

LIVING A CURRICULUM OF TENSIONS: EXPERIENCES OF LEARNING TO
TEACH PHYSICAL EDUCATION

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Shannon Dale Funk, candidate for the degree of Doctor of Philosophy in Education, has presented a thesis titled, ***Living a Curriculum of Tensions: Experiences of Learning to Teach Physical Education***, in an oral examination held on February 25, 2014. The following committee members have found the thesis acceptable in form and content, and that the candidate demonstrated satisfactory knowledge of the subject material.

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Abstract

This narrative inquiry explored two pre-service teachers' experiences of learning to teach Physical Education during a 16-week internship. My interest emerged from my experiences as a student, pre-service teacher, teacher, cooperating teacher, supervising faculty, and teacher educator. I began by inquiring into my own stories of experience. Wonders emerged as I explored literature about learning to teach and juxtaposed a Deweyan conception of experience with other research paradigms such as post-positivism, Marxism, and post-structuralism. While traversing these borderland spaces and inquiring into my own stories of experience, a research puzzle was named: how learning to teach is experienced by pre-service teachers and how they dwell in spaces of tension between curriculum-as-plan and curriculum-as-lived while learning to teach Physical Education.

Two pre-service teachers in secondary urban school settings met with me over a six month period. Field texts included audio recorded and transcribed group and one-on-one conversations, field notes from school visits and teaching observations, journal writing and reflections, artifacts from the participants' internship, and text message conversations. Research texts were composed with each participant in the form of narrative accounts that inquired into their experiences using the three-dimensional narrative inquiry space with dimensions of sociality, temporality, and place.

I looked across the two narrative accounts and my own stories of experience. Three threads of narrative connection reverberated, moving toward new wonderings related to the research puzzle: shifting identity, teaching their way, and working alongside teachers. These threads were explored through further inquiry and by laying the participants' stories of experience alongside my stories of experience and literature about

identity and learning to teach. The personal, practical, and social justifications for the inquiry named at the outset of the inquiry were re-visited and discussed – how my practices as a teacher educator will change, how others might be able to use this inquiry to reflect on their own experiences, and how narrative inquiry may be a rare but valuable methodological approach for Physical Education teacher education research.

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Dedication

Thank you to my parents, Roger and Carol Funk, who provided me with unconditional love and every opportunity growing up. Your guidance and support has allowed me to succeed and fail; invaluable lessons you have taught me. Thank you for always asking how things are going. Even though we are miles apart, I feel closer than ever to you, mom and dad.

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Chapter 1: Narrative Beginnings

I didn't always want to be a Physical Education teacher, or even a teacher. As I began the coursework and program leading up to this study and my dissertation, I found myself asking questions about past experiences. How, why, and when did I choose to become a Physical Education teacher? Was it a conscious choice or a combination of experiences? Have some of the people in my life been more influential than others? Or maybe certain places and experiences from my past are stronger in my memory? My *stories to live by* are a combination of many things; they weave into and bump up against people who have come and gone, in various places and contexts at different times. Young et al. (2010) stated, "In this, our current present, a space between the past and the future, it is the stories that connect people across time and place..." (p. 286), so I began this inquiry by inquiring into some of my stories of experience to situate myself within my research puzzle.

The following narrative fragment is from my first day of work in a new job at the Ministry of Education, which was a one year term. I was seconded from my school division for the year:

"Does it feel weird not returning to school this year with the rest of your colleagues?" my director asks casually while sitting around the staff room table during morning coffee break.

It is the first day back for seconded teachers who return after summer vacation, while permanent provincial government employees have most likely worked during the summer or taken vacation days.

“Um, yah a bit,” I stammer, surprised to have a question asked of me by my new boss on my first day of my new job at the Ministry of Education. I straighten my posture in my chair.

Caught off guard and reeling on the inside, I can feel my face getting red and hot as the attention turns to me. I suddenly find myself wishing I had worn my new sleeveless dress shirt rather than the one that surely will show evidence of my perspiration. Four unfamiliar faces turn toward me. I quickly try to separate the honest answer of, “it hadn’t crossed my mind” with a more politically correct answer. Not yet willing to admit my guilt, I decide to use humour, a safe way to ease into the new situation.

“It feels weird to not be wearing Phys. Ed clothing to work!” rouses a round of laughter from my new colleagues and takes the heat off my conscience. I smile and carefully laugh with them. The conversation quickly turns to shopping, weekends, and other topics but I find myself lost in thought.

While my colleagues and friends begin school next week, how can I continue to feel so comfortable with the fact that I feel no remorse for leaving? Now that I am physically removed from the school, can I finally shamefully admit that I was so bitterly tired of teaching that I would have jumped on any opportunity to leave the classroom? Can I admit that although I am really not looking particularly forward to my upcoming job description as a curriculum writer, the alternative seemed insufferable? I used to enjoy teaching.

(Remembered experience(s), story written August 26, 2012)

I remember this experience because I felt like I had let my colleagues down by leaving the school environment for an office position. This narrative fragment appears in the present tense because I remember immediately going to my new and bare office to write it down.

The office at school I had just moved from was filled with photos of teams I had coached, family, and friends. Schedules from tournaments and information sheets regarding school procedures and important reminders were pinned on the bulletin boards surrounding my small desk. Each shelf and drawer was filled with Physical Education equipment, neatly organized and accessible. In the corner behind a plastic curtain was a shower that I sometimes used after a particularly active class or a workout. It was never quiet in that office; music from the gymnasium speakers filtered through the concrete walls and students were constantly knocking to see if they could find me for a question or a visit. The small window above the desk looked into the gymnasium but I often closed the blind to afford a small amount of privacy.

Sitting in the new office I was assigned at the ministry, listening to the quiet hum of the computer and glancing at the single sheet of paper I had pinned to the bulletin board, I wondered about how I could be so interested in teacher education and working alongside pre-service teachers if I was not a teacher in a classroom. I wondered if I was *allowed* to consider myself a teacher, even though I wasn't in a classroom. I had felt very uncomfortable in my new consultant position at the ministry and wondered if the year would seem like an eternity because I did not know any of my colleagues and already noticed the quiet environment.

I had felt similar when I took a secondment position for one year at the university two years earlier to teach undergraduate courses and begin my doctoral work. The feeling of leaving and coming back was not new, yet I continued to wonder how my image of *being a teacher* was changing and what it meant for me to *be a teacher*.

Lived and Told; Retelling and Reliving Past Experiences

I realized that to begin thinking narratively in this inquiry, I also needed to inquire farther back into experiences from my childhood; those experiences that, at the time, may not have seemed significant. Clandinin (2013) described how we *live, tell, retell*, and *re-live* our experiences through story and that narrative inquirers, "... work within the three-dimensional narrative inquiry space to 'unpack' the lived and told stories. As we retell or inquire into stories, we may begin to relive the retold stories" (p. 34). Although it was uncomfortable inquiring into personal and not always educative experiences and sharing some narrative fragments that have shaped my stories to live by, from this inquiry I have learned a great deal about the relational interconnectedness of the commonplaces of narrative inquiry: temporality, sociality, and place. While telling, retelling, and reliving, and looking inward and outward, forward and backward in the three-dimensional space of narrative inquiry (Clandinin, 2013), I remembered a time and place alongside my father:

I loved the rink. It was a place filled with familiar smells of musty, sweaty gear and greasy hamburgers from the canteen. The linoleum floor was usually marked up from kids coming and going in their skate blade covers, and the rubberized floor leading to the ice had deep scars from the heavy traffic. I loved that the rink was always a bit chilly, especially in the smaller town rinks. Sometimes I would

see how long I could stay out by the ice in the bleachers without a jacket. My favourite rinks were the ones with the electric heaters hanging over the bleachers; the dry, warm radiation on my bare arms in the middle of winter was soothing. If I didn't have my own practice or game, I would go with my dad or mom to watch my older sister. My dad and I would walk around the lobby looking at the same framed pictures of former hockey players to waste time, get a drink, and go to the bathroom. One day we were hanging around loitering and a lady approached us who I recognized as one of the parents but didn't know her name. She said to my dad as though I wasn't standing right there, attached to my dad's hip,

“Oh, is this your little boy?” as she smiled a huge, fake grin that parents seem to do when they don't really care to know the answer to the question they just asked. Her face was round and red like she had been sitting under the electric heater too long. I slid behind my dad's leg a bit to hide from her, suddenly very conscious of my short hair cut. I remember being embarrassed for my dad having to explain.

“No, this is my daughter, Shannon,” he said very matter-of-fact.

And then for some reason I felt a wash of embarrassment come over me. The lady must have felt humiliated for making such a silly mistake. I looked down at my feet because there was nowhere else to look.

“Hi,” I muttered to my shoes in a whisper. This experience of being embarrassed on someone else's behalf was foreign and perplexing. I could feel tears welling in my eyes but wasn't sure why.

I quietly apologized to my dad as we walked away and he patted my head.

“Don’t listen to her. Maybe she just saw how good you were at hockey last week”.

My dad always knew what to say, even if he didn’t say much. But as we hung around the rink for the rest of the practice and walked to the car afterward, I remember being very confused; should I try to be more like a girl to avoid embarrassing situations like that? How will it be possible to run as fast as the boys if I have long hair and a skirt on? It was a very uncomfortable realization and perhaps a moment when I began to try to socially shape my stories to live by into acceptable frames. I remember feeling that I didn’t want my parents to be embarrassed of me.

(Remembered experience(s), story written September 2, 2012)

My father could have said something completely different in that moment and changed the experience but, rather, the focal person for me in that experience was the lady at the rink. While retelling and reliving that experience, I wondered if the lady at the rink was just a reflection of what society perceived as ‘normal’. I wondered if she realized the assumptions she had made.

I had always fit in with the older kids and kept up with the boys. In my mind, this was the measure of how ‘good’ you were – if you could compete with the boys. I really honestly wanted to be a boy for a period of time in my life. It didn’t seem fair that they could wear baggy clothes, get dirty, have short hair that didn’t need brushing, and could play all the fun sports like hockey and football. I hated being ‘stuck’ as a girl. I think I was about six or seven when I started to hear people talk about what a ‘tomboy’ I was;

before that I guess I didn't care or maybe didn't know that there was a difference, according to dominant social narratives.

As I shift temporally to the present, and think about my teaching experiences on the Physical Education landscape, I saw how the gymnasium environment could be a magnifying glass for insecurities. Too fat, too thin, underdeveloped, uncoordinated, or just never taught how to move with skill, the environment of the gymnasium could be a cause of angst for some children and youth. I'm not sure how I, as a teacher, ever convinced any student to participate in such a sea of chaos and hormones. My experience as a child of being mistaken for a boy was an example of dominant stories of gender and ability; I wondered how this experience shaped how, as a teacher, I responded to athletic females, unathletic males, or individuals who may not have fit the dominant narratives of Physical Education.

From a post-structural standpoint, ability is a dominant social discourse underlining the belief that girls cannot 'do' physical activity as well as boys (Hay & Macdonald, 2010). Further, students are asked to perform as 'normal' in school – to fit in, follow the rules – but also be themselves. I remember this dichotomy as a child; you need to fit in but you need to be yourself. How can we, as teachers, provide spaces in schools for this precarious and careful work?

From a narrative inquiry standpoint, I came back once again to the experience in a three-dimensional space. I could see how a story to live by – my love of sports and activity as a girl – bumped up against a social norm of what girls should look and act like, and that "... this bumping up may open up spaces for new learning" (Burwash, 2013, p.

233). My experiences of navigating a fine line between fitting in and being myself were recurring in my childhood and surfaced again later when I began teaching.

This positioning early in life helped me to better understand some of the students who I had taught over the years. I found myself particularly empathetic toward the students who were clearly defying social norms by experimenting with pushing boundaries of identity; perhaps they did not know yet where they fit or maybe they were attempting to put on a front in order to hide the confusion beneath. In each of them I could see bits and pieces of my own experiences. I wondered if Physical Education class and Physical Education teachers were viewed by some students similarly to how I viewed the lady in the rink. I wondered if I had been the kind of Physical Education teacher that students had felt comfortable around, while exploring their shifting and developing stories to live by. I struggled to remember specific experiences from my childhood and Physical Education class while growing up.

A Shift to Physical Education as an (Un)Comfortable Space

Perhaps I don't remember much about Physical Education class while I was a student in school because it was very familiar and comfortable to me; my life growing up was sports, food for fuel (not enjoyment), and more sports. To say that I was active is an understatement. The television commercials about kids needing a minimum of 60 minutes of physical activity per day would have been unnoticed by my parents as they hustled us off our bikes after school to an assembly-line supper table, and out the door in separate directions while one took my older sister to soccer or ringette and one carried my younger brother along to my swimming lessons or soccer. If I had any free time, it was spent in my best friend's backyard pool having handstand competitions or trudging

through the deep, fresh snow, bundled up like marshmallows to the nearby hill behind the rink for sledding.

I wondered about the experiences I had in school, and in Physical Education particularly, and what influence these experiences had on my future experiences. I had always attended 'gym class' throughout my schooling days and excelled at anything to do with sports, coordination, fitness, sweating, and competition. That being said, I didn't love nor live for Physical Education class. I didn't hate it either. In fact, I don't recall having any feelings about it at all. It held a very neutral and unassuming place in my life; I felt comfortable in the space and don't remember any particularly traumatic experiences. While growing up I enjoyed sports, which is what Physical Education consisted of in my elementary years. I considered the classes to be a relaxed or leisurely version of the competitive extracurricular sports that I participated in each day after school. It wasn't until grade ten when I had a teacher who approached Physical Education quite differently that I felt uncomfortable and began to experience 'gym class' in a different light:

“Ok, now make sure you hold the position for 20 seconds!” the teacher had control of the group but in a relaxed and natural way, “...and don't bounce up and down.” She sauntered around the room gently giving feedback to students. Moving an arm position or a toe pointed improperly, no one student was put on the spot or made to feel embarrassed.

I distinctly remember sitting in that circle on the wrestling mats, looking around at my peers touching their toes and putting their foreheads to their kneecaps while they chatted about the weekend.

“Oh man, I hate this,” I muttered quietly under my breath so no one could hear me. I was breaking into a sweat trying to keep my knees straight while at the same time sitting upright. It was all I could handle to concentrate on this simple task.

“Thanks for your eagerness today, girls. Tomorrow we will talk more about rotational axis.” We take this as a cue to wrap up our current stretch and head down to the change room. Class dismissed.

“Thank goodness,” I sighed as I clumsily and inflexibly got to my feet to go retrieve my shoes from along the side wall. “Thanks, Mrs. Brown. I still need to work on this!” I said with a nervous chuckle, forcing a smile, as I walked past the teacher on my way out.

“Good work today, Shannon. You will see improvement if you keep at it,” she replied with an empathetic smile.

(Remembered experience(s), story written November 12, 2012)

In grade ten Physical Education class, I found myself being encouraged to try new and challenging activities like gymnastics balances and headstands. I had never been in gymnastics as a young child and had only been exposed to it on television during the Olympics. We were allotted time each class to stretch and improve our flexibility – something in which I did not excel, to say the least. These were moments of realization for me that I was not good at everything and maybe, just maybe, there was more to Physical Education or ‘gym’ than a ball or hoop. I thought about how this experience re-shaped my story to live by of being good at everything related to physical education.

These moments were humbling and I felt for the first time what many of my peers might have felt when they struggled to play sports or move in ways they had not yet properly learned. Or maybe they had been afraid to show they were actually trying, because they weren't confident and knew that laughing at themselves was better than being laughed at by others.

I was reminded that stories are not fixed entities (Clandinin, 2013). This remembered experience of Physical Education from many years ago has emerged at different times in my life; the meaning shifting as time passes and life happens. As I engaged narratively in the three-dimensional narrative inquiry space, I moved forward in time to the context of my teaching and wondered how the students in my Physical Education classes experienced movement when immersed in activity alongside their peers. Did I create space in schools that made room for varied and diverse learners of all abilities while working toward the same outcome? I attempted to look forward and wondered how the pre-service teachers in this inquiry, entering internship, would approach their teaching in relation to their stories to live by and personal practical knowledge, the students in their classes, and intermingled stories of schooling and Physical Education.

A Shift Back to Teaching Physical Education

As I retold and relived this experience from my past, I wondered how that situation could have been different if the teacher's approach had been different; I could have been very embarrassed, for example, if I had been singled out in front of my peers. I wondered how this could have changed my future experiences of Physical Education.

Shifting forward in time to my role as a teacher, I wondered if I created a comfortable space for students to feel good about their abilities. As I reflected, I noticed that over the past eight years of my teaching career, my classes had become more focused on building relationships and less focused on content or skill development. I wondered if this shift in my teaching was influenced, in part, by my grade ten experience of not being able to touch my toes. Or maybe this shift had occurred because of the relationships that formed with my students while I learned about their lives, families, friends, and challenges.

I wondered if there was more to teaching than following the curriculum guide. I remember experiencing this tensionality between written, formal curriculum-as-plan and my experiences of informal curriculum-as-lived (Aoki, 2004c).

I revisited a journal entry that I had made in the summer between my last year of teaching and a position I accepted for a one year term as the Physical Education Consultant at the ministry:

Each and every day this past school year began with some strong self-convincing to get out of bed. I needed a reminder that I actually do enjoy most of the students and staff at the school. Ok, maybe not most. I can confidently say one third. It got more and more difficult each day to see beyond the unmotivated, impoverished, sluggish, and/or floundering students to the students who are cheerful, positive, stimulated, and entertaining as they walk through the doors of the gymnasium. How can I blame students for being lethargic when they have complicated and serious real-life issues, such as wondering where the next meal

will come from, let alone being active in Physical Education and expending energy! Had I actually been able to effectively motivate students earlier in my career or is my self-perception blurry and inaccurate? Have the students changed? Have I changed? I started to notice that over the years I became less worried about teaching skill development and began to focus more on building relationships with students. Was this 'lowering the bar' of expectations or was it student-centered teaching? I also noticed that as my teaching started to become less about content and skills it became more about my mental health. I was often tired. A few moments of respite between classes or at lunch that I would spend visiting with colleagues no longer became the recharge that I needed to maintain an upbeat attitude. My facade began to fail and I found myself truly losing passion for teaching and Physical Education. At the end of each day I could not get to my car fast enough.

(Journal entry, written July 14, 2012)

I wrote this journal entry while I was seconded from my school division to take on the position of the Physical Education Consultant renewing provincial secondary curriculum. I had never envisioned my experiences would lead me to this context and place of government work. I wondered if I had made this career choice as a result of being worn out and tired of the gymnasium; the consultant job description was not appealing to me. I found myself not only immersed in curriculum, but writing it. I wondered about tensions I had experienced in school while teaching – tensions between curriculum-as-lived, relationships with students, and an eventual shifting away from curriculum-as-plan – and how these experiences would reflect in my work as a curriculum writer. I was reminded

of Schaefer's (2012) work on teacher attrition and wondered what reasons for leaving I had.

I also wondered about my choice to leave the classroom environment for a second time. Yet, I still, at the time of this journal entry, had not looked back with any regret at my decision to make the move out of the classroom. I could more fully relate to past colleagues' decisions to leave the profession at a time when I thought they were crazy to give it up. I wondered if I should feel guilt or shame for 'giving up' because permanent Physical Education teaching positions are not easy to come by. I wondered if at some pivotal moment I would suddenly realize that I did actually miss the hustle and bustle of school and interactions with students.

As I read and reread this particular journal entry and relived the experience from that particular time and place, I wondered about career choices, shifting stories to live by, and notions of being a teacher. I was no longer a passionate secondary teacher I once felt that I was, filled with excitement about the coming days and looking forward to going to school each morning. Rather, I noticed that my passion was shifting to the work I was doing with pre-service teachers alongside other teacher educators; I was thoroughly enjoying teaching night classes at the university and connecting with students at the post-secondary level. I felt some guilt with this admission. I wondered if perhaps this was the nature of newly seized opportunities. Do feelings of guilt come along with leaving something behind? I wondered about how I might be perceived by those still teaching. Although the consultant position with the government was not what I considered my ideal job, it was a reprieve from the daily grind of teaching secondary Physical Education.

Emerging Puzzles and Wonders

At the beginning of the inquiry, I thought narratively about my own stories of experience¹. By re-telling and re-living these moments of tension, a research puzzle began to emerge. Clandinin (2013) agreed that, "... it was from a place of being willing to examine [her] own stories to live by and to admit [her] vulnerabilities that [she] could begin to engage in a process ... to inquire into how stories we [lived] by might have been shaped..." (Clandinin, 2013, p. 77). Although I have selected only a few, the stories of experience that I share may help situate me in the inquiry and help readers understand my wonderings and potential research puzzles as they emerged throughout the process. In addition, beginning narratively, "... allows us to understand experience beyond a lens of a researcher; we see experience as lived in the midst, as always unfolding over time, in diverse social contexts and in place, and as co-composed in relation" (Caine, Estefan, & Clandinin, 2013, p. 3). I began to see who I might be in this inquiry through autobiographical beginnings and as I lived alongside my participants throughout the study.

I was very interested in how pre-service teachers experience learning to teach, in addition to everything complicated and complex that has shaped, will shape, and continues to shape their stories to live by. I wondered about who we have related to, been supported by, felt tension with, or looked eagerly upon in the context of school and teaching. How does our positionality change as we experience landscapes of life and schooling, social discourses, curriculum – both formal and informal, lived and planned –

¹ Stories of experience and narrative fragments appear as left-indented text accompanied by a citation with the date it was written.

and the development of our personal and professional identities? Teaching is relational, always changing, and can be shared through story. I began this dissertation by inquiring into my experiences because “... narrative inquirers need to continually inquire into their own experiences before, during, and after ...” (Clandinin, 2013, p. 55). This process is ongoing.

It is also important, as a narrative inquirer, to ask yourself, ‘who am I in this narrative inquiry?’ and to make visible our ontological and epistemological commitments. We need to imagine who we will be alongside participants, entering in the midst of their stories to live by, and in relation with our participants as we navigate an ethic of care. Clandinin (2013) emphasized “... the importance of taking up autobiographical narrative inquiries at the outset ... and [making] clear that only through such inquiries can we come to deeply understand the complexities of understanding experience narratively, of understanding experience as narrative phenomena” (Clandinin, 2013, p. 89). We need to acknowledge that we have helped shape the past and present landscapes and are part of them. Who am I in this narrative inquiry with pre-service teachers? I will share some of my stories of experience, inquiring, and puzzling I have wondered about along the way.

In the next section I will briefly move away from my stories of experience and turn to an illustration of a Deweyan conception of experience followed by some touchstones that “... allow narrative inquirers to understand their research as occupying a distinct place on the methodological landscape” (Clandinin & Rosiek, 2007) such as *commonplaces*, *stories to live by*, *personal practical knowledge*, and *thinking narratively*. These understandings helped me as I continued to think with my stories of experience and may help readers better understand narrative inquiry as a methodology.

Deweyan Conception of Experience

Narrative inquiry has its roots in a Deweyan theory where experience is a place from which all inquiry proceeds (Clandinin & Rosiek, 2007). Experience is viewed as transactional; that is, has the continuous interaction of human thought with our personal, social, and/or material environment, each of which have a reciprocal affect or influence on each other. The goal of studying experience is not to generate a representation of reality that is independent of the knower, but to generate a new relationship between the knower and his/her environment that makes possible new ways of dealing with life, community, and the world. Deweyan's conception of experience believes that narratives are a form of representation. Narratives can describe experience as it unfolds over time (Clandinin & Rosiek, 2007).

Another important understanding of experience, as described by Clandinin and Rosiek (2007) in the Deweyan paradigm is that experiences grow out of other experiences. There is no such thing as searching for what is 'behind the veil' or hidden; experience is a source of knowledge and that is all we need. The study of experience is ongoing, which creates new possibilities that become part of future experience. Experiences grow out of other experiences.

Dewey's conception of experience places emphasis on the social dimension of our inquiries and understanding. The focus is not only on an individual's experience but on the social narratives within which the individual's experiences are shaped, expressed, and enacted. Framed within this view of experience, narrative inquiry explores the stories people live and tell and believes that "These stories are the result of a confluence of social influences on a person's inner life, social influences on their environment, and

their unique personal history” (Clandinin & Rosiek, 2007, p. 41). Narrative inquiry is the study of individual experience through listening, observing, living alongside, writing, and interpreting texts. Narrative inquiry research is pragmatic in this way; it deals with problems in a logical and reasonable way rather than depending on theories and ideas to solve issues and questions.

Commonplaces.

Commonplaces are touchstones in narrative inquiry research. *Temporality* is a commonplace that explains how all people, events, and objects have a past, present, and future. Experiences take something from the past in the present moment and carry it into the future. Experiences grow out of other experiences. Another commonplace in narrative inquiry research is the interaction of *personal* and *social* conditions. People are always in interaction with situations and narrative inquiry research is concerned simultaneously with both the personal and social conditions within which we live. It is also important to note that the relationship between researcher and participant(s) is part of this commonplace. Third, *place* is a commonplace that is specific, concrete, and physical. All events occur in some place and the specificity of that location is important.

The commonplaces can also be referred to as *the three dimensional narrative inquiry space*, a term conceptualized by Clandinin and Connelly (2000). The metaphor of the three dimensional narrative inquiry space ‘...with temporality along one dimension, the personal and the social along a second dimension, and place along a third’ (Clandinin & Connelly, 2000, p. 50) are touchstones of narrative inquiry research, grounded in a Deweyan conception of experience.

Stories to live by.

Through experience and the telling and reliving of experiences, we shape our identities and future experiences. *Stories to live by* is a narrative conceptualization that has been developed over time by Connelly and Clandinin (1999) as the link between knowledge, context, and identity. Knowledge is intertwined with identity. Stories to live by “...make evident the personal, social, and political contexts that shaped our understandings” (Clandinin, 2013, p. 55). A narrative way of thinking about identity takes into consideration the interconnected and interrelatedness of past and present, a person’s practical knowledge, and the landscape(s) on which a person lives and works. Further, a narrative understanding of schools and teachers’ practices can be conceptualized as *personal practical knowledge*. Connelly and Clandinin (1988) define personal practical knowledge as a term “... to capture the idea of experience in a way that allows us to talk about teachers as knowledgeable and knowing persons... in the teacher’s past experience, in the teacher’s present mind and body, and in the future plans and actions” (p. 25). The relationship between landscapes of schooling, both past and present, on which a person lives and works and a person’s personal practical knowledge is complex. Stories to live by are stories that each of us live and tell that highlight the multiplicity of our lives (Clandinin, 2013).

The narrative fragments or stories of experience that I share in this chapter and throughout the dissertation are memories of experience that have shaped my stories to live by. I inquire into how my stories to live by have been shaped by reaching as far back as childhood, attending to places that stories have unfolded, and involving various people. In Chapter 4 and Chapter 5, experiences lived and told by participants in the study might

help us understand how some of their stories to live by have been and continue to be shaped. Stories to live by are always changing as experience builds on experience.

Thinking narratively.

Thinking narratively is a term conceptualized by Clandinin and Connelly (2000) that involves a back-and-forth process of conversation. While thinking in relation to the commonplaces and the three dimensional space, narrative inquirers can begin to wonder and ask questions about experience. Temporality (time) is always interacting with the places, people, and social environments we are experiencing. Narrative inquirers look forward, backward, inward and outward at intersections of temporality, personal and social, and place. Wondering and asking questions about intersections of time and place, looking inward and place, looking outward and place are a few examples of thinking narratively about experience. The intersections and thinking narratively about experience do not intend to generate lists of understandings, but rather questions and puzzles appropriate to the inquiry. As an inquiry progresses, new questions and puzzles might emerge, leading to further inquiry. Narrative inquiry begins and ends with experience.

This section framed some key understandings of narrative inquiry and a Deweyan conception of experience. This study uses a narrative way of thinking about identity as stories to live by; our experiences highlight the multiplicity of our lives and speak to the interrelationship between a person's personal practical knowledge and the landscapes on which they live and work. People speak about experiences and through these stories we might be able to see how our stories to live by have been shaped over time, in various places, and in different relationships. Our stories to live by allow us to speak to "... the

stories that each of us lives out and tell of who we are, and are becoming” (Clandinin, 2013, p. 53).

More Emerging Puzzles

As I continued the inquiry, more wonderings emerged. I was reminded of Burwash’s (2013) dissertation and how she explained that “Narrative inquirers do not frame their inquiries as *questions to answer* but rather as *puzzles to be explored*” (Burwash, 2013, p. 37). By beginning narratively and exploring some of my experiences from my recent and distant past, this inquiry began to take shape.

I could see that I was wondering about stories to live by in relation to people and places. Puzzling surrounding teacher education and pre-service teachers, relationships with teacher educators, and navigating the complex landscape of schools was emerging. I looked backward in time and was reminded of an experience from my youth when I was in the process of making a career choice to be a teacher and received a letter from the university:

“Shannon, you have a letter in the mail,” announced my mom one spring day after school. I passed the kitchen door on my way to unload my backpack in my bedroom.

“It’s from the university!”

I could hear the excitement in her voice. I was less than excited. After all, I still didn’t care much about being a teacher. But my competitive spirit kicked in and I wanted to know how I measured up in the ‘real world’. Would I continue to be the top of my class in university? Could I balance playing a varsity sport and going to school? Could I stand out in a big crowd, like university would be? I

walked back to the kitchen and looked the envelope over before opening it. The adrenaline rush that I usually felt during an intense game of soccer or basketball overtook me and suddenly it was about 'winning'.

"What's wrong, honey?" my mom asked after she noticed the silence. She looked over at me staring at the letter in my hands.

"I...I... didn't get in," I stammered. The colour must have been gone from my face. I felt like someone had slapped me.

"What?" my mom shouted as she ripped the letter from my hands to confirm what I had just told her. As she read the letter over, I stood in the middle of the kitchen, dumbfounded. My head was spinning and suddenly the smell of supper cooking on the stove made me want to vomit.

"How could this happen?" I asked no one in particular. "My average is 92%!" My voice started to quiver and get louder. "What will I do now? My life is ruined!" I found myself shouting and stumbling backward into a chair at the kitchen table.

My entire life thus far had been built on being successful. I had never failed at anything before. This rejection letter was like being punched in the stomach. It wasn't that my lifelong dream of being a teacher had been shattered; that dream had never really existed. It was more about losing, failing, or being beaten by someone else. As I sat in that kitchen chair, I don't even remember if I cried or what else my mom said.

What will I tell people when they ask now about my plans for the future? How will I tell them that I didn't get into Education? I pictured telling my Social

Studies teacher, whom I really looked up to and got along with. What will people think? How did this happen?

(Remembered experience(s), story written January 7, 2013)

Now 13 years removed, I saw that not getting into Education was the best thing that could have happened. This experience taught me a valuable lesson that sometimes things do not work out as planned. It also taught me that other people's measures of success may or may not align with and do not need to align with my measures of success. As I relived this experience, I remembered at the time how important it was to me that the people in my life – mainly my teachers who were also often mentors – still saw me as capable and successful. Sliding forward in time, I wondered if I perhaps still measured the success of my career by the standards of others.

I ended up enrolling in the Faculty of Fine Arts and still took many of the courses I wanted to take in Education without technically being enrolled in the faculty. I found out who the professors were in the Faculty of Education and began building some relationships on the third floor. By the end of the year I had completed all of the courses that I would have, if I had been in Education. As it turned out, my life had not been ruined, but rather, enriched. I applied for Education a second time – this time as a Physical Education major and English Language Arts minor – and was accepted. The added bonus was that I actually had to work for it, meet some new people, build some relationships, and advocate for myself in ways that I hadn't been challenged to do before.

A Relational Shift

By retelling my university entrance narrative fragment, I could see bits and pieces of experiences shared by pre-service teachers who I have worked with in the teacher

education program. Over the years students in the faculty have come to me for advice about courses, questioning their career choice, and many other shifts and challenges in their lives. I have found this work engaging and rewarding. Through building relationships with pre-service teachers I have felt more connected to their education than if I focused on only teaching content. I was reminded of my narrative fragment from teaching secondary Physical Education and shifting away from content to relationships, from curriculum-as-planned to curriculum-as-lived (Aoki, 2004d , 2004c, 2004b). Although I believed there was value in subject area content, I was beginning to wonder about what being a teacher was all about.

As I moved forward in time, thinking narratively about my experiences and how they have shaped my stories to live by, across the different contexts of my career, I could see a relational shift. I began to also see emerging puzzles about pre-service teachers and their experiences while learning to teach Physical Education; I wondered about their past, present, and future experiences and how the people and places in their lives have influenced their stories to live by.

I continued to wonder about relationships and teaching, and thought fondly about an experience while co-teaching an Outdoor Education course with my Ph.D. supervisor:

“Thanks, that was a delicious meal,” I confess as I scrape the plastic plate with my travel fork to get every last morsel of fried fish. The salty, crunchy batter compliments the fresh, meaty pickerel and is a welcome change from our typical sausage sustenance. Setting the plate on my lap, I lean back on the cool rock behind me, stretching my legs out on the ground in front of me to warm my feet by the crackling fire. Beyond the flames is total darkness, concealing the beauty

of the still, cold lake and thick forest surrounding. All the stars are out tonight in the clear sky. Far off laughter from the group of students across the lake echoes over to Nick and me; I wonder if their meal was as satisfying as ours. On such a warm, calm evening I can picture their village of tents and tarps surrounded by clothes lines full of damp swimsuits and towels from the day's light-hearted events. Today was the day of respite from the gruelling itinerary of our journey.

“You're welcome,” Nick chuckles, most likely thinking about our fishing experience earlier that day. “We have a lot left so make sure to eat up,” he encourages, as he reaches with his fork for more out of the cast iron pan sitting next to the fire. We both enjoy the quiet and the time to relax with very few immediate responsibilities.

I feel a strong connection with nature and my surroundings; there is something about the serenity and history of the north that makes me contemplate the larger picture of life.

At this moment I also feel very fortunate – teaching a university Outdoor Education course with my former Masters and current PhD supervisor, paddling through beautiful and historic scenery, able to enjoy the fresh air and stillness, and connecting with pre-service and practicing teachers in such a meaningful learning environment. As well, I am grateful for the wealth of opportunities that have been presented to me; some I have chosen to seize with open arms and others with hesitation.

“How do we capture this experience and explain it to the dean?” I ask, staring into the fire. We have had this same conversation many times in various

contexts over the years. Continual institutional budget cuts threaten the existence of Outdoor Education, and this particularly expensive course.

From across the lake we can hear the group of students visiting as they must be cleaning up by the water's edge after their meal. The strength of group development throughout the course never ceases to amaze me; three weeks in a remote environment, challenging situations, and the daily living tasks seems to shape an interesting dynamic that could never be achieved in a classroom setting.

"It's the power of experience," Nick replies, obviously having thought long and hard about this many times before. "How can you understand, and in turn, value something that you have not experienced in a positive way?" He poses the question, but I know it is not in reference to just this course. Outdoor and Physical Education, in general, are often marginalized and undervalued. Curtner-Smith (2001) would agree that 'academic subjects' are often perceived as more important, and feelings of isolation due to lack of support – from other teachers or administrators – can add to a disconnected outlook.

Earlier today he took me fishing for the first time in my life. The sun was warm in the clear sky while we floated in the canoe on the slow moving creek. Nick sat backward on his seat so that we were facing each other. I leaned back and dragged my paddle gently in the water, watching it swirl around the blade. Not a sound could be heard in the stillness of late afternoon sun.

Abruptly the tranquillity of deep thinking was shattered by the excitement of life on the other end of the fishing line. My adrenaline kicked in and I remembered that my only job was to whack the fish on the head with the big stick

when Nick pulled it into the canoe. It seemed simple enough. But when the fish appeared, a heavy thud into the bottom of the canoe, it continued to flop and gasp. I was suddenly not very brave. It took a moment for this to register in my head; this thing is actually alive.

“Holy crap!” I squealed as I grabbed the gunwales of the canoe to propel myself back off my seat and away from the slimy fish. “It won’t sit still! I can’t hit it!” I exclaimed in slight panic while whacking unsuccessfully at the flopping fish, trying to maintain balance in the tippy canoe. “Ew, sick! I don’t want that slime on my pants!” I could already smell the fishy-ness from the oily scales and knew I still had four more days in these clothes.

“Well hit the damned thing!” Nick jokingly shouted as he also clung to the gunwales now. I nearly capsized us in the commotion. I finally whacked it once square in the head and we both sat laughing hysterically in the canoe after the action settled down and the fish surrendered.

In no particular rush, we slowly paddled toward camp, all the while reliving the scenario that had just played out. We poked fun at each other’s near-mishaps in a competitive spirit. Once back on shore, Nick showed me how to filet the fish to prepare it for cooking. It was a humbling moment I will never forget; it is awesome to catch an animal that you will later eat for sustenance. A gift and a privilege.

It was also a very important moment because I remember silently acknowledging how grateful I was to have such a close friend and mentor in my

life.

(Remembered experience(s), story written December 12, 2012)

This fishing narrative fragment was strong in my memory. I wondered if my most memorable experiences could be experiences that were more relational in nature. I wondered about stories of experience surrounding instructional strategies, textbook readings, or content related knowledge and why these had not been my most memorable experiences of teacher education or the first years of teaching. I thought about how these wonderings might connect to curriculum, Physical Education, and learning to teach.

Justifying This Inquiry

Inquiring into my Physical Education experiences and stories to live by, I saw many complex and conflicting tensions surrounding teaching and learning; curriculum-as-planned and curriculum-as-lived, living the life of schooling, and notions of identity. Clandinin (2013) explained that narrative inquirers need to justify their studies not only *personally* and why the inquiry matters to us, but also *practically* in terms of how this research might make a difference to our practice, and *socially* in terms of theory and/or social action.

My *personal* experiences as a Physical Educator, navigating complex daily interactions with students, living a storied life of schooling, and working with pre-service teachers led me to an interest in how is learning to teach is experienced by pre-service teachers. I wondered what tensions they experienced in various contexts, at different times, and alongside the people in their personal and professional lives. I also wondered how pre-service teachers experienced the relational aspect of teaching and learning, and if this changed as the semester moved forward. These and other puzzles emerged as I

began the study by narratively exploring my own experiences and how they might have shaped and continue to shape my stories to live by. I wondered about different contexts over the years and of my experiences as child growing up, a student in school, a pre-service teacher, a secondary Physical Education teacher, a teacher educator, a cooperating teacher, a faculty advisor, and a curriculum writer. I used my experiences as a starting point to enter into an inquiry about learning to teach Physical Education. “These narrative beginnings of our own livings, tellings, retellings, and relivings help us deal with questions of who we are in the field and who we are in the texts that we write on our experience of the field experience” (Clandinin & Connelly, 2000, p. 70). My experiences help situate me in the midst of the inquiry.

Practically, Clandinin (2013) explained that narrative inquirers need to “... attend to the importance of considering the possibility of shifting, or changing, practice” (p. 36). I began to wonder how this inquiry could potentially change my own practices as a colleague, teacher, and teacher educator, and how my colleagues might reflect on their practices. The journey of teaching is, naturally, a process of inquiry, and thinking narratively is a way of knowing. Reflecting narratively, which can involve sharing with colleagues, “... can be a way for teachers to construct meaning and preserve what it is they know and how they think, and rethink their craft ...” (Lyons & Kubler LaBoskey, 2002, p. 12).

Narrative fragments and sharing of experiences can be cause for contemplation of one’s own practices, motivations, and stories to live by. I wondered if teachers who engage in the role of cooperating teacher, for example, might reflect on their experiences and practices in relation to the experiences shared in this inquiry. With narrative inquiry,

“...the reader is trusted to do some of the work with the narrator/researcher as guide through the research journey” (Schaafsma & Vinz, 2007, p. 278). As well, I believe that the relational aspect of narrative inquiry and open-ended interaction is a way of learning, thinking, and navigating complex landscapes of schooling and education. Clandinin (2013) explained that “... these texts are intended to engage audiences to rethink and reimagine the ways in which they practice and the ways in which they relate to others” (p. 51) as they lay their experiences alongside and wonder alongside the participants and researcher. Sharing and learning from others’ experiences, as we each live our storied lives, allows us to hold up a mirror, see new angles, and illuminate and/or alters our perceptions and practices.

Socially, my hope is that this inquiry will contribute to disciplinary knowledge of Physical Education and teacher education. Literature on learning to teach Physical Education is limited, especially in relational ways that narrative inquiry brings forth. As I continue to think narratively about my experiences and stories to live by while working alongside pre-service teachers, I encourage teachers and teacher educators involved in pre-service education to contemplate their experiences and practices both individually and as a collective.

Summary

I began this inquiry by exploring some of my own experiences and shared some narrative fragments in Chapter 1; I examined them using the three-dimensional narrative inquiry space of looking inward, outward, moving forward and backward, and locating them in place. As I told, retold and relived these stories of experience, the inquiry began

to take shape and potential research puzzles emerged. Justifications for the inquiry on personal, practical, and social levels were named.

The following chapter sets the context of the inquiry in relation to literature from a variety of scholarly traditions. Bumping up places and borderland spaces between research paradigms are discussed. In Chapter 2 I also share and inquire into some more of my stories of experience. Terms relevant to the inquiry are introduced and explained, some historical background is provided, and similar to Burwash's (2013) inquiry, I "...describe the research puzzles that arose from inquiring into my own practice and reviewing professional literature" (p. 2). Notions of identity, socialization, and mentoring from various ontologies are shared in order to bring forth the need for narrative inquiry research about learning to teach physical education.

Chapter 2: Space(s) of Tension in Learning to Teach Physical Education

This chapter continues to inquire into some of my experiences through narrative fragments and further sets the context of the study by placing these stories alongside literature in the form of *remembered experience(s)* and *journal entries*². Some new wonderings from this chapter also relate to stories of experience from Chapter 1. The chapter identifies some spaces of tension in relation to learning to teach Physical Education; curriculum, identity, socialization, teacher education, and mentoring are discussed. Wondering about these particular spaces of tension in relation to narrative beginnings in Chapter 1 helped me further inquire into learning to teach Physical Education as an emerging research puzzle.

Experience and Borderland Spaces

Understanding where narrative inquiry is situated alongside other research methodologies is an important understanding. When I began to wonder about research puzzles for this inquiry, I began exploring literature surrounding identity, socialization, and mentoring in relation to teaching and learning. I noticed that there were many *bumping up places* (Clandinin & Connelly, 2000) where conceptually, different traditions of inquiry came together and tensions became apparent. As a beginning narrative inquirer, I recognized the importance to "...respectfully examine, rather than conveniently ignore, the cases that don't fit our categorizations and dichotomies" (Clandinin & Rosiek, 2007, p. 58) with intentions to understand distinctions between narrative inquiry and other scholarly traditions. A struggle early on was to locate myself on the vast landscape of

² Citations for remembered experiences and journal entries are followed by the date that the text was written.

research where borders felt unclear. *Borderland spaces* is a metaphor to describe how

“...as researchers we find ourselves drifting, often profitably, from one paradigm of inquiry into another. We do not cross borders as much as traverse borderlands”

(Clandinin & Rosiek, 2007, p. 58). The term border is very definite and defined. Rather, borderlands are blurred as regions overlap and come together, where different research traditions might share regions. This mapping metaphor was helpful for me to examine where I situated myself on the landscape of research and narrative inquiry.

As I began inquiring into my stories of experience and explored literature on learning to teach, borderlands and bumping up places became more apparent. In particular, I noticed ontological and epistemological differences in relation to experience. Narrative inquiry is the study of experience as it is lived and told. Narrative inquiry finds itself in the Dewey’s notion of experience as continual and interactive. Other scholarly traditions, such as post-positivism and behaviorists, Marxism and socialism, and post-structuralism share some similar ontological commitments with narrative inquiry but also have fundamental differences in the way experiences are perceived.

Bumping Up Places

As mentioned earlier, I began to notice bumping up places in relation to experience when I started inquiring into my experiences and then exploring literature on learning to teach. In order to help the reader understand some tensions I struggled with, I will briefly discuss three paradigms that have conflicting views about how experience is perceived. Post-positivism and behaviouralism, Marxism and socialism, and post-structuralism will be discussed as they relate to narrative inquiry and a Deweyan conception of experience. I make no claims that each of these explanations is

comprehensive; the purpose of each sub section is to draw attention to bumping up places and borderland spaces between other scholarly traditions.

Post-positivism.

Post-positivism or behavioralism stems from a positivistic ontology that rejects claims about reality which cannot be grounded in empirical observation. Post-positivists believe that descriptions cannot be verified in any final way but rather, descriptions can only be falsified or proven false. Whereas narrative inquiry takes human experience as the first and most fundamental reality that we have, post-positivism claims that we can have direct knowledge about the world without any need for senses or social influences. In other words, the influence of human affairs (love, hate, religion, experience, etc.) are outside the boundaries of post-positivist claims of knowledge. Post-positivists seek a description of reality that stands outside of human senses and experience.

In addition, post-positivists attempt to limit the influence of and attention to context. Narrative inquiry attempts to make sense of experience within these contexts. In this sense, narrative inquiry can be seen to sacrifice certainty by post-positivists. However, narrative inquirers recognize that other interpretations or ways of explaining experience are possible. Universal themes and generalizable patterns are a primary goal of post-positivist research, whereas narrative inquirers see tension and uncertainty as sources of new ideas, emerging wonders, and questions. Generalizations are not the goal of narrative inquiry research. It can be argued that story is "...ripped from personal history" (Clandinin & Rosiek, 2007, p. 44) when treated as fixed data, and post-positivist research is done *on* people rather than *with* people.

I noticed much literature about learning to teach stems from post-positivist philosophies; large scale generalizations are stated as reality. Often individual experience and context is lost in numbers and theories. I included this literature as part of the inquiry in order to draw attention to the juxtaposition between scholarly traditions and borderland spaces.

Marxism.

Narrative inquiry shares an interest with Marxism and socialism in that both can be concerned with ways in which large institutions dehumanize and/or alienate people living and working within the institutions. Another interest shared is the resistance of these effects by helping people understand their reality and their agency within that reality (Clandinin & Roskiek, 2007). Differences lie in the approaches to understanding that reality. Marxism focuses on ideologies, or systems of thought and practice that give rise to false consciousness in individuals and communities. Marxists believe that a person acquires habits of thinking or feeling that prevents him/her from noticing or analysing the real cause of his/her oppression. In this view, ideologies shape and distort human experience and create a false reality or consciousness. Therefore, Marxists believe that experience is distorted by ideology and cannot be a trustworthy source of which to study social challenges we face. Narrative inquirers believe that experience is a source of insight and privilege lived experience without excluding the possibility of analysing oppressive forces. In other words, Marxists believe the first step in social inquiry is to critique ideologies because experience is flawed; a person is unaware that he/she is living out a socially determined script. Narrative inquirers believe the first step is listening to

experience on its own terms without the presumption of flaw or deficit (Clandinin & Rosiek, 2007).

In much literature about socialization in the workplace I noticed a Marxist ontological commitment. Although research in the area seemed to be aimed toward transforming large institutional or social conditions, much like narrative inquiry would, the focus was on critiquing or analysing these conditions rather than focusing on experiences of people living within the conditions. As mentioned earlier, I included this literature so as to not ignore other scholarly traditions. As well, I found the juxtaposition interesting in relation to my research puzzles and wonders.

Post-structuralism.

Post-structuralism focuses on the ways in which we represent the world through linguistic and narrative structures of knowledge. Post-structuralists believe an interdependent relationship between power and knowledge creates discourses that are stable and deeply rooted in larger systems of social discourses. A distinguishing belief of post-structuralists speaking or writing about experience moves into the realm of representation and so, although one might listen to experiences of individuals, a post-structuralist will not interpret experience as a source of knowledge or insight. Rather, a post-structuralist wants to use that person's experience as an example of how broader social discourses shape that person's experience. Clandinin and Rosiek (2007) explained how "Post-structuralism provides analytic tools that help surface the way allegedly objective social science inquiry has served the function of legitimating arbitrary and hurtful social practices" (p. 54) but does not take the project further into the development of alternative commitments. In contrast, narrative inquiry seeks to examine experience in

order to identify new possibilities within that experience. Post-structuralists see no escape from discursive processes and offer no solutions. Rather, the focus of research is on broad patterns in human activity.

I often found myself in the borderland spaces between narrative inquiry and post-structural traditions of scholarly research as I explored literature about teaching Physical Education. I noticed much research has been done with issues of gender, ability, and normativity. However, I did not subsequently find solutions or alternatives to social discourses. Some of this literature appears in this chapter as a way to bring forth tensions between other traditions of scholarly research as well as to highlight a lack of research in the area of Physical Education and teacher education through a Deweyan or narrative inquiry ontological lens.

Tensions in borderland spaces.

I found dwelling in borderland spaces between different traditions challenging. In particular, when wondering and inquiring into literature about identity, socialization, and mentoring, I noticed varying and competing ontological and epistemological commitments. I also found it interesting that I could not find much literature on learning to teach Physical Education that was grounded in a Deweyan paradigm or used narrative inquiry's understandings of stories to live by. For these reasons I have chosen to include literature across a variety of scholarly and often competing paradigms, to draw attention to bumping up places and emerging wonders about learning to teach from a narrative inquiry standpoint.

Dwelling in Space(s) of Tension

Teachers are constantly living within tensionality, or as Aoki (2004c) calls it, the *zone of between*. There are many examples of tensions with regard to teaching and learning, and each is unique. Quite often, however, tensionality is regarded as bad or negative; the discourse of ‘effective teaching’ is smooth and without disruptions. Aoki (2004c) asks teachers to consider how tensionality “... allows good thoughts and actions to arise when properly tensioned chords are struck, and that tensionless strings are not only unable to give voice to songs, but also unable to allow a song to be sung” (p. 162). A challenging and/or complicated pedagogic situation is a living tensionality; it is not so much a matter of overcoming and escaping the situation, but more so being able to dwell productively within it. Spaces of tension are places where learning can occur.

Similar to Aoki’s (2004c) *zone of between*, Cook (2009) comes from a psychological standpoint and uses the term *productive disequilibrium* to describe the inevitable state of imbalance experienced by a new teacher entering a school as they navigate new relationships and contexts within the workplace. Cook says a key factor in the development of identity is whether or not the new teacher finds the disequilibrium to be productive or unproductive; the new teacher must renegotiate relationships with the world/self/others as they shift from student to teacher.

The next sections are organized using potential space(s) of tension as headings. I inquire further into learning to teach and emerging research puzzles in relation to literature and some of my stories of experience that have shaped my stories to live by.

Curriculum as Space(s) of Tension

In this section, curriculum is discussed in terms of curriculum-as-plan and curriculum-as-lived, and the tension(s) that pre-service teachers might experience while attempting to find a balance between both. From the previous section, the terms *zone of between* and *productive disequilibrium* remind me of an experience during my pre-service teaching internship when I was struggling to make sense of the tension I felt regarding curriculum:

So this is the curriculum guide? The wrinkled plastic wrapping around the inch-thick document makes a loud crinkling noise when I run my fingers over the corners. I have to admit, I'm kind of disappointed that this huge, scary, unknown concept of 'curriculum' is merely a pile of paper that costs less than ten dollars at the book store. All semester the profs have talked about 'curriculum this' or 'curriculum that'. I pictured the thing to be a bit more intimidating looking, maybe with a pad lock like the small hard cover diary I used to own.

Chuckling to myself, I get out my house key to break open the plastic wrap – it's not locked up like I had imagined, but I am still using my key to open it. The thing doesn't even come with a binder and I'm already annoyed that the pages are not attached with a staple or clip. Purple is the colour they picked for the text and generic logo on the cover. Interesting. The table of contents is equally intriguing; big words that I've never heard of stack one on top of the other in bolded font. I never heard any of my Physical Education teachers use these words when I was in school. Did the curriculum exist or is this a new invention? No, it

definitely existed – the date on the document is from over five years ago. I wonder if my teachers even looked at this document.

As I flip through the pages I see so many concepts and charts that it is overwhelming. On the ‘sample year’ page, an overview of the allotted hours, I again wonder why this is all so new and unfamiliar. I know for certain that some of my teachers went through this very same teacher education program. Maybe it was a misunderstanding when someone told me that teachers must legally follow the curriculum. I will have to remember to ask tomorrow.

(Remembered experience(s), story written April 23, 2011)

In my experience, the formal curriculum guide is often a space of tension for pre-service teachers as they are learning to plan and implement meaningful, relevant, and unique learning opportunities for students. An outside agency or organization, such as the provincial government, has created outcomes for student learning that must be taught by all teachers. However, tensions may arise when pre-service teachers begin to realize that not all students are alike, not all situations call for the same action, and as important, their own voice must somehow be recognized in their planning and day to day interactions with students and curriculum.

As I retold and relived this experience from my internship as a pre-service teacher I wondered how pre-service teachers who I have taught felt about curriculum and what meaning(s) the term *curriculum* has had to them. I also looked forward and wondered how my work as a teacher educator could have an impact by providing opportunities for pre-service teachers to explore meaning(s) of curriculum. Looking back on this story of experience about unwrapping a curriculum guide from its plastic, I see I might have

already, as a pre-service teacher, been uncomfortable with curriculum, and that I may have been searching for ways to make my teaching more relational. My story to live by in Chapter 1 about questioning myself as a teacher occurred about eight years after I had unwrapped that curriculum guide in pre-internship. Yet, I was still feeling uncomfortable with my teaching as it shifted away from content toward relationship building; I wondered how those eight years had changed me, what tensions I had experienced, and if I was able to view tensionality as a potential space of learning.

Aoki (2004c) calls this tensionality the indwelling between two worlds of curriculum-as-plan and curriculum-as-lived. The *curriculum-as-plan* is a collection of statements of *intent* and *interest*, created by people with particular orientations to the world, with assumptions about learning and being, and with particular knowledge claims about how teachers and students understand. Aoki (2004c) continues to say that "... ignored are the teachers' own skills that emerge from the reflection on their experiences of teaching, and, more seriously, there is forgetfulness that what matters deeply in the situated world of the classroom is how the teachers' "doings" flow from who they are, their beings ... forgetfulness that teaching is fundamentally a mode of being" (p. 160). Yet, teachers must teach the curriculum-as-plan, a document that can feel constricting. This often becomes a balancing act between being and doing.

Teachers have unique life experiences, histories, autobiographies, and identities. Students also enter into the classroom world with unique backgrounds, home lives, previous experiences, and voices. Together students and teachers create and live out exceptionally distinct and varying versions of what the curriculum guide looks like. Aoki (2004c) calls this the *curriculum-as-lived*. Each student is living out a story of what it is

to live school life, and teachers, knowing the uniqueness of what it is like to live daily with them, navigate the curriculum-as-planned.

I wondered about pre-service teachers and the additional tension they might experience because of how they are sometimes evaluated; their success during internship might be measured by how well they teach the curriculum-as-plan. A teacher who effectively implements the curriculum is one who can efficiently control the information and can reach the ‘common goal’ that has previously been determined by the experts (Aoki, 2004a). But this deterministic view of implementation tends to strip the teacher of any voice and ignores their stories to live by, reducing them to a technical being.

Another way of looking at curriculum implementation is to see the process as *situational praxis* (Aoki, 2004a). Praxis refers to action that is done reflexively where “... knowing arises not from inward speculation but from intentional engagement with, and experience of, lived reality” (p. 120). The curriculum guide is used as just that – a guide to help teachers navigate the world of teaching. Theory and practice work together rather than placing theory ahead of practice. Action full of thought and thought full of action is a cyclical way of viewing curricular implementation that takes the whole person into account. Pre-service teachers can learn to work within the curriculum-as-plan while still reflecting their experiences and teaching voice.

Indwelling between the curriculum-as-plan and the curriculum-as-lived is a space of learning and of living pedagogy (Aoki, 2004c, p. 161). A challenge faced by pre-service teachers and teachers is to find a balance between the two, while simultaneously hearing both. As a teacher I continually struggled with finding a balance and I questioned myself in these spaces of tension.

Pre-service teachers need to question the way that curriculum-as-plan is privileged over curriculum-as-lived and find ways to dwell in the spaces between. From a post-structural standpoint, Britzman (2003) agrees that curriculum is a form of discourse that constructs visions of authority, power, knowledge, and legitimizes whose values and interests are important. Curriculum as a *landscape of multiplicity* considers identity as something that is produced and not already present (Aoki, 2004b). Meta-narratives present in traditional curriculum silence the stories and daily narratives of students and teachers as they grow and learn together. Who gets to say what stories count and which ones do not? Aoki (2004b) says that "... we have been drawn into a curricular landscape where in privileged aplomb stands, a tree does, a single curriculum. In this arboreal landscape, curriculum-related activities such as 'instruction,' 'teaching,' 'pedagogy,' and 'implementation' become derivatives in the shadow of the curriculum-as-plan" (Aoki, 2004b, p. 204). Assumptions about curriculum-as-plan need to be examined by pre-service teachers.

I wondered if part of my discomfort about my position with the government writing curricula, a story of experience shared in Chapter 1, had something to do with the tension I felt between curriculum-as-plan and curriculum-as-lived in my classroom teaching experiences. Was I uncomfortable with this new responsibility to write curriculum-as-plan that I had heard so many of my colleagues speak negatively about? I had also struggled as a teacher to find a balance between the two, while simultaneously hearing both. I wondered if this struggle could have also been about bringing together my personal stories with my professional stories, both always under development and shifting. A challenge of mine has always been supporting pre-service teachers by helping

them deconstruct such challenges to reorient tensions in a positive frame as spaces of learning.

This section discussed curriculum-as-plan and curriculum-as-lived as they relate to this inquiry and emerging potential research puzzles. Dwelling in the spaces between can be challenging, especially at a time when learning to teach, such as during internship. The next section further explores curriculum in relation to identity and a narrative inquiry conception of identity as stories to live by.

Identity as Space(s) of Tension

As explained in Chapter 1, this study uses a narrative way of thinking about identity; our experiences highlight the multiplicity of our lives and speak to the interrelationship between a person's personal practical knowledge and the landscapes on which they live and work. We speak about our experiences and through these stories we might be able to see how our stories to live by have been shaped over time, in various places, and in different relationships. Our stories to live by allow us to speak to "... the stories that each of us lives out and tell of who we are, and are becoming" (Clandinin, 2013, p. 53).

Throughout this section terms such as identity development, professional identity, the self, teaching voice and socialization are discussed. Many of these notions of identity bump up against the narrative conception of identity as stories to live by. Although much literature does not use stories to live by as a way of conceptualizing identity, I feel that the literature summarized in this document is still relevant and useful to the inquiry. I attempt to point out bumping up places in the following sections as literature is discussed

in relation to the research puzzle and a narrative conception of stories to live by as identity.

Learning to teach is an ongoing journey that begins long before formal post-secondary education. Pre-service teachers have already spent approximately 13,000 hours observing teachers by the time they enter teacher education (Britzman, 2003). From a post-structuralist perspective, these experiences in the classroom construct and reproduce what society believes 'a teacher' to be and, as a result, pre-service teachers already have begun to shape their identity and teaching voice based on the discourses of public education. Teacher education programs further shape pre-service teachers' notions of what it means to teach and be a teacher. Some aspects of teaching, such as experimenting with innovative teaching methods, negotiating student interests, learning styles, and experiences, while balancing curriculum-as-plan and curriculum-as-lived begin to emerge. As we look at identity from a narrative inquiry standpoint, the act of teaching no longer seems so simple because it is further complicated by biographies, lived experiences, and shifting stories to live by.

Stereotypical discourses of teaching-as-doing are challenged as the "...static and repressed notion of identity as something already out there, a stability that can be assumed" (Britzman, 2003, p. 29) is revealed as a cultural myth. I agree with Britzman and enter a borderland space between narrative inquiry and post-structuralism. Learning to teach is not a matter of applying certain rules and principles, decontextualized skills, and following the certain path ahead. Learning to teach is a process of becoming that is never static, always transforming, and always necessarily in tension.

In relation to identity and teaching voice, I am reminded of an experience I had in Physical Education as a grade nine student. At the time I was not thinking about my teacher or anything else besides running as hard as I could:

The hot, calm, and cloudless September afternoon made for an uncomfortable run during fifth period. I didn't care about showing my grade nine knobby knees and elbows, but I knew that many of the other girls were really nervous about other people seeing them in shorts. I never did understand that. I was more worried about beating everyone else in whatever activity we were doing than what I looked like or what other people thought. Sweat pants, loose running shoes, long sleeves or even sweatshirts; how are you supposed to run in all that clothing? It was a hot one outside, and if I had been allowed to wear my swimsuit, I think I might have.

As I rounded the last curve of the track, the sun poured into my eyes making me squint. I put my head down for the final push to the finish. I knew I was at the front but still wanted to get the best mark possible. To get 100% I needed to finish the mile in less than nine minutes. Red shale dust from the worn out track behind the school stuck to my sweaty skin. I could feel it on my lips and in my mouth as I passed a group of slower runners who were messing around and kicking up the dust on purpose. Closer and closer, I was focused on the timer in the teacher's hand. I could no longer feel my legs and my lungs were burning as I sucked in the hot summer air. Click. The timer sounded and the teacher yelled out my time as I slowly lumbered to a stop beyond where she stood.

“Great job, Shannon! You got 8:47!” She called over to me.

I collapsed on the cool grass beside the track, sprawling out on my back with a huge smile on my face. My chest heaved up and down, and I could already feel my legs tightening up, but I didn't care because I had 'won' and I would get 100% for the run. What a rush. I laid there feeling so proud of myself; I couldn't wait to tell my best friend at soccer later that day. I pulled my head up from the ground to see where everyone else was on the track. Shading my eyes with one hand and propping myself up on the other elbow, I could see that there were eight or nine people just walking! I couldn't believe it.

I thought, 'that will teach you for wearing sweat pants on such a hot day.'

(Remembered experience(s), story written November 3, 2011)

I wrote this story fragment before I began this inquiry but the memory and its meaning for me have changed as I position myself in different places, alongside different people, and in relation to experiences I have had. In grade nine, I did not see the larger social discourse of gender shaping my peers' thoughts and actions. Nor had I when the lady in the rink called me a boy. In grade nine I also did not consider my teacher's stories to live by as she made daily decisions regarding teaching and learning. In the grass after the mile run I really hadn't cared who my teacher was at all. I don't remember her name or what she looked like.

Shifting forward temporally in the three-dimensional narrative inquiry space and to a different place, I now wonder about how the students in my classes have perceived me and their classmates in relation to their own lives. In grade nine I just wanted to be 'first place' and I don't even remember who my teacher was in that instance. How do I, as a teacher, approach teaching and learning different than that teacher? Or do I? I think

about my teaching and the frustration I felt when students did not participate in class. I wonder if this teacher was concerned about curriculum-as-plan and and/or curriculum-as-lived. In the grade nine story of experience I remember many of the students walking; did this affect the teacher or cause her reason to pause and consider curriculum or her teaching? How had her experiences while teaching alongside other teachers shaped her own practices and stories to live by?

The next sections look more deeply at some literature around stories to live by and socialization as I take a step back and look outward again in the three-dimensional space of narrative inquiry.

Broadly defining identity.

As mentioned earlier, within literature and research on identity, it is agreed that defining the term is challenging. Richie and Wilson (2000) summarize by saying, “We know that identity is never determined by a single socializing ideology; we are constituted by multiple, often conflicting discourses” (Richie & Wilson, 2000, p. 71). The multiple discourses and where they intersect can be sites of tension but also can be productive sites of critical reflection and development – these spaces of tension can be a focal point for examination. From a post-positivist standpoint, the context of experience is of little importance. From a Marxist standpoint, the workplace and its larger ideologies are what shape experiences and the development of identity. However, from a narrative inquiry standpoint, experience and the telling and reliving of these experiences are what shape identity; a pre-service teacher’s personal practical knowledge on the professional landscape shapes their stories to live by. The workplace is a space where multiple

discourses intersect as the personal and professional selves come together; stories to live by are complex.

Identity is dynamic and ongoing, not stable, involves multiple identities, and is developed among the presence of others within various contexts (Beauchamp & Thomas, 2009; Lofstrom, 2010; Mooney, 2007; Schepens et al., 2009). In other words, identity is not developed in isolation and it involves many complex personal and contextual factors. Some essential features of identity emerge from literature in many professions. First, it is recognized that identity development is a continual process of *interpretation and re-interpretation* over time and that a person's *sub-identities* can conflict with one another. For example, as a pre-service teacher moves through teacher education into a school placement, they may experience a theory-practice gap as they continue to learn as a student but practice as a teacher. Second, identity development involves *agency*; people are active players in their own professional development and each will differ in how they deal with experiences, depending on personal values. Third, identity implies the influence of both the *context* and the *personal*; people in the same context may develop very different identities, similar to how people in different contexts may develop similar outlooks or identities. How a person develops professionally will strongly influence their attitude toward change within an organization and how/if they are motivated to continue to develop professionally.

From a narrative inquiry standpoint, I look inward again, and in relation to identity and the understanding that identity is not fixed or static. Stories to live by are always changing and shifting. With Dewey's notion of experience as continual and building upon other experiences (Clandinin & Rosiek, 2007) as foundational to this study,

I wonder how pre-service teachers' stories to live by shift over time. In particular, I wonder about their internship semester and the influence that the school context, their cooperating teacher(s), and the students they teach have on their developing identities. As well, what experiences do they bring with them into the landscape of teaching and learning that influence their teaching voice? Just as my story to live by of a girl wanting to be a boy has shaped my perception of students in my classes, recognizing their complex and intertwined struggles to fit yet be themselves, how do pre-service teachers' stories to live by influence their practices?

I am reminded of an experience I had with one of my colleagues while I was a first year teacher in a secondary Physical Education setting. I remember him clearly; a teacher of 25 years, whose approach to teaching did not align with mine. Early in my career, I was searching for ways to make learning meaningful but still focus on curriculum-as-plan; I was struggling with finding a balance. I did not enjoy teaching alongside this teacher because, to me, he appeared to have no concern for the students in his classes. I finally went to my administrator to voice my concerns:

I cannot stand it any longer. Five months of doing what I am told to do and agreeing 'just because that's the way it is' is not going to be how my teaching career will continue. I am tired of painstakingly planning meaningful lessons and units, created with particular groups of students and abilities in mind, only to be told that 'we are going to do this or that' today instead. Why? Because he says so. I've tried everything from asking questions, having a conversation with him about purpose and curriculum, to dressing up as him for Halloween, wearing a shirt that

says 'Fitness, Fitness, or Fail'. Nothing is working and I am ready to toss [local teacher federation] ethics out the window. I need to talk to my principal.

"I feel like no matter how I approach him, he won't listen to what I have to say," I explain, trying my best not to let my face get red with frustration and anger.

"Well, he has been around here for a long time and running the program in a way that works for everyone. I think you should trust his judgement and go along with things," he replies, while obviously trying to dismiss my concerns as 'rookie mistakes'. He is probably thinking I am just an eager first-year teacher, blonde and female, nonetheless.

"One of my biggest concerns is that we are not even following the curriculum. At the very least, we should be putting less emphasis on fitness testing and more on cognitive and psychomotor." I quote terminology from the curriculum to see if my credibility increases. I can feel my face getting redder. He is not going to budge on this.

"Look, you need to just go with the flow and consider yourself lucky because he has everything already planned for you. You two can run your classes together, share the gym, and the students will survive." The phone rings and he moves to answer it, ending whatever conversation we had going.

I can't believe what I am hearing and I get up to walk out, both humiliated and angry. This is not at all how I had pictured my first year of teaching. I feel so outnumbered and alone with no one 'on my side'. It comes as no surprise when I receive an email three weeks later that my teaching load for the second semester

has changed and I suddenly have four English Language Arts classes and zero Physical Education classes.

(Remembered experience(s), story written September 29, 2010)

I remember feeling very defeated after I had not only attempted to work alongside this colleague in a professional and productive way, but also after I had spoken to the administrator in the hopes that I would find support. It was only a matter of time before this veteran teacher transferred, and I received Physical Education as part of my teaching assignment again. In relation to this story of experience, I am reminded of Aoki's (2004c) *zone of between* or Cook's (2009) term *productive disequilibrium* and that a key factor in the development of identity is whether or not the new teacher finds the disequilibrium to be productive or unproductive. The experience of resisting what I now see as socialization remains strong in my memory. From a narrative conceptualization of stories to live by, this was a story of who I was and who I was becoming. My personal practical knowledge bumped up against the social landscape in which I was living and working. Although I felt at the time that the experience was miseducative and uncomfortable, it also shaped future experiences and helped me understand the shifting landscape of teaching.

This section discussed many terms regarding identity and teaching such as identity development, professional identity, the self, and teaching voice. Many experiences in a pre-service teacher's life have influenced, are influencing, and will continue to influence their identity. For this inquiry I use a narrative view of identity; through experience and the telling and reliving of experiences, we shape our identities, our stories to live by. Stories to live by are stories that each of us live and tell that

highlight the multiplicity of our lives (Clandinin, 2013). Knowledge is intertwined with identity. A narrative way of thinking about identity takes into consideration the interconnected and interrelatedness of past and present, and personal practical knowledge, and the landscape(s) on which a person lives and works. Further, a narrative understanding of schools and teachers' practices can be conceptualized as personal practical knowledge (Clandinin, 1986).

In the next section I return again to a look outward on the three-dimensional space to explore literature on socialization.

Socialization as Space(s) of Tension

This section looks broadly at socialization; how socialization can be/is used explicitly in the workplace, how it can relate to stories to live by, and how, from a post-structural or Marxist perspective, we might position ourselves in the workplace. Using some of my stories of experience, I juxtapose this literature with a narrative view of school stories and stories of school.

From a socialist or Marxist standpoint, the notion of socialization is directly related to identity development. In this research paradigm, ideologies and already existing social rules shape our understanding and development. Professional socialization has been described as the process of becoming a member of a certain practice (Lindberg, 2009), describing the trajectory from admission to the university or college program to the practicing professional in the field. Miller (2010) agrees that socialization begins prior to work education and continues after formal education. Mooney (2007) says that professional socialization is the process through which novice practitioners are merged

into the profession, as they gradually adopt the attitudes, values, and unspoken messages within the organization.

Socialization has been linked to self-concept regarding the feeling of inclusion in a membership to a particular group with whom they can identify (Gaskell & Leadbetter, 2009). Self-concept (perception of oneself) is one of three components of identity that Hausser (1995, in Meig, 2008) lists along with self-esteem (general evaluation of oneself) and control beliefs (perceived personal control), therefore indicating that socialization in the workplace can have a strong influence on the development of identity. In some professions such as business and social work, socialization is explicitly practiced and is considered an essential part of the career. On the other hand, professions such as nursing regard socialization to be a negative influence on newly trained practitioners and much research has been done around how to reverse the process.

From a Marxist perspective, the essential purpose of socialization is to impart knowledge, abilities, and motivations both explicitly and implicitly (Miller, 2010). Although socialization takes place informally during childhood before formal education, *secondary socialization* in adulthood evolves as people become involved in other aspects of their lives, such as in a profession or educational environment. Many professions believe socialization to be positive and essential to the development of new practitioners or employees. In the business world, examples of corporate scandals underline the need for more instruction and grounding in ethics and integrity. Templin and Christensen (2009) asked the question of whether or not business schools can teach ethics. Explicit socialization of 'right' and 'wrong' during formal education involved the use of stories as

moral exemplars, having students describe normative characteristics of professionalism, and the use of context specific vignettes.

Similarly, socialization is used as a tool for sharing *tacit* knowledge in the business world, as explained by Baker-Eveleth et al. (2011), "...because knowledge is often tacit in nature, thus contained in the memories and experiences of individuals, organizations must attempt to capture what they can (i.e., make the knowledge explicit) and work to develop or facilitate knowledge networks (i.e., keep some knowledge tacit, but connect individuals through a network)" (p. 39). The notion of *communities of practice* has been created to achieve the goal of passing on tacit knowledge to new professionals in the field; alongside a leader, a team of new professionals works together in the field while reinforcing belonging, personal identity with the group, and participation in the community.

As an integral part of social work, professional socialization "... may seem as though it almost happens 'magically' through our formal education..." (Miller, 2010, p. 925). In order to better understand how this process occurs and to share the benefits, Miller (2010) developed a framework for socialization. It includes *pre-socialization* that begins in childhood and involves anticipatory self-socializing by an individual who aspires to be like a particular group and takes on the attitudes and values of that group as perceived by them. Second, *formal socialization* occurs in the form of content (technical skills and knowledge during education) and structural (overarching contextual influence) elements. Third, *practice after formal socialization* involves practice settings (which have a lifelong impact), and situational adaptation (which varies depending on the situation

within which they work). This framework for socialization, surprisingly, can be applied to other professions without much of a stretch.

Still in the socialist realm, a very different perspective of professional socialization can be found, for example, in the nursing profession. Mooney (2007) claims that socialization continues to contribute significantly to enduring problems faced by newly qualified nurses. The implicit (but not well-hidden) hierarchical structure of the environment plays a large role in professional socialization; newly qualified nurses are quickly discouraged and provided little space for the introduction of change or initiative. In Mooney's (2007) study of the perspectives of newly qualified nurses, two themes emerged: (a) *set in stone* included ritualistic practices and non-patient focused care, and (b) *without a voice* created a sense of vulnerability and powerlessness in the new nurses, highlighting the hierarchy and underlining the discrimination. The "... incongruence between personal values of newly qualified nurses and the values set by clinical areas" (Mooney, 2007, p. 78) all but forced them to quit; all participants admitted that after ten months they had conformed to the ward rules. In other words, they had learned to 'play the game' within the organization. This cycle of oppression might account for nursing professionals' low levels of self-esteem and failure to be assertive.

When I think about socialization in relation to a Deweyan or pragmatic paradigm, I wonder in what ways I have been influenced, educative or miseducative, and perhaps not realized. Has my teaching influenced students, pre-service teachers, and colleagues in various ways? Much of the literature, as outlined above, comes from a socialist perspective that our experiences are shaped by ideologies already present in the workplace. I wonder about Gaskell and Leadbetter's (2009) notions of self-concept and

fitting in with a certain membership in relation to pre-service teachers entering the workplace and how this notion of socialization bumps up against my stories of experience. Narrative inquirers might argue that our experiences should be examined without an assumption that they have been flawed.

From a post-structuralist standpoint, without challenging dominant discourses in any professional environment, socialization can take on a very negative role. The same can be said for teachers in the workplace and pre-service teachers entering into the practical experience portions of their education. Although some might argue that professional socialization is inevitable, playing an important role in identity, it can be very easily obscured by power struggles, hierarchies, and unquestioned or traditional ways of thinking and doing. I wondered if my story fragment that involved a colleague and administrator who would not acknowledge my desire to teach in a different way was an example of socialization. I struggled with this borderland space between research paradigms as I thought about my story fragment. Did they intentionally try to change my ways of teaching and ‘being a teacher’ in order to align with what they considered ‘the way to teach’? Perhaps they had no intentions at all except to continue on with their day with as little resistance as possible. This bumping up place between starting points – starting with experience or starting with power struggles – was a reminder for me to remain committed to narrative inquiry. I was reminded to begin and end with experience rather than treat experience as an untrustworthy or already-flawed source of knowledge.

Socialization in teaching.

Explained above, much literature on socialization comes from a Marxist paradigm where ideologies shape our experiences, or a post-structuralist paradigm where

socialization is an example of a power struggle. Socializing forces can be thought of as invisible curricula and viewed as a powerful initiation into the culture of schools. In these two paradigms, one might argue that often there is little a new teacher can do but conform (Richie & Wilson, 2000). Notions that students bring with them through schooling about ‘the way’ of teaching and learning help maintain the status quo of schools. Rather than questioning their understandings of teaching and learning, pre-service teachers often add to their already existing notions and perhaps unexamined assumptions about what it means to be a teacher with little tension or conflict. Years of experience in institutions and shared stories surrounding teaching collide with teacher education programs’ attempts to renegotiate beliefs, practices, and identity. Students entering teacher education programs already have an idea of what teaching looks like but this notion is “... divorced from its context prior to being contextualized in a school setting” (Kuzmic, 1994, p. 20). Learning to become a teacher involves as much ‘unlearning’ and discarding of misconceptions and attitudes as learning of subject matter (Brown & McNamara, 2005). These already existing ideologies or struggles between power and knowledge come from conflicting research paradigms that bump up against narrative views.

From a Deweyan perspective and through a narrative inquiry lens, personal practical knowledge can be a starting point for examining stories to live by. Clandinin (1986) says “To assume that a teacher could somehow be cut free of her history and approach each situation without benefit of past experience would be absurd” (p. 3). In other words, experience builds on experience in the Deweyan sense. Pre-service teachers

and teachers can draw on experience as a source of knowledge and use their experience in spontaneous situations.

From a post-structuralist perspective, Britzman (2003) says that pre-service teachers are "...a site of conflict" (p. 27) in their ever-evolving and continual journey of shaping their professional identity. Tensions between knowing and being, thought and action, theory and practice, knowledge and experience, technical and existential, and objective and subjective are never neat binaries of either/or. Complicated conversations begin in spaces of tension. In addition, Pinar (2012) reminds us of the on-going self-formation of students and teachers, and that "... at any given moment she or he is located in history and culture, always in a singularly meaningful way, a situation to be expressed autobiographically (if indirectly) through the curriculum" (p. 45), underlining the temporality and sociality of identity and subjectivity.

Narrative inquirers do not necessarily disagree. However, students, teachers, and pre-service teachers do not enter a school as blank slates. Rather, each arrives with personal practical knowledge; each arrives with her/his own experiences, values, ways of knowing and being. Post-structuralists might argue that these experiences have been shaped by discourses such as education, society, race, and culture.

I remember when I received my rejection letter from the university, a story fragment I shared in Chapter 1, I had wondered who could possibly make a judgement about who gets 'in' or remains 'out' based on a written document. I also remember feeling that I hadn't had the opportunity to share who I was – my experiences and my personal practical knowledge - because no face-to-face conversation took place. Shifting forward to my experiences as a teacher, I wonder if students have felt similar; that they

are not given opportunities to share their stories to live by in order to feel a sense of connection between their teacher(s), school, curricula, and identity.

These wonderings reminded me of an experience I had while teaching Physical Education when a student, who I knew quite well, disappeared from my class. Angela did not attend her other classes regularly but she rarely missed Physical Education. I felt like we had just started to connect on a more personal level and that she was beginning to feel more comfortable sharing with me. She had explained to me some challenges she faced outside of school and at home. When she did not come to class for a particularly long period of time, I was worried that something had happened to her outside of school:

I haven't seen Angela in class for about a week straight and I wonder what things in her life are drawing her away from school. Maybe her mother has disappeared again and she is left to look after her two young sisters. Or maybe she is back with that boyfriend who dropped out of school and she spends her days with him. I run through a series of other potential stories or excuses that she will feed me when I see her again next, but none of them feel right. Angela had been a good attender until now, which is why I am a bit worried about her. She expressed to me a few times how much she enjoyed Physical Education because she felt like it was one thing she was good at, and it helped her forget other things in her life for that hour during class.

The semester had started off slowly with her not having clothing to move around in and get active in, but once we had established a bit of relationship she revealed to me that she couldn't afford a change of clothing. This wasn't the first time that I'd encountered a similar dilemma so I had collected a cupboard full of

shirts, shorts, sweats, and other clothing that I could give to students. Since that day Angela hadn't missed a class.

I decide that I should check the computer to see if she was attending her other classes. I assumed that if she wasn't in my class, her favourite class, she wouldn't be in any others; she wouldn't skip my class. I was shocked to see the screen when it finally logged me in. Angela had, in fact, been in every class all week! To add to my disbelief, Physical Education wasn't even listed on her schedule anymore! Instead, in its place was a tutorial class. I could feel my face get red in anger as I stood up and marched down the hallway toward the office. How dare they pull her from a class that she loves, especially without even informing me! The vice principal was in his office so I walked in without knocking.

"Angela is not in my class anymore!" I spouted out in anger without saying hello first. It came out as a statement instead of a question.

Surprised that someone had come into his office, he sat up and oriented himself to what was happening.

"You took Angela out of my class?" I repeated, as my voice grew a bit louder.

"Oh yes. Angela. Yes, she was struggling in math and science so we decided to give her a tutorial period for extra support," he calmly replied.

"Did you ask her first? Is this what she wanted?" I ask in an accusing tone, knowing very well that the answer will be no.

“Well, no, um, we didn’t. It is what is best for her,” he said as he leaned back in the office chair, satisfied with his cliché answer.

“Are you serious? Do you realize that Physical Education is the only class that she is doing well in, and actually feels successful in? What did she have to say to this change?” I can hardly hold back my anger, surprised at how irritated I am feeling over this situation.

“I haven’t talked to her about it. She has not come to school since we made the change,” he says, like he doesn’t even realize the weight of what just came out of his mouth.

I turn in a flurry of anger and frustration and push the door so hard on my way out that it bangs into the wall behind it. I’m so irritated for never being consulted on these kinds of decisions and for always being the class to be yanked off a schedule when students struggle in ‘academic’ classes. More importantly, I need to find Angela and talk to her. I fear that we may never see her at school again and that we’ve lost yet another student.

(Remembered experience(s), story written November 8, 2011)

I remember feeling very angry that no one had asked Angela what *she* wanted. I was doubtful that my administrator had ever spoken to Angela in the time that she was at our school. I wondered if Angela had felt that her experiences were not recognized or acknowledged anywhere in the landscape of school. I was also angry because of the value that Physical Education held within the school; apparently it was disposable in the shadow of other ‘more important’ subjects.

I wondered about this narrative fragment in relation to a more recent experience shared in Chapter 1 regarding wonderings about curriculum-as-lived and curriculum-as-plan. I thought about the relationship I had developed with Angela and how I did not feel it was the planned curriculum that had allowed me to connect with her. I wondered if this experience with Angela had begun to re-shape my story to live by of teaching as relational rather than content-driven. I also thought about the narrative fragment shared in Chapter 1 about my struggles between teaching content and building relationships as I felt my passion for teaching slipping away. I wondered about what value was placed on Physical Education at the school I taught at, and what value was placed on Angela's experiences in Physical Education. Inquiring into experiences from my teaching past with Angela and my later experiences of struggling with curriculum-as-plan allowed me to see connections between experiences; these wonderings while inquiring about my experience with Angela brought to the forefront the continual and interactive nature of experience in narrative inquiry research.

If we look outward again at a landscape of school and other workplaces, we can see how self and developing stories to live by may be lost among other priorities and values held by the larger institution. The workplace adds to the complexity of stories to live by and positioning of the self. For example, the way that schools are organized and what is valued within a school can be central in the construction or understanding of the context and our place in it; the images around the school, expectations of teachers and students, and both implicit and explicit values about teaching and learning shape who we are as teachers and professionals (Soreide, 2006).

In the narrative fragment shared about Angela, I felt that the principal of the school I taught in had discounted the individual experience of Angela as valuable. I wondered how Angela might have felt when she was no longer enrolled in Physical Education, something that she had connected with. The values of the larger institution took priority over individual experience. Experience, I felt, was not recognized by the principal or the larger institution as knowledge. Connecting this story of experience to later experiences, I thought about how curriculum-as-plan might be privileged over curriculum-as-lived and how personal practical knowledge of teachers might be discounted. I continued to wonder about pre-service teachers and their experiences of learning to teach; what counts as knowledge and what is valued in schools.

This section discussed socialization in a broad sense, and then moved inward to discuss socialization in relation to teaching, various conceptions of identity, and what counts in schools as knowledge. I continue to wonder about pre-service teachers' experiences of learning to teach. Through writing, reflection, dialogue and sharing stories of experience, both new and experienced teachers can explore how they position themselves within the larger context of teaching, learning, and curricula (Anspal et. al., 2012; Egan; 2004; Gratch, 2000; Richie & Wilson, 2000; Soreide, 2006). Experiences and sharing of them reveals a growing understanding of identity and how it develops, especially during teacher education and the beginning years of teaching.

Teacher Education as Space(s) of Tension

This section inquires further into learning to teach and some emerging potential research puzzles by discussing literature in areas of teacher education, choosing a career, marginalization of/in Physical Education, perceived competence, and perpetuation of

practices in Physical Education. Throughout the section I look inward at some of my stories of experience and outward at the literature, moving forward and backward in time while attending to place and context. Thinking narratively in the three-dimensional narrative inquiry space creates new wonders and research puzzles continue to emerge.

Anspal et al. (2012) identify that the primary concern for pre-service teachers during a teacher education program and into the first years of teaching is mainly connected to the self. For example, they first and foremost want to confirm and validate their image of self as teacher. This image will have already been formed long before entering into the teacher education program. Second, pre-service teachers want to acquire knowledge and use it to modify their image of self as a teacher. Collecting subject-specific knowledge is a primary concern. Only after they feel satisfied with the amount or quantity of 'knowledge' that they have acquired will they begin to question their beliefs or images about teaching and learning. Following this, they will start to concern themselves with an acquisition of instructional practices. Although this may not be accurate for all pre-service teachers in teacher education programs, it is important for faculty within teacher education programs to be aware of the developing identities of their students and the influencing factors. "The challenge for teacher education is to help students recognize their career expectations, and challenge their prior beliefs about teaching and learning, often rooted in their own school experiences" (Anspal et al., 2012). What pre-service teachers do and the decisions they make are framed by their understanding and positioning of themselves.

Choosing a career.

Choosing teaching as a career can be a result of a number of influences. Lofstrom et al. (2010) identify three rationales. The *altruistic* rationale follows the reasoning that teaching is a socially important job, they want to improve society, and they want to help children succeed. An *intrinsic* reason for choosing teaching includes the desire to use knowledge and expertise in the activity of teaching. Third, *extrinsic* reasoning includes job security, pay, status, and holidays. Pre-service teachers predominantly identify with choosing teaching for altruistic reasons, although many do choose teaching for extrinsic reasons. This is particularly evident with Physical Education pre-service teachers (Lofstrom et al., 2010). Although coaching teams is not stated in the above list as a reason for wanting to teach, this would fall under extrinsic reasons because coaching is an extracurricular endeavour that often impedes the motivation of a teacher to improve professionally (Lawson, 1983a; O'Bryant et. al, 2000). Pre-service teachers enter the teacher education program with the belief that they already know what teaching and learning is all about because they have been in school for twelve or more years already. They have experienced curriculum in their own stories of experience and have expectations of what curriculum and teaching entail.

Clandinin and Connelly (1996) explained that school contexts can be described as a metaphor of a professional knowledge landscape. This metaphor shows both in-classroom and out-of-classroom places that structure the professional knowledge landscape of schools. Kuzmic's (1994) suggestion that teacher education programs need to help pre-service teachers understand both places, in and out of classroom, and how schools operate supports Clandinin and Connelly's (1996) metaphor of in-classroom and

out-of-classroom places. Teachers move between both places and may experience tensions or challenges. How one acts or speaks in one place may be different than in the other. Out-of-classroom teacher conversations may consist of others' visions about what children should learn and how teachers should teach. In-classroom places are spaces where teachers are free to live out their own stories of practice free from scrutiny. However, when teachers move out of their classrooms to out-of-classroom places on the landscape, they may feel the need to live or tell different stories in order to portray themselves as the expert or confirm that their stories fit within the story of school. The in-classroom and out-of-classroom spaces are "...two fundamentally different places" (Clandinin & Connelly, 1998, p. 151). Pre-service teachers may not realize that much of teaching life occurs outside of the classroom, which is often discounted by teacher education programs (Kuzmic, 1994). A way to understand these dilemmas of the professional knowledge landscape is by understanding an interrelated set of stories – teacher stories, stories of teachers, school stories, and stories of school (Clandinin & Connelly, 1996). Tensions may arise where conflicting stories meet.

In relation to some of the narrative fragments that I have shared of my teaching career, an emerging puzzle is taking shape. I wonder about the place and space(s) for the self, our own stories to live by, and finding the balance between curriculum-as-plan and curriculum-as-lived. Over the course of my eight years of teaching, I felt a tension and shift toward relational teaching away from a focus on curriculum-as-plan. In my story of experience from my first day at the ministry, I felt uncomfortable being confronted by the choice to leave the classroom for actual writing of provincial curricula, what I had been experiencing tension(s) with already. When I place my grade nine mile run experience

alongside my grade ten flexibility experience, I wonder if some differences are found in the people that these experiences involve.; they were both in a similar context (my hometown and the schools within), and within the same calendar year. However, I don't remember my grade nine teacher but I can name and describe my grade ten teacher. I wonder about the relational aspect of each of these curricula. What impact did each of these experiences have on my choice to become a teacher and then, later, how I felt was the 'right way' to be a teacher? Moving outward again, farther from these experiences, I discuss the impact of teacher education programs on developing stories to live by.

Expectations of the career.

The years that pre-service teachers spend in classrooms before formal teacher education create expectations of how students and teachers should act, which may be inaccurate or unexamined. Students in schools bring these expectations and their experiences to school and teachers act on these preconceptions of student expectations. The multiple images of teaching – either in movies, books, on posters, or in everyday lived experiences at school – affect the professional identity of teachers (Weber & Mitchell, 1995). The significance of stereotypes and clichés in cultural texts is astounding; these create a kind of static notion that identity is already out there and can be assumed if done properly. Teacher education programs can not only help identify the types of stereotypes, media, and images of teaching and learning that exists, but can also help pre-service teachers question the role that such things have played in their developing stories to live by. Although it is understandable that teacher education programs would want to distance themselves from stereotypes and images, it is necessary to uncover and examine what is happening as a result of such pervasive cultural myths and misconceptions. A

reoccurring suggestion for teacher education programs is to embrace pre-service teachers' developing professional identities and struggles to prepare as teachers by providing a space for reflection and conversation.

Teacher education programs can facilitate reflective practices for pre-service teachers and through these reflections of stories to live by, encourage and push them to examine their sense of uncertainty and instability (Cook, 2009). Brown and McNamara (2005) agree that reflective work provides a forum for pre-service teachers to relive and retell their experiences and consider experience in relation to their stories to live by. Induction into the teaching profession can be disjointed but with support and an understanding of how to embrace multiple and shifting complexities, pre-service teachers may find productivity in spaces of tension.

Although my experience of being rejected by the teacher education program could have turned me away from teaching, it did not. I wonder about why I continued to pursue teaching, especially because it was not something I had dreamed about as a career. If I slide forward in time to my fishing narrative fragment, I see curriculum-as-lived and relational teaching. I see experiential learning and mentorship. These are ways of 'being a teacher' that I value and I wonder if perhaps my experiences in teacher education helped me identify these values in relation to my shifting stories to live by. I also wonder about pre-service teachers who I have worked with who chose Physical Education and if they struggle in spaces of tension like I have and continue to do.

I wonder if the teacher education program I went through was valuable in helping me value experience as part of my stories to live by because I was encouraged to question and reflect in spaces of tension. Beauchamp and Thomas (2009) summarize by saying

that, “Reflection is recognized as a key means by which teachers can become more in tune with their sense of self and with a deep understanding of how this self fits into a larger context which involves others; in other words, reflection is a factor in the shaping of identity” (p. 182). Teacher education programs need to be a site for reflection for the development, questioning, and reflection of stories to live by.

Marginalization of/in Physical Education.

Pre-service teachers may be in a placement where Physical Education is not a valued or respected subject area, therefore, they feel forced to redefine their stories to live by. *Reality shock* is a common experience of pre-service teachers as they enter schools (Stroot & Williamson, 1993) and realize that their memories of schooling may not be the reality of teaching. I thought about my experience shared earlier about Angela and Physical Education not valued by the principal. I was early in my teaching career and was angered by the significance placed on our experiences. From a post-positivist standpoint, this narrative fragment was merely an example of larger institutional discourses shaping our experiences; we had no agency and there was no solution. However, I wondered from a narrative perspective and a Deweyan view of experience, how this narrative fragment could be continual and interactive with other stories of experience. I thought about how pre-service teachers might experience similar tensions and perceive these tensions as positive spaces of learning or negative barriers to overcome. I wondered how my experience with Angela shaped my future experiences and how I approached teaching as relational, emphasizing the importance of individual experience over discourses of curriculum-as-plan or Physical Education as not valuable.

Physical Education teachers have to deal with a multitude of factors that are unique to the classroom-gymnasium environment and are not necessarily common to all subject areas. Issues such as facilities (or lack of), equipment (or lack of), class sizes that are much too large and are cause for safety concerns, and scheduling during the day that is less than ideal (for example, scheduling a primarily off-campus course in the middle of the morning so that lunch hours and after school hours cannot be used to extend the time period) are some challenges unique to Physical Education. In addition, extra challenges may include the perceptions of other Physical Education teachers and classroom teachers, administrators' support (or lack of), and feelings of isolation (Curtner-Smith, 2001).

Pre-service teachers may feel inadequately prepared for the needs of the teaching environment. They may also notice that the reality of teaching Physical Education and the features of the workplace are disconnected from content of teacher education programs (Lawson, 1983b). In schools 'academic subjects' are often assigned a higher status than Physical Education. For example, in my story of experience about Angela, Physical Education is the first class to be cut from a student's schedule in order to make room for tutorial or extra help. Pre-service teachers and experienced teachers may feel marginalized by the 'lonely job' that is carried out on the periphery of the school as they continue to teach a subject that is often perceived as dispensable. I wonder about my grade nine teacher who supervised the mile run and how her stories to live by might be similar or different from my grade ten teacher's stories to live by. I wonder what support they had from administration and colleagues, how their experiences of teaching Physical Education were lived out, and what their curriculum-as-lived was influenced by.

An uncomfortable space of tension I felt as a teacher was the emphasis Physical Education programs typically placed on sports and athleticism. Earlier I shared a story of experience that related to this space of tension, when I questioned myself as a teacher. I remember feeling frustrated that many students did not participate in my classes when we learned about some of the sports that I had also been taught in school; many chose to sit out or not attend at all. It wasn't until I began to shift my teaching to *ask* what *they* were interested in that I began to see a change. I wondered, as I shifted my teaching, if the other Physical Education teachers who I worked alongside thought this was 'good' or 'bad' teaching, if we were not 'doing sports' most of the time. Looking backward in time to grade nine, I wonder how my classmates felt about Physical Education class when we did things like the mile run. I had observed what I perceived to be, at the time, a lack of motivation or laziness. However, I now wonder if those students did not see their stories to live by fitting within the dominant discourse of Physical Education and sports that was perpetuated in many of our classes throughout the grades.

From these stories of experience, I shift forward in time to consider the pre-service teachers who I have worked with. I wonder if their experiences prior to and during their teacher education program had changed their perception of Physical Education. I also wonder how the workplace and other Physical Education teachers influenced and will continue to influence their teaching. These wonderings help to further shape this inquiry and the emerging potential research puzzles as I shift outward again to look further into literature on socialization and teacher education.

Perceived competency in teaching Physical Education.

Competence in teaching can have many meanings and interpretations and many of them come from other paradigms that discount experience and knowledge as valuable. Thinking from a post-positivist frame, competence is reduced to skills and techniques that totalize *the* way of teaching. Often oriented toward efficient control (Aoki, 2004a), competence is perceived as a means to an end that is ruled by rules. If students are noisy, you are not a competent classroom manager. If students score poorly on a standardized test, you are an incompetent teacher. When a student does not attend class, it is your fault as a teacher incapable of motivating. Traditionally, this view of competence points to the teachers alone; problems and conflicts can be resolved and managed through rational action of the teacher. If A occurs, then do B. Aoki (2004a) disagrees and refers to this perception of competence as "... reduction of teachers and students from beings-as-humans to beings-as-things" (p. 129). Pre-service teachers are often unfairly judged based on such views of competence that discount the lives of teachers and students, their experiences, and what counts as knowledge.

Rather than perceiving competence as a positivistic thought or action of technical skills and business-like techniques, competence can also be viewed as practical action. Teaching is situated in the everyday commonplace of the classroom and/or school and is anchored by interactions among teachers and students (Aoki, 2004a). Everyday language, an interest in establishing open dialogue, and critically reflecting on day-to-day occurrences takes teaching beyond an immediate judgement or interpretation of events. Just as Angela was removed from my Physical Education class as a quick fix to her perceived need of a tutorial period, too often pre-service teachers are asked to solve

issues in the classroom based on a knee-jerk reaction or a quick fix. They may not be encouraged to take a step back to look at *how* or *why* things occur in the classroom and how learning is experienced by teachers and students.

Teaching competence in Physical Education is often unfairly judged by outside observers because the space of the classroom-gymnasium is very public; it can be viewed by anyone passing through. Students who stand in straight lines while repeating skills over and over must be learning the most. This view of technical skills – a student-teacher's ability to manage and organize a group of students – reduces their role to that of a recreation coordinator and not a Physical Educator. Further, pre-service teachers have identified that their competence is also judged by their appearance, for example, if they are wearing clothing that aligns with the traditional view of a Physical Education teacher (Macdonald, 1999). Such unfair and often ridiculous notions of competence can deeply affect a student-teacher early in their career. Mentors and experienced Physical Education teachers can either help pre-service teachers find a space of learning in between traditional views of competence and realistic or meaningful views of competence, or further re-inscribe traditional discursive productions of Physical Education.

Perpetuation of practices in Physical Education.

I can see my story to live by as a young girl growing up looking and 'acting like a boy' reflected in many of the students who I taught who may not have fit into what was predominantly perceived as 'the norm' in school and Physical Education. My stories to live by have taken shape over more than 20 years and continue to be shaped by experiences. I wonder about pre-service teachers working alongside teachers in the field who have lived stories of gendering and/or perpetuation of dominant discourses about

ability and heterosexuality. In this section I briefly look at literature from a post-structural viewpoint, and at Physical Education in relation to gender and ability. I have included this section in order to show how post-structural research on learning to teach and Physical Education begins with discourse and does not use experience as a source of knowledge. In this paradigm, experiences are only examples of discourses at work. This bumps up against a narrative view of experience as the source of knowledge and methodological understandings that begin and end with experience.

Post-structuralists might argue that one of the more obvious practices currently evident in Physical Education is the segregation of students into boys' and girls' sections. Where this practice comes from is difficult to trace; however, notions of *heteronormativity*, social constructions of ability or *normativity*, and the ways that girls and boys *value* sport and movement are starting points for conversations in the post-structural paradigm. I thought about how these social constructions and my experiences of being mistaken for a boy because I valued and enjoyed sports. I also thought about how I may have perpetuated these notions in my story about running the mile in physical education class; I could not understand why the girls in class did value the run and how they performed. These wonderings continue as I think about heteronormativity and Physical Education, my own teaching, and the experiences of students and pre-service teachers in classes I have taught.

Heteronormativity refers to the normative assumptions about heterosexuality; this is a dominant discourse in Physical Education and part of the *hidden curriculum* in

classrooms/gymnasiums. Larsson et al (2011) describe heteronormativity:

... the way in which girls and boys (feel they can appropriately) engage in a certain movement activity and still be viewed as 'normal' ... being recognized as a 'normal' or straight girl presuppose[s] a feminine appearance, a good coordinative and rhythmic ability, self-confidence in relation to partner dancing, and conversely, a lack of self-confidence and a reluctance to appear aggressive and competitive in connection with ball games ... Being recognized as a 'normal' or straight boy presuppose[s] a masculine appearance and confidence, i.e. aggressive and competitive behaviour, in team ball games. (p. 67)

Girls and boys perform gender in different ways, according to this heteronormative culture matrix. Larsson et al (2011) study this concept, explaining it as "... a heterosexual matrix that conditions the way in which every student feels that s/he can appropriately engage with, and talk about, certain activity and still feel, or be viewed as, heterosexual, i.e. 'normal'" (p. 68). From a narrative perspective, the notion of a matrix that conditions how students act discounts the individual experience and stories to live by of students; this viewpoint assumes that students have no agency and there is no solution or alternative to how boys and girls are perceived.

Post-structuralists may urge teachers of Physical Education to be conscious of this hidden curriculum in order to change the culture of Physical Education. They need to make it possible for students to move in new ways; students need to be challenged to problematize knowledge claims about what is masculine and what is feminine.

Waddington et al (1998) see gender boundaries as "... likely to be particularly sensitive indicators of the persistence of traditional gender stereotypes..." (p. 36). They state that

the strength at which this discourse still prevails creates a very uncomfortable and unwelcoming learning environment for some students. Narrative inquirers might counteract this and begin with and dwell in the experiences of students, rather than accept a pre-existing notion of what is happening.

From this competing viewpoint, one might say that boys and girls are typically segregated in Physical Education because of their perceived difference in ability in sport and physical activity, however, ability is a social construction. This social construction is lived out by students who have been habituated to believe that their 'ability' is a result of gender (Hay & Macdonald, 2010). Physical Education is a subject where certain values, beliefs, and expectations are dominant; often these are displays of *motivation* through aggressive participation, *knowledge of content* through demonstration during a team game, and *effort* demonstrated through competition. Typically it is the boys who feel the most comfortable demonstrating these traits and, therefore, appear to be more skilled (Hay & Macdonald, 2010).

Post structuralists might also say that teachers need to be conscious of the beliefs that they portray as valuable; tensions surrounding perceived ability of girls and boys could go unnoticed and unquestioned, resulting in the perpetuation of dominant discourses of normativity.

Narrative inquirers would disagree that a starting point of societal change is to examine discourses. Sharing experiences, reliving and retelling stories of teaching and learning is a starting point through which we can begin to see interconnections between our past and present, professional knowledge landscapes on which we live and work, and the relationships we create.

This section further inquired into learning to teach and some emerging potential research puzzles by discussing literature in areas of teacher education, choosing a career, marginalization of/in Physical Education, perceived competence in teaching Physical Education, and perpetuation of practices in Physical Education. There are many spaces of tension surrounding learning to teach, and in particular, some unique to teaching Physical Education. Beginning teachers and pre-service teachers may seek support within the school context to help with the critical transition to the school environment.

Mentoring as Space(s) of Tension

I shift the discussion in the next section to the topic of mentoring by attempting to define the term, give some historical background on mentoring, and discuss mentoring in teacher education; potential benefits and challenges, what mentoring could look like, and the need to be critical of mentoring are explored.

Mentoring by teacher educators, teachers in the field, and colleagues can be an essential part of the growth and development of teachers, especially in the beginning years of the profession. Professional collaboration, support, reflection, and role modeling provide tools for pre-service teachers (McCaughtry et al., 2005; Patton et al. 2005; Ayers & Griffin, 2005; Stroot & Williamson, 1993). The journey of learning to teach can be lonely and is often considered an individual act – a time to learn pre-determined skills and dispositions (Britzman, 2003). However, learning to teach is a social process of navigating one's values, beliefs, and intentions, which are often countered by realities in schools, politics, curriculum, and tradition.

A positive mentoring relationship can challenge a student teacher, creating productive spaces of tension; mentors can provide guidance, act as a sounding board,

help pre-service teachers learn about and implement formal curriculum, support taking risks and challenging dominant or traditional ways of teaching, and can help with nonteaching related issues that pre-service teachers face in the transition to the workplace. McCaughtry et al. (2005) explain that "... teachers who receive mentoring are more likely to stay in teaching, be satisfied, hold better teaching attitudes, and implement more effective instructional practices and long term planning" (p. 328). Although there is much more to teaching than planning and implementing, often these are the challenges faced first and foremost by pre-service teachers.

As I read literature about mentoring and teacher retention, I thought about my story of experience with Nick, and the mentoring opportunities I have had throughout my years as a student, post-secondary student, and beginning teacher. The potential to talk to someone who shares similar interests, passions, and who has experience in schools creates opportunities for growth and learning. Conversely, a mentoring relationship may not always be positive, especially if roles, expectations, and goals of the relationship are not critically examined.

I am reminded of an experience I had following the year I was seconded to the university to teach full time. I was back at the same school I had left one year ago, returning to an identical teaching assignment of full time Physical Education, and had agreed to help a younger colleague with an intern since it was the first time she had taken on the role of a cooperating teacher. I had been a cooperating teacher three times prior and felt comfortable with the process since I had been in a faculty advisor role the previous year at the university; I was confident that together we could work successfully alongside this intern for the fall semester. The plan was for the pre-service teacher to

teach two of my colleague's courses from the start and later pick up one or two of mine as the semester progressed. However, as the semester progressed, tensions arose. We did not make it until the end of the semester and the intern did not complete her practicum. This story of experience was written a while after the conclusion of her internship, but the memory remained strong:

I walk back down the quiet hallway toward my office, looking at the scuffed floor, long after the students have left for the day. I am glad that no one else is around because I am lost in my thoughts about what just happened. Tears, long silences, and heavy sighs from the pre-service teacher blur together as I attempt to piece together the conversation from my side of the stack of 'documentation' on the table. Did I come across as angry? Should I have been less honest? Was I too harsh? I feel tired from the many hours lying awake in bed, sorting through situations, reactions, conversations, and post-conferences. I can't help but wonder what I could have or should have done different. Where did I go wrong?

Should I have been more forward from the start of the semester – when she handed in the unit plan three days after we had agreed on ... when she missed the staff meeting ... or when she never did call that student's mom about her absence? At what moment did all the little things add up to such a final decision? I can't help but wonder if this seemingly endless and frustrating struggle could have been avoided had she been red-flagged earlier in the program. I chuckle at that thought because I was a part of her teacher education program during my secondment and as a sessional. So again I ask myself, where did I go wrong?

This decision, one that has been weighing on me so heavily for four weeks, certainly will end her teaching career before it even starts. How am I the one who gets to make this decision for her life? Maybe I was intimidating, or had too high of expectations. Or maybe that has been my problem all along; my expectations are not high enough, and students move on to internship without being ready. Did she ever have a fair chance? How can students be better prepared and supported through such a complicated and potentially challenging experience of learning to teach?

(Remembered experience(s), story written July 17, 2011)

As I retell and relive this story of experience, the emotions of that late afternoon still come flooding back. I wonder about the spaces of tension we experienced as a group over the course of the three months that she was a pre-service teacher in our classes. Although we all began with intentions of a successful internship semester, this is not the way that the semester was lived out. I wonder about the pre-service teacher's experiences and what she might say about the semester, now a few years removed from the lived experience. I also wonder how many other pre-service teachers have had similar experiences.

I shift outward to take a look at what mentoring is, perhaps to shed some light on this story of experience and emerging potential research puzzles.

What is mentoring?

Mentoring has countless definitions that vary depending on the specific context in which it is used. Generally, mentoring is a sustained relationship between a 'novice' and an 'expert' or a young person and someone older, where the 'expert' provides support, help and guidance in order to develop desirable skills (Posden & Denmark, 2007) but this

is not always the case. A mentor can be seen as a 'transition figure' (Barondess, 1995) during a critical time in one's life. Quite often mentoring is required during initial education in a profession but can also be an informally developed relationship outside of a vocation (Colley, 2002). As a vocational tool, mentoring can be used to socialize a new employee into the workplace, teaching them how to function professionally, politically, and socially in the workplace. Mentoring is a process increasingly being used in management; skills and techniques are taught and practiced with the help and support of an experienced manager in the workplace (Mawer, 1996). Similarly, Bardondess (1995) believes that "... mentorship in the early years is critical for launching productive careers, for learning the informal network that supports productivity, the inner workings of professional associations and the identities of the most productive people" (p. 7). Often mentoring is seen as a 'passing of the torch' as an experienced employee or manager decides to step down.

I wonder about the pre-service teacher who was unsuccessful in internship and which of these prescriptive types of mentoring she experienced. I wonder how she felt over the course of the semester. Did she have certain expectations of mentoring and support and how she might experience these during internship? Was she disappointed by what story actually lived out in her experience of internship? What was her experience of 'launching a career' as Bardondess (1995) described an educative mentoring relationship?

Turning back to literature, I see many types of mentoring relationships can take shape. *Traditional mentors* are older authority figures who, over long periods of time, protect, advocate for, and nurture the protégée as they move 'up the organizational ladder' on their coattails. *Supportive bosses* are persons in a direct supervisory role and act more

as long term coaches, advocates, and protectors. *Organizational sponsors* are top level managers who see to it that protégées are promoted within the organization, although they are not in daily contact with each other. *Professional mentors* are a paid service consisting of a variety of career counsellors and advisors. *Patrons* use their financial resources and/or status to help protégées prepare for and launch careers. *Invisible godparents* help the protégée reach their goal without the protégée knowing it, as a ‘behind the scenes’ figure (Anderson & Shannon, 1988). These are only a few of the many types of mentoring relationships that may take form. There is not *one* definition of mentoring, and this reveals how political and/or social agendas shape meanings within the relationship, depending on the context or situation. The mentoring triad of student teacher, cooperating teacher, and university supervisor/faculty advisor is an example of one type of mentoring; however, even within a particular teacher education program, different understandings of roles and purposes may vary.

As I thought about the above descriptions of various kinds of mentoring relationships, I felt uncomfortable with the borders that seem to be drawn between mentors and protégées. I wondered about teacher education and how pre-service teachers may feel about relational aspects of working alongside a cooperating teacher, supervising faculty member, and other teachers in the schools. What types of hierarchies exist and how do the above notions of mentoring not/align with a narrative inquiry conception of experience? I continue to wonder about mentoring and how authentic and educative relationships might be fostered in teacher education.

Tensions in mentoring: A brief history.

The term 'mentor' is cited as originating from Homer's *The Odyssey* myth (Anderson & Shannon, 1988; Barondess, 1995; Colley, 2002; Finley, Ivanitskaya, & Kennedy, 2007). Odysseus, King of Ithaca, left his son, Telemachus and his wife, Penelope in the hands of his close friend, Mentor when he was away to fight in the Trojan War. He was absent for more than 20 years, leaving Mentor responsible for his son's education, the shaping of his character, and making important decisions. Telemachus would take over the kingdom someday. Once he was older, Telemachus took up a search for his father and embarked on a journey; by the end of this journey he would grow in wisdom and independence under Mentor's guidance. Important in the relationship was the appearance of Athena, Goddess of wisdom and war, who appeared in the form of Mentor when situations got out of control or complicated. A critical view of the origin of mentoring argues that myths are used to legitimize dominant discourses in society. In this case, the all-powerful is mentoring the all-powerful in order to ensure the continuation of the patriarchy (Colley, 2002). Myths deny the influence of context and, thus, obscure unequal social relations while at the same time reinforcing them as 'natural'. Mythology is passed from generation to generation, perpetuating the status quo and creating a sense of normalcy in the stories told.

Mentoring has also been identified as more of a master-disciple or craftsman-apprentice relationship, like a parental role. Examples of this kind of mentoring include Plato and Socrates as well as Hayden and Beethoven. Close relationships develop and the mentor shares knowledge, wisdom, challenges the protégé, and supports their growth over a long period of time. Upon critical examination, one might perceive that the

motivation of the older person to mentor the younger person is purely out of self-interest and self-reproduction. The mentor recognizes that they are aging and would like their 'legacy' to continue. Colley (2002) argues that again, it is the powerful mentoring the powerful in order to preserve dominant social status by transmission of cultural capital, such as knowledge.

During the Industrial Revolution mentoring became popular once again as poverty and unemployment affected the working class. The ruling class, concerned with social unrest and feeling the need to maintain control, realized that dispensing money in the form of charities was only adding to the problem and not providing a long-term solution. The Charity Organization Society (COS) was a group of middle class mentors who befriended working class families in order to provide role modelling; the worth of diligence, self-discipline, and thrift were the focus of these relationships (Colley, 2002). Appearing as friends but covertly attempting to maintain control, the COS would determine who was worthy of continuing to receive charity and education based on the reports of the mentors after meetings. In this case, mentoring was used as an instrument to preserve the status quo through surveillance and the control of desirable commodities such as food, money, and education.

As I thought about and with this brief history of mentoring I wonder about the necessary difference of *power* in a relationship. I thought about how important to be critical of the purpose, goals, and roles of such a relationship. I had hoped a meaningful and educative relationship might develop between me and the other Physical Education teacher as I started my teacher career, the relationship quickly developed into something much different. However, in many other places and in different contexts I have been

fortunate to be a part of very educative and professional relationships. Mentoring can develop into a very meaningful and worthwhile undertaking for both the mentor and the protégé under careful and thoughtful circumstances.

Mentoring in current contexts.

More recently mentoring has appeared as an intervention for ‘at-risk’ youth in the form of organizations such as Big Brothers Big Sisters of America (BBBSA). Dating back more than a century (Rhodes & DuBois, 2008), the juvenile court system introduced BBBSA as a reform-oriented initiative. Since then there has been a proliferation of similar programs that pair adults with youth who are from an ‘at-risk background’. The importance of extra-familial relationships between an adult and youth in promoting resiliency is a key feature of mentoring organizations. How the program is designed and implemented, the characteristics of the participating youth, the qualities of the mentor-protégée relationship, and the program’s goals will influence the effectiveness in creating meaningful and life-changing relationships for youth (DuBois, Holloway, Valentine, & Cooper, 2002). Benefits of mentoring relationships such as those in the BBBSA organization include increased academic performance, mental health, emotional wellbeing, and psychological wellbeing. However, it has also been noted that beneficial effects are moderate, at best, and erode considerably upon termination of the mentoring relationship (DuBois et al., 2002; Rhodes & DuBois, 2008). Comparable to the COS, the attempt to reform youth who are identified as ‘troubled’ or ‘disengaged’ into people ‘desirable for employment in society’ is an underlying goal. Such organizations have been criticized as a form of social and ideological control, aiming to ‘fit’ people into society as it exists “... rather than equipping them with a critical understanding of society

or of any means by which they themselves might seek to change it” (Colley, 2002, p. 268). As mentioned earlier, it is important to be critical of the purpose and goals of any mentoring relationship in order for it to be beneficial to both the mentor and protégé.

Mentoring in health care has been identified as one of the most important steps that a health care leader can take to ensure the future of her/his organization. Not only do mentors in health care desire to see protégées succeed, they also feel “... that it is an obligation to help the next generation succeed” (Finley et al., 2007, p. 261). In a large study of 127 senior health care executives in the United States, all but one reported having either a formal or an informal mentor in the early stages of their careers. Although most of them recognized mentoring to be important for their own organization, the majority cited personal satisfaction as their primary desire for serving as a mentor (Findley et al., 2007). Generally, senior personnel see mentoring as a developmental process or relationship that is designed to enhance personal growth and provide advancement opportunities.

Similarly, organizations in the world of business have recognized the value of mentorships and often try to formalize them as part of the planned career development of junior managers and professionals. Mentorship is seen as intense work between senior and junior organizational members involving advising, counselling, coaching, and promoting or advocating for the protégé. Three goals or outcomes of a mentoring relationship can be *organizational socialization, job satisfaction, and salary*. When compared with non-mentored counterparts, mentored young professionals reported having higher job satisfaction (greater knowledge, visibility, and performance) which resulted in higher salary (faster promotion rates) (Chao et al., 1992). The goals and

purposes of mentoring relationships in business management can be similar to those in other professions, however, a focus on productivity and organizational goals creates a competitive edge in the relationship of mentor and protégé.

Mentoring in teacher education.

As I thought about mentoring within other professions, I turn to literature specific to teacher education. It has been estimated that almost half of teachers leave the profession within the first five years (Odell & Ferraro, 1992; Posden & Denmark, 2007; Smith & Ingersoll, 2004), a statistic that is alarming yet not at all surprising. Teacher retention (or lack of) can be determined by many factors such as demographics, professional, environmental, psychological, organizational, and social. Odell and Ferraro (1992) explain that "... teacher mentoring may reduce the early attrition of beginning teachers" (p. 200) and that the first year of experience is the most influential on a teacher's decision to remain in the profession; more so than prior academic records or the teacher preparation program(s). While thinking about mentoring and teacher education I am reminded of my own pre-internship and a moment that I spent in the office I was given as 'my space' for the 16 weeks:

The gymnasium outside my office door is empty and quiet, a rare occasion. I can hear the buzzing of the lights and a far off click of heels in the hallway. I lean back in my chair and spin around to face the open door, rubbing my tired eyes with both hands. Taking a moment to look around at the borrowed space, I notice that I have slowly, over the course of my internship, filled it with personal items. I remember thinking that I wanted to make it more 'homey'. Whatever that meant. I stare out into the vacant gymnasium thinking back to the first day I

arrived, knowing no one except my cooperating teacher, who I really didn't know at all. It's the second week in December now. That first day feels like years away even though it was only three months ago. Everything is so familiar about this place; the students, the teachers, the musty smell when I'm the first one here in the morning to turn on the gymnasium lights. Yet, there is still a lingering sense that I will never quite belong like the real teachers. I suppose that I always knew I would be leaving, and because of that I wonder if I ever really did let myself settle in. It is a nerve-wracking situation to be teaching alongside a cooperating teacher, knowing all the while that she will be evaluating me at the end. Every day I am on display, being observed.

I stand up to stretch and grab the curriculum guide off my shelf, hesitating because I feel like the words written inside are written for someone else. I take a deep and slow breath dreading the painstaking process of, once again, planning another unit. One of the most difficult tasks has been planning for a challenging grade ten group. I don't feel as though the curriculum has been on my team. Yet, I know that I must follow the words inside. I hold the thick, ridiculously heavy document in my hands and decide to put it back on the shelf. I'm going to try something else with this class, something that may or may not work. For once I will attempt to ignore the fact that I will be watched and evaluated.

(Journal entry, written December 17, 2004)

While looking backward temporally in the three dimensional narrative inquiry space, I am reminded of how stories to live by shift over time, alongside people, and in many places. It was already over 13 years ago that I interned and lived this story of experience.

In retelling and reliving this experience, I wonder about experiences of pre-service teachers who have worked in the school I've worked at or those who have sat in the classes I taught. I wonder about how they feel regarding mentorship and if they have someone who they can relate to in both personal and professional ways.

Could it be that beginning teachers may not have permanent status and, therefore, decide to look elsewhere for employment after temporary contracts expire? Could it also be that beginning teachers lack the support they need in order to do more than just *survive* entry into the profession? The journey of learning to teach can be challenging, especially when done in isolation.

A culture of isolation.

When asked about their first year or two of teaching, many beginning teachers will explain feelings of isolation and lacking support (Gratch, 1998; Huling-Austin, 1992; Posden & Denmark, 2007; Smith & Ingersoll, 2004). It is not uncommon for the teaching profession to be described as "... an occupation that 'cannibalizes its youth' and in which the initiation of new teachers is akin to a 'sink or swim,' 'trial by fire,' or 'boot camp' experience" (Smith & Ingersoll, 2004). The culture of teaching that is embedded in society portrays teachers as working single-handedly in the privacy of their own classrooms, adhering only to self-governance. The image of the lonely teacher sitting at her/his desk long after dark marking papers is not uncommon. This mentality or persistence of privacy turns teachers away from interacting, sharing, and talking about the daily life of teaching and learning. Not only do beginning teachers need frequent opportunities to talk about the practice of teaching, to observe and be observed, and to design and evaluate teaching materials, but experienced teachers also need similar

opportunities in order to grow professionally (Posden & Denmark, 2007). Collaboration is a healthy and professional activity in the journey of schooling – conversations among colleagues and the experience of learning alongside each other creates collegiality and a sense of belonging within the larger context of what could be an intimidating and lonely institution. Mentoring involves a “... shared intellectual, ideological, political, personal, and emotional journey” (Chawla & Rawlins, 2004, p. 964) that helps teachers practice reflexivity, which can be empowering.

Hesitancy on the part of experienced teachers to enter each other’s classrooms, observe each other teaching, have conversations about significant happenings, and engage in productive professional relationships makes it difficult for teachers to take on a mentor role and critique the work of beginning teachers. The ‘norm’ of isolation causes teachers to have little experience communicating and therefore, most likely feel uncomfortable engaging in constructive interactions with pre-service teachers or beginning teachers in a mentorship type of relationship. Gratch (1998) further illustrates the traditional norm of isolation in teaching as “... the pervading attitude that teachers should not need to ask for help with the problems in their classrooms” (p. 225). Not knowing all the ‘answers’ is perceived as an inadequacy both on the part of colleagues and students.

Further, I wonder about pre-service teachers’ experiences with being evaluated during internship and if this evaluation hinders development of authentic mentoring relationships. As in my story of experience with the pre-service teacher who was unsuccessful in internship, I wonder about her experiences. Did she feel isolated or inadequate? How could her learning have been better supported? Were her stories to live

by honoured? I also wonder about my experiences as a pre-service teacher and in the story of experience sitting in my office. I felt that I would never truly be a real teacher because my mentor or cooperating teachers would eventually be evaluating me. Although I felt supported in my learning, I felt that I remained in a position 'below' the real teachers.

Mentoring relationships: Potential benefits and challenges.

Reasons for becoming a mentor are many, but one of the main reasons that experienced teachers cite as their motivation is that they were once mentored and found the benefits to be invaluable. Teachers may have had a less than ideal experiences during their transition into the workplace and want to change the process. Others may welcome the challenge and satisfaction of 'giving back' or helping a young professional develop (Posden & Denmark, 2007). Although embarking on a journey of mentoring is not always an easy decision – pre-service teachers require time, energy, attention, and emotional support – the benefits are familiar and well known to many experienced teachers who continue to take on the challenge.

Kram (1983) explains that entering into a mentoring relationship with a young adult provides an opportunity to redirect one's energies into creative and productive action. The relationship of mentoring is mutually beneficial to the protégé who is seeking career advancement and the mentor who may be seeking meaning or significance at work.

Looking inward after reading the above descriptions of why teachers may engage in mentoring relationships makes me wonder about why I chose to work alongside pre-service teachers both as a cooperating teacher and a faculty advisor. As I consider each of the pre-service teachers whom I've worked alongside and think about my experiences of

developing professional relationships with each of them, I wonder about how and why each relationship was so unique. What challenges and successes did we encounter? How did we initiate our working relationship? What tensions did we experience, some shared and some left unspoken?

Looking back at literature on mentoring, I see one challenge identified is to maintain open communication regarding the purpose of the relationship and the roles of each person involved. Although many mentoring relationships only involve two people, often there are others who are involved, such as faculty from the teacher education program or other teachers in the school who may have some responsibility in observing the student teacher. Just as pre-service teachers need preparation, mentors need preparation (Feiman-Nemser, 1993; Huling & Austin, 1992; Mawer, 1996). In-services and orientations to the mentoring process are helpful, especially if a mentor teacher has not taken on this role before. In addition to an introduction of what mentoring entails, the teacher preparation program can take the opportunity during in-services to be clear about their expectations and role(s) within the relationship. The purpose, goals, expectations, and assessment or evaluation needs to be explained for all members of the mentoring relationship to understand. Once the school year begins it is also vital to continue to provide support for mentor teachers in the form of group meetings with other mentors; this time allows mentors to share their stories, struggles, and successes with each other and realize that they are not alone in the process.

Stanulis and Floden (2009) conducted an intensive study with mentor teachers – one group received an orientation to mentoring, support throughout the year from university faculty, professional development sessions during the school year, and

comprehensive web-based resources while the other group of mentors received only a brief orientation prior to commencement of the school year. Their findings were that “Without any preparation, the assigned mentor can become a ‘buddy,’ available for advice and explaining school procedures but rarely providing feedback about teaching and learning” (Stanulis & Floden, 2009, p. 114). The mentoring relationship can be more than just a friendship during the critical years of learning to teach. Mentors require preparation and support in order to feel qualified to critique pre-service teachers and engage in conversations about learning to teach.

Conceptualizing mentoring.

As mentioned earlier, there are many definitions of mentoring and these can vary depending on the context, people involved, and purpose(s) or goals. There are many frameworks for mentoring available in the literature, and various ways to conceptualize what mentoring is and should mean. However, the only consensus is that mentoring cannot be excessively prescriptive because of the unique nature of each relationship. Often mentoring is presented as something too conceptual or theoretical and cannot be put into actual use (Mawer, 1996). Sometimes mentoring is considered from the perspective of those who set up mentoring programs and are lists of what mentors are *meant* to do, what the relationship *should* look like, and how *long* it should last. For example, mentors are to provide their protégées with advice, guidance, access to resources, challenges, coaching, protection, status, socialization, sponsorship, advocacy, and the list goes on. More importantly, and more difficult to articulate, is what happens between a mentor and protégée; what actually goes on in the daily occurrences of the

relationship? From a narrative inquiry perspective, I wonder how pre-service teachers experience mentoring.

It is most helpful to learn about mentoring by looking at actual practices, struggles, and experiences rather than theories. Mentoring is a relational act and, therefore, is embedded in everyday interactions, conversations, and exchanges. Although many models of mentoring exist, such as Kram's (1983) *phases of the mentoring relationship* (initiation, cultivation, separation, and redefinition), no model will ever encompass the entirety of such a complicated and complex relationship. Each may provide insight into how and why the relationship develops the way it does, but each context is unique, as are the people involved.

Critical examination of mentorship.

Mentors can be the support necessary for pre-service teachers to successfully navigate the complex world of teaching. However, the mentoring process needs to be problematized and not taken for granted. As mentioned earlier, mentoring is often portrayed as an unqualified good (Bullough & Draper, 2004; Gratch, 1998, Mawer, 1996) and a solution to a wide range of problems and issues. Teachers who are good at teaching children may not necessarily be good at teaching teachers. Gratch (1998) argues that, "... the presence of mentors does not in and of itself guarantee that teachers will become more skilled at teaching or more thoughtful about their work than they would be without mentors" (p. 221). For a teacher to adopt new and reflexive practices, s/he must also be ready and willing to put forth the effort (Shulman, 2004). Why is it that mentoring 'failures' are not often heard of? Mawer (1996) thinks that "Mentoring isn't meant to have problems or be a failure; it is stereotypically seen as the solution to all problems... it

can't afford to fail, or, be slightly 'political,' in can't afford to be seen to fail" (page unknown, e-book). Mentoring has been placed on a pedestal without much critical examination.

Although mentors can help pre-service teachers by asking them critical questions, challenging assumptions, and supporting their ongoing growth and development as professionals with shifting stories to live by, the mentoring process may not always be positive, as it may have been for the pre-service teacher who was unsuccessful in internship. If not carefully selected and matched with a protégé who shares similar interests and passions, a connection may never be established between the mentor and student-teacher, resulting in a less than authentic working relationship. In this example, a forced relationship may only add to the challenges experienced by both and not, in fact, be a space of learning. The experience may even become a space of oppression. Bullough and Draper (2004) agree that personal characteristics and individual biographies affect the kind and quality of relationship(s).

Another way to look critically at mentoring is to ask who is to say that the mentor is 'right'? What is the 'right' way? If a mentor does not question her/his own practices and assumptions alongside the student teacher, the result can be a perpetuation of *the* way to teach. I wonder about the teacher I worked alongside in the gymnasium who, I felt, was attempting to 'mould' me into a teacher I was not comfortable being and living a story I was not comfortable living. This type of relationship can be dangerous, can amplify favouritism, and create cliques within the school (Mawer, 1996). No critical reflection will take place and the mentor increases the workplace socialization taking place and preserves of the status-quo. Although I spoke up and voiced my discomfort, the

result was not in my favour; I lost any further Physical Education classes on my schedule for the following semester. I wonder how this story of experience could have been different and resulted in a more educative way.

All mentoring relationships imply a hierarchy of power; one person will be the 'expert', which is why the dyad or triad began in the first place. Attention needs to be paid to how each person positions themselves and how they respond to being positioned. Bullough and Draper (2004) explain this further by saying that mentoring is "... a tale of power negotiation and of positioning and being positioned to influence learning, preserve one's sense of self, and achieve or maintain a measure of control over one's situation" (p. 418). It is a delicate balance of sharing, learning, and engaging in constructive conversations. There will be a necessary imbalance in any mentoring relationship (Mawer, 1996) that cannot be ignored. Rather, each must value what the other has to offer and appreciate that they can learn from each other.

This section has broadly described mentoring and space(s) of tension surrounding the concept by providing a brief history, questioning mentoring in current contexts and teacher education, discussing potential benefits and challenges of mentoring, and examining mentoring critically. I shared a story to live by from an experience I had while working alongside a pre-service teacher and colleague; an example of an unsuccessful mentoring relationship.

Summary

This chapter began with a discussion of borderland spaces and bumping up places between research paradigms. I shared some more of my stories of experience and thought narratively about them using the three dimensional narrative inquiry space in relation to

temporality, context, and people. Potential spaces of tension were discussed alongside literature about curriculum, learning to teach, identity, socialization, and mentoring. New wonders have emerged in this chapter as I move forward with the inquiry; potential research puzzles about learning to teach Physical Education and curriculum(s) of tension have taken shape.

Chapter 3: A Narrative Inquiry into Experiences of Learning to Teach Physical Education

Chapter 1 shared some of my experiences from my childhood, and Physical Education experiences while growing up, pre-service teacher education internship, and teaching. Phillion and Connelly (2002) agree that “A narrative inquiry almost always seems to have strong autobiographical roots ... there is a causal link between my past and my inquiry...” (p. 3). The perspective of the researcher does not come from an abstract theory or orientation, but rather from life and layers upon layers of experience. Composing narrative beginnings “... allows us to shape our research puzzles and to begin to justify our inquiries personally, practically, and socially” (p. 44), which I explored in Chapter 1.

Chapter 2 continued to think narratively about my stories of experience from the first chapter in addition to more, while exploring literature from various research paradigms about potential space(s) of tension using Aoki’s (2004c) concept of the *zone of between*, particularly in relation to curriculum-as-plan and curriculum-as-lived. Throughout both of these chapters, new wonders emerged and a research puzzle for the inquiry continued to take shape.

Chapter 3 will begin with a brief review of the methodology of narrative inquiry using the Clandinin and Connelly tradition, and will continue by naming a research puzzle and explaining this study’s *design considerations* (Clandinin, 2013) or *framework of elements* for designing, living out, and representing narrative inquiries (Clandinin, Pushor & Murray Orr, 2007) to illustrate how the inquiry unfolded. Similar to Burwash

(2013), I attempt to “...illustrate these design decisions with examples from this inquiry” (p. 51) and explain why particular decisions were made.

A Brief Exploration of Narrative Inquiry

The evolution of narrative inquiry has reflected changes in the landscape of social science research (Xu & Connelly, 2010); the range of meanings of narrative inquiry has expanded. Clandinin and Connelly, in *Narrative Inquiry: Experience and Story in Qualitative Research* (2000) explore how they began to conceptualize narrative inquiry as a methodology; in this text they explain the work of various authors whose ideas supported their conceptualization. Studying the nature of experience as mentioned in Chapter 1, Dewey stated that the personal and social aspects of life are always present; people are always in relation. He believed that *experience* was key and could mean many things in various inquiries. Two criteria of experience were *interaction* (the personal and social) and *continuity* (experiences grow out of experiences, leading to further experiences). Clandinin and Connelly (2000) drew on the two criteria of interaction and continuity, and “... learned to move back and forth between the personal and the social, simultaneously thinking about the past, present, and future...” (p. 3) while exploring experience in their own lives.

In their 2000 text, Clandinin and Connelly drew on the thinking of various researchers which supported their own thinking in relation to developing narrative inquiry as a research methodology. As Clandinin and Connelly (2000) showed, Mary Catherine Bateson’s focus on *learning* and the themes of improvisation and continuity align well with narrative inquiry. Improvisation means that one must expect and respond to uncertainties in life, and continuity is brought together with change in human agency

and human learning. Bateson's scholarship, too, became important for Clandinin and Connelly as her work, in part, supported their conceptualization of people composing storied lives on storied landscapes, and that seeing and telling stories along the way is a relational aspect of learning (Clandinin & Connelly, 2000). Barbara Czarniawska borrowed and mixed metaphors from other disciplines in a more literary-critic style of narrative research; the researcher pays attention to reality whereas a novelist is free of this constraint. Robert Coles focused on the relationship between the reader, author, and text. He was interested in the unfolding of lived life in the form of a story, rather than as a theory, with biographies as a starting point. Mark Johnson and Alasdair Macintyr used the notion of *narrative unity*; the links between narrative and life are ways to construct individuals' lives in a more detailed and informative way. People in different fields began to see narrative ways of thinking as legitimate ways of knowing. The variety of techniques that the above researchers used narrative ways of thinking helped Clandinin and Connelly think narratively in their own way.

Clandinin and Connelly.

Clandinin and Connelly's (2000) understanding of narrative inquiry focuses on the three dimensional space, as mentioned at the start of Chapter 1: (a) temporality; (b) personal and social, and; (c) place. These dimensions are also referred to as *commonplaces* (Clandinin, Pushor, & Orr, 2007). In addition, these dimensions intersect while looking inward (at internal conditions such as hopes, feelings, fears, reactions, etc.), looking outward (at existential conditions, the environment), and looking backward and forward (in the past, present, and future) and can be spaces for contemplation and meaning (Clandinin & Connelly, 2000).

It is natural to tell a story from the spaces of time, place, and personal/social; we meet ourselves in the past, present, and future. It is important to remember that, as a researcher, you are not alone in the space and we are also part of the phenomenon told by others. I relate to the Clandinin and Connelly tradition of *thinking narratively* and exploring lives through attending to the temporal, social, and place aspects of experience. Clandinin (2013) explained how, in thinking *with stories* instead of *about stories*, she “...draw[s] attention to thinking about the other’s experience, to thinking of the narratives that shape each person in her contexts, in her unfolding life, in that moment that comes out of all the other moments and points toward a future” (p. 30). The next sections will explain how this study unfolded over the course of more than one year.

Living the Inquiry

The next sections discuss and clarify a research puzzle that emerged through Chapter 1 and Chapter 2 and explain the research process as it unfolded. Throughout the process I was mindful of the ongoing and shifting nature of experience, and attempted to remain wakeful to the understanding that “... experiences over time allow new puzzles to emerge, while also honoring that some of the experience will never be told” (Caine, Estefan, & Clandinin, 2013, p. 9). I was also reminded of the deeply relational nature of narrative inquiry and that ethical concerns about working alongside and closely with participants always needed to be at the forefront.

Research puzzles rather than research questions.

Research puzzles that emerged and that were named for this study were wonders in relation to the experiences of pre-service teachers as they dwell in spaces of tension between curriculum-as-plan and curriculum-as-lived. Through my own narrative

beginnings in Chapter 1 and further dialogue with literature and my stories of experience in Chapter 2, I wondered about how pre-service teachers experience learning to teach Physical Education, in particular, during a 16-week internship semester.

As Clandinin (2013) explained, “Each narrative inquiry is composed around a particular wonder... this subtle shift from research question to research puzzle creates reverberations as it bumps against dominant research narratives” (pp. 42-43). There was not one question that I sought an answer to. While beginning narratively with my experiences, I attempted to “... think of them not so much as generating a list of understandings achieved by analyzing the stories, but rather as pointing to questions, puzzles, fieldwork, and field texts of different kinds appropriate to different aspects of the inquiry” (Clandinin & Connelly, 2000, pp. 54-55). As well, I shared some of my experiences in the first two chapters, and was able to show why I wondered about the topic, made transparent my biases and interests, and allowed the reader to engage in how the work progressed over time.

My stories to live by have shifted over time throughout my life and have shaped my interest of how pre-service teachers and teachers negotiate space(s) of tension. Aoki (2004c) encouraged educators to view tensionality as a space of living pedagogy, where, metaphorically, tensioned chords of an instrument can be struck to create beautiful music. Without tension, songs cannot be sung. Similarly, he said teaching is “...not so much a matter of overcoming the tensionality but more a matter of dwelling aright within it” (p. 163).

In order to inquire into how pre-service teachers experience learning to teach Physical Education, I decided to work alongside two participants during their 16-week

internship semester. A conceptualization of space(s) of tension was one that I used throughout the inquiry while working alongside participants. I chose two co-participants instead of three or more because I wanted to be able to spend a large amount of time with each of them over the course of the semester, as well as prior to and following the semester. Clandinin (2013) explained that "...there are two starting points for narrative inquiry: beginning with lived stories or beginning with telling stories" (p. 34). Both require researchers to engage in profoundly relational ways and have long-term responsibilities. As well, both starting points remind us that "... stories are important; they sustain us and remind us that lives are lived, told, retold, and relived in storied ways" (Caine & Estefan, 2011, p. 965). The next sections describe how the inquiry process took shape while attending to design considerations for narrative inquiry as a methodology.

Entering in the midst: Moving into living alongside.

Inquiring alongside participants throughout the study, I was very much a part of the research. I wanted to spend time with the participants and spend time with our experiences and stories. Bochner (2005) reinforces that "... much of social life rests on the fragile activities of human storytelling at least insofar as we make sense of our lives and experiences" (p. 66) and I positioned myself and my stories to live by as I entered in the midst of the inquiry. It was important for me, from the outset and throughout, to continually define and redefine who I was in the research; who I was in relation to the participants and who they were in relation to me.

In the midst means that the researcher already has their own experiences about a topic which most likely led them to be interested in the topic to begin with. As well, this term refers to temporality, as we enter in the midst of an already existing place or context,

alongside people. To work alongside and to be able to experience what was seen or talked about (and the things not said and not done) was central to the living, telling, retelling, and reliving of experiences during the study. Clandinin and Connelly (2000) explained that, “When researchers are in the field, they experience shifts and changes, constantly negotiating, constantly reevaluating, and maintaining flexibility and openness to an ever-changing landscape” (p. 71). An important concern of mine was to be able to work meaningfully alongside participants in a landscape that was always shifting and changing.

Inviting participants.

To inquire into Physical Education pre-service teachers’ experiences of spaces of tensions between curriculum-as-plan and curriculum-as-lived while learning to teach I wanted to work alongside two participants who I already knew well through my undergraduate teaching at the university. I could not approach them until I had been granted ethical approval from the Research Ethics Board, which I received on July 6, 2012 (Appendix A). I had two pre-service teachers in mind who would be starting their 16-week internship that fall and I hoped would agree to participate. Not only was I concerned about traditional ethical approval from the board, I was mindful that my responsibilities extended beyond the institutional requirements. As Adams (2008) explained, “If narratives are tools and if the crafting and sharing of stories involves morals, then a discussion of ethics is a necessary component of narrative inquiry” (p. 177). After obtaining ethical approval from the board, I contacted the pre-service teachers directly and had an informal conversation with each of them separately about participation in my study. They were very enthusiastic and had many questions about what the semester would entail.

Lauren and Alexandra (Ali)³ were Physical Education majors in the university's Faculty of Education secondary program and knew each other already. As well, both had been in two of my undergraduate courses over the past three years – one Outdoor Education course and one Physical Education curriculum course – and had also completed their three-week pre-internship experience at my school with me as their cooperating teacher in the spring of 2012. Although “...these relationships might be viewed as research contamination or criticized for the researcher studying people just like her ... yet from a relational standpoint, connections such as these offer richness and depth and allow insights that would otherwise not be possible” (Craig & Huber, 2007, p. 255). I had identified these two pre-service teachers because of our already-existing relationship but also because of their questioning of curriculum-as-plan in relation to their stories to live by.

In the Physical Education curriculum course that I had taught, we focused on planning for Physical Education using the provincial curriculum while exploring how plans were lived out in the classroom and with students. These two pre-service teachers, in particular, had challenged themselves throughout the course to dwell in space(s) of tension rather than turn their focus to teaching sport knowledge and content – planning and implementation skills that they had already learned and demonstrated. I felt that these two pre-service teachers would successfully be able to navigate the complex landscape of their 16-week internship but would also attempt to continue questioning space(s) of tension in relation to their developing identities.

³ Pseudonyms are used to protect the identity of participants.

Negotiating ways of being together.

We met for the first time as a group over a meal in a restaurant on August 9, 2012 during the summer prior to internship beginning in late August. It was during this meeting that I shared with them the participant consent forms and obtained their written consent to be a part of the study (Appendices B and C). I began to audio record the conversation once they had signed the consent forms. We agreed that our group meetings and one-one-one conversations should be audio recorded and transcribed, but that it would be difficult to audio record school visits and classroom observations, especially in the gymnasium environment.

Over the course of our initial meeting, I attempted to answer their questions about the upcoming semester in relation to the study. However, many answers were still unknown, such as how often and where we would meet, how often I would come to their schools, and what the final research texts would look like. We acknowledged our busy schedules and wanted to make the best use of our time together. Just as Clandinin (2013) explained, “[We met] in the midst of each of our unfolding complex and multiple experiences, we [began] to shape time, places, and spaces where we [came] together and negotiate[d] ways of being together and ways of giving accounts of our work together” (p. 44). We agreed that meeting as a group was important to do on at least a monthly basis, and the rest of our time spent together could be negotiated as the semester progressed.

It was at this time that I asked them to consider what pseudonyms they wanted to appear in place of their names in the research texts. The names Alexandra (Ali) and Lauren were chosen by them. It was also at this time that we talked about who *I* would be identified as in the field alongside them at their schools. Over the past five years in

varying roles, many of the teachers throughout our urban centre got to know me because of my work as a teacher, cooperating teacher, faculty advisor, and now ministry employee. It was of utmost importance for the identities of Ali and Lauren to remain confidential; we did not want anyone besides each of their principals and cooperating teachers to know that they were participating in my study. As a result, we agreed that I was 'from the university' when asked, and we agreed that there was no need to specify in what capacity.

However, in order for me to be able to work alongside Lauren and Ali in their schools, I needed to obtain consent from their school divisions. It was protocol to contact the superintendent in charge of each school if any type of research was going to occur on school grounds (Appendix D). I obtained consent from Lauren's school division on August 22, 2012 (Appendix E) and Alexandra's school division on September 11, 2012 (Appendix F). Prior to these dates we met outside of school time and off of school property. In addition, both principals and cooperating teachers gave their consent to have Ali and Lauren participate even though neither the principal nor cooperating teacher were part of the study directly.

When Lauren and Ali asked why the cooperating teachers' perspectives were not sought, I was reminded of Connelly and Clandinin's (1999) explanation of why they did not include the voices of administrators: "... we realize that we will still have not heard the administrators' stories to live by. We do not have the material to discuss administrators' identities, their stories to live by, except insofar as their stories are told in relation to the conduit" (p. 175). I explained that although they would inevitably share experiences that involved their cooperating teachers and potentially their administrators,

these people were not the focus of the inquiry. In addition, I did not want issues of evaluation to become involved if the cooperating teachers were asked to share and work alongside Ali, Lauren, and me throughout the inquiry.

Internship placement had been completed by the university in June 2012 so both Ali and Lauren already knew during our first meeting who their cooperating teachers were going to be. I learned that I already knew both cooperating teachers. After obtaining ethical approval from the Research Ethics Board and participant consent, I contacted each of Ali and Lauren's principals and cooperating teachers prior to the start of the semester via email. The principals and cooperating teachers were the only ones in each school who knew of the study (although their school divisions were also aware of the study) and knew who I was when I visited them at school. All seemed very supportive of our work.

Working meaningfully with participants.

Throughout the inquiry I was mindful of Clandinin and Connelly's (2000) concern about working meaningfully with participants. At the first meeting, together Ali, Lauren, and I talked about the *purpose* of the study. These conversations also helped shape what was interesting and possible, and what may not have been considered before (Clandinin & Connelly, 2000). As well, it was important to establish a clear purpose "... so the participants [would] not feel surprised or deceived later on..." (Josselson, 2007, p. 541). However, I remained wakeful to the potential that I might direct or alter their sharing of experiences throughout the semester because I had shared some of my experiences. Caine, Estefan, and Clandinin (2013) reminded me that "Through attending to the relational in-between spaces in narrative inquiry, possibilities arise for discovering new ways of knowing and understanding..." (p. 13) and overlapping stories bring people

together in relational ways. Had I not shared experiences and lived alongside Lauren and Ali by being a part of the research, there would have been a disconnect between my ontological and epistemological commitments to experience and the relational in a Clandinin and Connelly tradition of narrative inquiry.

We also negotiated *transitions* at the beginning of the inquiry (Clandinin and Connelly, 2000). It was not difficult to arrange our first meeting but since Lauren, Ali, and I already knew each other, part of the challenge was to shift from our previous teacher-student relationship. I made it very clear that I had no evaluative role in their 16-week internship or their program. I was not teaching at the university during their internship and I was not attached to a particular school or in a secondary teacher role. As we learned more about each other through sharing experiences this transition occurred in the midst of the inquiry and our relationship grew stronger. We also negotiated an exit from the research during our first meeting. The major transition was to occur upon completion of their internship semester; our regular meetings and school visits would conclude. However, I asked that they help co-compose each their own narrative accounts and give feedback on interim research texts following the internship semester.

Negotiating *ways to be useful* or finding a place that was important in their daily lives was more challenging at certain times than others. We were all very busy with new roles – me at the ministry and Ali and Lauren as pre-service teachers – in addition to extracurricular involvement and personal lives outside of teaching or work. During busy times when we were not afforded the luxury of much free time, it was difficult for me to find ways to be useful. I had to carefully negotiate our time together to make the most of it so as to not just listen, steal stories, and run (Clandinin & Connelly, 2000). It was

important for us all to feel that the relationship was reciprocal and that involvement in the inquiry was beneficial to Ali and Lauren as well as to me.

The unfolding relationships between Ali and me, Lauren and me, all three of us, and the relationship between Ali and Lauren that resulted, were constantly at the forefront of the inquiry as I considered the long-term relational aspect of sharing experiences and stories to live by, while living alongside each other. Huber, Clandinin, and Huber (2006) summarized the negotiations of *purpose, transitions, and ways to be useful* by encouraging researchers "... to think through the many complexities, uncertainties, and possibilities narrative inquirers make sense of as they live alongside participants in narrative inquiries, each negotiating who they are and who they are becoming as they live alongside one another in the field, as field texts are composed and, later, in the composition of research texts" (p. 212). As well, we noticed that by the end of the semester we had not needed to explain my presence in schools to other teachers or students beyond the description of 'from the university.' Perhaps this was because faculty advising pre-service teachers had been a recent role of mine and I was regarded as such.

From field to field texts.

This section describes multiple forms of field texts worked with throughout the inquiry. Clandinin and Connelly (2000) expressed the importance of maintaining routine and rigorous field texts in a variety of forms in order to fill the spaces created by memory. Moving from field to field texts involved conversations with participants; we shared experiences, reflections and thoughts, wondered about the research puzzle, and lived alongside each other in a particular place or places. However, other forms of field texts were also used besides recorded meeting conversations. Burwash (2013) explained that in

a narrative inquiry, “In addition to transcripts or other records of stories told by and with participants, the narrative inquirer creates field texts that allow the inquirer to move back and forth between being close to, and more removed from, her participants” (Burwash, 2013, p. 63). Some forms of field texts emerged as the inquiry took place.

Over the course of the inquiry, Ali, Lauren, and I met as a group four times – twice at a restaurant over a meal, once at my home, and once at Lauren’s home – for about two hours each between the start of August and the end of December, 2012. These *conversations* were audio recorded and transcribed within two weeks of the conversation by a private consultant I had hired so that we could use the transcriptions at our next gathering for further discussion or wondering. The transcription process was negotiated in July of 2012 after I had explored a number of companies’ services. I chose a particular private consultant who charged a set rate; she transcribed a sample conversation for me as an example of her work and we agreed on the terms of our contract. We both signed confidentiality waivers (Appendix G) and never met face to face; she lived in another area of the country. The transcriptions were printed and brought to the next group conversation to read and discuss. I also used the transcriptions throughout the inquiry to reread and reflect upon, making field notes in the margins and write about in my journal.

Our four group conversations had no set questions or scripts but took on the form of an informal discussion, requiring listening, probing, and questioning for clarification (Clandinin & Connelly, 2000). Both Lauren and Ali agreed that they enjoyed the group conversations and found it interesting to hear the experiences of the other. I wondered if these conversations also created a space for sharing and asking questions about teaching

and learning that would have otherwise not existed if they were not part of the study. In this way I sensed that our gatherings were mutually beneficial.

Clandinin (2013) described the living alongside participants as “... when we situate our inquiries primarily in the living of stories, we go where participants take us; we meet their families and/or friends; we go to the places they take us ... we enter places that are important to participants ...” (p. 45). As mentioned, we met at my home and Lauren’s home once each. Ali invited us to her home for dinner but the scheduling did not work out, otherwise we would have also spent time at her home as a group. Ali and I met at the rink to watch Lauren play hockey, and we also ran into each other a number of times unplanned, which resulted in more conversations. These two examples of conversations were not transcribed but were recorded in field notes.

I also kept *field notes* as a form of field texts. In addition to the examples above, immediately following each school visit I recorded a voice memo that was a retelling of what happened, observations I had made, questions that came to mind, reflections, and other notes that I wanted to remember. Each note was not necessarily lengthy, but helped fill memory gaps and allowed me to take a step back to further reflect at a later date (Clandinin & Connelly, 2000). The voice memo field notes that I audio recorded were also transcribed and reread later when we co-composed interim research texts and narrative accounts.

I visited each of the participants at their school after about one month of internship during one of their preparation periods so that they could show me the school(s) and their office space(s). Throughout the semester we continued with *school visits* as a way for Ali and Lauren to share some of their teaching experiences. Some school visits

were pre-planned in advance while others were requested at short notice by Lauren or Ali because they wanted to show me a lesson or experience a class for one reason or another. We also team-taught some lessons while other times I sat along the side and watched. During the school visits I saw their cooperating teachers on occasion but only spoke briefly with them because of their busy schedules and the nature of internship; Ali and Lauren eventually were in the gymnasium or classroom alone with their classes without direct supervision from their cooperating teachers.

Ali and Lauren were always eager to show me their plans for the semester which were used as *artifacts* for the inquiry. Another example of an artifact as a form of field text was their internship evaluation documents; these forms were templates from the university that cooperating teachers and pre-service teachers completed at various times throughout the 16-week internship. Two informal evaluations were done by the pre-service teacher and cooperating teacher(s) together as a way to open up dialogue for professional development, and two formal evaluations are done by only the cooperating teacher(s) – one is completed at midterm and one during the final weeks. These artifacts helped contextualize the world of the participants (Clandinin & Connelly, 2000) and opened up conversations and questions for Ali, Lauren, and me.

As I already mentioned, I began the inquiry by writing *autobiographically* and then later included some narrative fragments in the research text (Chapter 1 and Chapter 2) to illuminate the context of my life. Autobiographical writing not only helped me reflect on the inquiry along the way, but also situated me in the midst of the inquiry alongside pre-service teachers on a landscape of teaching and learning. In addition to autobiographical writing as a field text (Clandinin & Connelly, 2000), I continued to

engage in *journal writing* to keep track of my thoughts, questions, and new or emerging wonders throughout the inquiry. Although time consuming and always interpretive, I found my journals to be worthwhile by helping sort through puzzling experiences and to show patterns that emerged as time moved forward. I shared some of these journal entries during conversations. Ali and Lauren were invited to keep written journals but, if they kept them, did not regularly share these. Rather, they shared memorable teaching experiences and/or learnings in school in the form of ‘critical incidents,’ which were a written format used by the university; all pre-service teachers were required to record and describe ten critical incidents by the completion of the semester.

One form of field text that emerged as the inquiry progressed was *text messaging*. Clandinin (2013) explained that “As we negotiate relational spaces with participants, including places and times to meet and events to become part of, we also negotiate a diversity of field texts. It is important as researchers to stay awake to the multiple ways to tell and live experiences” (p. 46). This reminder was helpful as I attempted to remain attentive to the shifting nature of narrative inquiry. Lauren, Ali, and I began to realize before internship even began that text messaging was a convenient way for us to communicate our schedules in order to plan ahead. However, this method of communication also emerged into a valuable field text; it became a way to keep in daily contact regarding events, experiences, emotions, and asking each other questions. Lauren and Ali admitted that when something happened at school, often their first reaction was to text message me or the group (in a group text message, all participants can contribute to the conversation). I recorded all text messages in a calendar format so that we could

remember what had happened on which day. I also added reflections, thoughts, and/or questions beside the recorded text messages.

Although I found it difficult not to enter into the inquiry "... with a list of kinds of field texts in hand, nor [to] set out to do our research with a predetermined notion of what kinds of field texts will be important..." (Clandinin & Connelly, 2000, p. 116), various forms of field texts did emerge as the inquiry progressed. What at first appeared to be a lack of 'data' turned into an almost overwhelming amount of rich field texts.

From field texts to interim research texts.

Internship semester began on August 23, 2012 and ended on December 21, 2012, which also concluded field text collection and began a transition to writing interim research texts. I remained close to the Clandinin and Connelly tradition of narrative inquiry, and focused on the individual experience. Clandinin and Connelly (2000) explain that:

As we tell our stories as inquirers, it is experience, not narrative, that is the driving impulse. We came to narrative inquiry as a way to study experience. For us, narrative is the closest we can come to experience. Because experience is our concern, we find ourselves trying to avoid strategies, tactics, rules, and techniques that flow out of theoretical considerations of narrative. Our guiding principal in an inquiry is to focus on experience and to follow where it leads. (p. 188)

I attempted to remain attentive to the three dimensional narrative inquiry space, focus on experience, and not generalize using a set of theories and findings. Clandinin and Connelly (2000) used the term *wakefulness* or being aware of the contexts of our work; being awake to criticisms from reductionist or formalistic points of view but not

necessarily accepting of them. Bresler (2006) called it *improvising* or being highly attentive to new contexts, expanding settings, new categories and identifying new themes; being highly responsive throughout the research process. Throughout the inquiry I needed to constantly ask questions of meaning, social significance, and purpose, and always being mindful of the *why* or justification of the inquiry; the process was not linear. Caine and Estefan (2011) summarized by saying:

One of the responsibilities of being a narrative inquirer is to develop field texts and interim research texts that reflect the stories being lived and told by participants and researchers and to work with participants toward a representation of their experiences. In order to achieve this, researchers engage in a back-and-forth process of conversation, text composition, and text revision. It is in the living of this back-and-forth process that we gain new insights, which open up places of sustained inquiry, communal places of new understandings. (Caine & Estefan, 2011, p. 968)

I wondered about how pre-service teachers experience learning to teach Physical Education, and why this was important to inquire into. As well, I needed to remain attentive to the three-dimensional narrative inquiry space and intersection points for examination.

Clandinin and Connelly (2000) agreed that the quantity of field texts can become unmanageable and said it is important to know what is there before attempting to do anything with them. The first task I undertook when the 16-week internship semester concluded was to read and re-read all of the field texts. I spent time with the field texts, puzzling over meaning. I continued to write my thoughts and reflections in the margins of

transcriptions, journals, and field notes. Burwash (2013) explained her process of moving between field texts and interim research texts by saying that “Interim research texts are developed, holding fast to an ontological commitment to exploring the narratives of experience shared by participants” (p. 64). I began by creating a detailed chronological encounter of the semester for Lauren and Ali, using a combination of transcriptions, text messages, field notes, and artifacts in order to begin to make sense of all the field texts. I found this transition very challenging and Clandinin (2013) agreed that “As we move from composing field texts to composing interim research texts, the time is marked with tension and uncertainty” (p. 47). I talked to Ali and Lauren frequently after the semester concluded but, realistically, we needed to find a way to engage less often in order to fulfil other commitments. By discussing in more detail the co-composition of interim research texts, we were able to still engage in relational ways.

The initial interim research texts I began to write were shared with Lauren and Ali separately and we spent some time thinking narratively about the stories and experiences from the semester. Clandinin (2013) explained that “Interim research texts, such as narrative accounts, are ways to make sense of the multiple and diverse field texts. Interim research texts are a way to engage in further re-tellings and re-livings of research relationships” (p. 49). From the interim research texts, we identified where actions/events occurred, story lines interwove, and gaps or silences were found. Similar to Burwash (2013), by “...considering all of the possible stories... or what we had lived as part of the inquiry process, [we] then chose specific stories of practice that seemed to [us] to be particularly relevant to the wonders about the experience... (p. 64). We highlighted

particular narrative fragments and stories of experience, where space(s) of tension emerged regarding learning to teach Physical Education.

Using our co-composed interim research texts, I created narrative accounts for each Ali and Lauren that will appear in the inquiry as Chapter 4 and Chapter 5, respectively. These narrative accounts brought together field texts and co-composed interim research texts. I shared the narrative accounts with each of them again, which “... allowed us to respond to each other’s tentative interpretations and representations in the narrative accounts...” (Clandinin, Steeves, & Li, 2010, no page), while adding, removing, and further questioning our wonderings around space(s) of tension and learning to teach. I wanted to be sure that before moving ahead with research texts that Lauren and Ali agreed their respective narrative accounts were accurate and representational of their experiences.

From interim research texts to research texts.

Although I continued to live in relational ways with Lauren and Ali, we necessarily became involved in less intense ways as I moved from field texts to interim research texts and later to research texts. I found this last transition to be particularly difficult because I needed to move to final research texts. Once we had co-composed the narrative accounts for Ali and Lauren, thinking narratively about their stories to live by and experiences that we identified as having relevance to the research puzzle (Burwash, 2013), I looked across the narrative accounts for *threads of narrative connection*, a concept explained by Clandinin et. al. (2006) as:

In attending to threads of narrative connection as the narrative inquiry unfolded, we were not seeking narrative connections as a way to live or to tell of a smooth,

happily ever after inquiry. Instead, our seeking of narrative connections helped us, as researchers, to more deeply understand the experiences of participants and ourselves as well as the particularities of the multiple and interconnecting contexts shaping our inquiry. Negotiating relationships with participants while attending to threads of connection opened spaces where the lives of the participants and our lives as researchers shaped the questions, wonderings, and emerging inquiry threads that moved our narrative inquiry forward. (p. 26)

As I looked across the narrative accounts, I did not attempt to generalize the experiences of all pre-service teachers but, rather, wondered about how Lauren and Ali's stories of experiences "...lie alongside each other or how they may bump up against each other" (Burwash, 2013, p. 233). I also explored Lauren and Ali's experiences and bumping up places in relation to my own stories of experience and the literature from Chapter 1 and Chapter 2. At this time I also chose pseudonyms for everyone else who appeared in the inquiry as part of my responsibilities to the Research Ethics Board and ethical responsibilities to Ali and Lauren; their identities, as well as those they worked alongside, needed to remain anonymous.

Chapter 6 discusses threads of narrative connection and how they emerged as I pulled together new and emerging puzzles and wonders while thinking narratively about Lauren's and Ali's stories to live by. Clandinin et al. (2006) explained that examining stories from an inquiry perspective may help broaden and deepen understanding of the experiences, perhaps revealing new questions and wonders. Some threads of narrative connection that emerged through Ali and Lauren's experiences while looking across the

narrative accounts were shifting identities, teaching their way, and working alongside teachers.

I recognized interrelationships between these resonant threads and with my research puzzle regarding Aoki's (2004c) space(s) of tension between curriculum-as-plan, and curriculum-as-lived. I also recognized that many of the intersections while looking inward and outward, forward and backward and in various places overlapped. Young (2003) described the experience of looking across narrative accounts and said, "Even as I wrote I did not know what would unfold as I intertwined the participants' stories and mine into the research text..." (p. 30). Just as the research puzzle emerged throughout Chapter 1 and Chapter 2, threads of narrative connection emerged by looking across the experiences in the Chapter 4 (Ali) and Chapter 5 (Lauren) narrative accounts. That being said, I agreed with Burwash (2013), when she said, "I realize as I choose, that there are wonders I will not explore in this dissertation, but will leave for a later day" (p. 234). In addition, Clandinin et al. (2006) reminded me that the lives of Ali and Lauren were still in motion when this was written, and our ways of understanding learning to teach will always be shifting. If in any number of months or years we looked backward, I wondered what new puzzles would emerge, depending on temporality, sociality, and place.

The importance of the relational throughout the inquiry.

Narrative inquiry work is always relational and involves institutional ethical matters but also a relational ethic through the way in which we engage with participants. Ali and Lauren were pre-service teachers who agreed to work alongside me during their 16-week internship semester. I did not take this responsibility lightly, with understanding of potential implications the semester could have on their careers. The 16-week semester

was part of their teacher education program and they were evaluated according to the program's criteria. In addition, Lauren and Ali were working with many people in the schools, from teachers to administrators to students and parents. These relationships were real and sometimes involved very serious and important situations. The three of us had an already established relationship but this did not mean that my ethical responsibilities were any less; the always-shifting landscape of teaching and learning was challenging and we were constantly negotiating ethical ways of being in relation (Clandinin & Connelly, 2000).

A major space of ethical tension was that Ali and Lauren's experiences were not all positive; some of the stories they shared were uncomfortable and involved people who were in positions of power. For example, space(s) of tension with particular cooperating teachers may be viewed as controversial experiences to write about. What if this teacher reads the published dissertation? Will the texts within this document be detrimental to the participants' careers as they apply for teaching positions? Will their identities remain anonymous, given the personal nature of their experiences in relation to context – could someone deduct where this narrative inquiry took place? Does it matter? All of these questions and many more were at the forefront as I began the inquiry and moved through the semester with Ali and Lauren.

Following the completion of their 16-week internship, ethical matters did not disappear. As I wrote and retold their stories of experience, I asked myself, 'How do we maintain professional integrity as we write?,' 'For whom do we write our research?' and 'With whom do we share these images?' (Caine & Estefan, 2011). I questioned if it was

important to include controversial stories of experience or if the potential harm could outweigh the benefit. Craig and Huber (2007) explained ethical decisions and said:

All researchers make conscious decisions about what they will show and tell in their research texts. Leaving out details that could harm participants or result in job loss is one of the decision points around which narrative inquirers frequently have to think hard ... thinking of their long-term consequences ... we frequently are able to work our way through challenges by not drawing on field texts that might create present or future trouble for participants... (p. 271-272)

As I thought hard about what should appear in the research text and what should be left out, I wondered if the experiences of Ali and Lauren would be misrepresented if experiences such as controversial space(s) of tension were left out. Josselson (2007) stated that "... one of the most profound ethical problems in this work lies in inviting someone to talk and then subtly indicating that what they wish to share is too much ..." (p. 547). How could I ask my participants to live alongside me throughout their internship, share their experiences honestly, and then not represent these experiences in the research text? Yet, what would be the purpose of retelling these stories of experience if they may result in harm? I turned to Caine, Estefan, and Clandinin's (2013) words:

Representation, as the act that arises from our relational ontology, necessitates our living with the unfitting story rather than with attempts to tame, sanitize, or analyse. As narrative inquirers we attend to difficult stories and experiences, we stay with them; we dwell alongside participants in possible ways to retell them. (p. 15)

I decided, after talking at length with Ali and Lauren about these decisions, to include their experiences of potentially controversial space(s) of tension in the final research text. I learned that I was emotionally connected and that “The decision about how to represent and talk about research participants, honoring their experiences and part in the research process, is itself a relational act” (Caine & Estefan, 2011, p. 970). I held the responsibility and desire to represent stories accurately.

As it turned out, not long after we collectively made the decision to include potentially controversial space(s) of tension, both Lauren and Ali began substitute teaching, having completed their teacher education programs. Shortly following, they both secured teaching positions for the following school year. Although this news did not erase the need for ethical responsibility and the importance of the relational throughout the inquiry, it alleviated some of the angst regarding the choices we had made.

Bumping Up Places for Evaluating Research

Narrative inquiry research is situated within a larger qualitative research paradigm, as discussed earlier. Researchers may be asked to justify the inquiry in terms that do not necessarily align with a narrative way of thinking. However, it may be important to point out that even though certain terminology is not common in narrative inquiry work, many of the same criteria used to evaluate qualitative research is evident. These bumping up places will be outlined briefly below for readers wondering about borderland spaces and spaces of tension between criteria and evaluating research.

Credibility is a term that refers to how consistent the data, representation of data, and analysis of data is in relation to what participants actually meant to say (Mertler & Charles, 2005). Strategies suggested to enhance credibility of a study are prolonged

engagement in the field, consulting participants often and throughout the data collection, analysis, and writing processes, and acknowledging researcher biases at the outset.

Although the term credibility is not used in narrative inquiry research explicitly, such strategies are inherent in the work of narrative inquiry. In this study, for example, a relationship or rapport was developed prior to engaging in field text (data) collection and was built upon throughout the semester. I spoke often with Ali and Lauren, in various locations, and through various means throughout the semester. This prolonged engagement and resulting comfort level encouraged Ali and Lauren to be open and honest while sharing experiences, increasing what some might refer to as credibility. In addition, the field texts (data), interim research texts, and final research texts were shared and discussed back and forth many times with Lauren and Ali to assure that representation would be as accurate as possible. Another strategy to assure credibility that is inherent in narrative inquiry work is situating the researcher in the research puzzle; throughout the study and in the research texts I shared many stories of experience and wondered alongside participants, naming potential biases as reasons for inquiring rather than limitations of the study.

Dependability “...attests that methods are systematic, well-documented, and designed to account for research subjectivities” (O’Leary, 2004, p. 58) and is another term often used to evaluate qualitative research. In other words, the researcher must provide enough information about decisions and choices made throughout the study, what was done and at what point during the study, and reasons for the decisions relating to methodology so that another researcher could easily follow and understand the study. This bumping up place between qualitative research, which uses dependability, and

narrative inquiry which does not, is uncomfortable. However, Chapter 3 outlines in detail how one might interpret dependability in relation to this narrative inquiry; documentation and collection of field texts, reasons and wonderings about decisions that were made, and references to methodological foundations for these processes are outlined.

Confirmability is another term that may be used to evaluate qualitative research that refers to how conclusions or interpretations have been reached. In narrative inquiry work, conclusions are not reached. Rather, further questions are developed. Since this may be a bumping up place between narrative inquiry work and other research methodologies, it is important not to ignore this space of tension. The use of transcripts from conversations and spoken words can be a strategy to demonstrate confirmability. As well, many direct quotations were used in the document in order to show readers the field texts and what was spoken in some shared experiences. Interpretations of the researcher are demonstrated as confirmable because of the back and forth and co-construction of research texts alongside Ali and Lauren.

These terms used in qualitative research evaluation create spaces of tension with narrative inquiry work and bumping up places become evident. Rather than ignore this tension, these terms are discussed above.

Summary

Chapter 3 began with a brief discussion about narrative inquiry as a methodology choice and the Clandinin and Connelly tradition of focusing on experience. Using design considerations as headings, the chapter continued by describing the inquiry as it progressed, beginning with the research puzzle that had emerged throughout Chapter 1 and Chapter 2. The research puzzle named for this study was how pre-service teachers

dwell in spaces of tension between curriculum-as-plan and curriculum-as-lived while learning to teach. How participants were chosen, ethical and relational responsibilities were discussed, various forms of field texts used in the inquiry were illustrated, transitions from field to field text, field text to interim research texts, and from interim research texts to research texts were described. The chapter finished by discussing relational ethics and some of the challenges that I encountered throughout the inquiry.

The next two chapters, Chapter 4 and Chapter 5, are narrative accounts written with each participant, Ali and Lauren. As mentioned, the narrative accounts were co-composed by bringing together field texts and interim research texts. The stories of experience in the narrative accounts bring to light space(s) of tension and the *zone of between* (Aoki, 2004c) curriculum-as-plan and curriculum-as-lived that was experienced during their 16-week internship semester while learning to teach.

CHAPTER 4: Alexandra

Introduction

This narrative account starts by introducing Alexandra (Ali). Three stories of experience relevant to space(s) of tension during the 16-week internship semester were retold and formed the basis for inquiring into learning to teach Physical Education. Using the three dimensional narrative inquiry framework, we traveled backward and forward looking at temporality, and looked inward and outward to examine interactions between the personal and social (sociality), and explored a variety of space(s) of tension and places within Ali's stories of experience. We looked for how her stories to live by and curriculum-as-lived bumped up against curriculum-as-plan as she worked alongside cooperating teachers and students in a landscape of teaching and learning.

This narrative account and the stories of experience shared in the chapter were co-composed. We used some field texts taken directly from transcriptions and field notes, which appear as excerpts followed by a citation in parenthesis. Other stories pulled together transcriptions and conversations, recorded text messages, and field notes, woven into the narrative account alongside wonderings and literature, to retell and represent her stories of experience. There were many stories of experience she told that we could have included in this inquiry. We chose these because they seemed to say the most about space(s) of tension while learning to teach Physical Education.

Introducing Ali

Ali was a pre-service teacher who completed her 16-week internship semester in the fall of 2012 with a Physical Education major and Social Studies minor. She attended the university where I taught part time in the Faculty of Education. Ali also coached

numerous youth ringette teams in the winter time and continued to play the sport at a high level. In the spring and summer months Ali played competitive softball while coaching youth teams as well. She spoke fondly of coaching and expressed how much she enjoyed the relational aspect of being involved with youth and sport.

Ali had grown up in the city that she completed high school, went to university, and interned in. Throughout university she lived at home with her parents, which she felt was smart financially, but told me it was sometimes overwhelming. Whenever possible, Ali house or dog sat for friends and family in order to have a place to herself for a few days. On a number of occasions, she stayed at my home while I was away.

I learned that her family often poked fun at her for not dating much. She stated that this didn't bother her, although I sensed that she was sensitive about the topic. Ali demonstrated a love for art and filled much of her limited free time with painting, and kindly gave her paintings away as gifts to friends and family. I felt honoured to be the recipient of a piece of her artwork that I hung in my home office.

Ali was also very involved with the students' association in the Faculty of Education that had been formed for pre-service teachers interested in Health, Outdoor Education, and Physical Education. The group organized many initiatives in local schools and functioned as a support community and network for pre-service teachers ranging from first to fourth year in the program. She said her leadership role was time consuming because she was often asked to organize clothing orders, facility bookings, and even the finances for the students' association.

During university, Ali worked at a local, privately-funded elementary school where she facilitated after-school programs and transportation for students. Although she

told me that she enjoyed it most of the time, she said that after a while she began to feel taken advantage of by the administration at the school and was not disappointed to give the position up during internship.

A thoughtful and caring individual, I noticed that Ali always remembered details about her friends and family, and never forgot a birthday or important event. As a teacher, I saw all of these qualities reflected in her personable and fun loving demeanour as she interacted with students and colleagues.

Our relationship began three years ago (2010) when Ali was in my winter semester Outdoor Education class as a second year Education student. I recognized her name on the attendance sheet because she had gone through high school with my best friend and colleague's daughter. Throughout the semester of getting to know Ali, she began to stand out as a very conscientious, motivated student and developing teacher. The Outdoor Education course had always proven to build relationships in ways that the indoor classroom never really could; while being challenged in unfamiliar environments and necessarily relying on others in the class to function as a group, students seemed to begin to find their niche as peers, colleagues, and in Ali's case, unfold into leaders.

Ali was also in my class the following year in the fall (2011) semester; this was a Physical Education curriculum and pedagogy course. Now closer to the upcoming 16-week internship only one year away, Ali worked hard while exploring her developing stories to live by in relation to learning to teach Physical Education. Her efforts were always detailed and thoughtful, and she began to ask critical questions about teaching and learning. Lauren was in the same class and the two gravitated toward each other. At the end of the semester, the subject area Chair (Nick, who was also my Ph.D. supervisor)

planned out the pre-internship placements for the winter (2012); he decided which pre-service teachers would be placed (in pairs) in what school with which cooperating teacher. At the time I was also a Physical Education teacher in a secondary school and I was assigned to work alongside Ali and Lauren as pre-service teachers for their three-week pre-internship block.

For pre-internship, Ali arrived with Lauren at the doors of the large secondary school where I taught and we quickly established ourselves as a team. Ali, moving slowly around on crutches, had seriously injured her knee since the last time we saw each other. She expressed her concern with being able to teach Physical Education but not demonstrate or participate. She seemed very nervous about the pre-internship. We reorganized and shared my small office space where both she and Lauren nervously began planning for a three week block of time in each of the grade nine Health and Physical Education classes I taught.

Ali, to my surprise, lacked confidence throughout the entire three weeks even though she was always well planned and the students began to joke around with her – a sign that I believed showed they enjoyed her as a teacher. Reflecting back, I think that I underestimated how much the crutches and her lack of mobility affected her outlook; although she didn't vocalize it, she seemed very tentative and nervous because of her inability to participate in class activities alongside the students. Despite this uncertainty, she eventually began to take more risks with trying new instructional strategies based on the students' choices and interests, negotiating between curriculum-as-plan and curriculum-as-lived. By the end of the three weeks, the students seemed sad to see her leave but I still suspected that she wasn't confident in herself as a teacher.

During the spring following pre-internship (2012), Nick chose placements for all the pre-service Physical Education teachers for the 16-week internship semester. Ali was paired to work with Kelsey at a large secondary Catholic school in the city. Kelsey, a teacher of over five years, had never taken an intern. As a classmate of Kelsey's during our undergraduate degree, I knew her prior to the inquiry and she was supportive of Ali's participation in the study when I explained it to her. Ali was excited to find out that she was placed with Kelsey because, as it turned out, she also knew her from their involvement with softball. Moreover, she knew another Physical Education teacher at the school, Krista, who she could work alongside in addition to teaching Kelsey's classes.

Ali got a phone call during the summer prior to her internship semester that she was next on the list for knee surgery. Her summer softball and winter ringette endeavours were put on hold. Sensing how much the injury weighed on her mind, the surgery couldn't have come too soon. Although she still seemed to struggle to be completely mobile at the beginning of the internship semester while recovering, she managed to rehab successfully and before long was able to participate alongside students in class.

Three stories of experience that we chose to share in this chapter were making the most of the internship semester, figuring out what worked for her, and a desire to be 'the teacher.'

Making the Most of the Internship Semester

Ali shared this story of experience early in the semester during a group conversation. Her teaching load was not yet full because the 16-week internship began with teaching only one class per day. The schedule for adding more classes, what other grade(s) or subject(s), and with whom she would teach alongside was negotiated with

Kelsey, her primary cooperating teacher, during the internship seminar that had taken place prior to the semester start up. They had agreed, after approaching and asking a few other colleagues that Ali was also going to teach with Krista, another Physical Education teacher, and Kevin, a Social Studies teacher. Ali said she was excited to teach senior grades of Physical Education alongside Krista, something that Kelsey's grade nine and ten Physical Education teaching load did not offer because she also taught Math. As well, Ali said she was nervous about teaching Social Studies because it was her minor area of study. It was a requirement for pre-service teachers to teach in both their major and minor subject areas during internship. However, for the first month, Ali was only required to teach one class per day and the rest of the day she was able to observe other teachers or use the time for preparation. She told this story of an experience that happened at school during the first few weeks of internship:

Ali - So Friday I'm teaching Krista's class because she's got a funeral and had asked, 'do you want to teach my classes for me and I'll just get a sub that can just hang out?' so I'm like, 'yah that's totally fine,' I say.

Me - And were you really okay with it?

Ali - No. I was stressing out in my head like, 'oh my god they're going to walk all over me,' like totally freaked myself out and all morning I was like, 'oh my god'... I was just so nervous and I pretended to be confident and then everything started and it was completely fine.

Lauren - Oh wow!

Ali - ... I thought it was going to be a complete failure. But it was fine. The sub ended up leaving me but I freaked myself out for nothing...

(Transcribed from group conversation, September 10, 2012)

Ali told this story of her experience of being asked to 'cover' for Krista, while she was away at the end of the day on a Friday afternoon. Ali mentioned that a substitute teacher had been called for Krista, but she had been asked to plan and teach the lesson while the substitute watched. In my experiences as a teacher, it was not uncommon for colleagues to 'cover' for each other during their preparation periods if s/he could not be there but this was usually done as a favour with the expectation that it would be returned later. As a pre-service teacher, Ali was not legally insured to be the only adult in charge of the class so the substitute teacher was necessary for liability purposes.

Ali expressed to Lauren and I during the group conversation that she was nervous to teach the class but did not tell Krista this when she asked her. She told me that although she was nervous, she wanted to make the most of the opportunities presented to her during internship and that taking teaching opportunities whenever possible was part of how she felt she would grow as a teacher. The class was all boys, something which Ali said she was not used to teaching. In her pre-internship experience she had taught girls' classes. It was typical, in my teaching experiences, for classes to be split into 'boys' and girls' for Physical Education. She reported that the class 'was fine' but the substitute teacher had left her alone in the gymnasium with the class.

Looking inward in the three dimensional narrative inquiry space, I saw what seemed to be a space of tension for Ali between making the most of opportunity and feeling uncomfortable in a new situation but not expressing her discomfort. I wondered

about Aoki's (2004d) conceptualization of curriculum-as-lived and curriculum-as-plan and how Ali's stories to live by shifted in the space(s) between. Ali seemed to perceive the tension she felt as a space of potential learning and, in her helpful nature, agreed to teach Krista's class for her while she was away even though it was not part of her teaching load.

As I inquired into Ali's story to live by of making the most of opportunities, I thought about other stories Ali shared throughout the internship semester of her experiences while learning to teach Physical Education.

A learning experience.

It was not long after Ali had taught the boys' Physical Education class that she was asked again by another teacher to 'cover' the class while he was away. She texted me early on a Monday morning and said:

I'm scared to teach all those boys but it will be a learning experience!! I'm being a risk taker! I said I'll be ok but I'm nervous ... pretending to be confident. Lol.

(Text message, September 17, 2012)

I began to see that even though Ali told me she was nervous about teaching these classes, she did not tell the teachers who were asking her to 'cover' for them. When I asked her about why she had agreed to teach the classes, she told me that she wanted to try new things and teach as many classes as she could while she was not busy with her own teaching. She also said that she was trying to look at situations as learning experiences.

Looking backward in the three dimensional narrative inquiry space, Ali mentioned feeling similar angst during her three week pre-internship experience when she was nervous about teaching in a secondary school setting. Prior to pre-internship, her

teacher education program experiences had included only elementary aged students. She said she had been nervous to teach the older (secondary) students during pre-internship but it had turned out just fine. She told me she felt that if she did not push herself by trying new things, she would not gain confidence in her teaching. Ali's curriculum-as-lived seemed to include experiences of overcoming nerves and she seemed to story herself as 'being a risk taker' while pretending to be confident.

What I began to notice as I inquired into these stories of experience is that Ali did not seem comfortable outwardly expressing her nervous feelings to the teachers she worked with at school. Looking inward again, and in the context of internship, I wondered if she was living what Connelly and Clandinin (1999) called a *cover story*⁴ and if she thought that her "... telling of a cover story had gone unnoticed" (p. 13) by her colleagues. Perhaps she did not feel safe expressing that she was nervous and feared being perceived as not confident, inexperienced, or not capable of teaching if she declined the offer. As I thought about these stories of Ali's experience, I wondered if she felt that she must project an image of having the situation under control.

Looking outward across the landscape of teaching and learning, I wondered if the telling of cover stories was a dominant experience of learning to teach. Could this be a potential space of tension where workplace socialization and developing professional identities intersected? Lindberg (2009) described socialization as the process of becoming a member of a certain group and Mooney (2007) added that this process can involve the gradual adoption of values and unspoken messages within an organization. I wondered if

⁴ Cover stories are told by teachers as they move out of their classrooms onto the out-of-classroom place on the landscape; cover stories may be told to portray themselves in alignment with stories that fit into the acceptable story of school being lived in the school (Clandinin & Connelly, 1996).

Ali's cover story of being a confident teacher was a value or unspoken message she perceived was important on the landscape of teaching. I wondered if Ali pretended to be confident in order to feel inclusion within a particular group (Gaskell & Leadbetter, 2009) and this became part of her stories to live by.

I also wondered if she really believed that covering for another teacher was an opportunity or if she had felt pressured to agree because of her status as an intern; she was new to the school and she would be evaluated at the end of the semester. She told me that she did not feel comfortable declining the teachers' requests even though she was aware that she might have been taken advantage of. Ali said she had time to plan and prepare a lesson because her teaching schedule was not full yet. I remember Lauren expressed similar feelings about the inevitable evaluation of the internship semester and how she said the evaluation was always in the back of her mind. Looking outward at the literature, I was reminded of Smith and Ingersoll's (2004) description of initiation of new teachers as a 'sink or swim,' 'trial by fire,' or 'boot camp' experience. I wondered if Ali had felt 'thrown into' the class, but also felt the need to prove that she could teach any class.

How to say no?

As I thought narratively about space(s) of tension between Ali's experiences of being asked to cover for teachers and her feelings of discomfort or nervousness when in these situations, I began to wonder about power relationships in relation to the internship semester. Ali told another story about being asked again for favours but this time she said

she felt differently about the situation. Trevor⁵ was a teacher with whom she shared the gymnasium in the afternoons. She told this story during a group conversation:

So this guy, Trevor, is gone a lot on Fridays when he and I share the gymnasium with our classes. And he says, 'oh do you mind covering my period five and also my period four and my sub and Kelsey's sub will be there with you?' so we have this planned and he just told the principal that he found someone to cover his class in period four. But the principal assumed that he meant another teacher internally covering, so didn't get a sub for him for that period. Then next thing I know, I'm in there by myself with no sub showing up and I'm panicking because these Wellness 10 boys are throwing shit everywhere, locking each other outside, and I was thinking, 'aaahhh, like sit down!' so I just went crazy and yelled at them. Then they calmed down and were fine but I had no one to help me because his sub was teaching someone else's class... And so at the end of it all, it was a big miscommunication because Trevor didn't know that his sub wouldn't be there.

(Transcribed from group conversation, October 2, 2012)

Looking back on this story of experience later in the semester, Ali said she did not think the situation was merely a miscommunication. She said she felt taken advantage of and that the absence of a substitute teacher made her feel very uncomfortable. I wondered again about Ali's expression of her feelings in a type of cover story that would not expose her discomfort. However, I noticed a difference from her earlier story of experience. She commented that she had felt differently about covering the class the second time compared to the first two times she covered. Ali seemed hesitant to refer to the

⁵ Trevor was a pseudonym chosen for one of Ali's colleagues who was not one of her cooperating teachers.

experience of covering for a teacher as a learning opportunity like she had referred to experiences earlier in the semester.

In addition to her experience with the Wellness 10 class that week, she was also asked to help at the school for awards night. She said:

And then, same week, at this one staff meeting this one teacher says, ‘um, there is an awards night October 17th so all of the interns will be helping’ and I turned around and felt obligated to say that I would help (laughing)... how could I say no?

(Transcribed from group conversation, October 2, 2012)

Ali seemed to story herself as someone willing to help out and get involved, but I wondered if this story to live by was shifting. Perhaps requests for covering or ‘favours’ were no longer viewed by Ali as opportunities. As I thought about Ali’s stories of experience related to learning opportunities I wondered about Lauren’s experiences. Lauren was a member of a varsity team and did not have time in the evenings to engage in school activities such as coaching because she had her own games and practices to attend. While thinking with Ali’s and Lauren’s storied experiences of extracurricular school involvement, I wondered about how they experienced feelings of obligation during internship. I also wondered about how schools might place more responsibilities on some teachers than others. Ali shared with me that she had felt obligated to help with the awards night and did not feel that she was in a position to say no.

Thinking narratively with Ali’s storied experiences, I looked backward and inward at an experience of mine from internship. I had been asked in September to help coach basketball, a sport that began in November. Not only was I playing varsity basketball, which required a minimum commitment of two hours every evening of the

week, I was living away from home and needed to cook for myself. In addition, I usually spent two to three hours each evening planning for lessons and days ahead at school. I remember feeling very overwhelmed when my cooperating teacher, who was the senior girls' basketball coach at school, asked me to help coach. I did not perceive the request as flattery for being desired as a coach. I felt experienced and comfortable enough to coach. I also did not perceive the request as an opportunity to be involved in the school, although I felt like this was how I *should* be feeling. Rather, I felt like I could not possibly commit to anything else and still do a thorough and thoughtful job of planning and teaching. I remember I was afraid to express my concerns to my cooperating teacher because I thought that I would be perceived as an intern who didn't care and did not want to get involved in the school. I also knew that my cooperating teacher was in an evaluative role. However, I eventually had a discussion with her about my concerns and was surprised to find out that she had only asked me so that I would feel included; she wanted to make sure that I felt welcome to join school activities. She also said that she had not expected me to agree to coaching because she knew of the commitments that internship, varsity sports, and living away from home required. The sense of relief that I felt following the conversation is one that I have not forgotten.

Thinking narratively with this remembered experience, I looked outward at the larger landscape of internship and mentoring. I felt fortunate to have a cooperating teacher who was supportive and understanding, and with whom I gradually felt comfortable discussing space(s) of tension. However, I was reminded that not all mentoring relationships are positive and may even become a space of oppression (Bullough & Draper, 2004). I wondered about potential power positions at play between

pre-service teachers and cooperating teachers. Mentioned earlier, Ali said she had not felt that she was in a position to say no to helping at awards night. In Ali's stories of experience, I also wondered about teachers who worked in the school and how they positioned themselves in relation to the pre-service teachers.

As I continued to think with these stories of Ali's and my experiences, I revisited Bullough and Drapers (2004) explanation of mentoring as "... a tale of power negotiation and of positioning and being positioned to influence learning, preserve one's sense of self, and achieve or maintain a measure of control over one's situation" (p. 418). I wondered if a dominant discourse in teacher education and the internship semester might be one of power negotiation. Are pre-service teachers perceived as inexperienced and in need of opportunities to grow, and teachers perceived as able to provide such opportunities by offering classes to teach or extracurricular activities to get involved with? Further, I wondered if this discourse could potentially be taken up negatively, as experienced teachers allow beginning teachers to 'sink or swim', according to Smith and Ingersoll's (2004) description of initiation. From my experiences in schools, I remember hearing experienced teachers speak of 'I did my time' or 'it's their turn' in relation to getting involved in school events or clubs. I wondered if a discourse of 'I did my time, it's their turn' was prevalent in schools. I also wondered if this was what Bullough and Draper (2004) were referring to in the above excerpt regarding the achievement or maintenance of control over one's situation. Looking outward and in the context of learning to teach, I thought about how a discourse of 'I did my time, it's their turn' could potentially be intersecting with Ali's story to live by of making the most of opportunities.

Looking forward and inward from these stories of experience, Ali said she noticed that requests for her help from teachers subsided as she became busier with her own teaching schedule. The internship semester required pre-service teachers to gradually increase their teaching load, adding a class to their schedule every two or three weeks until they were teaching full time to mimic the workload of a teacher. This schedule was maintained for a 'three week block,' which typically occurred in October or November, and then one by one, classes were removed from the schedule until only one remained. Usually the class that the pre-service teacher continued with until the end of the 16-week internship was the same class with which they started the semester. I wondered if teachers recognized the predictable timetable of a pre-service teacher and knew that the first month was usually less busy for them.

Although the teachers who Ali worked with seemed to ask for her help less as the semester continued, she still seemed to be searching for ways to make the most of opportunities. During a group conversation in mid November, Ali told Lauren and me about her extended 'three week block':

I decided to go two more weeks with Kevin's Social Studies class. More like a five week block ... I'm doing him a big favour by teaching his class right now and basketball started and he coaches basketball. So he's a scatterbrain. Besides, the first few weeks of my block were research and presentations so I didn't really take a whole lot from it, so I kind of just want to give myself more opportunity to improve. It's in the classroom and that is always something that I wasn't very good at and struggled with.

(Transcribed from group conversation, October 2, 2012)

Ali seemed to perceive an extended teaching block in Social Studies as an opportunity. Looking forward, I noticed how the discomfort she had felt earlier in the semester had shifted; she seemed to recognize that she was helping Kevin out. However, I wondered if in this shifted space of tension, she was able to "... maintain a measure of control over [her] situation" (Bullough & Draper, 2004) and negotiate a feeling of control by voluntarily taking on an extra two weeks. Ali did not seem to require a cover story by November and I wondered if she also did not need to pretend to be confident like she said she had in September.

Ali's stories of her experiences made me think about new wonders regarding space(s) of tension in relation to learning to teach Physical Education. The landscape of schools and education in these stories of experience brought forward puzzling about cover stories, socialization, and questions about power negotiations within the internship semester.

Figuring Out What Works for Her

This narrative account now shifts to stories Ali shared about teaching classes that were assigned as part of her teaching load. As mentioned earlier, she worked alongside Kelsey as her primary cooperating teacher in Physical Education. In addition, Krista had agreed to share one of her Physical Education classes with Ali beginning in late September. Kevin also offered one of his grade nine Social Studies classes to Ali for her 'three week block' and to experience teaching in her minor area of study.

Ali began teaching Krista's class in late September as part of her teaching load in addition to the class she was already teaching for Kelsey. We began by thinking with

stories of experience from the end of the internship semester. This story was shared by Ali in December during a group conversation. Ali described the experience and space(s) of tension when she felt that her teaching was interrupted by Krista:

Normally, she would yell, 'Ali!' and then I'd have to stop what I am doing and go over to her, or she would stomp over to me, and then she will say in front of all the kids, 'don't do that,' or whatever. The kids are noticing too. The other day a girl in the computer lab said after Krista walked away saying, 'no, no, this is all wrong,' this kid says, 'Ms. Schultz, why is she always yelling at you? On Tuesday we were reviewing a handball handout I made and [Krista] was like, 'no, this is all wrong,' as I was sitting beside a girl on a computer 'cause they have an assignment they're working on. Then Krista left and the student turned to me, 'why does she always get mad at you?' She doesn't even hold back, even in front of the kids...I don't want to tell [Kelsey] everything and then she thinks I'm bashing. Because I'm not. Like, just the other day I said to Krista, 'you've been more than willing to help me and lot of people just leave and do other things while the interns are teaching. So I don't know what's better or what's worse. Someone who is in your face and just, 'do this and this and this,' or someone who just takes off and then when you need help, there is no one.'"

(Transcribed from group conversation, December 6, 2012)

Ali shared that she was frustrated that Krista interrupted her. On the other hand, Ali said she was not sure if she preferred a cooperating teacher who was rarely present, such as Kevin (her Social Studies cooperating teacher). She told me that Kevin's style of supervision was the opposite of Krista's, and often he did not ask about what she was

teaching that day. This seemed to bother her and she said she perceived his behaviour as a lack of interest. In the story she shared, Ali also seemed to be worried about the students' perceptions of her as 'the teacher'. I began to wonder about the space(s) of tension that Ali seemed to be experiencing and the potential of a hidden curriculum or discourse around supervision and mentoring of pre-service teachers. I wondered about how Ali's story to live by of wanting to be the teacher might have bumped up against a discourse of supervision in teacher education.

Looking backward to October, Ali shared some tension with regard to her developing stories to live by and wanted to:

... figure it out as I go... not always do things how they want me to ... or just doing what the teacher wants and not learning what works best for me. I think [Krista] has trouble backing off ... she told me how I am going to do my lesson. I didn't tell her how I wanted to do it ...

(Text message, October 14, 2012)

Ali's story to live by from the previous section surrounding 'being a risk taker' seemed to emerge in these stories of experience as well; she seemed to feel uncomfortable following someone else's lead. She also told me that she wanted to be allowed some freedom to figure out what worked the best for her but still have a cooperating teacher present and observing the class. Ali explained what she considered an ideal cooperating teacher and pre-service teacher dyad: a balance of support and autonomy. During a later conversation, Ali looked backward across the semester and explained that at the start of internship her perception of supervision was different:

...because at the beginning I was just always fluttering back to where Kelsey was sitting to talk to her about how the lesson was going and I shouldn't have done that. That was my struggle at the beginning. If a student asked me something, my first reaction was to turn to Kelsey and ask her. So when Krista started out butting in and stepping in, it was kind of normal to me. But later on, it just got to be too much and I would have liked to have the class on my own.

(Transcribed from group conversation, December 6, 2012)

Ali seemed to identify a shift in her confidence over the course of the internship semester and an increased desire for independence. She mentioned that she felt the style of supervision by a few of her cooperating teachers did not align with her growing confidence and desire to be 'in control' of the class and figure things out for herself. This space(s) of tension between Ali's curriculum-as-lived and her developing stories to live by seemed to be challenging for her.

Supervision and mentoring.

As I inquired into Ali's story to live by about figuring out what worked for her, I looked outward and backward at a potential intersection for examination. This intersection was a potential bumping up of Ali's developing stories to live by and some styles of mentoring and/or supervision she was experiencing. For the mandatory internship seminar that took place prior to the start of internship semester, Ali had attended alongside Kelsey. This annual seminar hosted by the teacher education program is a chance for cooperating teachers and pre-service teachers to introduce themselves, be guided through dialogue, and get to know each other outside the busy landscape of a school environment. Also during the seminar, mentorship dyads (Bullough & Draper,

2004; Mawer, 1996) of cooperating teachers and per-service teachers are given an opportunity to negotiate a teaching schedule that will, as mentioned earlier, follow a pattern of increasing workload for the first few months and then decrease at the end of the semester. Throughout the three-day seminar, faculty from the education faculty and professional colleagues from the field are present and lead sessions for groups of dyads.

The seminar is also a time for the mentorship dyads to practice discussing lessons in a professional manner; a set of questions for pre and post conferencing is provided and encouraged to be used as a guideline. In my experiences as a pre-service teacher, cooperating teacher and faculty advisor, the pre and post conference process is an important aspect of professional development for a pre-service teacher, especially at the start of internship. Usually a cooperating teacher begins the semester with regular pre/post conferences and a physical presence in the classroom/gymnasium. However, as the semester progresses, the cooperating teacher slowly begins to leave the pre-service teacher alone more often with the class(es) so eventually the dyad only checks in with each other in a brief pre/post conference situation. The internship seminar is a chance for the dyad to learn this process, become familiar with expectations, and also practice the pre/post conference process. I continued to wonder about supervision, mentoring, and Ali's experiences.

Looking outward at some literature on mentoring and supervision, I inquired further into this space(s) of tension Ali was experiencing between her shifting and developing stories to live by and the style of supervision that she seemed to desire. Stanulis and Floden's (2009) study with mentor teachers showed that cooperating teachers can be more than just a friend to a pre-service teacher by providing feedback

about teaching and learning. However, in order to provide meaningful feedback, cooperating teachers also need preparation and support from the teacher education program and the Professional Development Field Experience Office. I wondered about Ali's experiences with Krista and Kevin as her cooperating teachers and the diverse tensions she felt while working alongside each of them. I also thought about the support that Ali and Kelsey had received during the internship seminar and wondered if this support had any influence on their positive and productive working relationship. Had the internship seminar provided Kelsey with preparation that she needed to support Ali while learning to teach (Feiman-Nemser, 1993; Huling & Austin, 1992; Mawer, 1996) that Kevin and Krista, also cooperating teachers working alongside Ali, had not experienced? I wondered about the internship seminar as a way in which this process could focus upon and support relationality.

Looking inward again, Ali had articulated that she noticed her dependence on Kelsey at the start of the semester shifting to more independence as the semester progressed. Curtner-Smith (2001) explained that pre-service teachers often feel inadequately prepared for the landscape of teaching and learning and Lawson (1983b) further described this feeling as a disconnect between content of teacher education programs and what really happens in schools. I wondered about Ali's feelings of preparation during the first few weeks and what Anspal et. al (2012) called a primary concern for survival.

I was reminded of Aoki's (2004d) concepts of curriculum-as-plan and curriculum-as-lived and the *zone of between* where teachers might find themselves in space(s) of tension. I also wondered about Ali's developing stories to live by and thought of

Britzman's (2003) explanation about how pre-service teachers "...are confronted not only with the traditions associated with those of past teachers and those of past and present classroom lives, but with the personal desire to carve out one's own territory, develop one's own style, and make a difference in the education of students" (p. 41). Ali's story to live by about figuring out what works best for her might have bumped up against a discourse in teacher education regarding styles of supervision as a cooperating teacher and mentoring.

I thought about how each cooperating teacher might interpret a process of supervising pre-service teachers differently. Looking backward to Ali's text message about her perception of Krista having trouble 'backing off,' it seemed that Ali's curriculum-as-lived and her story to live by of figuring out what works for her was bumping up against Krista's style of supervision. I wondered about Bullough and Draper's (2004) explanation of mentoring as a power negotiation of control over situations, and if Ali did not feel that she had control of her own teaching. In contrast, Ali had wished that Kevin provided more feedback about her teaching. I wondered if Ali felt that she was inadequately prepared, as Anspal et. al (2012) identified as a common concern for pre-service teachers.

As I inquired further into Ali's stories of experience and her internship semester while learning to teach, tensions surrounding wanting to figure out what is best for her seemed to bump into discourses about mentoring and supervision styles of cooperating teachers.

Desire To Be ‘The Teacher’

This narrative account now shifts slightly to stories of experience that Ali told about relationships with students and her confidence when teaching. At one point during the inquiry as we looked inward and backward to her pre-internship three week teaching experience, Ali told me that her favourite part about pre-internship was when the students began to joke around with her, which seemed to her a sign that she was building positive relationships in her classes. This curriculum-as-lived of joking and positive relationships created a space of productive tension that she felt allowed her to attend to curriculum-as-plan; she said that it wasn't until those relationships began to form that she started to feel more comfortable teaching and actually enjoyed the school environment. I wondered if Ali felt that her story to live by of building relationships was bumping up against Krista's style of supervision, which she thought was too controlling. Ali seemed to perceive this bumping-up-place as a miseducative space of tension that interrupted her story to live by; she said that she had expected internship to eventually evolve into her being the real teacher.

It seemed that Ali felt she could not be perceived as the real teacher unless she was alone with the students and without supervision. I began to see that Ali seemed to compare having control of the class with being the real teacher. However, despite the space(s) of tension she was experiencing while working alongside Krista, she expressed that she liked her and that they were friends outside of the school environment. Ali described how she felt about this space of tension in a group conversation:

Ali- ...she won't give up her class to me fully either. It's that she is a loud woman and a powerful woman, so it's hard for me to take over if she won't let me take

over. Maybe she feels like she has to be like that, if she doesn't trust me yet? But adopting two philosophies and making your own... there are different rules in both classes that I need to abide by because Kelsey does this but Krista does that.

Lauren - Wow, interesting, Ali.

Ali- Like, I do love her. She is really awesome, but she just threw me off guard yesterday. I think I need more confidence, definitely.

(Transcribed from group conversation, October 2, 2012)

Ali shared that she did not feel she could fully take over the class. She also explained the tension(s) she felt— which she called adopting two philosophies and making her own — and Aoki (2004d) called tensionality between curriculum-as-plan (Krista's plan) and curriculum-as-lived (Ali's hope to be 'the teacher'). She explained this further and said:

I honestly think the hardest thing for me is adopting two philosophies and trying to make my own, because I'm with two different teachers right now. Kelsey and I are super comfortable and can talk about absolutely everything, but Krista I just feel is super judgemental and so strict that I got all worked up.

(Transcribed from group conversation, October 2, 2012)

I wondered about Ali's comment regarding her confidence and was reminded of her story to live by about making the most of opportunities; I thought about the cover story that she appeared to be living which portrayed her as confident. She alluded to getting upset before the lesson because she sensed that Krista was judging her. I wondered how Ali's confidence contributed to the space(s) of tension regarding being the teacher. She

explained the lesson which followed, after she was already upset:

I had Frisbees out because we were going to do Frisbee stuff, and these kids start throwing them around. I'm like, 'no, please put those back, I don't want anyone to get hurt,' and (Krista) got mad at me for it. I don't want people to throw Frisbees around and get someone knocked in the back of the head. And I was going to do a demo inside before we went outside and I just thought I would wait and let them start throwing them around once we got outside in the bigger space... Then Krista is like, 'ok, everyone go outside' and I thought, 'what? Well I guess we are going outside.' I asked her if I could talk to her a minute and she said, 'oh, I didn't know you wanted them to stay inside,' so I was like well I guess we are going outside right now... I dunno, Krista just intimidates me and I'm so scared teaching in front of her, but I didn't want to tell her that she butted in on my lesson and that wasn't the plan.

(Transcribed from group conversation, October 2, 2012)

As I puzzled over what dynamics and power negotiations seem to emerge through this storied experience, I looked backward in time and in the context of another school, to the story I shared about an experience alongside a pre-service teacher who did not successfully complete her internship semester. I had been one of two cooperating teachers working with this pre-service teacher. I remember during one of our final conversations prior to her early departure from the school, the pre-service teacher expressed that she had never really felt comfortable coming to me with questions. She said this without any further explanation and I have always wondered about what power negotiations were brought forward by her comment. Following this experience, I

replayed the semester over and over in my mind and thought often about what I had said or done to bring forward these feelings. More so, I wondered what had changed that she suddenly felt confident to share her feelings with me.

I looked further backward in time to a semester a year earlier when I was taught the Physical Education curriculum and pedagogy course at the university and that pre-service teacher was in the class. I thought we had got along well and I had always been willing to spend time helping her, just like I would have for any student. Moving forward in time, I wondered how she had felt when she found out that I was going to help be a cooperating teacher for her internship. I initially had thought that she would be happy. I assumed that having met and worked with me beforehand would certainly be an advantage to her. However, looking backward from this place and time, in relation to Ali's story of experiences with Krista, I could see how easily one might assume what another's perceptions are. For example, I wondered about how that pre-service teacher had *really* felt, working alongside me – someone who had been their teacher in university – and not able to approach me comfortably. Did she fear that I would not see her as the teacher or as confident, similar to how Ali seemed to feel? Or maybe she perceived me as an all-knowing teacher because I also taught night classes at the university? I wondered about this experience in relation to Ali's space(s) of tension and desire to be the teacher.

As we inquired further into Ali's story to live by of figuring out what worked for her, the story she retold about the Frisbee experience resonated with me. I looked forward in time to what she called a low-point in her internship semester. Ali shared this story over a series of consecutive text messages:

I got to my car after school and I just started crying. Like out of control and I couldn't stop and I felt like such an idiot because I was still in the parking lot and I'm sure someone would have seen me... She's just so intimidating and our philosophies just are so different and I don't want to always tell Kelsey because she has her own shit to deal with and basketball has started so she is busy too. Maybe I just take things more personally than some people but like she is very rude sometimes and then after class was over she was all 'oh you wanna go for lunch?' and it's like what? I guess she just gets in her zone and is passionate about teaching.

(Text messages, November 21, 2012)

Ali expressed again that she felt intimidated by Krista. I wondered if Krista was aware of Ali's perceptions, similar to how I was unaware of the pre-service teacher's discomfort with me as a cooperating teacher. Ali seemed to live a cover story around Krista and did not outwardly share any of her concerns.

Confidence.

As I inquired further into Ali's stories of experience, attending to time, place, and the personal/social, I looked inward and wondered about her perceived lack of confidence. Ali explained that she had been finding it difficult to transition between the gymnasium and classroom environments. She said:

There are lots of personalities. If they are excited to be there, why do you punish them for being enthusiastic and excited? Hard to go from, 'ok this is fun,' and then, 'now serious.' I have tried different tricks as signals and everything. It's not

even like they're bad, I just cannot handle the noise in such a confined space of a classroom.

(Text message, October 22, 2012)

She seemed to find the classroom environment more challenging than the gymnasium and attributed it to her discomfort of a smaller space. She explained that she did not think the students were 'bad' but found the transitioning back and forth between a large and small space to be a hurdle. The class she referred to was Physical Education that alternated with Health Education every second day. Although it was the same group of students in both classes, Ali seemed to feel more comfortable teaching in the gymnasium environment; I sensed this even when I observed her classes. She had many conversations with Kelsey about why she was nervous and how she could productively dwell in this space of tension.

In a text message one day, she said:

I'm not an assertive person. Me and Kelsey talked about maybe that's why I can't settle them in the classroom. Because I'm not assertive in the gym and then they come to the classroom and it's magnified in that small space.

(Text message, Oct 22, 2012)

Ali was scheduled to add Social Studies to her teaching schedule in late October and told me that she was very nervous to teach in the classroom. I wondered if her challenges with the Physical/Health Education class had something to do with her angst toward teaching in the classroom, where Social Studies also took place. Many of the same students were in each class but she told me she was not nervous about the students themselves. After she began teaching Social Studies, she said:

Yeah, I teach 19 of the girls in Physical Education already so it's a super easy transition to come in and teach them. The first day I taught social was the best day I've had all internship. So it was super weird that I was really scared and nervous for it. Turned out to be the best day I've had.

(Transcribed from group conversation, November 14, 2012)

I wondered about Ali's perceived competence and if she thought 'the teacher' needed efficient control (Aoki, 2004a) of the students and classroom. She had mentioned that the class included 'lots of different personalities' which she later explained meant, to her, many talkative and outgoing students. Looking outward at literature, Richie and Wilson (2000) explained that pre-service teachers bring with them through schooling an already determined notion or assumption of 'the way' to teach. Learning to teach can be about 'unlearning' or discarding misconceptions and attitudes, which can be uncomfortable space(s) of tension (Brown & McNamara, 2005). Perhaps Ali held a preconceived notion that the teacher must have a quiet and controlled classroom. According to Aoki (2004a), this view of competence points to the teacher alone, and that problems or conflicts can be resolved through action of the teacher. I wondered how this discourse bumped up against Ali's curriculum-as-lived; she seemed to want to build positive relationships. However, she also seemed to find herself indwelling in a space of tension between this curriculum-as-lived and notions of what 'the teacher' should be like.

Further, I wondered about how Physical Education might be perceived in relation to Social Studies as a subject area. I was reminded of Curtner-Smith's (2001) statement that in schools, 'academic subjects' are often assigned a higher status than Physical Education. Ali's Physical/Health Education class took place during the last period of the

day. Could scheduling a class at the end of the day suggest that it is less important than other classes? In addition, I wondered about a dominant discourse of Physical Education as ‘gym class’ and not ‘academic.’ I wondered if the students Ali taught in Social Studies had been socialized by a dominant discourse of Physical Education as less important and, therefore, acted in a different way than they would in Social Studies.

As Ali experienced learning to teach throughout the internship semester she may have discarded some of her predetermined notions of ‘the way’ to teach that had developed over many years of schooling, in various contexts, and with many teachers and classmates. Her stories to live by about the way to teach seemed to shift. Later in December, in reference to her Social Studies class, she described them as:

Great group of kids. They were the best. I could have just cried when it was my last day with social nine. One girl organized making a card and got the whole class to sign it. They applauded me and it was so sad leaving! It was my favourite class this semester yet the one I had feared the most. Weird.

(Transcribed from group conversation, December 6, 2012)

Ali explained that as she felt that she began to build relationships with students, she felt less nervous about teaching. Looking backward, she said she had always felt nervous before teaching and when this happened, she tended to talk faster and stumble over words. If she was able to participate and get involved in the lesson or activity, she said she felt more confident. She seemed to believe that to be the teacher in Physical Education, she must not only have knowledge but also be able to demonstrate and participate in movement activities. I wondered if her vision of a Physical Education teacher had been

shaped by her experiences in school while growing up, just as Richie and Wilson (2000) explained.

Looking further backward, I was reminded of how Ali's knee injury had affected her confidence during pre-internship. She had always storied herself as a ringette player, coach, and generally athletic person. However, this story to live by seemed to be interrupted when she injured her knee and was unable to participate in sports and demonstrate in class. She reflected on her injury in a group conversation when I asked how her knee was feeling:

It's really good actually. I ran today. But other days I randomly wake up and it hurts so bad. Then some days it will be completely unreal. But it was definitely frustrating in the beginning not being able to like demonstrate stuff and be involved because that's what I always wanted to do.

(Transcribed from group conversation, November 14, 2012)

Ali explained that she wanted to be involved in class activities and be able to demonstrate. Anspal et al. (2012) explained that a primary concern for pre-service teachers is to confirm and validate their image of self as teacher, which would have already been formed long before entering into teacher education. I wondered if Ali felt that she could not be the teacher she wanted to be and had experienced in her years of growing up in school. However, as her knee was rehabilitated and Ali was able to participate again, she described a highlight of her internship during a group conversation:

I had this huge moment the other day when we were playing basketball and the boys were just being insane and way too competitive so I split up the boys and girls. The girls played three on three on the two half courts and weren't really

doing much. So I went over there and said, 'ok, let's do four on four and then there is no sub,' and I played with them. When I got involved their attitude and everything was totally different and they were like, 'oh, Ms. Schultz, let's one on one,' so it was this huge relationship building piece for me. For them to see me involved with them.

(Transcribed from group conversation, November 14, 2012)

Ali seemed to value her ability to get involved; she wanted the students to be able to see her involvement. She also said that her confidence grew after she was able to get more involved and participate. I wondered about her cover story of pretending to be confident that she had shared earlier in the semester and if she was still pretending. In mid November she got involved with coaching basketball, something she said felt familiar from her experiences coaching and was a lot of fun. About coaching and being involved she said:

I am loving coaching. Really loving it. Now those girls are more open to me in class and stuff. And their personalities have changed toward me. I think that the management in class got a lot easier that way. I was very blessed to be at Riverdell.

(Text message, December 6, 2012)

When we talked about her knee injury after internship had concluded and were thinking narratively about how her confidence might have been affected, Ali wrote:

The injury, without me realizing it until after my internship, completely affected my confidence. I have always been a strong athlete and I took pride in being an athlete that could participate in any activity with high intensity, and for the first

two and a half months, not being able to run and get involved, was a major shot to my confidence.

(Email, February 22, 2013)

Ali seemed to story herself as an athlete and valued getting involved with the classes she taught. I wondered about Ali's confidence in relation to her ability to participate. I wondered about how she said she wanted to build relationships and if participating helped her connect with students.

Summary

This narrative account of Ali and her experiences while learning to teach during the 16-week internship began by introducing her. Stories of experience, which seemed to point to and be centrally woven into her stories to live by, were chosen: making the most of internship semester, figuring out what works for her, and a desire to be 'the teacher.' Although many more stories of experience were shared throughout the inquiry, we co-composed the narrative account using stories of experience we felt were relevant to the research puzzle and represented her experience of internship. We thought narratively about each story in the three-dimensional narrative inquiry space, moving forward and backward, inward and outward, and in relation to sociality and place. The next chapter is a narrative account of Lauren and her experiences while learning to teach Physical Education.

CHAPTER 5: Lauren

Introduction

This narrative account starts by introducing Lauren. Looking at temporality, the personal and social, and place, we wrote the narrative account choosing stories of experience relevant to space(s) of tension and the 16-week internship semester, although many stories Lauren told could have been included in this inquiry. The research puzzle of learning to teach Physical Education is explored in relation to Lauren's stories to live by, curriculum-as-plan and curriculum-as-lived, and the bumping up of these on a landscape of teaching and learning. This narrative account was co-composed with Lauren. We pulled together transcriptions, field notes, and reflections to represent her stories of experience.

Introducing Lauren

Our relationship began four years ago (2009) when Lauren was in the winter semester Outdoor Education class as a second year Education student. This was my first time teaching the course and still one of my most memorable. At the start of the semester I did not know or recognize any of the students but by the end my sense was that we all felt much closer as a group. I still remember a few students who, in particular, seemed to emerge as leaders. Lauren was one of those students; her experience on elite athletic teams combined with a close-knit family upbringing created in Lauren a natural yet humble confidence. Already in her second year of playing hockey with the university women's team, she chose to take five years to complete her degree instead of the allotted four years. Lauren said she was very serious about hockey and motivated to be the best player she could be.

As a result of her hockey commitment and altered course schedule, I didn't see Lauren the next year in any of the courses I taught. It wasn't until the following fall semester (2011) that she appeared alongside Ali's cohort in the Physical Education curriculum and pedagogy course.

A thoughtful, quiet, and gentle person, Lauren was always quick to laugh. She surprised me with meticulous planning and a growing knowledge of the subject area, obviously something she had worked hard at over the past year. Her competitive nature was evident but she always knew where to draw the line with her less competitive peers. Unique to Lauren's situation was that she had not begun her degree with this cohort. She did not know most students in the class, only joining them at that time. Soon her leadership abilities and desire to continually improve both personally and professionally seemed recognized by her peers.

Although Lauren and Ali had not started their programs at the same time, they quickly seemed to realize how similar they were; it was as though they had known each other their whole lives. It was around this time that I asked Nick for them to be placed with me as a pair for their three-week pre-internship semester in the winter (2012). I wanted to work alongside them in the classroom/gymnasium. He agreed and placed Lauren and Ali together to work with me as their cooperating teacher for the three-week pre-internship.

When the two arrived at the large secondary school where I taught, the initial few days seemed overwhelming for each of them. Among many other aspects, the floor plan of the school was sprawling and potentially confusing. Eager to start planning and preparing, we shared my small office space and began working as a team. Lauren began

with one of the grade nine Health Education classes I taught that alternated with Physical Education nine. She surprised me again with her stern command of the group; by setting boundaries early on she, in her own way, demonstrated her passion for teaching and learning. The class seemed to take the change of teachers in stride and to enjoy Lauren's personable nature. Throughout the three weeks she continued to explore different instructional strategies, topics and discussion issues, and assessment approaches. The students even helped me plan a birthday surprise for her and seemed sad to see her time at the school end so soon.

Lauren seemed excited to find out that her 16-week internship placement was at Greenview, a large local secondary school. She would be working with a colleague whom I knew well and who had previously worked with many interns.

Lauren grew up in a small prairie town a few hours' drive from the university. She had been playing hockey since she was young. She said hockey was a popular sport in the town. With siblings who also played hockey, Lauren often storied hockey as a family endeavour, as something they all loved to do together.

Tragically, in 2002, Lauren's oldest brother passed away at the age of 18 in a motor vehicle accident. As a young girl, Lauren struggled alongside her family as they tried to make sense of life after such heartbreak. When she neared the end of high school, she decided to pursue university hockey, a decision that was not difficult given that hockey was part of her family.

Throughout her undergraduate degree, Lauren managed to work part time jobs while balancing her studies and hockey commitments. During summer months, she worked at a local, semi-private golf course where she met many teachers and continued

to network with members of the community. As the pre-internship semester came and went, Lauren began to seriously reconsider her desire to continue playing varsity hockey.

Although hockey had been a part of Lauren's life for as long as she could remember, she had not experienced a personally successful season in her fourth year. It was during pre-internship, after her fourth season had concluded, that she and I talked at length about her continued commitment to the team and the program. She was a fifth year player going into the 16-week internship semester and was less than satisfied by her playing time and role on the team. As well, she wondered if balancing internship and hockey would be a struggle; she did not want to sacrifice all the time and money put into her Education degree for another less than satisfactory hockey season. Although she loved her friends on the team and anticipated missing their company during the countless hours spent on and off the ice, she strongly disliked the coaches. Her confidence on the ice was at an all-time low and she felt that no matter what she did or did not do, the coaches were not willing to allow her to earn back playing time for reasons that Lauren struggled to understand.

At that point in time in Lauren's stories of experience, she decided not to play hockey in her fifth and final year. However, after the summer passed and she had some separation from the situation, she re-evaluated her feelings. She looked inward and felt loyalty to her family. Determined not to give up, Lauren changed her mind just prior to the 16-week internship and decided to persevere for her last year on the ice. At the very least she said she would get to spend time with her team.

The stories of experience we chose to share in this chapter were working alongside other teachers, finding her own way, and finding a balance. We decided that these stories seemed centrally woven into her stories to live by.

Working Alongside Other Teachers

Lauren shared this story of an experience from one of the first days of the 16-week internship semester. Although she was working primarily alongside Janay as her cooperating teacher and had attended the internship seminar with her, Janay's teaching schedule had been shuffled on the first day of school because of her semi-administrative position which required her to teach three classes each day instead of four. This extra preparation period provided time for her to attend to school-wide responsibilities outside of the classroom. As a result of the shuffled schedule, Lauren and Janay asked three other teachers if Lauren could teach their courses in order for her teaching load to be full. As mentioned earlier, pre-service teachers are required to teach one class from the beginning of the 16-week semester until the end, while gradually adding more classes to their schedule throughout the semester. For a three-week period of time the pre-service teacher would have a full teaching load before gradually getting back to only one class per day. It was agreed that Lauren was going to work alongside Brad, a first year teacher, in the grade nine female Health Education and Physical Education class that he taught during the last period of the day. As well, Lauren was going to work alongside Sarah, a teacher who was in her fifth year of teaching, in a grade ten female Wellness class. Wellness was a course that combined Physical Education and Health Education into one semester.

Lauren seemed nervous about the shuffle of Janay's schedule because she was working with more than one teacher. In my experience as a cooperating teacher and

faculty advisor, pre-service teachers often work with two cooperating teachers in order to gain experience in both their major and minor areas of study. Lauren expressed her feelings in a text message:

There was this shuffle of teachers at school start up and now Janay is not in charge of my period 5 class. Instead Brad is the teacher for that class. And now I will have 3 different evaluators for my IPP. Will this end up being more work for me?

(Text message, September 10, 2012)

Lauren referred to the Internship Placement Profile (IPP), an assessment tool for cooperating teachers and pre-service teachers to work on throughout the semester. In my experience as a teacher, cooperating teacher, and faculty advisor, the IPP is used for professional development and discussion over the 16-week internship but is eventually used as the template for the pre-service teacher's final evaluation in December. Each cooperating teacher working alongside the pre-service teacher has input into the IPP but the primary cooperating teacher makes the final decision on any disputes. Lauren seemed concerned that working alongside three cooperating teachers would be more work for her. However, in my experiences it is the cooperating teachers who set aside time to discuss the pre-service teacher's IPP at appropriate times and the process does not require extra time on the part of the pre-service teacher; the primary cooperating teacher usually coordinates the organization of the group. I shared my experiences regarding the IPP with Lauren and she seemed more at ease about working alongside three cooperating teachers.

Feeling lost.

Once the semester began, Lauren said she realized how busy Janay was with her semi-administrative position, especially during school start up. She told me that she didn't mind being alone with the students but noticed that Janay sometimes arrived late to observe her teaching because of school-wide commitments and responsibilities. Lauren shared a story of her first day teaching grade nine Physical Education and said:

Today was kind of a disaster because there were a few classes going on in each gym and since I was away at [internship] seminar I hadn't gone through my course syllabus yet and all the procedures and all that stuff. So for today that's what we were going to do. So Janay said, 'meet you in the foyer, the gym foyer,' so I was like, 'ok, sure I will see you there.' So I was there early waiting for the kids. Some of the kids were showing up and then this one teacher... she's a Physical Education lady too, and waiting for her class in the foyer. She is getting most of the kids coming to her because they recognize her and not me. She says, 'are you in (Janay) Kennedy's class? If you're in Kennedy's class, go over there,' and she points to me. Because everyone knows Kennedy and they don't know who I am... so I'm like, 'hey Kennedy's class over here!' so I finally get some kids from my class over by me. Then [the teacher] comes over and asks, 'hey can you just watch this bag for me? I'll be right back,' and leaves her bag and leaves me there. She was gone so long! ... And her kids are coming and asking, 'where do we go?' and then she finally comes back, so I asked what gym she is in. She's like, 'I don't know what gym I'm in today,' so I decided to just make the call. I said, 'well, we are going to gym number two right now and we are just going to

go through some stuff so if you need half the gym we are not using it.' And then she is like, 'well I don't know, I don't even know where I am,' so then she says, 'I guess I will just take the girls out for soccer,' and comes back with two balls. I'm thinking, 'oh my god.' So we walk the other way into the gym and I decide to try to get started with my stuff... [the students] are all so cute and so I said, 'I'm new to this school too,' so it's funny how we are all just kind of lost together (laughing).

(Transcribed from group conversation, September 10, 2012)

Lauren talked about sharing the gymnasiums with the teacher who taught Physical Education at the same time. She said that she was nervous for the first day with the students and wanted to feel prepared for the lesson. Lauren seemed to story herself as a very organized person and said that she liked to plan ahead; she said that being prepared made her feel less nervous and she liked being organized. As I inquired into Lauren's story of experience of her first day teaching, I wondered about her comment about being lost together with the students. The grade nine students in her class were also new to the school and perhaps unsure about who their teacher was, where they should be, and what to expect. I sensed that Lauren also felt similar.

As I thought narratively about this story of experience and Lauren's feelings of being lost together with the students, I looked outward at Lauren's context in relation to literature about marginalization of Physical Education and discourses in schools. As mentioned earlier, Physical Education is often not regarded as an 'academic' subject area (Curtner-Smith, 2001). I wondered about the scheduling of Janay's classes and the last-minute shuffle of her schedule. Lauren seemed concerned about the shuffle and working

alongside three cooperating teachers instead of one or two, as Janay's original schedule allowed. I wondered if the Physical Education courses Janay was scheduled to teach were regarded as less important than her semi-administrative responsibilities, which made the decision to shuffle her schedule less difficult. I also wondered if the schedule would have remained as originally planned had Janay's courses been English Language Arts or Mathematics, subjects that are regarded as academic. I also noticed how Brad, a first year male teacher, was the teacher shuffled into the schedule to teach the grade nine female Health Education and Physical Education class not long after Lauren told this story of her first day. I wondered about his feelings regarding a male teaching a female group of students.

Curtner-Smith (2001) found that scheduling or timetabling by school administrators was a challenge faced by Physical Education teachers. In my experiences as a Physical Education teacher, scheduling may be affected by a school's limited facility, such as only one or two gymnasiums and multiple classes at the same time. However, I wondered if Janay's scheduling had also been affected by a dominant discourse in schools that Physical Education was a less important subject area than academic subjects. I also wondered if Janay was dwelling in a space of tension between teaching and career aspirations of becoming an administrator. In my experience, a semi-administrative position is a step taken by teachers who have aspirations of becoming a principal. I wondered how Janay felt about dwelling in a space between teacher and administrator. I also wondered about the teacher who asked Lauren to watch her bag in the story above, and what her teaching schedule looked like. Curtner-Smith (2001) identified that a timetable challenge often overlooked by administrators was a lack of transition time

between the classroom and gymnasium contexts. I wondered if the teacher in Lauren's story had experienced such tension(s) and if she was teaching multiple subjects in various areas of the school.

As I thought alongside Lauren's story of being lost, I looked inward again and was reminded of something she had said during the first school visit I made to Greenview early in September. As I re-read my field notes in relation to this school visit, I re-lived the experience of Lauren showing me her makeshift office space. She met me at the front door and led me down the quiet hallway; I was unfamiliar with the school layout. We walked past a few classroom doors and into a book room just off the main hallway. Inside the surprisingly large room were a small window, a photocopier, and shelves of books lining the walls. I remember the room being cold; the walls and floor were cement and the industrial metal shelving was accented with colourful class sets of books. Pushed against a wall, separated by a tall filing cabinet, were two desks warmed by a space heater placed on the floor. As I looked around the room, the photocopier began rattling and spit out a few sheets of paper, which reminded me that this was a room shared by many teachers. While showing me her office Lauren said:

We didn't put that filing cabinet there. We wish it wasn't there because it makes it hard to talk when we are both sitting at our desks. This one is mine (pointing to desk on left) and that one is Janay's desk (pointing to desk on right).

(Written from school visit notes, September 21, 2012)

I got the feeling that Lauren enjoyed spending time with Janay and liked that their desks were so close; she said she was able to ask questions and solicit feedback. I had also

noted that both desks were tidy with labelled binders placed in neat rows against the wall.

Lauren didn't seem to

mind that the office space was in a photocopy room but said:

... that's not great for me because my laptop doesn't connect to the network so I always just have to use Janay's or email her my stuff to print.

(Written from school visit notes, September 21, 2012)

I had assumed that being in a photocopy room was an advantage for convenience of printing, but Lauren said she had to rely on Janay to print from her computer where she did all her school work. In addition, Lauren described how they booked the computer rooms together but "... under [Janay's] name because I can't use my own" (Transcribed from group conversation, November 14, 2013). I wondered how a dependence on Janay for copying, printing, and booking rooms might have contributed to Lauren's feelings of being lost with the students. Did she identify with the grade nine students who could have also been feeling dependent on teachers to find their way in a new landscape of secondary school? I also wondered if Janay's busy schedule and semi-administrative responsibilities caused her to be absent from their shared desk space more often than Lauren would have liked, especially at the start of the 16-week internship semester when she was new to the school. In my experience, pre-service teachers require more support at the start of the semester than later, as the semester progresses.

As I considered Lauren's story of experience, I was reminded of my office space during my internship. Looking backward in the three-dimensional narrative inquiry space, I re-read the story of experience I shared in Chapter 2 about removing the curriculum guide from its plastic wrapping. I remembered the office space I was provided as a pre-

service teacher, just off the secondary gymnasium. The gymnasium was often dark when I arrived in the mornings and I had to feel my way along the cold wall to click on the large breaker switches in the electrical panel. My footsteps echoed on the empty gymnasium floor, which emphasized to me how alone I was in that area of the school, as the lights slowly turned on. The large secondary school I interned at was not at full capacity so the second gymnasium was rarely used. I wondered about how that feeling of aloneness I experienced had contributed to my discomfort of formal curriculum, or curriculum-as-plan, as I unwrapped the document from the plastic. I thought about the empty gymnasium and secluded office, and I wondered about how different the experience of unwrapping the curriculum guide could have been if I had shared an office or done so in the company of my cooperating teacher. Would I have felt different about the space(s) of tension I was and continued to dwell in between curriculum-as-plan and curriculum-as-lived? Thinking back on the experience in relation to Lauren's story of feeling lost, I realized how alone I had felt and wondered about the pre-service teachers who I have worked alongside as a cooperating teacher. Was feeling alone and/or lost a common experience in pre-service teacher education and the 16-week internship semester?

Sliding forward temporally, and to my experiences as a cooperating teacher and teacher educator, I wondered about the number of times I actually sat down with pre-service teachers to unwrap the curriculum-as-plan, figuratively (online) or literally (hard copy). In some of the undergraduate courses I taught, curriculum-as-plan was a focus for the semester. However, I began to wonder if this was enough. Again I wondered if it was common for pre-service teachers to feel lost alongside students. While thinking narratively about these emerging wonders, I was reminded of what Stroot and

Williamson (1993) called *reality shock* when beginning teachers realize that what they learned in teacher education or remember from their experiences as a student in school may not be the reality of teaching. Is reality shock what Lauren experienced during her first weeks of internship when she felt lost? I thought about Smyth's (1995) description of Physical Education as not valued or respected, creating feelings of isolation. I also thought about Curtner-Smith's (2001) discourse of Physical Education as mentioned before. Do pre-service teachers need more support to navigate space(s) of tension between curriculum-as-lived and curriculum-as-plan in order to feel less alone or lost?

Planning and preparing.

As I thought with all of these stories of experience, both Lauren's and my own, I was reminded of how Lauren had storied herself as an organized and prepared person. I wondered how this story to live by might have bumped into stories to live by of the teachers whom she worked alongside, many of whom were not her cooperating teachers but sharing the gymnasium or facilities. Geenview was a large school with a large Physical Education subject area. Of this group of teachers, the majority also taught other subjects and did not have full-time Physical Education in their schedule. In my experiences, while visiting many schools as a faculty advisor, this scheduling was typical of large secondary urban schools. As a result, coordinating a large number of Physical Education teachers requires careful scheduling of shared facilities, a task usually done by head of the subject area during her/his own planning and preparation time. Often the schedule may require one or more classes to share a facility which, in my experiences as a teacher, can create a positive space for collaboration and teaching. However, this is not always the case and space(s) of tension can arise between teaching in shared facilities.

Early on in the 16-week internship semester, Lauren had been provided with a common calendar that was created for all Physical Education teachers outlining the shared facilities schedule. She explained:

The teachers here have to share the gyms and stuff so at the start of the year we all get this massive chart of who is where and when. I don't really like the format that they use so I retyped my own.

(Written from school visit notes, September 21, 2012)

Lauren described to me how she had created her own calendar to follow because she had found the common calendar confusing to follow. In my experiences as a teacher and cooperating teacher, the schedule or calendar for facilities was always very complex and created an additional aspect for pre-service teachers to consider when planning and preparing. Lauren did not seem to mind creating her own calendar even though there had been one already created for her.

As Lauren worked alongside Physical Education teachers and learned about the school's Physical Education program, she began to feel more familiar with some of the resources available to her. The subject area used a common text book but Lauren said:

...I don't like using the tests and stuff from the textbook website because they're not good enough. I would rather make my own quizzes or whatever that align more closely with what I have taught or what we have talked about in class.

(Written from school visit notes, September 21, 2012)

I remember feeling proud of Lauren for explaining to me her understanding of curriculum-as-lived in relation to curriculum-as-plan and assessment. This was something we spent a lot of time on in the undergraduate course I taught and I was happy to see that

Lauren seemed to be able to transfer her experiences in class to her teaching in internship. I noticed her confidence seemed to be growing since the story of experience she had shared of her first day of teaching and feeling lost. Looking backward in time, Lauren later explained that:

I also think that because I was really nervous at the start. That helped. I seem to come across as more confident when I am more nervous. So I guess the students thought I was confident and strict. It worked out. When I'm nervous I am more loud and clear. More specific.

(Transcribed from group conversation, October 2, 2012)

Lauren said that she had been nervous at the start of the semester but came across as confident in front of the students. I wondered if Lauren had also been living a cover story (Connelly & Clandinin, 1999) at the start of the semester, outwardly portraying confidence but inwardly feeling lost and nervous. I wondered if she had become more comfortable as she spent more time teaching and was able to find a productive space of tension between feeling nervous and being prepared, no longer needing a cover story.

Lauren also talked a lot during our conversations and text messages about the support she continued to feel from Janay, even though Janay was busy and often not in their office at the same time as Lauren. We discussed how she had felt prior to internship beginning and Lauren described her first meeting with Janay in June of the previous school year:

I didn't know Janay, and I was like, 'hi...' but she was really sweet and she kind of came across as super professional... and I was just so quiet. So nervous.

(Transcribed from group conversation, August 9, 2012)

Looking back on this conversation Lauren said she was nervous about getting to know Janay but was hopeful that they would be able to work well together. I wondered if her feelings in the transcription above, about being nervous, had influenced her feelings during the first weeks of the semester. As I thought more about Lauren's seemingly increased confidence from the first day of teaching, I looked forward in time to a conversation we had near the end of the semester. Regarding her relationship with Janay, she said she felt that Janay was someone she could count on and seek advice from. She described their relationship during a conversation we had at the school:

I get along great with Janay. Similar teaching styles, similar outlooks on assessment... We talk about a lot.

(Transcribed from recorded school visit conversation, December 11, 2012)

Lauren said that she felt that she and Janay agreed on many aspects of teaching and learning. I wondered how Lauren's seemingly growing confidence was influenced by the support she felt from Janay. As I wondered about Lauren's story to live by of being prepared and organized, and her relationship with Janay, I thought with some of the stories of experience she shared alongside Sarah and Brad.

Lauren explained that her relationship with Brad as a cooperating teacher was much different than with Janay because Brad was a first year teacher and they knew each other from the teacher education program. Brad was coaching volleyball and Lauren said that on a number of occasions he had asked her to co-plan some lessons because he taught the same course in period four that she taught for him in period five. Lauren

explained:

...he always wants to plan together but basically he wants my lessons because today he was looking for me at noon and wanted to know what I was doing in period five... he must be going day by day... And I was teaching a circuit and it was extremely successful... But then Brad tried to do it the next day and didn't have all my circuit stations and he was just kind of telling the girls what to do. I was like, 'oh man, this is a disaster!' and it was interesting.

(Transcribed from group conversation, October 2, 2012)

Lauren told me she did not mind planning with Brad because he appeared to be very busy and seemed stressed about his Physical Education class. She said it made sense for them to teach the same things because it was the same course, just a different period. She also said it was interesting to see how the same lesson could look very different with another group of students or another teacher. She told me they had laughed about the lesson described in the story above after it was over and Brad said he should have tried something different. I got the sense that because Lauren was organized and prepared, she did not mind sharing her planning with Brad.

Lauren also worked alongside Sarah as a cooperating teacher. Sarah taught many subjects but was a Physical Education major. Lauren told me that Sarah had been teaching for five years but had experienced many different combinations of temporary contract teaching loads in a variety of schools. Lauren said her and Sarah's relationship was different than what she had with Brad or Janay. She described a lesson she had planned that required the computer room – something she had booked many weeks in

advance – and on the day of the lesson:

Something happened with the labs and someone took our name off so then we actually weren't scheduled in at that time. So another class came but it all worked out in the end. But the worst was that I kind of got crap from Sarah! She was like, 'did you not book the lab and check?' and I said that I booked it for like two weeks now. It was scary. She was really mad.

(Transcribed from group conversation, November 14, 2012)

Lauren said that Janay had helped her book the computer room for the lesson but when they arrived, there was another class already there. Lauren told me that although Sarah was mad, they talked about it after and learned that the mix up was an accident. Lauren said she was frustrated more so because she had taken the time to be prepared for the lesson by booking the computer room in advance and someone had erased her name from the schedule. She said she was confident she had been prepared and, because of this, was able to shift her teaching that day to adapt.

As I looked across the contexts within which Lauren was teaching, I wondered about her story to live by of being prepared and organized. I wondered if this story to live by helped her dwell in space(s) of tension, such as the stories of experience with Brad and Sarah shared above. I wondered how Lauren might have reacted to the computer room mix up if she had not been confident in her own planning and preparation. Anspal et. al (2012) suggested that preparation is a major concern for beginning teachers and I was reminded of Ali's stories of experience 'covering' for teachers and feeling unprepared. I wondered if Lauren would have been as comfortable with planning alongside Brad if she had not felt confident in her own planning. I also looked back at her

story of experience from the first day of teaching and wondered how her developing stories to live by were influenced by being prepared on a daily basis.

As I inquired into the stories that Lauren shared and the space(s) of tension she experienced while working alongside three cooperating teachers, I thought back to the story of experience that I shared about working alongside the pre-service teacher who was not successful in her internship semester. I wondered how she felt working alongside two cooperating teachers and if she had felt similar to Lauren who worked alongside three cooperating teachers. I was also reminded of my experience shared in Chapter 2 when I worked alongside a teacher whom I did enjoy working with but needed to share the gymnasium with. I thought about being told by my principal to ‘go with the flow and consider yourself lucky because he has everything already planned for you.’ I wondered if I had been frustrated by not being allowed to plan my own lessons rather than frustrated by the actual content we taught together. As I wondered about my own experiences alongside Lauren’s stories of experience that she shared, I felt that I could relate to Lauren in ways that I had not anticipated.

Finding Her Own Way

As I inquired into Lauren’s stories of experience while learning to teach during the 16-week internship semester, I was reminded of a story she told in November during a group conversation. Lauren had been working alongside Sarah with the class of Wellness 10 students. Lauren mentioned that she and Sarah sometimes did not agree on certain ways of teaching or methods of assessment but that they usually figured out how to work together. In this particular story, they had disagreed about how to approach

teaching tchoukball, a team sport that focused on cooperation. She described the experience:

So I was teaching tchoukball in Sarah's class. We were on the third day or so and then after she asked how I thought it went. I said I had thought it went good. The kids understood the game, were catching on, we did a lot of talking through it and reviewing things. And then she says, 'so what are you going to do about the girls in class?' and I said, 'what's wrong with them?' because I thought they were involved. She thought they weren't participating enough and she was pressing me to get them involved. Her suggestion was putting competitive against non-competitive ... I'm a competitive person and I would have probably really strived from that in school but I don't think it is right with this group. I think that we should take advantage of the competitive kids in class and get them to work on bringing up those non-competitive kids to feel more confident and take part more. But she didn't agree so I was like, 'uh, okay so the non-competitive kids are just going to sit on the side and watch the competitive kids and then they will go out and feel like they are being watched by the competitive kids?'

(Transcribed from group conversation, November 14, 2012)

Lauren described how she taught the lesson and thought it went well. She said that Sarah had a different perspective on how to organize the class to encourage more involvement. I sensed that although Lauren did not agree with Sarah's perspective, she did not want to appear disrespectful. I wondered about power negotiations in relation to Ali's stories of experience in Chapter 4 and Bullough and Draper's (2009) suggestion that mentoring has

much to do with power negotiations and control over situations. Lauren told me that she anticipated the students would not respond well to Sarah's method of handling the situation. Was Lauren dwelling in a space of tension between finding her own way and working productively with a cooperating teacher? I wondered if Lauren felt she would lose a certain degree of control if she taught the class the way Sarah suggested. Lauren continued to describe her Tchouckball teaching experience:

Anyway, so the next lesson I put my focus on inclusion but not in the way she suggested. We went through the rules again and I said that the next two days of playing they will be marked on how well they focus on inclusion. Who you pass the ball to; you gotta bring everyone into the game. And maybe you don't feel confident carrying the ball or holding the ball or whatever but the point is to bring the whole class up. So I put that huge spin on it and told them that we would be on the side watching and ticking off names. It was intense. They even asked if encouragement would help and so they were all so positive to each other and it worked so well!

(Transcribed from group conversation, November 14, 2012)

Lauren explained that she listened to Sarah's suggestions the day before but decided to try something else; she told me that splitting up the class based on subjective categories of 'competitive' and 'non-competitive' was not something she felt comfortable with. I sensed that she was nervous to not follow Sarah's suggestions but was relieved when the students seemed to respond positively to her teaching strategy. When I asked her what

Sarah's reaction was, she explained:

[Sarah] was just praising me and made me feel so good but the day before I wanted to cry. I was so aggravated because we didn't see things the same, right? And I was talking with Janay and she wondered why Sarah would do that. But it's just a different approach, right? Maybe in some cases you would go competitive versus non-competitive but I didn't feel that with this group. They would have been embarrassed. So then [Sarah] told me at the end of the lesson that it went really well and the kids looked like they had so much fun - probably one of the best days of Tchouckball that she had seen. Everyone was involved and there weren't, like, boys that couldn't be passing the ball back and forth just between them, you know? Everything went as planned. Then she was like, 'Lauren, thanks for taking my criticism and using it as constructive criticism and doing something about it,' and then she's like, 'I had a big teaching moment working with you,' and she actually said that!

(Transcribed from group conversation, November 14, 2012)

Lauren seemed very encouraged about the experience with Sarah. She told me she felt she had taken a risk by finding her own way to approach the challenge of engaging as many students as possible but that it had turned out well.

Different relationships.

Lauren's story of this experience reminded me of some of my earlier wonderings regarding the internship seminar. Earlier I wondered if space(s) of tension emerged in some of Ali's stories of experience because cooperating teachers had not been able to attend the internship seminar and not had the opportunity to practice pre/post

conferencing and communication. For example, Krista had not been the cooperating teacher with Ali at the internship seminar but was working alongside her in Physical Education class. I wondered about cooperating teachers' need for support and preparation (Feiman-Nemser, 1993; Huling & Austin, 1992; Mawer, 1996) in relation to Ali's and Lauren's stories of experience. Lauren's experience with Sarah, and their ability to work through space(s) of tension described in the story, seemed educative even though Sarah had not accompanied Lauren at the internship seminar.

When describing her relationships with each of her cooperating teachers, Lauren said that Janay "... has very similar outlooks on Physical Education as me" (Text message, October 31, 2012). About Brad Lauren said, "I thought we'd totally be on the same page how we kind of teach" (Transcribed from school visit conversation, December 11, 2012) but felt like they did not agree on many things. Lauren looked back on her relationship with Sarah and said:

Sarah doesn't really see things the same. But things have been so much better.

Honestly, I don't know what it was at the start, maybe she was trying to be a little bit tougher and test me a bit, but then she completely was like, 'have at 'er,' and left me all the time.

(Transcribed from school visit conversation, December 11, 2012)

Lauren described how she perceived their progressing relationship over the semester and that she was able to teach how and what she wanted by the end of the semester. I wondered how her story of Tchoukball had influenced their relationship and the trust that Sarah had in Lauren to make decisions. Although Lauren described her relationship with Sarah and with Brad differently than her relationship with Janay, they appeared to be able

to dwell in space(s) of tension with each cooperating teacher productively. Had Lauren been able to find her way – each a unique way – within the different relationships that she had during the 16-week semester? These new wonderings about the internship seminar, dwelling in space(s) of tension productively, and support for cooperating teachers made me re-visit some of my earlier wonderings about how pre-service teachers and cooperating teachers work together.

Interrupting dominant practices.

As I inquired into Lauren's experiences of finding her own way, I also wondered about co-educational and gender segregated Physical Education in relation to Lauren's story of teaching Tchoukball. I was reminded of Hay and Macdonald's (2010) explanation of why gender segregation continues to be a dominant practice in teaching Physical Education. In the Wellness 10 class that Lauren taught, I wondered why it had been perceived by Sarah that the girls were not involved but the boys were. Lauren described categories of 'competitive' and 'non-competitive' which seemed me to be groupings of boys and girls respectively. Looking outward in the three-dimensional narrative inquiry space, I wondered about a perceived difference in ability between genders. Hay and Macdonald (2010) said that this difference is a social construction in sport and physical activity. Physical Education is a subject where certain values, beliefs, and expectations are dominant; often these are displays of motivation through aggressive participation, knowledge of content through demonstration during a team game, and effort demonstrated through competition. Typically it is the boys who feel more comfortable demonstrating these traits, and therefore, appear to be more skilled, according to Hay and

Macdonald (2010). In Lauren's story of tchoukball, these traits seemed to also be interpreted as being involved in the class.

As I listened to Lauren's story of tchoukball, I wondered about gender segregation as a dominant practice in Physical Education. I looked backward and inward in the three-dimensional narrative inquiry space at a story of experience that I shared in Chapter 1 about being called a boy when I was with my dad at the hockey rink. I wondered again about the lady in the rink and assumptions she had made about my gender. I also wondered about Hay and Macdonald's notion of ability and if I had demonstrated, while playing hockey, traits that had been associated with boys rather than girls. As I wondered about a dominant discourse in society that boys have more ability in sports than girls, I looked forward in time to my story in Chapter 2 about running the mile in Physical Education class. Had I demonstrated in class what were typically acknowledged as male traits? I wondered about the students in the grade nine class who I had perceived as unmotivated, as they walked around the shale track. I wondered about my values as a grade nine student and the importance that competition held in my story to live by. Had I perpetuated a dominant societal discourse of girls as unable, as I watched and judged them based on my values and stories to live by?

As I wondered about Lauren's story of teaching tchoukball in relation to dominant discourses and practices in Physical Education, I shifted context in the three-dimensional space and forward in time to the journal entry I shared in Chapter 1 when I questioned myself as a teacher. I remembered feeling tired of teaching and wondered if the students who I taught in Physical Education were becoming more and more difficult to teach. I wrote that I struggled with finding a space between building relationships and teaching

the formal curriculum because the students did not seem to respond to the latter. Most of my teaching load was female Physical Education classes and, as I thought about my experiences alongside Lauren's stories of experience and literature on gender segregation, I wondered about the students in my classes. I wondered about their experiences in Physical Education and if they had ever been perceived as un/able because of gender. I also wondered if and why they perpetuated this dominant discourse by sometimes not participating in class. I wondered about separating the boys and girls into different classes and if this perpetuation of Physical Education practices had discouraged some students.

As I wondered about dominant practices in Physical Education I slid forward in time back to Lauren's story of teaching tchoukball and wondered if she had thought about gender segregation when she decided to not take Sarah's suggestion for splitting up the class into 'competitive' and 'non-competitive' groups. I sensed that Lauren was uncomfortable with such a grouping. I wondered if, in a process of finding her own way, she was able to alter a dominant practice of gender segregation in her class. I also wondered if Lauren's involvement in hockey throughout her life had allowed her to perceive gender and ability in a different way.

Finding a Balance

As I mentioned earlier, Lauren started playing hockey at a young age. She storied hockey as part of her family; together they spent many hours in rinks, at tournaments, and driving through blustery winter weather traveling to and from neighbouring towns for games. Lauren told me that she felt fortunate to be able to continue her hockey career beyond high school when she was invited to play for the university team while she completed her degree. She said that the first three years on the team were very enjoyable

and she created some close friendships with members of the team. Academically, she said she was doing well and was happy with the direction of her future career as a teacher. However, she explained that her fourth year of hockey was less than satisfying for her; she had hoped to play a leading role during her last two years but felt that she did not get the opportunity to play to her full potential. She thought that the coaches focused more on recruiting first and second year players to build the team for the future. As a result, she felt that the fourth and fifth year players received less attention. Her story to live by of leading the team in her fourth and fifth years was renegotiated, much to her disappointment. She said that each day she arrived at the rink for practice, her frustration built up more and she began to enjoy hockey less as time passed.

The decision to continue playing hockey in her fifth and internship year was not an easy one, Lauren said. She considered not playing hockey and instead focus on internship, she said. However, the decision was difficult. She explained:

It's hard to let something go when you have done it for so long and I didn't know if I was ready to do it.

(Transcribed from group conversation, August 9, 2012)

As Lauren explained the decision to play hockey, I wondered about the other people in her story to live by of hockey as part of her life and how they may have influenced her decision to continue to play. She told me about a conversation she had with her family:

...my brother wants to do it. And I think it would be awesome to do it together ...and my parents are super pumped. My brother decided to play too so I think he was kind of my push. He's asked me why I would put so much effort into

all these years and then just get so sick of it and let someone take away the fun of the game for you?

(Transcribed from group conversation, August 9, 2012).

I sensed that her brother's comment about someone taking the fun of the game away resonated with her. I also wondered about her parents' excitement about hockey and if this influenced Lauren's decision. She told me that hockey was a big commitment over the years and she had put many hours into practicing. As well, I wondered about members of the university team who she was very close with. She told me:

I just really want to enjoy it. I have a really good group of girls that are fifth year too that I'm really close with, so I think that also helps because I'm really close with them. It would be cool to finish it, like we started this thing together now let's finish together.

(Transcribed from group conversation, August 9, 2012)

As I thought narratively about Lauren's decision to play hockey in her fifth year, which was the year she interned, I was reminded of what Beauchamp and Thomas (2009) said regarding the unavoidable relationship between the personal and professional selves; they said the impact of a community or context will shape decisions. In Lauren's stories to live by, her family and friends seemed to be a major influence on her decisions. I wondered about her older brother's passing a number of years ago and if this had motivated her to continue playing; did she feel that he would have wanted her to play? I never asked Lauren about this aspect of the decision to play hockey because I felt uncomfortable; I worried that bringing his passing and her family's grief into the inquiry was not ethically

responsible unless Lauren initiated the conversation. However, I continued to wonder about this aspect of her life.

Lauren decided to play hockey in her fifth year and when the 16-week internship began, she expressed that she was already not enjoying the season:

...we have barely started and I already am counting down... I'm just so frustrated because I am in my fifth year and it's just like where I left off last year ... playing time and coaching and all that

(Transcribed from group conversation, October 2, 2012)

Lauren said she felt that nothing had changed since fourth year, even though she hoped her final year would be different. In addition, she said that finding a balance between playing hockey and internship was challenging. She described how she felt:

"...my mind isn't always there. I am there but my mind isn't there. It's hard to be at school all day and then tired and then have to go to hockey. And my confidence is low. They are putting so much pressure on, like, 'Lauren, you have to score.'

(Transcribed from group conversation, October 2, 2012)

Lauren said she was feeling pressure from her coaches to play better but she did not have energy to put more time into hockey. She explained that the pressures she felt at school were good; she felt good about internship but "... then I'd go to hockey and just be swamped" (Transcribed from group conversation, November 14, 2012). I sensed that Lauren was struggling with finding a balance between two very large commitments – playing hockey and being a pre-service teacher during the 16-week internship.

We discussed her feelings near the end of the semester in December when the hockey season ceased for university final exams. I asked her if she felt different since hockey was done until January and she said:

Oh I'm so much happier!...but it's pretty sad because I just find that [internship] is where I want to put my energy and it felt like with hockey I was just kind of still doing it but wanted to do more... and so now my priority can be teaching. That's how it should be anyway. You're a student athlete, so this is a big part of my schooling.

(Transcribed from recorded school visit conversation, December 11, 2012)

With hockey ceased for final exams, Lauren had a chance to focus on teaching. She said that she enjoyed teaching much more without the added pressure of hockey and it was a chance to take a step back to refocus her energy. She said, "I look forward to making time for myself and moving on" (Text message, November 26, 2012) when I asked her what March might bring when hockey was done for the year, and her final year of university hockey would be over.

I wondered about if Lauren was struggling to find a balance between hockey and internship and if her enjoyment of hockey was a factor. I wondered if she would have found a balance if she had enjoyed playing hockey and felt that she had played to her full potential. I sensed that Lauren felt she could not control her success in hockey no matter what she did or did not do, and that this frustrated her.

Feelings of control.

As I thought narratively about Lauren's struggle with finding a balance between hockey and internship, I wondered about her feelings of control in these aspects of her

life. She mentioned that she felt positive pressure at school and I wondered if her preparation and organization with regard to teaching was related to feelings of control in the context of school. I was reminded of something she said after internship was finished and we were talking about the semester over dinner. Although our conversation was not audio recorded, I wrote down a discussion she said she had with her younger sister:

Lauren - My sister said to me the other day, 'Lauren, can't you just wait to be free for a change?' and I thought, 'yah, that's exactly what it is.'

Me - Isn't your sister playing for Team Canada right now?

Lauren - Yeah, the under 22 team. But she isn't having a very good time. I think she said that if things don't turn around for her, this will be it.... I just can't wait to be free of it all. No one will control me anymore and my moods won't be dictated by someone else. My sister was right. It's a control thing.

Me - I remember it being a very strange feeling to not have practice every day. To have free time again.

Lauren - And to be able to walk by Coach and not care about what she thinks because her opinion doesn't matter anymore. I can't wait.

(Written from field notes, January 27, 2013)

Lauren's story of the conversation with her sister resonated with me as I thought about my experiences playing university basketball. Lauren seemed to lack confidence in her ability to play and she said she felt constantly controlled by what the coaches were thinking. She explained that she worried about making a mistake and losing more playing time. In the story of experience above, she said she could not wait to be free of it all and

not care about what the coach thought. Throughout the semester I noticed Lauren spoke about hockey a lot. It seemed to be on her mind almost as much as teaching.

Looking backward in the three-dimensional narrative inquiry space, I was reminded of my hopes of leading the basketball team in my final years of eligibility. I started my first year of university on the practice roster which meant that I practiced with the team but did not travel on the weekends or play in any games. By the time I was in my second year of university, I felt ready to play and contribute. The two years following, I slowly began to feel confident and was more than happy to put in extra time practicing shooting and maintaining my fitness levels. I enjoyed the friendships that had developed through playing and traveling together, and considered the members of the team my closest friends. Heading into my fourth year of university and the year I was interning, the decision to play was not on my mind in the least and I had hoped to finally earn a starting line-up position. I clearly remember the moment that everything changed. During a pre-season game I injured my ankle and ended up in a cast and on crutches. More than the pain in my ankle, I was crushed by the doctor's prognosis of six weeks in a cast and six more weeks of rehabilitation. This meant I was not able to play until after the break for final exams in December.

I remember how frustrated I felt sitting on the side lines, watching the team practice and play. Although I was only metres away, I felt like I was miles from the competition. I felt helpless as I watched a second year player take my position and improve over the months. When I finally returned to practice on a stiffly taped ankle, the frustration did not subside. I had taken many steps backward both in terms of skill level and emotional intensity. I worried each game about making mistakes and losing what

little playing time I had. With confidence at an all-time low, I remember dreading practice, traveling on weekends, game time, and being in the locker room. What used to be my favourite place to compete alongside my closest friends, the basketball court became a place I hated. The team did very well that year and maintained a top-five standing in the country throughout the season. After games the atmosphere in the locker room was always cheerful because we won most of the time. However, I felt far away from my friends as I unlaced my shoes, hardly sweating because I had played only a few minutes.

I found it easier to arrive at school during internship when I was on crutches and in a cast because the teachers did not ask about how basketball was going. However, when I was back playing with the team, I dreaded Mondays. I did not feel like explaining, once again, that I only played for three or five minutes over the two games we played on the weekend. I wondered if my cooperating teacher was sensitive about the topic because she had played university basketball and perhaps understood my frustration. I remember breaking down into tears a few times before class started while we sat in her office and discussed the weekend. We usually kept our conversations to other things. It seemed to me that no matter what I did to improve, I could not earn more playing time. I felt I could not control this aspect of my life.

Lauren's frustrations about hockey resonated with me. As I placed her stories of experience alongside my own, I wondered about the 16-week internship semester and how our teaching might have been affected by our involvement in university sports. After the semester was done, Lauren and I talked about our experiences and she said that November was a difficult time for her:

November was an ultimate low for me... It was the worst I have had for hockey. And the coaches just kept ragging on me all the time. Then when I got pulled from the power play line it was like a kick in the stomach. I just feel like they never put me in situations where I can succeed. One minute they are ragging on me, like, 'Lauren, you have to score more,' and then the next minute they put me on a line with people who aren't strong. I get that maybe I am supposed to bring them up to a higher level, but when I am struggling myself, how can I possibly find success in that? ... I still can't believe what ever made me change my mind last summer when I decided to play again.

(Written from field notes, January 27, 2013)

Lauren described how she felt in November when hockey pressures seemed overwhelming. I thought back to late October and early November when I had not heard from her in a while; I was afraid that she did not want to be part of the study any longer. Lauren said that she struggled through the season and tried to maintain a balance between hockey and internship. She was in a leadership role of team captain and was required to meet with the coaches and two co-captains twice per week in addition to daily two-hour practices and weekends occupied by travel for games. As I listened to her describe what she was going through at that time, I felt horrible for assuming she was second guessing her desire to be a part of the study. How selfish I was to think that our lack of communication had to do with me. I wondered how I could have supported her better during a difficult time.

Ali and I went to watch some of her home hockey games and attended the final home game when the fifth year players received a souvenir jersey from the coaches, some

with their parents present on the ice surface. I wondered how Lauren felt during the ceremony, standing between her parents on one side and her coaches on the other. I received a text from her after the game that said:

I got game star from the coach so that's nice. Said I had a great weekend... it was nice...we lost in seven rounds of shootout. I got to shoot and scored.

(Text message, February 3, 2013)

I was happy for Lauren that her season ended in a positive way. I still wondered if her decision to play hockey was something she regretted. I also wondered about my own decision to leave basketball after that season and pursue teaching rather than continue to play for the two more years' eligibility I still had left. I wondered if Lauren had regained a feeling of control regarding hockey and finding a balance, something I never found until basketball was over.

Finding support.

As I inquired into Lauren's stories of experience during internship and learning to teach, I wondered about the support she felt at school. Lauren said that although she was nervous at the start of the semester, Janay told her she was:

...super cool about [hockey] and so supportive. I was like, 'oh, you're supportive?' because I didn't know if she would be or not.

(Transcribed from group conversation, August 9, 2012)

In the context of school and internship, Lauren's hockey commitment seemed supported by Janay even though Lauren said, "She's not a hockey girl but she's like, 'oh it's not my thing but that's cool' (Transcribed from group meeting, November 14, 2012). She said that sometimes "Janay would just see [her] in the morning and she'd be like, 'are you

okay?'" (Transcribed from group conversation, November 14, 2012) because she looked tired or worn out from the weekend or practice. I was reminded of the support I felt from my cooperating teacher during internship and how important this had been to me at the time.

At the rink Lauren said that the feeling was very different and she felt pressure from the coaches to succeed on the ice. She thought they also wanted her to succeed academically but said:

They're not very supportive... like my internship. I thought they would be better but they just kind of look at it as, 'that's no excuse,' ... I remember a couple times when we had an early practice and I'd miss because I was teaching. I can't practice at 2:30. They were actually mad.

(Transcribed from group conversation, November 14, 2012)

Lauren seemed to think that the coaches' message was contradictory because she felt they did not understand that internship was her priority. She said there was no way she could leave school for practice but she didn't think the coaches understood, and she wondered if she was penalized for being absent at practice. Although she did not feel supported by her coaches, she said:

I am just lucky that I've had people around to support me. Janay is really good about it even though she hates hockey.

(Transcribed from group conversation, November 14, 2012)

Lauren said that even though Janay was busy with semi-administrative responsibilities, she still felt Janay made time for conversations about aspects of her life outside of school. One way that Janay showed her support, Lauren said, was by joking about her dislike for

hockey and love for volleyball. This joking around seemed to take some of the edge off Lauren's frustration about hockey and created a space for conversation.

As I thought narratively about Lauren's and my own stories of experiencing support from cooperating teachers, I looked outward in the three-dimensional narrative inquiry space and thought alongside literature on mentoring and teacher education. Britzman (2003) explained how positive mentoring relationships can help pre-service teachers with the transition into the workplace even with non-teaching related issues. Barondess (1995) said that a mentor can be someone who helps during a critical time in one's life and Colley (2002) explained that informally developed mentoring relationships may develop outside of a vocation. I thought about my experiences of support during my internship and how the relationship with my cooperating teacher extended beyond school. We remained friends long after the 16-week internship semester ended. I thought about Lauren's feelings of support she experienced and wondered if Janay had been what Barondess (1995) described as someone who helped during a critical time in her life. I wondered about how different our experiences may have been if we had not felt supported by someone in the context of school.

I looked backward in the three-dimensional space and thought about some mentors I have had throughout my teaching career. I wondered about Bullough and Draper's (2004) explanation that personal characteristics and individual biographies affect the kind and quality of relationship(s) we engage in. I thought about how some of my closest friendships began as mentoring relationships during critical times in my life, such as beginning to teach or transitioning between workplaces. I wondered about each of these people's personal characteristics and how I have now storied them as friends who

share similar professional interests. I thought back to my story of experience in Chapter 1 of fishing with Nick and wondered about how we might have each influenced each other at different times in our lives. I was reminded of Chawla and Rawlins' (2004) explanation of mentoring as healthy and professional collaboration in the journey of schooling; learning alongside each other creates collegiality and a sense of belonging within the larger context of what could otherwise be very lonely and intimidating. As I thought narratively about mentoring and learning to teach, I wondered about Lauren's stories of experience and if her 16-week internship, a critical time in her life, may have been different if she did not feel supported by Janay.

Summary

This narrative account of Lauren and her experiences while learning to teach during the 16-week internship began by introducing Lauren. Although many stories of experience were shared throughout the inquiry, we co-composed the narrative account using stories of experience we felt were relevant to the research puzzle and represented her experience of internship. Three stories of experience were chosen: working alongside other teachers, finding her own way, and finding a balance. We thought narratively about each story in the three-dimensional narrative inquiry space, moving forward and backward, inward and outward, and in relation to sociality and place.

Chapter 6 will look across Ali's and Lauren's narrative accounts at *threads of narrative connection* that emerged through the inquiry. While living the inquiry, my attention was drawn to space(s) of tension where Ali's, Lauren's, and my own stories of experiences bumped up against each other and overlapped. Clandinin et al. (2006) explained that bumping up places or things not said and done were "... a way to come to

know and understand interconnecting threads within, between, or across lives” (p. 28).

Chapter 6 will attend to threads of narrative connection that resonated with me in relation to the research puzzle and new wonderings.

Chapter 6: Threads of Narrative Connection: Space(s) of Tension

This chapter will look across the two narrative accounts from Chapter 4 (Ali) and Chapter 5 (Lauren) at some *threads of narrative connection*, moving toward new wonderings related to the research puzzle of spaces of tension while learning to teach Physical Education are experienced by pre-service teachers during the 16-week internship semester. In this chapter I will attend to stories of experience shared throughout the inquiry and follow "... particular plotlines that threaded or wove over time and place through an individual's narrative account ... as resonances or echoes that reverberated across accounts" (Clandinin, 2013, p. 132). As I wondered about threads of narrative connection, I was reminded of the "... temporal, unfolding, contextual nature of the threads rather than the certainty of the threads as fixed, frozen, or context (life) dependent" (Clandinin, 2013, p. 143) and how some experiences will never be told (Caine, Estefan, & Clandinin, 2013). Although many threads could have been pulled from these shared stories of experience and this inquiry, I chose three that seemed to resonate across experiences.

Clandinin (2013) said, "Because narrative inquiries attend to individuals' lives as they are composed over time in relation with people and situations in a particular place or places, the focus remains on lives as lived and told throughout the inquiry" (p. 52). The structure of the dissertation and this chapter were not predetermined or intentionally planned at the outset of the inquiry. Young (2003) described how her dissertation took shape "... as I 'lived' ...and negotiated the sections which would appear..." (p. 139). Threads of narrative connection seemed to emerge and the ones I chose to represent in this chapter are threads that resonated with me as I lived the inquiry and looked back

across Chapter 4, Chapter 5, and my own stories of experience while thinking narratively and through a process of living, telling, retelling, and reliving. Burwash explained, “I realize as I choose, that there are wonders I will not explore in this dissertation, but will leave for a later day” (Burwash, 2013, p. 234). I wondered about how my thinking may shift if I returned to these stories of experience and this inquiry at a later time or in another context; perhaps different threads of narrative connection would emerge or be a focus for wondering.

Space(s) of Tension and Borderland Spaces

While looking across narrative accounts at stories of experience and bumping up places, resonant narrative threads emerged in space(s) of tension. As mentioned in Chapter 1, Clandinin (2013) also called spaces of tension *borderland spaces*. Borderland spaces can be spaces “... between disciplines, between researchers, between researchers and participants, between understandings of research ethics, and between lives in relation” (Clandinin, 2013, p. 143), for example. Similarly, Aoki (2004c) called these spaces a *zone of between*, as mentioned earlier. Borderland spaces are complex and layered.

Connelly and Clandinin (1999) described borders and said:

A landscape metaphor helps us to see the possibility of borders that divide aspects of professional knowledge. There are borders, dividers, spaces that demarcate one place from another... In schools, these borders, these places on the landscape, are made institutionally, and respected by individuals who live their stories out within the institutions ... they are so taken for granted, so embedded in one’s sense of living on the landscape, that they are not noticed. It is only when someone is new to the landscape or when something has changed about the landscape that we

awaken to the borders ... threaten to change the nature of knowledge within each place on the landscape, or both, we become awake to borders. (p. 103-104)

As we live alongside participants and our lives unfold in relation, space(s) of tension or borderland spaces can be highlighted by gaps or silences in stories of experience.

Sometimes these spaces are recurring in stories of experience as participants and researchers share about their lives in tensionality. Spaces of tension are what this chapter attempts to bring to the forefront by looking across Ali and Lauren's stories of experience at threads of narrative connection.

Living a curriculum of tensions.

As mentioned in Chapter 2, Aoki (2004c) conceptualized the terms curriculum-as-plan and curriculum-as-lived. Curriculum-as-plan can be formal guides or documents, statements of intent and interest, or rules and procedures that have been created by people with particular knowledge claims or views about the world. Curriculum-as-plan does not necessarily mean written documents exist; sometimes this learned curriculum is referred to as hidden curriculum or unwritten curriculum. Curriculum-as-lived is how students and teachers live out varying versions of their unique life experiences, histories, autobiographies, and identities (Aoki, 2004c) together in classrooms, schools, at home, and in communities. Pinar (2012) said formal curriculum is privileged over lived curriculum as a result of standardized testing and pressures related to performance in the classroom. He said students and teachers feel restricted by formal curriculum but also tied to it because budget, career, and post-secondary institutions often rely exclusively on results of testing and do not honor lived experiences as valuable knowledge. Narrative inquirers call this personal practical knowledge. Dwelling between two worlds of

curriculum-as-plan and curriculum-as-lived can be a balancing act of being and doing; students live out daily stories of being in school while teachers, knowing what it is like to live daily with them, navigate the curriculum-as-plan.

As mentioned earlier, a challenge faced by pre-service teachers and teachers is to find a balance between the two, while simultaneously hearing both. As I looked across the narrative accounts of Ali and Lauren, alongside stories of experiences I shared, I saw space(s) of tension or borderland spaces emerge between curriculum-as-plan and curriculum-as-lived. This chapter highlights three wonderings about space(s) of tension or borderland spaces for threads of narrative connection: shifting stories to live by, teaching their way, and working alongside teachers. In each section I revisit stories of experience from Chapter 4 and Chapter 5 in relation to the thread of narrative connection, followed by a written conversation with the literature and my own stories of experience. Wonderings and imagining of new possibilities about learning to teach Physical Education emerge throughout each section. The first section examines a thread of narrative connection that emerged related to shifting stories to live by.

Shifting Stories to Live By

I thought about Ali's stories of experiences during the 16-week internship semester and how her stories to live by seemed to continually shift as she lived a daily life of learning to teach. I thought about her story to live by of pretending to be confident even though she seemed to be very nervous that came through in some of her narrative fragments. This story to live by emerged earlier than internship during the pre-internship semester; Ali looked backward and said that she had been very nervous to teach grades nine and ten in pre-internship because the students were older than any age she had

taught before. In a number of stories of experience she was asked by various teachers to cover or fill in for them, and she continued to pretend being confident. She said she hoped to gain experience by teaching as much as possible. Ali seemed to live a cover story of pretending to be confident and taking on new challenges. However, I sensed a shift in Ali's story to live by once she began teaching more classes on her schedule rather than filling in for teachers sporadically. In her narrative fragment about teaching Social Studies she said that she had feared that class the most but it turned out to be her favourite class to teach. Ali said that once she was able to begin building relationships in her classes, she felt much more confident about teaching. In her narrative fragment about teaching Frisbee she talked about a desire to have less supervision while teaching. As the semester progressed she seemed to be shifting from pretending to be confident to feeling more confident. I wondered about the space(s) of tension or borderland space Ali seemed to dwell in as her stories to live by shifted.

I thought about Lauren's stories of experience throughout the inquiry and her shifting stories to live by. She shared a narrative fragment from her first day of teaching and said she felt lost alongside the grade nine students. This story to live by seemed to bump up against her cooperating teacher's responsibilities of semi-administration so Lauren was not able to spend as much time alongside her as she hoped. In a story of teaching she said she thought the students perceived her as confident because she thought she came across as confident and strict when she was nervous. As Lauren was able to spend time planning and preparing for teaching, she seemed to become more comfortable and confident in her abilities as a teacher. I wondered about Lauren's story to live by of being prepared and organized and how this affected her confidence as a teacher. In her

narrative fragment of teaching tchoukball later in the semester, Lauren took a risk and tried a different approach to a challenging situation. I sensed that Lauren would not have taken such a risk at the start of the semester and wondered about her shifting stories to live by over the 16-week internship.

Wonderings about shifting stories to live by.

As I thought about the stories of these two pre-service teachers' experiences and wondered about space(s) of tension or borderland spaces, I turned to literature on learning to teach and stories to live by. As mentioned in Chapter 2, it is generally agreed that that identity is dynamic and ongoing, not stable, involves multiple identities, and is developed among the presence of others within various contexts (Beauchamp & Thomas, 2009; Lofstrom, 2010; Mooney, 2007; Schepens et al., 2009). Thinking from a narrative inquiry standpoint, I wondered about Lauren and Ali's stories of experiences and thought about how their stories to live by seemed to shift over the course of the 16-week internship. I was reminded that stories to live by are a continual process over time and that identity is never determined by one single factor, person, or idea (Richie & Wilson, 2000). Multiple discourses and where they intersect can be space(s) of tension, and I sensed that both Lauren and Ali experienced multiple discourses as they worked alongside many people in the context of school. I was also reminded that stories to live by involve agency and that each person will differ in how they deal with the landscape of school, teaching, and learning. I wondered about the tensionality Ali and Lauren experienced and how they each dealt with and navigated these space(s) of tension in unique ways. I also wondered about how, looking back on the stories of experience, they might interpret their

experiences differently as their stories to live by continue to shift over time, in various contexts, and in the presence of many people.

Rather than focusing on *where* Lauren and Ali were at regarding developing stories to live by, I was interested in examining *how* this development and continual shifting occurs. Erikson (1963 in Waterman, 1982) said that minimal attention had been paid to how a person's identity development occurs and I wondered about a gap in literature now, 50 years later, regarding Physical Education pre-service teachers' developing stories to live by over time, in contexts, and in relation to people. From a post-structural perspective, Britzman (2003) said that identity is not something static, already 'out there,' and ready to be assumed, but rather a process of becoming that is always transforming and always in tension. Thinking narratively, I wondered about Ali and Lauren's experiences of Physical Education from childhood and the approximate 13,000 hours (Britzman, 2003) they had already spent observing teachers by the time they entered teacher education. I also wondered about the curriculum-as-plan, in its many forms, and how hidden aspects of teaching emerged and bumped into their already formed notions of curriculum-as-lived. I thought about future inquiries and emerging wonders about learning to teach Physical Education. I wondered about pre-service Physical Education teachers and what they perceive teaching and learning to be like; what do they believe curriculum-as-plan and curriculum-as-lived to be? How do their experiences in school while growing up influence their changing identities? How might this change once teachers have been in schools for five, ten, or more years? How does each form her/his own stories to live by, ways of knowing and being, and how do

experiences such as the 16-week internship shape their expression of curriculum-as-lived and interpretation of curriculum-as-plan?

As I wondered about these emerging puzzles, I thought about stories of experience that I shared throughout the inquiry. I thought about shifting stories to live by in relation to my story of experience shared from a journal entry about questioning myself as a teacher. In the journal entry I puzzled over tensions I felt regarding curriculum-as-lived; I wondered about how I could teach and live alongside students while attending to my desire to build relationships and connect with students on a deeper level. I wondered about how I might have shifted *away from* focusing on curriculum-as-plan over curriculum-as-lived, a discourse that is society's dominant view on teaching and learning (Aoki, 2004b; Pinar, 2012). I also wondered about how my renegotiated story to live by as a teacher, focusing on curriculum-as-lived, might have bumped up against a recent position I had as a curriculum writer. In my new position, I wondered about how I might have to continue to shift within the zone of between curriculum-as-plan and curriculum-as-lived.

In my story about my experience of working alongside a teacher who I did not agree with, I remembered feeling frustrated in a space of tension or borderland space between teaching what I was told to teach and teaching what I wanted to teach. As I metaphorically placed this story of experience alongside Lauren's story of her experience teaching Tchoukball or Ali's experiences of Frisbee, I wondered about shifting identities and perceived confidence. If I had been a pre-service teacher at the time, would I have felt comfortable sharing my concerns with a school administrator? I wondered how I might dwell in that space of tension if I was confronted with similar concerns now, eight

years into the profession. Britzman (2003) reminded me that tensions are never neat binaries of either/or, and that at any given moment we are located in our own autobiographies. I thought about dominant discourses in learning to teach and it seemed to me that there existed a hierarchy of knowledge; beginning teachers' knowledge was not as valuable or credible as a teacher of many years. I wondered about this discourse and how it might affect identities of beginning teachers.

I also wondered about Lauren's story of experience of feeling lost and I thought about the pre-service teacher in my story of experience that was not successful in the internship semester. I wondered about a culture of isolation that might prevail in schools. I was reminded that beginning teachers often explain feelings of isolation or a lack of support (Gratch, 1998; Huling-Austin, 1992; Posden & Denmark, 2007; Smith & Ingersoll, 2004). I thought about my teaching experiences and how it felt 'normal' to have busy and hectic days. I thought about this norm I lived in school as a teacher and wondered if a culture of busy-ness existed as a dominant discourse in schools. I wondered about the frequent opportunities that pre-service and beginning teachers need to talk about teaching, observe and be observed, and collaborate (Posden & Denmark, 2007) and if the busy-ness of schools bumps up against a need to have more support. In addition, I was reminded that not 'knowing' all the 'answers' can be perceived as an inadequacy (Gratch, 1998) and thought about this in relation to Lauren's and Ali's stories of experiencing a lack of confidence in their teaching abilities. I wondered about pre-service teachers' and beginning teachers' needs for support and how teacher education, schools, and learning to teach might look different.

Imaginings about shifting stories to live by.

As I thought about these emerging wonders, I imagined possible ways that learning to teach could be different. I wondered about how stories to live by shift and develop, and what learning to teach might look like if experiences and curriculum-as-lived were thought to be of equal value as curriculum-as-plan. How might pre-service teachers be able to dwell in the space(s) of tension between each and find a balance while simultaneously hearing both? I wondered about Ali's story to live by of pretending to be confident and Lauren's story to live by of feeling lost, and how discourses in schools might have silenced their voices. Would their experiences have been different if they had sensed that it was okay to be nervous or not 'know' everything? How might a culture of busy-ness in schools be preventing pre-service and beginning teachers from finding the support they need? These questions and wonders about shifting and developing stories to live by could be for future inquiries.

Teaching Their Way

Another thread of narrative connection that I wondered about in relation to space(s) of tension or borderland spaces while learning to teach Physical Education during the 16-week internship semester was teaching their way. As I looked at Ali's stories of experience, she seemed to desire figuring out ways of teaching and connecting with students that worked for her. In her story of experience while teaching a class alongside Krista, Ali explained that she did not feel in control of the class because she felt like she was interrupted while teaching. She seemed to live a story of wanting to be the teacher and said she wanted to figure things out as she went; she wanted to learn what worked best for her instead of being told what to do. Ali explained that her desire to do

things on her own grew stronger as the semester progressed. She said that after her knee healed and she began participating in the Physical Education classes she taught, she felt she connected more with the students in a relational way. As well, she said once she started coaching basketball after school, she felt the students in her classes who were also on the team were more open to her. Ali said she felt her classroom management improved in grade nine Physical Education once she began to build relationships with students. I wondered about space(s) of tension Ali experienced between curriculum-as-plan while working alongside cooperating teachers and curriculum-as-lived while teaching her way.

I thought about Lauren's story of experience while teaching tchoukball and working alongside Sarah. In her story of experience, Lauren did not agree with a suggestion Sarah had made regarding a way of teaching the class, so Lauren decided to try her own way of teaching the class. She grouped the students in a way that she thought would be effective and used a teaching strategy she had not tried yet. Lauren said in this story of experience that the students seemed to connect with her way of teaching and Sarah responded in a positive way. In another story of experience, Lauren explained how she created her own calendar for sharing the teaching facilities even though the department had one created already. She also explained how she created her own quizzes that aligned more closely with her teaching rather than using the tests from the textbook website. Lauren seemed to story herself as an organized and prepared person, and said she did not mind creating her own materials. She said she felt more comfortable using materials that she had prepared and that more closely aligned with her way of teaching. I wondered about space(s) of tension or borderland spaces Lauren dwelt in between doing what the other teachers were doing and teaching her own way.

Wonderings about teaching their way.

As I turned to literature about learning to teach, I was reminded of an explanation, already mentioned in Chapter 4, of how pre-service teachers can be caught between tradition and change. Britzman (2003) said pre-service teachers "... are confronted not only with the traditions associated with those of past teachers and those of past and present classroom lives, but with the personal desire to carve out one's own territory, develop one's own style, and make a difference in the education of students" (p. 41). I wondered about Lauren's and Ali's desire to teach their own way and carve out their own territory. I thought about space(s) of tension or borderland spaces between teaching curriculum-as-plan and curriculum-as-lived. Aoki (2004b) said two common problems with curriculum-as-plan are *implementation* and the *traditional orientation* that is typically portrayed. Implementation is seen as a one-directional flow of information that is often a taken for granted stage of learning to teach. In this view, information is produced by 'experts' to be used by 'non experts,' and successful implementation is the ability to reach the 'common goal' predetermined by the experts. The traditional orientation of curriculum-as-plan constructs and legitimizes certain values and interests. Meta-narratives present in traditional curriculum silence stories of experience of students and teachers as they grow and learn together (Aoki, 2004b). I wondered about this deterministic view of curriculum-as-plan in relation to shifting stories to live by and carving out one's own style or territory. I wondered about Ali and Lauren feeling caught between ways or traditions of the past or present and a desire to teach their own way.

In relation to this thread of narrative connection and Ali and Lauren wanting to teach their own way, I wondered about socialization. A Marxist notion of ideologies

shaping experience, socialization can conflict with a narrative view of experience as a dependable source of knowledge. As I mentioned in Chapter 2, socialization can be described as the process of becoming a member of a certain practice (Lindberg, 2009) through which beginning practitioners are merged into the profession as they gradually adopt attitudes, values, and unspoken messages within the organization (Miller, 2010). This description of socialization, I noticed, came from research in business and nursing. In many professions, socialization is done explicitly and is believed to be essential to the development of new employees.

I felt uncomfortable as I thought about tradition and socialization in relation to learning to teach and experiences of pre-service teachers. I wondered about what Lawson (1983a) called professional socialization where teachers acquire and maintain the values, skills, and knowledge deemed ideal by teacher education programs. On a larger scale, Lawson (1983a) talked about organizational socialization and how new and experienced teachers acquire and maintain ideologies valued and rewarded by the organization. I thought about these types of socialization alongside my story of experience about when I spoke to my administrator about my feelings of discontent teaching alongside a colleague in Physical Education. I perceived that my teaching schedule for the following year changed as a result of the conversation and I was not rewarded for speaking about my concerns. I felt that my personal practical knowledge was not recognized as valuable and my experiences were ignored.

I wondered about perceived competency in relation to this story of experience and how, through a socialist paradigm, pre-service teachers might feel limited by tradition and socialization. Aoki (2004a) described competency (but disagreed with this notion) as

a perception often oriented toward efficient control. This means to an end view of competence reduces teachers and students "... from beings-as-humans to beings-as-things," (p. 129) and is an unfair way to judge pre-service teachers. Physical Education teachers often teach in a very public space which allows anyone passing by to view the class. Macdonald (1999) said that pre-service teachers in his study identified they felt judged by their ability to manage and organize students into lines while performing skills. As well, in the same study, pre-service teachers felt their competence was judged by their appearance; they felt pressure to wear clothing that aligned with traditional views of sport oriented Physical Education. As I thought about these views of competence I wondered about teachers conforming to the 'way things are' as I was asked to do in my story of experience teaching Physical Education. I wondered about Ali's and Lauren's stories of experience and navigating space(s) of tension in relation to tradition and socialization.

Imaginations about teaching their way.

As I thought about this thread of narrative connection alongside literature and my own stories of experience, I tried to imagine new ways of learning to teach Physical Education. I wondered about dominant discourses in Physical Education about perceived teaching competence. Are pre-service teachers given permission to try teaching their own way, honoring their stories to live by and curriculum-as-lived? Do discourses of perceived competence in teacher education and schools silence pre-service teachers? I wondered about open dialogue and continual reflection about how or why teachers act and think certain ways and what is regarded as competence. I also wondered about teacher education programs supporting pre-service teachers as they navigated space(s) of tension in relation to teaching their own way. I wondered about starting with experience,

personal practical knowledge, and how pre-service teachers might examine and question traditional ways of teaching while working alongside cooperating teachers and students, creating their own style and making a difference in the lives of students.

Working Alongside Teachers

A thread of narrative connection that emerged as I looked across Ali and Lauren's narrative accounts was a borderland space of working alongside teachers. Both Ali and Lauren worked alongside multiple cooperating teachers in addition to their primary cooperating teachers. As well, both worked alongside teachers who were not their cooperating teachers because they shared facilities with many Physical Education teachers.

Ali spoke of the relationships she had with each of her cooperating teachers and said that the relational aspect was one of the most difficult experiences during the 16-week internship; she felt that each person had different expectations for the students in class and for her as a pre-service teacher. Learning to navigate each cooperating teachers' expectations and dwell productively in space(s) of tension seemed to be a challenge for her. In Ali's narrative account, she said she struggled with Krista's style of supervision and would have liked to have the class more to herself. On the other hand, Ali said that she would have liked more feedback from the teacher supervising the Social Studies class she taught. In this story of experience Ali said there were times when she needed help but no one was there. Ali's stories of experience about her primary cooperating teacher, Kelsey, were positive and she said they could talk about absolutely everything. Ali said she often talked to Kelsey about tensions she was experiencing at school. I wondered about space(s) of tension Ali dwelt within regarding working alongside teachers with

varying expectations and how she traversed the borderland spaces between each varying set of expectations.

Lauren also worked with a number of cooperating teachers and alongside teachers who shared facilities with her. Janay was her primary cooperating teacher with whom she shared an office space in the photocopy room. In Lauren's stories of experience, she said she often relied on Janay for school related tasks like printing materials and booking computer rooms. She described Janay as someone who she could count on and said that even though Janay was busy with semi-administrative responsibilities, she still found time to talk with Lauren about teaching and learning. In Lauren's story of her experiences working alongside Brad and Sarah, she said that her relationships with them were much different. She said that she helped Brad with planning and preparation because they both taught the same course. She felt Brad wanted to do this because she sensed he was overwhelmed as a first year teacher. In another story of experience, Lauren said that she did not get along with Sarah at the start of the semester and felt Sarah was testing her by being tough. As the semester progressed, she described their relationship as getting much better and Lauren felt that Sarah trusted her enough to let her teach the class on her own. I wondered about space(s) of tension that Lauren dwelt within while working alongside many teachers during the internship semester.

Wonderings about working alongside teachers.

As I thought about stories of experience shared by Ali and Lauren and the thread of working alongside teachers, I considered the term mentor and wondered about its relation to cooperating teachers. As mentioned in Chapter 2, mentoring involves a "... shared intellectual, ideological, political, personal, and emotional journey" (Chawla &

Rawlins, 2004) and is a term used in many contexts among many professions. Although the first few years of learning to teach are critical in a teachers' career and that "...teacher mentoring may reduce the early attrition of beginning teachers" (Odell & Ferraro, 1992), I wondered about differences between mentors and cooperating teachers. Posden and Denmark (2007) said that mentoring is usually a sustained relationship between a 'novice' and an 'expert' in the profession that is established in order to provide help, support, and guidance while learning and developing skills. Colley (2002) added that mentoring relationships can also form outside of the workplace as an informal relationship. I wondered about these views of mentoring and placed them alongside Ali and Lauren's stories of experiences working alongside cooperating teachers during the 16-week internship.

I felt uncomfortable with Posden and Denmark's (2007) description of the 'novice' and the 'expert' in a mentoring relationship. I wondered about what assumptions are made when pre-service teachers work alongside cooperating teachers. Are cooperating teachers perceived as experts and if this is the case, what makes them experts? Do years of experience produce expertise? I thought about the cooperating teachers in Ali's and Lauren's stories of experience during internship and the number of years each had been teaching. I wondered about labelling a cooperating teacher as an expert teacher who works with a pre-service or novice teacher, according to Posden and Denmark's (2007) description of mentors.

I wondered if a discourse exists in teacher education and schools that cooperating teachers must be experts, and if this discourse influences how cooperating teachers work alongside pre-service teachers. What are the experiences of cooperating teachers and do

they feel they need to live up to an expectation of being an expert? I also wondered about a perception of being a 'good' cooperating teacher and if a discourse exists in schools and teacher education about 'good' supervision. I thought about Colley's (2002) critical view of mentoring, described as a means to ensure power relations were perpetuated and used to legitimize dominant discourses in society. I thought about power relations and negotiations while learning to teach, such as in my story of experience while working alongside an experienced teacher who I did not agree with. Although he was neither my cooperating teacher nor what I considered a mentor, I wondered about a discourse that might exist where years of experience parallel with being an expert in the profession.

As I wondered about the thread of working alongside teachers and discourses in schools, I thought about Ali's experiences of wanting the class to herself and wondered about Krista's expectations of being a cooperating teacher. I wondered how Krista perceived her role as a cooperating teacher. I thought about how Ali's story to live by of wanting to be 'the teacher' might have bumped into a discourse of being a cooperating teacher and being the expert.

I thought about Brad and Sarah working alongside Lauren; I wondered if they perceived that they needed to be experts in their daily interactions as cooperating teachers. I wondered about the shuffle of Janay's schedule at the start of the semester when Brad and Sarah were asked to be cooperating teachers. Did they feel comfortable in a role of cooperating teacher as beginning teachers themselves? I thought about Chawla and Rawlins' (2004) above description of mentoring as a shared journey and imagined how this description might bump up against a dominant discourse of mentoring as expert and

novice. I wondered about the experiences of pre-service teachers working alongside cooperating teachers in the school and imagined a shared journey.

As I troubled and puzzled over mentoring and cooperating teachers, I thought about the internship seminar that pre-service teachers attend alongside their primary cooperating teachers. I was reminded of Stanulis and Floden's (2009) study about providing ongoing support for cooperating teachers throughout the internship semester. They found that cooperating teachers who received ongoing support and professional development throughout the semester took time to reflect, thinking critically about their role, and provided more feedback to pre-service teachers about teaching and learning. They also found that cooperating teachers who did not receive any preparation took on a 'buddy' role throughout the semester and did not feel qualified to engage in conversations about learning to teach (Stanulis & Floden, 2009). I placed Ali's and Lauren's experiences of working with many cooperating teachers alongside these findings and wondered about the internship semester. I wondered about how cooperating teachers experienced support once the seminar was over and they work alongside pre-service teachers for the rest of the semester. I also wondered about the cooperating teachers who worked alongside Ali and Lauren who did not attend the seminar and if this influenced how they perceive their role. I wondered if they felt supported as cooperating teachers. How did they live a story of what they believe a cooperating teacher should be?

Imaginings about working alongside other teachers.

As I thought about the thread of narrative connection of working alongside teachers in relation to literature on mentoring and stories of experience from Ali's, Lauren's, and my own experiences, I began to wonder about how teacher education

programs might work alongside teachers and pre-service teachers to think more deeply about experiences of learning to teach. I thought about what mentoring and being a cooperating teacher means to me. I wondered about questioning and troubling the discourse of ‘good’ supervision and being an expert and how this discourse might be renegotiated and restoried to value a teacher’s and a pre-service teachers personal practical knowledge. I wondered about what role the internship seminar could play while continuing to support cooperating teachers but also facilitating dialogue on mentoring and developing stories to live by. As I thought about the thread of working alongside teachers I imagined the internship semester as a journey of learning together.

Summary

Chapter 6 looked across the two narrative accounts from Chapter 4 and Chapter 5 at three threads of narrative connection: shifting stories to live by, teaching their way, and working alongside teachers. Within each of the sections I attended to stories of experience from Ali and Lauren’s narrative accounts that resonated with the thread in relation to space(s) of tension or borderland spaces. I wondered about how Ali and Lauren dwelt within space(s) of tension between curriculum-as-plan and curriculum-as-lived and their experiences during the 16-week internship and learning to teach Physical Education. Wondering and new imaginings about learning to teach emerged throughout the chapter as I pulled on each thread and placed stories of experience alongside literature.

Chapter 7: Forward-Looking Stories

In Chapter 7 I wanted to return to a conversation about relational responsibilities in narrative inquiry work. I was reminded how as narrative inquirers "...we might change not only our own lives and those who live in relation with us but also the lives of participants and those others who live in relation with them" (Clandinin, 2013, p. 23) and that every aspect of narrative inquiry must be carefully negotiated. I thought back to when I first met Ali and then later Lauren in a class that I taught and everything that has happened between that meeting and now. I wondered about how our relationship has influenced their stories to live by but also how others who live in relation to them might have changed. I considered their families, friends, peers, cooperating teachers, and students. I wondered about my colleagues, friends, family, and students. Although the 16-week internship semester concluded, I was reminded that each story of experience "...opens into new stories to be lived and told, always with the possibility of retelling and reliving" (p. 203). Looking backward and forward, inward and outward, and attending to place in the three dimensional narrative inquiry space, we might see new wonderings emerge from Ali's, Lauren's, and my stories of experience.

Looking forward from this inquiry I asked myself 'what now?' and 'so what?' in relation to the research puzzle and wonders that emerged through living the inquiry. The 16-week internship semester is complete for Ali and Lauren and their lives continue. Experiences grow out of experiences, leading to further experiences as we interact with people in places (Clandinin & Connelly, 2000). I thought about Ali and Lauren and how their stories to live by will shift and change as they pursue careers in teaching in different places and alongside different people. The Research Ethics Board deadline for this

narrative inquiry study passed and I no longer met as a group with Lauren and Ali to share daily experiences. However, I continued to feel a long-term relational responsibility and commitment to Ali and Lauren. I felt a responsibility to look forward. I wondered about Lindemann Nelson's (2002) explanation of forward-looking stories. She said:

...backward-looking stories the deliberators tell about the participants have explanatory force: they supply the temporal setting that allows us to make sense of what the various actors are now doing. The sideways stories also broaden our understanding of 'now': they exhibit the effect of the various social contexts on the participants' present identities. Both sorts of stories show us more clearly who the participants are. (p. 42)

Her descriptions of backward-looking and sideways stories reminded me of the three-dimensional narrative inquiry space of moving forward and backward, inward and outward, always located in place. Thinking narratively helped me attend to space(s) of tension, bumping up places and intersections for examination. Forward-looking stories might help us "... make moral sense of our lives and create common expectations about which of us is responsible for what, to whom" (Lindemann Nelson, 2002, p. 46).

Lindemann Nelson (2002) explained that forward-looking stories are action-guiding and can contribute to other possibilities.

I wondered about the study itself and the journey of working alongside Ali and Lauren. Will readers question the constraints or *limitations* (Mertler & Charles, 2005) of the study, to use a formal and somewhat quantitative term? Although the relational nature of narrative inquiry allowed me to work very closely with two participants, would readers see this small number of participants as a limitation? Thinking narratively about my,

Ali's, and Lauren's stories of experience and not those of cooperating teachers, administrators, students, and other people on the landscape of teaching and learning could also be viewed as a limitation. However, in staying close to the research puzzle and honouring Ali and Lauren's experiences, narrative inquiry work does not and cannot necessarily seek out experiences of everyone. There are no findings or conclusions in narrative inquiry work and I wondered about how this could be viewed as a limitation. Or, perhaps, that my own experiences have been shared throughout, explicitly showing and telling my biases as a researchers. This would be regarded as a strength and necessity in narrative inquiry work rather than a limitation. These wonderings, although further from my mind than they were when I began the inquiry, feel closer again as the research text becomes a more public document.

I wondered about the implications of this inquiry. In relation to forward-looking stories I thought about how my practices as an educator will change and how pre-service teachers, teachers, and teacher educators "...might be able to use this inquiry to reflect on their practice experiences..." (Burwash, 2013, p. 234). The next section shares a story from my journal of an experience I had at work in my position as a curriculum writer:

I can't believe that the one year term for me in this position is more than half way through. I feel like it was yesterday when I sat in this office looking at my wall calendar wondering how I would make it through the year. I believe I owe a lot to colleagues whom I work alongside as writers. I re-read my journal entries from the start of the year and remembered wondering how I could possibly write a curriculum that honored teachers' and students' lived experiences. As I began in September I remember sitting in a colleague's office talking for over two hours

about experiences of Physical Education teachers and students. The conversation energized me and created many more wonderings and big questions for me as I began my work. Now it's February and I cannot count the number of conversations about teaching and learning I have had with colleagues. Open dialogue and critical thinking surrounding complex issues of curriculum happen daily on this floor. I've been surprised on a number of occasions by the support I've experienced while puzzling over writing, how to set up meetings, conversations with stakeholders, or where to go next. I can't help but wonder about teachers and how they experience support in relation to curriculum. I thought about my teaching experiences in school and how discouraged I felt while struggling to find a productive space between curriculum-as-lived and curriculum-as-lived. What if all teachers in schools had opportunities to collaborate like we did here on this floor at the ministry? How can teachers, pre-service teachers, and teacher educators feel more comfortable engaging in open dialogue about experiences in teaching? When and where could this occur? How can the ministry support this work? I decide to add these questions and wonderings to my meeting notebook and will bring them up tomorrow at our weekly meeting.

(Journal entry, written February 10, 2013)

As I looked back at this journal entry and thought about the questions I puzzled over, I wondered about collaboration and dialogue in relation to personal practical knowledge. Many similar wonderings emerged over the course of this inquiry in relation to learning to teach Physical Education; in particular I continued to wonder about dwelling in space(s)

of tension between curriculum-as-plan and curriculum-as-lived. In my experiences as a pre-service teacher, beginning teacher, cooperating teacher, teacher educator, and most recently a curriculum writer, I have continued to wonder about what Aoki (2004c) called finding a balance between the two while simultaneously hearing both. Although I felt supported and was joined by others in these wonderings while I worked at the ministry as a curriculum writer, in my previous roles as a teacher I did not feel supported in these wonderings.

The last section pauses to look back at wonderings and imaginings from Chapter 6 as I look forward in a new place and context. I attempt to imagine how this inquiry could be used by pre-service teachers, teacher educators, and teachers to reflect on their experiences.

A Look Back Before Looking Forward

Chapter 6 looked at threads of narrative connection from the narrative accounts in Chapter 4 (Ali) and Chapter 5 (Lauren). As I thought about the space(s) of tension and borderland spaces represented in Chapter 6, I wondered about and imagined new possibilities in relation to the research puzzle. I thought about Ali and Lauren's experiences of learning to teach Physical Education during the 16-week internship and the bumping up places of their stories of experience into dominant discourses in teaching and learning.

I wondered about shifting stories to live by and imagined a landscape of school where curriculum-as-lived is considered as valuable as curriculum-as-plan. I wondered about a dominant discourse that places teachers in an all-knowing positionality; I thought how personal practical knowledge could be restoried to have teachers-as-learners,

experience as value, and with always shifting and developing stories to live by. I also wondered about a culture of busy-ness in schools that potentially perpetuates a lonely and isolated feeling, especially for beginning and pre-service teachers seeking support. I imagined how this culture could be shifted and the school could become a place of collaboration between pre-service teachers, teacher educators, teachers, and students.

I wondered about Ali's and Lauren's stories of experience and the thread of wanting to teach their own way. I thought about teacher education and landscapes of schools, teaching competence and why teachers are expected to act or think in certain ways. I imagined a collaborative environment where students, pre-service teachers, teachers, and teacher educators create open dialogue about perceived competence that challenges traditional perceptions of competence while honoring experiences and curriculum-as-lived. I also imagined a landscape of teaching and learning where teacher education programs and schools help support pre-service teachers and cooperating teachers navigate the 16-week internship by providing a space for ongoing dialogue.

A thread of narrative connection that emerged throughout the inquiry and in Ali's and Lauren's narrative accounts was working alongside teachers. I wondered about these space(s) of tension and the relational aspect of teaching and learning. I thought about the connections with other threads of narrative connection, as they overlapped and bumped up against dominant discourses in schools and teacher education in borderland spaces. I wondered about connections between Ali and Lauren wanting to teach their own way and working alongside teachers. I thought more about how teacher education programs might work alongside teachers and pre-service teachers in open dialogue regarding learning to teach. I wondered about being a cooperating teacher and what it means to be a 'good'

cooperating teacher, according to dominant discourses in schools. I imagined the internship seminar as ongoing throughout the semester to facilitate dialogue about mentoring and how it can be lived out and supported. I wondered about these new imaginings in relation to stories to live by and a journey of learning together.

Looking Forward

As I thought about these new and emerging wonderings, I became energized and found myself looking forward. I wondered about what an ongoing relationship with Ali and Lauren could look like as we lived forward-looking stories. How might our new contexts – Lauren in another country, me in another province, and Ali in elementary school – reshape our stories to live by?

I wondered about how others may be influenced by the stories to live by shared in this dissertation. I thought about my future as an educator, researcher, and teacher educator; how have these new imaginings in relation to learning to teach Physical Education already become part of my stories to live by? As I looked forward, I could already sense that my life had changed and would continue to change.

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Appendix A

Research Ethics Board Approval



OFFICE OF RESEARCH SERVICES
MEMORANDUM

DATE: July 6, 2012

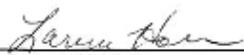
TO: Shannon Dale Funk
3054 18th Avenue
Regina, SK S4T 1W8

FROM: Dr. Larena Hoerber
Chair, Research Ethics Board

Re: **Curriculum of Tensions: Experiences of Learning to Teach (File # 77S1112)**

Please be advised that the University of Regina Research Ethics Board has reviewed your proposal and found it to be:

1. **APPROVED AS SUBMITTED.** Only applicants with this designation have ethical approval to proceed with their research as described in their applications. For research lasting more than one year (Section 1F), **ETHICAL APPROVAL MUST BE RENEWED BY SUBMITTING A BRIEF STATUS REPORT EVERY TWELVE MONTHS.** Approval will be revoked unless a satisfactory status report is received. Any substantive changes in methodology or instrumentation must also be approved prior to their implementation.
2. **ACCEPTABLE SUBJECT TO MINOR CHANGES AND PRECAUTIONS (SEE ATTACHED).** Changes must be submitted to the REB and approved prior to beginning research. Please submit a supplementary memo addressing the concerns to the Chair of the REB. **Do not submit a new application.** Once changes are deemed acceptable, ethical approval will be granted.
3. **ACCEPTABLE SUBJECT TO CHANGES AND PRECAUTIONS (SEE ATTACHED).** Changes must be submitted to the REB and approved prior to beginning research. Please submit a supplementary memo addressing the concerns to the Chair of the REB. **Do not submit a new application.** Once changes are deemed acceptable, ethical approval will be granted.
4. **UNACCEPTABLE AS SUBMITTED.** The proposal requires substantial additions or redesign. Please contact the Chair of the REB for advice on how the project proposal might be revised.



Dr. Larena Hoerber

cc: Dr. Nick Forsberg - Education

** supplementary memo should be forwarded to the Chair of the Research Ethics Board at the Office of Research Services (Research and Innovation Centre, Room 109) or by e-mail to research.ethics@uregina.ca

Phone: (306) 585-4775
Fax: (306) 585-4893

Appendix B

Participant Consent Form



FACULTY OF EDUCATION

Regina, Saskatchewan, Canada S4S 0A2
 Fax: 306.585.4880
www.uregina.ca/educ

Participant Consent Form
 Teach

Curriculum of Tensions: Experiences of Learning to

Researcher: Shannon D. Funk
 Ph.D. student, University of Regina
shannon.funk@uregina.ca
 (306) 531-3932

Supervisor: Dr. Nick Forsberg
 HOPE Subject Area, University of Regina
nick.forsberg@uregina.ca
 (306) 585- 4528

Dear (Participant's Name),

June 20, 2012

I would like to invite you to be a participant in my research study that focuses on the experiences of student teachers from the University of Regina in the Physical Education subject area. The purpose of the study is to gather stories of experiences from student teachers during their 16-week internship in order to better understand their successes and struggles and how the university, school(s), and school board(s) can support them during such an important and potentially stressful period of identity development and learning. Results of the study will be used to help the Physical Education teacher education program at the University of Regina prepare student teachers. Stories of experiences and conversations about learning to teach can help inform teaching practices of both student teachers and teacher educators.

The study could involve one on one conversations with me, periodic group meetings or focus groups with other participants, observations of teaching in the schools and school visits, and many other formal or informal ways of communicating (emails, journal writing, etc.) during the 16 weeks of internship. We can establish the methods of communication and conversation individually and as the process evolves throughout the semester as we decide what works the best for each of us. Ideally, regular (weekly) conversations will help support you as a student teacher and a participant, however, recognition of a busy schedule during internship will dictate how often and where we meet.

There are minimal risks of participating in this research study. Your identity will be kept confidential by changing the name of you and your school, as well as making details about the location as vague as necessary to protect your anonymity. However, because we will be involved in some group discussions, other participants will know who you are (see attached Group Consent Form). Any data collected will be stored in a password protected computer file for one year following the completion of the study. Data will be destroyed after five years. Neither your faculty advisor nor cooperating teacher(s) will have access to our conversations and other data, and they will not be a part of our interactions unless you would like them to be.

As a researcher, I have no role in evaluating your success in the internship semester. My hope is to be able to support you through professional and personal conversations about your experiences while learning to teach. I will not be supervising any non-participating interns as a cooperating teacher, nor will I be teaching in my own classroom. I will be on leave for the year and will be working outside of the school board(s).

Your participation is voluntary. If at any point you wish to withdraw from the study for any reason (time, comfort, etc.), you can do so without any need for an explanation. Whether you choose to participate or not will have no bearing on your grades in any University classes, your internship evaluation, or future employment in a school district. Dr. Forsberg will not know who has decided to participate nor will he view any of the research data until after the grades have been submitted, so your decision to participate or withdraw cannot have any impact on your standing in Winter 2013 classes or on your final grades. Should you wish to withdraw, data directly related to you will be destroyed. It is possible that some of the data will have already been included in the findings and results of the study if you decide to withdraw later in the process. Your right to withdraw data from the study will apply until March of 2013. After this date, it is possible that some form of research dissemination will have already occurred and it may not be possible to withdraw your data.

Once internship is complete, you will still be included in the research process if you wish, as I attempt to represent your voice and experiences in a written format for submission. I will send you a copy of the transcripts of our conversation for your verification. As well, I may ask you to read what I write in order to ensure that your intentions are reflected as accurately as possible. You will be provided with an electronic copy of the final document.

If you have any questions or concerns about the research project described above, please feel free to contact me (the researcher) or Dr. Forsberg (supervisor) using the information provided at the top of the page. This project has been approved on ethical grounds by the U of R Research Ethics Board on (insert date). Any questions regarding your rights as a participant may be addressed to the committee at research.ethics@uregina.ca.

Your signature below indicates that you have read and understand the description provided; I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research study. A copy of this Consent Form has been given to me for my records.

(name of participant)

(signature)

(date)

(researcher's signature)

(date)

* please mail one (signed) copy in the self-addressed and postage-paid envelope back to me (researcher) before July 20th, 2012. You will be provided with a copy also signed by researcher prior to commencement of the study.

Appendix C

Group Agreement Form



FACULTY OF EDUCATION

Regina, Saskatchewan, Canada S4S 0A2

Fax: 306.585.4880

www.uregina.ca/educ

Group Agreement
Teach

Curriculum of Tensions: Experiences of Learning to

Researcher: Shannon D. Funk
 Ph.D. student, University of Regina
shannon.funk@uregina.ca
 (306) 531-3932

Supervisor: Dr. Nick Forsberg
 HOPE Subject Area, University of Regina
nick.forsberg@uregina.ca
 (306) 585- 4528

Dear (participant's name),

June 20, 2012

This form is intended to further ensure confidentiality of data obtained during the course of the study. There will be other participants involved and we will most likely meet in a group at least once during the semester. Please read the following statement and sign your name, indicating that you agree:

I hereby affirm that I will not communicate or in any manner disclose publicly information discussed during the focus group interview(s). I agree not to talk about material relating to these conversations with anyone outside of my focus group members and the researcher.

Name: _____

Signature: _____

Researcher's Signature: _____

*please mail this (signed) copy in the self-addressed and postage-paid envelope back to me (researcher) before July 20th, 2012 along with the 'Participant Consent Form'.

Appendix D

Information and Consent for School Divisions



FACULTY OF EDUCATION

Regina, Saskatchewan, Canada S4S 0A2
Fax: 306.585.4880
www.uregina.ca/educ

Information and Consent for School Divisions

Researcher: Shannon D. Funk
Ph.D. student, University of Regina
shannon.funk@uregina.ca
(306) 531-3932

Supervisor: Dr. Nick Forsberg
HOPE Subject Area, University of Regina
nick.forsberg@uregina.ca
(306) 585- 4528

To Whom it May Concern,

June 20, 2012

A student teacher in your school division has been invited to participate in my research that focuses on the experiences of student teachers from the University of Regina in the Physical Education subject area. The purpose of the study is to gather stories of experiences from student teachers during their 16-week internship in order to better understand their successes and struggles and how the university, school(s), and school board(s) can support them during such an important and potentially stressful period of identity development and learning.

The student teacher's duties at school will not be compromised as part of the study. My role as a researcher will be that of support and not of evaluation; I have no supervisory role and am bound by confidentiality. The study could involve one on one conversations with me, periodic group meetings or focus groups with other participants off of school grounds, observations of teaching in the schools and school visits, etc. Cooperating teachers will not be directly involved in the process, although they are welcome to engage in conversations with us.

There are minimal risks of participating in this research study. The identity of the student teachers will be kept confidential by changing their names as well as making details about the school as vague as possible. The purpose of the study is to focus on the student teachers' experiences and not the particulars of the specific schools and cooperating teachers where the experience occurred. High school students who are enrolled in the classes that student teachers are involved with will not be named and their identities will be kept confidential. The faculty advisor(s) from the university will not have access to the conversations and other data, and they will not be a part of our interactions unless invited to be by participants. Because the participants for this research project have been selected from a small group of people, all of whom are known to each other, it is possible that you may be identifiable by someone with knowledge of the specific details of activities and the school.

Results of the study will be used to help the Physical Education teacher education program at the University of Regina prepare student teachers for internship and the challenges of teaching and learning. Stories of experiences and conversations about learning to teach can help inform teaching practices of both student teachers and teacher educators. Participants will be invited to read transcripts and sections of the results before publication of the final document.

Participation in the study is voluntary, however support from the cooperating teacher(s), school(s) and school division(s) is necessary to proceed. If you have any questions or concerns about the research project described above, please feel free to contact me (the researcher) or Dr. Forsberg (supervisor) using the information provided at the top of the page. This project has been approved on ethical grounds by the U of R Research Ethics Board on (insert date). Any questions regarding your rights as a participant may be addressed to the committee at research.ethics@uregina.ca.

Your signature below indicates that you have read, understood the description provided, and give consent for the research to proceed in your school division. A copy of this Consent Form has been given to me for my records.

 (name of Superintendent) (signature) (date)

 (researcher's signature) (date)

*please keep one copy for you / your school division

Appendix E

Lauren's School Division Consent

Research Project

Page 1 of 1

Research Project

From: [REDACTED]
To: Shannon.Funk@uregina.ca
CC: [REDACTED]; Nick.Forsberg@uregina.ca
Date: Wednesday - August 22, 2012 9:35 AM
Subject: Research Project
Attachments: TEXT.htm; image001.png; Mime.822

Good morning Shannon. Thank you for your recent application to conduct research within [REDACTED].

Please accept this letter as approval to proceed with your project titled: Curriculum of Tensions: Experiences of Learning to Teach.

Please note that:

Participation by school staff members is voluntary;

A copy of your completed study is to be forward to this office.

Thank you and good luck with your research!

[REDACTED] for [REDACTED]
Deputy Director, School Services
[REDACTED]

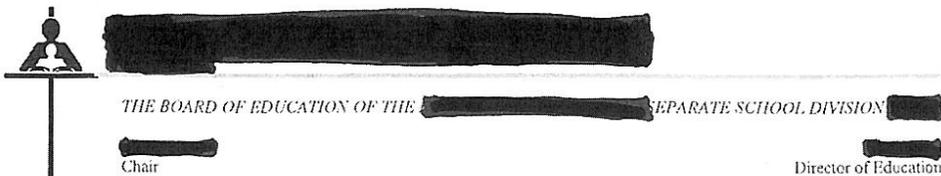
Executive Assistant
School Services
[REDACTED]

Phone: [REDACTED]



Appendix F

Alexandra's School Division Consent



September 11, 2012

Shannon Dale Funk
[REDACTED]
[REDACTED]

Dear Shannon,

RE: **Curriculum of Tensions: Experiences of Learning to Teach (File #77S1112)**

Your request to gather stories of experiences from student teachers during their 16 week internship in order to better understand their successes and struggles and how the university, school(s), and school boards(s) can support them during such an important and potentially stressful period of identity development and learning is granted subject to the following conditions:

1. Student-teacher participation is on a voluntary basis and he/she must be assured as to the confidentiality of their response.
2. The participating student-teacher and the school division are not identified in the research.
3. A copy of the completed study is forwarded to this office.
4. The school division will not be responsible for any possible costs to the division.

I wish you success in your research and look forward to seeing the results.

Sincerely,

[REDACTED]
Superintendent, Education Services

/sa

c: Dr. Nick Forsberg
HOPE Subject Area, University of Regina;
nick.forsberg@uregina.ca

[REDACTED]
Faculty of Education, University of Regina
3737 Wascana Parkway, Regina, SK S4S 0A2

[REDACTED] Assistant Superintendent, Education
Services

[REDACTED] Principal, [REDACTED] School

[REDACTED] Teacher, [REDACTED] School

Telephone: [REDACTED] Fax: [REDACTED]

Appendix G

Transcription Contract of Confidentiality



Online Service

2012

CONFIDENTIALITY AGREEMENT

[Redacted] Online Service and/or [Redacted] take your privacy and safety very seriously.

All documents stored in electronic format on the hard drive of [Redacted] Online Service are secure, both with a local firewall and multiple alphanumeric passwords.

The office of [Redacted] Online Service does not have a lock on the door. However, all documents and audio files that are external to the hard drive of the computer will be kept in a locked box, and I, [Redacted], am the only keyholder.

I agree to hold confidential and not disclose your documents and audio files or the contents thereof, or your personal details (name, address, phone number, e-mail address) to anyone else, by any means (electronically, digitally, verbally, in writing).

I also agree not to transfer your documents and audio files or the contents thereof via e-mail, as it is an unsecure medium, without your express written permission.

Any and all rough drafts and the final copy of your documents that are printed in my office will be delivered to you at the end of the assignment, as well as any digital media such as compact discs, for your disposal.

Any of your documents or audio files saved to the hard drive of [Redacted] Online Service will be electronically disposed of in a secure and complete fashion at the end of the assignment.

No copies of your documents or audio files will be retained at the end of this assignment.

Please print 2 copies of this agreement and sign both. Keep one for your records and please return the other to me. I ([Redacted]) will then sign it and keep it for my records.

Signatures: [Signature] [Signature] 4 Sept 12 Dated: Aug 31 / 12
[Redacted]
[Redacted] Online Service

[Redacted]
Telephone: [Redacted] E-mail: [Redacted]