



## **Developing professional identity during initial teacher education: a study with physical education preservice teachers**

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**Área Temática:** Formação em Contextos Educativos Formais e Não Formais

### **Abstract**

Occupational Socialisation Theory investigates how three periods of the teaching profession support the formation of teachers' identities. It proposes three chronologically oriented phases for the socialisation of teachers: acculturation (pre-training phase), professional socialisation (training phase), and organisational socialisation (workplace phase). The goal of this research was to determine how professional socialisation fosters the construction of professional identities in physical education preservice teachers (PSTs). This study was created using a qualitative research technique, with data gathered through semi-structured interviews in which six PSTs participated. Throughout the school year, each participant underwent three interviews. Participants were asked to answer the following questions: a) which beliefs or convictions about the teaching profession have changed as a result of the practicum; b) what their initial expectations were regarding the teaching practicum; c) what was easier and most difficult to do; d) what gives them the most pleasure and what they least like to do regarding teaching; e) what they have learned in the teaching practicum; and f) what feelings or words first come to mind when they think of the teaching practicum. Findings show that these individuals' beliefs or convictions about the teaching profession were rarely influenced by the teaching practicum and initial teacher education program, as participants were already acquainted with the profession. The PSTs' simplest task was to teach the physical education class. The participants recognize the value of the teaching practicum, but they emphasize that throughout this period of professional socialization, they only learned practical teaching skills. We conclude that initial teacher education programs have a residual influence on the professional identity formation of physical education PSTs.

**Keywords:** Occupational socialisation theory, professional socialisation, physical education, preservice teachers, initial teacher education