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Abstract

**VALUES, BELIEFS AND CHANGING
PHILOSOPHIES –UNDERGRADUATE STUDENTS’
PERCEPTIONS OF PHYSICAL EDUCATION**

Philosophy, values and beliefs of students (pre-service teachers) and Newly Qualified Teachers (NQT) have been shown to have been strongly influenced by their experiences within physical education (Curtner-Smith, 2001). The interactions with physical education teachers, schools and sports coaches has been described by Lortie (1975) as an ‘ apprenticeship of observation’ and has influence on an individual’s future decisions, practices and ideologies as a teacher. As a consequence, little has changed in the way PE has been taught in schools over the years, despite significant innovations in the curriculum (Green, 2006; Keay, 2009). This study examines the values and beliefs students hold in their first year of an undergraduate Physical Education degree programme, and the attributes they associate with being a ‘good PE teacher’. It also seeks to determine the perceptions and changes in philosophy of second and third year undergraduate PE students. It explores issues relating to adolescent experiences of PE, professional socialisation (Higher Education) and organisational socialisation (schools). It is the first cycle of a longitudinal study and builds on the work of Keay (2009); Capel and Blair (2007); Penney and Chandler (2000) and Green (2003 & 2007), Cassidy and Tinning (2004).

Sagor’s (2005) Action Research Cycle forms the framework for this longitudinal study. The qualitative data generated in Cycle 1 was through ‘Knowledge Café’ and semi-structured focus group interviews and forms the baseline data for Cycle 2 of the study.