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Exploring the ‘how’ and ‘why’ of Value Orientations in Physical Education Teacher Education

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Abstract: This paper focuses on the significance of curriculum value orientations for curriculum implementation and, therefore, for teacher education. The paper draws on data arising from research undertaken with six Health and Physical Education teachers in Aotearoa New Zealand to explore issues pertinent to Physical Education teacher education (PETE). Selected findings from the study are presented and critically engaged with from a teacher education viewpoint to specifically address (i) considerations relating to students’ value orientations that teacher educators need to be cognisant of, and (ii) issues arising for teacher educators seeking to engage with value orientations in undergraduate and/or post-graduate PETE programmes. The paper foregrounds the highly personal nature of value orientations in considering their significance in teacher education programmes and is written from the position of the author as a teacher educator committed to raising student teachers’ awareness of value orientations and their influence on curriculum and pedagogy. Attention is drawn to the significance of course content, practicum, critically reflective practice, and programme structures in relation to efforts to embed value orientations into teacher education programmes.

Introduction

Four weeks into my new position in physical education teacher education (PETE) I met the 2010 intake of students. I glanced around the students in the one-year post-graduate physical education teacher education class and their classmates in the final year of their conjoint programme, and mentally noted the diversity. Differences in culture, age, gender and ethnicity were all visibly apparent. Diversity of this nature in teacher education wasn’t new to me, but the students’ introductions revealed further differences in their backgrounds – and of most surprise to me, in the degrees they had undertaken. Degrees in physical education, degrees with a focus on the social sciences in relation to sport, degrees in exercise science and exercise prescription. Resisting making assumptions about the potential range of worldviews within the group wasn’t easy, revealing my own predetermined thoughts about the most suitable degree from which to enter physical education teacher education – and in turn, my personal stance as a physical education teacher and teacher educator.

Philosophically, I believe physical education has much to offer in the holistic development and education of young people. As a teacher I view(ed) myself first and foremost as a teacher of students, not simply a teacher of a subject. The socio-critical underpinnings of the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education (MoE), 1999) and its revised version in the *New Zealand Curriculum* (NZC) (MoE, 2007) correspond with my curriculum value orientation and my beliefs about the potential of the breadth of learning that physical education encompasses. Furthermore, the vision and direction of the NZC (MoE, 2007) and its support for constructivist learning

theory, autonomous life-long learners and active citizens, sits well with me, and in my view, the potential contribution of physical education to this vision is exciting.

Fast-forward to week two of the course and the range of the students' beliefs and views about physical education played out in a simple group activity: a group brainstorming activity, using curriculum documents for reference. What do we want our learners in school to gain from studying senior physical education – what might we want them learn and to experience? Anatomy, biomechanics, exercise physiology, sports psychology, training principles, training methods...many groups noted first and foremost biophysical content knowledge and little else. In contrast, some groups balanced this with the development of interpersonal and leadership skills, critical thinking and critical action, lifestyle choices, societal influences on and of sport and movement. Were the different responses a manifestation of their background content knowledge from their degrees, and/or what they experienced in schools themselves, and/or their (very early) interpretation of the curriculum documents? Most likely a messy combination of all of these. Class discussion then highlighted the importance some students placed on 'learning the (bio-physical) content'. In one quick activity, a vast array of beliefs about what constituted senior secondary school physical education was revealed.

The experiences described above, and other instances in my work as a teacher educator have increasingly prompted me to revisit curriculum value orientations and more specifically, research that I had undertaken for my masters degree (Gillespie, 2003). This paper arises from my re-engagement with and fresh analysis of data arising in that research, from a teacher education perspective.

Curriculum value orientations

Curriculum value orientations, also referred to as curriculum perspectives, arise from beliefs and are significantly influential in education. Value orientations, according to Ennis, Ross and Chen (1992), are

belief structures or philosophical positions that can be defined operationally in educational settings. They represent educational perspectives that influence the teachers' relative emphasis on the learner, the context and the body of knowledge. Value orientations are pervasive factors that determine the characteristics of a 'physically educated person' within alternative curricular perspectives (p. 38).

Curriculum scholars argue that value orientations influence curricular decision-making and determine choices in relation to content, pedagogy, and assessment. Value orientations are a complex blend of intentions, beliefs and actions in practice and provide the lens through which teachers' interpret and enact curriculum (Curtner-Smith & Meek, 2000; Eisner, 1992; Ennis, 1992; Ennis & Chen, 1995; Ennis, Ross & Chen, 1992; Pratt, 2002; Shields & Bredemeier, 1995).

The importance of making values explicit in curriculum work of any nature is now widely acknowledged and is reflected in the text of official curriculum documents and curriculum and pedagogical research. For example, the draft shaping paper for languages in the new Australian national curriculum (ACARA, 2011) points to a fundamental link between the curriculum and cultural history and values. As I discuss below, the curriculum texts that this paper particularly relates to, *Health and Physical Education in the New Zealand Curriculum* (MoE, 1999) and the HPE Learning Area in *NZC* (MoE, 2007) have an explicit socio-cultural orientation.

Therefore, curriculum value orientations provide a framework for exploring the lens/es through which teachers and student teachers view curriculum and pedagogy. The practical significance of curriculum value orientations lies in their potential to be utilised as a critical tool within teacher education that may provide insights into student teacher

preferences and decisions relating to planning, pedagogy, content selection and practice, as these will be based on their particular set of beliefs and value orientation (Hooper, Mueller & Ennis, 1990; Jewett, 1994; Nespor, 1987).

As indicated, this paper focuses particularly on physical education - an area in which research on value orientations has extended knowledge and understanding of potentially contrasting perspectives that individual teachers may bring to the task of interpreting and implementing official curricula, and the ways in which differences in value orientation will be reflected in curriculum planning and pedagogy. It is also a learning area that is acknowledged as raising particular challenges for teacher educators in relation to the understandings of and views in particular about physical education that students bring with them upon entry to PETE. Indeed, PETE is internationally acknowledged as a context and culture that is frequently characterised by resistance to value-related shifts in thinking and practice (Curtner-Smith, 1999; Rossi, Sirna & Tinning, 2008; Sparkes, Brown & Partington, 2010; Wright, 1999).

Ennis and Chen (1996) suggested that clarifying teachers' value orientations is an appropriate initial step in curriculum innovation and change. The perspective adopted in this paper is that an understanding of curriculum value orientations provides PETE students with a valuable tool to integrate into the development of their critically reflective practice. The analysis of data and discussion presented reflects my personal commitment as a teacher educator to raising student teachers' awareness of value orientations and their influence on curriculum and pedagogy. The paper therefore explores data from teachers specifically in relation to issues and challenges posed for teacher educators, and addresses the opportunities and barriers that exist in contemporary PETE programmes to foreground value orientations.

Curriculum Value Orientations in Physical Education and PETE

Research addressing value orientations in physical education has been led by Ennis and colleagues in the United States. Ennis and Hooper (1988) developed the Value Orientation Inventory (VOI) to examine physical education teachers' value profiles. This was further refined by Ennis and Chen (1993) as the Values Orientation Inventory 2 (VOI 2) and subsequently modified to the Value Orientation Inventory Short Form (VOI-SF) (Chen, Ennis & Loftus, 1997). The VOI, VOI 2 and VOI-SF are specific to physical education, and provide the opportunity to examine the relative value that physical education teachers place on five value orientations. The VOI enables teachers to describe and understand their value profiles and has been used internationally by researchers. Research has highlighted that physical educators have strong value priorities and can identify curricular goals that are consistent with their beliefs (Ennis, Chen & Ross, 1992; Ennis & Zhu, 1991). The classification of value orientations in physical education identifies the following five orientations: discipline mastery; learning process; self-actualisation; ecological integration; and social responsibility (Ennis & Chen, 1993; Ennis & Zhu, 1991; Jewett, 1994). (See Figure 1).

Ennis (1994a) proposed that physical education teachers place a high priority on at least one of the above value orientations. A teacher's content decisions and implementation decisions generally align with their priority orientation. Research has, however, also provided a note of caution with regard to this linkage. For example, irrespective of value orientation, Cothran and Ennis (1998) found that many physical education teachers included social responsibility and the desire to have fun within the focus of their learning outcomes. Similarly, Ennis (1994b) found curriculum decisions were often dominated by efforts to assist the students learn social and cognitive skills that lead to a positive future.

Other studies found that while many teachers were inclined towards discipline mastery, teachers' beliefs varied across the orientations. Specifically, studies have shown that while teachers of physical education are represented across the range of value orientations, it

is common for teachers to have a mix of two or more value orientations in their approach (Ennis & Chen, 1995; Ennis, Ross, & Chen, 1992; Ennis & Zhu, 1991). Despite these notes of caution, having a strong orientation towards one or two value orientations can be regarded as being likely to inform the way in which teachers plan, teach and regard the curriculum. The significance for curriculum implementation is that different value orientations encourage teachers to have different views about the purpose of physical education, programmes, content, pedagogy and assessment, and to implement curriculum in a selective manner. Physical education programmes planned from different value orientations will undoubtedly be very different programmes, privileging different learning and providing different learning opportunities for students.

<p>Discipline mastery</p> <p>This orientation promotes a traditional approach to curriculum where mastery of content is of utmost importance. Teachers with this value orientation as their priority have a curriculum focus on performance proficiency and performance related knowledge. Learning experiences will primarily focus on skill development, competence in sport, fitness, and biophysical knowledge and its connection with improved performance.</p>
<p>Learning process</p> <p>This value orientation highlights skill learning and understanding of the associated learning principles. Learning experiences emphasise learning progressions so that students understand content relationships by adding new knowledge to prior learning. The focus of the learning predominately involves the synthesis of scientific concepts and applying knowledge and skills to solve problems related to movement and sport.</p>
<p>Self-actualisation (or learner centred)</p> <p>This orientation has a student-centred focus that aims to build self-worth, self-knowledge and an enjoyment in learning. The individual student has autonomy and responsibility for learning. Physical education programmes and learning experiences focus on the students becoming increasingly self-directed, responsible and independent.</p>
<p>Ecological integration</p> <p>This orientation emphasises a holistic approach where a balanced curriculum considers student needs, subject matter, educational context and social concerns. Students learn to balance the personal relevance of their own needs with that of the larger social and natural environment. Learning experiences enable students to undertake and develop critical questioning, problem solving and decision making to respond to changes in their own lives and to determine their own future.</p>
<p>Social responsibility</p> <p>This orientation places the needs of society over individual needs with the over-riding curriculum goal of encouraging students to become socially responsible and consider contributing to social change. Programmes and learning experiences provide learning through movement and focus on the students developing an awareness of social needs, issues and concerns and develop respect for group concerns. Students are empowered to make decisions, implement change and contribute to a better society and environment for all.</p>

Figure 1: Value Orientations in Physical Education (adapted from Ennis & Chen, 1993)

Values orientations and Physical Education in Aotearoa New Zealand

In Aotearoa New Zealand as in Australia, physical education is included within the learning area of Health and Physical Education (HPE). The HPE curriculum in New Zealand is openly acknowledged as presenting a conceptually challenging framework and as promoting new ways of thinking about HPE. Implementation is consequently also acknowledged as not necessarily straightforward and/or as potentially requiring ‘value shift/s’ on the part of teachers (Burrows, 2009; Culpan, 2008; Ovens, 2010).

The curriculum writers of the *Health and Physical Education in the New Zealand Curriculum* (MoE, 1999) suggested that the aims of the curriculum and its underpinning socio-ecological perspective would be best implemented by ‘an amalgam of the value orientations’ (Culpan, 2000, p. 23). This remains the case for physical education in the more recent NZC (MoE, 2007). In addition, the NZC outlines key competencies for young people to develop that are underpinned by a socio-cultural theoretical framework within which pedagogy is seen as learner-centred (Hipkins, 2006).

It follows that knowledge and understanding of value orientations are important steps in the successful implementation of the curriculum. The study that is reported below sought to extend understanding of the influences on teachers’ varied value orientations and the implications of different orientations for physical education in their schools.

This paper directs attention specifically to the issues arising from the data that are pertinent for PETE. In so doing it seeks to respond to a relative absence of research addressing value orientations of PETE students, and more particularly, of studies exploring opportunities and challenges associated with embedding knowledge and understanding of values orientation into contemporary PETE programmes.

Researching HPE value orientations

Design and Method

The research was designed to relate specifically to the implementation of the *Health and Physical Education in the New Zealand Curriculum* (MoE, 1999). It acknowledged that the degree to which a teacher supports the emphasis on social change that is inherent in the curriculum aims and content of the official text depends partly on their value orientation. As indicated above, a socio-ecological perspective underpinned the 1999 text and this emphasis in HPE was reaffirmed in the more recent NZC (MoE, 2007).

Twenty-five teachers in twenty-three secondary schools were initially asked to complete the VOI –SF (1997) and for the purposes of this research, the scores for the value orientations of discipline mastery and learning process were combined in order to identify teachers with content or knowledge centred beliefs. Similarly, the value orientations of ecological integration and social responsibility were combined to identify teachers with more holistic beliefs. Three teachers with a value orientation of Discipline Mastery/Learning Process (DM/LP) and three with a value orientation of Ecological Integration/Social Responsibility (EI/SR) were then selected for interview. The data arising from the interviews provided rich insights into both the origins of teachers’ value orientations and ways in which those orientations were reflected in their everyday practice.

Findings: From philosophy to curriculum

The manner in which teachers from the two groups (i.e. DM/LP and EI/SR) articulated their personal philosophies differed. Teachers with DM/LP value orientations suggested they saw their role more as ‘deliverers of knowledge’ whereas teachers with EI/SR value orientations held a broad view of their role as a teacher when reflecting on their philosophy, making statements such as:

I try to inspire them to value education. I think that is a role that we all have. Some teachers see themselves merely as a teacher of that subject, but you know my view has always been that you are a teacher of a person and you have a responsibility to encourage that person to develop as broadly as you possibly can.

(Teacher D - EI/SR)

I just want to try and make a difference there, try and make kids aware that they may not be successful in a traditional sense of the word in the school, but they still have gifts and abilities that they can contribute positively to society, to try and make them aware of their own worth and their own positive contribution.

(Teacher F - EI/SR)

Value orientations clearly translated into differing views on and approaches to curriculum. Essentially, teachers with different value orientations were shown to interpret the intent of curriculum in contrasting ways and this was in turn reflected in their approach to implementation. Teachers’ views on the *Health and Physical Education in the New Zealand Curriculum* (MoE, 1999) and the way in which it serves physical education from their perspective differed.

Two teachers with DM/LP value orientations recognised new potential in the curriculum, commenting for example, that ‘the whole philosophy behind the new curriculum just opens physical education out from being pure physical skills’ and ‘I see the use of learning skills for life, and a chance to influence students for their lives, to be active participants as important.’

These statements suggest a possible broadening or shift in value orientation, instigated by a shift in curriculum philosophy. However, another was less supportive of the curriculum, stating, ‘I haven’t enthusiastically embraced all of the new curriculum’. In keeping with their value orientation, DM/LP teachers showed their ongoing support for the place of biophysical content knowledge with statements such as: ‘I still want kids to understand what energy systems are and principles of training are and whatever so it has got to be covered, also the appreciation of being aerobically fit, how you become anaerobically fit’; and ‘knowledge around fitness, looking after the body is important.’

Those teachers with EI/SR value orientations considered the curriculum philosophy, both implicit and explicit in the official text, as confirming their existing beliefs. One commented ‘when I saw the (HPE) curriculum come out it was reflective in a lot of ways of what I had already been trying to do in physical education.’ EI/SR teachers appeared to value a broader approach to their programmes suggesting that ‘there is also learning to be had in the bigger picture stuff like how to work individually, how to work well in groups, how to communicate ideas with others, how to strategise,’ and that the curriculum had encouraged ‘changes in the programme content, teaching methods, and my beliefs have had a huge influence on how I have done that.’

My findings suggest that for those teachers who perceived the curriculum and its underlying philosophy to be quite different from the beliefs on which they based their current practice, a philosophical shift might be required in order to support the intent of the curriculum. In contrast, it was also evident that when a new curriculum provides a comparable emphasis to a teacher’s value orientation, they will find curriculum implementation exciting, a positive challenge and a source of legitimisation of their practice.

Findings: Links with Initial Teacher Education (and specifically PETE)

Invariably it is acknowledged that student teachers do not begin their teacher education as ‘blank slates’. They come to PETE with a range of experiences and views of education and specifically of physical education. These experiences and views remain pertinent and potentially, highly influential in relation to learning and emerging value orientations in initial teacher education (Lortie, 1975; Zeichner & Liston, 1996). Teacher educators, practicum experience and associate teachers as well as the teacher education course structure are all further influences in the process of student teachers forming value orientations. Furthermore, within initial teacher education, there is the potential for contradictions or tensions to arise in relation to values and beliefs, both between subject specific and general education papers or units and as well as in having generalist staff supervising teaching practicum. Coherency within initial teacher education, communication between the teacher educators (both PETE specialists and generalist teacher education staff) involved in a course, and the ability of teacher educators to enable students to make connections within and across the PETE programme, are also important considerations.

This research recognised initial teacher education as a context and set of experiences that can influence teacher value orientations, and as also a potential site for value tensions to emerge. The sections below report findings specifically focusing on the role and influence of teacher educators in shaping value orientations, the significance of teaching practicum experiences and associate (mentor, or colleague teachers) in this regard, and finally, the impact of course structure.

Teacher educators

Data revealed individual teacher educators influenced how the six teachers conceived their role as a teacher as well as their pedagogical choices. Teachers with EI/SR value orientations reported gaining a broad perspective on education and ‘were helped to see the big picture’ and routinely reflected on issues as part of their teacher education and suggested, ‘it [teacher education] gave me that philosophical underpinning’.

Two key aspects were revealed as central to teacher educators being influential: firstly, a positive connection with the teacher educator/s, which was exemplified in comments ‘I respected the way they were prepared to talk to me’, and ‘he had a good influence on me’. In contrast, a teacher in the DM/LP group implied a lack of connection stating, ‘my teacher education was a waste of time...we had very good content knowledge and this wasn’t acknowledged [by the teacher educators] at all.’

Secondly, the EI/SR teachers perceived that they were not merely encouraged, but expected to begin to consider the wider picture of education, and clearly recognised this as part of becoming a teacher. One commented, ‘...we were asked to question why things were like they were, and became more critical of things that were going on around us and I guess I became less accepting of just traditional practice.’ This engagement in teacher education, as a result of connections with teacher educators and consistent expectations from them, appears to have been influential in the forming of value orientations. This is worthy of note as Richardson (2001) suggests that student teachers maintain an orientation about teaching that is similar to the teacher educators and programme with which they are associated.

Teachers with DM/LP value orientations recognised themselves as being part of a ‘quite an elite group’ with a particular value orientation when they completed their university study and subsequent PETE. One went further and suggested, in retrospect, the need for this to have been challenged.

We were a very arrogant group of very successful young men and women... most of us were very academically able and good at sport. We were full of ourselves really...but I don't think that was challenged at all in our course.

(Teacher B – DM/LP)

Teaching practicum and associate teachers

Irrespective of value orientation, experiences of teaching practicum and time in school were beneficial and influential with the difference being the focus of influence. Reporting on how individual associate teachers had influenced them, teachers with an EI/SR orientation focused on the influence on their holistic and overall development as teachers, while the DM/LP teachers tended to discuss the more functional side of the teaching practicum experience. As one teacher noted:

the best part of my time in teacher education was out on section. Teachers in schools allowed me to 'have a go' and this influenced me as I learned a lot from trial and error, just by experience.

(Teacher C – DM/LP)

The EI/SR teachers' data reiterated the influential nature of connection. An associate was described as 'quite inspirational'. Teachers with an EI/SR orientation described their practicum experience as revealing new views on physical education in terms of how it could be taught and what might be achieved, and spoke of being influenced by an associate teacher who was 'really student centred in her approach'.

I think for me that was the first time I kind of looked at PE and thought, oh wow, it's great the way he is dealing with the kids and how positive they are and how they get along.... this is what I want to do. (Teacher E - EI/SR)

The most positive influences were people [associate teachers] that had a real passion for what they were doing and you could sort of see that in their personality and in their enthusiasm for the job...they were very conscientious about what they were doing, plus they were people who tried to engage you just on the general relationship level. (Teacher D - EI/SR)

In contrast, when the associate's beliefs were in conflict with those of the student teacher this served to confirm the student teacher's developing value orientation, by 'clarifying how much I didn't want to teach like that'. Findings suggested that the associate teacher is often fundamental in terms of influence on the student teacher with regards to their thinking about curriculum and how they teach. Whether this influence is interpreted by the student teacher to confirm their current understandings and needs, or to prompt new learning, appears somewhat dependent on the nature of the connection between the associate and the student teacher, particularly in relation to their beliefs.

Initial PETE Course Structure

The structure of the PETE courses that the teachers involved in this study followed varied. Two of the teachers had undergone integrated teacher education over four years, studying for a teacher education qualification, which incorporated and integrated specialised physical education teacher education. Four of the teachers had gained their physical education degree and then undergone their teacher education in a one-year post-graduate course. This variation in course structure raises questions in relation to how value orientations may be influenced within (and by) particular courses.

The integrated model has a focus on becoming a physical education teacher from the outset of tertiary education. Understanding of curriculum, pedagogy and assessment are intertwined with content, leading to the scaffolded development of pedagogical content knowledge. In contrast, student teachers undergoing PETE in a one-year graduate programme acquire knowledge during their degree ('good content knowledge') in a manner

isolated from the context of teaching and the pedagogies associated with physical education. There is little opportunity for this knowledge to be contextualised until the teacher education course is embarked upon, compressing this learning and development into the one-year course. In this study all of the teachers with a DM/LP orientation had undergone their teacher education after completing their initial degree. Only one of the three teachers in the EI/SR group had followed this model for PETE.

Discussion

VO and Contemporary Physical Education Teacher Education

Considering the study findings, and given that PETE includes many formats, the discussion now moves to the challenge of responding to the data and considers the potential role of value orientations within PETE. My experience as a teacher educator teaching across both one-year and four-year programmes informs the discussion, which is thus presented with an emphasis on personal reflection and analysis of the opportunities and constraints from my perspective as a teacher educator.

The opening section of this paper highlighted the fact that students within PETE programmes are likely to have multiple perspectives in relation to what constitutes valued learning in physical education. Their range of initial degrees, experiences and beliefs on entry to PETE is likely to be a recurring theme in PETE programmes. While this may not be a new phenomenon, contemporary PETE is presented with challenges and issues that have become more evident in the last decade. As many readers will be aware, teacher education programmes are often now notably compressed, and teacher educators are required to 'do more with less'. In my experience these pressures are a reality in PETE. In many cases, smaller class sizes that featured facilitated discussion, debate and microteaching, have been replaced with larger, more impersonal lecture style formats and overall reductions in teaching time.

In addition, overall reductions in contact teaching time are common in many PETE programmes. Macdonald and Brooker (2000) and Rossi (1997), remind us these features allow less time to consider pedagogy and curriculum in light of the 'bigger picture' and compel students to seek the technicalities of teaching first and foremost. The ability of teacher educators to enable students to make valuable connections between subject specific papers and general teacher education papers may also be compromised within this pressured environment. The need for teacher educators to explicitly make links and connections from theory to practice and furthermore, do so consistently across specialist and general papers, is then also accentuated.

Taking cognisance of the compressed and challenging nature of PETE, the paper now moves to consider the place and prospective purpose of value orientations in PETE programmes. Specifically discussion addresses the questions of when, where and how value orientations can be utilised explicitly in PETE in ways that may enable initial teacher education and development of our future teachers of physical education.

VO as course content in teacher education

As noted above, initial degree content, philosophy and objectives clearly shapes PETE students' views of physical education in different ways. Failing to highlight, unpack and reflect on these differences in an explicit manner, suggests the beliefs and views will remain as the lens for the remainder of the teacher education programme. As Penney and Waring (2000) emphasised, in learning about teaching, learners will continue to reflect particular sets of beliefs and assumptions. This risks limiting the potential breadth of development in

becoming a teacher of physical education and in turn the difference made to the lives of children and young people they will teach.

Within and beyond the field of physical education, academics such as Loughran (2007) and Penney and Waring (2000) suggest that teacher educators' awareness of the problematic nature of teaching and the ability to examine tensions and issues surrounding it will benefit both teacher educators and their students in gaining valuable insight into their own beliefs and assumptions. My practice aligns with this stance and in reflecting on the application of the data, I sense value orientations presenting as an opportunity to consider the composition of a range of learning experiences and programmes, their associated learning focus and the pros and cons of such a focus. Treating value orientations as core content knowledge initially situates the consideration of value orientations outside of the self – a 'safer' and less challenging way for student teachers to firstly examine value orientations and their implications. In becoming mindful of what may influence the development of value orientations, an understanding of the power of these influences is highlighted.

No response to, or reading of curriculum is neutral and value orientation is one factor that will serve as a lens for reading and interpreting curriculum. Therefore, when student teachers engage with curriculum documents for the first time, an acknowledgement of the value-laden nature of curriculum and that engagement is arguably essential. As Burrows (2009) reminds us, 'it is important to know *what* we see when we are looking at curriculum is inevitably informed by the theoretical tools we choose to 'look' with' (p.148, emphasis in original). By facilitating student teachers engagement with curriculum documents as prospective curriculum implementers and in that process, also making explicit the influence that value orientations have on readings and responses, student teachers' attention can be drawn to areas of curriculum likely to be highlighted or neglected within the orientations. They can be guided to then unpack possible flow-on, in terms of impact on learning and implications for learners. This approach is supported by Ennis who argues for teacher education to engage with the inter-related nature of knowledge and beliefs and curriculum and to 'conceptualize a holistic approach to curricular expertise' (1994a, p. 173).

Loughran (2006) similarly emphasises that teacher education should enable student teachers to confront their own views on teaching and learning and prepare them to challenge and think beyond the status quo. This stance is further supported by for example Martin, 2007; O'Sullivan, 2005; and Tsangaridou, 2006, who stress understanding and exploring student teachers belief systems as a crucial element of reducing the filtering of new knowledge and the ways that beliefs influence perceptions and practice. In addition, Loughran (2010) asserts that if teacher education enables student teachers to develop an understanding of value orientations alongside their understanding of learning theory, this potentially provides them with a tangible tool to consider their practice from a theoretical perspective.

The implication for teacher education (and teacher educators) is that once student teachers understand value orientations there is a need to prompt and support them in exploring and understanding their *own* value orientation. Early in PETE, value orientations can serve as a tool for (critically) reflective practice and position PETE students to clarify their own beliefs, assumptions and the potential impact on these. Brookfield (1995) uses the term 'hunting assumptions' (p. 2) and suggests it is integral to gaining a clearer understanding of the need to reframe existing beliefs. Similarly, Behets and Vergauwen (2006) and others, including Winitsky & Kauchak (1997) suggest the need to bring beliefs to the surface and test and challenge them is considered a necessary component in the (re)construction of the professional knowledge base.

Undoubtedly, student teachers will vary in terms of their resistance to, or welcoming of this self-consideration. However, if viewed as the key to developing as a critically reflective practitioner, carefully supported reflection early in PETE programmes has the potential to support students to consider their value orientations within a range of perspectives, reframe their existing ideas and build new knowledge about teaching, learning

and learners. The explicit use of VOI as a tool has potential for this reflection and (re)construction.

VOI as a catalyst for reflective practice, critical reflection and teaching as inquiry

The difficult nature of utilising a critical pedagogy in teacher education and critical inquiry has been noted by a number of scholars (see for example Tinning, 2002; Macdonald & Brooker, 2000; Ovens & Tinning, 2009). Gaining an understanding of value orientations and their potential influence on self is likely to involve student teachers in the critique of sport and physical education practices – the very places where they have potentially been advantaged and on which they have developed some of their identity. However challenging this may be, ascertaining and understanding of their personal value orientations is a constructive part of moving beyond reflecting on the technical, to consider and question the goals, values and assumptions embedded in their practice, and to be able to reflect on this in the contexts in which they learn and teach. Carlgren, Handal and Vaage (1994), Fernandez-Balboa, (1993) and Tinning, Kirk & Evans, (1993) have noted that the reflective process for many student teachers is primarily concerned with reflecting on the ‘doing’ aspects of their teaching. By prompting critical reflection on the social and cultural context of teaching as well as the technicalities, PETE can potentially extend student teachers’ awareness of and engagement with issues that are foregrounded in official texts (in this case, the NZC) and that need to be central considerations in teachers’ curriculum planning and thinking about pedagogy.

In the context of HPE in New Zealand specifically, having student teachers identify their own value orientation could potentially provide a catalyst to creating the understanding of the need to reflect critically on the learning context, not simply the technicalities of teaching. Critically reflective practice and teaching as inquiry, both of which are explicit in the NZC (see MoE, 2007, p. 35), may be less problematic when the assumptions associated with particular approaches and views of physical education are viewed and understood through the lens of value orientations.

Camacho and Fernandez-Balboa (2006) suggest that student teachers need opportunities and encouragement during teacher education to acquire skills of critical reflection, critical perspectives and to develop a critically reflective habit to ‘understand that their pedagogical roles will affect others in one way or other’ (p. 16). The critically reflective habit is fundamental to a teaching as inquiry approach. Including value orientations and their pedagogical influence within that reflective loop could further enable student teachers to learn to persistently consider the teaching–learning relationship.

Value orientations: Practicum and associate teachers

Internationally, practicum experiences have been identified as a site of tension and potential values orientation conflict. This issue is not confined to physical education and the literature suggests clearly that practicum and the associate teachers are influential on student teacher’s practice and beliefs (see for example Brown, 2005; Brown & Evans, 2004; O’Connor & Macdonald 2002; Rossi et al., 2008; Swabey, Castleton & Penney, 2010). As Green (1998) highlights, both ‘networks’ that teachers have been involved with in the past, and those they are currently involved in, are influential in relation to views about physical education and physical education teaching (p. 131). He further suggests that in engaging with the social construction of knowledge teacher education needs to encompass ‘the knower’, and recognise the significance of context and social relationships. In a similar vein, the importance of connection with the associate teacher (as shown in my own research) suggests that in taking the role as mentor to a student teacher, the associate teacher has the opportunity to strengthen, confirm and/or challenge a particular value orientation.

Individual teachers enact the role of an associate teacher differently and institutions also vary in the way in which they articulate the role and/or the requirements for associate teachers. Furthermore, in considering the prospective influence on student teachers' emerging value orientations, it is important to acknowledge the power-relations at play. In most cases, the associate teacher will ultimately be reporting on the student teacher and this alters the dynamics of the professional relationship between student teacher and associate teacher 'as mentor'. When an associate teacher understands that the value orientations of the student teacher may not equate to theirs, and they do not have the expectation that the student teacher mimics their practice, a greater connection and rapport is likely to develop. Olmstead (2007) suggests this connection and relationship is undoubtedly influential, as was evidenced in this study.

Teacher educators will also be familiar with students alluding to 'personality clashes' with their associate teacher. It is possible that in many instances this may be better described as a philosophical, or values orientation clash. When the philosophy of the student teacher is at variance with that of the department, pressures and expectations create conflict, which may persuade the student teacher to change their value orientation. Most student teachers learn to manage the context of practicum, but Rossi (1997) suggests that in doing so they may simply choose to align with associate teacher and department norms. Pressure to adopt the pedagogy, language and identities that may reflect particular value orientations as Brown and Rich (2002) assert, may include gendered student teacher identities 'in response to the socio-cultural forces brought to bear on them' (p. 144). Supporting student teachers in self-reflection, to generate awareness of when they were 'playing the game' (of compliance with established expectations and norms) may assist student teachers to monitor these influences in their ongoing development as professionals. Entering practicum experiences knowing that not all teachers hold the same value orientations and that these are visible in practice will assist student teachers to manage and understand the myriad of practices, programmes, beliefs and value orientations to which they are exposed to. Philosophical difference can be understood in light of value orientation and as such, is less likely to become a barrier to learning while on practicum.

Understanding curriculum and curriculum change

Curriculum change and reform is an inherent and ongoing feature of education. Teacher education is an important site for developing an understanding of changes, which inevitably have occurred since the student teacher experienced school themselves. As indicated previously, teachers of physical education in Aotearoa New Zealand are charged with implementing a curriculum that is explicit in foregrounding social constructivism and socio-critical approaches to curriculum and learning. Zhu, Ennis and Chen (2011) have recently reaffirmed the need to address beliefs and teachers' 'personal curricular preference' (p. 85) in considering responses to and implementation of constructivist curriculum (in this instance, in South Carolina). Zhu et al. (2011) suggest that 'the implementation of a complex constructivist curriculum not only requires a teacher with willingness to change, but also requires the teacher to believe in the value of the curriculum and to be supported in their efforts by the classroom teachers and school administration' (p. 98). This reflects Ennis' (1994a) previous emphasis that beliefs and knowledge are inextricably related aspects of 'curricular expertise' but also points to the parallel need to consider contextual influences on teachers' decision-making, in individual schools and in relation to day-to-day curriculum thinking and practice (Green, 1998).

Therefore it seems essential for PETE to engage directly with the issue of student teachers' willingness to align with orientation/s that support constructivist curriculum and their ability to develop programmes and adopt pedagogical approaches that reflect that

alignment. For example, explicitly highlighting and experiencing what a range of learning theories and pedagogies look like in practice may assist in the understanding the realities of each approach for learning and learners. Experiencing a range of pedagogical approaches as a student teacher, and unpacking these in relation to the opportunities for students to construct knowledge and to take greater responsibility for their learning provides the foundation to clarify value orientations and the extent to which these correspond to curriculum aims. In order to consider aligning their value orientation with constructivist approaches, student teachers first need to understand their own current value orientation and the implications of associated pedagogy for learning and learners.

Programme structures

As noted earlier, teacher education programme structures vary. Having experienced teaching in a one-year 'end-on' programme as well as four-year conjoint and integrated programme programmes affords me some insight into the learning opportunities, needs and progress of student teachers through each manner of programme. This raises questions in relation to PETE.

Within a matter of weeks of starting in a one-year teacher education programme, student teachers are often in schools on their first practicum. Given the influential nature of the associate teacher and the practicum experience, we might well question the level of preparation and support that needs to be provided for beginning PETE students. In addition, the time parameters mean that teacher educators need to give careful consideration to how best to create the necessary supportive learning environment that enables students to delve into and critique themselves in relation to value orientations? My personal experience suggests that moving student teachers past the point of resistance is challenging, and that judging when to attempt to do this is difficult, as readiness clearly varies amongst student teachers. However, willingness to consider new perspectives in relation to curriculum, pedagogy and value orientation can be as simple as teaching student teachers to routinely consider multiple perspectives and the influences on and of these perspectives. Empowering students to question and providing opportunities to reason, debate and challenge in a supportive learning environment will build confidence to enable the consideration of their own beliefs and perspectives.

Time is undoubtedly needed to enable student teachers to reflect on their beliefs and philosophy. The pressures and structures of a one-year course may require students to move quickly in their studies, and to focus on developing other more technical aspects of teaching rather than reflecting broadly. An integrated and conjoint as opposed to an end-on approach to teacher education arguably presents greater opportunity for consideration of and (re)construction of value orientations. Through this longer exposure to teacher educators, Richardson (2001) suggests, student teachers maintain an orientation about teaching similar to the teacher education programme with which they are associated. Integrated programmes come with their own challenges however in relation to value orientations and arguably, the matter of coherency in support for student teachers' developing value orientations is not straightforward for either integrated and end-on models of PETE. Tatto (1996) found difference in impact on teacher beliefs to be attributed to the coherency of the views of teacher educator within courses. It is possible that programmes that are least compressed and pressured may be better positioned to harness opportunities to (re)construct value orientations and provide greater coherency within programmes. Such coherency will, however, be dependent on the extent to which individuals within an integrated teacher education programme collaborate and contribute to an agreed course philosophy and direction.

Concluding comments

On entry to physical education teacher education, student teachers present with multiple perspectives and beliefs about physical education. The potential for these differences to shape and perhaps limit student teachers' understandings of, and approaches to current curriculum requirements in HPE was the catalyst for me to revisit research undertaken with six HPE teachers in Aotearoa New Zealand and specifically, to consider issues arising from the data pertinent to PETE. In keeping with studies completed in other countries (for example Ennis & Chen, 1995; Ennis et al., 1992; Ennis & Zhu, 1991), the study I conducted found that physical education teachers hold varied value orientations and that different value orientations may give rise to different interpretations and implementation of HPE curriculum requirements. This paper acknowledged that differences in value orientation are arguably particularly important in the context of a curriculum that has an explicit socio-critical orientation. It reaffirms PETE educators (but also, associate teachers overseeing teaching practicums) as potentially influential in PETE students' developing value orientations. Value orientations are presented as inherently tied to the development of curriculum expertise and therefore, as critical for PETE programs to explicitly engage with. This paper has discussed a number of ways in which such engagement can be achieved and identified issues that PETE educators need to be aware of in seeking to respond. Certainly, there is a need for further research addressing ways in which value orientations can be effectively addressed in contemporary PETE programmes in order to ensure that this aspect of PETE students emerging professionalism is clearly supported.

While this paper has focused on PETE in particular, research into role of and development of value orientations and curriculum perspectives is an issue pertinent to all pre-service teacher education, and arguably particularly so in the context of compressed teacher education courses (and pressures to compress these further). Finally, the study and subsequent reflections from my perspective as a teacher educator support Loughran (2006), who states teacher education should enable student teacher to confront their own views on teaching and learning and prepare them to challenge and think beyond the status quo.

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