

How Does a Selection of PE Teachers Reflect Upon Own Professional Development In Individually Written Pedagogic Creeds?

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Abstract

This article is based on the concept of Pedagogic Creed linked to High School teachers in Physical Education (PE) and Sports. The article will investigate how teachers in PE and Sports formulate their pedagogic creeds in writing. Research suggests that teachers in PE and Sports tend to have a cementing practice and are less concerned about professional ethical and pedagogical implications that the subjects raise. It is also often showed to a gap between the ideological guidelines in the subject, and how the subject is practiced with a penchant for more instrumental and performance-oriented practice.

The article builds upon an empiric study, narratives written by 15 High School teachers in PE and Sports in the Vestland county in Norway.

A major finding in this study is that half of the group of teachers claimed that their pedagogic creed in the subject had not changed, despite at least 20 years of professional experience. It turned out that teachers with a more developed and reflected pedagogic creed, emphasized mastery and effort on part of the students, and teachers with less developed and reflected pedagogic creeds had a more definite focus on the students' performance in sports. When these teachers did reflect on academic challenges, they pointed more to pragmatic superficial conditions, and less to their own professional competence. In just a few cases, teachers could show to academic challenges which had led to consciousness and change in their academic identity and practice.

Keywords: Physical Education, Pedagogic Creed, High School teachers, educational profession

Introduction

In this article we look closer into how a selection of PE teachers in High School are reflecting on their academic identity and the challenges they meet daily in their teaching practice, and we see this in light of John Dewey's concept Pedagogic Creed. In summary, we argue that the PE teachers' pedagogic creed will contain the reflections they have of essential conditions regarding practicing their educational profession.

Today we find that the teacher is crucial to the students' ability of learning (Hattie, 2013). The PE teacher seems to be equally important, concerning the students' participation, motivation, well-being and learning environment (Ommundsen and Kvalo, 2007; Gray et al., 2009). According to Hattie (2013), teachers in general, are perceived to be of crucial importance for students' learning, and this is connected as much to the teacher's relational competence as the academic competence. For teachers to be able to develop academic professionalism, it is crucial to reflect and become aware of their own professional practice (Dale, 1997; Heggen, 2008).

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In the Core curriculum – values and principles for primary and secondary education, it says: “School should be a professional environment where teachers, leaders and other members of staff reflect on common values and assess and develop their practice” (The Norwegian Directorate for Education and Training, 2019).

Theoretical background

Pedagogic Creed is used as a theoretical framework for this article, a term and concept developed by the American philosopher and educational reformer John Dewey (1859-1952). Pedagogic creed refers to teachers’ thinking and their beliefs about the teaching role and academic identity.

Credo is a Latin word meaning «I believe», a term more common as a religious term. More recently pedagogic creed has become a topic and a tool within social-pedagogic tradition. Dewey published in 1897 *My Pedagogic Creed* (Dewey, 1897) as his pedagogic manifest for the role of the teacher. This creed was written as five articles of belief, and at the end he writes (ibid.): “I believe, finally, that the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life”. To Dewey education is primarily learning for life, and in his text, we can find the script to his social-constructivist view on learning, which later became one of his trademarks.

More recently pedagogic creed can be looked upon as a collective term for what the individual teacher or teacher student believes and is passionate about regarding the profession. In English literature “beliefs” is related to this creed concept, used as a term in studies of what teachers hold as true and teachers thinking of values (Rokeach, 1972; Pajares, 1992; Korthagen, 2004; Halman, 2008; Helfenbein and Diem, 2008). In Norwegian translation the term “pedagogical basic view” is close to this term (Gunnestad, 2007).

It is challenging to find the exact outline of the term pedagogic creed as it grasps the personal and the educational recognition of the individual pedagogue, and it relates to actions, perceptions, values and emotions linked to teaching (Akslen and Sæle, 2014). To convey such a creed can be done in different ways. In this setting we are looking into texts written by teachers in PE and Sports, studying how they are reflecting on their profession in their personal written pedagogic creeds.

According to a more academic profession with demands for a reflected and conscious identity, we find the pedagogic creed as a valuable contribution and an important tool to develop a personal ethical and conscious identity needed for the teacher’s role of today. We argue that Dewey’s creed concept can be used both educationally and as a tool to analyze and raise awareness to what characterizes the professional teacher role.

As shown in the model (figure 1 below, Akslen & Sæle, 2014), the formation history of the individual teacher is influenced by a variety of factors and educational agents from different arenas. In sum, this constitutes the personal creed of the individual teacher. Every person has a unique life story, and shaped and formed from a history of socialization and formation in childhood, education, and professional life. The pedagogic creed of the individual teacher will be based on knowledge and experiences in life in general, and through the specific educational history and profession of today. The model illustrates how different areas from each person’s life influences and are intertwined as sources to the individual creed.



Figur 1: Sources to the teacher’s pedagogic creed (Akslen & Sæle, 2014, p.48)

Each creed is closely connected to the pedagogic formation of the individual human being, here in the meaning of formation as being consecrated into the cultural heritage or a rebellion against this heritage (Straume, 2013). According to the individual teacher's pedagogic creed, each person stands for a common established educational mindset and a common pedagogic practice, or, to the contrary, one would oppose to this pattern. The individual PE and Sports teacher's formation will in other words, come true in their individual pedagogic creed (Sæle, 2017).

The individual teacher's professional formation can come forth in different ways and characterized by the ability of self-reflection. This is a way of doing research on your own pursuit of the profession. By putting the personal pedagogic creed into writing, each teacher will be challenged to take distance to, and reflect upon his own ways of practicing the profession. This is a process that can lead to increased awareness and professional identity (Postholm, 2007). Such an exercise in articulating the values of the profession, will mean a lot, not least to PE teachers and teachers in Sports who are practicing physical and aesthetical activity. Reference to Dale (1997) shows that professional reflection is synonymous with the teacher's professionalism. The thinking is close to what Schön (1991) calls the importance of developing *reflective practitioners*, not least relevant within the field of PE and Sports (Sæle, 2013,2017).

Standal and Moen(2017) show to Wackerhausen (2015) as they write that reflection has a given structure or anatomy, which they have used as tools for analysis in studies of the field of PE.⁴ They see reflection as systematic and critical thinking: a) *about something* (a given object), b) *with something* (an understanding, a theory or a term), c) *from something* (interests, motivation and values), and d) *within something* (a given context). Here we see the profession of PE and Sports as the object of research and the context of research (a,d), and the pedagogic creed will constitute the base of theory and aspects of terms, and the knowledge, attitudes and values this concept may contain (b,c).

As each pedagogic creed takes a starting point in the individual teacher's reflections on what they see as the most essential for the profession, we find that the text has a subjective and phenomenological foundation. That is the reason why each pedagogic creed is unique, and hopefully also *authentic* (Taylor, 1989). This should mean that each creed is a product of the individual person's formation history.

The author Laursen is well known for his research on the authentic teacher (2004), in which he is focusing on the importance of the authentic teacher in his meeting with the students. The professional teacher is credible and engaged, with passionate engagement, and faith in his students (Laursen, 2004). Laursen is concerned about the relation between teacher and student, and consequently he emphasizes an existential pedagogy where it is not possible to put aside the teacher's own personal formation history in meeting the students.

Earlier research

Many practice PE as an athletic subject (Standal, 2016; Larsson and Nyberg, 2016), or as what David Kirk (2010) characterized as "physical education-as-sport-technique". In Norway, the subject has been criticized for its inability to revise the content and practices related to learning (Moen, 2011; Moen and Green, 214; Standal, 2016). It is claimed that the subject is still dominated by traditional sports, particularly in upper- and lower-secondary school, which contributes to the favoring of those who practice such sports outside school. This applies particular to boys. This form of traditional sports-based PE teaching is also known to stress pupils' technical competence in sports and to measure proficiency in this (Andrews and Johansen, 2005; Säfvenbom et al., 2014). Some studies show that PE teachers often emphasize an instrumental approach in their professional practice, focusing mainly on tests and objective skills (Vinje, 2008). This seems to correspond with studies showing that students in PE and Sports follow this trend, as they develop a traditional practice in teaching, and just a few are reflecting on their own pedagogic identity in teaching (Larsson, 2009; Moen, 2011; Dowling, 2011; Moen and Green, 2014).

⁴They studied 33 articles from the period 1995-2011, where they looked more closely at how this concept has been conceptualized and applied within the subject.

The professional PE and Sports teacher is both concerned about the student's participation, motivation, and well-being, and about the learning environment (Ommundsen and Kvalo, 2007; Gray et al., 2009). Ommundsen and Kvalo (2007) elaborate this further on as they claim that teachers' assessment practices and teaching practices have a decisive effect on their students' motivation and learning environment.

Data from research show that quite a few teachers are not conscious of their own pedagogical point of view or what they perceive as their pedagogic "beliefs" (Strømnes and Søvik, 1987; Richardson, 1996; Korthagen, 2004). In a Norwegian context this term has been used in a small-scale study focusing on teachers' pedagogic creed (Gilje, 2008; Heimvik, 2020). A larger study has been performed regarding preschool teacher students' reflections on the educational course to become professional preschool teachers in their individual pedagogic creeds (Akslen and Sæle, 2015).

Method

The study is based on material collected by the third author, and includes individual reflection notes, pedagogic creeds, written by a selection of teachers back in 2018. The aim of the study is to grasp each individual teacher's «universe of meaning» as it comes forth in their written creeds. According to Nygren and Blom (2001), is writing a reflexive process, which contributes to the cognition of practice.

The study consists of a strategic selection. The informants were chosen on the assumption of finding the best persons to shed light on the issue and help us find answers to the research question. That is why there was a criterion for all the informants to be in a position as a PE teacher or teacher in Sports at a High School in one of the communities in Norway. A so called "snowball method" (Thagaard, 2003) was used to recruit relevant informants; one of the researchers presented the study to 3 teachers he had knowledge about, and who had approved to join as informants. These 3 teachers did again send information about the study by e-mail to other teachers they knew about, and some of them approved to join the study. Later, these new informants were given more detailed information about the study, individually or in small groups. The informants had 4-6 days to write their pedagogic creeds before the texts were personal collected. To avoid a skewed distribution, information was collected from three different High Schools. All the chosen High Schools had both PE teachers and teachers in Sports, and most of the informants did teach both subjects. Altogether 15 PE teachers and/or teachers in Sports took part in the study. The informants are between 24-61 years of age, 4 female and 11 males. The informants are coded by M (male) and F (female), in addition to age (see table below).

Gender/Age	Years as a teacher	Earlier athlete	Education
M61	< 30	X	General Teacher(allmenlærer)
M61b	< 30	X	General Teacher
M60	<30	X	General Teacher
M57	<30	X	General Teacher
M54	10-20		Bachelor
F49	20-30	X	Master
M45	10-20	X	Master
M42	10-20	X	General Teacher
M42b	10-20	X	Master
F34	5-10	X	Not answered
F33	10-20	X	Master
M30	>5	X	Not answered
F29	> 5	X	Master

M29	5-10	X	Bachelor
M24	>5	X	Not answered

Table 1. *Selection. Categorized by gender, years as a professional teacher, earlier athlete and education.*

In addition to personal information like age, gender, education, academic experience and executive sports background, the informants were given the following questions:

- Why did you choose to be a PE teacher?
- What are you passionate about in your profession?
- Why do you think this is important?
- What has contributed to form your pedagogic creed?
- What do YOU think are the important qualities/properties as a teacher in your subject?
- What is the overall goal in your teaching practice?
- What do you wish for your students to experience and/or learn in your lessons?
- What kind of challenges do you meet in your profession?
- Please tell something that has made an impact on you as a professional, and why you think this touched you in a certain way.
- How has your pedagogic creed changed from you were a recent graduate until today?

These questions have probably guided the teachers' reflections to a certain extent, at the same time as the note has opened for the possibility of writing down more immediate thoughts and reflections linked to their creed. In the operationalization of the data material, we have chosen to take the previously mentioned creed model as a starting point (Akslen & Sæle, 2014). In the categorization of the reflection notes, a stepwise deductive inductive method has been used (SDI) (Tjora, 2017), in addition to the data program NVivo 10. The project has been approved by the Norwegian Centre for Research Data (NSD).

Findings and discussion

In the study, there are several interesting findings. Here we find as a consistent pattern that the role of the teacher is perceived as very complex, linked to several challenges. There are two challenges in particular that are highlighted: meeting a very diverse and demanding group of students, and organizational challenges. For capacity reasons, we focus in the article on the following categories: a) *organizational challenges*, b) *teacher-student relations*, and c) *reflections related to the development of their pedagogical creed*.

Organizational challenges

The informants frequently mention challenges related to the organizational aspect. Planning is a recurring theme for many, as this informant (F33) puts it:

The biggest challenges are related to time for planning and assessment in a busy everyday life. Much of the time at school is spent meeting with students and teaching. In addition, a lot of time is spent planning the week with the other teachers in the team.

In this connection, the informants also mention the lack of resources to familiarize oneself with changes in curricula. Deficiencies in school facilities and materials are also mentioned by many, (M60): "In addition the obvious: Lots of noise, too little space, poor equipment etc.", and (M61): "Large classes and limited space. Occasional lack of equipment".

A frequently mentioned challenge concerns the assessment work (M61): "Evaluating so many students in so many different situations based on two weekly lessons is a challenge". Another example (F34):

Especially in PE with only 2 lessons a week, there is very little time for evaluation within the various activities.

Also giving mid-term assessment early enough is a challenge, especially the first semester in High School. You need a basis to be able to assess, and you often do not get it until it has been a while. At first you must get to know all the students.

Some teachers refer to more general descriptions, such as (M45): “Challenges around large groups of students and less time for each individual do not make things easier”. This teacher describes lack of time and the workload as the biggest challenges. The fact that teachers in the Norwegian school system experience time pressure, is well documented in research (Sæle et al., 2019). This can be understood in the context of the complexity of this profession (Brattenborg and Engebretsen, 2013; Helstad and Mausethagen, 2021). The teacher must be able to alternate between different roles.

Some of the teachers also points to challenges related to large groups of students, and problems with grading students they only see two hours a week. Such challenges are also found in other studies (Leirhaug, 2016). Such challenges may contribute to that teachers are not given the opportunity to develop a teacher professionalism from within, but that it takes place largely on the surface or from directives above. Evetts (2013) uses the terms *professionalism from above* and *professionalism from within*. “Professionalism from above” apply to the authorities and employers' management and regulation of the teaching profession, and “professionalism from within” refer to how teachers on a more independent professional and autonomous basis, strive for a professional standard (2013). A pressure on the professionalism from above can explain why the teachers in this study to such an extent emphasize external factors as challenging aspects to their professional role.

The teacher-student relationship

Most of the informants emphasize the teacher-student relationship and perceive this as an important part of their pedagogical creed. The importance of the teacher-student relationship is also documented by Hattie's meta study (2009), where it emerges that the student's learning outcomes depend on a positive and well-functioning teacher-student relationship. Research also shows that the PE teacher plays an important role for the students' motivation and participation in physical education (Gray et al., 2009). In addition, research shows that conflicts between teacher and student can lead to dissatisfaction in the subject (Andrews and Johansen, 2005), and this highlights the importance of good teacher-student relationships.

In the teachers' creed texts, we find several descriptions linked to the perception that the teacher must appear authentic and as a good role model for the students. One of the teachers (M61b) writes as follows: “I think it is important in this subject to be a role model for the students. That you as a teacher live up to what you are trying to teach the students”. The citation corresponds well with what Laursen (2004) says about being an authentic teacher. The authenticity of the teacher is perceived to constitute a crucial quality in meeting the students. Laursen clarifies this by pointing out that students notice a big difference in whether a teacher is credible or not. We also find that informants see themselves as important role models for the students. This includes the attitudes, values and interests that the educator aims for as a PE teacher (Brattenborg and Engebretsen, 2013). This is also justified by the fact that the teacher must contribute to promoting students' independence, ability to reflect and ethical awareness (The Norwegian Directorate for Education and Training, 2019).

The referred teacher (M61b) also writes that he tries to achieve a subject-subject relation to his students: “I have always tried to stand for a pedagogical basic view that is about seeing the student. A view where the student is seen as a subject and where dialogue is central”. This teacher also claims that the content has changed over the years, but throughout this period, he has advocated and communicated a dialogue pedagogy (M61b):

I have always tried to stand for a pedagogical basic view that is about seeing the student. An educational view where the student is seen as a subject and where dialogue is central. The content of the teaching has probably changed in relation to curricula, the spirit of the time etc., but my pedagogical basic view has stood the test of time. I call it dialogue pedagogy (subject-subject).

The caring PE and Sports teacher sees and recognizes his students and relates to them as subjects (Sæle, 2017; Jordet, 2020). Equality and autonomy also seem to be central to this informant's professional ethical thinking, which is in line with Dewey's pedagogical creed (1897). The fact that several of the informants emphasize the teacher-student relationship may indicate that the teachers in the study are aware of their relational responsibility in meeting with the students.

The informants' focus on the relational and subjective aspect towards the students is thus clear in contrast to a more instrumental performance- and utility-oriented teaching practice (Dowling, 2011).

At the same time, there are few informants who focus on the importance of educating students to become self-critical. The curriculum emphasizes critical thinking and ethical awareness as important aspects of the students' education and formation process (The Norwegian Directorate for Education and Training, 2019). This aspect just to a small extent is emphasized in the creed texts. According to Taylor (1989), understanding oneself through self-reflection will contribute to form the identity.

There are several informants who perceive the encounter with individual students as challenging. One of the teachers (F33) writes: "... when you meet students who are having a difficult time, how can you get weak students through the school system". This quote can be interpreted in several ways. If the teacher means that "weak students" are students who are not coping with the subject, it can represent a view that does not seem to be compatible with the school's values where it is stated that the teacher in the subject must take the individual student's abilities and prerequisites as a starting point (The Norwegian Directorate for Education and Training, 2019). Mosvold and Ohnstad (2016) claim that the use of the term "weak student" is ethically challenging and is an expression of a "deprofessionalized" academic language. They point out that teachers, through their use of language, exercise power over students, where concepts such as "weak students" help to categorize and generalize students and impose certain characteristics on them. Mosvold and Ohnstad emphasize that the students also will notice the teacher's attitudes towards them in the form of the body language and the actions the teachers signal. Such generalizations can also contribute to teachers ignoring individual students and that these students in turn feel excluded during teaching time.

Several of the informants point out that it is difficult to practice an adapted education. A female teacher (F34) writes that it is challenging when a student needs "extra adapted education in class". Another teacher (M61) says it is challenging with "facilitation for students with special needs". Requirement for adapted education is a statutory right for students and expresses core values (The Norwegian Directorate for Education and Training, 2019).

Dewey (1897) believes that the teacher must take the students' interests and resources as a starting point, and that the school must give the students self-determination. The teacher is understood as part of the community and must look at the students' interests as growing and potential abilities (ibid.). Research on students as a resource in their own learning work seems to support Dewey's pedagogical creed thinking. Tiller (1995) points out that the teacher must first be aware of the students' world, and then obtain information about the students' interests, thoughts and suggestions on how activities can be improved. Then the teacher can involve the students as active co-creators in their own pedagogical work.

Some teachers also show to a one-time event which has touched them, and in some ways changed them as teachers. Such situations are often linked to a relational aspect, some unexpected situation, or dialogues with former students they meet again after some length of time (M42): "Conflicts and resolving stuck disagreements tend to change me because I also have to change my view of things and my own way of behaving to change these situations".

One of the teachers (M61b) show to a touching story of experiences from a student with disabilities, and how this has contributed to change his own pedagogic creed. We show to the following citation from this teacher:

As a young PE teacher at a High School, I had a severely physically disabled boy as a student. He was severely affected by cerebral palsy and had no verbal language. He was in an electric wheelchair and needed help with everything (absolutely everything). Together with an assistant, we built an exercise bike, and we tied him to the bike, and after a lot of testing, he managed to push the pedals around. He was my student for 4 years, and I eventually became his support contact. We then built a tricycle that he rode on, and I steered and braked while I ran next to it. The next bike was a three-wheeled tandem bike, I sat in the front, and he sat in the back. Then a two-wheeled tandem bike, same arrangement, I in the front and he tied to handlebars, seat and pedals. I was his support contact for 15 years, and in 12 of these years, we cycled a ride for disabled persons from Sandnes to Kristiansand, a distance of 400 miles.

This student has been in the back of my mind in relation to all big and small problems that ordinary students have come up with over the years. His stand-on will, mood and effort has been an important reference in relation to my own life and in meeting healthy students.

Below is a touching quote from a teacher who received a letter from a former student (M61a):

Maybe when I got a letter from a former student who had graduated some years earlier. She was a national team athlete in an individual sport already in High School. The letter was sent from the psychiatric ward where she was admitted after a suicide attempt. I knew her as an incredibly talented, positive and cheerful student, but I also knew she had some problems at home. Therefore, I tried to follow her up a little extra. She wrote that what had kept her up was gymnastic lessons and the elective sports. That she was always greeted with a smile and a nice comment and had nice lessons. Then you feel that you have made a difference.

Such existential experiences that the informants refer to here can be of decisive importance for the teacher's pedagogical development and professional identity. Pedagogic formation is an expression of a lifelong project in which the individual human being is formed by what Bollnow (1976) names as pedagogical leaps or "existential meetings"; that is when people are facing a baffling encounter with a situation, and this event leads to a change of direction in the professional life or in life in general. The stories referred to above deal with something authentic and significant (Taylor, 1989), which has left its mark on the teachers' professional identity.

Teachers' creed and their professional development

When it comes to teachers' descriptions of their own pedagogic creed, several interesting findings emerge. To the following questions, there are very different answers: *What has helped to form your pedagogic creed? and how has your pedagogic creed (basic pedagogical view) changed from recent graduate until today?*

Something that was surprising was that only 7 av 15 teachers claim that they have undergone a pedagogical development, or that there have been events in the profession that have contributed to a change in thinking or practice of the subject PE and/or Sports. Some lack conscious to their own (creed-) development, others write that they have not developed or at a very small scale, and a few does not answer the question. They write answers like "really not much" (M60), "not so very much" (M57), "to a small extent" (M24), "Not much! Started as a PE teacher, and now I teach mainly sports, so I have a different focus because of the curriculum/the students" (F49), "It has not changed from the start till today" (M29).

Six out of seven teachers who do not express development in their pedagogic creeds, have a bachelor's degree or Primary School Teacher(three- or four-year education). In other words, the teachers without a master's degree mostly report little or no pedagogic creed development, which may indicate that a long-term education and higher level of education contribute to increased awareness of development. In this context, the introduction of an integrated master's program in teacher education is a signal that the authorities want to equip teachers to take a stronger grip on the development of their own knowledge base(Universitets- og høyskolerådet, 2018).

Such a finding may also indicate that many teachers do not develop or change their personal view on learning or their academic thinking, or their awareness of their pedagogical professional practice. This is consistent with other studies (Larsson, 2009; Moen, 2011; Dowling, 2011; Moen and Green, 2014). It is conceivable that teachers run a routine teaching practice with less emphasis on innovation. It may also be that since pedagogic creed was a new concept for them, they are unable to put it into words.

Change in their pedagogical thinking and practice

There is no uniform description of what has made an impression on the teachers, nor what has contributed to those who experience a change in their pedagogical thinking and practice. There are the ones who point out that they now emphasize the subject's intrinsic value in contrast to earlier, when they emphasized more performance-oriented teaching methods. (M61a): "Had probably more focus on performance earlier. But has always emphasized the well-being and enjoyment of the activities. Now it is important to create lasting interest in training and physical activity. And provide the necessary knowledge on how to succeed".

Several teachers emphasize the importance of dampening the focus on performance in favor of well-being, joy and security. Some also mention the importance of health. We encounter a shift from a more instrumental, sports-oriented activity to a more relational and student-centered educational activity.

One of the teachers puts it this way (M42): “Today, I believe much more in individual adaptation and the importance of having close relationship with each student or athlete”. Also, didactic elements, like the significance of structure and planning, are mentioned: (F33): “Nowadays, there are previous experiences over several years as a coach and PE teacher and discussions with colleagues who help to set the standard. Today I am much more concerned about structure and planning”. Most of the informants in this study have experiences from organized sports, and many of them want to continue the positive sports experiences they have experienced with the students. This we have pointed out also appears in other studies, for example we see this in a study done by Kårhus (2004).

Conclusion

In summary, our findings show that PE teachers and teachers in Sports perceive the educator role as demanding, and with many varied tasks that need to be done.

The perceived challenges are linked particular to the organizational part of the teacher role and the relational aspect. Several of the teachers experience challenges in terms of grading, time pressure, large groups of students, and limited space for teaching. The teachers also talk about unmotivated students and students who do not show up for class.

Most teachers point to challenges not directly related to their own competence or role, and some of them say that the challenges have contributed positively to their development as professional teachers. The most surprising finding in this study is that most teachers with more than 20 years of experience, report little or no development of their pedagogic professional view. At the same time, it turns out that the informants with the higher education (master's degree) are more aware of their own pedagogic development and have less focus on performance than those with just a basic education.

The fact that half of our 15 informants point to no or almost no development in their pedagogic creeds, indicates that there is a significant potential for further professional pedagogic development and change for several teachers. For further research in the field, in-depth interviews can contribute to a supplementary and probably more elaborate analysis of what teachers emphasize in their professional and pedagogic practice. If research had been done in this field from a student perspective, that could bring even further knowledge to the subject area.

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