptual approach to identity, applied to mean the "ways of being 'certain kinds of people' " [p. 110], [1], or, more specifically, "certain kinds of teachers" [20, 23] that emerge with respect to the discursive notion of identity – i.e. from how they are talked about and from the recognition of particular traits by self and others. This view considers, therefore, teacher development and identity construction as a dynamic, ongoing and social process of interpretation and reinterpretation of experiences situated in circumstances and settings that both impact and are impacted by the teacher [20, 37, 38].

In this context, identity may be understood primarily in terms of the discursive perspective, although specific links to institutional and affinity perspectives [1] cannot be ignored.

As McDougall [23] points out, the discourses under scrutiny are not just those used to describe specific individuals, but those that apply to pre-service Physical Education teachers as a group and the responsibilities of teachers as a collective. Consequently, institutional views are also relevant in this context, since the ways in which the pre-service PE teachers talk about their practices and responsibilities might be influenced by the ways in which the "values, attitudes, and viewpoints of institutions [...] have floated into people's everyday recognition systems" [p. 104, 1]. The institutions that might inform the position of the pre-service PE teacher are not just governing bodies and policymakers, materialized in the norms of the Teaching Programme of the Faculty, but the broader community, including the teacher educators [faculty-based tutor and school-based mentor], school more experienced teachers, students, parents and, in particular, general pedagogical and ideological guidelines. Therefore, the source of "power" that might determine the role of the pre-service teacher is a complex set of authorities, professing an equally complex range of ideologies to which teachers are expected to cope with [23]. Moreover, the pre-service PE teachers' conceptions of identity will also be influenced by "affinity groups" [p.

105] [1], i.e. with whom they identify with. In particular, their professional identity is developed through the interactions established with the members of the professional learning community [30] they belong to, and their sense of identity will be either validated or challenged according to these allegiances. Pre-service teachers who share similar pedagogical approaches amongst themselves and other teaching colleagues are more likely to reinforce particular teaching identities [23].

As such, the construct of identity employed in this paper acknowledges that the discourses teachers use in describing their teaching learning, development and role may be influenced by their understandings of institutional expectations, as well as the ways in which they identify with others. Specifically, pre-service PE teachers and teachers in general have their own ideas of what defines their professional identity and are capable of exercising their own "agency" through discourse or actions. However, it is likely that these views will be influenced by the roles imposed on them by various institutional bodies [e.g. faculty and school], as well as by those affirmed by other teachers with whom they share similar beliefs and practices – i.e. the faculty and school "structure" [23]. In other words, while pre-service teachers may have some freedom to exercise their own will to act in a school, their actions are likely to be constrained by the accepted and conventional practices of teaching. In addition, pressures from the PE teacher education programme syllabus, more experienced teachers, school principals, and even peers may prevent pre-service teachers from having a free reign in doing anything they want [49]. Nonetheless, the concept of "agency" besides enabling us to examine what the pre-service teachers 'do' in their school contexts, also may provide the basis to explore the social positions and relations between social positions that arise as pre-service PE teachers undertake teaching duties in school [49].

Therefore, the identity discourses of pre-service PE teachers may be influenced by the standpoint of all those who author their position, their affinity to particular individuals or groups of individuals, as well as their power of exercising their own ideas and ways of teaching in school.

**Empirical Developments on Discursive Teacher Identity**

The outlined theoretical framework on identity in particular, the discursive way of conceptualizing this concept is consistent with the principles of symbolic interactionism in the epistemological tradition [57, 58]. This perspective denotes that our notion of self emerges through an appreciation of how others see us. In this respect, symbolic interactionists argue that interaction takes place in such a way that the individual is continually interpreting the symbolic meaning of his or her environment [which includes the actions of others] and acts on the basis of this imputed meaning [59]. Furthermore, the arguments presented by Gee [1] demonstrate significant theoretical resources for reconstructing the notion of identity within the educational research [44].

Research on teacher education has identified ways discourse mediates teachers' voices on educational reforms and teacher preparation programmes, as well as teachers' thoughts about teaching and learning. For example, McDougall [23] showed how discourse served as a resource for primary teachers to talk about their reactions to teaching media. Cohen [45] demonstrated how professional identity can be negotiated through talk by middle and high school Humanities teachers [an interdisciplinary programme combining English and Social studies], as a means to pattern knowledge and behaviour, in order to get recognized as a certain type of person. Trent [46] used the discursive construction of teacher identity to give voice to the criticisms of pre-service English language teachers on their teacher education programmes. Luehmann [20] employed discursive identity theory to analyse science teacher preparation programmes and to address the challenges of becoming a reform-minded science teacher. All of these pieces of research were drawn on small-scale studies using preferentially semi-structured interviews and focus groups.

Although studies in teacher education have been employing the discursive notion of identity, little attention has been given to the field of PE teacher education, and in particular, to the way the discourses of pre-service PE teachers contribute to the construction and re-construction of their situated views of identity. Given the examples provided above, the discourse of teaching-learning experiences can

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provide useful insights about how pre-service teachers learn to become PE teachers during their practicum training and, consequently, a way to use discourse to symbolically cue their identity. More specifically, this consideration of identity can offer a renovated lens for viewing student teachers in discourse events.

Lastly, research literature on identity theory points to the need of employing distinct and innovative research methods in order to go beyond the limits of language and capture the meaning of lived experience in a more holistic way [60, 61].

In this chapter we drew from a theoretically relevant model of identity development, such as the incorporation of the notion of discursive identity as an analytic tool [1], to set the stage for our study and further discussion regarding the ways pre-service PE teachers develop, shape, construct, and co-construct their own, as well as those of others, identities during the student teaching practicum training.

## The study

### Research Design

This paper aims to examine how pre-service PE teachers' constructed their professional identity during the practicum training throughout discourses about their lived experiences.

To this end, we adopted a photo elicitation, qualitative methodology [2, 3, 7]. This research method consists of introducing photographs and films into the interview context such as focus groups, produced, in this case, by the participants [62].

The photo elicitation technique is an approach to visual methods, described as any research design which uses visual evidence, for example camera and photographic images [63]. According to Harper [3] and Phoenix [48] images offer a different way to access information. Namely, photographs and videos [i] evoke

deeper elements of the human consciousness, such as feelings, memories and emotions on the participants' lives; [ii] prompt discussions about a phenomenon; and [iii] gather complexly-layered meanings than words alone do, in a format which is both accessible and easily retrievable to researchers, participants and audiences alike.

The visual methods can therefore represent a distinct way of exploring the pre-service PE teachers' discourses about their daily experiences. These include teaching practices, roles and responsibilities, in a situated context [the practicum training], as well as the modes in which they [re]configured their professional identities in the process.

**Participants and the Context**

The participants were nine pre-service PE teachers selected from a cohort of students attending the final year of the Master's of Teaching programme of a Portuguese Faculty of Sport, according to the following criteria: [i] all students completed their Sports Sciences undergraduate degree in the same faculty where they were taking their Master's; [ii] a site supervisor expertly tutored the participants; and [iii] the pre-service teachers were mentored in school by cooperating teachers with over ten years of experience of pedagogical supervision. Four of them were male and five were female, and their ages ranged from 22 to 26. The research took place in the 2010-2011 academic year during the second semester of the participants' practicum training. Each participant was allocated to one of three secondary schools, three cooperating teachers and three groups of practicum, that were supervised by the same faculty supervisor. One school was urban, located in the city centre of Porto; the other two were suburban, one located inland and the other situated in the coast. The urban school had older facilities and more limited conditions for the practice of PE, whereas the two suburban schools were completely renewed, presenting modern and higher quality levels in terms of spaces and equipment to teach PE classes. All pre-service teachers taught the final years of the secondary level of education, i.e. the 11th and the 12th grades, for a full academic year [see Table **1**]. They spent

four days a week in school carrying out teaching activities [e.g. classroom planning, instruction and evaluation] and participating in the school and local community activities [e.g. supporting the form tutors duties and the school sports practices, collaborating and creating extracurricular activities]. Their practice was monitored daily by their cooperating teacher through individual and collective meetings. In particular, there was a collective seminar with the group of three pre-service teachers, and three individual seminars with each student; both types of meetings had a length of 45 to 90 minutes dedicated to the agenda of reflecting upon the observed lessons and other activities developed during the week. Lastly, the supervisor visited their schools three times during the year, one in each term, to both observe their lessons and assess how they were experiencing their learning and professional development. Overall, these meetings concurred to the main goal of enhancing their professional competencies and identity construction during the process of learning in a real teaching context.

**Table 1.** Demographic Information on the Pre-Service PE Teachers and their Practicum Context.

| City Centre School | | | | |
|---|---|---|---|---|
| **Name*** | **Gender** | **Age** | **Grade Level** | **Weekly Classes** |
| Eduardo | Male | 26 years-old | 12th grade | 2x 90' |
| Nuno | Male | 23 years-old | 11th grade | 2x 90' |
| Patrícia | Female | 25 years-old | 11th grade | 2x 90' |
| Suburban Inland School | | | | |
| **Name** | **Gender** | **Age** | **Grade Level** | **Weekly Classes** |
| João | Male | 23 years-old | 11th grade | 3x 45' |
| Bárbara | Female | 23 years-old | 11th grade | 3x 45' |
| Elsa | Female | 24 years-old | 11th grade | 3x 45' |
| Suburban Coast School | | | | |
| **Name** | **Gender** | **Age** | **Grade Level** | **Weekly Classes** |
| Francisco | Male | 26 years-old | 12th grade | 2x 90' |
| Vanessa | Female | 22 years-old | 12th grade | 2x 90' |
| Inês | Female | 23 years-old | 12th grade | 2x 90' |

* The attributed names are fictitious.

**Data Collection**

A combination of visual data and focus groups was used for data collection. Specifically, data were gathered through photo elicitation during two focus groups sessions. The visual methods technique outlined was employed to answer two purposes: enhance an understanding on the pre-service teachers' daily teaching practices and encourage the participants to openly share their feelings and thoughts within a group of pre-service teachers [2, 3, 7, 48]. On the other hand, the focus group was employed 'to build up a view out of the interaction that took place within the group' [p. 473], [59]. The corpus of the research was, therefore, the two recorded focus group sessions and the respective set of images.

To this effect, the participants were asked in advance to take their own photographs and videos during a period of one to two weeks. The pre-service teachers used their own digital cameras, selected the photographs and videos, and organized them into Power Point presentations to be used later on at the focus group sessions as discussion stimuli. Specifically, the set of images [photographs and videos] were exhibited and described by each participant and jointly discussed by the group of nine pre-service teachers in the focus groups.

The first focus group was held in February and participants presented and discussed images related to the school experiences considered as the most relevant to them, with respect to the teaching and learning organization, the participation in school and relations with the local community, and their professional development. This session lasted 77 minutes. The second focus group occurred in May and the participants talked about the nature of their daily practices in school via the displayed images, namely: tasks imposed by the practicum training programme, duties performed by self-initiative, tasks they felt interest in, and those leading to challenges and anxiety. The second focus group session lasted 100 minutes.

The two focus groups were audiotaped and the discussions were transcribed verbatim.

**Data Analysis**

In the process of analysis, we used an inductive approach. Substantive themes were defined as they emerged from the data according to the overall principles to coding of 'grounded theory' [4, 5] [open, axial and selective procedures], supplemented by a cartographic situational approach to analysis [6]. This involved a thematic analysis of the photo elicitation interview data using QSR NVivo 9.0. Specifically, we took five main steps: [i] Each transcription and image was read, interpreted and analysed separately to break down data into themes and to start laying out an initial map on the major situational elements within data [individuals, groups, events, sites, ideas, concerns and meanings] addressed to each image and narrative discourse; [ii] Subsequent readings were conducted to search for recurring themes and regularities, as well as contrasting patterns in each pre-service teacher's accounts and across pre-service teachers' discourses on the exhibited images, in a systematic and interactive way. This process involved revising, collapsing and expanding, adding and deleting the categories in the map using the method of constant comparison to imprint some order to the messy situational maps initially constructed; [iii] We then took a relational analysis was then undertaken to specify the nature of each element or category on the map through the procedure of questioning data and *memoing* the answers; [iv] At some point, we reached saturation and thematic discourses, constructed and agreed upon with the images, started to emerge, supplemented by direct quotes from the participants. The purpose was to illustrate and situate the themes, as well as to glean meaning out of the visual and discursive data; [v] The final outcome was a photo-essay [3, 7] consisted of thick descriptions relating the knowledge represented in the images and the discourse generated around them, both by those in it, i.e. the participants, and the researcher.

Four main identity discursive themes emerged from data: [i] *Classroom practice*; [ii] *Learning*-to-teach *resources*; [iii] *Social recognition*; and a sense of a *teacher's Mission*. These main themes were broken down in the sub themes presented in Table **2**.

**Table 2.** The Pre-Service PE Teachers' Discursive Themes and Subthemes in learning to be a teacher.

| | |
|---|---|
| Classroom practice | From planning to practice |
| | Increasing the students' learning opportunities |
| | Assigning a grade to students |
| Learning-to-teach resources | Acquiring practical knowledge |
| | Reflecting upon school practice |
| Social recognition | Integrating into the school community |
| | Playing complementary roles to teaching |
| | Fostering a good relationship with students |
| Teacher's mission | Being an educator: Connecting people to sport and physical activity. Transmission of values |

**Ethical Considerations**

This study was approved by the Ethical Committee of the Faculty of Sport, University of Porto [Process CEFADE 09/2012]. Despite the impossibility to guarantee anonymity and confidentiality resulting from the use of images, an informed consent, asking permission to publicly use the audio and visual material in academic contexts, was obtained with the participants before the focus group sessions. Notwithstanding, pseudonyms were appointed to each pre-service teacher in all the material, transcripts and analysis, and any personal tracking details removed. Furthermore, the identity of people, other than the research participants, captured in the images used in this study, was protected through the usage of digital image editing tools.

**RESULTS**

The key emergent identity discursive themes applied to the day-to-day teaching practices in school, shared by the participants were those of *classroom practice*, *learning-to teach resources*, *social recognition*, and teacher's *mission*. Within

each core discursive theme, particular sub themes emerged as the most stressed by the group of pre-service PE teachers and are addressed in detail. The selected photographs and quotes represent the collective views of all participants.

**Classroom Practice**

In the participants' discourses, actual teaching was the most valued role amongst the experiences of being a pre-service PE teacher in school, as reflected on Bárbara's words:

> *It is in the act of teaching that we feel well. It's what completes us as teachers* [Bárbara].

Their accounts on teaching-related experiences featured situations of *planning*, *instruction* and *evaluation*.

*From Planning to Practice*

In (Fig. **1**) Nuno is reviewing his Badminton lesson plan at home. In particular, he planned his lesson based on the Sport Educational Model [SEM] instructional guidelines, as forming heterogeneous groups in class and assigning specific roles to the students [e.g. coaches, team captains, referees].



**Fig. (1).** Reviewing the lesson plan before going to action.

Nuno presumes this image to be representative of all the work behind the act of teaching, such as:

*Choosing the learning situations, establishing groups, thinking on the tasks transitions, assigning roles to the students, and counting the tournament points of the previous lesson...Thinking about all the organizational aspects, so that everything goes well in the field* [Nuno].

Another task preceding instruction highlighted by the participants was the equipment preparation. In (Fig. **2**), Francisco [left], Vanessa [centre] and Inês [right] are picking up the PE equipment they need in the immediate moments before starting, respectively, their badminton, football and basketball classes.



**Fig. (2).** Collecting the PE equipment – A transitional moment.

They represent the interface from planning to practice, as Francisco notes below:

*It is Thursday morning and I am in the storing room gathering the equipment for a Badminton class. This image depicts the transitional moment from the planning process to action, in which the teacher puts into practice what he had planned for his or her students* [Francisco].

This process involves the mobilization of an evolving knowledge based on previous training, experiences and reflective exercises about their own school practice. Vanessa corroborates this idea while highlighting the importance of preparing instruction in accordance with the contextual characteristics one teaches in:

*[...] it corresponds to the moment before putting to action our knowledge, experiences, reflection and volition in order to comply with the class' needs, curriculum goals and school context* [Vanessa].

Inês, in contrast, highlights the issue of the school's equipment resources and emphasizes the constraints that she felt while planning and preparing her Basketball lesson:

*The real issue here was the fact that we did not have basketball backboards in this school. How can I plan and teach a 90-minute basketball class without backboards and baskets? I had to unleash my imagination and creative side in order to plan motivating basketball lessons for my students* [Inês].

In this respect, Francisco reinforced his colleague's point of view by discussing the value of the school equipment resources:

*[...] for us teachers to meet the PE programme goals* [Francisco].

Bárbara, however, shared a different point of view:

*More than being dissatisfied with the available resources, shouldn't we be endlessly dissatisfied with our performance? Do we actually potentiate the means that we have at our hands? Hmm…* [Bárbara].

With this statement, Bárbara tried to convey that a good teacher must always positively embrace the challenges presented to him or her. A teacher should be enthusiastic and passionate about the profession. This is significant because a teacher contributes to the overall education of an individual and, ultimately, to the transformation of society. For this reason,

*[…] one should not get carried away by the difficulties that are presented to one self in a particular point in time. A teacher should gather all efforts and means to overcome the barriers* [Bárbara]*.*

*Increasing the Students' Learning Opportunities*

Fig. (**3**) depicts Bárbara at the school's Gym in two of her Acrobatic Gymnastics lessons where the students were working in groups and accordingly with the SEM orientations. All class worked in a third of the total space of the Gym delimited by curtains and each group worked on a set of three to four mattresses.



**Fig. (3).** Employing the Sport Educational Instructional model.

The pre-service teacher stressed that the purpose of applying this instruction model in particular was to enhance her students' development of their aesthetic perception, cooperative behaviour, creativity and, more broadly, to promote the gymnastics sport unit practice in her class. Specifically, Bárbara [left] is placed at the centre of the acrobatic position and facing the female student on the top,

> *[…] showing how she and her classmates should straighten their arms in order to best fit with the sport acrobatics formal features* [Bárbara].

In addition, Bárbara and a female student [right] are helping an over weight male student with his backward roll. His group had decided to include this pre-acrobatic element in their collective routine and his peer playing the coach role insisted that he would perform it.

> *Suddenly, all the team was around him and committed to helping and encouraging him with the backward roll and… he ended up to actually doing it!* [Bárbara].

As such, Fig. (**3**) and the related discursive markers presented above, intend to underline the power of the SEM in developing motor skills, cooperative and inclusive attitudes, self and group achievements, feelings of festivity, as well as a commitment towards the PE subject matter in the students.

The participants also reported other teaching strategies to further commit their students to the PE subject matter, enhance their motivation and good behaviour in class, and increase their learning opportunities, such as: teaching optional sport units [badminton – top-left, dance – top-right, and orienting – centre-bottom] and wearing attractive ornaments as Elsa's hair ribbon portrayed in the top-right photograph in Fig. (**4**):

> *The ribbons were essential elements to personify the rock 'n roll era and to fully engage my students in the dance sport unit* [Elsa].



**Fig. (4).** Teaching optional sport units: Badminton, Dance and Orienting.

Elsa also implemented the routine of conducting the warm-up and cool down exercises with music to, on the one hand, systematically improve her students' notion of rhythm since they were due to present a dance routine at the end of the year; and, on the other hand, to encourage proximity, not only amongst the students, but also between the students and the teacher,

> *[...] so that an effective learning may occur* [Elsa].

*Assigning a Grade to Students*

In (Fig. **5**) Elsa is holding a clipboard and updating the Individual Plans of Progress [IPP] with each student of a working group.

**Fig. (5).** Assessing students learning using the IPP.

The pre-service teachers devised this pedagogical tool to daily assess, control, supervise and enhance their students' self-commitment to their own skill achievements. In this regard, Elsa explained the foundations of this evaluation instrument:

*After the 1st term final evaluations and the initial assessment made on the sport units to be taught, at the beginning of the 2nd term, we created a document for each student with their individual goals for the term in the following three dimension: 'knowing', 'knowing how to do' and 'knowing how to be' in a PE class* [Elsa]. Each student would be responsible for the achievement [or not] of their own goals; scheduling and registering them in their personal IPP columns:

*[…] aspects to maintain; aspects to improve; and general comments* [Elsa].

In each class Elsa would monitor all groups and students to update her own file, which is precisely what she is doing in Fig. (**5**). Despite the initial doubts on whether this strategy would work or not, Elsa was happy with her class accomplishments:

*This is actually working very well. They are extremely motivated. Most of them are meeting their goals ahead of time. Moreover, they are always reminding me: 'Teacher, tomorrow do not forget that I have that goal to work on'!* [Elsa].

Evaluation is a sensitive teaching-learning topic to the pre-service teachers, on which they aimed to improve during their practicum training. They revealed feeling recurrently anxious when it came to perform this institutional task:

> *I always wondered whether I was being fair in assigning a particular grade to a student. I always felt anxious at the end of a sport unit.* [Nuno]

The IPP is an example of a pedagogical strategy devised by some of the pre-service teachers, to overcome the difficulties addressed to the issue of evaluation while fostering autonomy, sense or responsibility and learning progress in their students.

The images presented so far instigated, therefore, the participants to talk about a legitimized practice within the teacher profession and teaching training, which is planning classroom instruction and teaching.

In this respect, the initial pair of photographs recognized the PE teacher as someone that cares for planning duties and carefully prepares his or her lessons. Moreover, a teacher should be a resistant and projective person to surpass the institutional difficulties presented to him or her. Therefore, in the context of classroom instruction, the use of different teaching models, as the SEM, and teaching optional sports in the PE classes seemed to be the discursive bids more valued in the pre-service teachers' talk about their teaching practice. They considered them as instructional strategies to increase the learning opportunities of their students. The implementation of the SEM also represents a renewed way of perceiving the teacher-student relationship in a classroom. The participants see the student as a subject of his or her own learning process. As such, through last three images the participants described a PE teacher as someone who constantly searches for effective instructional strategies to be implemented in his or her class in order to increase the learning opportunities of their students.

**Learning-to-teach Resources**

The pre-service teachers highlighted a variety of learning situations during the focus interviews. These were related to their daily practice in school, which

helped them in the preparation of their PE lessons and classroom performance, as well as in their professional development. Specifically, *mastering practical knowledge* in school sports practice and with expert teachers, and *reflecting upon practice* during school and training meetings, class observations, and writing-up activities. The quotes below are examples of these concerns:

> *In order to feel more motivated in teaching and to develop ourselves professionally, we must have an in-depth knowledge of the subject matter.* [Francisco]

> *Working and reflecting together enables us to […] improve and adjust our teaching plans and practices to the characteristics of our class, the sport unit content we're teaching and the school's agenda, in general*. [Vanessa].

*Acquiring Practical Knowledge*

The photograph on the top-left of (Fig. **6**) portrays Elsa [behind the trio group] helping a young female student performing the angle position on the top of two female bases at the Gym in the school sport acrobatic weekly practice. The picture on the top-right portrays a warm-up exercise to train the flexibility of the back muscles at the beginning of one of Elsa's PE class. In the photograph on the bottom, all children are gathering-up the sport acrobatics practice equipment, such as the mattresses.



**Fig. (6).** Contributions of the school sport practice to the PE class.

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Sport Acrobatics is one of the chief sports extracurricular activities offered by the school where Elsa and Bárbara took their practicum. Since the beginning of the year Elsa and Bárbara had actively accompanied the Sport Acrobatics practices three times per week [Wednesdays, Fridays and Saturdays], as assistant teachers. According to both, this role improved considerably their teaching skills and enhanced their feelings of affiliation to the Sport Acrobatic Club. In particular, the top-left image in (Fig. **6**) was taken to share the pedagogical strategy usually used in Sport Acrobatics practice in the pre-service teachers' school, 'working through achievements', as Elsa explains below:

*They must achieve a minimum of ten successful repetitions on each performance series of an acrobatic element. As you can see, the student on the top is still very young. She's in the primary school next to our secondary school, and she's having difficulty in raising her legs to execute the angle. So I'm helping her. However, from the fifth/sixth repetition or when the position is simpler, I encourage her to do it by herself.* [Elsa].

The picture on the top-right is another example of a strategy taken from the Sports School practice that can be used in a regular PE class in a warm-up exercise characteristic of the Gymnastics sport unit in general. Likewise, Elsa and Bárbara also implemented the workout and management routines learned in the Sport Acrobatics Club, at the beginning and end of their Gymnastic sport unit in PE [centre-bottom image]. Ultimately, these photographs aim to convey the transfer of knowledge and experiences, acquired as assistant teachers at the School Sport Acrobatics Club, to the PE Class's planning and teaching, as quoted below:

*Many of the exercises that I do in my PE class, namely, the warm-up at the beginning of a Gymnastics lesson, come from my experience in the School Sport Acrobatics Club. So, what I see and learn from what they do in their practice and consider as an interesting situation that can foster a fruitful learning, I try to apply it in my PE.* [Elsa].

The selected images also imply that each sport has its own unique aspects, thus a teacher's teaching practice should reflect them. According to Elsa's views, a teacher should aim to master the content matter of their subject:

*Each sport has specific aspects. Therefore, our actions should be differentiated depending on the sport we are teaching. No doubt that in general a Gymnastics lesson's warm up exercises should be longer and more incisive in certain domains such as joints, flexibility and so on, than in other sport units.* [Elsa]

Fig. (**7**) gives another example of the pre-service teachers search for practical knowledge to surpass their personal limitations and enhance their teaching competences. In this photograph the pre-service teachers Inês [left] and Vanessa [right] are learning a Cha-cha-cha step from an expert teacher [centre], specialized in Ballroom Dancing.



**Fig. (7).** Learning a Cha-cha-cha step with an expert teacher.

They were urged to learn that Cuban dance because, at the beginning of the academic year, the PE teachers group of their school decided that all PE teachers should teach Cha-cha-cha in their classes. The pre-service teachers did not master this particular activity unit, because during their undergraduate degree and teacher education training they had only a very brief contact with Ballroom Dancing.

Alluding to the limitations of their experience as students at university, Francisco reported the stressful incident of a student passing out in his class and the anxiety he felt while dealing with the situation:

*We're not prepared to deal with this kind of stuff. We did not have a first aid course in faculty. I had to stop all class and call for an ambulance. We did not resume the lesson that day* [Francisco].

Similarly, teaching particular activity units in school such as dancing, orienting, swimming, badminton and sport acrobatics posed significant difficulties to the pre-service teachers mostly due to their unfamiliarity with the subject. Hence, they revealed how they overcame the dance unit challenge:

*We have been having lessons with a teacher who previously was a Ballroom Dancing national champion and now provides training. There is nothing better than that to learn the Cha-cha-cha basic steps and overcome the gaps of our academic training!* [Francisco].

Vanessa emphasizes not only the value of learning from a colleague specialized in Ballroom Dancing, but also its significance to the relational dynamics of the School, in general, and of the PE learning area group, in particular.

*Learning from a specialist in dance has been very enriching for my professional development. Not only in terms of dance skills but also with regards to my professional expectations, vision of education, interpersonal relationship development and functioning of the PE teachers, as members a professional group.* [Vanessa]

On the other hand, Inês underlines the responsibility of the PE teacher in searching for a continued training and in constantly improving his or her competence. This continued training must happen beyond the academic training, teaching practice at school, and attendance of workshops. Teachers cooperate with each other by sharing their own knowledge and teaching experience. Creating, in this way, opportunities to learn from each other,

*[...] is a valuable training strategy, which a teacher must seek, take and give.* [Inês]

In this context, Vanessa reported two more examples of collaborative relationships among teachers in which she had the opportunity to informally and

spontaneously absorb new learning situations and teaching strategies from more experienced teachers:

*At my lunchtime on Fridays I usually stay at the Gym with my students to supervise their PE extra trainings, such as Badminton, and preparation for the faculty's entrance athletics examinations. Meanwhile, some teachers showed up in the Gym for their first class in the afternoon and freely suggested me different teaching approaches to try on my students. So, I continue to informally learn from them.* [Vanessa]

The pre-service teachers Nuno and Eduardo also highlighted the informal meetings in their speech, such as lunches and dinners with their teaching colleagues as invaluable situations for their training and intellectual construction of what being a teacher, in general, and a PE teacher, in particular, means, as expressed in Eduardo's quote below:

*We can always learn something from our PE colleagues and teachers from other learning areas, in the most distinct and unexpected situations. As such, although attending lunches and dinners is not an imposed task, we almost feel obliged to attend to share, listen, absorb and learn.* [Eduardo]

*Reflecting upon School Practice*

The three pre-service teachers selected Fig. (**8**), picturing them in a computer room of their school, to highlight the relevance of meeting and working together as a group to prepare their PE lessons.

**Fig. (8).** Pre-service teachers meetings - Learning from each other.

Inês [left], Vanessa [front right] and Francisco [back right] met up regularly at this place to work on their lessons plans and reports. As such, this image portrays their "working moments" as a space of discussion to share knowledge, experiences and perspectives based on their written records related to the observed lessons of each other.

Inês and Francisco underline in particular the power of meeting, cooperating and going through the lessons plans of each other to enhance their planning duties and classroom performance whereas Vanessa puts the emphasis on the adjustment of her plans according to the context she is teaching in and her class needs. The following statements support these ideas:

*It is very important to collect new and different opinions from my colleagues, who were in an outside position observing my PE class, about my lesson and my classroom performance, specially, on those aspects that went unnoticed to me.* [Francisco]

*My colleagues tell me: 'in your lesson today you did this and that but you could have done differently in order to better control your students and provide more dynamism into the class'.* [Inês]

[…] *So, my colleagues assume a very important role in gathering those missing parts to adjust my lessons plans and action.* [Francisco].

Furthermore, the pre-service teachers also pointed out another type of meeting central to their lived experiences in school as pre-service teachers and to their learning process as prospective PE teachers: the weekly meetings with their cooperating teacher.



**Fig. (9).** Mentoring meetings - Tracking down the pre-service-teachers' professional learning and growth.

Bárbara, Elsa and João took the photograph in (Fig. **9**) in a form tutor's office where they usually meet up with their cooperating teacher on every early Wednesday mornings. The image captures the weekly collective mentoring seminars. The cooperating teacher [left] and two of his pre-service teachers [centre and right] are planning and discussing their week activities while having tea and cake. Words such as *discussion, sharing, reflection, learning, development* and *familiarity* qualify the practice conducted in these pedagogical supervision meetings.

All of the pre-service teachers recognized these meetings, among themselves and their cooperating teacher, as a space invaluable to their professional development and, specially, the role of their cooperating teacher on it, as illustrated below:

*These meetings are crucial to support our planning and practice class activities.* [João]

*Our cooperating teacher is an exceptional person and very attentive to our progressions.* [Bárbara]

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Moreover, good disposition and a good relationship between the cooperating teacher and the pre-service teachers, as the photograph aims to portray, are considered as fundamental to their growth as prospective teachers. Elsa's following quote accounts for this view:

*This is a space of sharing, reflection and guided discovery, but also of fraternity between journey partners. We talk a lot and never about the same subject. That's why I find this reflective experience so enriching. Sometimes the cooperating teacher asks: 'How did the lessons run this week? What did you feel?'. Other times he says: 'Evaluate yourselves. In what aspects can you improve? What about the activities we're organizing...?'. In every single meeting we face a new challenge.* [Elsa]

In this regard, Francisco, Vanessa and Inês also reiterate the value of the cooperating teacher in sharing knowledge and experience. This was relevant to their professional development but accentuated, in particular, the opportunity these meetings offered to collectively reflect upon their practice:

*The fact that I am given the opportunity to reflect in group complements my individual reflections on my own classroom performance as a teacher.* [Francisco]

In contrast, Nuno, Patrícia, and Eduardo highlighted these meetings with their cooperating teacher as crucial to learn responsibilities in addition to planning, teaching and monitoring their classes, such as the form tutor duties. Eduardo echoes the voices of his pre-service colleagues:

*We've learned how to register the students' attendance rates on a specific computer software; how to assemble and to provide most of the information about children's progress to their parents, as well as any problems they might be experiencing; and how to prepare form meetings.* [Eduardo]

Still regarding this topic, the participants also talked about their attendance in school meetings. Their participation in PE group meetings was invaluable to their understanding of being a teacher in school, as quoted by Francisco below:

*Attending the school meetings enriched our development as teachers as whole. They enhanced our perceptions and meaning of being a teacher through the contact and familiarization with the school structure and with the main concerns and ongoing discussions happening there. For instance, in the last PE group meeting we talked about stuff like the teachers' evaluation, the value of the PE subject matter in school, the PE teaching progress through the lenses of the students' results, the establishment of strategies to improve their classifications, and the development of extracurricular activities of impact in school.* [Francisco]

Finally, the pre-service teachers also transmitted the common perspective that this cooperative spirit shared in all of these types of meetings should be extended beyond the practicum stage, as Patrícia puts forward:

*Cooperating with teachers; talking about our practice, not closing it up to ourselves is of paramount importance because we can learn a lot from others.* [Patrícia]

Observing other teachers classes, either from pre-service teachers colleagues or from more experienced teachers, represented key moments to the participants' development as well (Fig. **10**).



**Fig. (10).** Classes Observation - Learning by seeing others in action.

Particularly, observing classes run by their own peers [top-left] allowed them to detect errors in their own classroom performance of which they were not aware

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when teaching or reflecting upon their lessons. Francisco discloses his views while addressing to his colleague Inês PE lesson, depicted on the top-left side image in Fig. (**10**):

*The mistakes made by our colleagues are also our own; that even after doing a retrospective analysis of our classroom performance, remain unnoticed.* [Francisco].

Vanessa picks up this idea to emphasize the good features observed in a lesson rather than looking solely for performance errors.

*More than perceiving what went wrong, we also learn a lot from what was done well, for example: the implementation of new ideas and strategies.* [Vanessa]

Elsa agrees with this statement and adds that the dialogues and comments forged among the pre-service teachers, while observing their peers lessons, allows them to focus and reflect upon certain teaching dimensions, such as instruction and feedback, as exemplified below:

*Look! Isn't it curious that we give away so many feedbacks during our lesson, either directed to the all class, to a group or event to a single student?* [Elsa]

Furthermore, the participants emphasized the observation of experienced teachers' classes. The image on the top-right in (Fig. **10**) depicts the implementation of class management routines in a badminton unit by an experienced teacher, captured by Francisco, Vanessa and Inês.

The pre-service teachers took the older teachers as reference and tried to take the most out of their experience.

*Observing an experienced teachers' class is a compulsory task that in my opinion should occur from our own initiative since it is an invaluable piece to our training as teachers.* [Francisco]

In this respect, Nuno, Patrícia and Eduardo also highlighted the classes observed by the university supervisor as a milestone to their professional

development. The central image below (Fig. **10**) portrays one of the supervisor's teaching rounds. The supervisor visits the pre-service teachers' schools at least three times a year to observe their lessons and assess their development. This meant all the participants were highly anxious since they know they were being evaluated. Regardless, it also represents a moment of reflection and assessment regarding their own progress as teachers in school, which is echoed in Nuno's quote below:

*This is the most difficult moment to deal with in our training in school because we're being evaluated. Nonetheless, it is also one of the key components in our practicum. This is a space of dialogue, reflection and deliberation regarding the progress of each one of us.* [Nuno]

The group of students is also regarded as one of the most important key elements on the participants' professional development as PE teachers.



**Fig. (11).** The group of students - A key element to the pre-service teachers' teaching and learning process.

Bárbara took Fig. (**11**) of herself and her students at the school Gym to emphasize that their performance, behaviours, reactions and challenges posed to her in each lesson, forces her to stop and reflect about her day-to-day planning and practice, as well as on her progress as a teacher in general.

*I teach my students, it's true. But they also give me much. They give much more than I thought they could ever give. It is from them, and from the*

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*challenges they put me through, that I am capable to reflect, to move forward, and emancipate myself as a teacher.* [Bárbara]

Writing about their lived experiences in school also assisted the pre-service teachers on their learning and teaching process.



**Fig. (12).** Reporting work and experiences in school – Assessing their own professional development.

Fig. (**12**) captures a pre-service teacher's hand on the keyboard of a computer, typifying all the documentary work that he had to carry out to report his teaching practice and all school activities he participated in during the year. The Individual Training Project about his practicum experience, exemplified in the computer's screen, corresponds to one of those tasks.

Francisco, Vanessa and Inês chose to shoot and exhibit this picture to convey how much the act of systematically writing about their experiences in school [e.g. planning, teaching and evaluation, participation in school, relations established with the local community, and professional development] helped them to continually reflect about their development as teachers during their guided learning process, such as the challenges, achievements and strategies deployed to enhance their practice.

In this way, it is considered as space of self-analysis, reflection and assessment, in retrospective, about their progress as teachers in the course of the practicum year. The quote below supports this idea:

*Writing about my experiences during the practicum, such as in the Final Report, gives me the opportunity to conduct a self-analysis and self-reflection on my current state of progress as a teacher.* [Vanessa]

With photographs (Figs. **6** and **7**) and related statements, the pre-service teachers conveyed an image of the PE teacher as someone who is constantly searching for professional excellence and updating his or her knowledge.

Francisco and Vanessa's views on teacher professional learning echo those of the other participants:

*I feel the need to constantly evolve and learn more in several areas.* [Vanessa]

*I think this is what's look like being a teacher: learning more and more on the way...* [Francisco].

The sense of belonging to a group was also very present in the words of the pre-service teachers. Specifically, they searched for support amongst those with whom they shared an allegiance. They felt affinity to and had respect for particular people [e.g. the teacher expert in dancing] and identified themselves with the pedagogical strategies used in other contexts than classroom practice, such as the sport acrobatics club.

The situations depicted in the subsequent images, such as school meetings, class observations, group of students and writing-up activities were identified in the participants' discourse as invaluable elements, prescribed by their training programme, for their learning, practice and professional development as prospective PE teachers in school. The PE teacher is recognized in the participants' talk, as the type of teacher who reflects, individually or collectively, upon his or her practice, and learns and shares knowledge with their teaching colleagues.

Furthermore, these learning resources contributed greatly to the pre-service teachers' change of their stance and attitude during the practicum training as (Fig. **13**) aims to portray through Bárbara's words:

*Before, I was very grave and anxious. Now I am able to draw a smile while teaching.* [Bárbara]



**Fig. (13).** Pre-service teachers' change in attitude - Drawing a smile.

Their practical knowledge was enhanced as well, as Eduardo recounts:

*Contacting with the content matter of unfamiliar sports and continuously practicing them in the field, conducted to a significant learning, not only for the students, but for me as well. These new strategies also changed the way I am and perform in class.* [Eduardo]

**Social Recognition**

For the pre-service teachers, their experience in the context of the practicum training went far beyond the classroom practice duties to encompass the development of interpersonal relationships. This is particularly reflected in the cooperation with others [students, school teachers, cooperating teacher, fellow students, among others] in the school context. Meeting new people and situations related to this were deemed important in the participants' discourses for their social recognition within the school community. For instance, Vanessa and Inês exposed their views regarding both the extension of their practice as teachers, and their power to exert and being recognized for a multiplicity of roles and, thus, enhance their sociability in school.

*Being a teacher is to know the content of his or her subject matter; but is also to know the school, to participate in it and socialize.* [Vanessa]

*Our practice goes, therefore, way beyond teaching a class.* [Inês]

Several themes were, therefore, reiterated throughout their accounts to illustrate this point. The most common of which were the extracurricular activities in which they were involved: *enhance their integration in school*; *play complementary roles to teaching*; and *foster a good relationship with the students*.

*Integrating into the School Community*

The pre-service teachers, Francisco, Inês and Vanessa took the photographs illustrated in (Fig. **14**), in the 'Cross Country ' race in their school, on a cold day in December. This is an extracurricular activity organized every year by the group of PE teachers. Cross-country running is one of the disciplines under the umbrella of athletics in school, typifying a long-distance track and road race on open-air courses over natural terrain.

From the photograph on the top, the pre-service teachers talked about their collaboration in the development of this school event. Namely, they were allocated to control the students' route during the competition. This role was supervised by a PE teacher [far left], older than the pre-service teachers. According to them, he was a key-element to their integration in the school community. In this regard, the activity itself constituted as an invaluable opportunity to get acquainted with the school staff.

*He is a very sociable person. He helped us integrating in the school. In this activity, in particular, we teamed-up with him to control the race laps, preventing the students to engage in any cheating.* [Francisco]

**Fig. (14).** School Cross-Country Competition – Promoting the pre-service teachers' integration amongst the PE group.

Curiously, this integrative opportunity appeared only in December, three months afterwards the beginning of the year, as expressed in Inês quote below:

*This collaboration represented our first opportunity to be involved in a PE group activity and to be integrated in the school community [Inês].*

There were traits in the participants' discourses, which suggested that they expected to be accepted sooner as equal partners by the teachers in their practice school, who would trust them and involve them in their activities.

Regardless, for Francisco the photograph on the top also signified the organization of groups in this kind of activities, such as the PE group, as well as the good relationship amongst the teachers,

*[…] which is something that I believe that very much characterizes us as a professional group.* [Francisco]

After the cross-country competition, students and teachers teamed-up to participate on basketball and indoor football games. The photograph below (Fig.

**14**) depicts the pre-service teachers and their PE colleagues enjoying that moment of conviviality. For Vanessa this constituted another milestone to her integration in school due to the informal, spontaneous and festive character of the game competitions between teachers and students.

> *The entire organization of the Cross-Country promoted our integration, both in the PE group and in School. However, I believe that the football and basketball games played between teachers and students at the end of the race held a much significant contribution to that purpose because of their informality, fun and interactive features. [Vanessa]*

Another example of an extracurricular activity, which fostered the integration of the pre-service teachers in the school where they were practicing was disclosed by João, as represented in the following photographs and related accounts.

Fig. (**15**) refers to a set of photographs taken by Bárbara, Elsa and João on their School's Commemorative Day held in early February. They illustrate some of the activities they engaged in during that day, namely visiting experimental work by Chemistry students [left], and doing a visual screening [right].



**Fig. (15).** Chemistry lab and Visual screening - Promoting the pre-service teachers' integration the students and other teaching groups.

In particular, these photographs account for activities organized by other school's projects and learning areas than PE and School Sports, such as exhibitions of chemistry experiments developed by students and a visual screening organized by the members of the Education for Health school's project. João, as referred in the quote below, considers their involvement in the activities developed by the school community in general as one of the teachers' teaching role. Moreover, visiting the chemistry labs enhanced the opportunity for the pre-service teachers

to get acquainted to other learning area teaching groups, teachers, classes and students, thus facilitating their integration in school.

*We've paid a visit to the chemistry experimental lab. It allowed us to both contact with a different subject area and to relate to a different class of students. It is important that students understand that the PE teachers are interested in the work they do in other areas […]. We, therefore, arranged our schedule so we could participate in this activity too [João].*

On the other hand, João views on the visual screening highlights the relationship between the educational topics offered by the school as an institution, in this case health, and the local community.

Similarly, Vanessa reported an activity developed by the psychology group of her school related to a conference on psychoanalysis, in which she insisted on participating. For Vanessa, this opportunity further enhanced her connection to the school community; particularly, that with her own students and other students of the school in an informal way.

The participants also talked about informal encounters such as lunches and dinners amongst teachers from their own subject matter or other learning areas, as an aspect that intensified their interaction between pairs and integration in school.

Fig. (**16**) depicts the pre-service teachers Francisco, Vanessa and Inês [on the far right corner of the table] having lunch with the PE group-teachers after the school-cross country activity. The PE group is made up of eleven teachers, some responsible for the 7th to 9th levels of education, and others for the secondary level of education.

**Fig. (16).** PE Group Lunch – An informal interaction between pairs.

The Fig. (**16**) represents the support given to them by this group of teachers, the bond established with the PE group and the school in general, as well as an additional opportunity to share ideas, experiences and beliefs with PE teachers and other professionals of education.

Indeed, the 'U' shape regarding the disposition of tables suggests a supportive and interactive atmosphere as the participants talked about. Notwithstanding, the pre-service teachers are placed together and in a corner of a table, separated from the rest of the group. This might indicate that there are differences of status and affinity between the group of PE teachers and the group of pre-service teachers in school.

*Playing Complementary Roles to Teaching*

Fig. (**17**) illustrates Bárbara refereeing a Street Basket game on the School's Commemorative Day.

**Fig. (17).** Referring a Basketball game - An extra teaching role.

This was an unexpected situation since the refereeing was originally planned to be fulfilled by students. However, a PE teacher suddenly asked her to referee the games when she was entering the precinct. As such, in that particular moment and place, Bárbara had to promptly respond to the solicitation made to her and to mentally adjust and incorporate this role. Initially, she was somewhat apprehensive to perform this task.

However, the fact she had already taught basketball in her class, reviewing, therefore, its content recently, helped her carrying out this role correctly. Furthermore, the positive feedback she started receiving towards her referee duties from basketball athletes that were playing in this competition, also enhanced her determinism, satisfaction and efficacy in performing this task during the games. The haughty and rigid body posture adopted by the pre-service teacher in the photograph above, and her quote below, reveals this confidence.

> *Off I went! It was a very nice experience. I even refereed basketball players! In the end I was pleased to have completed this task conveniently.* [Bárbara]

This photograph symbolizes, therefore, the complementary roles to teaching that the pre-service teachers carry out in school where knowledge and recognition concurred positively to the performance of this extra role. In this particular case, the transferability of practical knowledge, learned from the planning and teaching tasks, were crucial to leading these extracurricular duties. Moreover, the

recognition of that knowledge and competence by others also seemed relevant to the pre-service teachers' performance in school.

The pre-service teachers, Nuno, Patrícia and Eduardo also reported a complementary task to teaching which caused some level of anxiety in them. Specifically, during their academic year in school they were expected to organize several extracurricular activities, 'Magusto' was one of those assignments. This is a Portuguese Autumn popular celebration, and to correspond to this day they planned a set of traditional games for the school community: students, teachers and staff.

The two photographs below (Fig. **18**) portray the 'Magusto' festive day in their school. Specifically, the image on the left corresponds to the programme of the day symbolizing all the planning and effort behind the organization of this activity. The photograph on the right depicts the actual day while demonstrating the students actively participating in the traditional games.



**Fig. (18).** "Magusto" – Developing an extracurricular activity in school.

Ultimately, the images represent the pre-service teachers' ability to organize and conduct this type of assignments. However, they also represent the students' response to the calling from their pre-service PE teachers to participate in these extracurricular activities, as Eduardo exposes below:

*These photographs convey their [the students] commitment and respect towards our request, as their teachers, concerning their participation in this kind of activity even though it doesn't add any extra points to their final classification in PE.* [Eduardo]

Yet, the pre-service teachers' circle of action transcended the boundaries of the school.



**Fig. (19).** The northern regional inter-school race – Representing our school in an extracurricular activity.

Fig. (**19**) portrays the pre-service teachers Bárbara, Elsa and João, participating in the northern regional inter-school competition with the group of students qualified from their school on a sunny and cold weekend day at the "Quinta da Rabada", in Santo Tirso.

> *We were assigned with the role of monitoring the group of students qualified from our school to the place where the regional cross-country running was held.* [Bárbara]

The cross-country running is one of the most important competitions of the school athletics activities. Every year the regional cross-country running

competition takes place in three distinct regions of the country, assembling all the students who qualified in the cross-country race held, earlier, in each of their schools.

The photograph on the top-left captures the pre-service teachers [in the centre] with their group of twelve students at the entrance of the race. Specifically, João is standing up behind Bárbara and Elsa who are kneeling down, surrounded by all of the students. This collective picture symbolizes the participation of their school in this sport event.

The bottom-left image shows a male student of Bárbara finishing the race. It represents the students' physical and mental strength; their effort, perseverance, success and happiness in participating in this type of competitions. The social feature of the event and a sense of reward and gratification are also highlighted as meaningful for the students' overall education, as illustrated below:

*I'm very proud of him. He is a very shy student without an outstanding physical ability to perform such a test. However, he asked me to participate in the regional race! 'Teacher, can I go?' Fortunately, there were some dropouts and he had the opportunity to accompany us to the next phase of the race. As such, if I hadn't insisted on him to participate in the school cross-country race in the first place, he would never have had the chance to participate in this sport and social event.* [Bárbara]

Finally, the photograph on the bottom-right exhibits the pre-service teachers Elsa [left] and Bárbara [right] expecting their students to cross the finish line. It represents the role of the pre-service teachers in supporting their students' participation; the good disposition of the two of them in being involved in this major competition, not as students but as teachers; as well as the festivity addressed to this type of sport events.

In this regard, Bárbara and João emphasized the richness and sociability of this sport event for all; Elsa and Bárbara highlighted the practical knowledge obtained on how these competitions are organized, as well as the fears in having the responsibility of accompanying the students in this event; and finally, Elsa and

João referred to the feeling of nostalgia due to the reversal of roles played, while recalling their participation in these cross-country competitions not as teachers, but when they were students themselves.

*This is an activity that I am very happy to have participated in, not only because […] the knowledge gained about all the organization behind this event; but mostly due to the festivity and the presence of a great number of people such as teachers, students, parents and other spectators.* [Bárbara]

*I remember commenting with Bárbara 'Oh my god, where do we have to take the students to? What then? […] But it was spectacular. We experienced all of those routines such as giving their snacks, taking off the athletic dorsal… that is, being in another position.* [Elsa]

*It was like reliving our school sport experiences when we were students. Now we experienced a whole new perspective – that of a teacher.* [João]

Besides previous sport experiences as students, the pre-service teachers' also revealed, in their talk, the importance of 'significant others' as, for example, former teachers, in performing their teaching roles:

*We encountered colleagues from our practicum training, met old teachers of the basic and secondary school, as well as teachers from our faculty too. We relied on each other in the course of this competition.* [João]

*Fostering a Good Relationship with Students*

In (Fig. **20**) the pre-service teachers Nuno, Patrícia and Eduardo set out to organize an activity designed for the group of PE teachers and their students: a school trip to 'Serra da Estrela'. This event was planned to develop new motor skills such as skiing but mostly, as the photograph below conveys, to enhance the socializing opportunities among the pre-service teachers and their students. Each teacher was responsible by a group of students during the trip.

**Fig. (20).** School trip to "Serra da Estrela" - Enhancing a good relationship with the students.

According to Eduardo, this visit to 'Serra da Estrela' was one of the crucial moments of his experience in school due to:

*[..] the bond created between us [the pre-service teachers] and other teachers and the improvement of our relationship with our students. From this day onwards, I felt greater proximity to the class.* [Eduardo]

Regardless, the extracurricular activities such as school trips, also posed challenges to the pre-service teachers both due to the responsibility of taking care of students and of dealing with unexpected situations. In this respect, Patrícia shared a singular episode with us:

*We were all [students and teachers] dressing up for a nightclub party when a student got missing. So, while the other students went to the disco with a couple of teachers supervising them, we [pre-service teachers] went looking for him. Eventually he appeared at the entrance of our hotel and nothing happened.* [Patrícia]

For Patrícia, this is another facet of being a teacher: being responsible for their students.

Video 1 illustrates an activity organized by a group of students framed within the 'project area' discipline held on the "School's Commemorative Day": street surfing Bárbara is trying to sustain stand up on a board.

**Video 1:**"Street Surfer in School" [see "Vídeo 1 - Estudo 3" attached].

Bárbara talks about the informal involvement between the pre-service teachers and students provided by this activity. In this regard, she underlined the acknowledgment of her skill in doing street surfing by the students as a significant aspect in forming a new image about them, pre-service teachers, on the students and in establishing a closer relationship with them.

*The most relevant thing here was that students looked at me in a completely different way. There was a kid, not a student of mine, who said 'Hey teacher you can ride this? Teachers, you're very cool!' This is very informal and may not mean anything but for me it meant that I was acknowledged by the students and, that fact, was very important to me.* [Bárbara]

For João this activity represented mainly the collaboration of the pre-service teachers with the students in organizing this workshop for the school's students. The boy in the right photograph is one of the students involved in the organization of this activity.

*They came to us in advance to help them organizing this event and as far as it concerns me, it was a success. All credit to them.* [João]

In this context, Vanessa believes that the PE teachers, and in particular, the pre-service PE teachers have a natural ability to approach students, to get close to them and, therefore, fulfil their role.

*[…] maybe because of our proximity in age or our similar looks… I don't know. Either way, the truth is we can easily understand them and get into them.* [Vanessa]

Elsa evolves this idea:

*The disposition of the students in a Gym is completely different from a regular classroom. We move around them, we talk, we touch, we manipulate. They like our subject. They feel motivated. So, this seems a fantastic opportunity to make a difference by conducting serious, reflective, engaging and comprehensive work.* [Elsa]

Through the presented photographs and footage, the participants described several key elements and situations that illustrate their social interactions in school. All of them related to extracurricular activities. In the pre-service teachers' discourse on this theme, there are particular traits recognizing a PE teacher as someone who extends his or her school practice beyond the instruction tasks. The PE teacher is the kind of person who actively participates in the activities developed by the school community and fosters a good relationship with his or her students, teaching colleagues and school staff. The affinity domain is here very strongly represented since it is in an allegiance with others that a teacher integrates her/ himself in school, engages in complementary roles to teaching and develops a good relationship with the teaching community. Some of the participants' accounts also informed the position that a pre-service teacher occupies in a school. Clearly still a student in the eyes of their teaching colleagues, and a close teacher to the students. Nonetheless, some markers of power in making their own decisions and in exercising their own actions were identified in their talk [e.g. developing their own activities and visiting the chemistry lab].

**Teacher's Mission**

The participants also accounted for a sense of mission in being a teacher, which involves assuming more elevated and comprehensive roles, such as: *connecting people to sport and physical activity and the transmission of values*. The situations presented below, encompass the notion of a teacher as an educator, a guide, and a model to his or her students. This concern is particularly expressed in Inês' words:

> *Nowadays, the children and young spend most of their time at school rather than at home with their parents. As such, the PE teacher, and the teachers in general, assume the role of sharing and passing over values to their students through their subject matter of specialization. For instance, a PE teacher can directly intercede in the hygiene and nutrition habits of the students, as well as transmit ideals of sharing and acceptance of differences*

*of others. And, more specifically, provide extra class sport activities to both foster the sport practice in the students and to promote in them awareness for its benefits. Being a teacher is, thus, a profession of values.* [Inês]


*Connecting People to Sport and Physical Exercise*

The following video 2 provides a glimpse to the teachers' training sessions and to the dance choreography held at school on April, 7th 2011.

**Video 2.** "Move Your Body For Your Health" [see "Vídeo 2 – Estudo 3" attached].

The event 'Move Your Body For Your Health' is an example of an extracurricular activity created some years ago by the group of PE teachers at the school where the pre-service teachers Francisco, Vanessa and Inês undertook their practicum, to motivate the students and the school community in general to actively and autonomously engage in the practice of sport and physical exercise

This promotional initiative involved all PE teachers creating a dance routine to pass on to the students of their classes to perform it together latter on to the school community. As such, two teachers, specialists in dancing designed the choreography of this academic year, and scheduled a weekly training session to teach the routine to their PE colleagues.

Francisco and Vanessa talked about the impact of this sport awareness event on students' education, the role of the PE teachers in it, and on their training sessions.

*We met every Tuesday at lunchtime to work on the choreography. It was the only extra time we got to be together.* [Vanessa]

*This footage aims to emphasize the significance of the physical exercise to our health. It represents the cooperation between teachers to fulfil their mission of fighting against the sedentary behaviours installed in our contemporary society.* [Francisco]

Inês also highlights the impact this type of events have on students' motivation to participate in these activities, extra to the subject matters' general curriculum, and in developing a liking for physical exercise and sport practice.

The photograph represented in (Fig. **21**) was taken at the main front of a social centre for children in need by the pre-services teachers Francisco, Vanessa and Inês.



**Fig. (21).** Social Centre - Creating sport opportunities outside school.

Their school was contacted by this local institution requesting them to develop a sport activity with their children and young. The school principal, in turn, summoned the pre-service teachers in order to respond to the request for their assistance and a collaboration was agreed between the school and the institution.

*This is a situation, which appeared this very week. It was not planned.* [Francisco]

Ever since the meeting with the school principal they started planning this project together with their cooperating teacher.

*We set out immediately to plan this activity. The main goal was to increase the contact opportunities of those children with a variety of sports, other than football. Particularly with those sports which they never had the chance to experience before.* [Vanessa]

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The pre-service teachers visited the social centre to meet the children and staff and to assess their resources. They instantly realized that they only had a football field. For this reason, most of the lessons would have to take place at their school. The activity was, then, aimed at 12 to 13 eight or nine-year old children of Year 3 and Year 4 of the primary school, and planned to happen once a week either at the social centre or at the pre-service teachers' school. The three pre-service teachers also all agreed to be present in the leading weeks activities to ensure the running of the first lessons. The work would thus evolve afterwards in rotation among them. Vanessa views echo the organizational conditions here exposed:

*We are thinking on starting up with swimming classes since it is the sport most requested by the children. This might be explained by the fact that they only have had contact with football so far. However, this will only happen if we can count with the presence of the three of us in the initial lessons because we do not know them and we do not know whether they swim or not. So… we will minimize the risks.* [Vanessa]

According to the pre-service teachers' earlier accounts, this project represents the link between the school and the local community. Specifically, the capacity of the school to respond to a request from its community. It symbolizes, therefore, them carrying over [to allude to the white van in (Fig. **21**) their practice and services as PE teachers beyond the school walls, as well as an additional opportunity to work with children of distinct levels of education than those they contacted in school. However, according to Vanessa this community work also brought new challenges to them:

*We had to develop new plans, new teaching strategies, and different ways to communicate with the students.* [Vanessa]

Regardless of the challenges encountered, the three pre-service teachers agreed upon the extra preparation provided by this initiative to enter the Portuguese teaching market in the future:

*This work led to us being better prepared for our presumable future work opportunities. We establish a parallel between this work and the 'curriculum enrichment activities' developed in the elementary levels after the day core school activities, which may be our line of work tomorrow, since there are no vacancies as teachers in middle and secondary schools.* [Vanessa]

In addition, Inês identifies a further meaning addressed to this task, very much related to the foundation of the Physical Education learning area both as a profession and as a pedagogical practice, which she breaks down into the three following main missions: teaching sport; raising awareness for the practice of physical exercise and sport in and out the school environment; and, more significantly, providing opportunities for all children and young to exercise and engage with sports.

*We will have the opportunity to go beyond the school. That is, to grab this opportunity and raise sport practice awareness on other children while giving them a chance to learn. Because, unlike many children whose parents enrol them in various sport activities such as swimming or in any other type of extracurricular activity, there are others who never had that opportunity to experience it. So, maybe we, as Physical Education teachers, and other teachers and people from other learning areas, can contribute with our knowledge to this purpose and 'give' ourselves to them in this sense.* [Inês]

In this line of thought, the pre-service teachers identified this extra role as one of the most enjoyable during their practicum training in school.

*Participating in this community work was a very positive and rewarding experience both for the students and us. They enjoyed our lessons and they liked us.* [Vanessa]

Fig. (**22**) represents a further attempt to promote the practice of physical exercise outside the school, not only by the students but also by their parents.

**Fig. (22).** Women Race in town - Promoting physical activity both in the students and their parents outside the school.

Specifically, the image captured by Elsa portrays two mothers, their daughters and a pair of other female students participating in the local town 'Women Race'. In the background of the picture is possible to have a glimpse to the city garden in which the race started and ended. Elsa invited the mothers of her students to participate in this event to raise awareness to the relationship between physical exercise and a healthy life and to promote a closer relationship between the students' families and the school.

> *Initially, they were reluctant about participating in this race because they did not promptly grasp the interest and relevance of this initiative but, in the end, they were positively surprised and satisfied with the experience. The number of people running this race overwhelmed them. They will surely participate again next year.* [Elsa]

*Transmission of Values*

The pre-service teachers Francisco, Vanessa and Inês created an activity to raise awareness for the person with disability and adapted sport in their school setting, termed as "The D Day" (Fig. **23**).

**Fig. (23).** The 'D-Day' - Transmitting values of acceptance and equality in school.

The "D Day", the short designation for 'The Disability Day', is a sport event which is developed every year by the students enrolled in the Adapted Physical Activity Master's Programme at the Faculty of Sport, University of Porto. The pre-service teachers thought meaningful to organize a similar activity in their school community to grant the higher purpose of promoting a space capable of creating feelings of acceptance in the students for the person with disability and adapted sport, as quoted below:

*Our activity, 'The D Day' symbolizes the sport to all. It is an activity to raise awareness of disability and adapted sport in the secondary school setting. Its main goal is to engage and sensitize the 'normal' students towards the person with disabilities and his or hers abilities. In addition, it also aims to make them fully aware of the importance of including disabled people in our society; and to make them realize that they can also get a chance in sport, like we do.* [Inês]

Fig. (**23**) tries, in particular, to convey the relationship between those two elements – "disability awareness" and "school", while overlaying the icon of the activity [basketball in a wheelchair] with one of the facades of the school. Moreover, and as the words – "A superação do limite", meaning "Exceeding your limits" -, printed on the window glass suggest, this activity also purported to instigate in each individual to aspire to surpass their own difficulties and barriers in order to become a better person.

In this respect, sport is a privileged arena to achieve this goal of overcoming mental and physical limitations while focusing on what one can do rather than in what one cannot do.

In order to run this event, the pre-service teachers started by looking for sponsorships [e.g. Multiópticas], contacting and inviting local institutions and associations to participate, such as CERCI [The Cooperative for Education and Rehabilitation of Non-Adapted Citizen] and the volleyball Association.

*Among other initiatives, we will try to have sitting volleyball and wheelchair basketball exhibition matches in this sport event we're organizing, as well as a visual screening.* [Vanessa].

We can then perceive from the pre-service teachers' later accounts that when planning the development of this sport event, they also had in mind involving the local community. Fig. (**23**), therefore, represents as well the pre-service teachers' endeavour to create a synergy between the school they were practicing in and its outer community.

*This activity is our contribution to the school thus it also aims to establish partnerships between the school and the local community.* [Vanessa]

Nonetheless, this initiative ultimately aimed to meet the general educational mission, which advocates that teachers of each disciplinary area should combine efforts in order to transmit values and attitudes of acceptance, inclusion, diversity and equality to their students.

In this last discursive theme, the participants talked about events which offered them the opportunity to go beyond what is institutionally expected (i.e. teaching and participating in school). They co-constructed the person of a PE teacher as someone who has the power to project and exercise higher roles, such as promoting the sport practice and physical activity in and out the school walls, and assisting the general education of their students through the transmission of values. For them, the PE teacher has this projective and transformative capacity. Furthermore, a collective perspective was also present in the pre-service teachers' accounts about this sense of a teacher's mission. They shared the

viewpoint that this higher duty should be considered as a situation of concern to all teachers as a professional group.

## Discussion

To better answer the research question guiding this study: How Portuguese pre-service physical education teachers [re]construct their professional identities through talking about themselves and others in relation to their teaching practices during the practicum training?, the discussion was organized based on Clarke's cartographic analysis[7] [6]. The findings of this research highlight, therefore, the various elements, situations of concern and embedded meanings in the participants' discourses, which legitimize a PE teacher identity. In addition, "photo-essays" were used to denote constructions of identity, or "ways of being 'certain kinds of people' " [p. 110], [1], or, more specifically, "certain kinds of teachers" [p. 828], [20]. Though Gee defined the notion of D-Identity largely in terms of how an individual is perceived [and talked about] by others [1], for the purposes of this paper, this concept is employed to encompass the ways in which teachers talk about themselves, others and about their teacher training experience.

The results on the participants' discourses show that their own peers, the cooperating teacher and supervisor, the PE and other subjects teaching colleagues, their students and those of others, are the most valued human elements to the participants' training experience and teaching practice in school. They also underlined non-human elements, such as the lesson plan, the PE equipment, instructional and pedagogical strategies, their personal computer,

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[7] To better address differences and complexities of postmodern social life, Adele E. Clarke offers a situational maps and analysis as an innovative supplement to traditional Glaser and Strauss's [4] grounded theory. This paper makes use of one of the maps introduced by Clarke: the situational maps. This analytic framework lay out the major human, nonhuman, discursive and other elements in the research situation of concern and provokes analyses of relations among them. The following questions that guide the outlined cartographic approach are: Who and what are in the situation? Who and what matters in the situation? What elements make a difference? [6].

school sports and the extracurricular activities as representative to them. All of these elements were related to particular events and to underlying meanings present in the pre-service teachers' discourses about their *classroom practice*, *learning-to-teach resources*, *social recognition* and *teachers' mission*.

The images depicting the pre-service teachers in *classroom practice*, such as studying the lesson plan, gathering the PE equipment, using different instructional models, teaching optional sport units appealing to the students, wearing attractive ornaments and using music in class, instigated the participants to talk about an institutionalized practice [1] within the teacher profession and teaching training, which is planning classroom instruction and teaching. The PE teacher is, therefore, recognized in the pre-service teachers' voices as someone who cares for planning duties and carefully prepares his or her lessons. Although the teaching tasks [in addition to classroom instruction: observing classes, writing-up reports, assisting in the form tutor duties or in the school sports practice, participating in the activities in the school and establishing synergies with the local community] included in the participants' discourses were sanctioned by the PE teacher education programme [23], the PE teacher is also described as a person who constantly searches for effective instructional strategies. Primarily, to enhance the students' learning process, and complementarily to improve their motivation and behaviour in class, as well as their commitment to the PE subject matter, and to unpopular sport units, in particular, such as Gymnastics.

In this way, the teacher is seen as a resistive and projective person [51] since he or she is constantly finding ways of surpassing the difficulties presented to them by the teaching training programme and the school structures, and of transforming the traditional perceptions of both, the teaching learning process and the teacher-student relationship [49, 50]. Regarding this, photographs illustrating the pre-service teachers implementing particular pedagogical strategies [e.g. dance steps; instructional and management routines], taken from their experiences with expert teachers and in the school sports practice to their PE classes, reflect a capacity of exercising agency [49, 50] to empower their practical knowledge and learning opportunities as teachers.

The discursive traits of the participants regarding this issue of *learning resources* seemed, therefore, to represent a PE teacher as an individual who constantly searches for professional excellence and updates his or her knowledge.

The circumstances listed so far echo the outermost levels of "environment", "behaviour", and "competencies" introduced by Korthagen [21] in his 'model of levels of change' defining a good teacher. These levels are very much related to the class, the students, their knowledge and skills. Reflecting, therefore, the primary concerns of a pre-service teacher: creating a suitable learning environment, devising classroom management and student control routines, dealing with disciplinary problems, developing instructional approaches, complying with teaching assignments and, above all, enhancing their teaching abilities [12, 13, 19, 21, 32].

Situations portrayed in other images, such as the school meetings, class observations, group of students and writing up activities were also identified in the participants' discourses as invaluable elements for their learning, practice and professional development as prospective PE teachers in school. They reflected both the institutionalized or legitimizing perspective [1, 23, 51] of the teacher training programme, as pre-service teachers, and the school structure [49, 50], while performing the role of a PE teacher in school; as well as the reflective nature of the teaching profession [12]. For example, writing-up reports on their lived experiences in school typifies all the documentary work imposed by the practicum training and school, as well as an opportunity to carry out a self-analysis and reflection on their own progress as teachers. Similarly, the school meetings, either only among the pre-service teachers, formalized by the presence of their cooperating teacher or shared with other teachers in department gatherings or in informal encounters [e.g. lunches and dinners], appeared in the participants' talk as key moments to collect and share beliefs, knowledge and experiences, as well as to the construction of their understanding of what being a teacher in school means. In this regard, the pre-service teachers work meetings intensified their learning progress in the sense that reflecting together on each other classroom performance, contributed to the improvement of their planning and teaching skills. Likewise, the mentoring meetings offered a

precious opportunity to gather knowledge and experience out of their cooperating teacher, relevant to their personal professional development. It also allowed them to collectively reflect upon their practice and learn responsibilities other than planning, teaching and monitoring the class, such as the form tutor duties. In this sense, the visits of the supervisor to observe their classes represented crucial temporal marks to their professional development. The pre-service teachers were, however, allocated into different schools and teaching structures that, somehow, conducted to distinct modes of socialization and shaped their disposition towards teaching. For instance, this was translated, in the participants' talk about the roles of certain individuals on their training: the supervisor, cooperating teacher, more experienced teachers and the school principal. The supervisor represents, on the one hand, the authority of the faculty teacher education syllabus, and the remaining elements, on the other hand, con figure "the values, attitudes and viewpoints of the [school context] floating into the [pre-service teachers'] everyday [teaching performance]" [p. 682], [23]. It could be argued, therefore, that the 'institutional' perspective to which Gee [1] refers to, impacts on the pre-service teachers' identity forming, as a consequence, a legitimized identity [51].

Still regarding the pre-service teachers' discursive thematic of apprenticeship, their group of students was selected as a key element to their professional development as well, for the everyday challenges they posed, and for the reflective exercises the participants had to engage in to overcome those difficulties. Furthermore, all of the learning resources listed above contributed greatly to a positive change of the participants' attitude as teachers, during their practicum training, in terms of confidence, resolution in making their own decisions. Here, their capacity of agency is emphasised [49, 50].

Hence, the earlier discursive traits suggest a type of teacher who reflects, individually or collectively, upon his or her practice; learns and shares knowledge with their peers and teaching colleagues; and is in constant development [18, 20, 22, 37, 38]. These identity bids reflect both, Korthagen's intermediary levels of change - attitudes and beliefs [21]-, and Shulman's set of attributes of a pre-

service teacher [12], such as their motivation to improve their practice and the capacity to engage in collective and individual reflection.

Moreover, the sense of belonging to a group was also very present in the words of the pre-service teachers when searching for "allegiance to, access to, and participation in specific practices that provided [them] the requisite experiences" [p. 105], [1]. Echoing, therefore, Gee's assertion that identities are validated in response to personal abidance [1]. That is, the participants constructed their professional identity while developing relations of affinity with the members of their professional learning community [1, 30]. Photographs capturing the pre-service teachers with other teaching colleagues encouraged discourses which recognized them as significant elements to their learning process and social interactions in school. In particular, the pre-service teachers searched for support among those they felt commitment to [1], which included their peers, cooperating teacher, university supervisor, and other teaching colleagues. They also felt affinity to and respect for particular people and identified themselves with pedagogical strategies used by others and in other contexts than teaching. For instance, a group of pre-service teachers drew special attention to a PE teacher colleague specialist in Ballroom dancing, who taught them Cha-cha-cha steps; and another, supervising their work of controlling the race laps in the school cross-country event. Both examples convey, nonetheless, the development of a commitment to this group of teachers and that their pedagogical values and practices were influenced by "whom they identified with in school" [p. 682], [23]. However, the former situation puts in evidence the search and acquisition of practical knowledge  by the pre-service teachers, as well as singular relational dynamics amongst teachers of a particular disciplinary group; whereas the latter, enforces the integration of the pre-service teachers in the school community through their collaboration in extracurricular activities organized by the PE teachers group. The pre-service teachers also recognized the influence of significant others in helping them to deal with their own difficulties, shift from being a student to a pre-service teacher at school, and in supporting their integration in school [32, 64]. This means that the participants also emphasized the value of good working relationships in their accounts [13, 19, 21, 32].

Regarding this, it is noticeable in the pre-service teachers' speech that their scope of action went far beyond simple instruction, to encompass also the *social interactions* and a more overarching role termed as the *teachers' mission*.

Several key elements and situations were described by the participants through photographs and footage to illustrate their social interactions in school. All of them related to extracurricular activities. These extracurricular activities, and related situations to which the pre-service teachers engaged into, either in school or in the local community, corresponded to the most significant and recurring element in the participants discourses for the multiplicity of roles they covered in their practicum training experience. Here, the duties required of a teacher go outside the teaching boundaries to recognize the significance of the extracurricular activities, as referred by Flores [32]. In the discourse of the pre-service teachers upon this theme, there are particular traits recognizing a PE teacher as someone who extends his or her school practice beyond the instructional tasks and is, for this reason, acknowledged by his or her peers. Namely, participating or developing activities beyond the core curriculum of the subject matter in school was considered as a complementary role to teaching. They also signified the acquisition of practical knowledge of how these sorts of activities are organized [e.g. school and regional Cross-country], as well as extra practice and training for the participants while preparing them to the teaching profession and current market of teaching [e.g. sport activity developed in the social centre]. These extracurricular activities also indicate the collaboration of the pre-service teachers with the PE teachers group, school and local community [e.g. school cross-country; school commemorative day] enhancing, therefore, their integration in school and their relationship with the school staff, teachers, parents and students [e.g. refereeing a basketball game, visiting the chemistry labs exhibitions and the school trip]. The affinity domain is again here very strongly represented since it is in an allegiance with others that a teacher integrates her/ himself in school, engages in complementary roles to teaching and develops a good relationship with the teaching community [1, 23]. Some of the participants' accounts also disclosed the position that a pre-service teacher occupies in a school. Clearly still a student in the eyes of their teaching

colleagues, and a teacher to their students. Nonetheless, some markers of power in making their own decisions and in exercising their own actions were identified in their talk upon the images portraying them, for example, participating by self-initiative in school and community's activities [49, 50].

In the last discursive theme – a *teachers' mission*, the participants talked about events which offered them the opportunity to go further beyond what is institutionally expected, i.e. teaching and participating in school [49, 50]. They co-constructed the person of a PE teacher as someone who has the power to project and exercise higher missions, such as promoting the sport practice and physical exercise in and out of the school walls, and assisting the general education of their students through the transmission of values. For them, the PE teacher has this projective and transformative capacity [51]. In this regard, Korthagen [21] calls for the "spirituality level" of being a teacher, also termed as "the level of mission", concerned with such highly personal questions as what is the teacher's work scope or what he or she sees as his or her personal calling in the world [p. 85]. In short, and as the author emphasises, the question of what it is deep inside us that moves us to do what we do; and of becoming aware of the meaning of one's own existence within a larger whole, and the role we see for ourselves in relation to others. This ability of extending their agency toward higher commitments in exercising their teaching roles, were also materialized, both in the selected images and their talk, in extracurricular activities. For example, the "Women's Race" symbolized the link between school, family and society; the "Move Your Body For Your Health" and the "Social Centre" events, a means to raise awareness to the practice of sport and physical exercise to all: teachers, students and their parents. The sport activity developed in the social centre offered opportunities for the sport practice outside the school setting; and the "D Day" provided an invaluable way of passing along core moral values to the students and school community in general, such as acceptance, self-worth, diversity and equality. Finally, a collective perspective [1] was also present in the pre-service teachers' accounts about this sense of a teacher's mission. They shared the viewpoint that this higher duty should be considered as a situation of concern to all teachers as a professional group. This last point, echoing similar

passages in this section, highlights the fact that the discourses under scrutiny in this study were not just those used to describe specific individuals, but mostly those that apply to teachers as a group and the responsibilities of teachers as a collective [1, 23]. It is highlighted, nevertheless, that despite the participants' understandings being jointly built and largely induced by both, the group focus and photo elicitation, the process of professional identity formation is a personal journey [65].

**Conclusion**

This paper has taken Gee's discursive perspective on identity as its core concept [1], the relationship between "structure" and "agency" [49, 50], as well as the three notions of a collective identity - "legitimizing identity", "resistance identity" and "project identity" [51], as subsidiary theories. The discourses of pre-service PE teachers about their day-to-day school practices uncovered how they [re]shaped their professional identity during their teaching-learning placement.

Specifically, the voices of pre-service PE teachers referred to their *classroom practice*, *learning-to-teach resources*, *social recognition* and *teachers' mission*. Within these key discursive themes, core elements, situations of concern and embedded meanings were distinguished in the participants' discourse related to their experiences in teaching practice and, consequently, to the complexity of their identity construction.

As such, the results indicate that the participants describe the PE teacher as someone who cares for planning duties and carefully prepares his or her lessons, which are examples of institutionalized roles and structure of the teaching profession. This view was particularly expressed in the pre-service teachers' talk related to images depicting the pre-service teachers in *classroom practice*, such as studying the lesson plan, gathering the PE equipment, using particular instructional and pedagogical strategies. The findings also reveal the PE teacher as a person who constantly searches for effective instructional strategies to enhance both his and her students' learning process, as well as their own

practical knowledge; and, ultimately, to transform the teaching-learning process. This perspective was shared in the participants' discourse towards photographs illustrating themselves in situations which supported their *learning process as teachers* like: implementing pedagogical strategies transferred from their experiences with expert teachers and in the school sports practice. Other evidence points out to the same set of images disclosing a pre-service teacher capable of exercising agency while constantly searching for professional excellence and updating his or her knowledge. These identity bids built, therefore, an image of a teacher with resistive, projective and transformative abilities. The results suggest further a type of teacher who reflects, collectively and individually, upon his or her practice; learns and shares knowledge with their colleagues; is in constant development; and builds his or her identity in allegiance with others.

These identity traits are portrayed in other images, such as the school meetings, class observations, group of students and writing-up reports. The results also indicate that the participation in extracurricular activities enhanced the participants' opportunity to be *socially recognized* by the teaching community and to build a sense of *mission*. In this respect, the participants' disclosed particular features in their accounts recognizing a PE teacher as someone who extends his or her school practice beyond the instruction tasks and has the power to project and exercise higher roles. Specifically, images related, for instance, to the school cross-country, refereeing a basketball game and visiting the chemistry lab described a PE teacher engaged in complementary roles to teaching, integrated in his or her school community and fostering a good relationship with other teaching colleagues, students, and the students' parents, among others. Furthermore, activities such as the "Move Your Body For Your Health", the "Women's Race", the "Social Centre Activity", and the "D Day" disclosed a PE teacher who promotes the sport practice and physical exercise in and out the school walls and assists the general education of their students. The affinity perspective is again emphasized as a feature of a PE teacher since it is in allegiance with others that a teacher establishes interpersonal relationships in school and exerts his or her mission.

We, therefore, strongly believe that the photo elicitation combined with the focus group interview technique [3, 7], i.e. the image and discourse together, unfolded new ways of exploring how the pre-service teachers learn to "become teachers" and [re]shape their teacher identities during the process. It also empowered the participants to construct a collective meaning of their teaching practices in school and, consequently, what meant for them to be a teacher, in general, and a PE teacher, in particular.

Hereby, there is a need for research to continue investing in giving voice to the student-teachers, and in using different methods, such as the visual evidence, to foreground the PE teacher education programmes and the role of identity in the process of becoming a teacher. For instance, further research should consider focusing in a single community of practice using non-participant methods of observation combined with visual records for an in-depth approach to the process of how learning about teaching occurs and how the pre-service PE teachers' construct and reconstruct their teacher identities through social participation.

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**Conflict of interest**

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**CAPÍTULO 4**

# Reconstructing a supervisory identity: The case of an experienced physical education cooperating teacher

**Mariana Amaral da Cunha**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Paula Batista**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Ann MacPhail**

University of Limerick

Department of Physical Education and Sport Sciences


**Amândio Graça**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)

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**Abstract**

Cooperating teachers' teaching perspectives and participation in initial teacher education have been frequently considered as ways to understand teachers' learning trajectories and professional identity at workplace settings (Clarke and Jarvis-Selinger, 2005; Clarke et al.2014; Lave and Wenger, 1991). A case study approach was employed to examine the challenging supervisory experiences of a highly experienced physical education cooperating teacher that led to the reconstruction of her professional identity. Data were collected throughout a one-year school placement and included three semi-structured interviews with the cooperating teacher and the cooperating teacher's daily journals entries. Analysis was informed by grounded theory coding procedures. Themes included: (i) the challenge of changing entrenched teaching and mentoring practices to connect with pre-service teachers; (ii) reconfiguring mentorship to expand pre-service teachers' limited teaching ideas and range of teaching tools; and (iii) the possibility of practicing different mentoring strategies for different 'types' of pre-service teachers. We infer that contextual factors and teaching perspectives play a role in the cooperating teacher's legitimate peripheral participation in teacher education and constitutes elements of her professional identity development.

Keywords: legitimate peripheral participation, professional identity, school placement, teaching perspectives, workplace learning

**Introduction**

The higher education reform enacted by the Bologna Process resulted in the reconfiguration of Physical Education Teacher Education (PETE) programmes in Portugal (Batista and Pereira, 2014). The former five-year undergraduate programmes were replaced with a three-year undergraduate degree, followed by a two-year Master's degree scheme where students have no specific exposure to teacher education in the first three years of the programme, but have the opportunity to immerse themselves in a teacher preparation curriculum for the final two years. While the reconfiguration promotes the intended Bologna Process outcomes of mobility, comparability and compatibility, it has resulted in the scientific domains of teacher education (e.g. pedagogy of sport, motor development, sports physiology and anatomy) residing in the first three years and the pedagogical and specific didactic elements of teaching physical education (e.g. sport didactics, educational psychology and educational research methods) in the final two years. The reconfiguration of the curriculum has resulted in a wider spectrum of candidates entering undergraduate programmes (Graça, 2013).

The school placement setting and cooperating teachers (CTs) have been considered by pre-service teachers (PSTs) as the two most important contributors to success in their professional programmes (Clarke and Jarvis-Selinger, 2005; Clarke et al., 2014). It is therefore expected that CTs' perspectives on teaching and pedagogical supervision, as well as their work conditions, give meaning to the ways in which they participate in teacher education and construct pedagogical relationships with PSTs (Clarke et al., 2014). Additionally, the changes in the structure of teacher education courses, and the corresponding impact on PSTs' recruitment and preparation, are likely to affect the CTs' views, practices and professional development as CTs (Bechtel and O'Sullivan, 2006; Clarke and Jarvis-Selinger, 2005; Webster-Wright, 2009). This can result in CTs' teaching and advisory perspectives being challenged and a subsequent change in their conditions for professional learning. This supports the assumption that teachers' significant learning occurs from their participatory practices in the workplace (Hagger, 2004; Webster-Wright, 2009).

Recent research (Leeferink et al., 2015; Webster-Wright, 2009) has focused on continuing professional learning in the workplace setting. Within the context of

physical education, this has included studies on university and school partnerships (Chambers and Armour, 2012) and school placement (Standal et al., 2014). There has also been interest in exploring the triadic relationship between PSTs, CTs and university tutors (Meegan et al., 2013), with a specific focus on CTs' contribution to effective PETE programmes (Young and MacPhail, 2015). Learning in and from workplace situations is understood as a complex social process during which teachers engage with authentic work experiences (i.e. real and lived) situated in their teaching practice, giving meaning to their role and the tasks they participate in (Illeris, 2011). By providing meaning to these experiences, new knowledge integrates with existing knowledge into the teachers' conceptual framework. As a result, their professional identities are reconfigured (Boud et al., 1985; Fletcher, 2012; Wenger, 1998).

While CTs have been the subject of a great deal of study (e.g. supervisory approaches and practices, training programmes, the nature of feedback given to PSTs, and the power relations between the CT and PST), little consideration has been given to the CTs' work context and the influence that their teaching perspectives and supervisory practices have on the construction of their own professional identities (Leshem, 2014). This study addresses this lack of consideration by examining the challenging supervisory experiences of a CT related to professional identity construction. To this end, Legitimate Peripheral Participation (LPP) (Lave and Wenger, 1991) and CTs' teaching perspectives and ways of participation in initial teacher education (Clarke and Jarvis-Selinger, 2005; Clarke et al., 2014) are the chosen analytical lenses.

## Learning, participation and discourse: Three central ingredients for professional identity examination

### Workplace learning

Research in continuing professional learning (Illeris, 2011; Lave, 1993; Lave and Wenger, 1991; Leeferink et al., 2015) has explored how teachers learn in and from workplace life. The intention of this line of research is to offer an alternative understanding to the traditional conception of the process of acquiring knowledge, while changing the focus of discussion from content delivery to the

examination of authentic practice experiences. Workplace learning involves interrelated personal and social aspects, including past and present experiences gained in multiple situations and contexts over time, and comes from active participation and meaningful engagement in the tasks and roles of the workplace setting (Boud et al., 1985; Leeferink et al., 2015; Wenger, 1998). Subsequently, shifting workplace contexts and lived experiences influence CTs' teaching perspectives and the ways they participate in teacher education and interact with PSTs, two elements that give shape and meaning to their supervisory practices (Clarke and Jarvis-Selinger, 2005; Clarke et al., 2014). Clarke and Jarvis-Selinger (2005) and Clarke et al. (2014) share what could be considered an 'inventory' of teaching perspectives and typologies of participation with differentiated foci. These range from modelling practices, content and subject matter expertise, activities and practicalities of the school classroom to emotional and relational components, learners' development, and political and ideological concerns. Subsequently, contexts and workplace situations play a role in the transformation of CTs' practical experiences into learning (Leeferink et al., 2015) and, as a consequence, help to develop their professional identity.

**Professional identity and LPP**

The development of professional identity is recognized as a central process of being a teacher and recent literature has drawn attention to the close connection between identity and learning, practice, and discourse (e.g. Izadinia, 2014; Trent, 2013). Specifically, the concept of LPP has been used as a theoretical framework to understand the nature, meaning and processes of learning trajectories at work, as well as the reconstruction of teachers' professional identities within educational settings (Fuller et al., 2005; Kelly et al., 2007; Wenger, 1998).

Learning derives from the individual's active and informal 'participation in a social practice' (Lave and Wenger, 1991: 43) and considers the whole person, the activity, the relationships and context as integral parts of the learning process. Lave and Wenger (1991) captured this complex notion in their concept of LPP. It is defined as the process by which 'old-timers', who participate in an activity or belong to a workplace, assist new entrants (referred to as 'newcomers'), who

initially assume limited responsibility, to move progressively towards full membership in the sociocultural practices of their community while interacting with the old-timers. Such interactions allow new entrants to gain skills, knowledge, norms, habits, discourses and the understanding necessary to perform central tasks relating to the activity or in their workplace. Although communities are described as generally stable, cohesive and welcoming entities, Lave and Wenger (1991: 36) acknowledge that engaging in 'peripherality' involves 'relations of power'. Thus, the way power is exercised can make LPP either an 'empowering' or 'disempowering' experience (Fuller et al., 2005: 53) for both old-timers and newcomers.

Such tensions forged in the movement from marginal participation towards full participation in tasks of increasing accountability cause changes and transformations in teachers. Thus, learning implies becoming a different person (Lave and Wenger, 1991), with respect to the possibilities enabled by the LPP spectrum of participation. As a consequence, identities are (re)built (Kelly et al., 2007; Lave and Wenger, 1991). In addition, CTs adopt stances towards the tasks in which they engage. They position themselves differently and are positioned differently by others, resulting in a reconfiguration of their professional identities. For this reason, CTs' professional identities are in a state of constant transformation (Lave, 1993), through a process which 'consists of negotiating the meanings of our experience of membership in social communities' (Wenger, 1998: 145).

**Professional identity and discourse**

Learning and identity are not exclusively experiential and participative (Lave and Wenger, 1991; Wenger, 1998), with the suggestion that both elements are developed to a significant degree by discourse: 'speech is equally a means of acting in the world' (Lave and Wenger, 1991: 22). Although discourse is manifested through language, it goes beyond the words used; it consists of a system of beliefs, perspectives, intentions, attitudes, actions, values and meanings that exist within the prevailing social and cultural practices (Clarke, 2008; Danielewicz, 2001). According to Correia et al. (2014), discourse is the

primary way in which identities are constructed and negotiated, given that it is always performed with other people and that those other people are the ones who are able to legitimize identity.

As such, discourse is directly associated with issues of recognition. Gee (2000-2001:99) defines identity as: 'being recognized [by one self and others] as a certain' 'kind of person'', in a given context'. He perceives discourse and dialogue as an 'individual trait' (Gee, 2000-2001: 103), for teachers construct and sustain their 'activities, perspective and identities' (Gee, 1999: 4) through discourse, echoing Danielewicz's (2001: 11) understanding that 'engaging in language practices shapes an individual's identity'.

Discourse also takes place in the doing (Wenger, 1998). Learning to become a legitimate participant in a community involves learning how to talk (and be silent) in the manner of full participants (Lave and Wenger, 1991). Gee (1999: 11) clarifies that, 'when we speak or write we craft what we have to say to fit the situation or context in which we are participating'. A teacher's LPP and identity development are, therefore, built through language used in tandem with actions, interactions, non-linguistic symbol systems, objects, tools, technologies, and distinctive ways of thinking, valuing, feeling and believing (Gee, 1999).

In sum, workplace learning, LPP and discourse in professional communities have been extremely useful in explaining empirical data on learning and identity reconstruction. However, Fuller et al. (2005) have drawn attention to the fact that, in placing the emphasis on learning as a progression from newcomer to full participant, Lave and Wenger (1991) failed to investigate the ways in which the learning of experienced workers occurs. Of particular interest in this study is the challenging incidents experienced CTs face in guiding PSTs towards an effective teaching– learning process. Our study aimed to address this oversight by presenting case study evidence on the ways in which contextual and identity factors underpinned the means by which an experienced physical education CT negotiated her professional identity in interactions with PSTs throughout the duration of a one-year school placement.

## The study

### Research context

The study was conducted during a one-year school placement, the completion of which is a requirement of a Master's of PETE programme at a university in Portugal. This was the first group of PSTs to undertake the school placement as part of the reconfigured programme detailed at the beginning of the paper. The Master's is a two-year postgraduate programme that qualifies the prospective teachers to teach 10 to 18 year-old school pupils. In year one of the Master's programme, PSTs are exposed to sport sciences, general education, didactics, initial teacher education and educational research methods. In the second year of the programme, PSTs undertake a one-year school placement and, at the beginning of the year, every PST is assigned to a partner school (in which they will complete their year-long placement) and a CT of their choosing, after which university staff establish protocols. University staff ascribe particular importance to the role of the CT in the pedagogical supervision process. The CT is an experienced physical education teacher who supervises three to four PSTs, provides access to his/her classes in order that each PST can gain some teaching experience, is present in all of the PSTs' lessons and supervises their practices throughout the duration of the school placement. In addition to the CT, a university supervisor is assigned to each cohort of PSTs to coordinate the pedagogical supervision with the CT and supervise PSTs' final reports.

### Research design

A longitudinal case study approach (Bryman, 2008; Yin, 2009) was employed in this study. Case studies allow researchers to examine, explore and understand a complex issue in real-world contexts, while relying on in-depth data collection techniques (Creswell, 2007). In doing so, it is possible to better understand important features, as well as critical incidents related to a phenomenon being studied over a prolonged period of time (Newby, 2010). In this study, the case was a physical education CT who was responsible for supervising a group of PSTs during a school placement requirement of their PETE programme.

**The case**

The CT (referred to by the pseudonym Antónia) was a full-time physical education teacher with over 25 years of teaching experience in urban secondary schools in northern Portugal. Antónia was also an experienced CT with 22 years of involvement in supervising and mentoring PSTs. She had also successfully completed a postgraduate qualification in pedagogical supervision. The CT hosted a cohort of four PSTs at her school for the duration of the one-year school placement.

**Data collection**

Semi-structured interviews were conducted with Antónia to explore how she experienced the process of supervision and negotiated her professional identity in the process. She agreed to be interviewed at the school three times throughout the placement (December, March and June). Each conversation lasted between 45 and 75 minutes and began with an icebreaker question to instigate dialogue and encourage Antónia to speak freely, openly and truthfully. Following on from this, a number of open-ended questions were posed in relation to Antónia's supervisory role and her opinions on the PSTs' development, as well as with regard to her views on school in general, and teaching and learning nowadays. Depending on Antónia's responses to the initial topic questions, follow-up was done by additional questions with a view to probing particular aspects in more detail. Demographic information was also elicited from Antónia in the initial interview to contextualize the case study, including her academic qualifications, her teaching experience, the school's environment, her roles and responsibilities, and her supervisory experience. The interviews were audiotaped and transcribed verbatim. Antónia was asked to complete a journal documenting the three academic terms of her mentoring process with the PSTs and data also included her journal entries as background and actual data, to enhance reliability and triangulation of the findings. The journal was prepared in a semi-structured format by the researcher (the first author of this article) and required the CT to reflect on the PSTs' daily lives and tasks undertaken in school, the type of support given to them, her perceptions of how they were learning to become teachers, dilemmas

encountered, and thoughts on her mentoring practice and professional development. She decided to type her journal entries daily, resulting in a total of 198 pages. Data from the journal and interviews were imported to NVivo 12 for storage and further coding analysis.

This study was approved by the lead author's university. An informed consent form seeking approval to use the data collected to inform the study was completed by the CT. A pseudonym was assigned to the CT to ensure anonymity and confidentiality.

**Data analysis**

Using grounded theory (open, axial and selective coding) (Strauss and Corbin, 1990), an inductive thematic analysis was employed by distilling the text of each interview transcript and journal entries into core themes that reflected the overall discursive context with regard to Antónia's supervision challenges and learning trajectories. First, the transcriptions and journal entries were read and reread thoroughly. Second, the transcriptions and journal entries were coded with regard to the challenging supervision experiences described by the CT (open coding). Third, those codes were compared, contrasted and aggregated (axial coding). In this phase, the researchers engaged in ongoing conversations to reconcile disparities. Fourth, similar patterns were revised, compared, contrasted, deleted and then clustered into broader categories (selective coding) using the constant comparison method to refine the codes until data saturation was reached. Final themes were developed and agreed: (i) the challenge of considering changing entrenched teaching and mentoring practices to connect with PSTs; (ii) reconfiguring mentoring to expand PSTs' limited teaching ideas and range of teaching tools; and (iii) the possibility of practising different mentoring strategies for different 'types' of PST. The themes are representative of the complexity of Antónia's discourses, reflecting her lived challenges and the (re)construction of her professional identity.

**Results**

**The challenge of considering changing entrenched teaching and mentoring practices to connect with PSTs**

This theme focuses on the contrasting personal qualities of the CT and the PSTs, and on the consequent challenges the CT faced while attempting to convey her ways of viewing the teaching profession to PSTs.

At the start of the study period, Antónia conveyed confidence in her mentoring abilities:

> *I think I'm fitted for this [being a CT]. I like it. I really do*. (Interview 1).

However, the PSTs she encountered during the school placement posed a significant challenge to her mission of developing competent teachers. She reported that the cohort of PSTs not only had profiles substantially different from each other but also from previous PSTs she had worked with. Antónia disclosed that the behaviour of the PSTs and their performance revealed a lack of content knowledge and difficulties with oral and written communication. She also pinpointed the PSTs' limited initiative in designing instruction:

> *He [PST] modifies [his planning] according to my suggestions. I never saw him get here and say, 'Antónia, today I will work this way or that way. Look, what do you think if I present this activity to the class?' (...) A lesson that only meets the didactic goals is different from another [lesson] that has fun activities that motivates the kids, right?* (Interview 2)

Antónia also perceived a lack of commitment, responsibility and decorum with regard to conduct on the part of the PSTs and even a certain level of disregard for their physical appearance. The following extract illustrates the former observations:

> *He prepares the lesson in a rush, without rigour. (...) He has multiple professional activities (...). I feel that he became increasingly disconnected from the practicum.* (Journal – Lesson observation notes, 23 April)

This was further aggravated by Antónia's belief that some of the PSTs were not aware of their own weaknesses and were initially conceited and resistant to feedback:

*She [PST] was a 'kid' full of convictions. She believed she knew and controlled everything.* (Interview 2)

*She does not understand or accept my criticisms. I was a bit harsh. I told her that she has to worry more about her performance as a teacher. ( ...) She cried.* (Journal – Reflection after the lesson, 9 November)

Initially, Antónia tried to rationalize these observations with the change in expectations of PSTs that had arisen through the reconfigured teacher education programmes under the Bologna Process (mentioned earlier in this paper). She admitted that the behaviour and practices of the PSTs aroused feelings of anxiety and insecurity regarding what she could expect from them. Specifically, the context in which she found herself led to her revisiting, reflecting on and eventually rediscovering the qualities that she most valued in a teacher, and in herself as a CT.

Antónia first attempted to compromise her visions as a teacher to accommodate the PSTs' self-attributes and assist their needs:

*I think I will try everything for her [a PST] to experience a good journey.* (Interview 1)

However, her inner self surfaced when admitting that she attempted to change the PSTs by mentoring professionalism traits that mirrored her convictions and practices:

*I want them [PSTs] to understand that we are much happier professionally if we always have a clean conscience and fulfil our duties (...). If they always prepare their lessons, even if it means just scribbling in a notebook. If they always plan their work and keep their records, it is much easier and brings so much more satisfaction. And, this is what I want them to internalize: that they should create habits of certain ways of being [in the profession].* (Interview 1).

Antónia shared her inability to surrender her embedded beliefs and practices of an effective teacher:

*I had to make an effort because I'm not a very tolerant person. (...) to be patient and breathe deeply. Especially, when they [the PSTs] are very different from me. (...) that's a difficulty I have to [overcome]. (...) I have to work it out to be able to hear them (...) to accept (...). To accept that you can get to the same result in another way (...). I think we must develop that capacity but it's not easy.* (Interview 1)

Thus, the CT recognized the importance of trying to put aside her own biases in an attempt to listen and remain open to alternative perspectives from the PSTs, although this was clearly a challenge.

**Reconfiguring mentoring to expand PSTs' limited teaching ideas and range of teaching tools**

This theme introduces the challenge of PSTs' limited expert knowledge and skill, evident in the activities they engaged in daily during their school placement. This, in turn, reconfigured Antónia's supervisory strategy in order to empower the PSTs as teachers.

Antónia emphasized the uncharacteristic lack of specialized knowledge and teaching skills evident across the cohort of PSTs. In the light of this, she revealed that a primary challenge for her was to attempt to understand the origins of such a poor repertoire. She reported that, as the year progressed, she got to know the PSTs and realized that, in contrast with PSTs of previous years, this cohort had a limited background of life experiences in sport and rarely talked about prior secondary and higher education experiences. The CT suggested that the PSTs' limitations in knowledge and skill were amplified by the fact that, contrary to previous students, they came from different institutions of higher education and undergraduate programmes with varying standards, and that this was combined with dissonances in beliefs and conceptions of teaching. As a consequence, Antónia's reflection portrays a conflict of opinion between a PST and herself as a CT:

*You should not do this or that because I think you should do it, but rather because YOU believe it is the best way.* (Journal – Reflection after the lesson, 15 November)

*[At the end of the lesson] he told me, 'Ah! I was very aggressive to the students.' I countered, 'Oh Duarte [pseudonym], it's not so. You weren't aggressive. You were firm. They're totally different things. It's being firm. It's being an organizer. It's being a leader. It's not aggressiveness. It's not being harsh.' And I think he confuses these concepts a lot since he elaborated on the motive, 'It's that I think I get emotionally attached to them and, then, I do not want to hurt them.' This is the reason why he's not being able to (...) [evolve].* (Interview 2)

Antónia admitted to reconfiguring her mentoring strategy in an attempt to deconstruct the PSTs' entrenched and narrow ideas about teaching and learning in physical education, and at the same time enable them to expand their repertoire of teaching tools (i.e. content and pedagogical knowledge and teaching skills) to comply with their role as teachers. She explained that in order to accomplish the latter goal, she felt the need to review her long-time mentoring methods. Antónia realized that she had to alter her approach and this resulted in her lowering her expectations of, and changing her advice to, PSTs:

*I planned and monitored the unit schemes, the lesson activities and the class management issues closely together with them, using a blackboard to lay out all the discussed aspects.* (Interview 1)

Given the apparent recreational game and group dynamic activity foci that the PSTs favoured, Antónia reported that she struggled to convince the PSTs that they should focus on the learning of basic sports skills:

*(...) it took an effort [on my part] to focus on the content and learning. To focus on what our task here is: what the effective teaching of physical education programmes and the development of the kids through sport is.* (Interview 2)

**The possibility of practising different mentoring strategies for different 'types' of PST**

This theme focuses on the CT's interrogation of her own identity, her mentoring ability to address all the PSTs' needs and her subsequent and progressive feelings of demoralization with regard to the CT role.

The relationship with one particular PST led Antónia to an identity crisis. Antónia reported that at the beginning of the school placement she immediately

identified that a particular PST had difficulties when it came to leading a class, reinforced by difficulties with instructional design, lesson planning and implementation. The CT's incredulity at this PST's stubbornness, and inability to listen and modify his behaviour in order to improve his performance in class was clearly evident, ultimately constraining the mentoring relationship:

*At some point [of the lesson] I went to him and said, 'For God's sake! You must provide some information. Some technical corrections towards these [the students'] absolutely terrible moves.' Right? (...) 'You're not a playground monitor. You're a teacher!' (...) He just looked up at me, narrowed his eyes like this [cat-eye like], pensive and in disbelief, and uttered that he didn't agree.* (Interview 3)

Antónia reported how she attempted to relate to this PST's convictions, as well as his practices, throughout the course of the year. She planned the lessons with him, attended all his classes, provided feedback at the end of each lesson and had long informal talks with him. However, unlike his peers, this PST appeared constrained by Antónia's constant presence in his class and continuous feedback. For these reasons, she disclosed that she tried to become as inconspicuous as possible to make him feel more comfortable:

*(...) sometimes I choose to be in and out of the class to give him (...) [space]. So that he doesn't have me there, looking at him, all the time (...).* (Interview 2)

However, whenever she assessed that this PSTs' actions were jeopardizing the pupils' safety and learning, she could not help herself from intervening:

*I think I also have another role, which is, if they are making mistakes, I shouldn't let them.* (Interview 1)

Antónia asked the PST's peers to attend his classes more regularly and help him in his teaching practice. Antónia also revealed that she encouraged them to share their views more often with the PST on his methods of instruction and approaches to planning, implementation of the teaching–learning progression and leadership. Antónia considered that this PST would be more disposed to listening to his peers than her, and the following extract exemplifies the CT's attempts to reduce her level of direct interaction with him:

*Fortunately, [name of the PST's peer] was also present in his class and saw it all. He said to him, 'What was that? Didn't you see the students kicking the door?' (...) I have asked them to talk to him, even without me being present, but they're starting to lose their patience as well.* (Interview 1)

As a result of the strategies outlined, Antónia admitted that she occasionally noted slight improvements in this PST's leadership skills. However, the constant setbacks in his development and the failure of the mentoring strategies employed led to her experiencing a whole variety of sentiments that ranged from deep concern, discomfort and disbelief to frustration, exasperation and impatience:

*He was a little better than usual.* (Journal – Lesson observation notes, 18 April)

*Over all these years I had problems with two or three PSTs, but I honestly do not blame myself for it. Sometimes I have insecurities (...).* (Interview 2)

(...) I lost my mind. (...) I snapped at him. (Interview 3)

Antónia admitted that she started to feel powerless and that her willingness to endure the situation was dwindling. She started not trusting this particular PST with her class and relying more on the help of his peers until her resolution as a mentor reached a breaking point. The PST's performance in his last class of the school placement raised doubts with regard to her own ability to be a successful mentor:

*Did I really teach him nothing?* (Interview 3)

Antónia considered the extent to which her mentoring abilities did not allow her to successfully help all the PSTs to become competent physical education teachers. She further reflected as to whether she should continue as a CT, thus finishing the school placement period on a very different note from the start:

*This [the mentoring role] is a difficult thing for me because I'm in a very bad phase of my existence as a CT. (...) I have to rethink very well about how to deal with certain PSTs.* (Interview 3)

## Discussion

Antónia's discourse conveyed several challenges evoked by the workplace context of a particular year of pedagogical supervision. Talking about these challenges revealed her personal dispositions, her teaching perspectives and the way in which she viewed CTs' legitimate participation in teacher education. Such challenges and revelations disrupted the development of her advisory practices and forced her to question her professional identity, both as a physical education teacher and a CT.

First, she stated that she had a difficult time reconciling her understanding of a worthwhile teacher identity with the personal characteristics she found in her new cohort of PSTs (Leeferink et al., 2015). This state of affairs created a conflict with her supervisory identity. Acknowledging that CTs' personal attributes and beliefs affect their practice and are crucial to the mentoring process (Bechtel and O'Sullivan, 2006; Hudson, 2014), Antónia felt the need to affirm to the group of PSTs her professional identity and, in particular, what she valued in a teacher and how she perceived the teaching profession (Danielewicz, 2001; Gee, 1999; Lave and Wenger, 1991; Wenger, 1998). This aligns somewhat with Bechtel and O'Sullivan's (2006) observation that some teachers believe they have to develop workplace practices that are aligned to their conception of how best to enact professionalism.

Antónia's view of a good teacher was someone who builds their profession on principles of responsibility, seriousness, decorum, humility, commitment, persistence and sacrifice, as well as someone who prepares their lessons in advance, implements motivating activities and keeps a record of what happens in class. The assumption that CTs can make a difference to PSTs' teacher education empowered Antónia's legitimate participation and her position and role,

both in school and in the higher education community (Fuller et al., 2005; Lave and Wenger, 1991). It also assured her of the necessity of her approach to mentoring centring on the development of the person through the dissemination of her notions of teacher professionalism and teaching (Clarke et al., 2014). This assertion influenced her mentoring practices and decision-making (Bechtel and O'Sullivan, 2006), and was evident in her efforts to encourage the PSTs to model their moral codes, behaviours and teaching perspectives on hers (Clarke and Jarvis-Selinger, 2005).

Another challenge posed by the workplace setting in which Antónia found herself was the PSTs' limited specialized knowledge and skills. This, together with the unexpected personal traits of the PSTs described earlier, did not bode well for an exciting learning trajectory for Antónia. Antónia believed that specialized practical knowledge on a subject influences a teacher's ability to teach and, ultimately, is what legitimates a teacher's identity (Lave and Wenger, 1991; Wenger, 1998). Her remarks on poor teacher socialization skills also emphasized her belief that prior sport and academic experiences, as well as role models, are relevant to aspiring teachers' views and practices, and thus to the construction and recognition of their professional identities as physical education teachers (Gomes et al., 2014). In addition, Antónia felt teacher education was changing as a consequence of contextual events such as education reforms (e.g. the Bologna Process), which in turn affected the type of graduate and the preferred mentoring process (Leeferink et al., 2015).

The discomfort caused by the workplace scenario was visible when Antónia highlighted the fact that she had to revert to a 'teaching role' in an attempt to overcome the PSTs' limited subject knowledge and skills. This modification to Antónia's responsibility as a CT resulted in her reflecting on her professional identity as a mentor. Nevertheless, she felt she had to assume such a level of control over this particular group of PSTs and, consequently, she adopted a more active, but directive participatory style, and allowed herself to invest in the PSTs' professional development. This resulted in a legitimization of her hierarchical positioning in the supervision process as an 'old-timer' and 'master' and, moreover, in support for her inclination to convey strongly her ways of being a teacher and how to most effectively mentor 'apprentices' and 'newcomers' (i.e.

the PSTs) (Fuller et al., 2005; Lave and Wenger, 1991). This is implicit in Antónia's attempt to reconfigure her mentoring in order to try and expand the PSTs' limited teaching ideas and range of teaching tools, resonating with her preference for an 'apprenticeship model' (Clarke et al., 2014: 177) and a 'transmission perspective' (Clarke and Jarvis-Selinger, 2005: 67).

A final workplace challenge was the evident clash between the beliefs of the CT and a particular PST, with Antónia's description of this case amounting to a perception that the PST did not appreciate her mentoring experience. Antónia disclosed that she valued PSTs who were receptive to her advice throughout the placement, which in turn legitimized her position in the supervisory process. This expectation is shared by Bechtel and O'Sullivan (2006), who observe that teachers in general share the conviction that PSTs have to be willing to listen and learn new ideas.

Hudson (2014) notes the considerable power that CTs can exercise over the progression of PSTs, particularly as the latter are invited into the CTs' classrooms and CTs are in positions that can influence the direction of PSTs' professional development. Similar to Antónia's attempt to work effectively with the PST, Jaspers et al. (2014: 107) describe the constant tensions of 'dual loyalty' between the roles of being a mentor and a teacher. According to Antónia, this realization threatened the mentoring relationship and, as a consequence, her supervisory participation started to wane and her professional identity began to weaken (Fuller et al., 2005; Lave and Wenger, 1991). This fuelled her feelings of powerlessness in connecting effectively with the cohort of PSTs (Fuller et al., 2005; Lave and Wenger, 1991) and led to her questioning her own professional identity, and thinking carefully about whether she should remain in a mentoring role, also considering the fact that she was suffering from emotional exhaustion and a poor professional trajectory.

## Conclusions

António's discourse, in particular her claims with regard to teaching perspectives and types of mentoring practices, were significantly challenged by a cohort of PSTs. Such challenges stemmed from changes both in the teacher education process and the PSTs' themselves – their concerns and identity traits, and their preparation, expectations and motivations with respect to learning within the teaching profession in general and workplace learning in particular. António's inability to guide the PSTs towards an effective teaching–learning process conveyed that her learning trajectory was not based on her interactions with PSTs in workplace situations. Rather, it appeared to be triggered by: (i) personal conceptions of learning, teaching and supervision; (ii) knowledge and perceptions about herself, both as a person and as a mentor; and (iii) a sense of disconnection between her discourse and the PSTs' practices. This appeared to result in her feeling somewhat 'removed' from her supervisory practice, the outcome of which was a decrease in confidence and a de-legitimization of her professional identity as a CT.

By examining the ways in which the learning of experienced physical education CTs occurs, this study sheds light on supervisory dilemmas and on the PSTs' process of learning how to teach. Future investigations should encourage and support CTs to share their experiences in a bid to allow them to analyse their supervisory practices and reconstruct their professional identities. Engaging fully with PSTs as they undertake supervised school placements, and following them as they enter the teaching profession, will allow us to map their learning patterns and development. Studies that support PSTs' development through effective mentoring practices will hopefully instil in them an appreciation for the powerful role of mentorship that they could consider emulating as practising school teachers.

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**CAPÍTULO 5**

# Giving birth to a supervisory identity built upon pedagogical perspectives on teaching: The case of a novice physical education cooperating teacher

**Mariana Amaral da Cunha**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Paula Batista**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)


**Ann MacPhail**

University of Limerick

Department of Physical Education and Sport Sciences


**Amândio Graça**

Faculdade de Desporto da Universidade do Porto,

Centro de Investigação, Formação, Inovação e Intervenção em Desporto (CIFI2D)

## Abstract

*Background*: Teaching perspectives in initial teacher education have been latterly considered as pathways to explore the supervisory practices and pedagogical relationships developed between cooperating teachers (CTs) and pre-service teachers (PSTs) in school placement settings (Awaya et al., 2003; Clarke & Jarvis-Selinger, 2005; Fletcher, 2016). This in turn can inform the ways in which mentoring experiences assist the reconstruction of CTs' professional identity.

*Purpose*: The goal of this study was to understand how an experienced physical education (PE) teacher constructed a new identity as a beginning CT through the examination of his challenging supervisory experiences. Related research questions included: (1) What teaching perspectives guided the CT's learning and participation throughout the transition to mentoring? (2) What resulted in meaning and structure to the CT's pedagogical relationships with his cohort of PSTs?, and (3) In what way did undertaking the role of a CT influence his professional identity?

*Methods*: A case-study design was employed with an experienced PE teacher newly appointed as a CT to a cohort of three PE-PSTs. Data were collected throughout a one-year school placement and included three semi-structured interviews with the CT and the CT's weekly journal entries. Analysis was informed by grounded theory coding procedures. Open codes were collapsed into three axial themes, which represented metaphors: (1) The chameleon; (2) A tailor-made; and (3) The convener of relations.

*Findings*: Challenges experienced by the CT surfaced on three supervisory levels: (1) performing a diversity of roles and developing specific knowledge and skills to supervise the professional growth of the PSTs; (2) planning and implementation of individualized supervisory strategies to enhance hidden skills in each PST; and (3) building a sense of community in his cohort of PSTs. In order to perform his new role as a mentor and surpass the emergent supervisory challenges in developing a pedagogical relationship with his first cohort of PSTs, the CT called upon his educational perspectives on teaching PE. Rediscovering his prior teaching perspectives put in evidence his personal and teacher identity traits, which, in turn, helped him with the ongoing identity development as a CT.

He disclosed to view teaching as a multifaceted, situational, collective, relational and reflexive endeavour, echoing approaches to teacher education built on a constructive, collaborative and inquiry premise. However, due to the PSTs' personal characteristics the CT found himself practicing teaching perspectives built upon an apprenticeship model.

*Conclusions*: The findings suggest that constructing a professional identity as a CT is a result of individual dispositions and personal experiences in combination with the relationships built with the PSTs in the course of the school placement. They also convey that an identity as a CT develops in the space between what one expects to happen and what actually does happen. Collectively, these findings support that teacher identity development is dynamic, multiple and continuous, as well as a biographical, contextual, relational and projective process.

Keywords: Teaching perspectives, Professional Identity, Physical Education, Cooperating teacher, School placement.

## Introduction

The school placement setting and the support of cooperating teachers (CTs) are regarded by pre-service teachers (PSTs) as the two most important elements of their teacher education programmes (Clarke & Jarvis-Selinger, 2005; Clarke, Triggs, & Nielsen, 2014). Despite the centrality of the role played by the CTs in the PSTs' professional development (e.g., Graham, 2006; Hudson, 2014; Jones, Harris, & Miles, 2009; Koster, Korthagen, & Wubbels, 1998; Sinclair, Dowson, & Thistleton-Martin, 2006; Young & MacPhail, 2016), many aspects of the complexities of how classroom teachers develop as CTs and construct their professional identities (PIs) as mentors in pedagogical relationships with PSTs remain under-researched.

A sociocultural perspective of teachers' PIs development (Akkerman & Meijer, 2011; Brown, 2004; Brown, Reveles, & Kelly, 2005), acknowledges that teachers' identity takes place both "in the doing" (Wenger, 1998, p. 193) and "from moment to moment in the interaction" (Gee, 2000-2001, p. 99). It also suggested that teachers' PI is formed in relationships with others (Akkerman & Meijer, 2011; Bendle, 2002; Rodgers & Scott, 2008), as well as being related to one's personal history and experience (Enyedy, Goldberg, & Welsh, 2005). These collective perspectives contribute to the notion that teachers' PI development is a biographical and relational process of critically re-approaching lifelong experiences (Cardoso, Batista, & Graça, 2016; Dubar, 1997).

The CTs' diversification of roles (Field, 2012; Jones et al., 2009; Leshem, 2014; Lunenberg, Dengerink, & Korthagen, 2014), mastering specific mentoring skills (Jaspers, Meijer, Prins, & Wubbels, 2014), forging their own pedagogy as mentors (Field, 2012; Fletcher, 2016; Trent, 2013; White, 2014; Williams, 2013), and developing a sense of self in this new role (Bullough, 2005; Field, 2012; White, 2014) captures the challenge of transitioning from a position as a classroom teacher to a mentor. Working as CTs forces teachers to interrogate their prior professional experiences and teaching perspectives, and to explore how such previous work is relevant to the understanding of their current practice as mentors (Fletcher, 2016; Wang, 2014; Williams, 2013). Furthermore, the changing perspectives on what learning to be a teacher entails and the delicate negotiation of pedagogical relationships with PSTs are central both to the CTs'

supervisory practices and to the construction of their new PI as mentors (Awaya et al., 2003; Clarke & Jarvis-Selinger, 2005; Clarke et al., 2014; Fletcher, 2016). As such, in spite of the lack of clarity of what a CT 'is' and 'does' (Jones et al., 2009; Lunenberg et al., 2014), mentoring has been increasingly viewed as a developing relationship of the CT with their PSTs in the process of guiding them through the school placement and supporting their professional development (Awaya et al., 2003; Clarke & Jarvis-Selinger, 2005; Hudson, 2014; Tillema, Smith, & Leshem, 2011).

Acknowledging and building on this literature, the goal of this study was to understand how an experienced PE teacher constructed an identity as a beginning CT through the examination of his challenging supervisory experiences. Related research questions included: (1) What teaching perspectives guided the CT's learning and participation throughout the transition to mentoring? (2) What resulted in meaning and structure to the CT's pedagogical relationships with his cohort of PSTs?, and (3) In what way did undertaking the role of a CT influence his PI? This study uses the analytic lenses of teaching perspectives underlying the CTs' pedagogical relationships with PSTs to explore a CT's PI construction (Awaya et al., 2003; Clarke & Jarvis-Selinger, 2005; Fletcher, 2016). Given the lack of attention to examining mentoring relationships, the value of this framework lies in its capacity to capture the teaching perspectives that guided the CT's practice and in understanding how he developed his pedagogical relationships and, hence, constructed his PI as a CT.

## Theoretical Framework

### Mentoring and the cooperating teacher's professional identities

A wide range of terms (e.g., "mentor", "model", "teachers of teachers", "gatekeeper", "broker") has been used to characterize the professional behaviour of CTs. These, in turn, are variously linked to different tasks, functions, demands and expectations, rendering it difficult to find a satisfying description of what a CT is and does (Jones et al., 2009; Leshem, 2014; Lunenberg et al., 2014).

CTs are expected to facilitate the learning process of PSTs, provide emotional support, enhance their self-efficacy, stimulate their thinking, and prepare them for the real world of teaching (Leshem, 2014; Lunenberg et al., 2014). Such role expectations can be a source of tension and conflict because of the level of ambiguity it may bring to the work of CTs (Field, 2012; Jones et al., 2009), and specifically because of the type of skills required. Moreover, CTs need to have specific mentoring skills, such as interpersonal skills and knowledge about mentoring (Jaspers et al., 2014) and, in particular, develop a new pedagogy as mentors of PSTs (Field, 2012; Trent, 2013).

While pedagogy is seen to be an area where the teacher is expert, the different demands of "teaching about teaching" (Field, 2012, p. 813), the differences between adult and young learners, and the lack of an understanding of the pedagogy of teacher education, position the new CT as "the expert become novice" (Murray, 2006, p. 3). As such, the tacit assumption made about teachers being able to transfer skills and knowledge from one context to another is not without its challenges (White, 2014; Williams, 2013);

"While it is important to share the 'what' and the 'how to' of teacher education, we must not overlook the significance of the 'who am I' in this work" (Clemans, Berry, & Loughran, 2010, p. 226). The literature (e.g., White, 2014: Williams, 2013) reveals that mentoring has an impact on the PIs of the CTs. On the one hand, this new role changes the way they view themselves as teachers, and their practice as teachers. On the other hand, most beginning CTs highlight the importance of their teacher identity to the construction of their new PI as CTs: "One identity is not discarded in favour of the other (…) but utilized in ways that will help former classroom teachers to 'repackage' who they are as [CTs]" (Williams & Ritter, 2010, p. 90). New learning experiences can lead to change and development while assisting in the ongoing task of identity construction and reconstruction in social contexts and through everyday practices and interactions (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Bendle, 2002; Brown et al., 2005; Enyedy et al., 2005; Gee, 1999). The belief in a "multiplicity of identities" (Akkerman & Meijer, 2011, p. 311) is reflected in Gergen's (1991) notion of the splitting of self into multiple self-investments stemming from a participation in different social and situated

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contexts, and in Gee's (2000-2001) definition of identity: "the 'kind of person' one is recognized as 'being' at a given time and place, [and thus] can change from context to context in interaction" (Gee, 2000-2001, p. 99). Gee also appreciates the need to account for a sense of unity in identity as well: "this is not to deny that each of us has what we might call a 'core identity' that holds more uniformly, for ourselves and others, across contexts" (p. 99). As such, it takes time for teachers to incorporate their new PI as CTs at the heart of their identities (Akkerman & Meijer, 2011; Gee, 1990; White, 2014).

Despite the challenges inherent in defining the PI of CTs, mentoring has been increasingly designated as a working relationship between CTs and PSTs as part of a process of mutual professional growth (Awaya et al, 2003). One way of exploring how CTs construct pedagogical relationships with PSTs is through the examination of the teaching perspectives that guide their ways of participation in teacher education (Clarke & Jarvis-Selinger, 2005; Fletcher, 2016).

**The nature of the pedagogical relationship between the CT and PSTs**

Although the pedagogical relationship between CTs and PSTs on school placement has changed over the years and has differed across jurisdictions (Clarke et al., 2014), it is typically characterized as "hierarchical" (Awaya et al., 2003) and "asymmetrical" (Jones et al, 2009). Traditionally, the mentor assumes the dominant and specialist role over the subordinate and dependent position relegated to their *protégé* (Awaya et al., 2003). This conceptual understanding of the nature of mentoring is strongly situated in acquisition models (Collier, 2006), in which PSTs are pushed into an apprenticeship ideal of being "told what to do and how to do it" (Behets & Vergauwen, 2006, p. 409). While focused on reproducing the CTs' teaching methods, such an approach hinders PSTs the opportunity to own personal beliefs and values about their subject area and create little space for reflection, negotiation, theorization and experimenting with new ideas (Fletcher, 2016; Oliver et al., 2015). The most commonly used term today to describe this relationship, i.e. "cooperating teacher" (Clarke et al., 2014; Cornbleth & Ellsworth, 1994), hints at the distance described earlier, since it

conveys that CTs are merely expected to 'cooperate' with the student teaching process of the PSTs assigned to them (Awaya et al., 2003; Clarke et al., 2014).

At the other end of the spectrum, there are views calling for an equal and collaborative relationship between CTs and PSTs, characterized by the sharing of expertise and moral support (Awaya et al., 2003; Jones et al., 2009; Oliver et al., 2015). Collaborative inquiry approaches to mentoring interactions in school placement settings conceive CTs and PSTs as partners, and the relationship as part of a developmental process (Awaya et al., 2003). It also values the ability of both CTs and PSTs generating knowledge locally, questioning their own actions, and developing a self-reflexive process to respond to the complexities of teaching and learning (Awaya et al., 2003; Fletcher, 2016; MacPhail, 2011; Oliver et al., 2015; Tsangaridou & O'Sullivan, 1997). Such mentoring models encourage both CTs and PSTs to jointly re-envision how schooling is done, to formulate and implement classroom-based renewed projects (Awaya et al., 2003; MacPhail, 2011), and to acknowledge an approach based upon a close and balanced process, leading the PST to reflect on their practices and to gradually gain decisional autonomy and responsibility for their actions (Batista & Borges, 2015).

Grounding the range of assumptions about mentoring relationships, such as those described above, is at the core of the CTs' teaching perspectives. CTs rely on their prior conceptualizations about teaching and learning, as well as on their practices as classroom teachers to perform their new role as teacher educators (Williams, 2013).

**The teaching perspectives of cooperating teachers**

Graça (2015) and Klafki (1995) understand teaching and learning not only as means of transmission and acquisition to confront problems and teach the subject matter, but also as processes of interaction, in which the teacher-student and student-student relations play a central role. Both authors further specify that, in addition to technical challenges of efficiency of means to ensure the effectiveness of measurable results, teaching and learning require the need to build a teaching design in which one perceives its educational purpose, coherence and

articulation with the programme, as well as the equity and dynamics of the interactive processes.

Teaching perspectives have been presented as substantive and comprehensive conceptualizations of teacher education practices and pedagogical relationships constructed between CTs and PSTs (e.g., Clarke & Jarvis-Selinger, 2005; Fletcher, 2016). The beliefs, actions, motivations, and interactions in relation to the manner in which teachers conceive the context of teaching, learning or learning to teach are referred to as teaching perspectives (Clarke & Jarvis-Selinger, 2005; Jarvis, 2002; D. D. Pratt, 1998) or principles of practice (Fletcher, 2016).

Alexander (2008) and Baumgartner (2004) depict general pedagogical conceptualizations of the process of teaching and learning, ranging from an unidirectional transfer of knowledge, where the teacher has complete control over the learning situations, to processes of facilitating or assisting the learners to actively participate in learning.

Teaching perspectives are something teachers look through, rather than at, as they go about the business of teaching. Teaching perspectives or principles of practice are therefore important in any exploration of pedagogical practices that CTs employ in their interactions with PSTs (Clarke & Jarvis-Selinger, 2005). The articulation of principles of practice allows CTs to understand "*why* teachers do what they do" (Fletcher, 2016, p. 350). Specifically, examining their own teaching perspectives enables CTs to make explicit their beliefs, values, personal and professional knowledge, instructional intentions and actions that shape their teacher education practice to themselves, their students and colleagues; as well as form the basis upon which they make their decisions and find meanings. In addition, the process of identifying teaching perspectives enables them to develop a deeper understanding of a pedagogy of teacher education and a better insight of the process of learning to teach and, ultimately, to unveil the manner in which they engage with PSTs (Clarke & Jarvis-Selinger, 2005; Fletcher, 2016).

Clarke and Jarvis-Selinger (2005) drew on an inventory of teaching perspectives on good teaching (D. D. Pratt, 1998; D. D. Pratt & Collins, 1998) to conceptualize the supervisory practices of CTs. Some directly associate the practice of good

mentoring with content and competence in delivering or with the exploration of PSTs' existing knowledge through a climate of caring and trust. Others present a collective and political viewpoint, where PSTs are encouraged to position their common practices within particular values, ideologies and discourses (Clarke & Jarvis-Selinger, 2005).

CTs and PSTs who take an inquiry stance in understanding mentoring relationships "work within inquiry communities to generate local knowledge, envision and theorize their practice, and interpret and interrogate the theory and research of others" (Cochran-Smith & Lytle, 1999, p. 289) (Table 1).

**Table 1.** Inquiry approach to mentoring relationship (Awaya et al, 2003).

| | |
|---|---|
| *The mentor-protégé relationship conceived as a journey* | The mentoring relationship is viewed as a journey, in which the CT is a more seasoned traveller who is accompanying the *protégé* as they go together in a process of trust-building, familiarization and collaboration. |
| *Equality in the relationship* | Mentoring exists only in the context of a collaborative relationship in which neither party holds power over the other. This perspective does not view PSTs as complete novices but honours their contributions as informed individuals with specialist knowledge and skills. PSTs voice their concerns, offer recommendations for change, raise questions regarding aspects of the programme, and vote of matters of policy and practice. |
| *Mentor as a guide to practical knowledge* | The work of the CT is directed to helping students find a way out of their concerns and dilemmas, not by informing the PSTs of solutions to problems but by helping them to reframe issues so that they can be solved. |
| *Mentor as a source of moral support* | By adopting a supportive rather than supervisory stance, CTs support the emotional well-being of the PSTs through a difficult period. |
| *Providing space to let the protégé 'show their stuff'* | CTs learn that PSTs need time to work things out in practice, soothe PSTs' concerns, and allow confidence to build. |

In the context of PE Teacher Education, Table 2 notes Fletcher's (2016) principles of practice, stemming from a self-study and a social constructivist approach.

**Table 2.** Principles of Physical Education Teacher Education Practice (Fletcher, 2016).

| | |
|---|---|
| *Building a sense of community is the foundation of learning to teach* | Based on the assumption that building relationships are central to the process of teaching and learning to teach. |
| *Not just modelling – explaining and reflecting upon modelling* | Related to addressing, confronting and reflecting upon experiences and beliefs, as well as to being explicit about one's practice. Modelling therefore is not so much about mimicking teaching strategies but rather about modelling an inquiry stance on the processes of teaching and learning to teach. |
| *Identity matters* | Conceives that teacher education must consider and explore one's own personal and professional identities for it is the basis for meaning and decision-making. |

## Methods

### Research design

A longitudinal case study approach (Bryman, 2008; Yin, 2009) was employed in this study. Case studies allow researchers to examine, explore and understand a complex issue in real-world contexts, while relying on in-depth data collection techniques (Creswell, 2007). In doing so, it is possible to better understand important features, as well as critical incidents related to the phenomenon being studied over a prolonged period of time (Newby, 2010). In this study, the case was a PE CT who was responsible for supervising a group of PSTs during a school placement requirement of their PETE programme.

### Research context

The study was conducted during a one-year school placement, the completion of which is a requirement of a Master in Teaching Physical Education, a teacher education programme at a university in Portugal. The Master's is a two-year postgraduate programme that qualifies the prospective teachers to teach physical

education to 10 to 18 years-old school pupils. The first year courses provide a specific understanding of the pedagogy, didactics, and subject matter of sports and physical education. In the second year of the programme, PSTs undertake a one-year school placement in a partner school, under the assistance of a CT (i.e., an experienced Physical Education teacher), whose role is of particular importance for the teacher education department. In addition to the CT, a faculty advisor is assigned to each cohort of PSTs to coordinate the pedagogical supervision with the CT and advise the PSTs' final reports.

## The case

The CT (referred to by the pseudonym Miguel) was a full-time experienced physical education teacher with over fifteen years of teaching in a K12 private school in the north region of Portugal, in his first year as a mentor to PSTs. After achieving a postgraduate qualification in sports for children and youth, he accepted an invitation from the university teacher education department to be a CT. Miguel hosted a cohort of three PSTs at his school. Each PST was assigned to teach one of his classes. He was present in all of the PSTs' lessons, assisted and supervised PSTs' individual and group work in the course of the one-year school placement.

## Data collection

Semi-structured interviews were conducted with Miguel to explore how he experienced the process of supervision and negotiated his professional identity in the process. He agreed to be interviewed at the school three times throughout the placement (December, March and June). Each conversation lasted between 30 and 75 minutes and began with an icebreaker question to instigate dialogue and encourage Miguel to speak freely, openly and truthfully. Subsequent to this, a number of open-ended questions were posed in relation to Miguel's supervisory role and his perceptions on the PSTs' development, as well as his views on schooling in general, and current teaching and learning practices. Depending on Miguel's responses to the questions, additional questions were posed with a view to probing particular aspects in more detail. Demographic information was also

elicited from the CT in the initial interview to contextualize the case study, including: his academic qualifications, his teaching experience, the school's environment, his roles and responsibilities. The interviews were audiotaped and transcribed verbatim. Data also included Miguel's journal entries documenting the three academic terms of his mentoring process with the PSTs, as background and actual data, to enhance reliability and triangulation of the findings. The journal was prepared in a semi-structured format by the first author and required the CT to reflect on the PSTs' daily lives and tasks undertaken in school, the type of support given to them, his perceptions of how they were learning to become teachers, and dilemmas and thoughts on his mentoring practice and professional development. He decided to type his journal entries weekly. Data from the interviews and the journal were imported to NVivo 12 for storage and further coding analysis.

**Data analysis**

Using grounded theory (open, axial, and selective coding) (Strauss & Corbin, 1990), metaphorical themes were extracted by distilling the text of each interview transcript and journal entries into core representations that reflected the overall discursive context with regard to (1) Miguel's educational perspectives on teaching, (2) the type of pedagogical relationships he advocates, (3) the trajectory of learning and (4) professional identity construction as a mentor. First, the transcriptions and journal entries were read and reread thoroughly. Second, the transcriptions and journal entries were coded with regard to the challenging supervision experiences described by the CT (open coding). Third, those codes were compared, contrasted, and aggregated (axial coding). Using the constant comparison method, similar patterns were revised, compared, contrasted, and eventually deleted, if repeated or superfluous. In this phase, the researchers engaged in ongoing conversations to reconcile disparities. Finally, axial codes were refined and then clustered into broader themes, purposefully portrayed as metaphors. When data saturation was reached (selective coding), three metaphorical themes were distilled and agreed: (1) The chameleon; (2) A tailor-made; and (3) The convenor of relations.

**Ethical Considerations**

This study was approved by the ethical committee of the lead author's university. An informed consent form was completed by the CT seeking approval to use the data collected to inform the study. A pseudonym was appointed to the CT to ensure anonymity and confidentiality.

**Results**

**The chameleon adjustment: Shades and transformations to the colours of the new role**

This theme focuses on the challenging roles encountered in the complexity of preparing for and performing, the work of mentoring PE-PSTs.

Miguel described his year long experience as a newly CT as a path coloured by distinct roles he constantly had to adjust and move into in the course of the supervision process. These role-shades included being a 'broker', a 'gatekeeper', an 'advisor', a 'role model', a 'colleague', and a 'friend'.

The unity of the self, for someone who works closely with the PSTs in the immediacy of their activity setting, and who is called upon for whenever PSTs had doubts or problems is something rather unsure, especially in the case of a beginning CT. Initially, Miguel was expecting to develop a collaborative and pro-active relationship with his cohort of PSTs. Instead, he found himself in a situation where he had to monitor their work and adopt, more often than not, a directive and transmission attitude;

> I thought, 'I'll come up with an idea and they will go after it' No! I realized that they were very much in a compliant-mode. So had to go and say, 'Do this. Do that.' (Interview 1)

Miguel shared that his role as a 'broker' was not entirely welcomed by the PSTs when questioned about why he was recording everything they did;

> 'Who is going to evaluate us, you or the faculty tutor?', a PST asked. I responded, 'Of course it will be the tutor. I report facts. From that

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information, she will give you a mark. Now, I will not lie to her: Did you or did you not submit your work in time? No! Then, that is what I am writing down.' (Interview 1)

The CT was of the opinion that a teacher's role goes beyond teaching and it is forged out of their interaction with the school community. Consequently, he found in the colour of a 'gatekeeper', the importance of developing proactivity and autonomy in the PSTs outside the classroom setting, while facilitating "the greater number of experiences possible" (Interview 2) and "modes of actuation" (Interview 1) that may help them navigate in the different contexts of the school. Such experiences included experiencing teaching more than one class group, observing the classes of teachers of other schools, and organizing fieldtrips. This proved to be difficult to achieve due to the PSTs' restraint to extra work and their natural propensity to be unenthusiastic about social relations with their working peers.

Miguel revealed that the challenge attached to the role of being an 'advisor' was moving from directive to constructive guidance, and from a focus on general aspects of the school placement to a specification of the teaching practice in the course of the year;

> (...) At the beginning we looked at more general issues, such as general working methods, time management skills, classroom management and instruction. (…) Now we are starting to close up our analysis into (…) the relationship they establish with their pupils, the level of emotionality they bring into the class while giving a feedback, and the strategies they use to increase the pupils' engagement and autonomy (…). (Journal - 14 to 25 May)

Furthermore, Miguel stated that he noticed that, 'the first thing the PSTs do is looking for me to see how I want them to do things' (Interview 1). Although he understood this behaviour as evidence of the importance of the CT's role in the PSTs' teacher identity development, he did not identify himself with the perspective of a 'role model' in which the CT is seen as 'a formatter of students and processes' (Interview 3). Alternatively, he envisioned that learning to be a teacher in a school placement setting should be a process of discovery where

'the PSTs have the freedom to find their ways into the profession' (Interview 1) through their practice. In addition, he wanted to be perceived by the PSTs as 'one more example [of a PE teacher] to them' (Interview 1). For this reason, Miguel's great challenge was to convey his views on good teaching practice without imposing his beliefs and modes of actuation to the PSTs;

> I want to give the basic conditions for them to do their work with autonomy and creativity (…) and opportunity for them to imprint their own brand on it. (Interview 3)

> [and I want them] to understand the reason beyond the things we do. (Interview 2)

Finally, Miguel assumed the role of a 'colleague' and a 'friend'. Accordingly, his personal feature of changing easily from one 'colour' to another added to the fogginess surrounding his role as a CT;

> (...) one of the things the PSTs mentioned they had some difficulty to come to terms with was my fickleness of character. I either was in a practicum meeting bluntly saying everything I had to say to them, or I was this 'guy' having a coffee and joking around with them. (Journal – 28 November to 2 December)

In this respect, Miguel reported his view on how important it is for a teacher to be able to adapt to different circumstances;

> (…) I clarified, 'Look, when we are in a working meeting talking about how you have done that day, I am not judging you as a person but rather your work' (Interview 2). 'There are different contexts, my relationship with you is exactly the same. I just have to do my job.' (Interview 3)

In addition to the challenges encountered in the enactment of each role, Miguel described mentoring as '(…) the most complex task of my professional life so far' (Interview 2). He shared that the shift in role from a classroom teacher to a CT came with several challenges, namely the additional knowledge and skill required to perform his new functions as a mentor. He stated the necessity for the development of a specific repertoire of professional knowledge;

> At the beginning I felt the need to acquire more knowledge than I already had, or at least, to do a lot of recycling. (Interview 2)

Miguel also reported the reliance of some of his personal skills to do the job. He highlighted in particular his interpersonal, social and communicational skills;

> I think I have two good qualities. One, is the ability of developing a good relationship with the pupils, although in an assertive and respectful manner. I told them [the PSTs], 'A teacher has to show a flexible attitude in the class'. Two, is the issue of discipline. (...) I usually tell them that, 'if the little things are in control, the big ones will never happen.' (Interview 2)

All of this involved a great deal of investment in terms of time, commitment and study;

> (…) What kind of support should I give to the PSTs, for instance in building the unit schemes, in going through their documents and in setting up deadlines? (…) What should come from me and what should come from them? (…) What type of role should I play: an evaluator, an advisor, or…? (…). (Interview 3)

As such, adjusting to the spectrum of colours of the role of mentoring PSTs is not automatic but rather a complex and situated process which is enhanced by the vagueness of the PSTs' position in school: 'They are neither students nor teachers' (Interview 1).

**A tailor-made for each PSTs: Different people, individualized strategies**

This theme introduces the challenge of designing meaningful individualized pedagogical strategies for every PST.

At the beginning of the school placement, the CT found the cohort of three PSTs very different from each other. One was enthusiastic and compliant but less experienced in content knowledge and skill; the other two were more competent in teaching but unreliable in doing the work necessary to support their practice. One of the two was stubborn with respect to his set of pre-conceived ideas and the other tended to overrate the quality of his work. Overall, they were minimally

involved with teaching and school, self-absorbed, and lacking seriousness and initiative in their work. Miguel's expectation of what it would be like to be a CT was challenged by the three PSTs, both at the level of the expectations and practice of the role:

> They [the PSTs] are fundamentally different from 'the lads' I envisioned myself working with, i.e. people with some life experiences and a certain degree of maturity. (Interview 3)

> From the beginning, [PST's name] was the most regular and proactive element. (...) partially because our expectations have been set higher, sometimes we felt a little disappointed [with his work]. (Journal – 27 February to 2 March)

In spite of the supervisory circumstances reported above, Miguel did not surrender to the adversities encountered in the course of the year, battling until the very end, and 'tailored' his way out in a positive note:

> (….) In the beginning, it [the mentoring experience] was terrible. He [a PST] was a poorly polished student, with stubborn ideas and little room for being influenced. I went through surreal things with him (…) perhaps, in result of being someone who is in his first year of supervision (…) probably, an older teacher would not be so keen to break down this type of behaviour and it [the mentoring relationship] could have ended badly. So, in the end, I said to him: 'Thank God the teaching practice has come to an end and everything [between us] is good'. (Interview 3)

This situation took an emotional toll on him. His determination led him to act in ways that came into conflict with his general principles both as a teacher and as a person:

> (…) when a student uses the shortest way to do things, is not sincere about it and covers up some of the things he does, there is a fair risk that others might misinterpret his intensions. (…) Another teacher at a PE group meeting told him something that he did not like. (…) This process led him to feeling bad. (…) This happened (…) and I did not like it. I like relationships to be loyal and transparent. (Journal – 23 to 27 January)

As such, the modelling process in the mentoring relationship portrayed here began with the CT. Miguel had to detach himself from some of his beliefs and practices in order to get access to the individual space of each PST, design and implement strategies to help them to become good teachers:

(…) first, I had to go and try to understand why they behave like that and second, to come up with ways of turning the situation around (…) while responding to their differentiated needs without adopting an exceedingly directive attitude. (Interview 1)

Thus, from Miguel's storytelling, the PSTs' initial features and practices threatened not only his views and how he did things, but also the way he viewed the nature and development of a working relationship. According to the CT, confronting them with their personal traits created initial 'moments of tension' (Interview 3) between the PSTs and him, as well as among the PSTs. Tensions that Miguel later in the year-process conceded to have been 'necessary' (Interview 3) in triggering the implementation of tailored strategies, assisting the PSTs' individual progress, and in developing his new identity as a CT. These strategies ranged from dialogue and monitoring of lesson planning to disapproving of bad conduct and creation of challenging training opportunities;

(...) [the PST] came to talk to me. I was very sincere with him, because I think this process does not have to be aggressive, but it has to be honest. (...) an open relationship (Interview 1)

I explained to him: 'Look, I think your practice has been characterized by this and that. As a result, you develop these kind of reactions and affections in people (...) which are also legit.' (...) I could say that you are an imposter. (...) His actions suffered a 180-degree turn. (…) It was a learning curve, not just in terms of the school placement experience itself, but at a personal and social level as well. (Interview 2)

We observed a lesson from [the PST's name] and I asked him: 'How did it go?' He replied: 'Teacher, the pupils are impossible!' I prompted: 'Are they really? Wasn't it a case of bad planning, perhaps?' He replied: 'No teacher!' I suggested: 'Ok. Let's plan a lesson together, then'. (...) I did not want to focus so much on how he interacted with the class, but rather on his

planning. (…) In the next day… 'Hey, we have the same pupils, content, time, and space but a completely different class. What was different?' 'Ah, the planning.' (...) I apply this type of strategy to break through his narrow conceptions about things (…). (Interview 1)

The supervisory strategies were employed to respond to other teaching tasks, as well:

I needed to prepare a small workshop session for the pupils of the 12th grade. They are also doing an internship and conducting an investigation. I threw the challenge (...) of presenting a new instrument [i.e., the Endnote software] to one of the PSTs. (…) he prepared a document on his own initiative. I did not ask for it. (…) The pupils were very receptive and happy to work with him. They even told other pupils about the new material. That is priceless! (Interview 1)

The excerpts above are indicative that Miguel's supervision focused not on the person but on the situation, not in the justification of the problem but on the problem itself. This reflected his way of viewing the teaching practice and the teacher-pupil relationship development.

Hence, Miguel, as a tailor-made for each of his PST, customized himself to their personal traits and enacted distinct types of roles (e.g., gatekeepers, mentor, model, colleague) and strategies in order to answer to their needs and enhance their knowledge and skills.

**The convener of relations: Dealing with 'poor team players'**

This theme focuses on the difficulties and awkwardness felt in developing a sense of collaboration in the cohort of PSTs.

Miguel saw school as a full time endeavour and teaching as a collective and relational work. In his perspective, school placements should therefore mirror these understandings;

> "(…) I think there are things that only come to fruition if you spend time in your work environment (…) and things are much richer coming from a collective construction (i.e., working in groups). (Journal – 5 to 9 December).

He was not comfortable with the lack of eagerness and commitment of the PSTs. The CT strongly invested in educating the PSTs of the benefits of spending more time in school and of working more often together to enhance their professional development as aspiring competent teachers. Miguel implemented a number of strategies to encourage partnership relationships among the PSTs and between them and the practice context. Some transactions clashed directly with his personal characteristics as a teacher, but were understood as compulsory to the practicum practice and, ultimately, invaluable to PSTs' professional learning.

The first deal was preventing noncompliance and aiding the PSTs to work through their immediate inability to fulfil their work, a task that Miguel told to have dragged him down;

> Two of them [the PSTs] missed the deadline to present their online portfolios. They claimed lack of time and that they were still exploring the tool. This triggered an angry response out of me: 'Why didn't you ask your partner Filipe [pseudonym] to help you set it up? Instead of two afternoons, it would only take you an hour to get it done. (…) It demonstrates not only your inability to deliver things on time, but also the incapacity to come up with a strategy of your own, or even worse, negligence.' (Interview 1)

The second deal entailed making the PSTs spend a full week at school and assigning 9 am to 5 pm-daily compulsory group work schedule. Miguel confessed that such 'dictatorial' supervisory methods compromised his principles as a teacher;

> 'I should not do this but this week you will be here every time working together. You have all afternoon so, team up and make full use of it.' (Interview 1)

The third deal was not only having them work as a team of three but also with a cohort of PSTs from another teacher education institution undertaking their placement in the same school. Miguel believed that an assigned working space would help his PSTs to enhance the quality of their teamwork, whereas

collaborative work with the other cohort would strengthen their social skills and their integration in the school community;

> You are all different from each other. Each one of you has specific abilities in different areas of expertise. If you are able to coordinate them, it is of a 'surplus' value for the group. (Interview 2)

Miguel disclosed that, initially, the PSTs offered some level of resistance to these arrangements. One of them displayed apathy by not showing an interest in taking an active role in the team activities. However, with time, he began to see them working more often together at school and acknowledging the gains on assuming a more collaborative stance to their personal and professional growth;

> I listened to them reflecting upon the knowledge and skills this change had brought to them in terms of responsibility, proactivity, access, decision-making, efficiency, and practical knowledge. (Journal – 5 to 9 March)

A fourth and final deal, Miguel reported his efforts in ensuring that the PSTs' developments on the relational dimension, stemmed from an authentic and enthusiastic attitude towards their placement experience, and not only from a 'need' to claim work before their CT. This was a goal that he believed he never achieved with his cohort of PSTs;

> I would have liked to see them working together out of an internal predisposition, you know. (…) to see them involved in projects out of a collective interest rather than for individualistic reasons. (…) Other CTs mentioned consistency as a fundamental feature in their PSTs; I would have liked to have seen it in my cohort of PSTs as well. (Interview 3)

**Discussion**

The study set out to explore how a PE teacher dealt with the challenges of developing as a CT through his interactions with his first cohort of PSTs. Miguel relied heavily on his experience as a classroom teacher and on his understanding of the teaching profession to guide his supervisory practice. Clark and Jarvis-

Selinger (2005), Fletcher (2016), MacPhail (2011), Wang (2014) and Williams (2013) corroborate that looking closely into previous work is relevant to the transition to a new professional role and practice. However, like as highlighted in the teacher education research (e.g., Field, 2012; Leshem, 2014; White, 2014; Williams, 2013), Miguel encountered several challenges in the process of engaging in a pedagogical relationship with the PSTs.

Firstly, Miguel reported the challenging necessity of adapting his professional behaviour to a series of new roles and related tasks, e.g., a 'broker' and an 'advisor'. Similar to Williams' (2013) and Ritter's (2007) accounts, Miguel invoked his teacher identity as a source of credibility, expertise, and professional security while undertaking the unknown variety of roles as a CT.

As a 'broker', Miguel believes in transparency of the working relationships, as so he tried to make the monitoring and evaluation processes as open and clear as possible to the PSTs. However, he wrestled uneasily with the task of controlling the PSTs' work, since he was more comfortable with a view of mentoring based on an equal relationship between mentor and mentee, in line with the recommend by Awaya et al. (2003), Fletcher (2016), and Tillema et al. (2011).

Helping the PSTs recognize the relevance to their professional learning of being sensitive to the rules and structures that operate in particular schools, and of going through an authentic experience were two other difficulties reported by Miguel while assuming the roles of a 'gatekeeper' and 'advisor'. The CT viewed teaching as a multifaceted occupation. For this reason, he tried to facilitate a number of varied experiences to his PSTs, in and out the classroom setting, as well as to teach them to deal with the day-to-day work concerns and dilemmas through conversations and reflexive moments. This practice resonates both with Clarke and Selinger's (2005) apprenticeship perspective and to Awaya's et al. (2003) collaborative inquiry approach to mentoring. In Miguel's perspective, a teacher has to develop a 'practical knowledge' (Awaya et al, 2003), also referred to as 'knowing-in-action' (Baumgertner, 2004), that legitimises his or her practice among the school community's members. Thus, the CT aimed as much as possible to directed his work to developing a professional conduct and a good teaching practice in his cohort of PSTs not by informing them of solutions to

problems but by helping them to reframe issues so that they can be solved (Awaya et al., 2003; Baumgartner, 2004; Clarke & Jarvis-Selinger, 2005).

Miguel also framed his teaching practice and learning development on self-analysis and reflection; explicit in his extracts about the several occasions he attempted to implement teacher education practices that encouraged PSTs to question their own actions and reasons for doing things, as Cuenca (2010) and Williams (2013) suggest. Although, due to the PSTs' personal characteristics, he found himself forced to assume a transmission approach (Alexander, 2008; Baumgartner, 2004; Clarke & Selinger, 2005) based on the presentation of the tricks of the trade (Cuenca, 2010). A practice anchored in an apprenticeship model (Behets and Vergauwen, 2006; Collier, 2006), which he did not resonate himself with since he foresaw the mentoring relationship built upon an inquiry and constructive stance on the processes of teaching and learning to teach (Awaya et al., 2003; Fletcher, 2016).

While a more experienced teacher, Miguel's pedagogy as a 'role' model involved assisting PSTs to learn about teaching from their own experiences, rather than from mimicking his. In the course of their journey together, he tried to facilitate strategies using feedback as a means to help them to find the correct answers to their emergent problems (Baumgartner, 2004). An approach aligned again with teachings perspectives shaped by a collaborative and constructive inquiry (Awaya et al., 2003; Cuenca, 2010; Fletcher, 2016; Williams, 2013). However, his conceptualization of mentoring was once more questioned in practice because, as Jones et al. (2009) underline, the PSTs more-than-often wanted him to offer his opinion on their teaching rather than put questions that encouraged self-reflection and self-construction on it.

Finally, in spite of viewing PSTs not as complete novices but as 'colleagues and friends' with specialist knowledge and skills who jointly create local knowledge (Alexander, 2008; Awaya et al., 2003), his hierarchic position as a CT rendered it difficult for the PSTs to perceive equality in the relationship (Awaya et al., 2003; Jones et al., 2009). This was particularly evident in the PSTs inability to deal with the variability of roles, and hence, fluctuations of character, enacted by the CT. Miguel grabbed this opportunity to emphasise the importance of a teacher being

explicit about one's practice according to each circumstance (Fletcher, 2016). A skill to which he labelled as 'adaptability'.

Attached to the rainbow of mentoring roles, Miguel realized he had to strengthen his content knowledge for teaching practice in Physical Education, and to develop a different type of knowledge and skills as well, commonly designated by the literature as 'the pedagogy of mentoring' (Field, 2012; Murray, 2006; Trent, 2013). The CT put in evidence the importance of transferring his relational, didactical and reflexive skills to the context of his new professional practice as a teacher educator, echoing Jaspers et al. (2004), White (2014), Williams and Ritter (2010) views on the (re)utilization of former abilities in the new job. Specifically, he shared his belief with the PSTs on the benefits coming from establishing positive relations with the members of the workplace community (e.g., students, teachers and parents) and on an effective classroom management for a welcoming learning environment. In Miguel's understanding, developing an inquiry stance is also of utmost importance in a teacher's professional development. A trait that he tried to cultivate in his PSTs during their placement experience.

Secondly, the CT went through the difficulty of designing meaningful and individualized strategies to enhance the PSTs' professional development. This theme put once again in evidence the importance of establishing an open relationship with all the elements of the school community and, in particular, the individual element of identity construction (Chaix, 2002), the reflexive process to teaching practice transformation (Larrivee, 2008), and an understanding of mentoring relationship and teacher learning as a journey (Awaya et al., 2003).

In encouraging the PSTs to re-envision their beliefs and practices, the CT worked towards the autonomy and responsibility of their actions through the course of the school placement (Awaya et al., 2003; Batista & Borges, 2015; MacPhail, 2011). The strategies (e.g., dialogue and planning) focused on helping them to develop an inquiry stance (Fletcher, 2016) and the ability to reframe issues so that they can work things out in the context of their practice (Awaya et al., 2003). In valuing the ways PSTs relate to colleagues and pupils, Miguel emphasized the importance of building one's practices in a climate of caring and trust (Clarke & Jarvis-Selinger, 2005). In challenging the PSTs to do something out of their comfort-zone (e.g., preparing a workshop), Miguel aimed to explore their identity

traits for autonomous meaning and decision-making and building of a sense of mission amongst their pupils (Fletcher, 2016; Kortagen, 2004).

Ultimately, the supervisory practices used by Miguel highlighted his views on a good teacher and reinforced the key-elements for his new identity construction as a CT.

As a third and final challenge, Miguel reported building a sense of community in his cohort of PSTs. The CT based his teacher education practice on the assumption that building relationships are central to the process of teaching and learning to teach (Fletcher, 2016). According to this view, spending time in the school setting and working collectively with its members were fundamental characteristics of a teacher, massively underlined in Miguel's discourse, to achieve that goal. For this reason, the short amount of time spent by the PSTs in school and their lack of interaction disagreed directly with Miguel's principle of practice. Thus, Miguel saw himself forced again to adopt a directive and supervisory approach to enhance their interpersonal and communication skills (Jaspers et al., 2014): strained conversations, assigning compulsory team work, setting up a work place for them to work in school and teaming them up with another cohort of PSTs, were some of the strategies employed by the CT.

Conclusively, playing the role of a CT reinforced Miguel's educational perspectives about teaching and served as a means to perform his new role and reconstruct his professional identity as a mentor.

## Conclusions

The results of the case study of a PE teacher beginning to the supervisory practices presented in this paper strongly suggest that the development of a new professional identity takes place in the novelty and exercise of the new role and, particularly, in the management of the challenges experienced in the process of mentoring PSTs through time. This understanding is supportive of an approach to identity construction based on notions of dynamism, continuity and multiplicity.

The CT faced challenges at different supervisory levels, namely at competence development and role performance and at designing meaningful pedagogical strategies for the PSTs. Miguel drew therefore his new-role identity development as a mentor chiefly on his conceptualizations and experience in teaching PE. In this regard, the CT revealed a natural propensity for constructive, collaborative and inquiry approaches to teacher education, expressed in his attempts to develop a good professional conduct and a teaching practice in his cohort of PSTs, not by informing them of solutions to problems but by challenging them to reframe issues through constant thinking and collective work. However, due to the PSTs' personal characteristics (e.g., lack of initiative and interaction), a transmission teaching perspective gained traction at the course of the school placement year. A principle of practice to which the CT did not identified himself with, since he foresaw the mentoring relationship built upon an equal stance. These assertions reinforce the notion that teaching perspectives give structure not only to teachers' practices, but also to the nature of the relationship established with the PSTs, acknowledging that a professional identity is configured in the interaction with others at a given time and context. Thus, another challenge encountered referred to a relational dimension, resulting in the CT anchoring his first supervisory experience in his personal identity traits as a classroom teacher, as well. This is an indicative that despite identity development shifting according to social participation, a person tends to take refuge in the core characteristics of their identity. As such, the CT outlined his mentoring and learning trajectory on the following personal views about his work as a PE teacher: (1) teaching/mentoring is a multifaceted and situational professional occupation with teachers' practice happening in and out the classroom setting; (2) learning to be a teacher takes place from one's own experience; (3) teaching/mentoring involves self-analysis and reflection to enhance an understanding of the reasons beyond the things one does; and (4) teaching/mentoring is an individual but fundamentally a collective endeavour, hence, the relevance of building a sense of community. With effect, the CT made apparent the assumption that teaching/mentoring and learning to teach are social processes in several instances, strengthening the relational dimension of professional identity development.

Future investigations should continue to encourage and support CTs to share their experiences using a diversification of methods in an effort to enable them to analyse their supervisory practices and reconstruct their professional identities. Studies focusing on the triad relationship among PSTs, CT and university tutor in school placement settings would inform teacher education institutions on how they learn and reconfigure their practices in interaction. Ultimately, both lines of research would empower the role of mentorship in preparing schoolteachers and in improving practices of good teaching.

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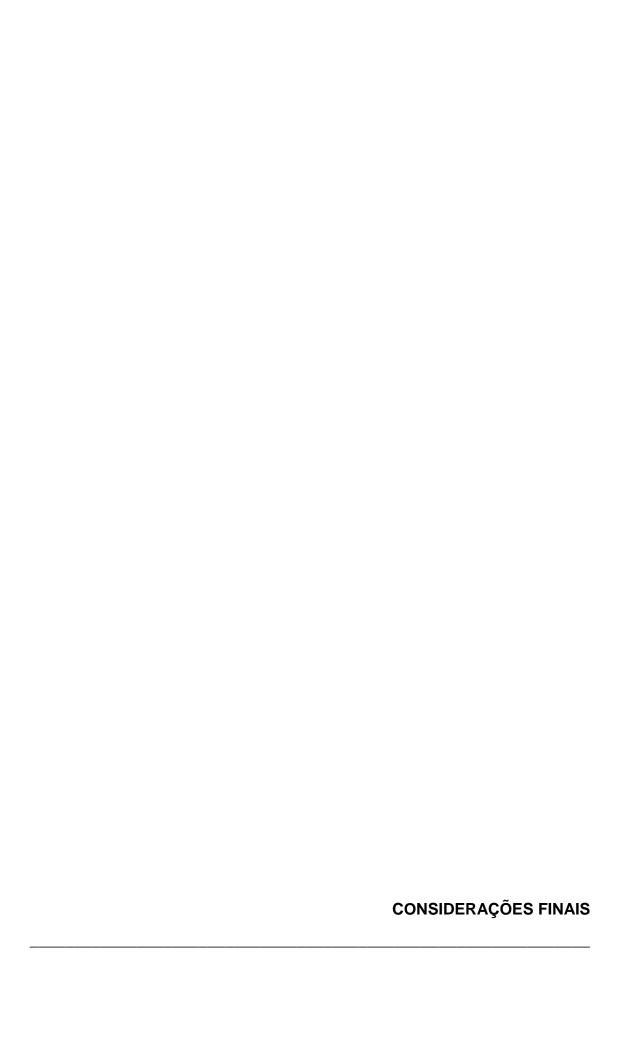
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**CONSIDERAÇÕES FINAIS**

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A presente investigação teve como preocupação central contribuir para uma compreensão mais detalhada da construção da identidade profissional do estudante estagiário e do professor cooperante e, neste desígnio, ajudar à melhoria dos processos formativos dos futuros professores de Educação Física. Para isso, centrou-se na análise dos elementos identitários presentes nos trajetos de aprendizagem de estudantes estagiários[8] e professores cooperantes associados à experiência em situação de estágio profissional.

Os procedimentos de triangulação encetados em torno das "vozes" dos participantes (estagiários e professores cooperantes) procuraram uma compreensão holística e multifacetada do modo como se configura uma identidade profissional no processo de aprender a ser professor (e formador de professores) em tempos pós-Bolonha. Pesquisar a identidade, indagar pelo modo como nos vemos a nós próprios e como os outros nos veem, requer, com efeito, "falar sobre nós próprios, os outros e as experiências" (Gee, 2000-2001, p. 101). O discurso foi o elemento unificador dos vários estudos que compõem esta dissertação, e que se materializou na identificação das componentes-chave que edificam o desenvolvimento de significados legitimantes da identidade do professor.

Em termos estruturais, a dissertação começou por estabelecer as lentes teóricas subjacentes à concetualização e operacionalização do constructo da identidade profissional nos contextos do ensino e da formação de professores, para depois se focar na indagação da (re)construção da identidade profissional dos intervenientes diretos no espaço formativo do estágio, no caso, estagiários e professores cooperantes.

**A construção da identidade profissional do estagiário**

*As perceções dos estagiários*

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[8] No corpo do texto deste capítulo subordinado às conclusões da dissertação, passamos a usar o termo "estagiários".

Os traços da identidade profissional do estagiário estiveram explicitamente em discussão no estudo sobre as representações de estagiários de Educação Física de quatro de instituições de ensino superior público e no estudo dos discursos de estagiários de três núcleos de estágio sobre as experiências de estágio e o desenvolvimento da identidade profissional retratados em registos visuais, e, implicitamente, nos estudos de caso consagrados às narrativas dos professores cooperantes sobre as trajetórias de aprendizagem e o modo como reconfiguram a sua identidade profissional, em resultado da participação nas atividades de supervisão pedagógica do estágio.

O recurso a diferentes lentes teóricas (e.g. comunidade de prática, participação periférica legítima e identidade discursiva), métodos (e.g., entrevistas individuais, imagens e grupos foco) e estratégias de análise (e.g., teoria fundamentada, análise cartográfica, análise temática, ensaios fotográficos) possibilitou aceder às representações dos estagiários de distintos modos e, a partir daí, examinar a construção das suas identidades profissionais no processo de aprender a ser professor em contexto de estágio (Bryman, 2008; Burns, 2000; Cohen, Manion, & Morrison, 2007). Importou, assim, identificar, numa primeira instância, os aspetos da experiência em estágio que os estagiários valorizaram no seu desenvolvimento profissional e identitário como professores.

Um primeiro elemento que sobrevém da análise dos distintos materiais é que os estagiários colocam em relevo a componente *coletiva e interativa* da experiência de estágio. Não obstante, concebem a aprendizagem para ser professor uma construção pessoal, nos seus discursos aludiram a uma ideia de que é na relação com o outro que se forja um estreitamento com a função e se desenvolve um verdadeiro sentido de pertença e de filiação com a comunidade profissional (Goodnough, 2010; Keay, 2007). Este entendimento desafia a conceção de que a formação do professor é, na sua génese, um fenómeno individual (e.g., Chaix, 2002) e suporta a ideia de que, apesar da identidade se reportar a estórias individuais e marcantes de uma pessoa, estas são um produto de uma estrutura coletiva (Lopes, 2007; Sfard & Prusak, 2005). Os participantes relevaram, assim, as pessoas envolvidas no processo de estágio e os significados que cada uma teve nas suas aprendizagens.

O professor cooperante parece assumir o pódio dos merecimentos das personalidades destacadas. Numa primeira instância, pelo acompanhamento diário e, por conseguinte, pela proximidade e contribuição direta no seu desenvolvimento profissional no decurso do ano, e, numa segunda, por representar alguém que para eles é detentor de um conhecimento especializado e de uma experiência prática de ensino, potenciando a aprendizagem, a superação de dificuldades, o aprofundamento da reflexão e consolidação da experiência.

O fator social também sobressaiu, assumindo-se como o agente que mais concorre para a integração dos estagiários na estrutura, atividade e funcionamento da escola. Independentemente da natureza da relação pedagógica adotada, dominante ou colaborativa (e.g., Awaya et al., 2003; Jones, Harris, & Miles, 2009), os professores cooperantes são vistos pelos estagiários como os detentores dos "saberes da prática", os principais facilitadores da construção de suas identidades profissionais com base numa "andaimação" (Carrega, 2012 e Vasconcelos, 2008, cit. por Queirós, 2014), e, nesta razão, da sua entrada na profissão, pelo que se percebe a importância que estes lhe atribuem.

Das interações com os DTs e professores do DE, os estagiários valoraram a dimensão das aquisições, designadamente a aprendizagem do desempenho da função.

De modo semelhante, o contacto com os professores do grupo de EF permitiu-lhes explorar, ainda mais, as questões do aprender a ensinar, pela partilha de experiências, pela colaboração conjunta em atividades e pela incorporação de práticas e de distintos modos de atuar. A dimensão dificuldades também foi enfatizada na socialização com o grupo disciplinar, nomeadamente o apoio à sua superação. As aprendizagens atrás mencionadas consubstanciam-se num dos traços da identidade individual dos estagiários. A mesma advém da noção que o professor não atua somente no espaço da sala de aula, os papéis do professor são múltiplos e diversos, e as suas responsabilidades transcendem o da sua disciplina e até mesmo o território da escola.

Aos colegas de estágio atribuíram a melhoria das suas atuações nas aulas e o desenvolvimento de capacidades como a observação, o trabalho e reflexão de grupo sob a égide de um objetivo comum: aprender a ser professor. Os alunos, por seu turno, foram designados pelos estagiários como os elementos-chave para o seu desenvolvimento profissional, por os incitar a procurar uma excelência profissional através da procura do conhecimento, da correta preparação das aulas e implementação de estratégias de ensino promotoras de aprendizagens significativas.

À figura do orientador da faculdade foi imputada a noção de barómetro dos seus trabalhos e progressos como professores em aprendizagem, em períodos pontuais do estágio. Com efeito, os estagiários valorizam o acompanhamento sistemático do professor cooperante e do orientador da faculdade, muito embora a este último confiram uma menor incidência.

Todos os agentes formativos atrás mencionados facilitaram o acesso a um reportório da escola, a integração e posicionamento na comunidade, o desenvolvimento de um sentimento de pertença, o despir do papel de aluno para assumir o papel de professor, e uma melhor compreensão das próprias práticas e atividades.

Uma outra ideia que desponta dos relatos e registos visuais dos estagiários é que a atividade do professor é *plural*.

É na extensão das práticas da organização e gestão do processo de ensino/aprendizagem (i.e., preparação, realização e avaliação) às atividades de gestão (e.g., assessoria ao desporto escolar e à direção de turma) e iniciativas extracurriculares da escola que os estagiários incorporam a generalidade dos elementos que compõem a profissão do professor.

Não obstante, as tarefas inerentes ao processo de ensino aprendizagem se constituírem como as mais marcantes, os estagiários identificaram-se particularmente com as atividades extracurriculares, pelo sentimento de empoderamento que a participação nestas atividades fora do contexto de ensino lhes facultou, pela interação e relacionamento com diferentes elementos da comunidade escolar, e pelo consequente reconhecimento dos seus pares.

Em particular, a participação nas atividades nucleares da escola também lhes proporcionou um espaço para o desenvolvimento de um sentido a que Korthagen (2004) denomina de missão. Um desígnio que, nas perspetivas deles, parte de dentro (do individual) e estende-se ao grupo de professores (ao coletivo), designadamente a missão de promover, junto dos seus alunos, a prática autónoma de desporto e exercício físico e o fomento de valores transversais à vida em sociedade. Em última análise, este grau de envolvimento – individual, mas também social – com a profissão, contribuiu para a construção de um entendimento mais aprofundado do que é ser professor.

Um terceiro elemento da experiência em situação de estágio, que goza de destaque nos relatos e registos visuais dos estagiários, reporta-se à *abertura* dos seus espectros de ação enquanto professores em aprendizagem.

Ambientes de formação marcadamente fechados e institucionalizados tendem a proporcionar-lhes uma participação circunscrita aos processos de preparação, realização e avaliação do ensino, conduzindo, por isso, a um afastamento da realidade profissional da atividade de professor.

De modo contrário, contextos que apresentam maior flexibilidade nos aspetos orgânicos e funcionais, convidam a uma participação mais ativa, capaz e centralizada nas preocupações, responsabilidades e práticas diversas que perfazem a atividade do professor, levando-os a um desenvolvimento mais próximo da realidade escolar e a um conhecimento mais integrado do que é ser professor. Efetivamente, os estagiários têm a expectativa de encontrar no estágio contextos potenciadores de aprendizagens significativas. Ademais, uma participação nuclear nas atividades da escola não acontece desgarrada de uma capacidade de agenciamento por parte dos estagiários. Estes, apesar de cumprirem com um conjunto de tarefas impostas e valorizarem o acompanhamento sistemático dos orientadores, também reclamam espaços de autonomia para agir.

De facto, é justamente na articulação entre os barómetros colocados pela instituição e orientadores (estrutura) e o espaço de responsabilização e decisão autónoma (agenciamento), que os processos de construção identitária começam a surgir (Batista, 2014).

Neste seguimento, as atividades de gestão e extracurriculares encapsularam, uma vez mais, o sentido de oportunidade de os estagiários exercerem uma ação influente na comunidade educativa e, numa relação de reciprocidade, algumas das aprendizagens adquiridas nesses contextos encontraram transferência para a aula (e.g., atividades do DE).

Por último, importa enfatizar que os estagiários reconhecem grande riqueza formativa ao estágio, identificando-o como uma componente *transformativa* da atividade do professor.

Suportando-se em ferramentas como a escrita, a reflexão e a investigação, as representações dos estagiários denunciaram uma configuração do que é ser professor na interpretação e negociação de práticas, criando-se um espaço para a criação e recriação de seus entendimentos sobre ser professor e, nesta senda, das suas identidades profissionais.

Neste quadro, os estagiários identificam um conjunto de tarefas a que nem sempre atribuem sentido, e outras que aprendem a dar-lhe significado, designadamente as reflexões escritas. Uma vez mais o elemento coletivo distinguiu-se na partilha sobre entendimentos, experiências e conhecimentos em sede de atividades do núcleo de estágio e do grupo de EF.

A escrita, por seu turno, manifestou-se a nível individual, mais especificamente na oportunidade de os estagiários realizarem uma autoanálise dos seus próprios progressos como professores em aprendizagem.

De modo similar, a atividade investigativa possibilitou a reflexão, a alteração e a projeção de práticas; que nas palavras de Sfard e Prusak (2005) espelham o balanço entre os dados factuais do presente e aquilo que se espera vir a ser e a alcançar; e, neste seguimento, a construção de uma identidade de professor em trânsito, corroborando um entendimento atual de dinamismo, mudança e inovação relacionado com o constructo da identidade profissional.


*As perceções dos professores cooperantes*

Num segundo enfoque importou explorar as perceções dos professores cooperantes a propósito dos processos de supervisão e de estabelecimento de uma relação pedagógica com o seu grupo de estagiários.

As características que mais marcaram este contacto foram os traços individuais, os percursos biográficos, o conhecimento especializado e a capacidade de o utilizar na ação.

No que concerne ao primeiro elemento, traços individuais, o que sobreveio dos materiais analisados foi o confronto com *personalidades contrastantes*. Neste âmbito, os professores cooperantes descreveram estudantes com características muito distintas: entre si, de estagiários anteriores e das suas próprias qualidades pessoais e profissionais. Lidaram com estudantes pouco envolvidos com o estágio, o ensino e a escola; detentores de crenças excessivamente enraizadas e métodos de trabalho predominantemente centrados em si próprios; e, ainda, com alguma falta de maturidade, seriedade e iniciativa no que faziam.

Esta partilha encontra suporte nas esteiras de Giddens (1997) a respeito das identidades individuais se sobrepesarem às identidades coletivas, e de Lopes (2007) sobre uma mesma representação social acerca da identidade profissional docente não ser partilhada por todos os professores, no caso, entre professores experientes e iniciantes. É nesta desarticulação entre identidades individuais e identidades coletivas, que uma conjuntura identitária ganha corpo, segundo Lopes (2007), a crise das identidades no mundo contemporâneo.

Um segundo aspeto reporta-se ao *percurso biográfico* dos estagiários, o qual parece não ter encontrado um respaldo positivo nas vivências em contexto de estágio dos mesmos. Este é um dado relevante que deve ser tido em conta no processo de formação e de reconstrução de uma identidade profissional do futuro professor. No entendimento dos professores cooperantes, marcas de um percurso anterior, pouco ricas em experiências desportivas e formativas, dificultaram a configuração de uma identidade profissional dos estagiários no contacto com a escola real.

A constatação anterior desembocou numa terceira preocupação, a da determinação dos professores cooperantes em identificar traços essenciais ao

desenvolvimento profissional de um professor competente, designadamente o ser detentor de um *conhecimento especializado*.

Na verdade, no decurso do estágio, um dos traços da identidade dos estagiários relatado pelos professores cooperantes foi a falta de conhecimento do conteúdo e de capacidade de o adaptar para a prática sob a forma de estratégias de ensino adequadas e motivantes para os alunos.

Com efeito, os problemas de relação entre a teoria e a prática, as universidades e as escolas (Batista, 2014; Graça, 2014) continuam aqui a ser temas recorrentes nos discursos dos professores cooperantes. Estes agentes de formação materializam a noção de competência do professor numa das dimensões para a profissionalização da atividade docente defendidas por Nóvoa (2000): um profissional detentor de um corpo de conhecimentos e competências especializado, combinando componentes de formação teórica e prática não redutíveis a um aprendizado prático, que possui capacidade de o utilizar na ação.

A diversidade de programas de formação inicial oferecidas por distintas instituições do ensino superior, que resultam em dissonâncias de crenças e perspetivas de ensino muito marcadas, é uma das explicações avançadas pelos professores cooperantes que participaram nesta investigação. Este parecer é partilhado por vários autores (e.g., Allen, 2011; Formosinho, 2001; Graça, 2014; Nóvoa, 2009), os quais veiculam que a principal crítica aos programas de formação inicial de professores reside no afastamento de suas ofertas curriculares das preocupações pragmáticas, mais profissionalizantes dos práticos do terreno; das suas rotinas e culturas profissionais; e, em razão disso, da profissão docente.

Em vista dos aspetos descritos, as características encontradas nos estagiários configuraram uma realidade manifestamente distinta à que os professores cooperantes esperavam encontrar, levando-os à reavaliação de conceções e práticas de ensino e, em última instância, à reconstrução da sua identidade profissional como "professores de professores". Este desafio corrobora uma ideia de que as questões da identidade profissional do professor conjugam aspetos da ordem do desejo (das projeções), da possibilidade e da realidade (Graça, 2014; Owens, Robinson, & Smith-Lovin, 2010).

**A (re)construção da identidade profissional como professor cooperante**

A reconfiguração da identidade profissional dos professores cooperantes, pela incorporação dos papéis e funções de apoio e coordenação do trabalho dos estagiários na sua atividade profissional do dia-a-dia, estiveram em foco nos dois últimos estudos de caso. Não obstante, a inspeção deste elemento foi também implicitamente examinada nas vozes dos estagiários no estudo sobre as representações de estagiários de Educação Física de quatro instituições de ensino superior público e no estudo dos discursos de estagiários de três núcleos de estágio sobre as experiências de estágio e o desenvolvimento da identidade profissional retratados em registos visuais.

As representações dos professores cooperantes sobre o desenvolvimento da identidade profissional foram capturadas nas suas perceções sobre os estagiários e os desafios encontrados no exercício do cargo durante um ano letivo integral. Um dos professores cooperantes era iniciante nas atividades de supervisão da prática pedagógica no ano de recolha de dados e o outro era experiente, mas nesse ano defrontou-se com mudanças substantivas nos estagiários, resultantes da implementação do processo de Bolonha.

O método selecionado para aceder a essa informação foi "o relato pessoal" (Brown & Dowling, 1998, p. 59) em contexto de entrevista em vários momentos do estágio. Os focos foram a identidade discursiva, as vivências e a participação no espaço da atividade profissional, as trajetórias de aprendizagem, as perspetivas de ensino, as relações e os sentidos atribuídos à profissão e à função de professor cooperante.

Partindo da premissa que a construção identitária do professor é pluridimensional (Beijaard, Meijer, & Verloop, 2004), importou perceber em que elementos os participantes se suportaram para perfilhar o papel de professor cooperante.

A primeira ideia que sobreveio (ainda que mais evidente num dos participantes) foi a de que a identidade do formador de professores se constrói na *profissão* e no desempenho dos papéis e funções que lhe estão associados no decurso do tempo, reforçando a relação apontada pela literatura entre identidade e a prática profissional (Batista, 2014), identidade e o momento (Gee, 2000-2001),

identidade e o contexto de trabalho (Clarke, Triggs, & Nielsen, 2014; Webster-Wright, 2009), e, por conseguinte, o entendimento que as questões da ordem do *ser* se configuram no *fazer*.

Aliado ao elemento da participação no terreno profissional, surge o da relação, indo de encontro ao referido por Batista (2014): "a identidade profissional (…) é construída e reconstruída em interação com os outros" (p. 16).

Neste quadro, os desafios encontrados no exercício do cargo ganharam corpo.

No discurso da professora cooperante experiente, ficaram claros desafios no âmbito da comunicação das suas perspetivas sobre o ensino e a profissão do professor, junto do seu grupo de estagiários; da reconfiguração das suas práticas de supervisão pedagógica para lhes potenciar competências (conhecimento especializado e habilidades de ensino); e do planeamento e implementação de estratégias de orientação individualizadas.

O professor cooperante iniciante partilhou as dificuldades que encontrou a distintos níveis da atividade de supervisão pedagógica, designadamente no desempenho "camaleano" de um número diversificado de papéis e funções; na criação de estratégias de orientação "sob medida" - individualizadas e significativas; e na construção de uma relação pedagógica e profissional com base num sentido de "equipa".

Por conseguinte, dois outros elementos ganharam visibilidade na formação da identidade profissional dos professores cooperantes, designadamente o *biográfico* e as *perspetivas de ensino*.

Com efeito, os participantes reportaram desafios de diversa ordem, mas foi na gestão de personalidades distintas e na interação com os seus estagiários que as maiores dificuldades se colocaram. Este panorama é indicativo de que a identidade profissional do professor cooperante também se configura, por um lado, no confronto com os desafios do ambiente profissional e, por outro, na negociação das relações pedagógicas estabelecidas com os estagiários.

Neste seguimento, evidenciaram, desde logo problemas no campo das projeções, designadamente no que esperavam, quer do cumprimento da função

de orientador, quer do modo como os estagiários encaravam o estágio e, em razão disso, a deontologia da profissão de professor.

Desta forma, no propósito de orientar os estagiários para o tipo de professor que gostavam que eles viessem a ser, os participantes socorreram-se das suas características pessoais e dos seus entendimentos sobre a atividade docente, o ensino e o comportamento ético na profissão.

Tais opções fortalecem a noção de que a identidade profissional do professor cooperante é simultaneamente uma jornada individual – dependente de estados internos e de características e atributos – e coletiva – configurada em grupo e para o grupo; bem como que resulta de uma construção no balanço entre os aspetos apresentados pelo contexto (factos do presente) e o que se espera vir a conquistar (desejos e desígnios).

Os professores cooperantes também veicularam que o desenvolvimento da identidade do professor cooperante se entrecruza com uma identidade profissional anterior (ou coexistente), neste caso específico, a de professor.

Neste âmbito, um legitimou a sua função de orientador em práticas pedagógicas mais diretivas, suportadas em estratégias de modelagem e na parte técnica e instrumental do papel, tal como a preparação e realização do ensino e a solidificação de um conhecimento pedagógico do conteúdo; já o outro colocou em relevo estratégias de orientação edificadas na reflexão, na descoberta, na autonomia, na inovação e no estabelecimento de afinidades com os alunos, o núcleo de estágio, o grupo de Educação Física e a comunidade escolar em geral. Ambos enfatizaram a importância do saber estar na profissão.

Os distintos modos de lidar com a função e os desafios relatados informaram acerca do modo como os participantes veem a profissão de professor e o no que nela consideram relevante, sustentando a noção de que as perspetivas de ensino são variáveis informativas não somente de práticas e relações pedagógicas, mas também da formação de uma identidade profissional.

Atendendo ao objetivo central da dissertação, ficou evidente que as questões da construção e reconstrução da identidade profissional em ambientes formativos é um processo complexo, dinâmico e multifacetado que acontece na interação

com o contexto e com os atores que nele participam ativamente (e.g., estagiários, professores cooperantes e outros significantes), mas, sobretudo, através dos discursos.

Os pensamentos, crenças, valores, sentimentos, ações e significados presentes na linguagem dos estagiários e dos professores cooperantes, capturados de distintos modos, veicularam processos de tentativas de harmonização entre as suas perceções sobre a atividade profissional do professor e as dos outros, e em vista disso, também inclui formas de reconhecimento, de posicionamento e de negociação, circunscritos ao contexto social e cultural onde exerceram a sua prática e formação.

No futuro, pesquisar o modo como a identidade profissional se constrói e reconstrói em contexto de estágio deve considerar a relação pedagógica da tríade nele presente: estagiário, professor cooperante e orientador da faculdade. A triangulação de recursos metodológicos, designadamente os métodos visuais, observação, metáforas e grupos focais, pode ser um caminho a seguir no sentido de melhor compreender e representar o carácter pluridimensional do constructo da identidade do professor.

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