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REFLECTIONS OF BACHELOR OF HUMAN KINETICS GRADUATES DISPLACED
FROM THE HEALTH AND PHYSICAL EDUCATION CLASSROOM DUE TO AN
INEQUITABLE EDUCATION SYSTEM

By

Aerin Semus

A Thesis
Submitted to the Faculty of Graduate Studies
through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education
at the University of Windsor

Windsor, Ontario, Canada

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October 19, 2020

AUTHOR'S DECLARATION OF ORIGINALITY

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ABSTRACT

A large body of evidence has recognized the integral role of Health and Physical Education (HPE) in schools for improving student health and learning, yet the HPE subject area continues to be marginalized. A range of teacher-related and institutional barriers exist within HPE programming in schools, but there has been a lack of research investigating these barriers at the secondary level. The Ontario College of Teachers (OCT) allows post-secondary institutions to offer continuing education courses in only select subject areas, such as HPE, which are recognized with subject area qualifications equivalent to those earned through an undergraduate degree. The purpose of this study was to investigate the self-efficacy of HPE teachers with a Bachelor of Human Kinetics (BHK) degree who have been displaced by teachers who have obtained their HPE qualifications through continuing education courses, such as Schedule A one-session Additional Basic Qualification (ABQ) courses and Schedule D three-part specialist Additional Qualification (AQ) courses, and any implications this may have had on the perceived quality of HPE programming in secondary schools. Four BHK graduate secondary school teachers in a Southwestern Ontario school board participated in semi-structured interviews. Using an Interpretative Phenomenological Analysis (IPA), three superordinate themes emerged: Emotional Influence of an Inequitable Systemic Environment, Frustrations with Continuing Education as an Industry, and Interaction of Displacement Experience with Teaching Efficacy. These themes were further compartmentalized into subthemes. The findings of this study illustrate a detailed understanding of the impact this displacement has had on BHK graduates, including feelings of resentment and being devalued. Several recommendations to the OCT and to post-secondary institutions offering these continuing education courses have been made.

DEDICATION

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.” Barack Obama

Most importantly, I dedicate this thesis to aspiring Health and Physical Education teachers with a Bachelor of Human Kinetics undergraduate degree. May your passion, commitment and dedication to your students and athletes continue to inspire them to grow to their full potential, and to instill the values a healthy active lifestyle.

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LIST OF ABBREVIATIONS

ABQ: Additional Basic Qualification

AQ: Additional Qualification

BHK: Bachelor of Human Kinetics

CQR: Certificate of Qualification and Registration

HPE: Health and Physical Education

I/S: Intermediate/Senior

IPA: Interpretive Phenomenological Analysis

J/I: Junior/Intermediate

LTO: Long-Term Occasional

OCT: Ontario College of Teachers

OOF: Out-of-Field Teaching

OT: Occasional Teacher

P/J: Primary/Junior

SCT: Social Cognitive Theory

Spec-Ed: Special Education

STEPS: Skills to Enhance Personal Success

CHAPTER I

INTRODUCTION

In Canada, obesity rates among youth are almost one in seven (Rao et al., 2016) and today's youth face great risk of not outliving their parents (Quinn, 2012). The 2020 report shared by the Canadian non-profit organization ParticipACTION, which monitors the health and activity levels of Canadians, found that “less than 1 in 5 children and youth in Canada meet national guidelines for physical activity, sedentary and sleep behaviours” (Carson et al., 2017; Chaput et al., 2017; Janssen et al., 2017; Roberts et al., 2017). As such, Health and Physical Education (HPE) as a subject area in the education system is arguably one of the most essential subjects taught in schools.

Although the integral role of schools in improving public health has been recognized by the World Health Organization (WHO) as one of the most economical ways to improve both student health and learning (P4E, 2017), the HPE subject area has been and continues to remain marginalized (Collier, 2011; Decorby et al., 2005; Dyson, 2014; Richards et al., 2018; O'Halloran & Moynihan, 2020). Reasons for this may include that the role of HPE teachers is not appreciated by key players in education who influence policy, such as administrators, parents, students and colleagues (Richards et al., 2018), and that a greater importance is placed on more “traditional” subjects such as math and science with the desire to achieve higher academic standards (Schaefer & Waslyliw, 2018).

This marginalization can lead to detrimental consequences in schools. For example, teachers may adapt to the limited school expectations and environment and retreat from best practices, and students may receive a lower quality of education (O'Halloran & Moynihan, 2020).

Public perception has long indicated that HPE is not a subject of high importance, and despite clear evidence of an unfit global population, it is seldom included as part of the solution to improving public health (Collier, 2011). In fact, most schools in Canada and the United States present HPE with low importance at a curricular level (Decorby et al., 2005), even though fostering an appreciation for physical activity among youth can promote healthy lifestyle behaviours in the future (Quinn, 2012). Given that physical activity habits and behaviours are formed early in life, I argue that it is essential that schools equip students with the knowledge and skills to lead a healthy lifestyle through implementation of effective HPE programs. However, the quality of HPE programs influences the degree to which students are afforded the potential benefits to their future wellbeing (Randall et al., 2014).

A range of *teacher-related* and *institutional* barriers exist in HPE programming at the primary, elementary and secondary levels that are infringing upon the opportunity for students to receive HPE of high quality (Jenkinson & Benson, 2010; Morgan & Hansen, 2008; O' Halloran & Moynihan, 2020). One such barrier that has influenced the quality of HPE for Ontario students is the method with which teachers are able to obtain HPE qualifications. Traditionally, teachers complete a four-year undergraduate degree in a program such as a Bachelor of Human Kinetics (BHK), a Bachelor of Physical Education (BPhEd), a Bachelor of Kinesiology (BKin) or a Kinesiology program which falls within the umbrella of a Bachelor of Science (BSc) to obtain HPE as a subject-area qualification. However, the Ontario College of Teachers (OCT) will also recognize HPE as a teaching qualification for teachers if they obtain up to one continuing education course, called Additional Basic Qualification (ABQ) and/or Additional Qualification (AQ) courses, without any regulation of pre-requisite courses at the undergraduate level. Thus, certain post-secondary institutions in Ontario have made it possible for any teacher to enroll in

ABQ and/or AQ courses to obtain HPE qualifications, with no educational background in HPE. However, neither the OCT nor these specific post-secondary institutions allow this practice for all subject areas, only a select few, including HPE.

Given that the OCT has allowed post-secondary institutions to support the practice of allowing teachers without an HPE-related degree, or any related HPE educational background, to obtain HPE qualifications through continuing education courses without any prerequisite requirement standards in place, I want to explore educators' perceptions of the value of an HPE-related degree and their perceptions of the impact this has had on the quality of HPE programming in secondary schools.

Rationale

Continuing education has become a central component of an increasingly competitive 21st century society. Advancements in technology have promoted highly accessible digital learning opportunities and teaching tools. This has allowed teachers to participate in a broad range of professional learning courses, some of which may enable them to obtain new subject area qualifications online without having completed any related post-secondary education. In a system that honours academic integrity, it is important to monitor and regulate the way in which the adoption of practices which support such online professional learning opportunities presents itself within educational institutions. Gaining teaching qualifications recognized at the provincial level through methods requiring significantly less time, engagement and practice in a given subject area may have implications for both teachers and students. I will examine the conditions required of two types of continuing education courses offered to teachers – ABQ and AQ courses – as well as the differences in how they are regulated within various post-secondary institutions

in Ontario, and how they have been recognized within and have impacted one Ontario school board at the secondary level.

The OCT Regulation of ABQ and AQ Schedule A-F Courses

To teach in Ontario's public school system, one must hold an OCT certification. To become certified today, a teacher must have successfully completed a three-year (minimum) post-secondary degree from an institution deemed acceptable by the OCT, must have successfully completed a teacher education program over four semesters, and must apply to the OCT for their certification and upon approval, pay registration and membership fees on an annual basis (OCT, 2020e). Part of the OCT registration process includes a teacher applicant providing proof of their academic and professional background. The OCT must receive a copy of an applicant's educational transcript directly from the institution where the applicant completed their education to satisfy this requirement. In addition, the OCT must receive proof of completion of an acceptable teacher education program, in the form of a transcript received directly from the institution as well (OCT, 2020d). Completing this process provides evidence for a teacher's subject area and grade-level division qualifications that will appear on their Certificate of Qualification and Registration (CQR). *Subject area* refers to the subject one is qualified to teach, for example, math, science, English, French, HPE or geography. *Grade-level divisions* refer to the compartmentalized system of grades a teacher is trained and qualified to teach.

There are four grade-level divisions, of which a teacher must hold two consecutive qualifications to teach in Ontario. These divisions include Primary (Kindergarten to Grade 3), Junior (Grades 4-6), Intermediate (Grades 7-10) and Senior (Grades 11-12) (OCT, 2020f). At the Faculty of Education, these grade-level divisions are then placed into three groupings:

Primary/Junior (P/J) qualifications, allowing one to teach Kindergarten to Grade 6, Junior/Intermediate (J/I) qualifications, allowing one to teach Grades 4 to 10 and Intermediate/Senior (I/S) qualifications, allowing one to teach Grades 7 to 12. Teaching at the J/I level requires at least one general education subject qualification, and teaching at the I/S level requires at least two general education subject qualifications, from a list of possible subject areas provided by the OCT (OCT, 2020f). Upon graduating from a Faculty of Education in Ontario, a teacher will have become qualified in two consecutive grade-level divisions, and up to two general education subject areas, as required by the OCT. These will be expressed as Basic Qualifications on a teacher's CQR (OCT, 2020f).

To allow teachers to expand on their existing subject area(s) and grade-level division qualifications, the OCT regulates and accredits a legislated system of teacher qualification courses called ABQ and AQ courses. *ABQ* courses permit teachers to add a new subject area and/or grade-level divisions to their existing qualifications (OCT, 2020f). *AQ* courses are designed to allow teachers to obtain new subject area qualifications, or to develop professional knowledge and skills within a grade-level division and/or subject area one is already qualified in (OCT, 2020f).

Continuing Education courses originated in the 1960s when people were being hired as teachers without degrees, with the intention to allow teachers to extend their professional knowledge. The Hall-Dennis report released in 1965 entitled *Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario* highlighted the need for academic and professional development opportunities for teachers through continuing education. Such courses were proposed to be offered through Faculties of Education, school boards and other institutions and agencies (Hall & Dennis, 1965).

As teacher education was shifting to university programs, the responsibility of teacher certification would then become a shared responsibility between the universities and a proposed professional organization of teachers (Hall & Dennis, 1965), which would eventually become the OCT. In 2006, the OCT reviewed and revised the list of these continuing education courses, now often referred to as professional learning courses, resulting in the availability of over 150 ABQ and AQ courses. These courses were meant to address the changing educational environment and to address requests made by its College members (OCT, 2020f).

The OCT ensures that ABQ and AQ courses appear in accordance with the *Ontario Regulation 176/10: Teachers' Qualifications*, as per the Ontario College of Teachers Act of 1996. This regulation details the application process as well as guidelines that differentiate the categories or *schedules* of courses (OMOE, 2010). Both ABQ and AQ courses are allocated to one of six schedules - A, B, C, D, E, or F, according to the purpose of completing them. Courses in schedule A are one-session ABQ courses designed to increase knowledge and skills for teachers by obtaining qualifications in another grade-level division and/or another general subject area. The OCT determines which general subject areas can be obtained through ABQ courses in the Intermediate and Senior divisions and has determined that a large selection of subject areas such as business studies - accounting, English, science, history, music and HPE be listed under Schedule A (OCT, 2016b). Schedule A one-session ABQ courses represent one means to obtaining HPE qualifications in place of a post-secondary degree in HPE.

Schedule B includes one-session ABQ courses for technological education at the secondary school level, allowing teachers with work experience in the technological field to apply it in obtaining a teaching qualification in this subject area. Examples of courses listed under Schedule B include Green Industries, Hairstyling and Aesthetics, and Transportation

Technology (OCT, 2016b). Schedule C includes one-session AQ courses to strengthen ones' knowledge and to prepare teachers for specific roles within a variety of subjects and/or topics. Examples of one-session AQ courses in Schedule C include Outdoor Experiential Education, Teaching First Nations, Métis and Inuit Children, and a variety of special education related courses including Teaching Students with Communication Needs (Autism Spectrum Disorders). Many general subject areas are offered as well, but at the grade seven to eight level only (i.e. geography, science, history, HPE) (OCT, 2016b).

Schedule D includes three-part specialist AQ courses, organized as part one, part two and specialist courses, allowing teachers to develop, expand and extend the necessary skills and knowledge to plan, deliver and evaluate programs in a certain grade-level division or subject area (OCT, 2016b). There are also Schedule D courses offered to prepare teachers to take on leadership positions related to co-ordinating and consulting. Examples of courses which appear under Schedule D include dramatic arts, HPE, music – instrumental, teacher librarian and visual arts (OCT, 2016b). Note that each of these subjects are also available through undergraduate degrees. There are also a variety of subjects listed under Schedule D that are not available through undergraduate degrees, including co-operative education, guidance and career education, and kindergarten (OCT, 2016b). Schedule D courses represent a second means to obtaining HPE qualifications in place of a post-secondary degree in HPE.

To expand briefly on the benefits of obtaining a Schedule D three-part specialist AQ, there are several reasons a teacher may seek to obtain such qualifications. Completing a specialist course could allow teachers to move to a greater Certification Rating Statement grouping, which results in greater pay (OSSTF, 2020). This is practiced provincially and is based on certification granted by Qualifications Evaluation Council of Ontario (QECO) (OCT, 2020f).

It can also serve as a pathway to Administration, which requires two specialists and three grade-level divisions, or one specialist and half of a Master or Education degree. In the local language of the school board being examined in this study, completing a specialist course also allows one to apply to positions of added responsibility, such as a Department Head, in that specialist subject area (A. Adzic, personal communication, December 7, 2020).

Schedule E includes one-session Honour Specialist AQ courses which are designed to develop curriculum leadership for teachers who already have a strong knowledge base in a subject through undergraduate training, and two years of successful teaching experience in the subject area. Examples of courses listed under Schedule E include biology, HPE and First Nations, Métis and Inuit Studies (OCT, 2016b). Schedule F courses are one-session courses being developed in technological education to deepen knowledge and expertise. Examples of courses listed under Schedule F include Teaching Construction Technology — Carpentry, Teaching Health Care — Dental Services, and Teaching Transportation Technology — Truck and Coach (OCT, 2016b).

Schedule A one-session ABQ courses and Schedule D three-part specialist AQ courses that qualify teachers in the HPE subject area will be the focus of this research from here on in.

The ABQ and AQ Post-Secondary School Industry

According to the OCT published ‘Professionally Speaking’ magazine, as of 2018, a total of 42 post-secondary institutions across 19 cities in Ontario offer AQ courses to certified OCT members, with 375 English courses and 375 French courses available. Each course ranges roughly between \$600 to \$800 for tuition, depending on the institution offering the course and on potential subsidies being offered. AQ courses are popular among teachers, with 34,497 AQ courses awarded in the year 2016 (Professionally Speaking, 2018). According to the OCT

website, that number has now grown to roughly 40,000 courses taken each year (OCT, 2020c). Given the high number of teachers enrolling in these courses, which can range from 6 to 16 weeks in duration, and the significant amount of tuition obtained from these courses, it seems reasonable to assume that AQ courses contribute to the annual financial income of the post-secondary institutions offering the courses. Naturally, this may create a competitive atmosphere for these institutions to attract OCT certified teachers across Ontario to enroll in their online ABQ and AQ courses. Some courses vary in price and duration, but most compelling is the stark variation in pre-requisites for certain ABQ and AQ courses across post-secondary schools.

Each Ontario post-secondary institution offering ABQ and AQ courses must comply with certain standards. For example, the *Ontario Regulation 176/10 – Teachers’ Qualification Regulation* under the Ontario College of Teachers Act of 1996 details which courses can be listed under each Schedule, and thus can be offered through post-secondary institutions. Teachers who wish to enroll in ABQ and/or AQ courses must be an OCT member and must hold a CQR. The OCT lists minimum admission standards for each Schedule, but do not specifically address prerequisite standards for Schedule A and Schedule D courses. Rather, it is stated that AQ courses often have prerequisite course requirements, and that it is up to the teacher seeking to take the course to learn what prerequisites are required of them (OCT, 2020a). This demonstrates that prerequisite course requirements are to be determined by the institution that is offering the courses, which have been accredited by the OCT.

When it comes to Schedule A one-session ABQ courses, one must hold a CQR and “an acceptable postsecondary degree or equivalent qualifications” (OCT, 2020a). For Schedule D three-part specialist AQ courses, post-secondary schools must ensure that a specific protocol is followed. This protocol will be outlined using HPE as an example. To enroll in the Part one HPE

course, one must have a CQR and hold basic qualifications in one of the grade-level divisions. To enroll in the Part two HPE course, one must have successfully completed the Part one course, completed a program deemed to be equivalent to the Part one course, or be qualified in the Intermediate or Senior division in the same subject (HPE) in Schedule A (OCT, 2020a). Since HPE is listed under Schedule A, having completed a Schedule A one-session ABQ in HPE permits one to enroll in Part two of an HPE AQ. One must also have had a minimum of one successful year of classroom teaching in any subject area. This is confirmed by the teacher through completing and submitting a Teaching Experience Form signed by a supervisory officer, such as a school board superintendent. Finally, to obtain the Specialist HPE course, one's CQR must list the successful completion of the Part two course, or a program deemed to be equivalent. One must have also completed at least two years of successful classroom teaching, with at least one year within the subject area being pursued, in this case HPE. This is again confirmed by the teacher by completing and submitting a Teaching Experience Form signed by a supervisory officer (OCT, 2020a).

It is important to note that although the above guidelines listed by the OCT are quite clear in terms of how ABQ and AQ courses can be offered across post-secondary institutions, the prerequisite standards in place for educational background are not. In fact, the OCT acknowledges educational prerequisites as follows:

Prerequisites are set out in regulation, but additional qualification course providers may impose additional requirements for entry, such as a stronger subject background or proficiency in the language of study. For example, providers offering ABQs from Schedule A set their own prerequisites for enrollment. Most require at least three full

courses in the subject in a postsecondary degree.

(OCT, 2016b, p.5).

Next, I will illustrate a comparison of the admission requirements for Schedule A one-session Intermediate and Senior ABQ courses in HPE across various post-secondary institutions in Ontario. Admission requirements for Schedule D three-part specialist AQ courses will not be included for the sake of brevity.

HPE ABQ Analysis

The prerequisites for educational background for both Intermediate and Senior ABQ courses vary greatly depending on subject area and the individualized policies of the institutions offering them. To enroll in the HPE Intermediate Division ABQ course at Western University (WU), the prerequisite in place is that teachers must have completed two full-year university courses (or equivalent half courses) in the HPE subject area (such as Kinesiology, Human Kinetics and Physical Education) (Western Continuing Studies, 2020). This rule requiring two full-year university courses in the subject being sought applies to *all* Intermediate Division ABQ subject courses offered at WU. To enroll in the Senior Division HPE ABQ at WU, the prerequisite is even greater, being the completion of a minimum of five full-year university courses with a minimum 70% average in the HPE discipline. One exception to this is if a teacher has Senior qualifications in another area and HPE is a subsequent subject area being sought, then a minimum of two full-year university undergraduate courses is required. This again applies to *all* ABQ subject areas offered at WU (Western Continuing Studies, 2020).

Lakehead University has similar standards in place, again maintaining ubiquity in standards across all ABQ subject areas. OCT members must have completed three full university

courses (or equivalent) in the Kinesiology, Human Kinetics or Physical Education subject area to enroll in the Intermediate Division HPE ABQ. To enroll in the Senior Division HPE ABQ, they must have five full university BHK courses (or equivalent) (Lakehead University, 2020). These requirements are lowered to three full-university Kinesiology, Human Kinetics or Physical Education courses if the teacher has Senior qualifications in another subject area and this is a subsequent subject qualification for them (Lakehead University, 2020).

Queen's university requires OCT members to have three full-year undergraduate courses in HPE or Kinesiology to enroll in the Intermediate Division HPE ABQ, but only two full-year undergraduate courses are required if they already hold an Intermediate qualification (Queen's University, 2020a). Queen's does not offer the Senior Division HPE ABQ (Queen's University, 2020b).

The University of Toronto offers ABQ courses through their Ontario Institute for Studies in Education (OISE). To enroll in the Intermediate Division HPE ABQ, there are no prerequisite courses in place (University of Toronto, 2020a). To enroll in the Senior Division HPE ABQ, one must have two full university degree credits in Kinesiology or a "related subject" or have completed the Intermediate Division ABQ in HPE. A successful grade in both courses is a C- and courses are offered fully online (University of Toronto, 2020b).

Laurentian University holds the highest standard for enrollment in the Senior Division HPE ABQ, requiring the completion of 18 university credits in the HPE discipline to enroll in the course. This was confirmed through e-mail between the researcher and the Administrative Assistant for the Centre for Academic Development at Laurentian University (A. Castonguay, personal communication, April 16, 2020).

Finally, the University of Windsor provides clear prerequisite standards for its Intermediate Division ABQ courses offered, being four half-credit courses (one semester in length) or two full credits (two semesters or full year in length) for the subject area being sought (University of Windsor, n.d.b). This holds true for courses such as English and math (University of Windsor, n.d.c). However, unlike the post-secondary institutions listed above, this practice is not ubiquitous across all subject areas. The University of Windsor does not have any prerequisite courses for enrollment in HPE. In fact, their website for ABQ courses explicitly states, “For ABQ Health and Physical Education (Intermediate), ABQ Dramatic Arts (Intermediate) and ABQ Religious Education (Intermediate) there are no pre-requisite University degree credit courses required” (University of Windsor, n.d.b, para. 4). A passing grade is considered to a B- or 70% to 72.9%, as confirmed by the University of Windsor’s Continuing Education Secretary at the Faculty of Education (V. Newell, personal communication, September 8, 2020).

Given that HPE and dramatic arts are undergraduate areas of study, just as the other offered Senior Division ABQ subject areas that maintain prerequisite standards are, this raises questions as to why HPE and dramatic arts are subject to lower prerequisite standards. To date, a policy outlining how it was deemed appropriate for some ABQ subject areas to have prerequisite university courses in place while others do not, has not been shared by the University of Windsor. It is unknown why some institutions hold such high prerequisite standards, such as Laurentian University with 18 required undergraduate HPE courses, while other institutions ultimately maintain no standards, such as the University of Windsor with zero required undergraduate HPE courses. This coincides with the lack of transparency provided by the OCT in how it was determined which subject areas, such as HPE, are listed under Schedule D, while others are not. Subjects that do not appear within Schedule D include English, geography,

history, physics, chemistry and I/S math (OME, 2010). This absence of clarity has led to significant issues of contention for BHK graduate teachers in this study at the secondary school level.

Comparative BHK Degree Analysis

To draw a comparison, I will illustrate the depth of educational background and content knowledge an HPE degree qualified teacher brings to the HPE classroom compared to an ABQ and/or AQ qualified HPE teacher. I acknowledge that there are several types of HPE degree programs available in Ontario and will use the BHK program at the University of Windsor in this comparison. Since this study explores the experiences of BHK degree program graduates, I will refer to the BHK degree as the HPE degree being examined from here on in.

The 2019-2020 BHK Handbook from the Department of Kinesiology's Faculty of Human Kinetics at the University of Windsor indicates that students who begin the BHK program must choose to major in one of the following two areas: Movement Science or Sport Management. Three of four participants in this research studied the Movement Science major, and I did as well. The fourth participant completed their degree before these majors were developed, and instead obtained a Bachelor of Human Kinetics with an Honours in Kinesiology. Since the Movement Science major was pursued by most participants, courses required for a BHK degree with a major in Movement Science have been illustrated below.

New BHK students in their first year of studies are required to take core curriculum courses that are standard to the program. Students pursuing a Movement Science major must complete eight core curriculum requirements during year one of the BHK program, as listed in Table 1, and two non-kinesiology optional courses.

Table 1

Year 1: Core Curriculum Requirements, Adopted from the BHK Handbook, 2019-2020

(University of Windsor, 2019a)

Year 1: Core Curriculum Requirements (Movement Science Major)	
1	Principles of Mental Skills Training Psychology
2	Ethics in Sport and Physical Activity
3	Functional Anatomy
4	Fundamental Mechanics of Human Motion
5	Health and Wellness
6	Introduction to Exercise Physiology
7	Principles of Sport Management
8	Measurement and Evaluation

During year two, Movement Science major students are provided with more choice in some of the courses they take. Instead of having eight core curriculum requirements as they did in year one, students are required to complete four core curriculum requirements and can choose two additional courses from five Movement Science course options available, as listed in Table 2, as well as four non-kinesiology optional courses.

Table 2

Year 2: Movement Science Major Requirements, Adopted from the BHK Handbook, 2019-2020
(University of Windsor, 2019a)

Year 2: Core Curriculum Requirements (Movement Science Major)	
1	Human Performance
2	Introduction to Ergonomics
3	Physiology of Fitness
4	Research Design
Year 2: Select TWO of the Following Course Options (Movement Science Major)	
1	Introduction to Leisure
2	Sport Sociology
3	Sport History
4	Growth and Development
5	Organizational Behaviour

During year three and four, students are provided with even greater choice in the courses they take. Students must complete ten Movement Science major courses from a large variety of courses available, and two laboratories, as listed in Table 3, as well as eight non-kinesiology optional courses.

Table 3

Year 3 & 4: Movement Science Major Requirements, Adopted from the BHK Handbook, 2019-2020 (University of Windsor, 2019a)

Year 3 & 4: Select TEN of the Following Course Options (Movement Science Major)	
1	The Use and Abuse of Drugs
2	Exercise and Fitness Psychology
3	Imagery effects on Performance
4	Sport Nutrition
5	Obesity and Eating Disorders
6	Motor Learning and Control
7	Applied Sport Psychology
8	Physiology of Exercise
9	Musculoskeletal Physiology
10	Human Factors and Work Performance
11	Scientific Basis of Conditioning
12	Human Movement and Aging
13	Population Health
14	Dynamics of Skill Acquisition
15	Physical Activity for Special Populations
16	Perceptual-Motor Development
17	The Endocrine System in Sport, Exercise and Health
18	Cardiovascular Physiology

19	Chronic Disease and Exercise Rehabilitation
20	Exercise in Extreme Environments
21	Applied Neurophysiology
22	The Pathophysiology of Pain
23	Ergonomics and Injury-Prevention
24	Physiological Basis of Sports Therapy
25	Individual Studies
26	Undergraduate Thesis
27	Advanced Biomechanics
28	Group Dynamics in Sport
29	Special Topics – In Movement Science
Year 3 & 4: Select TWO of the Following Laboratories (Movement Science Major)	
1	Laboratory Experiences in Biomechanics and Ergonomics
2	Laboratory Experiences in Human and Exercise Physiology
3	Laboratory Experiences in Motor Learning and Psychology of Physical Activity

Within the “Distinguished History” section of this handbook, a description of the BHK program, along with how it prepares students for future pathways, is shared. This description alludes to the idea that many BHK graduates pursue a career in the field of education.

Kinesiology emphasizes an understanding of human physical activity in its broadest sense. Classroom lectures combined with laboratory experiences result in a dynamic program multidisciplinary in both content and career potential. It may also provide the

background for entry into professional programs such as education, chiropractic, sport therapy, physiotherapy, athletic training, and medicine, and for graduate-level studies in Kinesiology. Over 4500 students have graduated with undergraduate degrees since the first class entered in 1965. Most are prominent members of society in a variety of career fields. (University of Windsor, 2019a, p. 8)

In addition to sharing these potential career pathways with prospective students, perhaps the Faculty of Human Kinetics and the Faculty of Education should work together to ensure that students considering a local career as a secondary school teacher are explicitly aware of the potential challenges they may face when it comes to HPE qualifications, before enrollment in either program. Given that the same qualifications obtained through the intensive four-year BHK program described above can also be obtained through completing a one-session Intermediate and/or Senior HPE ABQ, or completing any of the three-part specialist HPE AQ courses, students may consider pursuing a double major if they wish to still be a secondary school teacher. Alternatively, BHK students may choose a different career pathway altogether once they realize teaching HPE locally may not be a reality.

Approaching this matter as a shared responsibility of the Faculty of Human Kinetics and Faculty of Education programs might strengthen the communication provided to students considering a secondary school teacher pathway. BHK student counselling does involve sharing with students that very limited HPE secondary school teaching positions are available locally. Such students are encouraged to consider obtaining other qualifications from minor or major subjects prior to graduation, to consider teaching elsewhere, or to otherwise be prepared for a potentially different pathway (D. Andrews, personal communication, October 28, 2020).

However, the earlier this communication takes place, coming from both Faculties, the more time students will have to make and plan for educational and career decisions.

To compare the learning outcomes described above in the BHK program to an AQ course, a course outline sample from the Intermediate Division HPE ABQ offered at the University of Windsor is shared:

Using a universal approach this course provides candidates understanding of the philosophy related to Health and Physical Education at the intermediate level. It focuses on developing the ability of teachers to ensure a positive learning environment while encouraging a healthy school culture, as well as promoting the importance of daily physical activity and teamwork. (University of Windsor, n.d.a, para. 1)

In addition to the obvious differences in the HPE content knowledge of a BHK graduate compared to a teacher with an HPE ABQ or AQ, there is an enormous difference in the cost of the education received as well. The average yearly tuition for an Ontario undergraduate program at the university level for the 2019-2020 school year was \$7,922 (Government of Canada, 2019). According to the “Tuition Fee Estimator” for the University of Windsor, the tuition for Fall and Winter semester as a full-time BHK student, not enrolled in Co-operative Education, in the 2020-2021 school year would be \$3,799.11 for each semester, for a total of \$7,598.22 for their first year (University of Windsor, 2020). If this was to remain the tuition for each of the four years of this program, and a student does not enroll in cooperative education, which costs an additional \$455 per term, the total tuition cost for the BHK degree would be \$30,392.88 (University of Windsor, 2020). This is slightly less than the projected four-year program cost by the Government of Canada (2019) which is \$31,688 for tuition.

Furthermore, students spend an average of \$773 on post-secondary books each year (Brown, 2018), which will vary based on individual program requirements. The cost of textbooks is incurred annually each year over a four-year program. However, an estimated cost of textbooks and courseware for the BHK program at the University of Windsor could not be obtained based on the varying requirements and course options.

At the University of Windsor, the cost to complete the Intermediate Division one-session ABQ for HPE is \$780 (University of Windsor, n.d.d). This course is offered in a blended setting, with 70 hours of in-class instruction and 30 hours of online learning (University of Windsor, n.d.a). ABQ courses at the University of Windsor range from 6 to 11 weeks in length (University of Windsor, 2019b). Thus, teachers can obtain HPE qualifications by completing one 11-week HPE ABQ course at the University of Windsor with no prerequisite courses in approximately 100 hours. In contrast, according to the Undergraduate Coordinator in the Department of Kinesiology at the University of Windsor, a BHK graduate completes 26 HK courses, with each course lasting 12 weeks. This equates to a total of approximately 936 hours of in-class course study within the BHK degree program (T. Martindale, personal communication, September 10, 2020).

Secondary School Staffing Procedures: An Inequitable Playing Field

The problem BHK graduate teachers are experiencing with the current practice of Schedule A one-session HPE ABQ and Schedule D three-part specialist HPE AQ courses relates to staffing procedures. Given that my experience with this phenomenon is within one Southwestern Ontario school board, I will refer to the staffing procedures of this school board exclusively. This school board employs OCT members of the Ontario Secondary School Teacher's Federation (OSSTF). The collective agreement established between the school board

and OSSTF at a local level provides the language required to allocate staff to each of its' secondary schools on a yearly basis (OSSTF, 2014). A unique practice adopted by this school board that is specific to its local language is the recognition of major and minor subject area qualifications, often referred to as major and minor teachables by school board employees. Previous to a mid-term amendment made in November 2018, which will be discussed later, major subject area qualifications were granted by the school board in the following manner. Either an employee provided proof of completion of at least ten courses in a subject area at the post-secondary level or they had completed up to part two of a three-part specialist AQ course. In the case of multiple majors, that threshold was reduced to eight courses in a subject area. A minor subject area qualification was granted for any other subject areas listed on the OCT certificate that had not met the criteria to be a major qualification or by having completed up to part one of a three-part specialist course (OSSTF, 2014).

During the staffing process at the secondary level within the Southwestern Ontario school board in this study, two factors are considered: the seniority number of the teacher, and their major and/or minor subject area qualifications, with an opportunity for the teacher to indicate their preference. The school staffing process begins in mid-February each year, when teachers are asked to fill out a "Staffing Form" by the first Tuesday in March. On this form, teachers must identify their name, seniority number within the school board, as well as their teaching preference(s). They also have the opportunity to list other major and other minor subject area qualifications. Teachers do not have to list all major subject areas in which they are qualified for and are within their rights to only indicate major subject area(s) that they would prefer to teach the following school year. Within each school, teachers with the highest seniority number are staffed first within their preferred major subject area of qualification. Therefore, if a teacher has

obtained up to part two of a three-part specialist AQ in a new area of subject qualification, and that subject becomes listed on their CQR, they are able to list this subject as their preferred major subject area on their staffing form.

In a hypothetical scenario, if a teacher who completed an undergraduate degree in the major subject area of geography, who holds I/S qualifications in geography and traditionally teaches the geography courses within their school, obtains up to their part two AQ in HPE, they now hold equal major subject area qualifications to a teacher with a BHK degree. With both holding equal qualifications from the school board perspective, the only determining factor in deciding who will teach the HPE courses the following school year then becomes the teachers' seniority numbers. If the geography teacher was hired as a permanent teacher before the HPE teacher, and in turn has a greater seniority number, then the geography teacher will be assigned the HPE courses. However, this system is not ubiquitous across all subject areas.

An HPE teacher may not obtain qualifications in the subject area of geography through an ABQ or AQ qualification because it is simply not authorized by the OCT under *Ontario Regulation 176/10: Teachers' Qualifications*. The same outcome would apply for a teacher of a given subject area who obtains up to part two of an AQ qualification in the subject area(s) of dramatic arts, music and visual arts, for example. They would be given preference in these subject areas over existing teachers if they hold a greater seniority number. This creates cause for contention within the school climate when teachers begin taking courses from others with or without notification. This may result in an abundance of issues within a school or school board, with the most critical being a potentially compromised quality of HPE programming being delivered to students. Although it is possible that a teacher could obtain their HPE qualifications through up to part two of AQ courses, and then provide quality HPE programming, it seems

unlikely due to the significant difference in their educational background and teaching experiences, as outlined in the previous section.

Due to the disturbance in teaching positions this practice had caused, several BHK graduate HPE teachers at the secondary school level formed a committee during the 2009-2010 school year within this school board to amend the collective agreement regarding this practice. Over a several year period, these individuals were successful in obtaining enough signatures on a petition to spark a mid-term amendment vote for all OSSTF members in November 2018. This vote was successful in changing the collective agreement to stop the practice of this staffing procedure by changing the wording of how major and minor qualifications were defined. This amendment called for the regulation of major qualifications through ABQ and/or AQ courses for not only HPE, but also Family Studies, Art and French, at the school board level. This board-wide vote was 86% in favour of the amendment (E. Roy, personal communication, November 23, 2018). The intent of the language of this midterm amendment was embedded in the collective agreement and ratified on November 6, 2020.

However, after the amendment was made in November 2018, all teachers who had previously obtained their HPE qualifications through ABQ or AQ courses, and all who continued to complete them by the Summer of 2019, would still be able to claim HPE as a major subject area with up to part two of the HPE AQ completed, or as a minor subject area, with up to part one of the HPE AQ or the HPE ABQ completed. Although this will have a positive impact over time, the current BHK graduates employed within this school board will likely be affected by this staffing practice for the duration of their teaching careers.

Furthermore, the OCT still allows teachers to obtain new subject area qualifications through ABQ and AQ courses without prerequisite standards in place across the post-secondary

institutions that offer them. By supporting the listing of the HPE subject area under Schedule A and Schedule D, the OCT has created a system where post-secondary institutions can offer HPE qualification courses to teachers without any prerequisite standards in place, and thus without any prior educational background in the HPE subject area. It is then left up to the collective agreement between individual school boards and teachers unions to determine how teachers should be staffed within schools. I argue that changes to the Ontario College of Teacher's Act of 1996, under *Ontario Regulation 176/10: Teachers' Qualifications* and/or imposing prerequisite standards across all post-secondary institutions would mitigate this issue across all school boards in Ontario and would work towards re-establishing the current separation from discipline-based teaching outlined in this study.

Research Problem

The Ontario College of Teachers (OCT) allows post-secondary institutions to further qualify registered teachers in a new subject area through continuing education courses. However, only select subject areas such as Health and Physical Education (HPE) are available as a new subject area qualification through this avenue, and prerequisites to enroll in these qualification courses are not regulated by the OCT. Upon completion, such teachers are recognized with HPE subject area qualifications equivalent to an HPE undergraduate degree, such as the Bachelor of Human Kinetics (BHK). This undermines the integrity of an undergraduate degree and results in inequitable continuing education practices across all subject areas. I will investigate the self-efficacy of HPE teachers with an undergraduate degree in the HPE subject area who have been displaced by teachers who have obtained their HPE qualifications through Schedule A one-session ABQ and/or Schedule D three-part specialist AQ courses, and any implications this may have had on the perceived quality of HPE programming in secondary schools.

Purpose Statement

The purpose of this Interpretative Phenomenological Analysis (IPA) was to investigate the impact this OCT policy has had on the experiences of HPE teachers with BHK degrees who have become displaced from the HPE subject area by teachers who have obtained HPE qualifications through Schedule A one-session ABQ and/or Schedule D three-part specialist AQ courses. Potential systematic recommendations that may encourage more equitable continuing education practices across all subject areas have also been posed.

Research Questions

Given that the OCT recognizes HPE as a subject area that can be obtained through Schedule A one-session ABQ courses and/or Schedule D three-part specialist AQ courses, providing teachers who complete such courses with the equivalent qualifications of a four-year BHK undergraduate degree, what impact may this have on the self-efficacy of secondary school teachers with BHK undergraduate degrees? What systematic changes could address this issue of inequitable continuing education practices?

Note: The OCT operates under this system as per their interpretation of the Ontario College of Teacher's Act of 1996, under *Ontario Regulation 176/10: Teachers' Qualifications*

Researcher Positionality

I am a Canadian citizen from Windsor, Ontario. I am a female Caucasian in my early 30s from a blended family with three siblings. I am a BHK and Bachelor of Education (BEd) graduate from the University of Windsor and am currently pursuing my Master of Education (MEd) at the University of Windsor. I have been a full-time secondary school teacher with one

Southwestern Ontario school board for the past eleven years and have taught nineteen different courses at six different schools. During my time as a teacher, I have taught one grade ten girls Phys-Ed course during the 2015-2016 school year. I enjoyed every moment of that teaching experience as I knew it was highly unlikely that I would teach another HPE course again. The reason I believe this to be true is due to the increasing number of colleagues I have observed who have obtained their HPE qualifications through Schedule A one-session ABQ and/or Schedule D three-part specialist AQ courses. These colleagues are content with intentionally displacing BHK graduate colleagues so they can teach the HPE courses instead.

I have taught in several schools where teachers with HPE qualifications obtained through Schedule A one-session ABQ and/or Schedule D three-part specialist AQ courses have intentionally displaced BHK graduate teachers with less seniority. As such, I have witnessed the effect this can have on the experience of BHK graduate teachers. It can be quite traumatic for a teacher to be displaced from a teaching position, which can also result in displacement from their school. In some cases, these BHK graduate teachers have served as an HPE teacher and coach within their school for over 18 years until being intentionally displaced by a senior teacher who decided to get their HPE qualifications. This displacement may force a teacher to leave behind the connections they have built with their students, staff, and the athletes they coach, and can have a very negative impact on their sense of value within a school community.

I have also witnessed a change in quality of HPE programming for students being taught by ABQ or AQ qualified teachers, as well as the effect this can have on school climate and staff morale. When a staff member obtains their HPE qualifications and intentionally displaces a BHK graduate teacher, feelings of resentment, betrayal and animosity can emerge. This can have a negative impact on school climate, sometimes resulting in a divide and tension among staff

members. This can also be disappointing for students to lose an HPE teacher and coach who they have built positive relationships with throughout their high school careers. Students have also shared that they notice a major difference in the way their HPE course is taught by the teacher with the ABQ and/or AQ qualifications. I have even witnessed students taking their concerns to school Administration, who did not and perhaps could not take any action.

I also see this issue from the perspective of newer BHK graduate teachers, such as from my generation, who will likely not have the opportunity to teach students in the HPE subject area that we studied for four years in university. This is something that most of us were not aware of prior to entering the teaching career in the school board being examined. Upon being hired, we slowly realized that teaching HPE was highly unlikely, and that we would be required to obtain new subject area qualifications if we hoped to obtain a permanent teaching position within the school board.

As such, I have spent my teaching career building new relationships at new schools almost yearly, and learning to mentally prepare to be moved to a new school to teach a new set of courses each year. I am a passionate coach and have enjoyed coaching students on teams such as cross-country, junior and senior boys' and girls' volleyball, swimming, junior and senior girls' soccer, and girls' softball. I also like playing soccer, running and playing the piano. I was quite talented at the piano from a young age and completed my grade ten level piano qualifications by the age of twelve. However, I do not believe that the musical skills I began acquiring at the age of three and continue to acquire at the age of 33 should permit me to enroll in a Schedule D three-part specialist AQ music course. If I chose to complete up to two of these three-part specialist courses, without any university prerequisite courses in music completed, I could displace a teacher with a music degree if I had more seniority than them. I would not have

studied music nearly to the extent to which they had, through their four years of university level education, but I would be considered just as qualified as they are to teach music. Please note that the current system in place has allowed for this practice to happen.

CHAPTER II

REVIEW OF THE LITERATURE

A Brief Aside – Differentiating Between Key Terms

Throughout the literature review process, a variety of themes emerged when examining the implications of allowing teachers to obtain HPE qualifications through three-part specialist AQ and/or one-session ABQ courses. It should be noted that no research was found to have examined this specific area of interest. However, some research compared having specialist versus non-specialist HPE teachers within schools. In the context of this literature review, the term *specialist* refers to a teacher who has received educational training in the HPE subject area. A *non-specialist* or *generalist* refers to a teacher who has not received educational training in HPE. However, most studies reviewed do not define the type of educational training received when referring to specialist and non-specialist or generalist HPE teachers. It could be possible that a specialist teacher described in these studies would have received their training through an HPE undergraduate degree program, such as a BHK degree. It could also be possible that a specialist teacher received their training through one-session ABQ or three-part specialist AQ courses in HPE, or through similar continuing education programming offered depending on the geographic location of the study. It is also possible that teachers who received HPE training through ABQ and AQ courses would not be considered specialists at all, and rather would be referred to as non-specialists or generalists. The defining parameters of HPE specialist teachers are not always clearly presented within the studies outlined below.

Given the clear and numerous differences between teacher training that constitutes a four-year BHK degree and accompanying HPE-specialized teaching degree through the Faculty of Education, compared to a one-session ABQ or three-part specialist AQ course and teacher

training specialized in a non-HPE subject area, this study will not adopt the use of the terms specialist and non-specialist teacher within the data analysis process. Instead, the terms BHK graduate HPE teacher and ABQ or AQ HPE teacher will be applied to ensure clear differentiation is made between the educational backgrounds of these two groups. However, the terms specialist and non-specialist HPE teacher will be used in the literature review since these terms were embedded throughout the literature examined next.

A Qualitative Comparison: Specialist vs Non-Specialist HPE Teachers

Background

The idea of examining HPE specialisation is not a new concept. In 1990, Faucette and Patterson conducted a study which found that HPE specialist teachers exhibited more effective teaching behaviours compared to non-specialist teachers. For example, specialist teachers were observed to display behaviour such as directing, explaining, providing feedback, questioning, informing, and facilitating programs requiring higher levels of student activity, while non-specialist teachers employed less effective HPE teaching methods such as attending and monitoring (Faucette & Patterson, 1990). Dating even further back, the concept of nonteaching in the HPE setting was brought forward as a concern. According to Locke (1977), nonteaching refers to an educational atmosphere that lacks learning specific skills related to task performance through task progression, and rather constitutes the practice of completing simple exercises and tossing out a ball for students to play with.

By 2007, only 46% of Canadian schools had fully introduced hiring policies to ensure that HPE specialist teachers are teaching students, with 17% of schools having partially employed such policies and 37% not having employed any such policy (Cameron et al., 2007).

By 2017 only 42% of Ontario's elementary schools had a full-time or part-time HPE specialist teacher (People for Education (P4E), 2017). In a study conducted by Nixon et al. (2017), it was discovered that it is very common for new teachers to be placed in teaching positions outside of their area of undergraduate study, through a practice known as out-of-field (OOF) teaching. This practice of OOF not only inhibits teacher development, but also has a negative impact on instruction provided to students. This study focused on the discipline of science, but it was acknowledged that certain subject-area teachers are more prone to OOF teaching assignments than others (Nixon et al., 2017). The practice of OOF teaching occurs in the HPE discipline as well, and the implications of this will be explored throughout this study.

Defining “Quality” HPE Programming

How does one define a quality HPE program? According to the *Canadian Education Association (CEA)*, a quality physical education program addresses the age, culture, skill level and individual needs of each learner (Schaefer & Waslyliw, 2018). Physical and Health Education (PHE) Canada (2020) states that a Quality Daily Physical Education (QDPE) is “a well-planned school program of compulsory physical education provided for a minimum of 30 minutes each day to all students (kindergarten to grade 12) throughout the school year” (para. 1), through a program taught by both qualified and enthusiastic teachers. Other elements that contribute to the quality of an HPE program include a positive and supportive learning environment conducive to fostering student self-esteem and a deeper exploration of HPE (Randall et al., 2014). Overall, a quality HPE program provides students with the opportunity to develop skills in the physical, social, emotional, cognitive and spiritual domains (Whipp, 2015). Considering the inconsistency observed in the quality of HPE instruction provided to students,

elements such as teacher professional knowledge, beliefs and other aspects of teacher competence should be investigated (Holzberger et al., 2013).

Impact on Student Learning Outcomes

When students are healthy, they have better learning outcomes (Schaefer & Waslyliw, 2018). Yet research suggests HPE programming is not highly valued from an educational standpoint (Collier, 2011). Consequently, HPE teachers are becoming increasingly responsible for cultivating engaging activities that might stimulate interest and desire for students to engage in a healthy lifestyle (Jenkinson & Benson, 2010). According to Telford et al. (2012), students typically see greater improvements in health when taught by an HPE specialist teacher versus a non-specialist HPE teacher. In 2013, Constantinides et al. found that non-specialist HPE teachers promoted playing games, while HPE specialist teachers provided opportunities to practice motor skills.

Teaching HPE effectively must go well beyond this and address the needs of the whole child. HPE teachers must encourage the development of positive self-worth, the practice of daily physical activity and the many other components of healthy active living, by teaching and promoting the knowledge, skills and mindset required to adopt such behaviours (Ennis, 2011). “The long-term objective of educating healthy, physically active and informed citizens is, therefore, dependant not only upon teachers’ capabilities but also on their perceptions of their professional duties and a sophisticated understanding of the curriculum” (Chong et al., 2018).

Specialist vs Non-Specialist Teacher Qualities

Dating back to 2004, Mandigo et al. developed a profile of HPE specialists in Alberta which examined the relationship between educational background and program delivery. This

research found that, compared to non-specialist HPE teachers, specialist HPE teachers felt more enjoyment, confidence and preparedness when teaching HPE. In addition, HPE specialists teaching within the HPE subject area demonstrated a greater devotion of time to HPE instruction. Furthermore, recommendations were made for HPE specialist teachers to be given first priority during the hiring process at both the elementary and secondary levels for HPE positions. This was because of the increased likelihood that hiring a specialist would ensure a knowledgeable, confident and prepared individual would be chosen for the position (Mandigo et al., 2004).

A similar study completed by Randall et al. (2014) explored the quality of HPE education received by students in Atlantic Canada, in terms of the teacher background and content being taught to students. This research highlighted two very interesting ideas. First, school board hiring practices should prioritize not only the teaching ability of an applicant but also the educational background they bring to HPE positions. It is highly recommended that educational background should take precedence over a teaching applicant's coaching experience and athletic capacity (Randall et al., 2014). This research also illuminates that Canada does not hold national standards for HPE teacher certification. The provincial control over this domain makes the idea of instituting any type of minimum standards for HPE teacher training programs highly unlikely. They also make note of the fact that many currently employed HPE teachers have been "grandfathered" in to exempt them from acquiring any updated certification requirements for HPE teachers (Randall et al., 2014).

Barriers to Quality HPE Programming

Many studies have noted common *teacher-related* and *institutional* barriers faced in delivering quality HPE programming (Decorby et. al., 2005; Jenkinson & Benson, 2010; Morgan & Bourke, 2005; Morgan & Hansen, 2008). Canadian non-specialist elementary teachers have

identified the leading *institutional barriers* preventing effective implementation of HPE curriculum as being that HPE is given low priority as a subject area, low performance measures exist for HPE, and insufficient infrastructure exists in schools. *Teacher-related* barriers include lack of the following factors: confidence, training or knowledge (which may affect student safety), teacher preparation, planning, and informed leadership for HPE programs (Decorby et. al., 2005; Morgan & Bourke, 2008; Morgan & Hansen, 2008).

Additional constraints perceived for quality HPE programming in schools include inadequate teacher background knowledge in health, lack of knowledge in other general HPE areas, limited training in HPE and insufficient understanding of how to lead key aspects of HPE learning (Lynch, 2017). The effectiveness of HPE teachers was also influenced by “teaching experience, preparation and professional development which contributed to an understanding of the HPE curriculum and teacher confidence...”, as well as “whether the school had an HPE specialist teacher” (Lynch, 2017, p. 372).

In a study conducted by Morgan and Bourke (2008), factors contributing to the creation of *teacher-related* barriers in the elementary school setting were investigated. It was found that a teacher’s past HPE experiences and commitment to sport and physical activity affect one’s own development of motor skills, confidence and ability to effectively implement HPE content. Participants in the study reported low confidence in teaching HPE when they had limited experience in certain physical activities. Participants reported high confidence when they had personal knowledge, experience and HPE qualifications. Given that it is more common in the elementary system for non-specialist teachers to teach HPE, 75% of participants in this study reported being anxious when teaching some physical activities (Morgan & Bourke, 2008).

In a study of barriers to quality HPE education in secondary schools, Jenkinson and Benson (2010) found that more than two-thirds of HPE teachers believed their own difficulty in facilitating student engagement could have an impact on the likelihood of students to participate. This concern has also been reiterated at the primary level, where HPE programs of low quality had a higher risk of corresponding negative student experiences in HPE in the secondary level as well (Morgan & Bourke, 2008).

Morgan and Hansen (2008) also identified dominant *teacher-related* barriers, which included poor expertise and qualifications as the greatest inhibitor to quality HPE programming. Teacher confidence, interest, content knowledge, personal school experiences in HPE, attitudes, perceived HPE value and qualifications, were also identified as barriers. Some teachers in the study reported feelings of adequacy when teaching HPE, but the HPE programming they described was not conducive to facilitating quality student experiences (Morgan & Hansen, 2008). In addition, some colleagues were highly critical of the competency of others in their school to deliver quality HPE. It was also found that perceived barriers of teachers, such as low confidence, do have an effect on inadequate HPE programs (Morgan & Hansen, 2008). As such, it is not ideal to have a non-specialist or generalist teacher in an HPE role due to their lack of knowledge and experience studying HPE-related content. They simply are not sufficiently prepared for an HPE position (Lynch, 2013; Morgan & Bourke, 2008).

The most significant *institutional-related barrier* in relation to the current study was the marginalization of the HPE subject area. Richards et al. (2018) found that HPE teachers felt as though their subject area was a “dispensable commodity”, which contributed to their feelings of marginalization.

Effectiveness of Online Learning Programs in Teacher Education

The concept of continuing education and lifelong learning has become fundamental in the 21st century society. Today's information age certainly places online learning and training opportunities in high demand (Oncu & Cakir, 2011). The concept of online learning simply infers that learning is taking place over the internet (Tyner, 1998). The responsibility to provide such learning opportunities is primarily placed on educational institutions, which in turn highlights their importance in terms of the integral role they play (Demirel, 2009). It is now considered commonplace for continuing teacher education to take place in an online setting. However, "it is essential that online formal learning for teachers goes beyond technical learning, and unfortunately, it does not always do so" (Cranton, 2016, p.51).

The nature of professional learning for teachers reveals a multifaceted scope of needs, addressing cognitive and emotional domains. The willingness of a teacher to engage in professional learning may be influenced by factors such as school culture and current educational policies (Avalos, 2011). Transferring teacher learning to an online setting must also include the notion of emancipatory learning, in which teachers have opportunities to practice critical questioning in their subject area. This holds true for teachers across all levels of education, from kindergarten to post-secondary (Cranton, 2016). The quality of educational background that each learner has received in the past, dating back to their primary and secondary educational experiences, also influences the effectiveness of the lifelong learning opportunities they engage in. A higher quality educational background may result in greater satisfaction and benefits to the learner (Demirel, 2009).

Since the early 2000s, distance learning platforms have begun to encompass a combination of online and blended learning opportunities. Although such learning can prove

valuable in teacher education programs, and it could even be deemed a necessary component of such programs, it is important that more research be carried out to determine how to prevent students from learning passively (Cook et al., 2011). Consequently, the impact of such learning experiences in the online environment has not been researched sufficiently. Further research is recommended to examine the impact that various online teaching methods have on student outcomes (Oncu & Cakir, 2011).

Implications for Student Health, Well-Being and Safety

Childhood obesity has been a growing concern in North America for many years (Decorby et. al., 2005; Dyson, 2014; Ferguson & Power, 2014; Jenkinson & Benson, 2010; Quinn, 2012; Randall et al., 2014; Rao et al., 2016). It has been observed that providing students with quality HPE programming lacks educational priority in schools (Decorby et. al., 2005; Schaefer & Waslyliw, 2018). Subject areas deemed to be more important, such as math, English and science, often replace the instructional time students receive in HPE (Schaefer & Waslyliw, 2018). However, it has become increasingly clear that HPE programming in schools can have a profound impact on developing physical and mental health for students (Ferguson & Power, 2014; ParticipACTION, 2020). It is becoming more widely recognized that the provision of positive role models and experiences for children to promote physical activity, particularly as they grow and develop, is crucial (ParticipACTION, 2016). Providing such education at an early age is essential for students to develop healthy lifestyle habits that will carry into adolescence and adulthood (Jenkinson & Benson, 2010). This places HPE teachers in a highly influential position to have a positive effect on the wellbeing of their students both now and in the future.

Research has demonstrated that student health is connected to student learning (ParticipACTION, 2020; Quinn, 2012; Schaefer & Waslyliw, 2018). Engaging in HPE

contributes to a multitude of physical, social, emotional and cognitive benefits for youth (Schaefer & Waslyliw, 2018), such as decreasing stress, anxiety and depression, and increasing self-esteem, mental health, cognition and neuroplasticity (ParticipACTION, 2018). It is expected that by the end of secondary school, students will have developed the knowledge and skills required to maintain a healthy active lifestyle (Ferguson & Power, 2014). Although Ontario does have a broad, evidence-based curriculum (P4E, 2017), United Nations Educational, Scientific and Cultural Organization (UNESCO) found that well-qualified HPE teachers are paramount in the successful delivery of this curriculum and of HPE programs (UNESCO, 2015).

The Canadian non-profit organization ParticipACTION monitors the health and activity levels of Canadians, promotes healthy active living, and provides “the most comprehensive assessment of child and youth physical activity in Canada” (ParticipACTION, 2020, p. ii). Guidelines for youth have been developed by ParticipACTION in partnership with the Canadian Society for Exercise Physiology and share specific recommended quantities of time that youth aged five to 17 years should spend engaging in moderate-to-vigorous activity, recreational screen time and sleep (Janssen et al., 2017). Using the Canadian Health Measures Survey (CHMS) from Statistics Canada, ParticipACTION conducted an analysis to determine the most current levels of activity of Canadian youth (ParticipACTION, 2020). According to their 2020 report, a meagre 39% of Canadian youth aged five to 17 years met the physical activity levels recommended by the Canadian 24-Hour Movement Guidelines for Children and Youth. This guideline generally recommends 60 minutes of Moderate to Vigorous Physical Activity (MVPA) each day. The most current statistics available also show that only 36% of youth aged 12 to 17 years engage in the minimum recommendation of 150 minutes of weekly physical activity at school during class time and free time. It was also found that the amount of time spent engaged in screen-based

sedentary behaviour daily was 1.9 hours for children aged 5–11 years and 3.8 hours for youth aged 12–17 years (ParticipACTION, 2020).

The benefits of developing motor skills and fitness beginning in primary school has many positive implications for student physical, social and emotional health (Decorby et. al., 2005). When HPE is delivered by non-specialist teachers, the development of students equipped with the essential skills, attitude and knowledge reflective of an individual hopeful of leading a healthy lifestyle, may not transpire (Decorby et al., 2005). It is within reason to assume that the ideal circumstance is for students to receive HPE from confident, competent specialist teachers who are personally and professionally invested in and committed to teaching HPE with optimal effectiveness (Morgan & Bourke, 2008).

All youth deserve the opportunity to learn the skills required for a healthy active lifestyle in a healthy and supportive environment. “Often those schools that provide such an environment have been championed by a person or group of people who not only understand the importance, but who also advocate to make it happen” (Quinn, 2012, p. 39). Such people may include individuals like teachers or administrators, government or public health officials, families or citizens of the community (Quinn, 2012). When HPE teachers build relationships with their students by demonstrating relatedness behaviours, such as differentiated instruction and providing safe and enjoyable classes, this can have a significant outcome on student learning (Whipp, 2015). “As such, the potential positive impact that physical education can have on students’ future wellbeing is at least partially dependent upon a high level of quality existing in the physical education programs that are in place” (Randall et al., 2014 p. 43).

Part of providing quality HPE programming is employing a quality HPE teacher. A quality HPE teacher is integral to fostering the development of student physical and mental

health, by creating self-motivated students through personalized relationships (Whipp, 2015). Although 74% of Canadian high school administrators indicated that they have employed an HPE specialist to teach HPE in their school, only 19% of these schools reported that most students actually receive their HPE programming from the HPE specialist. In addition, only 22% of the students who do receive HPE programming from the HPE specialist receive this programming daily (Canadian Fitness and Lifestyle Research Institute, 2018).

An additional factor to consider is the role of the HPE teacher in maintaining physical and emotional safety of students in the HPE classroom. Policy documents in North America clearly state the legal responsibility of teachers in ensuring student safety in all HPE activities. However, many teachers may be unaware of these responsibilities, and may not be properly trained in identifying the types of hazards that are innate within the HPE environment (Decorby et. al., 2005). This again emphasizes the importance of adequate HPE teacher training.

The 2015 Ontario HPE curriculum maintains that physical and emotional safety of all students is a prerequisite for organic learning in the HPE classroom to take place (OME, 2015). *The Ontario Physical Education Safety Guidelines* released by Ontario Physical and Health Education Association (OPHEA) serve as a leading document for HPE teachers and coaches in Ontario to uphold their primary responsibility of ensuring safety and care for students. It is recognized that an element of risk is inherent in all physical activity (OPHEA, 2017). However, it is explicitly stated within these guidelines that HPE teachers and coaches are required to take a multitude of daily steps towards risk management to protect students. For example, the leading adult needs to ensure selected activities are age-appropriate and reflective of the physical, mental and behavioural abilities of students. They also need to only select activities that they have sufficient expertise with and knowledge of, and need to appropriately assess environmental

factors surrounding the activity, such as weather and field conditions, before allowing students to participate (OPHEA, 2017).

Theoretical Framework: Social-Cognitive Theory (SCT)

The theoretical framework that will be used as a lens to examine the phenomenon of BHK graduate teacher displacement due to colleagues obtaining their HPE qualifications through ABQ and/or AQ courses is Bandura's social-cognitive theory (SCT). Bandura states that people develop beliefs regarding action and outcomes through individual life experiences (Bandura, 1986). That is, peoples' behaviour is a product of *reciprocal determinism*, or the ongoing relationship between the environmental, behavioural, and personal factors that people experience. The interaction of these factors, which are mutually dependent upon each other, leads to the idea that a person's confidence, self-efficacy and ability to cope with life challenges occur as a result of their own life experiences (Bandura, 1986). SCT can be applied to the HPE context by using it to examine the influence that personal HPE experiences may have for HPE teachers and for students, in how they might shape a teacher's self-efficacy, and shape student future perspectives and behaviours related to leading a healthy active lifestyle.

For teachers, the SCT lens can be used to examine the influence that their educational background and experiences have had on their ability to deliver quality HPE subject programming to students. In a study conducted by Morgan & Bourke (2008), it was found that past experiences of teachers influence their perceptions of expected barriers and overall beliefs, confidence and efficacy about teaching HPE. A key recommendation was that teacher education programming for preservice teachers should facilitate a suitable degree of experience, understanding and mastery when it comes to teaching HPE (Morgan & Bourke, 2008). Another example of the influence of past experience and self-efficacy is in relation to teacher educational

background. Truelove et al. (2019) found that HPE specialist teachers held a teacher efficacy that was significantly higher than generalist or non-specialist teachers teaching HPE. Furthermore, HPE specialist teachers perceived barriers to effective teaching as much less significant than those perceived by their counterparts (Truelove et al., 2019).

If teacher education courses provide a gradual exposure to increasingly complex HPE activities, teacher candidates will have opportunities to actively reflect upon and refine their practices prior to entering the classroom as an HPE teacher. Allowing opportunity for early success in the HPE setting may in turn facilitate the development of confidence in a new teacher's perceived ability to impact student learning. For example, providing opportunity for vicarious experience through allowing preservice teachers to first observe experienced teachers perform successful HPE lessons, can aid in confidence development (Morgan & Bourke, 2008).

For students, the SCT lens can be used to examine the resulting influence that their own HPE course experiences have on their future tendencies to participate in physical activity, as well as the likelihood that they develop habits reflective of a healthy active lifestyle. Since students typically spend a great deal of time at school, the school environment plays an integral role in influencing their beliefs. School experiences for students are affected by a range of factors including teachers, peers, school programs and the degree to which they participate in extracurricular activities. In the secondary school context, during adolescent years students will begin to develop their own core attitudes and beliefs when it comes to physical activity (Jenkinson & Benson, 2010). Furthermore, both positive and negative HPE experiences in school can influence the type of attitudes and beliefs a student develops (Jenkinson & Benson, 2010).

Self-efficacy is a key determinant in SCT because it plays both a direct and indirect role in developing individual behaviour. Student aims and expected outcomes regarding healthy

living are influenced by perceived social and structural factors that can either support or impede healthy behaviour (Dewar et al., 2013). In a study by Dewar et al. (2013), it was demonstrated that adolescent self-efficacy plays an integral role in predicting physical activity behaviour. Students who have higher self-efficacy often anticipate positive outcomes and have an increased likelihood of overcoming obstacles to reach their goals (Dewar et al., 2013).

Exploring the Concept of Teacher Self-Efficacy

The concept of teacher self-efficacy has been described and explored by a variety of scholars and researchers over many years. In 1986, Bandura described teacher self-efficacy as the degree to which teachers feel confident and capable of implementing specific skills during their practice with success. This concept is also intertwined with a teacher's beliefs that they are capable of teaching challenging students the content knowledge from their subject area (Holzberger et al., 2013). Teacher self-efficacy is also indicative of a teacher's perceived preparedness (Tschannen-Moran et al., 1998), and influences how people make decisions, through a concept known as human agency (Bandura, 1997).

Self-efficacy beliefs affect a broad scope of areas for teachers, including their thoughts, feelings, behaviour and sources of motivation (Bandura, 1993). Furthermore, they impact teacher persistence during challenges, resilience to failures and effort towards tasks, along with the extent of stress and depression felt from high demands (Bandura, 1997). "Most researchers studying teachers' self-efficacy beliefs see the construct as a determinant of successful educational outcomes" (Holzberger et al., 2013, p. 774). In a study conducted by Holzberger et al. (2013), teachers were rated both by themselves and by students. From both perspectives, it was revealed that a higher teacher self-efficacy leads to a higher quality of instruction in terms of

classroom management, cognitive activation and individualized learning support. It was also shown that teacher self-efficacy increases as a result of successful classroom experiences.

According to Bandura (1997) there are four major areas of influence surrounding one's efficacy, which have been shown to transfer to the educational setting in a variety of ways. First is mastery experience, the level of success one has experienced in the past with the task at hand. For teachers, this may be determined by factors like levels of student achievement experienced in their classroom (Ross, 1998). Second is vicarious experiences, one's perceived ability to succeed at a task compared to those around them (Bandura, 1997), such as a social comparison to teacher colleagues (Ross, 1998). Third is verbal persuasion, which is an attempt by a reliable source to convince someone of their abilities to complete a task (Bandura, 1997). This source may be a teacher colleague with whom they have conversations or arguments (Ross, 1998). Fourth is physiological and affective state, which is viewed to take shape in the form of feelings, like stress, depending on ones' perceived ability to complete a task (Bandura, 1997). This could be measured by a teacher's perceived level of stress and exhaustion (Ross, 1998). Of these four areas, mastery experience has been shown to be most influential in developing teacher self-efficacy (Bandura, 1997; Hoy & Spero, 2005; Ross & Bruce, 2007; Pfitzner-Eden, 2016), which forms primarily during preservice education and the first year of teaching (Hoy & Spero, 2005).

New Teachers and Efficacy

When it comes to new teachers, the development of self-efficacy early on is crucial. Bandura advocates teacher self-efficacy is most vulnerable to change during a teacher's first years, and also alludes that how ones' self-efficacy develops during the first years may have a lasting effect on their capacity to develop self-efficacy in the future (Hoy & Spero, 2005). It is common for new teachers to lose a significant amount of self-efficacy during their first year

(Eckert, 2013; Hoy & Spero, 2005). Furthermore, when teachers have low self-efficacy, they are at risk of developing anxiety and depression. This results from the high standards they mentally strive to achieve yet feel are out of reach, leaving them feeling unfulfilled (Bandura, 1993).

Upon entering the profession, it is ideal for new teachers to feel confident, prepared and capable of facilitating student success at high levels (Eckert, 2013). A study conducted by Pfitzner-Eden (2016) found that the development of teacher self-efficacy during preservice education was directly and most critically influenced by a teacher candidate's mastery experiences. Correspondingly, one's mastery experiences were most influenced by the combination of vicarious experience, verbal persuasion by "others" (i.e. students, other teachers and principals) and physiological and affective states that resulted from their time with their mentor or associate teacher (Pfitzner-Eden, 2016).

Gao et al. (2013) concluded that HPE student teachers' experiences during preservice education programs had a positive impact on their development of self-efficacy and expected outcomes. All participants in their study experienced a significant increase in these domains during their preservice learning program, which is identified as a critical stage of their future career as a teacher (Gao et al., 2013). Hoy and Spero (2005) found that self-efficacy often increases during preservice education but decreases significantly throughout one's first year of their career. The extent to which self-efficacy improved throughout that first year correlated positively with how much support the new teacher perceived. Other suspected reasons for the decrease in teacher efficacy during the first year include a general underestimation of task complexity, ability to manage multiple agendas and a loss of classroom control due to an overly friendly or "peer" approach to students (Hoy & Spero, 2005). As they develop their teacher identity, new teachers may not be happy with the approaches they are required to use to maintain

classroom control and may feel disappointed in themselves for not meeting the standards which they had originally strived (Hoy & Spero, 2005).

CHAPTER III

METHODOLOGY

This study will be approached from a qualitative perspective, examining the personal reflections of BHK graduate secondary school HPE teachers who have been displaced from HPE teaching positions. These teachers may have been fully or partially displaced due to senior teachers obtaining HPE qualifications through one-session ABQ courses and/or three-part specialist AQ courses.

A qualitative methodology has been selected because it is centred around the individual (Bouma et al., 2012), which will allow for an exploration of lived experiences of teachers affected by this policy. The aim of qualitative research is to compile a large amount of information on a small number of participants with selected characteristics. A researcher can optimally craft research questions when past observations and past research on the phenomenon being examined are first considered, with the intent to explore the issue on a deeper level (Bouma et al., 2012).

The epistemology, or theory of knowledge, describes how I will explore and analyze my findings in terms of methods, validity and scope (Lexico, n.d.). The form of epistemology I have utilized is called Interpretive Phenomenological Analysis (IPA). This qualitative methodology, developed in 1996 by Jonathan Smith, supports two commitments – ‘giving voice’ to participants and ‘making sense’ of their voices (Larkin et al., 2006).

The philosophical perspective I will be utilizing is phenomenological, which recognizes that meticulous consideration of the voices and stories of individuals being studied is essential to understanding a social issue (Bouma et al., 2012). This concept is a core element of the IPA approach, in that participants are recognized as experts of their own experience, and thus are

selected due to their expert knowledge of the phenomenon being investigated (Allan & Eatough, 2016). Furthermore, to develop understanding, my approach will be inductive, which is another key element of the IPA approach (Allan & Eatough, 2016). This means that as I interview participants, new ideas and further questions may be revealed, and an explanation of the phenomenon may be realised by the intricate detail uncovered in this process (Bouma et al., 2012).

Interpretative Phenomenological Analysis (IPA)

Theoretical Positioning of IPA

There are three central components of IPA: phenomenology, hermeneutics, and idiography. First, phenomenology places a central focus on human experience, where participant consciousness relating to emotions, thoughts, and memories are explored (Noon, 2018). The researcher interprets participant lived experiences and then makes meaning of the described experiences (Allan & Etough, 2016; Noon, 2018). Phenomenology, established by Edmund Husserl (Pietkiewicz & Smith, 2014), encourages the development of a deep understanding of a phenomenon experienced by multiple people. This approach of listening to shared experiences can be specifically valuable for groups such as teachers, health care professionals, and policymakers (Creswell, 2007). Engaging in the IPA process involves a degree of influence of the researcher's own biases (Heidegger, 1962). It is important that researchers engage in a process called 'bracketing' (Husserl & Gibson, 1958; Smith et al., 2009), where they do their best to set aside or 'bracket' the assumptions they might naturally make, while also acknowledging that doing this is not always realistic (Allan & Etough, 2016). According to Larkin et al. (2006):

The important point is that our success as phenomenologists will not ultimately be dependent upon our revealing the ‘pure’ experience of a participant; it will be dependent upon our being prepared to do the most sensitive and responsive job we can, given our inherent epistemological and methodological limitations. (p. 108)

Second, hermeneutics, developed by Martin Heidegger, a follower of Husserl (Pietkiewicz & Smith, 2014), involves the “practice or art of interpretation” (Dallmayr, 2009, p. 23). IPA acknowledges the distinct connection between analysis and interpretation (Noon, 2018).

Researchers must carefully and dynamically review participant responses in an effort to uncover meaning through the interpretive process (Shineborne, 2011; Smith et al., 2009), and ultimately strive to attain “the restoration of meaning” (Ricoeur, 1970, p. 8). In fact, during the IPA process, the researcher is engaged in “double hermeneutics: The participant is trying to make sense of their personal and social world; the researcher is trying to make sense of the participant trying to make sense of their personal and social world” (Smith & Osborn, 2004, p. 40).

Consequently, the researcher’s interpretations are bounded by two factors: the participant’s ability to clearly communicate their experiences, and the researcher’s ability to analyse the experiences shared (Noon, 2018). However, the complexity of this process is not unappreciated. According to Heidegger (1962), the influence of the researcher’s own beliefs and resulting complications that occur during this process are unavoidable. Therefore, it is acknowledged that it is simply unreasonable to assume that the researcher can obtain a completely accurate understanding of the reality of any participant. As such, the aim is to gather an account that is as close to the participant’s true perspective and experience as possible (Larkin et al., 2006). In order to do this, it is important that the researcher considers how experiences are communicated during an interview. Maurice Merleau-Ponty, who followed Husserl and

Heidegger, spoke of the importance of the body and place, and the way in which ideas are communicated by participants. Elements such as tone, body language, gestures, figures of speech, metaphors, hesitations, and gaps in responses must all be noted and considered by the researcher during the process of interpretation (Murray & Holmes, 2014).

Third, idiography describes the detailed analysis of specific occurrences in a single case or in a small group of cases (Shineborne, 2011). This approach allows the researcher to take participant lived experiences and dissect them until elements such as detail, texture, and context of the experiences can be extricated (Smith et al., 2009). This analytic process continues for each participant interview until a certain level of understanding has been reached (Allan & Etough, 2016). Following the analysis, the researcher must carefully identify similarities and differences between cases. This process should foster the emergence of patterns from the meanings and reflections conveyed by the participants in relation to the shared experience being examined (Shineborne, 2011). When a small group of participants is being studied, this approach provides opportunity for shared themes and experiences to emerge (Allan & Etough, 2016). This should lead the researcher to a position where they can make connections between their findings and the existing literature within the area they are examining, with hopes of further contributing to the current body of knowledge in that field (Smith et al., 2009).

Selecting IPA Methodology

The IPA methodology was selected for this study in an effort to give voice to BHK graduate secondary school teachers who have been fully or partially displaced from an HPE teaching position due to one-session AQ and/or three-part specialist ABQ courses. Since this appears to be a somewhat unique phenomenon that has not yet been explored through research, providing the opportunity for BHK graduates to reflect upon the bearing of this experience and

share the impact it has had on their teaching career may shed some light on whether policy changes should be deeply considered by the OCT, post-secondary institutions and/or individual school boards. “In choosing IPA for a research project, we commit ourselves to exploring, describing, interpreting, and situating the means by which our participants make sense of their experiences” (Larkin et al., 2006, p. 110). The aim of utilizing the IPA approach in this study is to do just that; to allow participants to share their voice and for the researcher to make meaning and to share an interpretive account of participant concerns within the educational community.

The IPA approach often involves an intensive and highly detailed analysis of the experiences of a rather small group of participants (Larkin et al., 2006). Similarly, this study will analyze the reflections of a small group of BHK graduates so that a thorough reflection of their teaching career can transpire. This will also provide time and space for an open and honest exploration and evaluation of the impact these OCT, post-secondary institution and school board policies and practices have had for teachers. The BHK graduates involved in the study can recall their past teaching assignments and reflect upon the instances in which they were displaced from their HPE teaching positions by senior teachers who obtained their HPE qualifications through one-session ABQ and/or three-part specialist AQ courses. The teaching-efficacy of the BHK graduates prior to, during, and following the time they became aware of their displacement, will be explored.

According to Smith and Osborn (2004), the IPA approach is particularly valuable when investigating a new or under-researched topic. At this time, research exploring the topic of secondary school teachers with teaching qualifications through undergraduate degrees being displaced by teachers who have obtained the same teaching qualifications through one-session ABQ and/or three-part specialist AQ courses has not been identified.

Research Design

In this study, I investigate the lived and shared experiences of four BHK graduate secondary school HPE teachers directly impacted by the OCT policy that has made it permissible for these BHK graduates to be displaced from their HPE teaching positions by senior teachers who have obtained their HPE qualifications through one-session ABQ and/or three-part specialist AQ courses. This investigation is based on individual semi-structured in-depth interviews of BHK graduate teachers who were affected by this OCT policy and shared a common lived experience at their place of work. The BHK graduate teachers are from three different secondary schools within one school board in southwestern Ontario.

Interviews occurred during the spring of 2020, during the Covid-19 worldwide pandemic. Therefore, all interviews were completed using digital technology rather than face-to-face interviews. Each interview was coded as themes emerged, allowing me to identify the similarities and differences in experiences and perspectives. This led to the analysis of data and the uncovering of meaning through the process of interpretation. My intent is to create awareness of this policy and the impact it has had on BHK graduate secondary school HPE teachers. To position myself within the study, my own narrative has been shared to create additional context.

Research Questions

Given that the OCT recognizes HPE as a subject area that can be obtained through Schedule A one-session ABQ courses and/or Schedule D three-part specialist AQ courses, providing teachers who complete such courses with the equivalent qualifications of a four-year BHK undergraduate degree, what impact may this have on the self-efficacy of secondary school

teachers with BHK undergraduate degrees? What systematic changes could address this issue of inequitable continuing education practices?

Note: OCT operates under this system as per their interpretation of the Ontario College of Teacher's Act of 1996, under *Ontario Regulation 176/10: Teachers' Qualifications*

Sample Size

A sample size of four BHK graduate secondary school teachers were interviewed. A small group of participants were chosen so a true in-depth interview and interpretive analysis could transpire. This size allowed me to thoroughly examine the perception of selected participants using a time frame within reason. Maintaining a small sample size is important when exploring the meaning of a phenomenon, particularly when utilizing semi-structured, in-depth interviews as the primary method of data collection in a phenomenological study (Pietkiewicz & Smith, 2014).). It is suggested by Smith et al. (2009) that a sample size of three is most appropriate for an IPA study at the master's level.

Setting

This research took place within one southwestern Ontario school board during the spring of the 2019-2020 school year. Participants were from three different schools within this school board. Research began during the Covid-19 worldwide pandemic, so face-to-face interviews could not be completed as originally planned. Instead, interviews were completed using the Microsoft Teams digital platform so the participants and researcher could remain at home as required by the federal government during the interviews.

Participant Selection

A convenience sample was used because the participants were selected by the researcher, which demonstrates purposeful sampling. When completing an IPA, samples must be purposeful in nature as this will allow the researcher to access the insight required to examine a specific experience. In other words, participants are more representative of a perspective than a population (Smith et al., 2009). The participants of this study were secondary school teachers with BHK degrees from a selective population. These participants were previously or currently fully or partially displaced from the HPE subject-area by senior teachers who have obtained continuing education qualifications in HPE. As a BHK graduate in the same school board, I am aware of which of my BHK graduate colleagues experienced this phenomenon through my own observations and through the professional relationships we have developed. This context is ideal because participants would likely be comfortable discussing the questions asked in the interview, which are personal in nature. “High-quality interpretive or qualitative research involves a reciprocity between the researcher and those being researched. This standard requires that intense sharing, trust, and mutuality exist” (Creswell, 2007, p. 213).

Participation was voluntary and participants were invited to express interest in the study through e-mail. If an expression of interest was received, I then sent an additional e-mail explaining the details of the study and what would be required. From here, four participants were selected. It should be noted that participants in this study represent a homogenous group of teachers who have experienced the same phenomenon. This is because in an IPA study the aim is not to select a sample representative of a large population (Allan & Eatough, 2016). Rather, the focus is on a small group of homogenous individuals so that the phenomenon they have experienced or are experiencing can be extensively and comprehensively analysed. A

homogenous sample is ideal for most IPA researchers, as this allows a group who will find the most value and meaning in the research question to be selected (Smith et al., 2009).

Interview questions focused on participant reflections of the current qualification system in place for teaching HPE curriculum to students at the secondary level, and the impact this had on their teaching experiences. “Interview questions in IPA research are prepared so that they are open, expansive, and participants are encouraged to talk at length” (Allan & Eatough, 2016, p. 410). Interviews began with collecting a background on participant education and teaching experiences. They were asked to identify how many years of teaching experience they had, the length of time spent within their varying capacities of teaching, including as an occasional teacher, a long-term occasional teacher and a contract teacher, as applicable. Participants also identified the frequency with which they have been assigned to HPE compared to other teaching positions, and in which capacities they have been employed. Participants were also asked to reflect on their involvement in coaching over the years, and whether they had ever felt the need to obtain additional qualifications through one-session ABQ and/or three-part specialist AQ courses and why.

Next, participants were asked to reflect upon their teaching experiences during their first teaching assignment, first HPE teaching assignment (if their first teaching assignment was not within the HPE subject area), and during their teaching assignments that resulted from being displaced by a senior teacher obtaining their HPE qualifications through continuing education courses. Participants were asked to reflect on the length of these assignments, to describe their experiences during the assignments, and to describe their teaching efficacy throughout the duration of each assignment. Participants were also asked to reflect on their view of school climate following their displacement from HPE, their willingness to coach high school teams

following their displacement and to describe the impact their displacement from HPE had on the teaching positions of other teachers. Last, participants shared their position on the OCT policy that allows HPE qualifications to be obtained through one-session ABQ and/or three-part specialist AQ courses at the secondary school level. According to Bouma et al. (2012), a researcher must strive to learn about and understand a social problem from all angles to fully understand the issue being examined, which is why I chose to complete a small number of semi-structured in-depth interviews.

Data Collection and Analysis

Data were collected through two methods: observation and semi-structured in-depth interviews. Observation included what I have experienced in my own teaching in terms of colleagues obtaining ABQ/AQ courses, resulting changes during staffing and impact on school climate. I have also acknowledged the impact this has had on my own teaching-efficacy, as I am also someone who has been affected by this policy in a similar way to the participants.

Semi-structured in-depth interviews were chosen as the primary method of data collection because of the idiographic nature of IPA, meaning that great emphasis is placed on the personal experiences of participants. Interviews were audio recorded and transcribed verbatim, with permission from each participant. Interviews took place in a virtual setting using the Microsoft Teams platform. They could not occur in person due to the Covid-19 global pandemic. All schools were closed in the province of Ontario at that time, and social distancing measures were in place. Using Microsoft Teams allowed me to maintain confidentiality of each participant, as had been planned if the interview occurred in person.

Each individual interview took approximately 60 minutes to complete, with each participant completing one interview in total. For each interview, both the researcher and the

participant found a location that was quiet and free of distractions to complete the interview. Interview questions were read to the participants, and responses were shared accordingly. Questions were structured in an open manner and were framed in a way to avoid bias to prevent leading participants to respond in a specific manner. However, it is acknowledged that due to the position and experiences of the researcher, some bias does exist based within the nature of the research questions and of the study. Interview questions began with an investigation into the history of each participant. This assisted in developing a background for each participant in terms of their history of education, teaching and coaching experiences, and potential issues related to subject-area teaching they have experienced during their teaching career.

Next, questions examined participant teaching experiences, requesting detailed descriptions of their first teaching assignment, first HPE teaching assignment, and of the teaching assignments they received after being displaced from the HPE subject area. Perceived teacher self-efficacy when teaching within the HPE subject-area and outside of the HPE subject-area was also explored, as was the perceived school climate before and after being displaced from HPE. The design used allowed for replication of procedures for each interview.

When utilizing hermeneutic phenomenology, certain approaches can be applied by the researcher when interpreting the data during analysis. It is common to analyze text to identify meaning shared by participants in relation to a phenomenon. This process which involves combing for themes and interacting with the data while looking through an interpretive lens, should lead to an understanding of the meaning of the experiences shared, and thus interpretation (Sloan & Bowe, 2014). Another key concept of hermeneutic phenomenology, also incorporated in most interpretative methodologies, is reflexivity (Sloan & Bowe, 2014). This critical component of the IPA process (Smith et al., 2009) refers to a researcher's awareness of and

reflection upon the biases, values and experiences they possess and how their position, questions and methods may impact the data collected in a study (Langdridge, 2007). Embracing reflexivity strengthens the research process in terms of rigour and a deeper interpretation of data (Goldspink & Engward, 2019). By applying empathy and accessing prior experiences, utilizing reflexivity can help uncover meaning and add value to interpretations and facilitate the interpretive process (Sloan & Bowe, 2014).

The idiographic nature of the IPA approach maintains a commitment to examine specific instances in each interview using great detail. The process of analysis should begin with each interview being carefully analysed on an individual basis. Next, connections between interviews can be made, such as by identifying similarities and differences between interviews, which allows for development of patterns (Shinebourne, 2011). Another key element of the IPA approach is ensuring that the interpretative analysis is supported with examples from the data obtained and is reasonable to participants and to those reading the research (Allan & Eatough, 2016).

The IPA approach offers flexibility and room for creativity in terms of how the researcher carries out the analysis (Noon, 2018). The process of analysis can be viewed as both an iterative and inductive cycle which utilizes a variety of strategies (Smith et al., 2009). Although recommended steps for how to carry out an IPA data analysis exist, it is important to note that such models are not designed to be followed as a stringent, step-by-step practice (Allan & Eatough, 2016). Rather, the analytic process is intended to be multi-directional and fluid in nature (Noon, 2018). I utilized the 6-step process of IPA data analysis created by Smith et al. (2009) and promoted by Allan and Eatough (2016), which is outlined in Table 4.

Table 4

Steps of IPA Data Analysis (Allan & Eatough, 2016; Smith et al., 2009)

Step #	Steps of IPA Data Analysis
1	Reading and re-reading (interview transcripts)
2	Initial noting of comments (in a column next to the transcript, highlighting the participant's content, linguistic interpretations, and conceptual comments)
3	Developing emergent themes (through drawing interrelationships, connections, and patterns among initial notes taken)
4	Searching for connections across emergent themes (identifying and exploring opposing, contextual or normative elements, and the role a theme may play in the lives of participants)
5	Moving to the next case (and repeating the same process)
6	Looking for patterns across cases (identifying the most important items to share about participants)

Following the first two steps of reading and re-reading and initial noting, I began to identify and develop emerging issues or “themes” to facilitate step three. Such themes were identified and subsequently organized into categories, giving way to a process known as “coding” (Bouma et al., 2012). In order to accomplish this effectively, I chose to use two forms of coding: cumulative and integrative. First, cumulative coding identifies patterns of meaning within a transcript. Then, integrative coding identifies and connects patterns of meaning across several transcripts (Larkin et al., 2006). Both forms of coding require the identification, description and understanding of two key and connected features of a participant’s response, being the central ‘objects of concern’ in the participant’s reality, and the ‘experiential claims’ the

participant shares (Larkin et al., 2006). As the researcher, I then offered an interpretative explanation of what the participant's response means, and within the context of the participant's reality (Larkin et al., 2006), as well as across all interviews obtained during this study.

Ethical Considerations

The University of Windsor's Research Ethics Board (REB) cleared this research, as required, prior to conducting interviews. As the researcher, I worked with the REB during the review process to ensure this investigation had appropriately assessed the risks and benefits of participants, that consent would be properly obtained, privacy and confidentiality would be protected, fairness and equity would be maintained, and that inappropriate conflict of interest did not exist. Once it had been determined that all above mentioned areas had been respected, the investigation could begin.

The next step was the recruitment of participants, which was extended to eight randomly selected HPE teachers who had been displaced from the HPE classroom. This step was completed through an e-mail invitation (Appendix A: Recruitment Script – Sample Message Requesting Personal E-Mail Address; Appendix B: Recruitment Script – Sample Invitation E-Mail to Potential Participants). The invitation disclosed my position as a researcher and colleague, outlined the nature of the study and invited a response if they were interested in learning more. Six out of eight participants responded that they were interested in participating. When a positive response was received, a “Consent to Participate in Research” form (Appendix C: Consent to Participate in Research) was then forwarded to the participant, requesting their review and signature. The contents within this form assured potential participants that their participation was completely voluntary, that no benefits would be received as a result of their participation, and that they could withdraw from the study at any time prior to the beginning of

the data analysis stage, which was clearly stated as June 30, 2020. It was also shared that interview data (audio recording and accompanying transcript completed afterwards) would be stored in a locked cabinet in my home and would not contain their personal information. Rather, they would receive an identity code in place of their real name.

It was also expressed that their identity would remain anonymous throughout all aspects of the research study. Potential risks to participants were also explained to participants, as identified with confirmation from the REB. If participants agreed to these items, they were asked to please return the consent form with their signature, and to identify an interview time that was most convenient for them. A follow-up e-mail was sent confirming their interview time and thanking them for agreeing to participate. Before each virtual interview began, a script was read to each participant (Appendix D: Script to be Read to Participants (Teachers) Before Starting Each Interview) to review the important elements shared with them in the Consent to Participate in Research form. The research process was then initiated by completing each of the individual interviews by asking the interview questions (Appendix E: Semi-Structured Interview Questions) to each of the six participants. Once interviews were completed, data was then collected on four of the six participants that had experience relevant to the research questions. Data was then collected from the following four participants:

Participant A: Mel

Mel holds a BHK degree and has been a full-time contract teacher with her current school board for 12 years. She was fully and intentionally displaced from her HPE teaching position by a senior teacher who obtained their three-part specialist HPE AQ. Mel has obtained six AQ courses in an effort to secure a more stable teaching position due to the HPE staffing procedures followed by her school board. Mel made the decision this year to leave the HPE subject area

permanently and to pursue a new position teaching English as a Second Language (ESL). Mel served as an active coach within her school for ten consecutive years, and has coached teams including volleyball and soccer.

Participant B: Mallie

Mallie holds a BHK degree and has been a full-time contract teacher with her current school board for 13.5 years. She first completed one semester as an Occasional Teacher (OT). During this time, she has taught HPE for 10 of her 14 years of teaching and was fully and intentionally displaced for two of those years by a teacher who obtained their three-part specialist HPE AQ. Mallie has not obtained any AQ courses but did return to university during her first year of teaching to complete enough additional math courses to obtain a second major in math. Mallie has served as an active coach within the four schools she has taught at over the past 14 years, and has coached teams including volleyball, track and hockey.

Participant C: Jessie

Jessie holds a BHK degree and has been a full-time contract teacher with her current board for three years. She first completed eight years as an Occasional Teacher (OT), with aspirations of being hired full-time throughout the entire duration of her OT experience. During this time, she has taught HPE for approximately two years on and off, and only in the context as an OT in long-term teaching assignments. She has never had the opportunity to teach HPE in a full-time contract position, although this was her intent upon entering the teaching profession. Jessie believes she has been indirectly displaced from the HPE subject area by the high number of senior teachers who have obtained their one-session ABQ and/or three-part specialist AQ in HPE and have subsequently filled any potential HPE positions she would have been eligible for.

Jessie has obtained six AQ courses in an effort to secure a more stable teaching position due to the HPE staffing procedures followed by her school board. Jessie was hired into a principal-appointed Special Education position called Skills to Enhance Personal Success (STEPS). Jessie has served as an active coach within her school board for several years, at the many different schools she has taught at. Jessie has coached teams including cross-country, volleyball and track, and has served as a convenor for OFSAA basketball several times.

Participant D: Brandon

Brandon holds a BHK degree and has been a full-time contract teacher with his current board for two years. He first completed 10 years as an OT, with aspirations of being hired full-time throughout the duration of his OT experience. During this time, he has taught HPE for less than one year, on and off, and only in the context as an OT in long-term teaching assignments. He has never had the opportunity to teach HPE in a full-time contract position, although this was his intent upon entering the teaching profession. Brandon believes he has been indirectly displaced from the HPE subject area by the high number of senior teachers who have obtained their one-session ABQ and/or three-part specialist AQ in HPE and have subsequently filled any potential HPE positions, for which he would have been eligible. Brandon has obtained six AQ courses in an effort to secure a more stable teaching position due to the HPE staffing procedures followed by his school board. Like Jessie, Brandon was hired into a principal-appointed Special Education position called STEPS. Brandon has served as an active coach within his school board for several years, at the many different schools he has taught at. Brandon has coached teams including golf, swimming and track.

CHAPTER IV

DATA ANALYSIS

Introduction

The purpose of this study was to explore reflections of BHK graduates who have experienced one of the following two scenarios: 1. They have been directly and intentionally displaced from their HPE teaching position due to a senior colleague obtaining their HPE qualifications through one-session ABQ and/or three-part specialist AQ courses; 2. They have been indirectly displaced by having limited to no opportunity to be placed in HPE teaching positions due to senior colleagues obtaining their HPE qualifications through one-session ABQ and/or three-part specialist AQ courses and filling the available HPE timetables. To accomplish this task, an IPA approach was utilized to review and interpret the experiential accounts shared by participants through a qualitative research perspective. This process took into account the three central perspectives of IPA, which are phenomenology, hermeneutics and idiography (Smith et al., 2009).

Each participant has been represented by a pseudo name throughout the data analysis to protect their identity. All participants are from a Southwestern Ontario school board. After reviewing the raw data collected, certain transcribed quotes were selected to be included in the data analysis to support and draw connections to various themes that emerged. The following superordinate themes were identified from the interviews: Emotional Influence of an Inequitable Systemic Environment (1), Frustrations with Continuing Education as an Industry (2), and Interaction of Displacement Experience with Teaching Efficacy (3). Each of these superordinate themes were further compartmentalized into subthemes. Each theme will be explored and

discussed in detail, using participant quotes to illustrate and support the identification of each subtheme.

Superordinate Theme 1: Emotional Influence of an Inequitable Systemic Environment

As part of one of the largest unions of Ontario, OSSTF, the union members interviewed in this study feel they are treated unfairly by their own OCT and school board. In order for any subject area to be recognized on an Ontario teaching certificate, OCT approval is required. The current OCT approval process seemed unfair to participants and inequitable. How does the OCT deem it fair practice to obtain a qualification through AQ courses in some degree subject areas but not others? Furthermore, this practice had been supported by the school board who employs the participants until November 2018, at which time a mid-term amendment finally occurred. The lack of clarity in this practice and absences of ubiquity across all subject areas certainly contributes to the feelings of inequity and resentment explored in the following three subthemes.

Inequitably Devalued BHK Degree by the OCT

The shared experience of being displaced from the HPE classroom gave way to feelings of resentment towards the OCT from all participants. Given the current standards communicated to post-secondary institutions by the OCT, it is clear that the HPE subject area is not equitably valued at the secondary school level in comparison to other subject areas such as geography and math. Mallie communicates this notion quite clearly. “I think that basically they’re saying that our degree is just not equivalent to other degrees”. Brandon also reported feeling that his BHK degree is viewed as invalid.

What's the point of even having a Phys- Ed teachable going through? You might as well just have a generic major. Get your major in something else and take your Phys-Ed AQ instead 'cause it's the same thing, they're devaluing everything, it's unfortunate....

Given that the school board recognizes HPE major qualifications obtained through a four-year BHK degree and obtained through completing up to Part two of a three-part specialist AQ course as equal, participants felt that the BHK degree was in turn not equitable to other degree areas. Jessie reflects upon the notion that the AQ practice in the HPE subject area at hand is simply not equitable. She does not believe an AQ teacher could possibly be as qualified as a BHK graduate in the HPE subject area.

....It's not fair because nobody else can just go and take any of those core courses like French, math, Chemistry, you can't just go and take those and say like oh I know them now. And AQs are not providing you with knowledge of the content. They're kind of like they're talking about teaching practices. So I don't think that you gain anything by taking an AQ besides something new written on your certificate.

Since this practice of enrolling in HPE ABQ and AQ courses is permitted without any pre-requisites in place at some post-secondary institutions, many non-BHK secondary school teachers have enrolled in HPE ABQ and/or AQ courses and have successfully obtained HPE major qualifications. Jessie reflected upon her frustration towards this issue. She considers the extensive educational background that she obtained through her BHK degree in the HPE subject area and is frustrated that all she has accomplished can be equated to completing up to Part two of a three-part specialist AQ course in terms of its perceived value.

And it's not an equal playing field...that's the part that's like they're not valuing my degree. They're saying, like anybody can learn that. Well, no, they can't actually, because there's a lot more to it than you think. You need a solid foundation of science, your HK degree incorporates physiology, anatomy, physics, chemistry, all over a four-year period of learning. It's not just about like organizing a game of like basketball. It's beyond that.

You can sense Jessie's level of frustration when she speaks about the simplifications of the BHK degree as it presents itself in the ABQ and AQ courses. It seems more than fair to assume that it simply is not possible to cover the content knowledge of a four-year BHK degree through either a one-session ABQ or three-part specialist AQ course. However, certain assumptions have clearly been made at the OCT level since this practice is allowed. As a result, Jessie is left trying to defend her degree and the importance it holds in providing a quality education to students.

...In Phys-Ed it's not just about sports. It's about living a healthy, active lifestyle. But you can't just learn that in an AQ. You have to do it and you have to have spend your time studying about all the components that contribute to that. It's not like a one-off thing where it's like, oh, you now know the four principles of being healthy. It doesn't exist like that.

Another element of resentment that emerged was in regard to counseling students into future pathways. Mel feels that due to this being an acceptable practice for so long, there's less and less incentive for a potential teacher to enroll in a BHK degree in an effort to become a secondary school educator. "It's worthless. It's not worth anything to a student. It's a waste of money". Upon understanding the current situation, she admits that future students are likely better off

pursuing a more esoteric field of study, that is a field with fewer participants in an effort to obtain a teaching position.

Every student that comes across me that asked about going into teaching physical education, I tell them don't do it! Don't go into it! Do not take it... I mean, if you want to go into sports administration or something else, that's fine, but for teaching, absolutely not.

This idea is further expressed in Mel's response about her perceived value of the BHK degree in our current system of secondary school education. By opting out of the BHK degree and pursuing something of higher value in the eyes of the OCT, past practice would dictate that they can choose to take an HPE AQ course after obtaining a degree, placing them in a more competitive position.

In my opinion, when students would ask me about becoming a Phys-Ed teacher, I said do not take a Bachelor of Human Kinetics, why would you? That diploma or that degree is useless if you're going into teaching. Why not take another major and do another minor and then you just take the three-part course and you can teach Phys-Ed! You'll get hired a lot faster and won't need to take all these AQs that we've had to take to get a job.

When discussing these issues, Mel shares that she feels ownership should also be held at the university level. By allowing OCT certified teachers to enroll in HPE ABQ courses without any pre-requisite standards in place at their own discretion, such as at the University of Windsor, she feels a change in policy at the University level could also be beneficial.

The HK degree has become worthless! To me it's worthless, write that in your paper. Maybe that'll impact the university's decision. They have played a part in this. You'd think they'd want it to still be a valuable degree because they offer it...but by allowing these AQs, they're sending the opposite message.

To further understand the impact of this issue, consider the psychological motivators of many BHK students, including participants of this study. A significant portion of BHK study is correlated to individual and team sport, thus a BHK graduate has likely had significant if not considerable experience through their educational career with sport and its collaborative nature. Consequently, some BHK students are likely pursue a career in education partly because of the collaborative team-based atmosphere of the classroom. Thus, a common profile of students who pursue this program are high school athletes who are passionate about health and physical fitness and have a drive to learn more about it through a post-secondary educational pursuit. This certainly is the profile of each participant in this study – all active athletes who are passionate about living a healthy active lifestyle.

Upon entering the teaching career, each participant admittedly had anticipated teaching within their major subject area of HPE. Having studied for four years at the University level within the BHK discipline, participants felt both confident and excited to embark on a teaching career as an HPE teacher. However, upon being hired by their school board, each participant came to realize that this may not be a reality for them at different points in their careers. Brandon expressed feelings of disappointment when this became a reality for him.

It's disheartening to know that you went through school with this passion... you're passionate about physical education, you're passionate about being active, and you want

to share that with students...and then somebody who's maybe a math major, you know, and they're 20 years in, they take two courses and they get your job...I don't know who allowed this, to be honest with you, like who exactly decided that this was OK.

As BHK graduates with a common interest in human health and well-being, participants also expressed a strong desire to practice what they have learned throughout their undergraduate pursuit. Jessie further connects this to her own personal identity, with her passion and values towards HPE being a major component of who she is. She feels this should be the standard for HPE teachers.

But you should also live it and be interested in it outside of school and for a lot of people who just take it as an AQ, that doesn't mean they have the background knowledge or, the same set of values as someone who would have spent like four or more years studying about Phys-Ed and all the other health-related aspects about the body.

This has left BHK graduates aspiring to teach HPE feeling that their undergraduate educational background has been diminished and is not useful. This is particularly frustrating for them as this is clearly not an equitable practice, in that this is not permitted across all subject areas, only some, with HPE being included. Without a set of criteria outlining why it has been decided that HPE has been deemed a subject area obtainable through a one-session ABQ and/or three-session AQ course, and without any pre-requisites in place at the post-secondary level governing who is eligible to enroll in HPE ABQ and AQ courses, participants feel as though they have been devalued and that their skillset has been completely overlooked. Brandon echoed the response shared by Jessie in comparing the BHK course background to an ABQ or AQ course. Here he

outlines some of his BHK course experiences, stating that it's simply not possible for BHK content to be covered within AQ courses.

I feel like they devalued our degree in a lot of capacities. So that's just how I feel. I think it's ridiculous that, people who can take two courses are qualified after for a four-year degree. It's not ideal for anybody.... When you think about the background courses we took and compare it, you just can't. Especially when you think that like the anatomy and the physiologies that we took, those are the same courses that they take in nursing. So it's not like we're doing fill in the blank sheets. You're learning extreme detail about the human body and how everything works and how it's affected during exercise and being tested rigorously on it. Like they're not covering that in an AQ class...

Mallie remains very diplomatic with what she shares, acknowledging that HPE teachers with an AQ background are not necessarily poor teachers. However, she is of the opinion that they simply do not have the same educational background and experience as a BHK graduate, and this therefore will impact what they can offer. She makes reference to some of the excuses that colleagues will give in support of a teacher deciding to obtain their HPE ABQ or AQ because they are athletic. However, she does not share the same sentiment.

OK, so some people that I know who are teaching Phys-Ed right now without a Phys- Ed major are awesome. I think that they are doing a great job. I think that they are so passionate about things. People are always like, yeah, but they're so good at sports and they love it and they're really taking it seriously, and I think that's awesome. But if they wanted to teach Phys-Ed then I think they should have been a kinesiology grad.

When considering this on a more personal level, Mallie applies this current practice to the education that her own children would receive. When approaching it from this perspective, she carries the same outlook in that she does not consider someone who has obtained their HPE ABQ or AQ courses to be ideal for teaching her own children. “I wouldn’t want my boys to be taught by a non-math person, so why would I want my boys to be taught by a non-Phys-Ed person?”

Although there may have been good underlying reasons to allow this practice originally, examining the outcome of this policy would allow the OCT to consider how it is affecting teachers and students on a comprehensive level. For example, this may be an ideal practice at the elementary level where teachers often teach across a variety of subject areas. Mallie suggests that perhaps teachers are often asked to teach HPE who are not BHK qualified, so the ABQ and/or AQ course would be beneficial for them to develop some familiarity with the subject in terms of methodology.

I think maybe in elementary school it’s very beneficial for them if they’re teaching their own Phys-Ed classes....especially if they’re not into sports at all and...they have to teach it...So I think if it’s provided so they have...good direction and teaching strategies to those kids I think that’s great, but I don’t think it should ever displace or trump somebody’s degree.

However, at the secondary level where teachers typically specialize in a specific subject area, best practices should be viewed differently. When asked about her perspective on this policy, Jessie expressed dissatisfaction and disappointment with her OCT in this regard.

So I don’t think that people should teach Phys-Ed just by obtaining an AQ....the only advantage would be for someone to be like staffed or save at the school...when you’re

teaching a subject, you should be considered an expert in that subject, which means you should understand all the courses and the content because you studied it.

When asked if he feels that the OCT should continue to support this policy, Brandon's response was quite assured that it should not. His feelings are consistent with those shared earlier by Mel in that he questions the purpose of the BHK degree anymore given the practices that have been in place for so long.

It's a hard no. Just knowing what our HK degree is and the types of classes that we took, I just I can't get behind it. I think there's no way to be qualified from two courses to teach all Phys-Ed, that is just not possible. People might feel like we're being biased, but they're making our degree useless. It just doesn't make sense. It's like why? So why have it? Why even have HK? Obviously there's other avenues that you can go down with the degree, but a ton of us want to become teachers. I just I can't get behind it.

Mallie's outlook followed the same line of thought.

I just don't think that it's equal on any levels. I think that doing things online for the most part also isn't giving them a good representation on what things actually are. Like in HK we got to take some coaching stuff and like those classes where we got to play but we got to learn how to actually teach.... Yeah, they might have learned to coach on their own, but I just think that we just have more tools provided to us as HK grads.

Resentment Towards the School Board for Supporting this Practice

Each participant recognized that their school board has also played a role in allowing this process to take place. Through their policy practices, this school board has allowed the practice

of teachers to be staffed in HPE after obtaining major qualifications through two-part AQ courses. Although a mid-term amendment was made to the collective agreement in November 2018, staff who obtained their HPE qualifications through ABQ or AQ courses up until the Summer of 2019 were grandparented into the previous system of staffing.

Mel's description of her feelings towards her school board illustrates how devalued she has grown to feel. She references the actions taken when HPE teachers initially began to try and facilitate a change in this practice over 10 years ago. Strategies were employed such as HPE teachers refusing to take on HPE Teacher Candidates to get the University of Windsor's attention. However, it took over seven years for this to contribute to the desired outcome of amending the collective agreement.

I'm really disappointed in that the school board hasn't listened to teachers soon enough and listened to the teachers that are hired and have been working in it for a lot of years. It's kind of like we were just dismissed...even when we tried to make an impact by not taking on student teachers anymore...at our school we haven't taken a student teacher in many years. I would say over five years or longer, from any of the universities. We just won't take one and that's you know, a silent protest, against what's happening or what's happened. So the fact that...that doesn't even seem to bother them, like what quality of education are they giving to those Phys-Ed teachers then if no one's supporting them? I mean again, you feel like you're disposable.

In reflecting upon the long-awaited change in policy, Brandon was relieved that the change occurred. Nonetheless, the damage had already been done for his teaching career.

As far as the board, I'm glad that they changed the policy... I thought that was ridiculous.... That you can take any class AQ course and just be a teacher in it. I don't understand how that ever came to be. I'm happy for the future teachers coming in who might get to teach it one day, but for me it's like...not gonna happen.

Mallie reflects upon her views about how this could have played into the staffing practices in a more equitable manner. She suggests that perhaps allowing an ABQ/AQ qualified teacher to teach extra sections of HPE would be more acceptable. However, she does not feel that an ABQ/AQ qualified teacher should be able to acquire courses from qualified BHK teachers.

I think maybe if there's an extra section here or there to throw them, but to take something away from somebody's actual degree, that's where it comes into play. And like my math major, for example, it's not like I took a three-part math, and now I have a major. Like I legit have 8 University math classes, so if they have 8 University HK classes, then I can't complain about that. But this way I just don't think the AQs are fair.

In the same vein, Mel isn't necessarily against the policy but is against the procedure of being able to staff someone with an ABQ/AQ course qualification ahead of someone with a degree. She recognizes that additional qualifications are simply a reality, but how they present themselves in teacher timetables can be regulated more carefully by school boards.

My position is that, I don't have a problem with people taking the additional qualifications, but if there's someone who has a degree they should be hired first and then if there's some, there's something unfilled, then you fill it with someone that has a three-

part qualification. But I don't think a four-year honours degree in a subject area should be not being hired before a three-part online course.

As this practice has occurred at a seemingly increasing rate over recent years, more and more BHK graduates have become partially or fully displaced from the HPE subject area. Reasons for the growth in popularity of this practice could be related to the increased ease and accessibility of taking the HPE ABQ course through the University of Windsor, since no prerequisite standards are in place. Another reason could be related to the very low teacher hiring and retirement rate in the school board being examined around 2009, which may have caused teachers to expand on their subject areas qualifications for job security. Regardless of the reason why, many BHK graduate teachers in this school board have been partially or fully displaced as a result. Being partially displaced may allow them to teach some HPE courses the following year but being fully displaced would mean losing all HPE sections and then being displaced to another department or to another school. Brandon explains that he and others have learned to accept this as the new reality and expresses sympathy towards more senior HPE teachers who have also been displaced from their long time HPE teaching positions.

... I think I've just kind of come to accept the reality of how this went down with the part one, Part two thing. It's hard being qualified in Phys-Ed with them being able to sort of shift into positions and bump you out, and like bump other people out. I feel like it's horrible for colleagues who you know, that's all they've taught for 15 years, and then somebody who's 15.5 years in decides to take part one Part two class and sneak in that way. I don't feel that it's right. I don't know how to fix it other than getting rid of it because so many will be grandfathered in already. So it's already been saturated by part

one, Part two teachers... So I just feel like I've had to move on...it's kinda just almost like you're mourning the loss of something that you wanted to do, if that makes sense. So I'm just... I'm happy to have found a passion in Special Education...but did my opinion of the board change? Yeah.

As Brandon attempts to describe how he has grown to feel over time as a result of this policy, you can gather that he has grown frustrated and tired of the way he feels he has been treated. I get the sense that he is trying to be as honest as possible without sounding like he is ungrateful or negative. It almost seems that he has learned to question himself and his abilities as a result of constantly being moved to new teaching assignments that do not fall within his undergraduate area of study. Imagine being moved to new schools and new subject-area departments for over 10 years and consider how that would impact your attitude towards the policies and practices of your employer who have allowed this to happen to you.

I didn't get into teaching to do something I didn't want to do. I know that sounds awful, but like it's just sort of, is that wrong to say? I don't think that's really a negative thing to say, I'm just being honest. Like I want to teach what I want to teach, which is where I'm most qualified and knowledgeable...That's when you're gonna do your best work.

Consequently, this has had a reported impact on job satisfaction of participants. It has made them feel unappreciated by their school board in terms of their skillset in the classroom and in terms of what they contribute to their schools as an active participant in the school's athletic community. Consider what it would take for you to feel the way Jessie describes in the upcoming statement. There is clearly a connection between the years of repeated hard work and resulting

disappointments she has endured as she has come to understand that she will not be teaching in the HPE classroom that she was so passionate about.

And I really feel like the fact that they would accept that policy just completely like minimizes your degree and makes you feel like you're not valued whatsoever. Or that what you're teaching is not important, and it could just be replaced with like any person off the street. And it's frustrating because you know your capabilities and your potential of what you can offer, but you're not allowed to be able to showcase that.

This line of thought leads directly into when Mel reflected upon her concerns with job security as a result of this school board practice. She too documents the development of feelings of resentment and lack of appreciation from her school board in return for her volunteer services as an avid coach in the school community for 10 years.

(In reference to the experiences she's had in her school due to teachers obtaining their AQs) It's compounded with job security. You don't know if you're going back in, so there's that, and there's also a component of resentment at, you know, a systems level that this has been allowed to happen. After 10 years of teaching, and I coached two teams a year for 10 years, I feel like I put so much into my job and then all of a sudden I'm like, kind of pushed out of a Department and when they need me then I'm brought in for a class....I feel pretty disposable to them, so there's all that that goes into it too.

When Mel states above that she feels "pretty disposable to them", this paints a picture of a negative relationship with her school board. This notion is again intertwined with Jessie's

response when she shares that her experiences have left her feeling very disappointed that this has been the unexpected pathway of her teaching career.

I feel sad, frustrated, undervalued. And I feel like my potential has really been limited. I think it's really frustrating that a school board would support the policy because it's a little bit insulting. It's saying that your degree doesn't matter, so it's easy to feel undervalued. Actually, I kind of feel misplaced too. Or like your assets are not being used. And so it's really frustrating.

There is a strong sense of hurt and betrayal in Jessie's response, particularly when she says that she feels her potential has really been limited. This would certainly present further challenges in regard to teaching efficacy, which is discussed in the next superordinate theme. Brandon also expressed resentment towards the way in which he perceives his school board handles the staffing process.

So why are you gonna put somebody in something that isn't the most qualified? Of course, you're going to work hard regardless, but I feel like...they just kinda throw people in and it's just more that they don't care. They're kind of like oh you have an additional qualification, you're in.... I don't know that that's the best method.

Mel reflects on her early years of teaching and on how she has moved to a more defensive stance towards her school board. In addition to feeling undervalued, she also feels that she has been "worn down" and is always "under attack", never obtaining a sense of feeling settled.

I feel like that was me at the beginning. I was passionate and I was excited and that just got, I just got worn down and...you feel like you're under attack all the time from one thing

or another. You never feel settled...in the 12 years that I taught Phys-Ed. I always felt like something was gonna be pushing me out of my job. Or you know, where am I? What subject are they going to throw me that I know nothing about and I've gotta figure it out?

Mel even goes as far as to say that this has had such a significant impact on her teaching experience with the school board that she will likely retire early.

You know your diploma or degree is worthless really so.... I'm a lot older than you, but I'm gonna retire and I probably wouldn't retire if I was in Phys-Ed, I would have stayed longer in teaching. But because I've been pushed out of it and all these things have happened that have made the whole teaching experience not a good one for me...it wasn't one thing, it was a lot of things piled on top of each other that...you just say you're done.

Withdrawal from Extracurricular Involvement

Throughout the interviews, participants reported feeling devalued and underappreciated following their displacement from the HPE subject area. In turn, these BHK graduates who had been actively involved in the athletic community of their schools began to withdraw their services as a volunteer. This withdrawal occurred in one of two forms. In some instances, this withdrawal was deliberate as a form of protest or as a result of frustration when they lost their HPE courses to a teacher who obtained qualifications from an ABQ/AQ course. This was the case for Mel and Mallie. In other cases, this withdrawal was deliberate but in response to an increased workload due to teaching new courses outside of their undergraduate area of study, often at a new school, resulting in feelings of being overwhelmed, causing withdrawal from extracurricular involvement. This was the case for Jessie and Brandon.

The decision to withdraw from coaching was not an easy one for any participant in this study. Each share their experiences and provide reasons why they decided to withdraw. Mel describes this experience as being a slow process that eventually led her to withdraw from coaching fully and permanently.

Well that was pretty slow onset, so you know the whole, I still had some Phys-Ed courses, but I knew I needed to retrain...really, the impact was when I got bumped right out of out of my school and there were supply teachers coming in to take my spot that she took before she went on leave, I was done. I'm, you know, I won't go back to it either. I won't coach anymore.

Mel decided to fully withdraw from coaching as a deliberate form of protest after being displaced from her HPE department. Her displacement experience will be explored in detail in the following section. However, in sum, she was displaced by a senior colleague who obtained their three-part specialist HPE AQ who was deceitful towards her and eventually took all of her HPE courses from her. This ultimately led to Mel's decision to cease giving up her personal time to continue volunteering as a school coach.

I stopped coaching. I totally gave up coaching and the reason I did is because of the three-part course. I can absolutely tell you, and you can write that in your paper, that I stopped coaching because of someone who bumped me out of my job 'cause of the three-part course. And I will not go back to it. I'm not giving to that school system anymore, anymore than they're getting back to me. Which is nothing, because I'm disposable. They can put me somewhere else or bump me out...I'm done.

You can sense the burden of resentment that remains for Mel when reflecting upon her years of service as a teacher and coach for her school board. Feeling unappreciated by this system is an understatement. Mel remembers the challenges of balancing a busy family with a full-time teaching position, while still trying to go the extra mile and contribute as a coach.

You know there's a lot of years where I was trying to raise kids...you know, and that's the resentment part because I gave all that time when my kids were young and I could have been home raising my kids and I gave that time volunteering... in the end it didn't matter anyway because they just bumped me out. So that's that resentment piece, that I always look back and go why did I do that? Like for what? You know you always think that it's going to help you secure a position, but it doesn't matter in the end...you're not gonna secure any position by coaching or doing anything at the school, 'cause it all comes down to whatever the rules are you know. Like if you have more seniority than someone, someone has more seniority than you than you're bumped out.

It is hard to ignore the sacrifices that Mel made so that she could be a positive role model and coach for her students. I can empathize with these feelings and imagine it would be very challenging to accept that she will never get back the countless hours of time donated to students as a coach that could have been spent with her own young children.

Mallie also reported a deliberate withdrawal from coaching as a form of protest to being displaced by a senior teacher who obtained their three-part specialist HPE AQ courses. Although the teacher was forthcoming and told Mallie in advance that they would be taking the courses, Mallie was very hurt by this decision and felt betrayed by this colleague as well as her Department Head.

It totally did affect my willingness to coach. I was coaching volleyball for a really long time and right off the bat I was like no, you know what, volleyball is a super long season from November to February. I donate so much of my time every day after school and I was like no, you can find somebody else to do this. Especially because I felt that the Department head was agreeing with everything that happened, so I you know, rudely was like nope, go figure it out on your own. I also was running the Specialist High Skills Major program at the time and decided that I wasn't going to, obviously 'cause I wasn't in the Department anymore... even the years I did it, I always had two Phys-Ed classes, and three other people in the building were teaching six Phys-Ed classes, yet I still was the person who was running this program. So I felt like I put so much into this and it was like a slap in the face. So I remember saying just nope, I'm not doing or wanting to be a part of this anymore and you can find somebody else to coach.

Mallie did withdraw from coaching volleyball, however ended up coaching hockey instead to support a colleague and friend. This is a testament to Mallie's character, showing that she is well-intentioned and caring. However, she is human and was very hurt by what happened to her despite her many years as a committed teacher and coach for her school board.

...But then that year a good friend of mine who taught with me... um her dad got really sick and she was the hockey coach. So I stepped up to coach for her...just so then no one would take it over from her when she wanted to come back, and that she could still come to games etc... So I do feel like I was like, no, I'm not doing things to kind of mess things up, but in the end I helped a friend. I still coached track because I love track.

In other cases, this occurred as a result of feeling overwhelmed by an increased workload of new courses. This decision was influenced by the fact that these BHK graduates were teaching outside of their major subject area obtained through a four-year degree and were now faced with new courses in which they did not have comprehensive background knowledge or expertise. These BHK graduates were now teaching within subject areas that they had obtained major qualifications in through three-part specialist AQ courses such as Special Education, Family Studies or ESL. The reasons for obtaining these AQ course qualifications will be explored in the thematic breakdown of superordinate theme two. Due to the increased workload and decreased comfort level of teaching courses outside of their undergraduate major subject area, participants reported feeling overwhelmed, highly stressed and burnt out. In turn, Jessie and Brandon had to make the difficult decision to withdraw from their voluntary coaching within their school in order to better address their classroom needs.

At first, Jessie tried to continue balancing her new courses with a coaching schedule. However, after repeatedly changing schools and teaching in new departments each year, which will be detailed with her displacement experience in superordinate theme three, she then began deliberately saying no to coaching opportunities. When repeatedly being moved to different schools teaching different courses, seldom within HPE, it became too much.

I almost developed like a little bit of a bitterness...because you're so overwhelmed with all these new courses and then it's like... you kind of feel like you are getting, can I say screwed over? I don't know, there's probably a word you could say in a nicer way, but you feel like, you're getting screwed over, so it's like why should I coach? I don't even know what I'm teaching tomorrow! So I'm not gonna do anything at this point.

When asked about whether she felt she could continue with extracurricular involvement as she progressed through her career, Jessie really struggled. She was having fewer HPE teaching experiences and more experiences outside of her undergraduate area of study, such as within the Family Studies department which offers up to 19 different courses in the Ontario curriculum. Jessie was beginning to feel very frustrated and resentful towards the situation she found herself in.

That took me awhile to be able to say no to stuff like that because as a Phys-Ed person you're kind of branded as like, oh, you're a person they automatically assume will coach something and it's unfair because they just put it on you because they think that you're going to do it, as if that's part of the job as well. Like it is part of the job, but it's also a choice...

As I read and re-read Jessie's response, I can sense a complete lack of control over her situation. She is not teaching within her preferred subject area of HPE that she studied for four years. Instead, she is repeatedly being re-located to new schools, yet the expectations remain within the school system that because she is a new, young BHK graduate, she should be coaching. Given the modern career pathway for BHK graduates being most typically outside of the HPE subject area, this generalization and sort of unspoken expectation must be seriously reconsidered.

So I did feel a lot of pressure...people would say like oh, she can do it, she's Phys-Ed, and it's like well, I can't because I'm not teaching Phys-Ed right now, I have no clue what I'm doing. I did not want to participate in other stuff because I was overwhelmed, but it took me a while to say no because I felt like I was expected to, because I had HK quals.

Brandon also withdrew from extracurriculars at one point in his career, but it did not come without feelings of guilt. This decision was made when he was teaching outside of his major subject area and admitted it was the most challenging time during his career. He had been coaching for many years and enjoyed it immensely but reached a point where he could no longer maintain that commitment because he was struggling so much in the classroom. However, this was only a temporary decision for Brandon. He continued coaching the following year when he received a timetable that was more manageable and afforded him the time to begin coaching again.

So I think the ability to engage in extracurriculars is obviously dependent upon how much work you have outside of school. So really, I didn't feel very comfortable when I was teaching in my minor, but as soon as I was back at teaching HPE, I was coaching golf, I was helping out with whatever they had going on in the school. 'Cause you kinda just felt more comfortable with what you were doing and it was easier to plan because that's what we were taught to do, right?... Honestly, it was like the moment that I felt like I just didn't even want to do anything. I felt like from the moment I got up in the morning, I was overwhelmed. I just couldn't handle coaching at that time. That was really hard for me to give up.

Superordinate Theme 2: Frustrations with Continuing Education as an Industry

Pressure to Enroll in AQ Courses for Job Security (Full-Time HPE Teachers)

Securing a full-time teaching position with a BHK background has seemingly been accepted as a ludicrous notion. It no longer seems possible to enter the teaching profession as a BHK graduate and expect to be hired to a contract position with only a BHK degree. According

to participants, it has become common knowledge and practice to enroll in Schedule D three-part specialist AQ courses and expand upon major subject area qualifications in order to become a more marketable candidate and to obtain a teaching position. Mel reported feeling outright pressure to enroll in Schedule D AQ courses and obtain another major since she did not feel that her BHK major was enough anymore upon entering the teaching profession.

Oh absolutely. Like I feel like since I started teaching, it's been nonstop, every summer I take courses. So I have my family studies...all of my spec-ed... and my specialist in a English as a second language. So it's just been constant. You know, it's like you never feel secure in any section of the school you're in 'cause you don't know, the next year, you may plan and complete this beautiful binder and you're like, oh, this is awesome. I'm going to use it next year and then you don't use it again 'cause you're not put back into that area to teach again. So after 10 years you're like, well, you know what? I'm not gonna put all this time and effort into this course and getting it set up beautifully...if I get put back in it again then I'll do it. I'll you know, continue to add to what I have...

In addition to Mel, Jessie and Brandon also felt pressure to enroll in multiple Schedule D AQ courses in order to be hired. When asked if she had felt pressure to enroll in AQ courses to obtain a full-time teaching position, Jessie said absolutely.

Yes. Because I knew there were no full-time positions in Phys-Ed that would be available to get me to a contract. So I was just taking whatever three part courses I could to get hired... So I have ESL part one, I have. 2nd part one and two and then I have family

studies 1, two and three. And then I have a primary ABQ.... I only realized after that I would need to take so many courses. Yeah, it was definitely after the fact, after being hired that I that I found out I would have to take many AQs...

Brandon reported similar decisions regarding continuing education, sharing that he realized he would not be hired in HPE and would need to pursue a different career pathway to become hired as a full-time contract teacher with his school board. In total, he completed seven different AQ courses which eventually led him to his full-time teaching contract in Special Education after 10 years of avid coaching and long-term teaching assignments as an OT trying to be hired full-time.

I feel like just because of Phys-Ed being the nature that it is, I've had to take so many AQs. I took AQs before I even got hired. I took my part 1 Special Education, I took part 1 ESL, I took my junior qualification so I would be qualified in multiple areas, all within one year...when you got down to it...it became pretty apparent that I wasn't getting hired in physical education, and having just one teachable area as your major and it being physical education is not good enough anymore.

Brandon reflects upon his journey to become qualified in new subject areas obtained through the Schedule D three-part specialist AQ route. Fortunately, this led to a new passion for him in the area of Special Education, where he now works as a full-time contract teacher. However, securing that position was also a challenging process that took him over 10 years to obtain.

So, to gain additional majors, I went on to take my specialist in special education, but that's because I was in multiple long terms in special education, so I had the experience and I enjoyed it...I was passionate about that. But to get a full-time Spec-Ed position you

need five years of contract experience, so I knew I would never get hired directly into Spec-Ed either. So I continued to take Family studies, my part one and then I took my Part 2, as a hope of getting hired as a contract teacher and that's just sort of the path that I had to go down as a result...So yes, I felt it necessary to take multiple new majors, I have like seven AQ courses now because it was necessary to get hired as a contract full time teacher.

The only participant who did not feel pressure to take Schedule D AQ courses was Mallie because she believed she was in a unique position. Instead of taking AQ courses, Mallie enrolled at the University for two consecutive semesters, while teaching, and completed enough courses to obtain a second major in math. This left her feeling confident she would be hired.

I think because I had a math background...Phys-Ed and math aren't usually big combinations, I felt like that was good...Once I was teaching, it would have been just after my first year...I did like basically like a summer session and then a Fall session, I took two additional University classes. So then I could have a major in math and then that would kind of save me a little bit more than doing any other specialists.

Unfortunately, Mallie seems to be the exception to the rule. For the other participants, the driving force behind their decision to enroll in multiple Schedule D three-part specialist AQ courses was job security. For Jessie and Brandon, it was to obtain a full-time teaching contract. For Mel, it was to secure a teaching position within her current school. When it comes to projected job security for Brandon, he shared his perspective of what a potential future as an HPE teacher could look like for him. This projection mimics the current situation of Mallie and Mel in terms of job security.

And then when you're on contract, it's like anybody that took a two-part course can bump you out at any point, so it just seems like you're almost setting yourself up. So, you end up settling for something that you're not really passionate about or that you might not be competent in just so you can have a teaching position. You can probably do it and work hard at it, but it's unfortunate. I think a lot of people are doing that kind of thing...it takes half your career to get even close to teaching something that's in your actual original major, and by that time that's sort of like, you don't feel comfortable in that area anymore because you haven't taught it in 15 or 20 years. So how do you move forward that way?

It had become clear to Brandon that the HPE teacher pool had become inundated with both BHK graduates waiting for an HPE teaching schedule as well as teachers who obtained their one-session ABQ and/or three-part specialist AQ course for HPE.

...'cause now the Phys-Ed pool is even more saturated, because there's all of us that are younger and at some point in our careers we want to do it....and then as people that are part one part two's start to retire, maybe we can get in, but 20 years into our careers, maybe we won't want that change....it's unfortunate. I mean like there's no other way to do it. We get comfortable in our new positions that take ten years to get, and then that becomes where our comfort zone lies, we have to kind of adapt our own new specialities.

As such, participants were faced with a very difficult decision. They could either abandon their dreams of being an HPE teacher and pursue a new major subject area that could be obtained through AQ courses, or they could leave the school board and/or teaching profession altogether.

Brandon was faced with the decision to either move on or leave the profession. Ultimately, he chose to remain in the profession and pursue his new teaching pathway in Special Education.

...I'm done with it. I'm never going to teach Phys-Ed because I know that there are 1000 guys and girls who were already ahead of me. So, it's like, why am I gonna try to even do that? I had to come up with another plan, right? I was an occasional teacher for 10 years 'cause I only got hired (full-time) two years ago, three years ago now, so I had to make multiple plans as I went through it. I was like, oh, I'm going to get in this way. OK, I can't get in that way. OK, how am I going to get in this way? So I had to get in to being a contract teacher and now like I don't even see Phys-Ed on the horizon. I'm already 11 years in and it doesn't look like it's even close to being obtainable. So yeah, just got rid of it as a plan.

When Jessie articulates her journey in deciding if she would continue to pursue her teaching career within a new subject area, it was a very difficult process for her. Being constantly faced with new challenges and courses, her job satisfaction was negatively impacted for many years, which left her questioning her future as a teacher. Although she is now in a full-time Special Education position, like Brandon, uncertainty still looms for her as she adjusts to this new avenue.

Your job satisfaction...you question whether it's the right job for you, you question like if you're going to continue to teach outside of your qualifications, you question if it's even worth it. Like I didn't decide to become a teacher because I wanted to teach outside of my qualifications. I was really interested in health and Phys-Ed and science and I

wanted to be a teacher so I could teach those subjects. So outside of those subjects, do I really want to be a teacher? I don't know.

When I asked them to reflect upon their knowledge of BHK colleagues in terms of their teaching placements throughout their school board, Jessie and Brandon both felt the situation was grim. Jessie was certain that very few are teaching HPE, and most are rather teaching within a major subject area obtained through three-part specialist AQ courses.

Any BHK grad that I know of from around my year of graduation in 2008 and later is not teaching Phys-Ed. Maybe there's like one, so there's one BHK grad I know who had like one or two sections of Phys-Ed. Everyone else is not teaching Phys-Ed. The ones I know at my school are teaching AQ course majors. There's obviously like the full time Phys-Ed teachers, there's like two of them. One person that I'm thinking of had like two Phys-Ed and the rest of us are teaching Spec-Ed in STEPS or MAPS. Um, so at my school, there's like three HK grads that are not teaching Phys-Ed...but we're all teaching outside of it, within the board. If I think about other HK grads in the board that I know personally, I think all of them are teaching outside of their undergraduate major teachable and area teaching in an AQ major.

Brandon's response was similar in that his BHK peers from 2005 and onward were not teaching HPE to his knowledge.

I mean most of my friends I can think of, just in my cohort that I mean I went to school with, I think some may have taught one year of Phys-Ed, I don't know if that was on a contract or a long-term. There's a lot of HK qualified people that are teaching outside the

area...they're teaching mainly in Family Studies and Special Education because you can get an AQ major with those ones...you kinda just don't have a choice at this point.

Pressure to Enroll in AQ Courses for Job Security (OTs/New BHK Graduates)

The job prospects for future BHK graduates hoping to pursue a teaching career within this school board is stark. Logistically speaking, it is highly unlikely, if not impossible, that new BHK graduates will be hired into a full-time HPE teaching position. Given the sheer volume of qualified HPE teachers waiting for HPE positions versus the number of positions available, and the school board's hiring system based on seniority and major and minor qualifications, it simply will not happen. Brandon does not hesitate to share this with BHK graduates who speak to him about becoming a teacher with his school board.

Basically, anybody who's an HK grad and wants to be a Phys-Ed teacher...when I talk to them, I'm not exactly a sign of positivity, I'm always like good luck 'cause you're gonna be teaching something else... you better take other courses.

Ideally, BHK graduates considering a teaching career should be made aware of this practice before deciding to pursue this career pathway. Brandon acknowledged that he was not aware this was the case until he had already been hired by the school board. "I didn't expect to be hired into Phys-Ed right away, but I had no idea it would pretty much never be a reality for me". Jessie echoed this response.

It's not like I thought I would walk right into like my dream job in Phys-Ed...but I did think I would teach it within a few years, or at least at some point. I figured I would supply teach first for a bit, like most people, and then get hired. I think we just all thought

that's how it worked. And I think it did work like that for a long time, until right around when we all got hired and everyone seemed to be starting to take their AQs and taking other people's Phys-Ed positions.

Brandon and Jessie also believe that this was the case for most of their BHK colleagues who entered the profession around the same time. As shared in the previous section, they believe that most of their BHK graduate colleagues who entered teaching at the same time as them, are in the very same position. Admittedly, both Brandon and Jessie may not have pursued a teaching career with this school board or at all if they knew that they would likely never teach within the HPE subject area which they had originally entered the teaching profession with such eagerness to pursue. Brandon shares his frustration of being forced to teach outside of his undergraduate HPE major subject area.

I didn't get into teaching to do something I didn't want to do. I know that sounds awful, but like it's just sort of, is that wrong to say? I don't think that's really a negative thing to say, I'm just being honest. Like I want to teach what I want to teach, which is where I'm most qualified and knowledgeable...That's when you're gonna do your best work.

Jessie again echoed a similar response to Brandon.

Like I said, I was so passionate about being a Phys-Ed teacher...that's why I became a teacher. And knowing now that it's probably just not happening at this point does make me question how I feel about teaching altogether...

Given what they have learned throughout their own teaching experiences, all participants believe that BHK graduates entering the teaching profession will need to enroll in three-part specialist

AQ courses to be hired as a full-time HPE teacher. Unless they graduate with a second major, it appears that having an HPE major is not enough on its own to be hired full-time. Brandon stated the following:

I definitely think that people that are going to be coming out of HK will have to take AQ courses in order to get hired...it's more money, it's more time.... Really your teaching degree is even invalid as soon as you graduate.

Mel had a similar response, making reference to job security and again questioning the purpose of the BHK degree to begin with if your intent is to become an HPE teacher.

Yes, I do think they absolutely have to (*take AQ courses*) because they don't have any job security. I think a better question for you to have asked is should anyone take a Bachelor of Human Kinetics?

All participants shared that they believed BHK graduates will need to obtain an additional major through a one-session ABQ and/or three-part specialist AQ in order to be hired as a full-time teacher with the school board. Mallie reflected on this notion in connection to her own HPE teaching position and the uncertainty that it will be available to her from year to year.

I think they have to have something else just because myself being in my 14th year teaching and I'm not ever guaranteed to be a Phys-Ed teacher. Again, like I'm always staffed with some math as well, and just looking at staffing this year already, there's many people below me that don't have Phys-Ed either, and there's probably 300 other people below me within there. There's a lot of HK majors who aren't teaching in their degree area. So I think they need something new through AQs, yeah.

Ideally, this would help them obtain a full-time contract position as opposed to remaining an OT, if their ultimate goal is to be hired full-time. Participants noted that many of the OTs they spoke with who had been waiting to be hired for many years were deciding upon a future plan of how much longer they were willing to wait before leaving the profession entirely. Mel also commented on the impact this policy and hiring practice have had on aspiring HPE teachers who have a BHK degree. Through conversations, many OTs have shared their frustrations with her, and she can relate to the predicament they are in since this policy has affected her as well.

The supply teachers that I talk to (*laughs*).... yeah I mean, there's a lot of anger. There's a lot of resentment. There's a lot of you know, how long am I gonna continue to do this job without a contract? There are people that have been teaching for ten years and it's like, you know, at what point do you just say I'm done? I talked to a lot of those teachers that are feeling like, they're making a checklist like if I don't have a contract in the next couple years, or they have things they need to be met for them to stay or they're just leaving the profession and going elsewhere.

In addition to dealing with her own challenges of being forced out of the HPE department, Mel also empathizes with the many new teachers who are struggling to become hired with their BHK degree. Without being aware of this system ahead of time, this has caused new teachers as well as long-time OTs to leave the profession once they've decided enough is enough. This bothers Mel, as she recognizes the importance of having teachers with a BHK background in a school as both teachers and coaches.

So I think we've lost a lot of good teachers. A lot of great coaches and potential school leaders. A lot of people that were really connected to and passionate about physical education...and all that's been torn down.

Jessie reflected upon current new teachers within her school with a BHK degree, and what she observed one teacher in particular go through. She believes that new graduates are becoming more aware that degree qualifications in the HPE subject area is not a marketable or coveted characteristic of a new teacher aiming to get hired.

New BHK grads need to take many AQs. I'm thinking of one long-term person who now knows it's just like a given. He knows that there's no chance he'll be hired unless he takes a bunch of AQ courses so he's just taking like whatever he can to get different teachables so he can even just get hired as a contract teacher. So I think now there's more of an understanding that anyone trying to get hired with the board knows that you're not gonna get in with HK, you're gonna have to take a bunch of stuff...

Jessie empathized with these new aspiring HPE teachers just as Mel did. She understands how their career will likely unfold, always teaching outside of their comfort zone in new subject areas. Always being moved to different schools and starting over.

I think it creates like so much stress and like uncertainty because you have this degree, but you know that you're not gonna get hired so now you have to just take a bunch of stuff that you don't even necessarily care about just to get a full-time position...even through this one example, I think that HK grads now just kind of know going in like I'm gonna have to get other quals.

Comparative Ineffectiveness of AQ Courses in Preparing Teachers

Despite the high demand and popularity for AQ courses among teachers looking to gain a second subject area qualification, it was reported by all participants who took Schedule D three-part specialist AQ courses, three out of four, that they did not feel these courses adequately prepared them for teaching within that new subject area. Participant responses ranged from feeling AQ courses were completely useless and nothing more than a stamp on a resume, to providing some usefulness in terms of understanding policies and curriculum, but not enough to prepare one for the classroom setting. Jessie shared that, “They did not prepare me very well at all. I feel like they were just like a technicality to put something on your resume”.

Brandon shared a similar sentiment to Jessie in that he did not feel they prepared him for a new subject area. He felt that courses were mostly made of “busy work” for him to complete that they did not benefit him as much as he would have liked. The volume of work was perceived as high, but the benefits of the journey of completing that work were perceived as low.

I feel like even AQ courses if we’re being honest...they don’t fully prepare you. They give you a bunch of information and busy work to do. And yeah, you read some things, do some assignments, but it’s not helping you get better in the classroom. We all know that.

Brandon is inferring that not enough background knowledge was shared to develop an adequate understanding of the subject. When asked about her perceived effectiveness from the AQ courses she had taken, Mel also did not feel they had adequately prepared her for the teaching experiences that she became qualified for as a result of completing the courses.

Yeah, I'm not a big fan of the way they have those courses set up. So I mean I think they're really good in that they give a good overview of the programs and they give you resources...but they don't give you enough practical and hands-on material. Like for when you get thrown back into teaching that course, you're starting with an empty binder again.

Mel did feel that AQ courses hold some value in preparing you for a new classroom setting. However, she recognizes that there is room for improvement.

And I know it takes time and it helps you learn. It helps you develop to be a better teacher when you start putting all that together. So that aspect I know is really valuable, but I feel like maybe the AQ courses could be changed in the way that they go about preparing a teacher to teach....

Mel proceeds to share a specific example of her experience in a new classroom setting. After completing her ESL three-part specialist AQ courses, she was placed in an ESL classroom. Although any new classroom setting is bound to contain challenges, it is especially challenging when you do not have the background knowledge that a degree would offer.

For instance, with the ESL. I took all the courses but then when I started teaching, I'm like, what do I teach first? I don't know where to start with these guys! You know you have lots of resources, but they don't give you the pathway of how to build on the language.... If you're not a language teacher or you're not a English teacher. So I felt like I got out of those like three courses of that and I go, I still don't know where to start with this! So, something maybe needs to be changed.

When asked about the perceived benefits she received from the many Schedule D AQ courses she enrolled in and successfully completed, Jessie did not feel that she gained much in the way of classroom preparedness for a new subject area.

I think you take them and then you still get thrown into a new course and you still have absolutely zero idea what you're doing because they don't teach any background information. It's like something about policies or something about curriculum mapping. It's like, OK, I don't need to know how to teach. I need to know the content of the subject.

Jessie goes on to share an example of teaching a new classroom setting, being Special Education, following her completion of the Special Education AQ courses.

For example, I took Spec-Ed Part two and now I'm teaching Spec-Ed. I still don't know anything about Spec-Ed. Like my AQ course didn't teach me about Learning Disabilities or go into depth about different special needs. It just was like, here's how to write an IEP. So it's like you're not really teaching me anything I need to know about content. I still have to figure out all that stuff out of my own. I don't really feel like they prepared me at all.

It seems clear that Jessie feels that she does not possess enough content area background and wishes the three-part specialist AQ course would have provided her with more quality learning. Without that content knowledge, she feels like a "phony", which would certainly manifest in other areas of her teaching such as confidence and job satisfaction.

And then the content knowledge is low. You're feeling...kind of like a phony because you're just making it up as you go, and you have nothing to kind of fall back on. Feeling insecure. If someone were to ask me a question about like another connection to our curriculum, I wouldn't have the answer.

When asked about his AQ experience and level of preparedness for teaching in a new subject area, Brandon responded that he did not feel adequately prepared.

Did my AQ prepare me? Not well. I mean really, I don't know many people that put much faith in these courses as a guideline to really be amazing at that subject area. Again, it's more about your research and having the connections with other people who have done it, speaking with others and kind of collaborating because you just, you can't. Like in what capacity? Like how can you in a one-month course let's say in the summer, even though you're doing work every day, how much are you really learning and then even retaining in that course? And all of a sudden, you're qualified? Like really? You're gonna tell me that I'm qualified to teach a cooking class? And I took an online course, like there you go.

Brandon describes his frustration with being assigned a teaching placement for cooking. After completing Part one of the three-part specialist AQ course for Family Studies, he became qualified to teach that course and was recognized with a minor subject area qualification in Family Studies. However, he had hoped that he would have felt more prepared after taking the course. He attributes his success teaching it to having a supportive family who steered him through the application elements of the course.

I mean it's just, the reason I got through teaching that course was from what I learned from my family. Did I learn some things in the course? Absolutely. There's information that was valuable, but really overall, it's not going to prepare you to teach anything I don't think. Personally, I think you have to study a subject much more in depth for a much longer time to be considered an expert.

Although he acknowledges that he did learn some new information, he does not feel that the time spent learning in an AQ course can ever equate to the time spent learning a subject on a much deeper level, such as through an undergraduate degree. Brandon also attributes his success in teaching outside of this HPE major area to the development of classroom experience over time.

...I think there's something to be said about experience in the classroom regardless of what you're teaching to contribute to comfortability there, right? Like you're going to feel more confident in front of a classroom when you've been in front of a classroom, regardless of what you're teaching.... But I don't think the AQ course really helped me prepare the students. I think just me being in the classroom helped me do that.

Because the majority of Brandon's teaching experience lies outside of the HPE major area and within a variety of other major subject areas that he obtained through Schedule D three-part specialist AQ courses, he also was able to share his experience with taking Part one of a three-part specialist ESL course and then being placed in the ESL classroom. His response mirrors Mel's in regard to teaching ESL, feeling unprepared in terms of content area knowledge.

...so I did Part one in ESL...and was placed in it soon after that. And it's like, now I'm supposed to be qualified in that too. And if you want to think about us preparing kids for

the literacy test...I have no English background, does that make sense? Like these kids were in Grade 11. It was basically like equivalent to like a great 11 English class, they're taking the full-fledged literacy test. Again, lucky at this point in my career having connections, I had like people come in and teach and help me out with it.

Superordinate Theme 3: Interaction of Displacement Experience with Teacher Self-Efficacy

Teacher Self-Efficacy Inside vs Outside of HPE Major Subject Area

Participants now explore the notion of teacher self-efficacy, their belief in their ability to support student learning optimally. Participants were asked to reflect upon a combination of experiences, including their first teaching experiences, teaching within their HPE major subject area, and teaching outside of their HPE major subject area. Teaching outside of HPE includes teaching within a minor subject area, a major subject area obtained through three-part specialist AQ courses or an area that they have no qualification in.

Mel was hired to a full-time contract within one month of her employment with her school board. Reflecting on her first year, she taught five different courses within five different departments.

So this is was my first job – two careers and civics, one grade 9 geography, one grade 12 applied math, one Phys-Ed and one science grade 10. That was my full year...so I had I had five preps that year...and that was my first job, yeah. And so when I went to NTIP there were a couple teachers and the instructors there that came up to me and said, we're just checking in on you and we're going to keep checking in on you because we can't believe that anyone would hire you with a schedule like that, and this is going to be a difficult year for you (laughs). Yeah...you think so?

Based on my own experiences and observations as a secondary school teacher, I do not believe that Mel's experience was the norm. To be placed in five departments is certainly not ideal, especially for a first-year teacher. It was very challenging and even caused her to question her career choice. However, she persevered and made it through the year putting forth her best effort.

You know it was stressful, but for me.. I was excited to have a job in teaching and that I secured a contract...I think at the beginning it was good stress, it was like, yeah, let's do this! It's gonna be great! You know, and then, I think as I got going along, by the end I was definitely burnt out. I had a lot of support from teachers, which was good. I was just exhausted though...it never let up...I would say I was burnt out by June. I had burned out...as a family I had two young kids at the time, and we really sat down and talked about it. Like if this is what teaching's gonna be like then I don't want to do it. So I decided I would give it one more year...

I think this is a common experience for new teachers, feeling eager and excited to embark on their new career. Throughout the year, motivation tends to fluctuate as new teachers begin to experience the challenges of teaching on their own and to feel the effects of burnout.

I mean, I was a first year teacher...you know you're trying your best, but of course you're not going to be anything near what you're like even after one year of teaching like you learn so much that, the learning curve is huge your first year...I would hope I was effective, I put a lot of my heart and soul into the lessons that I did that year...but I would say the efficacy would have been low.

Mel then compared her first-year experience of teaching mostly outside of her major subject area, with one out of six courses being within HPE, to teaching a timetable with four HPE courses.

It was great. I'd say my efficacy was very, very high... And even you know, I feel like I became really effective in the careers and civics field.... Because I taught it so much and I could, you know, add to what I was doing in both. It was manageable. And I could add new things or current events, especially in the careers and civics area... and then in the Phys-Ed area it just got better and better.

I got the impression that Mel feels she was fortunate to be assigned the Careers and Civics courses each year in that she was able to build her content area knowledge over time. This is often not the case for new BHK teachers, such as Jessie and Brandon, in that they typically teach across a multitude of subject areas, and in turn, are unable to build teaching efficacy in any given subject area. Mel comments on how her teaching efficacy was able to grow in the HPE area as she continued to teach it over the years.

Yeah I loved it. I loved the kids, I loved the interaction. I loved the coaching because you know you could get to know the kids at a different level. I actually had time to coach, you know, because I wasn't like prepping all the time for the next day with all these courses that I've never taught before...I kind of expanded out. We started doing more in the community with our Community Center and taking the kids there you know, maybe taking the kids outside of the school more 'cause when I was in Phys-Ed with only one or two courses... I would just run in and teach and then run out.

Mel has highlighted one of the many benefits of teaching within your major subject area, in that you can improve your teaching practices and implement new ideas as you become more comfortable with not only the subject but also with being a teacher. Although she was still not in the HPE full time and continued to teach two to three Careers and Civics courses each year, she felt very included in the HPE Department. Mel comments on the collaborative nature of the department, with other teachers including her and her students in new learning opportunities.

Once you're settled in there, you can kind of take a look at different aspects...we kind of expand what we're doing with them and make it more meaningful or give them new opportunities within the community...I kind of would ride off the coattails of other teachers because they were doing it when I wasn't in the Phys-Ed Department full time, so it was like they would say do you wanna do this with us? And I'd say sure! If we had an instructor coming or something.... But then when I was in the Department I could take on more of a leadership role being in there... and with the collaborative essence of Phys-Ed it was a lot better that way.

Eventually, Mel was able to maintain a full-time HPE timetable of six courses. This allowed her to take on more of a leadership role within the department. However, once she became partially displaced from the HPE, this faded quickly for Mel. By only having one section of HPE assigned to her, she felt very detached from the rest of the department. She felt this had a negative impact on her job satisfaction as well as on the quality of HPE programming she would have liked to have provided her students.

And that's what I found the last couple years, like if I only had one class in Phys-Ed I wasn't really up on what was happening down in the Phys-Ed Department because I

would run in, teach one class and then run out and go up you know, upstairs or to another part of the school to teach something else, so I have to say job satisfaction was better when you have more classes and you're....collaborating with those other teachers more. You don't get involved as much with those extra activities, so the kids I guess would suffer that way because they don't have that exposure to those other activities that you might do if you were there full-time.

Within recent years, Mel's overall feelings towards her experiences teaching outside of the HPE department have changed immensely. Her confidence and comfort have been impacted as she now had so many different courses that she was unfamiliar with.

There's been so many years I just felt overwhelmed by what I was doing...constantly. And you get tired of it, right? You get burnt out. It's like why can't I just have a course that I can teach over again and just relax a little bit like these other teachers do?

Mel also makes note of the challenges she experienced yearly during the school board's staffing process. The unknown of her future in the HPE Department was quite burdensome and took a toll on her mental health each Spring when staffing occurred.

You keep asking, how many sections are there? Am I gonna get staffed here next year? Staffing time is the worst. There's always this anxiety around staffing time, where am I teaching? What if I have to go to another school?

This is certainly a common experience for all new teachers. But as she gained more years of seniority while continuing to have high uncertainty with job security in HPE, Mel became increasingly frustrated with the situation. Being intentionally displaced by a senior teacher who

had obtained their HPE qualifications and taken her HPE courses had a serious impact on the stability of her position at her school, which she had taught at almost exclusively for twelve years. However, Mel was able to adapt to these changes and became more resilient.

And then you know, there's just a change in resilience that you have to new situations. If you're at a different school every year like that's a lot of stress on someone's emotional state...there's stress and anxiety about meeting new people and being in a new atmosphere. And you just never knew if that was coming for you... I feel like I might have had it better than a lot of teachers because a lot of teachers that have went through that. So you look at major stressors in people's lives, it's new jobs and you know major changes in your life, and I would say being sent to a new school every year is a major change in someone's life. It's like a new job every year.

Mel applies this experience during the past few years of her career to the experience of the long-term OTs who have only known this situation as their teaching reality. She empathizes with how challenging this is and again acknowledges that this is driving many BHK teachers out of the teaching career.

I've talked to a lot of long-term teachers that have been in that situation, and having to make decisions, whether they're staying and giving it another year, or they are leaving the profession...you know I really feel for them.

Next, Jessie reflects on her first HPE teaching experience, which happened to be within the HPE subject area. Although she had some general nervousness about starting a new career, she recalls

feeling confident and prepared. This was a temporary LTO teaching assignment that lasted for three semesters, so approximately one and a half years.

I was a first-time teacher so there was like a lot of nerves, but I always kind of fell back on the fact that I had earned that spot or deserved that spot because it was in my major qualification area. I felt confident that I knew my stuff because that's what I had studied and that's what I got hired for.

Jessie elaborates on her understanding of HPE content material and how that impacted her confidence and self-efficacy within this placement. She not only had a strong understanding of the curriculum across all HPE courses but was also able to focus on classroom management as a result.

So an example would be like in the health component just understanding the material and seeing how it connects to all parts of the curriculum, and understanding how maybe like a component of the curriculum in my grade 9 course would lead to or tie in with stuff that I would teach in subsequent courses. And then having the confidence to know that I can teach 9, 10, eleven or 12 because I know all of this curriculum and I understand like the progression of it. So that was something that kind of calmed my nerves. And then having the confidence in the content and the curriculum let me focus more on classroom management. Whereas like in a teaching assignment where it wasn't within my qualification, I felt like I was like struggling to understand the content and struggling to maintain classroom management, and it was hard to do both so I felt like, like I wasn't doing a good job. But when teaching Phys-Ed, you're confident in the content and you

can focus on like, more on the students and less about what you have to learn as a teacher....

What Jessie describes next is being afforded the opportunity to truly be herself. She is very passionate about health and fitness and emanates this through her own lifestyle choices. To me, this is the ideal role model for adolescent students learning about physical activity. When you have a teacher highly engaged in the subject area, it seems that the likelihood of students enjoying the subject and adopting the habits of healthy active living would be improved.

I knew my stuff through school but also lived it in my own life outside of school. So, for me it kind of embodied who I was. When I stepped into the classroom, it was all principles and like values that I have just in my day-to-day life and so I felt like I would be, I felt like I was the right person to be teaching about it....So my efficacy was high, especially because I could not worry about the content and I could focus on developing relationships with students and classroom management and being able to do stuff outside of the classroom, extracurricular stuff, because I didn't have to worry about prepping for my subject area.

Jessie also recalls the importance of BHK courses in terms of their relevance to effectively teaching HPE. She comments not only on the understanding of course content, but also being able to address student questions and needs with confidence as they occurred, given her passion and background in the concepts surrounding healthy active living.

So anything that dealt with like motor development or like human growth and development, gave me a much better understanding of how to approach so many things

when teaching new schools or even in teaching health. So like your biomechanics, any nutrition course, they were all so helpful. And our anatomy course for like first aid and our sports injuries course...that gave me so much confidence if someone got hurt in class it was like OK, I understand kind of like the anatomy, the mechanics of the body, how to react based on this style of injury, and so I know what to do to help this student quickly.

Jessie has highlighted a very important point regarding student safety. Given the risk of injury in the HPE classroom, having a teacher who is highly knowledgeable about the anatomy, physiology and biomechanics of the human body must surely be ideal, compared to teachers who do not have this extensive content knowledge. In addition, BHK graduates receive training regarding sports injuries through an entire course, in addition to the First Aid and CPR training that HPE teachers receive as well. If a student is injured, responding fast and effectively is crucial. This also carries over into important areas covered within the health curriculum, such as education regarding substance abuse. This applies to the coaching setting as well, as athletes often have many questions regarding healthy eating and building muscle.

Even like our use and abuse of drugs course that we took, that just gives you insight into how different things affect your body, which you cover in health, but you also do when you're coaching. Athletes want advice for protein intake, building muscle, and all that kind of stuff, and we've just learned so much about it. And a lot of the kids who are in your class for Phys-Ed are also interested in like health or um, playing sports and so when they ask you stuff like, when they ask you additional things related to Phys-Ed or something about a sport that they're interested in, you can give them some kind of direction or some kind of answer.

Again, this coincides with the notion that Jessie is truly confident within this subject area and truly feels in her element. She wants to help students learn and adopt a healthy lifestyle and recognizes the influence that HPE teachers have on student behaviour in this sense.

Instead of being like, I don't know, I'm like actually yeah, I'd love to help answer that.... And you can give advice, like I can confidently say to a student something about nutrition or something about muscle recovery because of that background knowledge. And so even though I might not have to teach that as part of the curriculum, I'm teaching it as part of a healthy lifestyle because they're gonna leave the gym and I hope participate in like other healthy activities too... Yeah, like a disadvantage of people just taking Phys-Ed as an AQ is you're missing out on so much of the background science behind all of it.

In contrast, when asked about her teaching experiences outside of her HPE major subject area, Jessie reported a significant decrease in teaching efficacy as well as confidence and job satisfaction.

For me, just as like my own like personality trait I guess, just your own level of like security and confidence within yourself... When I'm teaching Phys-Ed or science, I feel like that is the right place for me to be. But when it's outside of my qualification it kind of feels like I'm a phony. It kind of feels like I'm trying to cover up the fact that, I hope the kids don't find out that I actually don't know anything about this.

As I read her responses, I can only imagine how disheartening this experience must have been for Jessie. She began her teaching career in the HPE Department and developed so much confidence and job satisfaction as a result. To then be placed in a subject area that she had

obtained an AQ major for, had a significant impact on Jessie's teacher self-efficacy, causing her to go from feeling like a positive role model for youth to feeling like "a phony".

When I taught Family studies, I have a Specialist in Family Studies, but like I don't know anything about Family Studies except the food and nutrition course. I had to teach fashion and you just show up every day and you're like I hope nobody finds out that I don't know what I'm talking about. You're like a phony, and so, and then you have nothing to offer because you don't have anything else to say other than like the handout that you read the night before...

Jessie recalls having a low self-efficacy during that year as a result of her continued displacement from her comfort zones of HPE and science. She had felt tremendous teaching within both of those departments given that she studied them in depth at the university level. Teaching outside of these areas left her feeling like she was constantly in survival mode.

...so my teaching efficacy started low and just remained low the entire time because when you're teaching outside of your qualifications you're just trying to survive, and so you don't really have the time to grow. You're just kind of like trying to get by...I never had the confidence to share examples outside of like what our curriculum was, cuz I didn't care about it, about that kind of stuff in my own life, and I didn't participate in that kind of stuff. I'm thinking of like fashion or other family studies courses. Like I don't care about this, so I'm not going to try really hard to be good at it. It's like I was OK with just being, I understood that I had like a low efficacy and I was OK with that and I wasn't gonna try to get better. I felt defeated.

Although teaching fashion courses was not an ideal or enjoyable experience for Jessie the following year, this trend of teaching outside of the HPE and science area would only continue. Jessie remained teaching at various schools within various departments in a variety of LTO teaching assignments for the next six years.

...Because you're moving every year teaching something new every year I always felt like a first-year teacher. So my efficacy was always low. Having to move to a new school I felt like I always had to prove myself because nobody knew you, or like my principles that I was like a really hard worker and wanted to be a leader in the building and wanted to like participate with like stuff outside in my class. So you have to like work extra hard to kind of prove yourself, to show people that you are actually good.

Jessie continued to carry the feeling of starting over, and of needing to "prove" herself year after year. Being unable to secure a full-time teaching position due to a lack of full-time positions, this process simply became exhausting.

But it was very hard because you're teaching new courses every year, so the stress, the job satisfaction, those are all like on the negative side. Like you're super stressed out, you're trying to just survive, keep your head above the water...In some cases I didn't even understand my curriculum. I would have to go and research it before I could even teach it.

When you examine Jessie's teaching experience, it truly has been a stressful journey. Her career has taken many unexpected turns, and unfortunately her teaching efficacy and job satisfaction have become low and remained low as a result. It seems very unfortunate that a young and

enthusiastic teacher like Jessie, who is passionate about healthy active living and who wants so badly to be part of a school community, has spent the first ten years of her career chasing a dream that will likely never come to be. Although she has now obtained a full-time teaching position in Special Education, you can sense the defeat and heartbreak that Jessie has endured.

Next, we will examine Brandon's teaching efficacy throughout his career. His first teaching experience was not within the HPE subject area. Rather, it was within Special Education, which is now where he teaches as a full-time contract teacher. Brandon describes this experience as nerve-racking, however he notes that teaching in the STEPS classroom, which is a Special Education position, is a positive experience due to the collaborative and supportive team environment.

So my first LTO position was in STEPS...it was nerve-racking I guess when you first go into a classroom and it's not exactly what you went to school for. You're really relying on other people.... Like one thing that was so positive about being in Special Education is you're not doing it as just an individual. You're working as a team... It took me a few months to get really comfortable, it's not going to happen instantaneously, but it was nice to have the support of others within the classroom to assist you along the way.

Brandon views this first teaching placement as a positive learning experience and is almost relieved that he did not have to start his career alone. As a BHK graduate and avid athlete, it is not surprising to hear that Brandon enjoyed the team approach that this teaching placement provided him.

So with that said, I think it might have been a little bit more um, difficult or nerve-racking or I'd have a little bit more anxiety if it was just me in a classroom alone with students for the first time out of Teacher's College. But I think having that team there made it a better because they were really welcoming and they knew that I was new, like it was my first position. I was ready to learn, ready to do all of it, I was excited about it.

When sharing his teaching experiences within the HPE subject area the following year, Brandon reported feeling very excited and confident.

As soon as I went into Phys-Ed I was like right, this is my jam! This is exactly what I've been wanting to do. I just came from, you know, like fresh outta Teacher's College.... I felt really comfortable with what we were doing. I was able to facilitate all kinds of activities, just everything in the classroom, I felt good about... about like organization, all that stuff was kind of just easy to navigate, 'cause that's what we were trained to do....

When comparing his teacher self-efficacy within this HPE placement to those without, he reports feeling a "much higher" efficacy within the HPE area. This seems logical as he studied this subject area for four years at the undergraduate level, and then for another year at the Faculty of Education.

With Phys-Ed my efficacy was much higher. You feel confident, you feel ready to go, you feel like you can answer any questions, you feel more knowledgeable in the subject area. Therefore, whenever something arises, you don't have to feel like you have to run all over the place to get an answer. You're ready to go. So it definitely felt more comfortable.

In terms of the BHK courses he had taken, Brandon felt they were very helpful not only in the HPE classroom but also as a coach. The nature of BHK courses often apply to so many different aspects of healthy active living, which transfer to both the teaching and coaching setting.

I think the practice theory analysis classes were nice for coaching, so like anything from tennis, golf, volleyball, whatever PTA you wanted to take...it translates directly into teaching your students. Physiology, anatomy...those courses that are strictly related to the body definitely helped as well. I feel like Teacher's College was really helpful for Phys- Ed specifically, just learning to apply our knowledge to a classroom setting.

In turn, Brandon shares that his job satisfaction was "so awesome", because he was doing what he loved.

My job satisfaction being in something that I actually enjoy and I love is so awesome. I love being physically active. I loved teaching Phys-Ed in STEPS too...if I have the opportunity to teach Phys-Ed my life is going to be, I'm going to be happier. I'm going to feel more confident...my well-being would be overall better therefore my students' well-being would be better.

On the contrary, when asked about his experiences teaching outside of HPE, Brandon shared many challenging experiences that he does not remember with fondness. I could almost feel the anxiety and stress as Brandon described what it was like for him. His stress not only impacted him at work, but it also infiltrated his personal relationships and ability to coach.

I was literally just at school and then I was trying to plan the next day. It was just like a revolving Groundhog Day of chaos. That's what I wanted to describe it as, like I couldn't

do anything else. I felt like I could barely talk to anybody. My relationships were terrible 'cause I just was miserable all the time, uhm, I knew I couldn't coach. So yeah, it was not a fun three months...

Unfortunately, this trend continued for Brandon for many years to follow. As a day-to-day OT in between long-term assignments, the experience was highly stressful for Brandon as well.

Whenever I got called for Phys-Ed or Special Education I felt amazing and ready to go. I didn't worry about it. But whenever I had an experience that was outside of my comfort zone I would have immediate anxiety, stress, I felt like I just, you know, like it was like the first day of school every day. Just never felt good about it. Didn't love my job. When I would get called for Family Studies like there were days even after lots of calls that it was still like stressful, and uncomfortable... it didn't feel as good as your major subject area.

However, Brandon admits much like Mel that this did make him a more resilient person. Although he was often placed outside of his comfort zone, he was able to overcome the obstacles he faced with the support of others.

There's something to be said about teaching out of your comfort zone and not in your subject area. But you kind of just persevere and work your way through it. You have good days and bad days...when you have good people around you it helps support you.

Next, Mallie shared the journey of her teaching experiences in relation to teaching efficacy. Mallie's situation was more unique in that she did not enroll in three-part specialist AQ courses to obtain or maintain a teaching position. Rather, she returned to the University of Windsor to

obtain a second major in math. Keep in mind that Mallie did this during her first teaching placement described below, before she had a double major in math. Mallie shares the challenges of being a new teacher who was teaching outside of her HPE major subject area, but within her math and science minors.

I was excited to have a job, so I didn't really care what I was teaching...teaching math was awesome. But even with my science background, I guess um, science was actually challenging. It was a grade 10 academic science class and I really relied on the other science teacher who was also teaching because for experiments and stuff, I found like that was a huge challenge. I was always so nervous that something would like mess up or I didn't really know what was going on because I wasn't a science major, so that was stressful at times, but I think in the end I just powered through because yeah, you're a first year teacher and you want to do well, right?

As she reflects, Mallie remembers that even teaching within her minor subject was a challenge. Without having a major subject-area qualification in science, it left lots of room for self-doubt and questioning of content area knowledge. Mallie did her best to support students and maintained a good sense of humour about the situation.

...science, it felt very hard, like it was very challenging. I remember there was a student who.... She was so brilliant and I remember she would ask me questions sometimes and I would just be like, the thoughts that were going in my head, would like make me giggle 'cause I sometimes was just like I'll have to look for you 'cause I have no idea. And you feel like not proud of doing that....

I view being able to admit to a student that you do not have an answer, but that you will find out the answer and share it with them, as a positive. However, this can be a challenge during your first year of teaching when you are working so hard to establish yourself as a teacher and to figure out all of the intricacies of teaching that are not nearly covered during your Bachelor of Education.

I didn't feel like I could support them as well as I should have been able to.... You're like re-reading your lessons the night before to make sure that you actually did have a little bit of an understanding, right?

Given that Mallie did not feel that she supported students as well as she "should have been able to", this indicates a lower level of teacher self-efficacy within the science discipline. I imagine that many teachers would remember their first teaching placement from a similar standpoint, in that they were making it through day by day and learning as they went. Mallie compared these experiences of her first few years of teaching outside of HPE to her first HPE teaching experience which occurred during her third year of teaching. At this time, she had a combined timetable of math and HPE, now her two majors. Her efficacy and job satisfaction increased significantly, feeling that she was in her true place.

I definitely felt like I could support students way easier, even just because it was my two passions, math and Phys-Ed. I felt I was a good role model to a lot of the females that were there. I was, you know, 26 years old when I started so I felt like I was not too far away from even where they were. Even just as an athlete. So I felt that my knowledge for them was strong and that I could share so much information that wasn't outdated for

them. And again I just wasn't so far removed.... I felt that kids bought into that and they were excited to, you know, see somebody play with them and be involved.

Very much like Jessie in her first HPE teaching assignment, Mallie felt like a positive role model for her students. Being young and enthusiastic, she radiated the qualities of a healthy active lifestyle and of a successful athlete.

And I just felt like that made me feel better and you could just continue to support students on a regular basis...I remember thinking like, if I can be a role model to these people, then I feel like I'm doing my job well.

This clearly contributed to her feelings of teacher self-efficacy, believing that she was not only able to support her students, but that she was very good at it.

Lack of Efficacy in Support from Colleagues

The actual displacement experience of participants from the HPE classroom takes on two scenarios in this study. The first scenario is the full-time HPE teacher being partially or fully displaced by a senior colleague who obtained their one-session ABQ and/or up to a minimum of Part two of the three-part specialist AQ in HPE and intentionally took some or all of their HPE courses. This was the case for Mel and Mallie. Second is the instance of the aspiring BHK teacher who now has over 10 years of experience yet cannot obtain any HPE courses. The reason they cannot obtain any courses is because of the high saturation of HPE qualified teachers, with the influx of three-part specialist AQ HPE teachers over recent years. This was the case with Jessie and Brandon, who have, in turn, both decided to pursue alternate subject areas and have abandoned their pursuit of the HPE classroom at this time. As such, it could be argued that those

who enroll in HPE ABQ/AQ courses and take HPE courses from BHK graduates are effectively changing the course of the BHK graduate's teaching career.

In the cases of Mel and Mallie, the displacement experience was a challenging one fraught with bitterness and betrayal. In both cases, they were informed by the displacing teacher that they had enrolled in their three-part specialist AQ for HPE. However, only in Mallie's case was the person direct in sharing their intention to declare HPE as a major subject area the following year. At least this notified Mallie she would be losing some of her HPE courses. Mallie shares her displacement experience.

Part way through the year just before staffing, a physics teacher brought the Phys-Ed Department into the office and wanted to let us know that he was taking his Phys-Ed qualifications and he was going to write down Phys-Ed for the following school year. So right away I knew it was going to probably affect me depending upon the numbers, although it could have affected the teacher above me, just again in terms of numbers and how many sections he was going to have. So that was my 12th year teaching, and I had already taught Phys-Ed for nine years. So it was very disappointing and upsetting.

Mallie recalls not only being upset by the news of being displaced, but also feeling betrayed by her HPE Department Head (DH). She felt that her DH had been against the three-part specialist AQ practice, as were so many BHK graduates, yet it seemed to Mallie that her DH was supporting the physics teacher's choice to displace Mallie from the HPE department.

I remember my Department Head knew about it and she was friends with him and I felt like hurt even by her because she was so dead set that like she didn't agree with this system, but yet because it was her friend it was all of a sudden OK.

Feeling unsupported by the leader of her own department, you can sense the disloyalty that Mallie had to face and how challenging it was for her. As an HPE teacher for nine years with 12 years of teaching experience, this was not what she had expected to happen.

And there was another girl that again that could have been displaced too. We were just really upset that this was even allowed, and that you know, nine years into your Phys-Ed career and like 12 years teaching that you know you're not going to be doing what you're passionate about anymore. But because I have a math major, I was still able to get staffed with some math classes. Ummm, so I could still stay in the building...

Not only was Mallie fully removed from the HPE Department, she also shared concerns about others at her school who were now going to be affected by this displacement as well. Although Mallie was able to obtain enough courses to remain at her school as she had hoped, this meant that she had to take courses from someone else, and in turn displaced an Art teacher out of the school completely.

I actually was the lowest seniority math person as well, so I had to take some careers and civics, which did actually displace an art teacher because there wasn't any career civics left for her to get staffed. So because of me getting pushed out of Phys-Ed she was surplus and actually ended up leaving the school that year.

After being displaced out of her Department, and displacing another teacher out of the school, Mallie was eventually displaced out of her school as well, being declared surplus. Since Mallie was the lowest seniority teacher in all of her departments, a small decline in student enrollment

was enough to push her right out of the building. This presented a whole new set of challenges for Mallie.

So once I was displaced, I was still two years at my school just not teaching Phys-Ed. And then I became instead of the fourth lowest Phys-Ed person I was the fifth lowest person. So in a smaller school obviously like, that sucks. And then I was the sixth lowest math person, so any numbers that change obviously would really affect me. So then I was surplus last year and I got moved to a new school where I had four math and two Phys-Ed this year, which sounds like awesome, great that like your back into Phys- Ed, but it sucks leaving like people that you've taught with for 11 years, farther from your house...

Mallie really feels that she got the short end of the stick. Not only did she become displaced, but she now had to travel a much longer distance to work at a brand-new school. She is especially resentful about this because she is aware that if she wanted to, she could transfer to a school near her home and take HPE courses from someone with less seniority. However, that would displace her BHK peers from their HPE positions and that is not a practice she wants to engage in.

When they try to say like no, we try to keep you close to home, that's not the case. I'm making a super long drive now... and I can't move to schools that are closer because I would displace people who have been there for a long time and might live in the area too. And I remember thinking like wow, that's totally not fair....and then going to my new school, I now have more seniority than two people in their math Department and a person in their Phys-Ed Department. So now, a teacher that's been teaching Phys-Ed for a very long time at Leamington might not get Phys-Ed now because I'm now there, so and that sucks for her, but like it's not my fault.

You can see how the cycle now continues with a ripple effect at other schools. Mallie illustrates that because of her displacement, she may now displace teachers from both departments at her new school. You can sense the discomfort this makes her feel as a caring teacher who has not wished for any of this to happen. She also speaks about the challenges of “starting over” at a new school and how this experience felt for her.

And it sucks. It sucks because the schools that I’ve been at...they’re very similar. And my new school is very different, and you feel that you’ve like started developing these relationships and these expectations of yourself and what people are looking forward to, to maybe have you as a teacher or be coached by you, and then all of a sudden you start over and try to develop these new things with kids that aren’t athletic or care about sports or have no idea about you... and it’s just, it’s a challenge. So then you try to do the best that you can and then you know Covid happens and we’re starting over again.

Mel’s displacement occurred with far less warning. She was displaced on two separate occasions. The first displacement occurred as a result of a “bump” (or displacement), that affected many HPE teachers within the school board. This displaced her out of the school she had been teaching at since the start of her career.

So it was 2016, the first time I lost my position and was fully displaced. There was a board wide bump. So it was someone took a three-part specialist course and then took a Phys-Ed teacher’s job which created a bump in almost every school because of seniority....I think I might have been the last one or the second last one of the bump, and then I was bumped for one semester to another school... I don’t know if that’s an official term, but everybody who’s in Phys-Ed knows what a bump is! (*laughs*)

Mel describes what it was like for her to pack up her things and change schools without requesting for this to happen. She also shares what it's like to be at a new school, not knowing anyone and needing to start from the ground up in establishing yourself with students. This mirrors the experience that Mallie shared above, and that Jessie and Brandon have continually experienced throughout their careers being constantly shuffled from school to school.

I had to clear everything out from one school...and you don't know if you're going to get back there again 'cause you have to apply to get back to your school and everything. So not only are you displaced to a new school, but you don't know where things are, you don't know the kids....it kind of changes the dynamics between you and the kids when they don't know you. Until they get to know you again, 'cause I think when you're at a school for a long time, you develop a level of.... Respect from the students. They know that you're there for the best interest of the students and that you give a lot to the school and that you coach...that's kind of all gone when you get sent to another school, you have to start all over again, right? It can be a little harder establishing yourself among the students again.

Fortunately, Mel was able to return to her original school the following year. However, to her dismay, she was to be displaced from the HPE Department again, this time by a colleague in her school who obtained their Specialist course in the three-part specialist AQ courses in HPE. "She told me that she was just planning to take it to elevate herself in on the pay scale and then the next thing I knew, she staffed herself in a full Phys-Ed schedule. Yeah." This situation was particularly impactful for Mel, as she felt misled and betrayed by this teacher.

So that had a huge impact on me when she did that. 'Cause initially she told me that she was taking the courses, so she was pretty open with me about it. I was like great. She said I just wanna take them because I want to increase my pay to Category four. So it's like oh OK, and then they came, they took my courses because she needed to teach in one subject area to get her experience so that she could get her specialist right? So then they took my courses and gave him to her then and then.... There was a lot of resentment too because she bumped me and then she went on maternity leave.

So, Mel was notified by the displacing teacher that they were pursuing their HPE qualifications through completing the three-part specialist AQ, however they distinctly said that this was only for them to achieve a higher category of pay. However, once the teacher completed the courses, they proceeded to take all of the HPE courses from the participant the following year without notifying her. This action led to Mel being partially displaced from the HPE Department, only receiving one HPE course the next year. This was particularly frustrating as the teacher who displaced Mel was on leave for roughly five years after this. In turn, the courses that were taken from Mel were taught by LTO teachers for roughly five years.

So then I'm sitting at my desk, in the Department and there is like a first year teacher there that has six Phys-Ed to teach and I've got one. And you know she did two maternity leaves that were extended, plus she did another leave of absence, I don't know what for...but it was like a five-year period of time where she was gone. So she bumped me. Then she left. Then she came back...There was at least four different supplies, if not more. I don't even know now I didn't count them up, how many supplies there were. So you know that even makes it more maddening when you're sitting there going...I could

have a full schedule, but because she staffed herself in six Phys-Ed, now there is a supply teacher in here teaching. And it was like every semester, a different supply teacher.

When asked if she was aware that this teacher had planned to displace her from the HPE Department, you can sense how much this experience impacted Mel on so many levels. She was left feeling frustrated not only with the individual who chose to utilize this system, but also with the system itself. “I felt a little betrayed. But you know...she can do it. It’s the way it is”.

The lack of transparency demonstrated in this instance was devastating for Mel, leaving her feeling betrayed and deeply hurt. This ultimately led to her decision to abandon the pursuit of being in the HPE Department altogether and to obtain major subject area qualifications in a different area. Clearly the uncertainty of her future in the HPE Department was too overwhelming. She felt that her many years of commitment to the HPE Department and her contributions to the school’s athletic community were simply not valued. This sparked a major feeling of resentment and caused Mel to withdraw her services as a two-season coach and avid volunteer within the school completely and permanently.

I believe I’ve taught Phys-Ed for 12 years in some capacity...So when I didn’t teach it at all will be this year, that was more of a personal choice. I just needed to get out, ‘cause I’ve had enough, basically. Last year I could’ve went back in and got some classes in it, but I decided to focus on my retraining and go further into that field. And so when I did that, I kind of gave up my spot in Phys-Ed and it made room for someone else to come in. So that impacted me this year because now this year I won’t have any Phys-Ed.

In the situation described above, giving up her spot in HPE last year actually opened the position for Mallie to come into the school after her displacement last year. Mel’s displacement

experience actually occurred to the highest degree when Mallie came in, but she admits the reason Mallie was able to come was because of her own choice to remove herself from the HPE Department and pursue another area because she'd had enough of what had been going on.

So I just, you know it's been a lot of years of not knowing where I'm going to be like when staffing comes up. So I kind of just set myself up a few years ago after I got bumped right out of the school. When I came back, I decided basically I'm gonna go teach something else. And so I started taking additional qualifications in English as a second language, and I knew there was going to be an opening there, because one of the teachers was going to be retiring. So I kind of focused on that area...because I'm just done, yeah, had enough.

When asked if she received support from her school Administration, Mel felt that the issue went completely unaddressed.

Yeah no. I never had any admin talk to me about it at all, other than asked me if she could... or tell me that she was taking that class because she needed to take one to get her qualifications. So they only ever talked to me about it when they were letting me know I was losing a class so she could get qualified.

Mel expressed that this displacement experience has had a lasting impact on her attitude and outlook on the whole situation.

...you know the negativity of my attitude towards everything has been impacted, which if this wouldn't have happened I don't feel like I'd have this anger and resentment that I

have about the whole situation. And maybe my job satisfaction would be higher, but it's not, so.

Fortunately, Mel is happy with her decision to leave the HPE Department altogether and to pursue the new subject area of ESL. Mel was aware that leaving the HPE Department this year would result in a new HPE teacher transferring into the school, which happened to be Mallie. Prior to completing the interviews, I was not aware that Mallie was able to secure an HPE teaching position after being displaced due to Mel's decision. I found this to be quite ironic and a little serendipitous.

I like what I'm doing now, this will be my first year without Phys-Ed when I go back and of course it's Covid going on so we don't even know what's going to happen. But this would have been my first year out of Phys-Ed and that was a personal choice to move out of there. By the choices I made. I was asked do you wanna be staffed in Phys- Ed and I said no. Like I could have had, I think I could have had four and it would have prevented Mallie from coming, and once Mallie came in, which I knew it was gonna happen...I knew when I said no to that there would be someone coming in...and the same thing will happen if she transfers out then there will be a spot there for somebody. Maybe you can get it (*laughs*).

The second scenario of displacement was of those who were not directly displaced but were instead never afforded the opportunity to teach within the HPE subject area. The concept of displacement affected them differently. Rather than being "bumped" (displaced) out of their HPE Department, they were instead constantly struggling to find a department that they could stay in and become a part of. Without having high seniority, they were often changing schools and

teaching new courses each year as well. Jessie shared that, "...every year you're moving, every year you're teaching new courses, so it's like you never get established".

When reflecting on the past nine years of her teaching career, Jessie is left with feelings of frustration, being unsettled and unable to establish herself in any department or school.

OK, so I've been teaching for nine years total, and four out of 36 semesters I have spent teaching in my major subject area. Some of them have been in my minor, but those have only been long-term assignments...Up until last year when I finally secured a more permanent position in STEPS, I had moved schools every single year and I had brand new courses every single year, and hardly ever returned to a school I'd been at. So I've taught at seven schools in nine years...Nine years ago I got to teach in my HPE subject area. And that was three semesters and then about four years ago I had one semester of Phys-Ed. So there were like really big gaps in between, and those were all just long-terms, so I got lucky on that. But when I got my contract in 2017, I had no Phys-Ed, no other teachables except for what I had gotten as an AQ.

Jessie also shares a sense of being misplaced, which would certainly be frustrating for such a passionate and motivated HPE teacher.

And now, I've worked so hard to get settled into STEPS...I'm not gonna give that all back to start all over again. So it's been really frustrating not to be able to find your place.

For Brandon, he shares feelings of frustration and sadness with his perceived loss of his dream. His teaching journey has clearly not been what he had expected, teaching predominantly outside of his subject area qualification from his undergraduate degree.

So basically I taught outside of my subject area many times, all the time pretty much...if we're going by deemed by the University, or Teachers College outside of my subject areas, pretty much the entire time. And then, I really have never seen a Phys-Ed classroom pretty much ever, except for like the first year of teaching...

The fact that Brandon has "never seen a Phys-Ed classroom pretty much ever" must have been such a struggle for him. He speaks freely about his dream to be an HPE teacher and is very clear that his "dreams are crushed" to the point that he no longer wishes to pursue a career in HPE.

Of course! That was the dream, right? So like the dreams are crushed. It just feels like even though at this point in my teaching career I have zero desire to teach Phys-Ed...it has to do with just being kind of like beat down and knowing that you have no way of getting in there anyways. Really like, even if I wanted to teach Phys-Ed it's going to be what like 15 years till I can do it, and then someone with an AQ can easily take it from me...

I suspect that this perspective may be common ground for the countless BHK graduates in Brandon's position. Knowing that even if an opportunity arose for him to obtain an HPE position, he is well aware that all it would take for him to lose that position would be a senior teacher with their HPE ABQ/AQ declaring HPE as their preferred subject area, and he would be back where he started. Since so many teachers have already completed their three-part specialist AQ courses in HPE and have been grandparented into the system, this will always be a threat to new HPE teachers with a BHK degree until everyone has retired. What would follow would be the same type of scenario that occurred for Mel and Mallie, which is all too familiar for teachers like Brandon and Jessie. Like Jessie, Brandon has already had his fair share of displacements and

is happy to have secured stability in his Special Education position in the STEPS program. This full-time position as a STEPS teacher is obtained through Principal-appointment, and as such, removes the concern of seniority during school staffing and is instead accompanied with job security.

I'm happy that I was able to find another passion that I love, and I love what I'm doing in Special Education. So it's almost like I just had to put it out of my head, I don't even think about it anymore.... Especially the new teacher, you get thrown around so much into different classes. You're never really teaching something consistently, so you can never get good at it...they're giving you all different courses, so you really never have an opportunity to refine what you're doing now. This might seem like I'm whining. I'm not... I'm just saying like it's just a hard thing to be displaced out of your major teaching area.

Brandon speaks on behalf of the BHK graduate teachers he has worked with and feels that this truly has become the status quo for aspiring HPE teachers. They have had to make new plans and abandon their dream.

I feel like we all kind of just had to make separate plans, I think we all would like to have taught Phys-Ed, still would like to teach Phys-Ed now, it's something that we got into and you didn't want to give up on that dream. That's why we originally went to Teacher's College, like I'm going to be Phys-Ed teacher and you felt confident and like felt happy about that. And then you kind of just get your dreams crushed. Whenever you talk to other HK grads, like when you have those conversations, I think we've kind of

learned to accept our fate. We've learned that there's different roles in teaching and most of us are now in different positions.

Brandon also reflected upon his feelings of having no choice or voice in the matter, and that many of his BHK colleagues feel the same.

...but most people I feel like who were in HK.... That's how they feel. You're sort of, you don't have a choice. It doesn't really matter what you think. So you kinda gotta move on 'cause you have no way of doing it (*teaching Phys-Ed*). It's not like we can argue it, it's more like nobody cares (laughs).

What a frustrating narrative for an entire generation of BHK graduate teachers to have to accept. Fortunately, some have chosen to remain in the profession, and can contribute the vast background of skills they bring to a new classroom setting. For some, they can also continue to be an asset to their school's athletic program, if they can endure it after the way they have been treated.

Lack of Efficacy with Fostering School Community

Two of the BHK graduates in this study had been teaching HPE for many years and were suddenly displaced by a senior teacher who made the deliberate decision to obtain their three-part specialist AQ HPE major and to take some or all HPE courses away from them. As a result, this naturally created an opportunity for a rift to develop within the HPE Department. Mel expressed drastic changes in the HPE Department specifically, which eventually drove her out of the department altogether.

You know just in the Phys-Ed Department alone, there's a lot of negativity that goes on, surrounding people in the Department that have the three-part specialist course. And it's probably been over six years since that person came in and that kind of disparity's still there, because, I don't know, it's just like nobody like no one will support her. Some of the teachers don't talk to her.

It is common to see teachers in HPE Departments work together as a highly cohesive team.

Teachers often share the gym, weight room and field. As Mel described earlier, they plan field trips together and bring in guest speakers to teach within unique areas of sport for multiple classes. HPE teachers are often the most active coaches within the school, and in turn, they have a true understanding and respect for one another in terms of how hard they work to contribute to the school community. When an outsider decides to infiltrate the department, for any number of reasons, this causes a major disruption within the department. This means that although experienced with teaching, this teacher coming in does not have any experience teaching HPE. They are not familiar with the HPE environment, routine, rules, resources, and expectations. Furthermore, they do not possess the content knowledge that a BHK graduate has. A four-year university degree simply cannot be covered by completing two parts (and 200 hours) of learning through ABQ/AQ courses that result in a subject area major qualification. As such, bitterness and resentment may develop within the department.

There was no sharing of teacher information, so no collaboration of teaching material when she came in, and this is still ongoing. Even in classrooms, if we were to have to share if the gym was being used and...no one would share with the teacher that has the additional qualification courses. She's an outsider and she chooses to stay in that

Department and I know it's really uncomfortable for her, but she's chose to stay there and nobody's making it easy for her to stay there. So there's a lot of negativity in the Department and I don't want to go to work every day feeling that negativity.

By displacing Mel, their BHK colleague, they have lost an important member of their team. They have lost a teacher who is well-versed in the department and who contributes to the success of the department in their own way. They have likely also lost a coach, who may now decide they cannot coach the following year due to a potentially increased workload of new courses, or perhaps because the BHK teacher was displaced from the school altogether. Not only does the department grieve the loss of their HPE team member, but they now must take on the burden of replacing them as a coach as well, which is not always something that the displacing ABQ/AQ HPE teacher is willing to do.

And it's not even me that's doing it, like I understand that it's part of the way the system works and she has every right to take those courses, so I don't want to make her day terrible. But there's some other people that feel really strongly about it. And, they don't even talk to her. So it's really hard to work with people. You're in the same office all the time, and there's people that don't talk to each other.

For Mel, an HPE Department team member for many years who coached two seasons each year, she decided she had had enough. After being fully displaced from her department and from her school for one semester, she shared that the environment of the HPE Department changed dramatically. They were very upset about her displacement and in turn did not welcome the new ABQ/AQ teacher. This carried on for several years, until eventually Mel decided she no longer wanted any part of it.

And you know, I just don't want to go to work like that everyday...I don't wanna be in that atmosphere. And so I felt like I just wanted to leave it. Even if it meant that I was leaving something that I really wanted to do. So it's more...not a professional decision based on what I was teaching, but it was more the impact it had on me...emotionally, and my well-being was not good being there and I felt that for just for myself, I needed to remove myself from that atmosphere. It was too long like, for me it was over, like I could have worked there and been fine.

Although Mel would have been willing to work through the problem, the rest of her HPE Department was not. Originally, she had been able to obtain one or two HPE courses each year so she could stay involved with the department. However, the environment had changed so dramatically that she felt her own emotional well-being would be better off with a full removal from the department. This left her feeling very disappointed, and she is now considering an early retirement.

But it doesn't just affect the person that gets bumped. There's five other people there, and there's a lot of interactions between all of us. And you know what's happening so, I don't want to be part of it anymore. And I'm sure that impacts, I'm sure the kids they understand that there's something happening among the teachers there, but they don't know what it is. I mean, some of them probably do, because we're a small community and teachers voice their opinion about it, but within the classroom I don't think anyone talks about it.

In comparison, her displacement experience was viewed differently throughout the school generally. Mel felt that everyone was aware of what had happened but were cautious in speaking about it.

Yeah, everybody kind of knew it was happening, so it was like...we tread lightly. We don't talk too much about it. There were people that came to me and would, you know, say I really feel bad for you that this has happened. So I knew there was some support from other staff outside of Phys-Ed.

Some staff within the school made a point to speak to Mel privately and to let her know that they were sorry to hear what had happened. This made Mel feel supported by her colleagues, not only within the HPE department, but within other areas of the school as well.

They were aware of what was happening. And felt that it wasn't fair. But you know, I don't think staff wanted to like, you know, create sides. So it was handled well outside of our Phys-Ed Department.

As for how this unfolded in her HPE Department, Mel believes that the rest of the staff may be unaware of how significant the impact was on the cohesion of their HPE team.

I don't think a lot of people really even now know the full impact of what's happening inside of the Phys-Ed Department...that there are teachers that feel so strongly that this shouldn't happen, that they won't even look at her or talk to her.

Unfortunately, this did result in Mel leaving the HPE Department permanently. For Mallie, she experienced the effects of such a displacement at not only her original school, but also at Mel's

school when she eventually was placed there. Although Mallie did not report an abrupt change in the HPE Department during her initial partial displacement at her first school, she did experience a big change herself in terms of her attitude and overall demeanour.

Honestly when I found out what I was teaching and I wasn't teaching Phys-Ed it was, it was really upsetting. I remember walking down the hall just being like miserable, because like so many people who had taught with him for many years and like, kind of supported but yet knew that they didn't really support it, but were friends with him and it was, it was really awkward. And I remember like my happy smiley self was just kinda like, yeah this is really bitter, and kids noticed it and that sucks, right? For those last few weeks or whatever. Um, so I don't think that I was...the best that I could have been during that time *(became visibly upset discussing this experience)*

As Mallie recollects what it was like for her to become displaced, you can sense how difficult it was for her to talk about it. As she spoke about her experience, she became choked up, almost as if she was reliving it again. Not only did she feel hurt and betrayed by a colleague and her DH, but she also realized how it overtook her, to the extent that her students even noticed that something had changed.

...I think like some students even noticed...I was super, super close with a lot of the kids... I taught most of them so many times being a math and a Phys-Ed, teacher. ...Last year a girl graduated, and in the card that she wrote me...some of the stuff that she said I was like wow, she really recognized a lot of different things that went on in those last three years that maybe I wouldn't even expected her to. Then I'm like if she saw that, how many other people may have as well?

For a teacher like Mallie who radiates caring and passionate qualities, this was a difficult realization. Receiving a card from a student she had taught for many years, which revealed that the student had recognized a change in Mallie's behaviour, must have made her feel exposed and taken aback. She wonders how many others noticed this change as well.

Um and again, like I'm a pretty happy person. I like to joke around, I like to have a smile on my face, so they definitely noticed that something was there and I think that's sad, because I don't think that that should happen either. Like they shouldn't see that (*again becoming visibly upset*)

Watching Mallie tear up as she seemingly appears ashamed that she would allow her behaviour to change in this way was heart wrenching. In front of me is a dedicated and passionate HPE teacher, coach and role model, who has been deeply impacted by this displacement experience. Yet, she continues to blame herself for allowing this to impact her. From my perspective, not feeling impacted by this experience would be much more unusual. Her reaction seems natural in that she was truly devalued on many levels, not only in terms of her educational background, but also in terms of her commitment to her students and the many contributions she continues to make to the school community as a dedicated, multi-season coach. Mallie did not comment on the atmosphere within the HPE Department, but she did sense a divide in the overall school environment.

I did notice a change in the school environment after this happened, definitely with staff. Um, especially coming from a school that closed and a good portion of those teachers were there. So like they, it's almost like they had my back and the (*teachers from the school they amalgamated with*) teachers had their teacher's back, so it did kind of have

like some segregation there. You know, people just not really talking or behind the back stuff that you knew what was going on, which isn't really cool.

Mallie also commented on the intentions and possible motivations of new three-part specialist HPE AQ teachers. Hearing comments about how they were planning to work out during the HPE courses they were teaching was very frustrating for Mallie. Given her passion for the HPE area, she deemed this to be unacceptable and an ill-practice. When speaking about her experience with a teacher who obtained their HPE ABQ/AQ at another school, Mallie remembers feeling very frustrated by the conversation and the attitude towards HPE expressed by the ABQ/AQ teacher.

Yeah, I remember like a teacher there was like I just wanna workout during the day 'cause I don't have time after school. And I remember thinking like wow, must be nice as a Phys-Ed teacher that you're just workout during the day, 'cause I teach and I like do things right like with the kids but you just workout, great.

However, Mallie did feel some support from her administration. She comments on how her Principal tried to provide her with other opportunities in the future and speculates that it may have been because he sympathized with what she went through.

Our administration, though I think noticed those things and tried his best to make sure that things were still like good for everybody, like he threw me bones in different ways in the future I think because of it.

From the perspective of a long-time OT for the first 10 years of his career, Brandon made some interesting points regarding the HPE Department environment when AQ teachers infiltrate it and

remove BHK teachers. Given that he has taught at so many schools during the course of this time, he has observed how things function in many HPE Departments.

People who take their AQs, from my experience, are doing it just as an easy way to get out of the regular classroom, or because they think it's less work. They think it's just a joke teaching gym and it's really not. If you're doing anything well, you're putting a lot more thought into it than just throwing a ball around. You see people who are not competent in the job and you can tell. There's a significant difference.

Jessie also makes some interesting points regarding the quality of HPE programming when a student has a teacher with a BHK background versus a three-part specialist AQ background.

Think about looking within a school board across different schools, or even within one school, for consistency across courses. If you and I are both in the Phys-Ed Department, and I have spent four years studying in HK and you just took an AQ course, the quality of our teaching if we were both say teaching the same course, the quality is gonna be way different potentially. So it's a disadvantage for a school or school board to have all these different teachers mixed in because you're not really providing the same quality of a teacher, necessarily, for students.

I think she makes a very strong case when posing this from a broader perspective. It would seemingly be ideal for a school and a school board to want to offer consistent programming across each department by employing staff who have received similar levels of training. By honouring the one-session ABQ and/or three-part specialist AQ in HPE, this is simply not a guarantee that can be made to parents. Some students will receive their HPE education from

teachers who have four years of degree training and one to two years of teacher training, while others will have a teacher who completed ABQ/AQ courses.

Brandon re-iterated this point as well, acknowledging that there are not only going to be gaps in knowledge, but also in teacher training and pedagogy for a three-part specialist AQ HPE teacher. He believes that this will impede teacher confidence just given the deficit in background knowledge that they bring to the classroom.

I think there's something to be said about having confidence when you're teaching. You want somebody who's going to feel that way when they're in the classroom addressing students 'cause students can read right through you. They can tell when you're not feeling confident in the material and kids deserve somebody who's going to be better suited for that gig.... I think like you can tell when somebody is not qualified with a degree. There are specific strategies that you're talking about way beyond content, like management strategies, engaging kids.

Brandon also expands on how he believes that others perceive the HPE classroom based on his experiences. It seems to be a common assumption by people that it is an easy job. However, if you approach the context of an HPE classroom rationally, you hope it can be acknowledged that it is an environment rife with activity and controlled chaos, yet rich with learning how to execute new skills along with scientific support behind each tiny moving part.

It's not easy to... people think being in a gym is easy. I go in there now and it's organized chaos. It's like you have to be able to be comfortable in that situation. And there's specific strategies and teaching methods that are going to be more effective.

People that took 2 courses, will they figure it out eventually? Probably...I mean maybe?

But I don't think they're ever going to be as qualified or the best candidate for the job. I just don't feel that way.

Finally, Brandon considers this in the context of his own child. When envisioning his son's future, he concludes that he would not want him to be taught by a teacher with inferior education to what is available within the school. Although this could be perceived as bias since this is a situation that has personally affected Brandon, under what circumstances should he want this for his son? Or for anyone else's child?

I think you want to have the best people, the most qualified people teaching those subject areas. That's just how I feel...I think about my kid. Do I want my kid to go through school being taught by like an inferior teacher? No, I don't.... I don't think anybody could say they want somebody that's not very qualified teaching their kids. So part one part two, with that said, are they going to be the best candidate for Phys- Ed? Not in my opinion.

CHAPTER V

DISCUSSION, LIMITATIONS & CONCLUSION

Discussion

Introduction

This study emphasizes the value of examining and acknowledging the shared lived experiences of Bachelor of Human Kinetics (BHK) graduate secondary school teachers who have been displaced from the Health and Physical Education (HPE) classroom by senior teachers who have acquired their one-session Additional Basic Qualification (ABQ) and/or three-part specialist Additional Qualification (AQ) course within one southwestern Ontario school board. The research question that guided this study was: “Given that the OCT recognizes HPE as a subject area that can be obtained through Schedule A one-session ABQ courses and/or Schedule D three-part specialist AQ courses, providing teachers who complete such courses with the equivalent qualifications of a four-year BHK undergraduate degree, what impact may this have on the self-efficacy of secondary school teachers with BHK undergraduate degrees? What systematic changes could address this issue of inequitable continuing education practices?”

The goal of this study was to provide insight to policy makers affiliated with the Ontario College of Teachers (OCT), Ontario post-secondary institutions offering continuing education courses to secondary school teachers, and Ontario school boards. By creating context for how the one-session ABQ and three-part specialist AQ courses present themselves in the HPE subject area of the secondary school setting, perhaps this will spark a conversation and initiate change when considering the impact this policy has had regarding the devaluing of the BHK, Kinesiology BSc and BPhEd degrees and the impact on teaching efficacy of teachers who have

these degrees. Specifically, topics explored include revisiting the rationale of why the HPE subject area is permitted within Schedule D by the OCT, considering standardizing prerequisite requirements across post-secondary institutions, and reflecting within individual school boards as to whether this policy should be supported in staffing practices, as the school board within this study did.

By utilizing the Interpretive Phenomenological Analysis (IPA) approach, this study was able to paint a detailed image of the shared lived experiences of four BHK graduate secondary school teachers who have been directly or indirectly displaced from their major subject area classroom of HPE. To develop a comprehensive understanding of how the impact of this OCT policy has unfolded within the lives of each participant, we are taken on a journey through their teaching careers which range from 11-14 years at the time of each interview.

Throughout the research process, many studies were found to examine the experiences and/or outcomes of specialist versus non-specialist teachers in the HPE subject area, but most were concentrated within the elementary school setting (Chong et al., 2018; Constantinides et al., 2013; Faucette & Patterson, 1990; Lynch, 2017; Telford et al., 2012). Research also explored the perceived barriers of non-specialist teachers within the HPE area at the elementary level (Decorby et al., 2005; Morgan & Bourke, 2008; Morgan & Hansen, 2008) and gaps within HPE educational programming for HPE teachers within their teacher training programs (Duncan, 2010; Dyson, 2014; Iaochite & Costa Filho, 2016; Jenkinson & Benson, 2010; Lynch, 2013; Pfitzner-Eden, 2017; Richards et al., 2018; Webster et al., 2015).

No studies were found that examined the differences in source of teacher training, that is, degree training (i.e. BHK, Kinesiology BSc, BPhEd degree completion) versus continuing education training (i.e. Schedule A one-session ABQ or Schedule D three-part specialist AQ

course completion). A limited number of studies were found that examined the secondary school setting of HPE in relation to perceived barriers of HPE teachers, the perceived quality of HPE programming provided to students, or the perceived quality of continuing education courses such as one-session ABQ courses and three-part specialist AQ courses.

Rather than conducting future research “on” participants, such as teachers, parents, students and administrators, approaching research from a collaborative perspective of working “with” participants would be beneficial (Dyson, 2014). Other gaps in research in the context of teacher education include teacher experiences after graduation once they have begun their teaching careers. The role of context in influencing teacher preparedness has also received little attention (Eckert, 2013). Future research should aim to identify the specific characteristics that determine teacher quality using a measured approach. This should provide insight to school boards in relation to student learning outcomes, as well as teacher confidence, resilience and retention (Eckert, 2013).

Three superordinate themes emerged from the data based on the experience of a separation from discipline-based teaching. These three major themes were *emotional influence of an inequitable systemic environment*, *frustrations with continuing education as an industry*, and *interaction of displacement experience with teaching efficacy*. Each of these superordinate themes were further compartmentalized into subthemes, which will be discussed and interpreted next.

Emotional Influence of an Inequitable Systemic Environment

Participants were emotionally impacted on a variety of levels due to the inequitable systemic environment within which they are employed. This emotional impact was arranged into

three subthemes: Inequitably Devalued BHK Degree by the OCT, Resentment Towards the School Board for Supporting this Practice, and Withdrawal from Extracurricular Involvement.

Inequitably Devalued BHK Degree by the OCT

The first subtheme emerged as an effect of the OCT deeming that the BHK degree holds less value than other degrees. The experiences of each participant reinforced this sentiment. Brandon felt as though the OCT “devalued our degree in a lot of capacities”, which is a warranted belief given that under *Ontario Regulation 176/10: Teachers’ Qualifications* of the Ontario College of Teacher’s Act of 1996, the HPE subject area for the Intermediate and Senior divisions is listed under Schedule A one-session ABQ courses and under Schedule D three-part specialist AQ courses (OME, 2010). This illustrates a clear difference in subject-area value, given that other Intermediate and Senior division courses are not included in Schedule D, such as geography, history, math, English and science. Additional subject areas that do appear within the Schedule D Intermediate and Senior division, in addition to HPE, include dramatic arts, visual arts, music – vocal, music – instrumental, media and business, in the areas of accounting, entrepreneurship and information and communication technology (OME, 2010).

This demonstrates a clear divide in the level of value placed on some subject areas over others. Every subject area listed above can be attained through an undergraduate degree. However, only some subject areas can be attained by Schedule D three-part specialist AQ courses. Participants were cognizant of and frustrated with the inequity of this practice across all subjects. So why is there a lack of transparency in how criteria were established to determine which I/S subjects would appear listed under the *Ontario Regulation 176/10: Teachers’ Qualifications* for Schedule D courses and which would not? This has not been defined by the OCT, OSSTF, post-secondary institutions or school boards. It seems logical to assume that some

subject areas are simply marginalized and deemed to be less important than others. Participants echoed this sentiment, feeling that the BHK degree is simply viewed as invalid by OCT policymakers.

This lack of clarity about why the BHK degree has been devalued presents a thought-provoking conundrum. There has been persistent concern regarding childhood obesity in North America for many years (Decorby et. al., 2005; Dyson, 2014; Ferguson & Power, 2014; Jenkinson & Benson, 2010; Quinn, 2012; Randall et al., 2014; Rao et al., 2016). Despite this, quality HPE programming for students simply lacks educational priority in schools (Decorby et. al., 2005; Schaefer & Waslyliw, 2018), with HPE instruction often replaced by subject areas deemed more significant, such as math, English and science (Schaefer & Waslyliw, 2018). Courses that appear under the Schedule D listing are not viewed with the same priority for teacher educational background as those that do not appear under Schedule D.

Physical and Health Education (PHE) Canada (2020), positions a Quality Daily Physical Education (QDPE) as a compulsory, well-planned school program taught by qualified and enthusiastic teachers for at least 30 minutes per day. A positive and supportive learning environment allowing a deeper exploration of HPE (Randall et al., 2014) which provides students with the opportunity to develop skills in the physical, social, emotional, cognitive and spiritual domains (Whipp, 2015) are key components of the ideal HPE classroom. Given the inconsistency in the quality of HPE instruction provided to students, areas of teacher competence such as professional knowledge and beliefs should be investigated (Holzberger et al., 2013).

Participants believe the quality of HPE programming has been negatively impacted by this OCT policy. Jessie shares her frustrations with policymakers who have allowed her degree to be equated to AQ courses. “In Phys-Ed it’s not just about sports. It’s about living a healthy,

active lifestyle. But you can't just learn that in an AQ". The impact that offering sound HPE programming in schools can have on developing student physical and mental health is profound (Ferguson & Power, 2014; ParticipACTION, 2020). Providing students with positive role models and HPE experiences as they grow and develop is crucial (ParticipACTION, 2016), and this should begin at an early age to foster healthy habits through adolescence and into adulthood (Jenkinson & Benson, 2010). As such, HPE teachers are in a highly influential position to have a positive effect on the wellbeing of their students. However, HPE teachers like Mallie continue to feel their subject area is marginalized. "I think that basically they're saying that our degree is just not equivalent to other degrees". She shares examples of the reasoning given to justify a teacher's choice to becoming HPE qualified.

People are always like, yeah, but they're so good at sports and they love it and they're really taking it seriously, and I think that's awesome. But if they wanted to teach Phys-Ed then I think they should have been a kinesiology grad.

This idea of HPE specialisation concerns is echoed through research dating back to 1990. Faucette and Patterson found that HPE specialist teachers exhibited more effective teaching behaviours such as explaining, feedback and facilitating programs with higher levels of student activity, compared to non-specialist teachers who used less effective teaching methods such as attending and monitoring (Faucette & Patterson, 1990). Furthermore, Canadian researchers found that school boards should prioritize both the teaching ability and HPE educational backgrounds of candidates when hiring HPE teachers to positively impact student learning (Randall et al., 2014). It is highly recommended that educational background should take

precedence over a teaching applicant's coaching experience and athletic capacity (Randall et al., 2014), as Mallie articulates above.

When comparing a BHK degree to a three-part specialist AQ education, participants expressed concern in the variation in content knowledge and practices between teachers with such different backgrounds. This also impacts future pathways that BHK graduates might recommend to prospective students. Mel identifies that this OCT policy has created a loss of incentive for students to enroll in the BHK program to become a secondary school educator, saying "...when students would ask me about becoming a Phys-Ed teacher, I said do not take a Bachelor of Human Kinetics, why would you? That diploma or that degree is useless if you're going into teaching".

This has caused participants to reflect on how they view their own children's education. As a mom, Mallie does not consider a three-part specialist AQ teacher to be ideal for teaching her own children in any subject area. "I wouldn't want my boys to be taught by a non-math person, so why would I want my boys to be taught by a non-Phys-Ed person?" Mallie is supported in these concerns. Research shows that students often see greater improvements in health when taught by an HPE specialist teacher versus a non-specialist HPE teacher (Telford et al., 2012). Non-specialist HPE teachers often promote playing games, while HPE specialist teachers provide opportunity to practice motor skills (Constantinides et al., 2013).

Resentment Towards the School Board for Supporting this Practice

Participants also recognize the role that their school board has in allowing this practice to take place. School board policies have permitted teachers to teach HPE with their only background education being a minimum of two HPE ABQ and/or AQ courses. Although a mid-

term amendment was made to the collective agreement in November 2018, staff who obtained their HPE qualifications through ABQ and/or AQ courses up until the Summer of 2019, were grandparented into the previous system of staffing. Mel feels that this process took far too long: “I’m really disappointed in that the school board hasn’t listened to teachers soon enough...It’s kind of like we were just dismissed”. Mel references actions taken over 10 years ago, in 2009, when HPE teachers initially began to try and facilitate a change in this practice. Strategies such as circulating petitions through secondary schools and HPE teachers refusing to take on HPE Teacher Candidates were employed to garner the attention of the local school board and of the University of Windsor, who played a key role in this practice by allowing teachers to enroll in the one-session ABQ for HPE without any prerequisite requirements. However, it took 10 years for this to contribute to the desired outcome of amending the collective agreement.

Around the time Mel noted HPE teachers were trying to facilitate change, in 2009, research being conducted in Canada shared concerns for employing HPE qualified teachers in the HPE classroom. It was found that in 2007, only 46% of Canadian schools had hiring policies to ensure HPE specialist teachers were teaching students, and 37% had no such policy (Cameron et al., 2007). Today, Canadian schools continue to lack quality HPE programming delivered by specialist teachers. In 2017, only 42% of elementary schools in Ontario had a part-time or full-time HPE specialist teacher (P4E, 2017). Although participants acknowledge that their school board was receptive to their concerns and eventually supported a change in policy, the damage had already been done for many HPE teachers’ potential career in HPE.

Participants like Mallie believe that current staffing practices should be more equitable, suggesting that allowing a teacher with ABQ/AQ courses to teach extra sections of HPE would be more acceptable. However, she does not believe a teacher qualified in HPE with ABQ/AQ

courses should be permitted to take HPE courses from BHK teachers. Similarly, Mel is not necessarily against the policy, but is against the procedure of being able to staff someone with ABQ/AQ courses ahead of someone with an undergraduate degree in HPE. She recognizes that additional qualifications are simply a reality, but that how they present themselves in teacher timetables can be regulated more carefully by school boards.

Research supports this notion of schoolboard regulation, given that healthy students have better learning outcomes (Schaefer & Waslyliw, 2018). HPE programming has not been highly valued from an educational standpoint (Collier, 2011), increasing the responsibility placed on HPE teachers for engaging students and stimulating student interest and desire to adopt a healthy lifestyle (Jenkinson & Benson, 2010). It is imperative that HPE teachers address the whole child, encouraging the development of positive self-worth, and the knowledge, skills and mindset required to adopt the practice of daily physical activity (Ennis, 2011). “The long-term objective of educating healthy, physically active and informed citizens is, therefore, dependant not only upon teachers’ capabilities but also on their perceptions of their professional duties and a sophisticated understanding of the curriculum” (Chong et al., 2018, p. 192).

As this practice of allowing teachers qualified through one-session ABQ and/or three-part specialist AQ courses to take HPE courses from BHK graduates has seemingly occurred at an increased rate over recent years, BHK graduates are continually being partially or fully displaced from the HPE subject area and sometimes from their schools. Participants like Brandon have accepted their new reality and their new teaching positions. Participants also sympathize with more senior HPE teachers who have also been displaced from their long-time HPE teaching positions. Research supports these concerns in a more general sense as well, noting that many current HPE teachers have been “grandfathered” in to exempt them from acquiring any updated

certification requirements for HPE teachers (Randall et al., 2014). Brandon has grown frustrated and tired of the way he and others have been treated. Being moved to new schools and subject areas for over 10 years has impacted his attitude towards the policies and practices of his school board who has allowed this. “I didn’t get into teaching to do something I didn’t want to do.... So I just feel like I’ve had to move on...it’s kinda just almost like you’re mourning the loss of something that you wanted to do”.

Consequently, this impacted job satisfaction of participants. They feel unappreciated by their school board in terms of their HPE classroom skillset and their contributions as coaches in the school’s athletic community. For example, Jessie feels this policy “minimizes your degree and makes you feel like you’re not valued whatsoever. Or that what you’re teaching is not important”. These insecurities that have developed align with recommendations for teacher education programs to teach candidates to appropriately and effectively respond to the marginalization of their HPE subject area. Such programs must provide teachers with strategies to develop a sense of perceived mattering (Richards et al., 2018). This leads directly into Mel’s concerns with job security as a result of this school board practice. This negative relationship with the school board is conveyed by Jessie, who is disappointed with this unexpected change in pathway of her teaching career. “I feel like my potential has really been limited...it’s really frustrating”.

This concern of school boards not utilizing highly trained BHK graduate teachers in HPE illuminates the lack of Canadian standards for HPE teacher certification. It remains highly unlikely that such standards will transpire given the current provincial control over this domain (Randall et al., 2014). Brandon is also resentful towards his school board in terms of their staffing practices. Mel has developed a defensive stance towards her school board, feeling

undervalued and never settled. “I was passionate and I was excited and...I just got worn down”. This experience has been so exhausting and frustrating for Mel that she will likely retire early.

Withdrawal from Extracurricular Involvement

As a result of feeling devalued and underappreciated by their school board, BHK graduate participants began to withdraw their volunteer services as school coaches. For Mel and Mallie, their withdrawal was a deliberate protest to losing their HPE courses to an ABQ/AQ HPE teacher. The decision to withdraw from coaching was difficult for everyone. It took Mel several years to finally withdraw from coaching fully and permanently. Mel’s decision to completely stop coaching, after ten consecutive years of coaching two seasons per year, resulted from feeling very undervalued and disposable. “I stopped coaching... and the reason I did is because of the three-part course....And I will not go back to it. I’m not giving to that school system anymore”. The burden of resentment Mel carries also relates back to her years as a mom with young children, balancing a busy family with a full-time teaching position “...that’s the resentment part because I gave all that time when my kids were young and I could have been home raising my kids and I gave that time volunteering... in the end it didn’t matter anyway”. Mallie also deliberately withdrew from coaching in protest to being displaced by an ABQ/AQ HPE teacher. The AQ HPE teacher was forthcoming and told Mallie in advance that they would be taking her courses, but Mallie still felt hurt and betrayed by this colleague as well as her Department Head. “So I remember saying just nope, I’m not doing or wanting to be a part of this anymore and you can find somebody else to coach”.

Alternatively, for Jessie and Brandon, their withdrawal was deliberate, but it was in response to a continually increased workload, being forced to teach new courses outside of their BHK area of study at new schools over many years. They often taught within subject areas that

they had obtained major qualifications in through Schedule D three-part specialist AQ courses such as Special Education, Family Studies or ESL, which they felt they did not have comprehensive background knowledge or expertise in. This increased workload and decreased comfort level left them feeling overwhelmed, highly stressed and burnt out. In turn, they made the difficult decision to withdraw from their voluntary coaching within their school to address their classroom needs. After several years of being moved to new schools and subject departments, Jessie began deliberately saying no to coaching requests. "...you're so overwhelmed with all these new courses and then it's like... you feel like, you're getting screwed over, so it's like why should I coach? I don't even know what I'm teaching tomorrow!"

Jessie resents that she feels "branded" and expected to coach given her BHK background, yet it is not expected that she should be teaching HPE. Brandon temporarily withdrew from coaching one year when he was teaching outside of his major subject area in what he felt was the most challenging time during his career. He had coached for many years but was struggling in the classroom. "I felt like from the moment I got up in the morning, I was overwhelmed. I just couldn't handle coaching at that time. That was really hard for me to give up". Brandon returned to coaching soon after, feeling that, "the ability to engage in extracurriculars is obviously dependent upon how much work you have outside of school".

Frustrations with Continuing Education as an Industry

Pressure to Enroll in AQ Courses for Job Security (Full-Time HPE Teachers)

Lifelong learning is a fundamental component of 21st century society and has led to high demand for online learning and training (Oncu & Cakir, 2011). Educational institutions play a key role in this process as they are largely responsible for delivering such learning opportunities (Demirel,

2009). Given the volatile environment for HPE teachers, it has become common practice for BHK graduates to enroll in three-part specialist AQ courses offered through post-secondary institutions to expand their major subject area qualifications to obtain and secure a teaching position. Mel felt pressure to enroll in three-part specialist AQ courses since her BHK major was no longer enough. "...since I started teaching, it's been nonstop, every summer I take courses".

Jessie and Brandon have also taken multiple three-part specialist AQ courses in order to be hired. Jessie reported feeling pressure to enroll in AQ courses to obtain a full-time teaching position. "...I knew there were no full-time positions in Phys-Ed...So I was just taking whatever three-part courses I could to get hired". Brandon also realized he would not be hired in HPE and completed seven AQ courses in an effort to be hired full-time. "...I felt it necessary to take multiple new majors, I have like seven AQ courses now because it was necessary to get hired as a contract full time teacher". After ten years of avid coaching and LTO teaching assignments he received a full-time position in Special Education.

The choices made by participants to enroll in three-part specialist AQ courses reflect the nature of professional learning for teachers, with their likelihood to engage in professional learning influenced by factors such as school culture and current educational policies (Avalos, 2011). The only participant who did not feel pressure to take three-part specialist AQ courses was Mallie. Instead of taking AQ courses, she enrolled at the university for two consecutive semesters while a full-time secondary school teacher and obtained a second major in math. For the remaining participants, their completion of multiple three-part specialist AQ courses was for job security. Knowing that he could be displaced from an HPE teaching position by an ABQ/AQ HPE teacher at any time, Brandon decided to remain in Special Education.

As such, participants like Brandon deserted their dreams of teaching HPE and pursued a new major subject area through three-part specialist AQ courses. "...I'm done with it. I'm never going to teach Phys-Ed because I know that there are 1000 guys and girls who were already ahead of me...I had to come up with another plan". Jessie admits also that teaching outside of HPE has negatively impacted her job satisfaction, still feeling uncertain about her future. "...you question whether it's the right job for you, you question like if you're going to continue to teach outside of your qualifications, you question if it's even worth it".

It seems to be the norm for BHK graduates from Jessie and Brandon's generation to be teaching outside of HPE. Jessie notes that "...within the board, if I think about other HK grads in the board that I know personally, I think all of them are teaching outside of their undergraduate major teachable and area teaching in an AQ major". Brandon iterates the same idea, in that his BHK peers from 2005 onward are not teaching HPE.

Pressure to Enroll in AQ Courses for Job Security (OTs/New BHK Graduates)

Most AQ courses take place in an online setting through distance education. Research has recommended for further investigation into whether learners are actively engaged in such courses or instead learning in a passive manner (Cook et al, 2011). Thus, the impact of such online learning experiences requires further research regarding student outcomes (Oncu & Cakir, 2011). Since HPE availability for future BHK graduate teachers within this school board is also very limited, many are being pressured to take online three-part specialist AQ courses. Given the high number of teachers already waiting for HPE positions, combined with the school board's hiring system based on seniority and major subject area qualifications, BHK graduates will need to obtain new majors through completing three-part specialist AQ courses to be hired full-time. Or,

like Mallie, they will need to get additional major subject qualifications at the university in another subject area.

Unfortunately, many BHK graduates contemplating a teaching career are not aware of this practice in advance. Brandon acknowledged this was the case for him. “I didn’t expect to be hired into Phys-Ed right away, but I had no idea it would pretty much never be a reality for me”. Jessie echoed this response. “It’s not like I thought I would walk right into like my dream job in Phys-Ed...but I did think I would teach it within a few years, or at least at some point”.

Both may have pursued alternate careers had they known this in advance. Brandon shares, “I didn’t get into teaching to do something I didn’t want to do”. Jessie states, “Like I said, I was so passionate about being a Phys-Ed teacher...that’s why I became a teacher. And knowing now that it’s probably just not happening at this point does make me question how I feel about teaching altogether...”. With that said, both participants believe BHK graduates new to the profession will need to enroll in three-part specialist AQ courses to be hired as a full-time HPE teacher. According to Brandon, “people that are going to be coming out of HK will have to take AQ courses in order to get hired...it’s more money, it’s more time...Really your teaching degree is even invalid as soon as you graduate”. Mel agrees, saying that, “I do think they absolutely have to (*take AQ courses*) because they don’t have any job security”.

In relation to her own position with teaching limited HPE courses at times, Mallie agrees that new graduates will be pressured to take AQ courses, sharing that she is even still unstable in her position after 14 years of teaching. Hopefully, this will help new BHK graduate teachers obtain a full-time contract position. Participants note that many OTs they speak to have developed criteria to determine how much longer they will wait before leaving the profession entirely. Many OTs have shared their frustrations from the HPE hiring policies with Mel, and she

has watched many of them leave the profession. Mel is unhappy about this, given the importance she holds to having BHK teachers in a school. “So I think we’ve lost a lot of good teachers. A lot of great coaches and potential school leaders. A lot of people that were really connected to and passionate about physical education...and all that’s been torn down”.

Jessie does believe new graduates are now more aware that having an HPE major qualification is not marketable for being hired full-time. “New BHK grads need to take many AQs....I think now there’s more of an understanding that anyone trying to get hired with the board knows that you’re not gonna get in with HK...”.

Comparative Ineffectiveness of AQ Courses in Preparing Teachers

Although three out of four participants took AQ courses to obtain new subject area qualifications, none of them felt adequately prepared by these courses to teach within those new subject areas. Jessie felt, “They did not prepare me very well at all. I feel like they were just like a technicality to put something on your resume”. Brandon felt similar, in that the courses were mostly “busy work” that provided limited benefit. This poses serious concerns for the ability to develop a positive self-efficacy, which influences the classroom environment, quality of student learning and how quickly students’ progress academically (Bandura, 1993). Brandon felt inadequate background knowledge was provided to develop an understanding of the subject. Mel also felt inadequately prepared for the courses that she became qualified for as a result of completing the AQ courses.

This concern is supported by research, in that although it may now be commonplace for continuing teacher education to take place online, courses must still go beyond technical learning. The concern is that this is not always the case (Cranton, 2016, p.51). Mel did feel that AQ courses hold some value, but that courses could better prepare teachers. She supports this

concern with an example from when she was assigned an ESL classroom after completing her ESL AQ courses. "...you have lots of resources, but they don't give you the pathway.... So I felt like I got out of those like three courses of that and I go, I still don't know where to start with this!". Jessie did not note many perceived benefits from her AQ courses in terms of preparedness for a classroom in a new major subject area. "I think you take them and then you still get thrown into a new course and you still have absolutely zero idea what you're doing because they don't teach any background information".

She provides an example of teaching Special Education after completing the Special Education AQ course. "...I took Spec-Ed Part two and now I'm teaching Spec-Ed. I still don't know anything about Spec-Ed. Like my AQ course didn't...go into depth about different special needs. It just was like, here's how to write an IEP". Jessie feels inadequately prepared in terms of content knowledge and had hoped the course would have provided her with more. Without this knowledge, she feels like a "phony", which manifests in other areas of her teaching such as confidence and job satisfaction. Jessie's concerns are intertwined with research that has demonstrated the consequences of her insecurities. According to Pan (2014), a teacher's self-efficacy has a significant influence on student learning. This has been shown in relation to learning atmosphere, student motivation and learning satisfaction. If Jessie does not feel confident in what she is teaching, this is likely impacting the learning experience for students as well. "...you have nothing to kind of fall back on. Feeling insecure. If someone were to ask me a question about like another connection to our curriculum, I wouldn't have the answer".

Brandon also felt ill-prepared for teaching within a new subject area after completing his AQ courses. "Did my AQ prepare me? Not well. I mean really, I don't know many people that put much faith in these courses It's more about your research and having the connections

with other people who have done it, speaking with others and kind of collaborating”. He believes that a course of that duration simply cannot cover sufficient material to prepare a teacher. Brandon expressed related concerns with a Family Studies class he received as a placement after completing his online three-part specialist AQ course in Family Studies, qualifying him to teach cooking. Brandon had hoped to feel more prepared after taking the course and attributes his success to having a supportive family who helped guide him through the teaching experience.

In 2007, Ross and Bruce found that higher teacher self-efficacy can lead to greater teacher persistence, which in turn positively impacts student learning and success. Teachers with high self-efficacy tend to view student failure as within their control, and in turn put forth a greater effort to support learning. Teachers with low self-efficacy viewed student failure to be outside their control and thus did not believe their actions would make a substantial difference (Ross & Bruce, 2007). It appears that although Brandon was not confident with his background knowledge, the self-efficacy he developed over years of experience contributed to his belief that he could still be effective. Brandon also shared his experience with being placed in ESL after only taking Part one of a three-part specialist ESL course. His response mirrors Mel’s in regard to teaching ESL, feeling unprepared in terms of content area knowledge. “...now I’m supposed to be qualified in that too. And if you want to think about us preparing kids for the literacy test...I have no English background, does that make sense?”

Interaction of Displacement Experience with Teacher Self-Efficacy

Teacher Self-Efficacy Inside vs Outside of HPE Major Subject Area

Teacher self-efficacy represents the degree to which teachers feel confident and capable of successfully implementing specific skills during their practice (Bandura, 1986). It also reflects teacher beliefs in their ability to teach content knowledge from their subject area to challenging students (Holzberger et al., 2013). It is indicative of a teacher's perceived preparedness (Tschannen-Moran et al., 1998), and influences decision-making (Bandura, 1997). When asked to reflect on their teaching experiences, participants recalled a variety of placements both within and outside of their HPE major subject area.

Mel's first teaching assignment was mainly outside of HPE, being in five different subject departments. At first, she was excited to have a job, but things soon became highly stressful as she progressed throughout the year being so far outside of her content area. By the end of the year, she had experienced burnout and was questioning if she would remain in the career. "I had two young kids at the time, and we really sat down and talked about it. Like if this is what teaching's gonna be like then I don't want to do it. So I decided I would give it one more year..."

The development of teacher self-efficacy early on is crucial for new teachers. Bandura states that teacher self-efficacy is most vulnerable to change during the first years, and this may have a lasting effect on their capacity to develop teacher efficacy in the future (Hoy & Spero, 2005). In fact, it is common for new teachers to lose a significant amount of self-efficacy during their first year (Eckert, 2013; Hoy & Spero, 2005).

However, Mel soon received a teaching position in the HPE Department and describes her self-efficacy as very high. Feeling confident allowed her to expand her practices by

collaborating with other HPE teachers in her department and connecting students with the community. When she was placed fully within the HPE area she was able to take on more of a leadership role, but when she only had one or two HPE courses she would rely on others to include her and her students in outside initiatives. She felt her students suffered because she was unable to put in the effort that she would have liked to maintain her own personal standards. Being almost fully displaced from HPE made it hard for her to feel connected to the department, which in turn, had an impact on her confidence and job satisfaction.

This correlates to findings of Gençtürk & Memiş (2010), that job satisfaction is closely tied to a teacher's belief in their ability to carry out the professional duties and tasks required of them. Furthermore, job satisfaction is entwined with the quality of education provided, just as Mel described. The uncertainty of her future in the department also impacted her mental health. "There's always this anxiety around staffing time, where am I teaching? What if I have to go to another school?". Although she did note a change in her resilience, it was still accompanied by "...stress and anxiety about meeting new people and being in a new atmosphere. And you just never knew if that was coming for you... It's like a new job every year". This reflects Bandura's notion that efficacy beliefs impact teacher resilience to failures (1997). As Mel developed efficacy over time, she was better able to manage the degree of stress and depression felt from high demands.

Jessie's first teaching experience was in the HPE classroom and her teacher self-efficacy became high very quickly. This is ideal for a new teacher to feel confident, prepared and capable of facilitating student success at high levels (Eckert, 2013). Her comprehensive understanding of subject matter made her feel confident, prepared and able to "focus on developing relationships with students and classroom management" instead of on trying to understand content. This aligns

with findings of Holzberger et al. (2013) in that a higher teacher self-efficacy leads to a higher quality of instruction in terms of classroom management. Her educational background made her feel prepared in a variety of areas, including injury prevention. "...our anatomy course for like first aid and our sports injuries course...that gave me so much confidence if someone got hurt in class...".

Unfortunately, Jessie's time in the HPE classroom was fleeting, and soon she was placed in subject areas that she had obtained through three-part specialist AQ courses. She quickly noticed a significant decrease in teaching efficacy, confidence and job satisfaction. "...you're just trying to survive, and so you don't really have the time to grow". According to Nixon et al. (2017), it is very common that new teachers are placed in Out-of-Field (OOF) teaching positions, which may inhibit teacher development and negatively impact the instruction provided to students. Teaching courses such as cooking and fashion were not only outside Jessie's areas of interest, but also made her feel insecure. "It kind of feels like I'm trying to cover up the fact that, I hope the kids don't find out that I actually don't know anything about this". Her teaching efficacy became incredibly low after years of teaching outside of HPE in a large variety of subjects and departments. "...Because you're moving every year teaching something new every year I always felt like a first-year teacher. So my efficacy was always low".

Brandon recalls his teaching experiences in the HPE classroom as exciting with his teacher self-efficacy and confidence high. He reported feeling that his well-being had improved, which he believed would positively influence the well-being of his students. "...my efficacy was much higher. You feel confident, you feel ready to go, you feel like you can answer any questions, you feel more knowledgeable...". According to Randall et al. (2014), the degree to which an HPE teacher can positively impact a student's well-being is in part dependent on

having a high-quality education program. In contrast, some of Brandon's experiences teaching outside of his HPE major were extremely challenging, taking a serious toll on his efficacy and well-being during one long-term placement in particular that he recalls as a "revolving Groundhog Day of chaos", negatively impacting his relationships, well-being and ability to coach.

Brandon's feelings are not surprising given that low self-efficacy places teachers at risk for developing anxiety and depression. This often results from feelings of unfulfillment due to the high standards they strive to achieve that remain out of reach (Bandura, 1993). These feelings continued to a lesser degree during his experiences as an OT, often being called to cover classes within his AQ major areas, but not within his undergraduate major area of HPE. "I would have immediate anxiety, stress, I felt like I just, you know, like it was like the first day of school every day. Just never felt good about it. Didn't love my job". However, Brandon is clear that he believes he has become more resilient because of this and attributes his success to having supportive people around him.

For Mallie, teaching in the HPE subject area aligned with her passion, making her feel confident in her abilities and able to support student learning. "I felt that my knowledge for them was strong and that I could share so much information". After obtaining her second major in math and being repeatedly placed in an HPE and math timetable as a young teacher who could connect with students, Mallie's teacher self-efficacy and job satisfaction were high.

This coincides with the findings of Whipp (2015) in that HPE teachers can have a profound impact on student learning when they can demonstrate related behaviours and provide safe and enjoyable classes, through building relationships with their students. This appears to align with Bandura's notion of mastery experience being most influential in developing teacher

efficacy (Bandura, 1997; Hoy & Spero, 2005; Pfitzner-Eden, 2017; Ross & Bruce, 2007). The more experienced Mallie became in her subject area, the greater her efficacy became. Mallie described her teaching experiences outside of HPE as very challenging, feeling nervous that she would make mistakes or not understand the subject content. Although she was in her minor area of study, she did not have the same level of confidence that she did in HPE, where she had done the majority of her learning.

Lack of Efficacy in Support from Colleagues

The displacement experience from HPE for Mel and Mallie resulted from a colleague directly and intentionally displacing them from their HPE classroom by obtaining their one-session HPE ABQ and/or three-part specialist HPE AQ. Mallie was informed by her colleague of their plan in advance, which was challenging all the same. Having been an HPE teacher in the department for nine years, with twelve years of seniority, Mallie was hurt by her colleague's decision. However, this was two-fold, in that she also felt betrayed by her HPE DH, who appeared to be supporting this teacher's decision. "...she didn't agree with this system, but yet because it was her friend it was all of a sudden was OK". This action led in Mallie's full displacement from the HPE Department and caused her to displace an art teacher from the school by obtaining some of her assigned courses in careers and civics. Soon after that, she was displaced from her school entirely, leaving behind colleagues of eleven years. She recalls the feelings of starting over with staff and students who did not know her at all.

Unfortunately, Mel's displacement occurred with even less warning than Mallie's. Her first time being displaced from HPE and from her school occurred because of a "board-wide bump" in 2016. A teacher with three-part specialist AQ courses took a BHK teacher's HPE courses at one school, which in turn caused a ripple effect at many other schools. Mel

recalls the challenge of being at a new school, not knowing any of the students, and that "...you have to start all over again".

The next year, she returned to her home school, only to then be displaced by a colleague who obtained their HPE AQ courses. Although the colleague had notified Mel that she was taking the courses, the colleague was deceitful. "She told me that she was just planning to take it to elevate herself in on the pay scale and then the next thing I knew, she staffed herself a full Phys-Ed schedule". Mel remarks that this had a huge impact on her. This almost fully removed Mel from the department, and then the AQ teacher proceeded to go on leave for the next five years. As such, Mel watched countless OTs and LTOs teach the six HPE courses that had been hers for so many years, while she taught one or two each year. Although Mel felt betrayed by her colleague, she also recognized her resentment towards the system.

This experience ultimately ended with Mel deciding to leave the HPE Department permanently and to pursue a new subject area qualification obtained through three-part specialist AQ courses. This decision opened a small number of HPE courses for another teacher, which ended up being Mallie when she was displaced from her school by an AQ teacher. Throughout this process, Mel did not recognize any type of support from her administration. Mel acknowledges the lasting impact that this experience has had on her entire outlook towards her career. Ultimately, Mel has reached a good place in that she enjoys her new teaching placement in ESL and is happy that Mallie was able to obtain some HPE courses at the school.

In comparison to Mel and Mallie, Jessie and Brandon were instead displaced from HPE in that they have never been given the opportunity to teach it outside of LTO placements, even as now full-time teachers. Being "bumped" out like Mel and Mallie, these two were constantly being moved to different schools and departments. Jessie recalls feeling she could "never get

established”. To be more specific, she shares that she had spent “4 out of 36 semesters” teaching within her HPE major area, and that until the previous year when she obtained a permanent Special Education position, “had moved schools every single year and I had brand new courses every single year, and hardly ever returned to a school”. This highlights the importance for school boards to curb the risk factors they can control to minimize loss of efficacy for new teachers. Improving hiring practices, implementing lighter workloads and protecting job security are some examples of how school boards could mitigate these negative experiences (Leroux et al., 2016).

Jessie shares her feelings of being misplaced for so long, and now that she has finally secured a position, she may not even try to pursue HPE. “And now, I’ve worked so hard to get settled into STEPS...I’m not gonna give that all back to start all over again”. Reflecting on his past experiences, Brandon notes that his teaching has been, mostly outside of the HPE subject area. Like Jessie, Brandon has also secured a Special Education teaching position, which has made him re-consider his original “dream” to teach HPE. In the end, he was happy to develop a new passion in Special Education but does empathize with other BHK graduates who have had or will have similar experiences. “It doesn’t really matter what you think. So you kinda gotta move on...It’s not like we can argue it, it’s more like nobody cares (*laughs*).” Brandon’s concerns correlate to research completed by Richards et al. (2018) who found that most HPE teachers felt their subject area was viewed as a “dispensable commodity”, contributing to their feelings of marginalization.

Lack of Efficacy with Fostering School Community

The displacement of BHK graduates from the HPE classroom not only had an impact on their teacher self-efficacy, but also on their ability to develop efficacy as part of a school

community. Changes in school climate were noted in Mel's HPE Department and throughout the school in general. It was even mentioned that students noticed a change. For Mel, the change in her HPE Department was so drastic and long-term that it eventually contributed to her decision to leave altogether. She notes that even after six years since her displacement, the HPE Department will still not accept, support or speak to the AQ teacher. Given how cohesive the HPE environment had been in the past, with teachers working together and including each other in various initiatives as Mel described earlier, the infiltration of this "outsider" has been seen as highly intrusive to their operation as a cohesive unit.

Since this AQ teacher has not devoted the same level of time and effort to her HPE education, the department has not accepted her. Mel notes that there is "...no sharing of teacher information, so no collaboration of teaching material when she came in, and this is still ongoing...". Given the pre-existing environment in the department, it is possible that those now working with the AQ teacher are feeling the effects and frustrations of the various institutional-related and teacher-related barriers to quality HPE programming in schools that have been investigated for many years (Decorby et. al., 2005; Jenkinson & Benson, 2010; Morgan & Bourke, 2005; Morgan & Hansen, 2008; Lynch, 2017).

One identified leading institutional barrier in Canadian schools is the low priority that HPE is given as a subject area. Richards et al. (2018) found the most significant *institutional-related barrier* for quality HPE programming is the marginalization of the HPE subject. This appears evident given the lack of equity given to the BHK degree as well as the school board's staffing practices. Morgan and Hansen (2008) identified the most dominant *teacher-related* barrier to quality HPE programming as poor expertise and qualifications.

Other commonly cited teacher-related barriers include teacher knowledge, which can affect student safety, as well as teacher training confidence, preparation, planning, and informed leadership within HPE programs (Decorby et. al., 2005; Morgan & Bourke, 2005; Morgan & Hansen, 2008). Mel's HPE Department is likely feeling these affects, with the AQ teacher simply not having the same knowledge and experience that the rest of the department has. By displacing their BHK graduate colleague, Mel, the department is clearly resentful of the AQ teacher's decision to displace her. As a result, Mel felt the department had become too negative for her to work with. "...there's a lot of negativity in the Department and I don't want to go to work every day feeling that negativity". This began to take a toll on Mel's mental health, which contributed to her decision to leaving the department altogether. "...emotionally...my well-being was not good being there and I felt that for just for myself, I needed to remove myself from that atmosphere".

Mel believes that students did sense that there was an issue in the department but does not believe that they had a full understanding of what it was. "And I'm sure that impacts...the kids they understand that there's something happening among the teachers there, but they don't know what it is". Mel also acknowledged that staff throughout the school were aware of what happened, and that she received support from some of them. Many staff sympathized with her, expressing things like, "...I really feel bad for you that this has happened". She did feel that all staff were cautious not to create a rift among the wider school community, and she appreciated that. However, she does not think that the school community understands how drastically this has affected her HPE Department.

When Mallie found out she was to be displaced from her position the next year, she did not necessarily notice a change among staff members in her department. As mentioned, she

rather felt that her DH supported the AQ teacher's decision which made her feel betrayed. This impacted her attitude for the rest of the year. "I remember walking down the hall just being like miserable... my happy smiley self was just kinda like, yeah this is really bitter, and kids noticed it and that sucks, right?". Right away she knew that students had noticed a change, which when looking back was very upsetting to Mallie. "...they definitely noticed that something was there and I think that's sad, because I don't think that that should happen either. Like they shouldn't see that".

When reflecting on the school climate among staff, Mallie noticed a change "definitely with staff". She felt a clear divide between certain staff members supporting and not supporting her and believed there was a lot of unprofessional behaviour such as talking behind each other's backs. In contrast to Mel's experience, Mallie did feel that her school administration was cognizant of the changes that had occurred as a result. "Our administration, though I think noticed those things and tried his best to make sure that things were still like good for everybody...".

Mallie also comments on conversations she has had with AQ teachers who have expressed their motivations and intentions with her regarding why they have pursued the HPE subject area. Comments like, "I just wanna workout during the day 'cause I don't have time after school" left her feeling very frustrated. Hearing comments like this simply reinforces the concerns that so many BHK graduates have regarding AQ teachers displacing them from HPE programs. Not only does it affect them personally in terms of their career pathways, but it also may impact the quality of HPE programming available to students in school. This concern has been supported by research. Lynch (2013) found that even offering pseudo-HPE courses in teacher education programs to HPE "enthusiasts" did not mitigate the fact that they do not

understand the key aspects of developmentally appropriate activities. Despite this, teachers continue to graduate without sufficient knowledge of HPE and are then placed into HPE classrooms in schools (Lynch, 2013).

Morgan and Hansen (2008) found that although some non-specialist teachers felt they were teaching HPE effectively, the HPE programming they described was not actually conducive to a quality experience for students. Furthermore, some colleagues were highly critical of the competency of others in their school to deliver quality HPE (Morgan & Hansen, 2008). Clearly, it is not ideal for a non-specialist or generalist teacher to fulfill an HPE role due to their lack of knowledge and experience studying HPE-related content. They simply are not sufficiently prepared for an HPE position (Lynch 2013; Morgan & Bourke, 2005). Brandon shares these concerns, as did Mallie, in that his experience in working with and observing AQ teachers in HPE pose significant problems. Since he has been so repeatedly moved around to different schools because he could not obtain an HPE teaching position, he has a very broad experience across many schools. “People who take their AQs, from my experience, are doing it just as an easy way to get out of the regular classroom, or because they think it’s less work. They think it’s just a joke teaching gym”.

Mallie poses concerns regarding the consistency of HPE programs within each school and throughout the board. By employing some teachers with a four-year degree background and some with potentially only two, 100-hour AQ courses, “you’re not really providing the same quality of a teacher”. The gaps in knowledge and experience for the AQ teacher will be nothing short of immense compared to a BHK graduate. These concerns correlate with research done by Lynch (2017), who found that the effectiveness of HPE teachers was influenced by their “teaching experience, preparation and professional development which contributed to an

understanding of the HPE curriculum and teacher confidence...” (p. 372). He also identified perceived constraints to quality HPE programming, such as inadequate teacher background knowledge in health and inadequate understanding of skills to teach HPE with competence (Lynch, 2017). To fully prepare HPE teachers who have even studied HPE in post-secondary school and have been trained in HPE in their teacher education program, they must have practical opportunities to learn through experience in authentic and simulated teacher experiences. This is crucial in developing teacher efficacy, allowing them to apply prior content knowledge to their practices in order to reflect upon and refine their beliefs and skills (Iaochite & Costa Filho, 2016).

Brandon supports this idea as well. He also notes that these gaps in knowledge and experience for AQ teachers will manifest in the HPE classroom setting in terms of classroom management and teaching pedagogy. “I think like you can tell when somebody is not qualified with a degree. There are specific strategies that you’re talking about way beyond content, like management strategies, engaging kids”. Brandon feels quite strongly about this and expresses concerns for his own child’s education. “Do I want my kid to go through school being taught by like an inferior teacher? No, I don’t...I don’t think anybody could say they want somebody that’s not very qualified teaching their kids”.

Potential Solutions to Teacher-Related Barriers

A proposed solution to overcoming the problem of teacher-related barriers to providing quality HPE has been to hire more highly trained HPE specialist teachers who are able to recognize, plan and implement programs that overcome the prominent institutional barriers (Jenkinson & Benson, 2010; Morgan & Hansen, 2008). Although the existence of barriers in education is inevitable, awareness of barriers is crucial to better understanding and preventing

them. Prior to receiving HPE qualifications, one recommendation is to improve the quality of Schedule A one-session ABQ and Schedule D three-part specialist AQ courses in the HPE subject area, should they continue to be available for teachers. Improvements might include increasing the duration of the courses, the depth of content covered, and/or to result in a different type of qualification appearing on the CQR, as to differentiate it from an HPE degree program. This would help maintain the integrity of HPE degree programs, and better prepare teachers without any HPE undergraduate background or experience for the HPE classroom after taking such courses. This would enable improved familiarization with the realities of teaching HPE and may serve as a method to adequately equip teachers to deliver effective HPE programming, beyond their existing educational background (Morgan & Bourke, 2008).

Once employed in the teaching profession, additional recommendations have been made to de-marginalize teachers in the HPE subject area. For example, giving HPE teachers the opportunity to share their voice with colleagues and administrators through a platform in which it is respected and heard may increase teacher resilience, productivity and longevity (O'Halloran & Moynihan, 2020).

Student Learning Outcomes

A teacher's level of self-efficacy greatly influences the classroom environment, quality of student learning and how quickly students' progress academically (Bandura, 1993). During a study conducted in Taiwan, it was shown that HPE teacher self-efficacy influenced the learning atmosphere and the learning motivation of students. High teacher self-efficacy also had a positive, indirect effect on student learning satisfaction (Pan, 2014). The findings of this study illustrate the key role that the HPE teacher's self-efficacy has on shaping the development of student learning (Pan, 2014).

Similarly, connections have also been made between teacher job satisfaction and student learning. A study conducted in Turkey found a correlation between HPE teacher self-efficacy and job satisfaction, with a high self-efficacy having a positive effect on HPE teacher performance in the classroom (Yildirim, 2015). According to Gençtürk and Memiş (2010), a quality education is closely tied to high levels of job satisfaction for teachers. Such satisfaction with being a teacher is closely intertwined with ones' belief in their ability to carry out the professional duties and tasks required of them (Gençtürk & Memiş, 2010). In turn, it is recommended that school boards and schools monitor teacher self-efficacy and job satisfaction as these factors are closely tied with student learning outcomes.

Furthermore, higher teacher self-efficacy can lead to greater teacher persistence, which also has a positive impact on student learning and success. A key determinant of this is the difference between how teachers approach student failure (Ross & Bruce, 2007). Those with high self-efficacy viewed student failure to be within their control and thus put forth a greater effort to support learning. In comparison, those with low self-efficacy viewed student failure to be outside of their control and did not believe their actions would make an appreciable difference (Ross & Bruce, 2007).

Recommendations for HPE Pre-Service Teacher Education Programs

There has been a significant shift towards increased accountability in today's education system. As a result, topics such as the "failure" of teacher training programs have surfaced and now hold a place in discussions surrounding how to ensure all students receive a quality education (Duncan, 2010). In addition, there is currently a lack of research portraying how improving the alignment of HPE programming with the goals of public health could influence teacher training programs. Such an investigation could better inform teacher education programs

how to optimize HPE teacher training with a greater focus on addressing public health concerns (Webster et al., 2015). To address the key issue of quality education, it is important to consider the philosophies and strategies adopted by teacher training programs.

When structuring the learning environment for new teachers, it must be ensured that such programs are modern and relevant to today's classroom setting. The contemporary HPE teacher must provide explicit learning experiences that require coaching and sport, planning precise assessments and thoughtful pedagogical approaches that originate from a caring teacher in an equitable environment (McCuaig et al., 2011). When it comes to teacher assessment practices in the HPE setting, significant room for improvement has been suggested as an area of concern. According to Collier (2011), a teacher's belief system significantly impacts the relevance and quality of assessments they provide to students. This could be due to a number of factors, including physical education background and inadequate teacher training. Given that HPE is generally devalued, one method to add merit to the HPE subject area could be philosophical shifts in assessment practices to enhance student learning through improved instructional approaches (Collier, 2011).

According to Lynch (2015), teachers who implement quality HPE programming apply practices that are embedded with a sound understanding of what is developmentally appropriate for students. In a study conducted by Dyson (2014), he shares his experience working with colleagues to train non-specialist elementary school teachers in the HPE subject area. However, with the absence of both HPE content knowledge and HPE pedagogical knowledge, even highly competent non-specialist teachers struggled with the management and organization of students in the HPE context.

In Australian teacher education programs, pseudo HPE courses have been made available to primary teachers as an elective. These courses focus on the areas of general sport or secondary physical education (Lynch, 2013). However, offering such courses to HPE “enthusiasts” who are interested in HPE does not mitigate the fact that they do not understand the key aspects of developmentally appropriate activities. Nonetheless, teachers continue to graduate without having studied any components of HPE and are then placed into HPE classrooms in schools (Lynch, 2013). Ironically, HPE specialist teachers in Australia are hired quite occasionally, leaving it unclear as to who in fact is deemed qualified to teach HPE anymore if it is not the HPE specialist teachers receiving the HPE positions (Dinan-Thompson, 2009).

Although HPE specialist training is ideal, it is important to note that this does not assure the provision of quality HPE programming (Decorby et. al., 2005). Preservice teacher education programs must require a satisfactory level of both practical experience and knowledge prior to allowing a non-specialist teacher to receive HPE credentials. Failing to improvise this notion will continue to compromise the quality of HPE programming received by students (Faucette & Patterson, 1990). Furthermore, post-secondary institutions must begin to communicate more explicitly that effective practical HPE experience must occur during pre-service elementary teaching placements, which does not always occur (Morgan & Bourke, 2008).

A 2016 Brazilian study conducted by Iaochite and Costa Filho found that incorporating practical opportunities for HPE preservice education students to learn through experience is crucial in developing teacher efficacy. Such experiences should occur through both their authentic teaching placements which are required in teacher education programs, and through simulated experiences within their teacher training HPE course. This will allow them to apply

prior theoretical knowledge to practical teaching experiences, which provides opportunity for reflection and refinement of beliefs and skills (Iaochite & Costa Filho, 2016).

Similar recommendations for pre-service and professional development programs were made several years prior in 2010 in a study conducted by Jenkinson and Benson. It was found that the primary training provided to non-specialist teachers must include units that foster development of teacher confidence and skills to facilitate implementation of effective HPE programs that encourage physical activity. It also found that pre-service teacher education programs must include teaching opportunities in a variety of schools with different types and quantities of resources so teachers may develop a myriad of approaches to teaching HPE regardless of the resources available (Jenkinson & Benson, 2010).

Finally, it is recommended that teacher education programs incorporate learning that involves how to appropriately and effectively respond to the marginalization of their HPE subject areas, providing them with specific strategies to counter such perspectives and to develop a sense of perceived mattering (Richards et al., 2018).

Connections to Theoretical Framework: SCT

The findings of this study draw several connections to Bandura's SCT. In particular, the four major areas of influence that surround self-efficacy were apparent throughout participant responses. First, when it comes to the area of mastery experience, participants noted high self-efficacy when teaching within the HPE subject area that they had prepared for through both their undergraduate BHK program and Faculty of Education program studies, which included teaching placements in the HPE classroom setting. Mel noted that given her background knowledge and experience in the HPE subject area, she could improve upon teaching practices and implement

new ideas as she became more comfortable with not only the subject but also with being a teacher.

I loved the kids, I loved the interaction. I loved the coaching because you know you could get to know the kids at a different level. I actually had time to coach, you know, because I wasn't like prepping all the time for the next day with all these courses that I've never taught before... I kind of expanded out. We started doing more in the community with our Community Center and taking the kids there you know...

Similarly, for Jessie, teaching HPE where she had significant mastery experience through her educational background allowed her to feel both confident and prepared to teach HPE.

So, for me it kind of embodied who I was. When I stepped into the classroom, it was all principles and like values that I have just in my day-to-day life and so I felt like I would be, I felt like I was the right person to be teaching about it...

Brandon also reported that when teaching within his HPE major subject area, "...my efficacy was much higher. You feel confident, you feel ready to go, you feel like you can answer any questions, you feel more knowledgeable...". Mallie also reported high levels of self-efficacy when teaching within her HPE major area. "I felt that my knowledge for them was strong and that I could share so much information".

Contrarily, when teaching outside of their HPE major areas, and rather in areas that they lacked mastery experiences through their undergraduate education and Faculty of Education programs, participants noted a negative impact on their teaching self-efficacy. Mel provides an example of teaching ESL, which she obtained major qualifications for through a three-part specialist AQ course. "I took all the courses but then when I started teaching, I'm like, what do I

teach first? I don't know where to start with these guys! You know you have lots of resources, but they don't give you the pathway of how to build on the language....". When reflecting upon teaching outside of her HPE major area over many years, Mel recalls feeling the symptoms of burnout.

There's been so many years I just felt overwhelmed by what I was doing...constantly.

And you get tired of it, right? You get burnt out. It's like why can't I just have a course that I can teach over again and just relax a little bit like these other teachers do?

Jessie also reported a negative shift in her self-efficacy when teaching outside of her HPE major subject area and in turn outside of her area of mastery experiences. "...Because you're moving every year teaching something new every year I always felt like a first-year teacher. So my efficacy was always low". Brandon also described his experiences teaching outside of HPE as very challenging, having a negative impact on his personal relationships and mental health.

I was literally just at school and then I was trying to plan the next day. It was just like a revolving Groundhog Day of chaos. That's what I wanted to describe it as, like I couldn't do anything else. I felt like I could barely talk to anybody. My relationships were terrible 'cause I just was miserable all the time, uhm, I knew I couldn't coach.

Mallie shared that those experiences outside of HPE were challenging, and that she often felt nervous she would make errors when it came to her own understanding of content.

I didn't feel like I could support them as well as I should have been able to.... You're like re-reading your lessons the night before to make sure that you actually did have a little bit of an understanding, right?

Second, vicarious experiences or a teacher's perceived ability to succeed at a task compared to those around them (Bandura, 1997), also emerged in participant responses. Jessie reflects upon teaching outside of her HPE major area and rather in areas she did not feel adequately qualified in through her AQ courses.

I think you take them and then you still get thrown into a new course and you still have absolutely zero idea what you're doing because they don't teach any background information. It's like something about policies or something about curriculum mapping. It's like, OK, I don't need to know how to teach. I need to know the content of the subject.

Jessie notes a significant decrease in teaching efficacy, confidence and job satisfaction when teaching in her AQ major subject areas. This may have impacted her teacher development and the instructions she provided students, which can occur for teachers in OOF teaching positions (Nixon et al., 2017). "It kind of feels like I'm trying to cover up the fact that, I hope the kids don't find out that I actually don't know anything about this".

The idea of mastery experience also presents itself from the perspective that participants felt they were more qualified to succeed at the task of teaching HPE than the ABQ/AQ qualified HPE teachers around them. Throughout his teaching experiences at many schools over many years, Brandon shared, "People who take their AQs, from my experience, are doing it just as an easy way to get out of the regular classroom, or because they think it's less work. They think it's just a joke teaching gym". He reflects upon how this has negatively impacted his own teaching experience and provides an example of how this typically unfolds in a school.

It's disheartening to know that you went through school with this passion... you're passionate about physical education, you're passionate about being active, and you want to share that with students...and then somebody who's maybe a math major, you know, and they're 20 years in, they take two courses and they get your job...

Brandon also highlights concerns relating to pedagogical practices and classroom management of ABQ/AQ qualified teachers as well. "I think like you can tell when somebody is not qualified with a degree. There are specific strategies that you're talking about way beyond content, like management strategies, engaging kids". Mallie also supported this concern, feeling that in this instance, "you're not really providing the same quality of a teacher".

This social comparison to teacher colleagues is an avenue for mastery experiences to present themselves in the educational setting (Ross, 1998). For participants, this was apparent through their reported high self-efficacy when teaching HPE, which they had educational and practice teaching experience in, and also through their low self-efficacy teaching outside of HPE, when teaching in areas they did not have sufficient mastery experience in. It was also evident that participants felt their educational background and teaching experiences in HPE, which make up their mastery experiences, made them more qualified than their ABQ/AQ qualified colleagues teaching HPE.

Third is verbal persuasion, where a reliable source tries to convince someone of their abilities (Bandura, 1997). Although this element was less evident throughout the findings, there were some examples noted in which a teacher colleague provides encouragement to participants through conversations. For example, when reflecting upon his teaching experiences in the Family Studies classroom after taking three-part specialist AQ courses in this area, Brandon felt that his successes were largely in part of the support he received from colleagues around him. "Again,

it's more about your research and having the connections with other people who have done it, speaking with others and kind of collaborating...". Brandon also notes the role that his own family played in helping him prepare to teach in the Family Studies classroom. "I mean it's just, the reason I got through teaching that course was from what I learned from my family". Since he felt the AQ courses were simply unable to provide him with the background he required to teach cooking classes, he was still able to successfully teach his courses with the support of others.

Brandon had a similar experience teaching Special Education in his first LTO position. Since his only background in this subject area was through his AQ courses, he did not feel confident going into the position due to lack of knowledge and experience. However, he felt very supported by the Special Education team he was working with, and attributes that to playing a large role in his success.

Like one thing that was so positive about being in Special Education is you're not doing it as just an individual. You're working as a team... It took me a few months to get really comfortable, it's not going to happen instantaneously, but it was nice to have the support of others within the classroom to assist you along the way.

Similarly, Mel reported feeling some support through the New Teacher Induction Program (NTIP) during her first year of teaching when given a timetable of five different courses in five different departments.

And so when I went to NTIP there were a couple teachers and the instructors there that came up to me and said, we're just checking in on you and we're going to keep checking in on you because we can't believe that anyone would hire you with a schedule like that...

Mel also notes that the support she received was helpful, but that she still experienced teacher burnout by the end of her first year. “I had a lot of support from teachers, which was good. I was just exhausted though...it never let up...I would say I was burnt out by June”. Although Brandon and Mel were fortunate in receiving support from others when teaching outside of his HPE subject area, not all participants reported this to be their experience. Jessie and Kelly did not share this to be part of their experiences, and rather alluded to feeling isolated and disappointed with their teaching positions outside of their HPE major subject area.

Fourth is physiological and affective state, which is viewed to take shape in the form of feelings, like stress, depending on ones’ perceived ability to complete a task (Bandura, 1997). A teacher’s perceived level of stress and exhaustion is one measure of this element (Ross, 1998). An impact in this area of self-efficacy was quite evident for all participants in the student. During his experiences as an OT, being required to teach classes outside of his HPE major and rather within his AQ subject area majors on a regular basis, Brandon’s physiological and affective states were very negatively impacted.

But whenever I had an experience that was outside of my comfort zone I would have immediate anxiety, stress, I felt like I just, you know, like it was like the first day of school every day. Just never felt good about it. Didn’t love my job. When I would get called for Family Studies like there were days even after lots of calls that it was still like stressful, and uncomfortable... it didn’t feel as good as your major subject area.

Jessie reflects upon her frustrations with the OCT and school board policies and procedures that have enabled this practice to take place. “I feel sad, frustrated, undervalued. And I feel like my potential has really been limited”. She feels that her BHK degree is not equitably valued and that her opportunity for growth as a teacher has been hindered.

And I really feel like the fact that they would accept that policy just completely like minimizes your degree and makes you feel like you're not valued whatsoever. Or that what you're teaching is not important, and it could just be replaced with like any person off the street. And it's frustrating because you know your capabilities and your potential of what you can offer, but you're not allowed to be able to showcase that.

Similar frustrations were evident in Mel's recollection of why she decided to put an end to her ten years of extracurricular involvement, after being repeatedly displaced from the HPE classroom by teachers who obtained their HPE ABQ/AQ courses.

I stopped coaching. I totally gave up coaching and the reason I did is because of the three-part course...And I will not go back to it. I'm not giving to that school system anymore, anymore than they're getting back to me. Which is nothing, because I'm disposable. They can put me somewhere else or bump me out...I'm done.

When Mallie reflects upon her feelings after being intentionally displaced from the HPE classroom by a colleague who obtained their HPE ABQ/AQ courses, she recalls it having a significant impact on her affective state. "I remember walking down the hall just being like miserable... my happy smiley self was just kinda like, yeah this is really bitter, and kids noticed it and that sucks, right?". She also recalls conversations that she had with teachers who had made the decision to take their HPE ABQ/AQ courses, such as "I just wanna workout during the day 'cause I don't have time after school", which contributed to her feelings of frustration and stress.

Of these four areas, research has shown mastery experience to be most significant in influencing teacher self-efficacy (Bandura, 1997; Hoy & Spero, 2005; Pfitzner-Eden, 2016; Ross & Bruce, 2007). The data collected in this research showed many close ties between participants

and the impact of their mastery experiences on their teacher self-efficacy. It seems clear that the OCT policy and school board practice being examined have resulted in teaching conditions that have influenced the self-efficacy of all BHK graduate secondary school teachers in this study.

Limitations

The first limitation is the potential for a pre-established positive relationship between the researcher and participants. This may cause participants to feel they must answer questions in a specific manner, although it will be communicated clearly that participants are being invited to share their experiences. The second limitation is that findings will not be generalizable to the population. Since this study is qualitative, an aim of the study cannot include generalization (Bouma et al., 2012).

The first delimitation is that one Southwestern Ontario school board and four teachers from four schools within it were sampled. External factors specific to the schoolboard and each school may influence the results. For example, school climate and geographic location of the school. The second delimitation is that the sample size will be small, consisting of four BHK graduate teachers. Although working with a small group of participants allows a more extensive interview process, responses will reflect the perceptions of a small percentage of HPE teachers in Ontario. The third delimitation is that a specific population of HPE teachers will be examined, being those who have completed a BHK degree and have been displaced from their HPE teaching assignment or prevented from obtaining an HPE teaching assignment by colleagues who have taken their HPE qualifications through continuing education courses.

Recommendations for Future Research

The results of this study highlight a serious issue faced in our modern education system – the quality of HPE programming in schools. With student health and well-being an area of concern, HPE teachers are in a position to have a significant positive impact on helping students develop the habits required for leading a healthy active lifestyle now and in the future. However, due to the policies and practices of the OCT, post-secondary institutions offering ABQ/AQ courses and school boards, the quality of HPE teachers within schools may be jeopardized.

First and foremost, I recommend that the OCT re-examine their policy under *Ontario Regulation 176/10: Teachers' Qualifications*, in the Ontario College of Teachers Act of 1996. They should investigate the perceptions of teachers in terms of the inequity of courses available within Schedule A and Schedule D, and the lack of prerequisite standards in place for being permitted to enroll in such courses. The OCT should also examine how allowing certain courses to be obtained at post-secondary institutions without any prerequisites have presented themselves within Ontario schools.

This study found that BHK graduate HPE teachers feel that their educational background has been devalued, and the skills they bring to the HPE classroom have been marginalized and overlooked. In turn, they have felt pressure to enroll in three-part specialist AQ courses to become qualified in new subject areas. Unfortunately, no participants felt that the AQ courses that provided them with a new major subject area qualification adequately prepared them for teaching that subject. I suggest that given an incredibly high number of teachers enroll in these AQ courses each year, the quality of courses offered should be investigated and areas of improvement should be identified.

Participants in this study also felt a significant difference in teaching efficacy when placed inside the HPE area of study versus classrooms they became qualified in through AQ courses. Their teacher self-efficacy, job satisfaction and confidence were much lower when teaching courses that they were qualified in from an AQ education. With that said, I strongly recommend that teachers who obtained their HPE qualifications through AQ courses are examined in future research in terms of their perceived teaching efficacy, confidence and job satisfaction once placed in the HPE classroom. In addition, teachers who have obtained other subject area major qualifications, such as Family Studies, Special Education and ESL, through three-part specialist AQ courses, should be examined in regard to these same factors as well.

Conclusion

This qualitative study explored the lived experiences of BHK graduates who have been displaced from the HPE classroom in the secondary school setting. The three superordinate themes identified in this study are 1) Emotional Influence of an Inequitable Systemic Environment 2) Frustrations with Continuing Education as an Industry and 3) Interaction of Displacement Experience with Teaching Efficacy.

The OCT approved policy which recognizes HPE as a subject area that can be obtained through Schedule A one-session ABQ courses and/or Schedule D three-part specialist AQ courses, providing teachers who complete such courses with the equivalent qualifications of a four-year BHK undergraduate degree, has negatively impacted the self-efficacy of secondary school teachers with BHK undergraduate degrees in this study. The findings of this study provided a detailed and intimate understanding of the impact this displacement has had on several BHK graduates, including feelings of resentment and being devalued in a subject that is clearly marginalized by the OCT and the education system in general. The practice of allowing

teachers to obtain a major qualification in HPE by completing ABQ/AQ courses has displaced BHK graduate teachers from the HPE classroom and has pressured them to obtain new major subject qualifications through Schedule D three-part specialist AQ courses to improve their job security and stability in a volatile HPE teaching environment. Participants did not feel the AQ learning experiences effectively prepared them for their new subject area qualifications, which led to a significant decrease in teaching efficacy for BHK graduates. They also experienced a loss of efficacy in relation to the lack of support received from colleagues and the perceived impact of their displacement within the school community.

These findings demonstrate an alignment with Bandura's SCT and teacher self-efficacy. Participants reported feelings of low self-efficacy when teaching outside of the HPE subject area which they studied at the undergraduate level through a four-year BHK degree. When teaching in areas outside of their BHK major, and rather within subject areas they became qualified in through taking three-part specialist AQ courses, such as Family Studies, Special Education and ESL, participants reported high levels of stress, decreased motivation and decreased confidence in their abilities, feelings of anxiety, depression and resentment, and a withdrawal from extracurricular involvement as volunteer coaches within their schools. This corresponds with Bandura's idea that teacher self-efficacy affects teacher thoughts, feelings, behaviours, motivation (Bandura, 1993), as well as levels of stress and depression experienced from high demands (Bandura, 1997). Contrarily, when teaching within their HPE major subject area, participants reported high levels of self-efficacy, motivation, improved ability to focus on classroom management and to answer student questions about subject content, and participation in extracurricular involvement as volunteer coaches within their schools. Similar findings were also reported by Holzberger et al. (2013), in that high teacher self-efficacy leads to improved

classroom management, individualized learning support, cognitive activation and an overall higher quality of instruction.

Potential systematic changes that could address this issue of inequitable continuing education practices could include several solutions. First, sharing with the OCT the concerns of inequitable Schedule A one-session ABQ and Schedule D three-part specialist AQ course offerings would ensure they are aware of how this policy has presented itself in the Ontario school board in this study. Discussions surrounding the criteria used to determine how certain courses such as HPE, music and art appear under Schedule D three-part specialist AQ courses, while courses such as science, English and mathematics do not would help to provide clarification as to why this has been allowed to take place. The ways in which affected teachers can be given a voice in this matter and the steps required to pursue a policy change could also be discussed. A policy change might include revisiting and revising the list of courses that appear under Schedule D according to regulation *Ontario Regulation 176/10: Teachers' Qualifications* of the Ontario College of Teacher's Act of 1996. If the OCT is not interested in removing any subject areas from the Schedule D list, perhaps they should consider adding all subject areas to make this a more equitable practice and equal playing field. The OCT might also consider implementing a ubiquitous prerequisite standard for admission to ABQ/AQ courses at all post-secondary institutions across the province. This might prevent institutions from lowering prerequisite standards to increase program enrollment, should this practice occur. Whether this is an issue in other school boards in Ontario or if this is a localized issue to the school board in this study could also be investigated through communications with the OCT and other Ontario school boards.

Second, sharing these concerns with the University of Windsor Continuing Education Department would ensure this institution is aware of the impact that their removal of any prerequisite standards for enrollment in Schedule A one-session ABQ courses in HPE has had on their own BHK graduate secondary school teachers. Fostering a discussion surrounding the rationale behind maintaining prerequisite standards for all Schedule A one-session ABQ courses except for HPE, dramatic arts and religious education should be had as well. Given that BHK is offered as an undergraduate degree at the University of Windsor, there is clearly an understanding that the four-year BHK program is an avenue for secondary school teachers to become HPE qualified. Removing prerequisite standards to enroll in Schedule A one-session ABQ courses for HPE, dramatic arts and religious education, while maintaining prerequisite standards for all other ABQ courses such as English and math, is clearly an inequitable practice. This undoubtedly warrants a discussion exploring policy change to create an equitable learning environment in the Continuing Education Department at the University of Windsor.

Third, sharing concerns of ineffectiveness of ABQ/AQ courses in adequately preparing teachers for a new subject area qualification should also be considered. Participants perceived that the AQ courses they completed when unable to obtain an HPE teaching position did not prepare them for the subject areas they in turn became qualified in, such as Family Studies, Special Education and ESL. Considering modifications to one-session ABQ courses and three-part specialist AQ courses such as increasing the duration of courses, content covered, resources shared and subsequent support offered to teachers upon completion of such courses, could be starting points for potential changes for improvement.

In a passionate article entitled, “If Not You, Then Who? Advocating for Quality Health and Physical Education” by Brian Devore (2015), it states that without teacher feedback

regarding policy and legislation, “decision makers are forced to guess how classrooms and teachers will be affected and teachers’ voices will be absent from the resulting policies” (p.42). As such, I am hopeful that the OCT, post-secondary institutions and school boards will thoughtfully consider the impact that Schedule A one-session ABQ and Schedule D three-part specialist AQ courses have had within the HPE classroom in Ontario’s secondary schools, and that productive discussions regarding policy change prompted by the researcher will take place as soon as possible.

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APPENDICES

APPENDIX A: Recruitment Script (Sample Message Requesting Personal E-Mail Address)

Hi __ (insert invitee first name) __,

I hope all is well. I am currently completing a Master of Education under the supervision of Dr. Geri Salinitri at the University of Windsor. The title of my research study is, “Reflections of Bachelor of Human Kinetics Graduates Displaced from Health and Physical Education Teaching Positions due to Continuing Education Courses “.

You are receiving this message because you are a secondary teacher with a Bachelor of Human Kinetics (BHK) degree who at some point has been displaced from the Health and Physical Education (HPE) teaching area at the Greater Essex County District School Board (GECDSB). Your educational background was identified through an Ontario College of Teachers (OCT) inquiry, and your displacement from your HPE teaching position was identified through my observations and personal experiences as your professional colleague.

I would like to contact you through your personal e-mail address provide you with more details of the research study and to invite you to participate. If you are interested in learning more, please kindly respond with your personal e-mail address at your earliest convenience. You are under absolutely no obligation to respond to this message or to participate in this research.

Sincerely,

Aerin Semus

APPENDIX B: Recruitment Script (Sample Invitation E-Mail to Potential Participants)

Good afternoon,

My name is Aerin Semus and I am currently completing my Master of Education in the curriculum studies, thesis stream at the University of Windsor under the supervision of Dr. Geri Salinitri. As a Bachelor of Human Kinetics (BHK) graduate and secondary school teacher within the Greater Essex County District School Board (GECDSB), I believe strongly that HPE programming plays an integral role for the wellbeing of our students. I also recognize the adversity faced by BHK graduates in regard to obtaining and maintaining an HPE teaching position, which is our area of expertise.

As a researcher, I have an interest in the impact that HPE continuing education courses have had on BHK graduates who are aspiring to be HPE teachers. You are formally invited to participate in a research study entitled *Reflections of Bachelor of Human Kinetics graduates displaced from Health and Physical Education teaching positions due to continuing education courses*. As colleagues, we have met during Professional Development (PD) and/or extracurricular activities, and you have shared your teaching experiences with me. Thus, you have been identified as a Health and Physical Education (HPE) teacher who has been displaced from an HPE teaching position due to a senior teacher obtaining HPE qualifications through continuing education courses (AQ or ABQ courses) and your experiences are highly relevant to this study.

If you volunteer to participate in this study, you will be asked to: 1) Give one in-depth interview on your experience with being displaced from your HPE teaching position. The interview will last between 60 and 90 minutes using the “Microsoft Office Teams” platform. The interview would occur at a time mutually agreed upon by you and the investigator. Participation is completely voluntary and confidential, and you may withdraw from the study at any time. I would like to assure you that the study has been reviewed and received ethics clearance through the Research Ethics Board at the University of Windsor. However, the final decision about participation is yours. The interview will be audio recorded and then transcribed. All recorded audio data will be destroyed on September 1st, 2020.

If you are interested in participating, please contact me at semus@uwindsor.ca. I will then send a confirmation email indicating your participation, and to set up a time that is convenient for you. If you have any questions or concerns about the research, please feel to contact myself, Miss Aerin Semus, at XXX-XXX-XXXX or Dr. Salinitri at XXX- XXX-XXXX, ext. XXXX.

Thank you for your time and consideration.

Sincerely,

Aerin Semus
Master of Education Candidate
University of Windsor

APPENDIX C: Consent to Participate in Research



CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Reflections of Bachelor of Human Kinetics graduates displaced from Health and Physical Education teaching positions due to continuing education courses

You are asked to participate in a research study conducted by masters thesis research study conducted by **Aerin Semus**, at the University of Windsor **under the direction of Dr. Geri Salinitri**.

If you have any questions or concerns about the research, please feel to contact Aerin Semus: semus@uwindsor.ca or Dr Geri Salinitri: sgeri@uwindsor.ca at the University of Windsor **Faculty of Education**.

PURPOSE OF THE STUDY

The purpose of this Interpretive Phenomenological Analysis (IPA) is to investigate the impact that an Ontario College of Teachers (OCT) policy has had on the experiences of Health and Physical Education (HPE) teachers with Bachelor of Human Kinetics (BHK) degrees who have become displaced from secondary school HPE teaching positions by senior teachers who have obtained HPE qualifications through continuing education courses.

The OCT policy being examined allows teachers to enroll in continuing education courses through post-secondary institutions that equate to a major teachable subject. However, this is only permitted in select subject areas, including Health and Physical Education (HPE). Upon completion of such courses, teachers are recognized with major HPE teaching qualifications that are equivalent to an undergraduate degree, which undermines the integrity of an undergraduate degree. With this incongruent continuing education practice being both permitted and accepted by the OCT, HPE teachers with BHK degrees are being displaced from their HPE teaching positions in secondary schools by senior teachers who have obtained major HPE qualification through continuing education courses. I argue this policy has impacted the teaching efficacy of HPE teachers with BHK undergraduate degrees and encourages a separation from the practice of discipline-based teaching. I will pose potential systematic recommendations that may encourage more equitable continuing education practices across all subject areas.

PROCEDURES

If you volunteer to participate in this study, you will be asked to:

Participate in an individual, semi-structured interview on the impact that HPE continuing education courses have had on your teaching efficacy and career. You will be invited to reflect upon your teaching experiences over the duration of your career with your current school board, investigating how the OCT policy that allows the HPE continuing education practice has affected you. This interview is confidential and will be completed using the "Microsoft Teams" platform. The audio of the interview will be recorded and then transcribed. Audio recording will be destroyed immediately following transcription. Your name will not be revealed to anyone and the taping will be kept confidential. Tapes are filed by number only and store in a locked cabinet. The destruction of the audio tapes will be completed after transcription and verification. Confidentiality will be respected, and the audio tape will be for professional use only. Participation is voluntary, and you may withdraw from this study at any time at no consequence. The interview will take place at a time mutually agreed upon by you and the researcher. The interview should take between 60 and 90 minutes to complete. This interview would be the only commitment to participating in this study.

POTENTIAL RISKS AND DISCOMFORTS

Potential risks and discomforts include: a) a low psychological/emotional risk, as the interview questions could elicit feelings of low teaching efficacy if applicable for the participant, because they are reflecting on teaching both inside and outside the HPE subject area. This could make the participant feel embarrassed, uncomfortable, anxious or upset, if they feel their performance outside of their subject area was not to their own personal standards. To minimize such risks, no judgements will be made by the researcher, and participants encouraged to answer questions as honestly as

they are comfortable doing. If they require breaks or would like to skip one or more questions, that will be possible, and will also be communicated to them through the script read to them prior to beginning the interview. If the researcher at any time senses that a participant may be feeling uncomfortable, they will remind them that they may take a break or skip a question at any time.

b) a low social risk, if a participant disclosed to somebody that they have participated in the study, and that person disclosed the participation to somebody else, that could potentially cause them to feel a loss of privacy. However, loss of status and/or reputation are not present as risks. Participants are reminded of the importance of maintaining confidentiality in this study. They will be asked not to disclose their voluntary participation to others in order to minimize any potential breach of privacy for them. In regard to the participant's relationship with the researcher, there is a loss of privacy in the sense that potential participants were not aware that they were being recruited for this study. However, the circumstances in which these participants have been placed in, being displaced from their HPE teaching positions, are what have implored the researcher to investigate this phenomenon. This research aims to provide an opportunity for reflection on this experience through voluntary participation in this study, with a potential outcome being to provide a voice for BHK graduates affected by this policy. Participant confidentiality will be protected by the researcher. Participant anonymity does not exist because the interviews are being conducted with individuals identifiable to the researcher through an arranged audio interview.

The issue of the researcher knowing personal details about participants is acknowledged, and participants will be asked to please ensure they answer questions honestly and not in a way that they may believe the researcher would like the questions to be answered. It will be emphasized that the purpose of this study is to examine participant reflections, and that the reflections of each participant are unique and valuable. The connection of the researcher being aware of participant personal details (being their educational background and the circumstance under which they were displaced from their HPE teaching position) serves as the foundation to this research. If this circumstance was not occurring within the school board in which the researcher and participants are employed, then this research would not be occurring.

c) a high risk relating to dual/multiple relationship with study participants. The researcher is already acquainted with each individual who will be invited to participate. The extent to which the researcher and participant will vary, based on the extent to which they have worked together in a professional setting. For example, they may have taught at the same school, coached within the same league or have met through PD opportunities or extracurricular events. However, these risks reflect the nature of this study. The investigation is based upon a shared experience of the researcher and the participants. The personal ties the researcher has to this phenomenon are the cause of the investigation of reflections of displaced HPE teachers. If the researcher was not personally involved in this phenomenon, they would likely not be investigating it.

To manage this risk, although the researcher is already acquainted with each participant, the goal is that this will create a comfortable atmosphere between the researcher and participant, making the participant more likely to answer each question honestly and thoroughly. Participation is strictly voluntary and without undue influence of the relationship with the researcher. The researcher will protect participant ability to voluntarily consent to participate, and participants may withdraw from the research at any time with no consequence. Once interviews are completed and the researcher is prepared to begin analyzing the data, participants may no longer withdraw their responses (June 30, 2020).

Although a pre-established professional relationship exists between the participants and the researcher, the recruitment process is tailored to avoid any pressure to respond to questions in a specific way. Participation is strictly voluntary and without undue influence of the relationship with the researcher. The researcher will protect participant ability to voluntarily consent to participate, and participants may withdraw from the research at any time with no consequence.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Potential benefits to the participants do not exist.

Potential benefits to society include creating awareness to the impact of this OCT policy within the teaching community. Highlighting the way in which continuing education courses can present themselves and can impact teaching efficacy for teachers may serve as an initial step towards change. The OCT may in time begin to re-evaluate the provisions of Schedule D AQ courses and ABQ courses, such as within the area of HPE, and consider implementing regulations surrounding pre-requisites and providing criteria as to how certain subject areas can be obtained as majors through continuing education courses while others cannot. This would increase accountability for the OCT and will create transparency, so it is made clear to OCT members why their BHK undergraduate degree is held to a different standard than other undergraduate degrees. This may also increase awareness for future BHK graduates who are aspiring to be an HPE teacher. They should be made aware of this policy prior to enrolling in the BHK program and/or prior to their decision to pursue a career as an HPE teacher. However, it should be noted that such potential societal benefits would not be a direct result of this study.

COMPENSATION FOR PARTICIPATION

You will not receive payment or any type of compensation for participation in this study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Upon returning your signed consent form by the requested return date, the researcher will welcome all questions regarding the research and contact information will be provided (the researcher's personal cell phone number). The signed consent forms will be printed and kept in a folder in a locked cabinet in the researcher's home until the report is complete, at which point they will be destroyed (September 2020). All received digital copies of signed consent will be deleted as soon as they are printed from the researcher's personal printer.

Participants will be provided with 2 weeks of openings for potential interview times. The researcher will be available seven days a week, from 6:00AM to 10:00PM. However, participants may request a time outside of this window if needed. Participants can share their requested interview time through e-mail, and the researcher will create a confidential schedule using a paper and pencil approach. This will also be stored in a confidential folder in a locked cabinet in the researcher's home to continue to respect confidentiality of participants. Individual interviews will take place from the home of each participant and from the home of the researcher. This will produce qualitative data and participants will be identified as numbers and not by their names. Participants have the right to review the recordings and request to remove certain parts of the interview. Participation from the research study may be withdrawn until June 30, 2020. The researcher will begin to analyze the data on July 1, 2020.

After each interview, the contents of the audio recording will be immediately transcribed into a Microsoft Word document. The Microsoft word document will be printed and saved onto a USB drive as backup. Both the printed document and USB drive will be stored in a locked cabinet in the researcher's home. The audio recording will be immediately destroyed after transcription. No information will be traceable to participants and only the researcher, Aerin Semus, and advisor, Dr. Geri Salinitri, will have access to any individual data. The stored data on the USB drive and the printed transcribed interviews will be destroyed on September 1st, 2020.

PARTICIPATION AND WITHDRAWAL

The investigator may withdraw you from this research if circumstances arise which warrant doing so. At this time, there are no anticipated circumstances under which your involvement would be terminated. You have the option of removing data from the study if you would like to withdraw part of/all of an answer provided for any of the questions.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The data from this research will be made available to you at the completion of this study.

Web address: REB website

Date when results are available: July 2020

SUBSEQUENT USE OF DATA

These data may be used in publications and subsequent studies.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: The Office of Research Ethics, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study Reflections of Bachelor of Human Kinetics Graduates Displaced from Health and Physical Education Teaching Positions due to Continuing Education Courses as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

APPENDIX D: Script to be Read to Participants (Teachers) Before Starting Each Interview

SCRIPT TO BE READ TO PARTICIPANTS (TEACHERS) BEFORE STARTING EACH INTERVIEW:

“Your participation in this research is completely voluntary and all of your answers are confidential. If you feel uncomfortable at any time, please feel free to stop the interview with no consequence. You may request to take a break and/or to skip any questions you would like. I would like to acknowledge our professional collegial relationship and assure you that absolutely no judgements will occur due to your responses. The purpose of this study is to examine your reflections which are unique and valuable. Please answer questions as honestly as possible within your comfort level, and do not modify your responses to reflect an answer that you may believe I, as the researcher, would like to hear.

Please remember that you may withdraw from the research at any time with no consequence. You may withdraw your responses from this interview up to June 30, 2020, at which time I will begin analyzing the data. Neither of these scenarios would not impact our collegial relationship in any way.

Thank you for your participation, it is greatly appreciated. Do you have any questions before we begin?”

APPENDIX E: Semi-Structured Interview Questions

SEMI-STRUCTURED INTERVIEW QUESTIONS

PARTICIPANT BACKGROUND

1. What post-secondary program did you graduate from? In what year?
2. In what year did you graduate from the Faculty of Education?
3. What major and minor teaching qualifications did you graduate from the Faculty of Education with?
4. a. In what year were you hired as a secondary school teacher with your current school board? In what capacity (i.e. Occasional Teacher (OT), Long Term Occasional Teacher (LTO), Contract Teacher)?
b. How many total years have you taught Health and Physical Education (HPE)?
c. How many total years have you been displaced from HPE?
5. Have you served as a high school coach? Please describe as many coaching commitments you have made during your career as you can recall.
6. a) Have you at any point felt it necessary to enroll in Schedule D Three-Part Specialist AQ courses in order to secure a teaching position? Please explain why or why not.

b) At this time, do you feel that BHK graduates entering the teaching career will be required to obtain Schedule D Three-Part Specialist AQ courses? Please explain why or why not.

PARTICIPANT TEACHING EXPERIENCES

7. a) Describe your first teaching assignment (i.e. in what capacity as listed in the previous question, in what subject area(s), at what grade level, etc.). How many years into your career did this occur? How many years did it last?

b) How would you describe your experience during your first teaching assignment? Please use adjectives and examples when possible.

c) Teacher self-efficacy is a concept used to explain one's belief that they are able to support their students in learning and being successful. How would you describe your feelings of teacher self-efficacy, and how they may those feelings have changed throughout the teaching assignment?
8. (*Note: If the above question was within the HPE subject area, this question can be omitted*)

a) If the teaching assignment referenced in the previous question was not within the HPE subject area, at what point did you obtain your first HPE teaching assignment? In what capacity did you receive this teaching assignment (i.e. contract teacher, LTO)? How many years into your career did this occur? How many years did it last?

b) How would you describe the level of teacher self-efficacy experienced during this teaching assignment?

c) Are there any other descriptions or experiences you would like to share regarding this assignment?

9. a) When were you displaced from your HPE teaching position? Did you request for this to happen? Were you aware in advance this was going to happen? Please describe why this occurred using as many details as possible.

b) Due to this displacement, what was the resulting impact this had on your teaching position the following year? Were you forced to teach outside of your major and/or minor subject area? Please identify your teaching assignment for the following year due to this displacement.

c) Due to this displacement, did you then displace others from their teaching position? Please explain.

d) Do you feel that being displaced had an impact on your teaching efficacy? Please explain.

e) Do you feel that your personal displacement by a senior teacher who obtained their HPE major qualifications through continuing education courses had any impact on school climate among staff and/or administration? Please explain.

f) Did this change affect your ability and/or willingness to coach high school sports at the time? Please explain.

g) Describe any additional impacts this displacement had on your experiences as a teacher.

10. Describe the subsequent teaching positions you have been assigned or obtained over the course of your teaching career with your current school board (i.e. have you returned to the HPE subject area? Have you moved back and forth? Changed schools often? Etc.). Please make note of how you felt during those experiences in regard to your teaching efficacy and any other aspects you feel are relevant.

PARTICIPANT POSITION ON OCT POLICY

11. What is your position on the OCT allowing HPE as a subject area qualification to be obtained through ABQ/AQ courses? Please share any advantages and/or disadvantages you have noticed due to this policy.

VITA AUCTORIS

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