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Discourse, Teacher Identity, and the Implementation of Daily Physical Activity

The intent of this article is to generate thought and discussion about Alberta Education's Daily Physical Activity (DPA) initiative. Compelling reasons as to why the implementation process may be considered problematic are presented as the role and influence of institutional discourse in the implementation of new programming is explored. Through a discussion of the dominant discourses of authority, experience, and the physical education profession, the reaction and response of secondary school physical educators to this provincially mandated initiative come to be understood. In these prevailing discourses of the teaching-learning environment and the presence of competing institutionalized ways of thinking, teacher identity negotiation is examined, particularly in the light of the distinction between physical education and physical activity and the role that physical educators might play in the implementation process of DPA.

L'intention de cet article est de stimuler des idées et des discussions sur l'initiative du ministère albertain de l'éducation qui consiste en la promotion de l'activité physique sur une base quotidienne (Daily Physical Activity, DPA). En étudiant le rôle et l'influence du discours institutionnel dans la mise en pratique de nouveaux programmes, les auteurs présentent des raisons convaincantes selon lesquelles le processus de la mise en oeuvre pourrait être considéré comme étant problématique. Une discussion des discours dominants qui portent sur l'autorité, l'expérience et la profession d'enseignant d'éducation physique, permet de comprendre la réaction des enseignants de l'éducation physique au secondaire face à cette initiative prescrite par la province. Dans le contexte de ces discours qui dominent le milieu pédagogique, et compte tenu de la présence de mentalités institutionnelles concurrentes, les auteurs examinent la négociation de l'identité enseignante, notamment à la lumière de la distinction entre l'éducation physique et l'activité physique, et du rôle que les enseignants d'éducation physique pourraient jouer dans la mise en application de l'initiative DPA.

Educational change is rarely an easy process. Whether such change is initiated as new policies, curricula, or mandated programs, the affected outcomes are influenced by powerful factors and phenomena in addition to any "official" documents or directions. This especially includes the increasingly recognized role that teacher identity plays in educational change efforts. Moreover, iden-

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tity negotiation does not happen in a vacuum, but rather is enabled and limited within the dominant discourses of the teacher's environment.

Such is the scenario for Alberta educators who are currently responsible for implementing Alberta Education's Daily Physical Activity (DPA) initiative. As educators and administrators live and work within the dominant discourses of authority, experience, and the physical education (PE) profession, their language, motivations, desires, and identifications are influenced by these competing and contrasting institutionalized ways of thinking. By considering these three dominant discourses, it is possible to further understand Alberta educators' responses to this mandated initiative. So as not to suggest that this is only an Alberta issue, consider that other Canadian education ministries are also currently considering DPA initiatives for elementary and secondary schools (Canadian Association for Health, Physical Education, Recreation, and Dance [CAHPERD], 2005). For example, Ontario's Education Minister Gerard Kennedy recently announced that every elementary student would have to take part in a minimum of 20 minutes of daily physical activity as part of that government's Healthy Schools Program (Ontario Ministry of Education, 2006).

The Current State of Canadian Physical Education

Active Healthy Kids Canada (2005; see also CAHPERD, 2006a) recently released *Dropping the Ball: Canada's Report Card on Physical Activity for Children and Youth*. In the assembly of this report, 20 of Canada's leading physical educators and researchers closely examined the physical activity opportunities afforded to children where they live, learn, and play. The report awarded an *F* to schools based on daily physical education indicators and a *D-* to schools based on the presence of trained physical education specialists. Unquestionably, Canadian physical education is experiencing challenging times, and ministries of education are searching for solutions to improve students' health. Although it is assumed by many educators that physical educators and physical education should be an integral component of DPA, the initiative was never intended to assist physical education teaching and learning. The potential relationship of DPA to physical education and the role physical educators and physical education might play in the implementation process has been neglected.

In addition to the Active Healthy Kids Canada's (2005) report, current trends in educational practice also suggest that physical education has been struggling to maintain its legitimacy, and perhaps at times its very existence, in modern educational communities (Goodwin, Fitzpatrick, & Craigon, 1996a, 1996b; Janzen, 2004). Many administrators, teachers, and students have been adversely affected by cost-cutting measures that have affected physical education instruction in Canadian schools (Goodwin et al.; Janzen, 2004). With fewer physical education consultants and specialists supporting and providing meaningful learning experiences for students, it is becoming increasingly difficult for schools to provide physical education rather than supervised recreation (Matanin & Tannehill, 1994). Over the last decade, CAHPERD (2006b) has further acknowledged a serious decline in the quality and quantity of school physical education programs due to a variety of issues including reduced school physical education budgets and increased pressure for "other" core curricula.

With some of today's educators and school communities seemingly unable or unwilling to recognize and value the critical importance of physical education with respect to the healthy development of children and youth (CAHPERD, 2006a; Goodwin et al., 1996a, 1996b), academics and professionals are skeptical about various normative practices in physical education. In addition to questioning reduced instructional time and unqualified instructors, they are suggesting improvements related to assessment practices, outcomes-based curricula, and understanding the relationship between physical activity and physical education (Fishburne & Hickson, 2005; Mandigo, 2005; Matanin & Tannehill, 1994).

Current efforts and initiatives by physical education stakeholders to increase the legitimacy and improve the effect of physical education have focused on issues such as these. For example, with CAHPERD's support, motivated educators and parents now have the resources to lobby for quality daily physical education (QDPE). Furthermore, some Canadian schools purposely hire physical education specialists, and the province of Quebec can boast that over 90% of its schools have hiring policies that require PE teachers to be subject specialists (Cameron, Craig, Coles, & Cragg, 2003). Across Canada, new physical education curricula focusing on active living and lifelong participation are increasingly characterized by outcomes-based structures in which students have opportunities to learn a variety of transferable manipulative, locomotor, and non-locomotor skills in a number of learning dimensions (Luke, 2000; Spence, Mandigo, Poon, & Mummery, 2001).

Daily Physical Activity (DPA): The Answer from "Above"

Although physical educators may have the interest, ability, and authority to address teaching and learning as described above, current provincial initiatives have focused on physical fitness and health by increasing students' school-time physical activity levels. However, the introduction of such provincially developed programs for DPA cannot be expected to improve the physical education of Canadian students. Although provincially initiated discussion, research, and planning for DPA programs is currently underway across the country (CAHPERD, 2005), Alberta has been the first province to mandate such a program (Alberta Education, 2005a).

With the goal of optimizing "activity levels of students in order to address growing obesity rates and chronic diseases associated with decreased activity levels" (Alberta Learning, 2004, p. 24), supporters of DPA evidently have noble intentions. However, it is nonetheless important to resist the temptation to accept that both of the expected outcomes of Alberta's DPA are likely to occur. As initially stated by Alberta Learning, schools are expected to: optimize physical activity levels of students during the school year and increase/maintain knowledge, skills, and attitudes of students necessary to lead an active, healthy lifestyle. Although this initiative undoubtedly allows for an improvement in the activity levels of students, DPA's organized recreation without specialized instruction provides little opportunity to help students "increase/maintain knowledge, skills and attitudes" (borrowed from Alberta Learning, 2004, p. 24). Mandated DPA should not be misunderstood as a meaningful substitute for quality physical education, as the specialized teaching of knowledge, skills, and attitudes related to meaningful physical activity are not explicit com-

ponents of the general DPA program (Alberta Education, 2005a) or DPA sample lessons (Alberta Education, 2005b). The initiative is intended to benefit student health and not to enhance physical education teaching and learning. However, schools are faced with this mandate and are expected to assume the responsibility of program implementation.

Consider that the National [American] Association for Sport and Physical Education (as cited in International Council for Health, Physical Education, Recreation, Sport, and Dance [ICHPER-SD], 2006) suggests:

A physically educated person HAS learned skills necessary to perform a variety of physical activities; IS physically fit; DOES participate regularly in physical activity; KNOWS implications of and benefits from involvement in physical activities; and VALUES physical activity and its contributions to a healthful lifestyle. (Operational Definitions section, p. 1)

Rather than increasing PE instructional time, DPA allows only for an increase in physical activity. As observed by Matanin and Tannehill (1994), such organized recreation is a poor substitute for physical education. As Alberta Learning's (2004) expected outcomes of DPA are remarkably similar to the physical education goals of ICHPER-SD (2006) and CAHPERD (2000), it would seem that the expected outcome of DPA is for students to become more physically educated without, of course, the benefit of further participation in physical education.

Consequently, Alberta Education's DPA initiative is unlikely to affect the teaching and learning of physical education in a positive manner. Although Active Healthy Kids Canada (2005), CAHPERD (Mandigo, 2005), and Alberta's Health and Physical Education Council (HPEC, 2005) are lobbying on behalf of PE teachers and students for increased physical education instructional time by qualified specialists, Alberta's DPA initiative mandates only a program of increased recreational opportunities organized by non-PE specialists and overseen by school administrators. The implementation of such an initiative ignores the legitimate subject-authority and professionalism of physical educators, devalues the work that they do, and further undermines the value of physical education itself.

Unlike the development of Alberta's *Physical Education Program of Studies* (Alberta Learning, 2000) and the related *Physical Education Kindergarten to Grade 12 Guide to Implementation, 2000* (Alberta Education, 2005c), which included a curriculum committee consisting of 48 teachers, administrators, consultants, university professors, and provincial curriculum specialists, the introduction of DPA was seemingly made with limited assistance from outside Alberta Learning. In fact Alberta Learning's 2004 discussion paper *Daily Physical Activity Initiative in Alberta Schools: Creating a Desire to Participate* offers that stakeholder feedback was solicited in March and April 2004, almost one year after the then Minister of Learning Lyle Oberg announced that DPA was going to be implemented. Although stakeholders were invited to give feedback, this request was made only after the plan for DPA's implementation was announced. Especially worthy of note is that the minister's *initial* announcement was widely accepted in the physical education community, as he had then suggested that students and teachers could expect daily physical education (Janzen, 2004) rather than daily physical *activity*.

What Implementation? The Reaction from "Below"

By having this program effectively dumped onto them, teachers' and administrators' incentive and receptivity to implementation was likely to be negative. Without their input or support in the development process, it was unreasonable to expect teachers to welcome the initiative with open enthusiasm (Schwartz, 2006). Although the initiative was essentially extracurricular and not PE core curriculum, it was perceived as such by teachers and administrators as they began to consider its implementation. As Fullan and Hargreaves (1996) argue, curriculum ought to be given back to the schools, realizing that "dumping curriculum packages on teachers, however sophisticated and worthwhile they may be, tends to make teachers deskilled and dependent" (Apple & Earl as cited in Fullan & Hargreaves, pp. 101-102). Under such circumstances, teachers can only be expected to "simplify it, ignore it, misinterpret it, slow it down, or imagine that they are already doing it" (p. 102).

Considerable anecdotal evidence from over 400 stakeholders representing every school jurisdiction in Alberta who attended the area consultation meetings support the lack of interest, misunderstanding, and/or dissatisfaction with the prescribed DPA initiative (Alberta Learning, 2004; Schwartz, 2006). As well, one author's attendance at a recent professional development session focusing on implementing DPA confirms existing challenges, concerns, and roadblocks. Perhaps as could be expected, none of the 30 peer junior high PE teachers in attendance reported that DPA as mandated was being implemented in their schools. The apparent apathy or non-cooperation of these educators is further reflected in the position of their own local PE organization, the Alberta Teachers' Association's Health and Physical Education Council (HPEC, 2005), which suggested that the implementation of DPA should be delayed until a number of issues are resolved. Evidently a large number of teachers, administrators, and school communities are simplifying, ignoring, and misinterpreting the implementation of DPA.

Perhaps some educators and administrators are realizing that DPA is actually not worth fighting for in their schools (Alberta Learning, 2004). Nowhere is this truer than in Alberta's high schools, where physical educators and administrators have successfully taken up the battle to keep DPA out of their schools. That is, seemingly in response to these educators' rejection of DPA, Alberta Education responded by canceling its original plans for high school implementation in September 2006.

The rejection of curriculum or program implementation includes strategies that are both conscious and unconscious. Some educators are consciously rejecting the implementation of DPA based on their own beliefs and desires about physical education, knowledge, and pedagogy. Such teachers might recognize the limitations and shortcomings of this initiative (especially as they might relate to their own educational context), and consequently actively engage in practices that reject DPA's implementation. Alternatively, many teachers who believe that they are indeed involved in the implementation of DPA are seemingly unaware that unconsciously they have mislabeled their simplifications, misinterpretations, and imaginings as the "real deal." Indeed, in conversation with many junior high school physical educators and administrators, we have been proudly told that they or their schools are implementing

DPA, but that, “not all of our students are yet doing it, and not yet every day.” That they appear to misunderstand DPA is perhaps evidence of their own personal strategies to cope with their own experienced dissonance. These simplifications, misinterpretations, and imaginings are probably manifestations of their unconscious rejections of what they are unwilling to consider. These teachers’ self-identifications (symbolically as “pawns”) in an authoritative discourse prevent them from questioning the directions and motivations of those above them.

For teachers like these who are unwilling, or perhaps unable, to question their own practice (of willfully perpetuating the practice assigned to them from above), outside invitations for self-reflection are not usually met with open acceptance. Their personal investments in their identifications in an authoritative discourse often preclude any meaningful negotiations with the self. When such negotiations are enabled, the experience is tension-filled and conflict-laden as teachers must let go of long-held identifications in the light of new possibilities. The presence of educators’ conscious and unconscious conflicting actions and beliefs speaks to Pile and Thrift’s (as cited in Couture, 2005) suggestion that one can be caught up in the conflicts of wanting to know, not knowing, and not wanting to know.

What Does Teacher Identity Have to do With Implementing DPA?

Regarding the role of the teacher with program implementation, physical educators George and Kirk (1988) suggest that:

It is widely accepted in the literature on change and innovation in education that the teacher plays a key role in determining the success or failure of a new initiative. Even within this view, though, the teacher’s part in innovation often remains a fairly restricted one, centred on the efficient implementation of new content or methods within the classroom. (p. 145)

The place for identity formation in education must make room for the teachers themselves, especially as they encounter change through new curricula, initiatives, and programs. Although to some the introduced change might be misunderstood to be limited to the explicitly written DPA program, it is important to recognize that a change in educational practice must also encounter the motivations and desires of the teachers and administrators charged with “implementation.” With this perspective, one can appreciate the “notion that change involves a conversation between the self (identity) and new sets of circumstances that are external to the self” (Carson, in press). To this Pinar (2004) further offers:

Even when we resist social trends and political directives, we are reconstructing ourselves in terms of those trends and debates and our resistance to them. In studying the politics of identity, we find that who we are is invariably related to who others are, as well as to whom we have been and want to become. (p. 30)

Looking at curriculum this way, one can further recognize that PE teachers themselves are complex subjects who must wrestle with their own conscious and unconscious desires and beliefs in response to new teaching and learning events. As Britzman (1998) might suggest, the DPA responses of various educators, especially for those who reveal a conflict in various contending discour-

ses, might be viewed as contested objects for the sometimes lost teachers-as-subjects. Understanding that educators' conflicting desires and beliefs (influenced by the discourses in which they find and identity themselves) result in their own feelings of tension and dissonance, it is a useful exercise to look closely at the discourses, desires, and beliefs involved in identity formation. Furthermore, with such a framework, it is also possible to recognize the manifestations of certain conflicts as they represent themselves as different teacher responses. If we are to accept that the implementation of a curriculum or initiative is much more than training teachers in the ins and outs of a new program, then such an acceptance ought to place an honest focus on developing the teacher. In so doing, teachers may be repositioned more appropriately as being the acting subject of change (Carson, in press). Recognizing that the role of teacher identity continues to be curiously overlooked in teacher development literature, Carson suggests,

It is precisely the identity of the teacher that is being re-negotiated in socially transformative educational reforms. [Educational initiatives are] being introduced within the contexts of already existing identities that have been constructed by social norms, school structures and curricula, of times past.

Although some might argue with the identification of DPA as a "socially transformative educational reform," consider that transformative physical education and physical activity have the potential to improve not only the quality of life of Canadian students, but their longevity.

Questioning educators' responses to the DPA initiative requires that one pay close attention to what is said and done, as well as to what is not said or done. For whether they are aware or not, teachers are influenced by their reliance and dependence on "narrative conventions, modes of reasoning, categories of thought, styles of meaning making, and taken-for-granted values on comportment, responsibility, and blame" (Britzman, 2003, p. 11). That is, the discourses that are prevalent in the educational institution both enable and limit what may be spoken or done by its participants.

Enabling and Limiting Educators' Responses: A Space Filled by Three Discourses

As there "is always more than one discourse in any institution" (Britzman, 2003, p. 11), educators faced with implementing DPA (and in the process, addressing their own identities) teach in a space that is filled by three predominant discourses: an authoritative discourse, a discourse of the profession, and a discourse of experience. As Sparkes (1991) explains, "all discourses are socially constructed and contain rules that guide their use.... These rules, both tacit and explicit, govern what is said and what remains unsaid when we speak or write" (p. 111). Furthermore, the spoken and written text refers to manifestations of "practices organized within particular discourses" (Tinning, 1991, p. 3) and includes both oral and nonverbal communications. In this sense, a discourse can be understood as:

A socially accepted association among ways of using language, other symbolic expressions, and "artifacts" of thinking, feeling, believing, valuing, and acting that can be used to identify oneself as a member of a socially meaningful group or "social network," or to signal (that one is playing) a socially meaningful "role." (Gee, 1996, p. 131)

Figure 1 illustrates the overlapping spaces in which these discourses are situated. These three discourses represent dominant institutionalized ways of thinking in the school environment; they are effectively social boundaries that both enable and limit what teachers can actually say and do. As some of these discourses are privileged at the expense of others, teachers' responses to DPA also become enabled while also becoming limited. In other words, some responses become permissible and others become impossible.

Understandably, other discourses could also be identified in the educational institution (e.g., experiences closely related discourse of common sense), but for the purposes of our discussion, these three are suggested as most salient and relevant.

An authoritative discourse might be understood as the dwelling space of policymakers who helicopter over both teachers' experience and the "expertise" of the profession. Although an authoritative discourse predominantly limits rather than enables teachers' reactions to DPA, it is not suggested that a discourse of experience claims a higher ground. In fact Britzman (2003) recognizes the problems in myths of experience in which experience itself is claimed as the "real ground of knowledge production" (p. 30). As experience is misrecognized to "guarantee essential truths" (p. 30), remembered experience becomes remarkably similar to notions of common sense. As Britzman explains,

For example, conventional wisdom such as "we learn by experience," or "experience is the best teacher," legitimizes the regime of a particular discourse on experience. And while such slogans are taken up as common sense, what is expressed in actuality is a discourse of common sense. As a discourse, common sense takes up what is already known—the obvious—and hence resists explanations about the complications we live. (p. 30)

With this understanding, one should recognize that in a discourse of experience, educational change may not necessarily be any better off than in an authoritative discourse. Individual teacher knowledge through experience, though insightful, does not acknowledge the value of a collective constructed truth.

The discourse of the PE profession offers a space in which the inter-objective knowledge of individuals in their group may be recognized. Although it is not

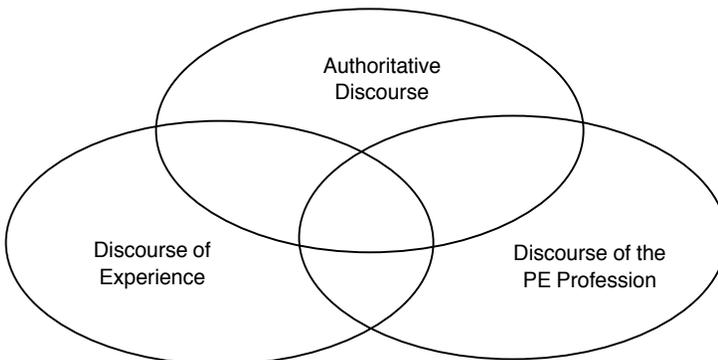


Figure 1. Representing the shared space of discourses.

believed that other discourses ought to be occluded altogether in educational institutions, it is believed that a discourse of the PE profession should nonetheless be privileged. It is important to emphasize here that a discourse of the PE profession is not the same as the discipline-specific authoritative discourses set off by the Sputnik satellite-launching and consequent educational reform initiatives; physical education too was “hijacked” by the “real” subject authorities as United States presidential candidate John F. Kennedy exploited American anxieties with his “Get America Moving” campaign (Pinar, 2004). The discourse of the profession is one of teaching, characterized by decision-making based on engagement with students, concern for children’s affect, and controlling one’s choices (Toll, 2002). This is not a discourse characterized by reflective educational changes based on the experiences of individual teachers, but rather a discourse of teaching in which many teachers engage.

In other words, the sense teachers have of themselves and their work reflects a discourse—a way to be, think, talk, and believe about teaching—that shapes their work and yet, on the other hand, is shaped by their participation in the discourse. (p. 320)

In the shared spaces of the three discourses of authority, experience, and the PE profession, it would seem that the shared central space might represent a place where “everybody would be happy.” Although large-scale educational change could be envisaged to occur most freely in such a space, it is nonetheless important still to recognize the continued push-and-pull of the discourses on the identity negotiation of those charged with change. Although some individuals might find such a space comfortable, others might experience a sort of cognitive dissonance when they are able to recognize an incompatibility of cognitions between discourses. With this awareness, it becomes possible for the subject to renegotiate identity, whereby it also becomes necessary to recognize what the subject hopes to identify.

Consider Table 1, which represents our view of the three discourses and DPA. These three discourses represent distinct but intertwined institutionalized ways of thinking that effectively limit what can be said about various topics including DPA. Although these discourses may include practices (and rationale for those practices) that are speakable or justifiable in other discourses, by their nature they more importantly limit what may be spoken about or acted on in schools. As teachers are asked to implement DPA in environments where some of these educational discourses are privileged at the expense of others, they may become engaged in their own tension-filled negotiations of identity. That is, it is not that one discourse totally dominates others; the key is to understand that each discourse produces responses to what it is not.

The above claim that the DPA mandate has taken away the legitimate subject-authority and professionalism of physical educators, devalued the work that they do, and further undermined the value of physical education itself can be further understood by referencing the discourses outlined in Table 1. The authoritative discourse that is privileged when initiatives such as this are mandated occludes discourses of the individuals’ experience and the PE teachers’ professional group (i.e., if teachers hope actively to avoid both external and internal conflict). Given little choice, educators are expected by those with

Table 1
Discourses and DPA

| | <i>Authoritative</i> | <i>Experience</i> | <i>PE Profession</i> |
|---|---|---|--|
| Source of Authority (Who is the authority of the discourse?) | Policy Makers | Individual Teachers | Body of Experienced Experts |
| Nature of Truth (What constitutes physical education?) | Static knowledge is authoritatively imposed from those with power and is received from "above." | "Real" or useful knowledge is gained through one's subjective experience according to personal or private criteria. | Knowledge is an "inter-objective construction" and the self is an active player in the making of shared and agreed-upon meaning. |
| Identity Formation (Allegiance of the subject and key elements of identity) | The subject surrenders an allegiance to those with greater power. Identity does not matter. There is simply no space for issues of teacher identity in curriculum implementation. | The subject's allegiance is to the self's experiences and interpretations. Individual identity negotiation may occur. However, such negotiations are only made in response to one's experiences. | The subject identifies with a group and as such accepts a shared allegiance to the group. Identity negotiation through identification and rejection with others predominates. |
| Pedagogical Implications (Responses to DPA at the classroom, school, or jurisdiction level) | The subject teaches what and how he or she is told by authorities. 1. Implement DPA as directed. 2. Do not implement DPA but mistakenly believe he or she is. | The subject teaches what and how he or she does based on his or her perceived experiential successes. 1. Implement DPA as personal experience and context support the initiative's rationale. 2. Do not implement DPA as personal experience and context do not support the initiative's rationale. | The subject teaches what and how he or she does based on his or her group's perceived educational successes and privileged knowledge. 1. Do not implement <i>universal</i> DPA. 2. Implement QDPE. |

power (provincial ministries, local school boards, and principals) to implement DPA regardless of any potential conflict in the self's negotiation of identity (with the self and in relation to the group). Teachers who are most influenced by this discourse ultimately either do as they are told or misbelieve that they are doing so (while they unconsciously simplify, misinterpret, and imagine).

Alternatively, teachers might reject the authoritative discourse, and the top-down implementation expectations that characterize it, and make their decisions (again, both conscious and unconscious) based on their own experiences and beliefs. In the end, it might look as if they are players in the authoritative game (when they support DPA), but their intentions are quite different. Teachers here implement DPA because their personal experience tells them that it is a reasonably good idea. In this group of teachers who are heavily influenced by the discourse of experience are also teachers who might reject

DPA's implementation as their experience has revealed that DPA might not be appropriate for their educational context.

Finally, to those teachers who are mostly influenced by the scientifically based discourse of their PE profession, their rejections are not necessarily based on their own experiences (although these experiences may certainly also reject the DPA initiative), but rather are based on a shared knowledge that universal implementation is questionable. The above-mentioned example of high school resistance illustrates that there exists a large group of educators who continue to reject the authoritative discourse while privileging their own.

Stand Up and Speak Out: Reclaiming Our Space and Voice

In order for PE teachers to maintain their subject-authority and professionalism, they must together reject any manifestations of authoritative discourses that would not be supported by the discourses of experience and the profession. It is recognized that mandated initiatives may also be accepted as practical and meaningful to the individual and the group. One example might include the relatively successful implementation of the *PE Program of Studies* (Alberta Learning, 2000). This new PE curriculum required little renegotiation of identity or rejection of the profession's perspective; indeed PE teachers' experiences and collective professional knowledge supported the values and principles of the resource. Second, consider that Alberta Learning (2004) recognized that "the best way to implement daily physical activity would be to schedule daily physical education" (p. 11). It is suggested above that QDPE is the position of both the profession and of many individual PE teachers. Consequently, the implementation of a QDPE initiative would probably garner greater acceptance (by the PE community) as teachers would not be required to make huge sacrifices in their identity negotiations.

With respect to DPA, it is also important to recognize that although we argue that the *universal* implementation of such a "short-term and reactionary response to a systemic health issue" (J.-C. Couture, personal communication, April 18, 2006) presents a number of pedagogical implications, especially with respect to teacher identity and the dominant discourses of the educational institution, there is still nonetheless a place for DPA in Canadian schools. The problem is that mandating and expecting all schools to implement such an initiative offers little more than a "fragmented and de-contextualized response to a [complex and emerging] societal issue" (J.-C. Couture). However, individual teachers and schools have implemented daily physical activity programs (through QPDE and/or successful intramural and extracurricular programs) in the past, and conceivably they will continue to do so. Attentiveness to the educational context, which includes a careful consideration of educational discourses, teachers' identities, and students' needs, is especially important for physical educators in the implementation of quality physical education and physical activity programs for youngsters. By allowing for a privileging of the discourse of the PE profession, it is possible to leave DPA decisions to those who "know best."

By introducing an educational initiative that occludes the discourses of experience and the profession, educators' teaching experience and the privileged knowledge of their profession are devalued. For such initiatives to be successful, the experiences of the teacher and the knowledge of the profes-

sion must be congruent with the motivations of authorities. By including teachers and their organizations in the design and implementation of programs or initiatives, such a congruency becomes possible as the intentions and desires of the authorities are replaced by those of the key players. As Pinar (2004) suggests, “educators—in collaboration with colleagues in higher education, and in conversation with parents and students” must be able to “exercise greater control over what they teach ... permit[ing] ongoing curricular experimentation according to student concerns and faculty interest and expertise” (p. 196). Such a scenario allows for implementation that welcomes teachers to negotiate new meanings in identity that will not require abandoning all that is held dear. When identity negotiation is more freely able to occur as teachers encounter new teaching and learning situations, the discourses of authority cannot limit what teachers may say or do. Through discourses of experience and the profession that welcome self and group dialogue, identity negotiation can be given its proper place in curriculum and program implementation.

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