THE EMOTIONAL DIMENSIONS OF PHYSICAL EDUCATION
TEACHER KNOWLEDGE

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Much has been written over the years attempting to explain what it is like to be a physical educator. One consistent line of inquiry has sought to understand how physical educators experience the day-to-day life of the profession. Starting with Locke’s (1974) description of “what the tourists never see,” many scholars have described both the joys and satisfactions of teaching physical education (PE), along with its bumps and bruises (e.g., marginality, role conflict, lack of funding). This line of inquiry can be aptly labeled the emotional dimensions of the PE teaching occupation.

Slightly more recently and in a bit different direction, another line of inquiry has emerged seeking to address the question: What do effective teachers know that enables them to competently teach diverse groups of students? Most work in this area evolved from Shulman’s (1987) classic categorizations of teachers’ knowledge and has sought to classify and elaborate the wide-ranging areas of knowledge that effective teachers possess and ineffective teachers lack. The newest elaborations in this area have concentrated on describing the emotional knowledge that teachers possess or fail to possess about their students and its intersection with more disciplinary based forms of content, curriculum, and pedagogical knowledge (e.g., Hargreaves, 1998, 2001; McCaughtry, 2004, 2005; Rosiek, 2003). We label this second line of inquiry the emotional dimensions of knowledge about students.

In this chapter, we seek to connect these two areas of inquiry by suggesting that teacher emotion and emotional understanding lie at the heart of both. Although the linkages may not be readily apparent, our assertion that teaching PE is emotional practice (Denzin, 1984), or as some might say emotional labor (Hochschild, 1983), positions emotion both at the heart of physical educators’ career satisfaction and progression and as foundational to their ability to connect with young people, facilitating their passion and desire to learn. Therefore, to adequately conceptualize the emotional dimensions of PE teacher knowledge it seems only logical to focus dually on the emotions embedded in the career experience, and then more succinctly on the intersection between emotions, students, and teachers.

We begin this chapter by providing a theoretical framework for conceptualizing teacher emotion in PE. This section is followed by a review of multiple lines of research literature falling into two broad categories: teachers’ personal emotions as they relate to PE, and how teachers’ emotional understanding of students informs their pedagogy. Next, we provide our thoughts
on how this collective work can inform evidence-based practice and future areas of research, concluding with a summary of key findings and reflective questions for discussion.

Theoretical framework

As background for this review of the emotional dimensions of PE teacher knowledge, this section makes three theoretical points. First, teaching PE is emotional practice and best viewed through a pragmatic perspective on emotion and human experience (Denzin, 1984). Second, emotion is a central feature in how teachers experience their careers, including how they make decisions about teaching and their career development (Hargreaves, 2001). Third, the ways that teachers emotionally understand and connect with students intersect with all other forms of disciplinary knowledge (e.g., content, curriculum, pedagogical) to influence their thinking and decisions about teaching (Hargreaves, 1998; McCaughtry, 2004, 2005).

Emotion is one of the most nebulous and controversial terms in all of scholarly discourse. In some disciplines like cognitive psychology or cognitive neuroscience it has a very precise meaning and is differentiated from other similar physiological or psychological ‘constructs.’ In other fields like sociology its use is more general, encompassing a range of dispositions like affect and feelings. In this chapter, we adopt a more Deweyan pragmatic conception of emotion that not only fails to draw sharp boundaries between related emotion-like constructs (e.g., affect, feelings, efficacy, motivations, attitudes, values, etc.), but also makes the case that it is difficult, and even at times absurd, to attempt to differentiate the human experience into discrete qualities like cognition, emotion, physical, and so on. Long ago, Dewey (1958) argued that human experiences are at one and the same time cognitive, emotional, and physical:

> It is impossible to divide in a vital experience the practical, emotional and intellectual from one another and to set the properties of one over against the characteristics of the others. The emotional phase binds parts together into a single whole; “intellectual” simply names the fact that the experience has meaning; “practical” indicates that the organism is interacting with events and objects which surround it. (p. 55)

In essence, to more fully understand any human experience in its complexity, whether it be riding a bike, performing mathematical calculations, or teaching first graders to skip, we must remain open to the cognitive, emotional, and physical qualities of the experience and the ways they intersect within individuals and among groups. For Dewey (1958), not recognizing the holistic nature of human experience risks simply providing selective emphasis on certain qualities over others:

> The only way to avoid a sharp separation between mind which is the center of the processes of experiencing and the natural world which is experienced is to acknowledge that all modes of experiencing are ways in which some genuine traits of nature come to manifest realization. The favoring of cognitive objects and their characteristics at the expense of traits that excite desire, command action and produce passion, is a special instance of a principle of selective emphasis. (pp. 24–25)

Dewey’s (1958) work reminds us to look at the human experience holistically and avoid the impulse to micro-parcel it into discrete psychological constructs or section out and privilege cognition over other forms of understanding. Hence, in this chapter we adopt a broad
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perspective on the concept of emotion and use it to attempt to make sense of a range of phenomena in PE teachers’ lives and the research that portends to capture it. We do so while also recognizing the contradictions involved in both arguing for a holistic view of human experience while at the same time examining only one side of it, namely the emotional side.

While Dewey’s writing often connected his pragmatic view of human experience with education by emphasizing how education can best be molded to ‘the child,’ others focus more attention on understanding the experience of teachers. Most importantly, scholars from diverse perspectives have identified teaching as emotional practice or emotional labor (Denzin, 1984; Hochschild, 1983; van Manen, 1995). As a helping profession, teachers are called on to understand their own emotions, interpret those of students, transform subject matter into meaningful experiences, and excite students to learn. As Hargreaves (1998) pointed out, schools are fast paced, communication-intensive, and emotionally draining places to work, much less thrive and survive. He argued that it is by understanding the emotional dimensions, or rather ‘geographies,’ that we can understand what it feels like to be an everyday teacher, and begin creating more emotionally viable systems of education that support teachers better and lead to less burnout and attrition (Hargreaves, 2001). It is also by examining the emotional dimensions of the teacher-student educative process that we can assist newer teachers in understanding their students as more than passive recipients in need of physical or cognitive growth and development. After all, we now fully realize based on the recent generation of research on youth perceptions of PE that students are far from passive recipients of instruction, and instead actively read the emotional landscapes of classrooms, adjusting their in-class effort and performance accordingly (e.g., Tischler & McCaughtry, 2011).

PE as a profession has benefitted immeasurably from the many diverse ways in which scholars have examined the emotional dimensions of the physical education teaching occupation. While research on teachers’ working conditions and career development rarely uses an explicit emotion-based theoretical lens, much of it has an emotional grounding or underpinning and as such contributes to our global understanding of what it feels like to be a teacher. For example, work in the areas of PE teacher marginalization (O’Sullivan, 1989), burnout (Carson, 2006), and induction (Stroot, 1993) shows us the feelings involved in teaching subject matter with lower status, few reward structures, high repetition, and intense reality shock when transitioning from comfortable teacher education programs into the hectic world of schools. Still other work in areas like teacher self-efficacy (Bandura, 1997), curricular value orientations (Ennis, Ross, & Chen, 1992), content decision making (Ferry & McCaughtry, 2013), and professional development (Patton, Parker, & Neutzling, 2012) illustrates how teachers’ feelings about educational purposes and their role in the educational process affect their willingness to learn new strategies, offer a diverse range of movement content in their classes, and develop professionally. Collectively, work in these areas often says nothing explicit about teacher emotion, but when read more deeply, emotion seems to infiltrate the entire scope of how teachers experience their work. They choose to teach some content over others at least partly because of how they ‘feel’ about content. They participate in professional learning because of how they ‘feel’ about the content being presented, about the presenter, about their confidence in enacting new strategies, and about their role in the change process. And, they succeed, persevere, burn out, or leave the profession based on their ability to emotionally manage teaching a marginalized subject, find a fulfilling way to deal with stress, and navigate their first few uncertain years. As a result, a review about the emotional dimensions of PE teachers’ knowledge must begin by capturing the diverse range of work that chronicles the life of teachers, because it is an irreducible part of knowing about teaching.

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By contrast, a second line of inquiry into the emotional dimensions of PE teachers’ knowledge of students has focused on the role that teachers’ emotional understanding and connections with students plays in their thinking and decisions about content, curriculum, and pedagogy. In 1987, Lee Shulman proposed a categorization system to identify the types of knowledge that separate effective and less effective teachers (e.g., curricular, pedagogical, content, pedagogical content, and so on). Based on his and related typologies (e.g., Grossman, 1990), many scholars set about studying knowledge differences between novice and experienced teachers, especially in physical education (e.g., Rovegno, 1992, 1993, 1998; Schempp, Manross, Tan, & Fincher, 1998). McCaughtry (2004, 2005), however, soon argued that typologies of teacher knowledge often included a category of ‘knowledge about students,’ but more often than not this category focused exclusively on student cognitive or motor development issues such as developmental patterns, stages of development, common learning errors, learning cues and the like. According to McCaughtry (2004, 2005), a missing piece in the teacher knowledge puzzle was teachers’ emotional knowledge of students. He found that, in reality, many of the thought processes and decisions that physical educators make regarding disciplinary issues like content, curriculum, and pedagogy are in fact ‘filtered’ through their emotional knowledge of and connections with students (McCaughtry, Barnard, Martin, Shen, & Kulinna, 2006). Said differently, expert and experienced PE teachers do things like structure curriculum, scaffold content, give feedback, manage classes, and evaluate students based in large part on how they emotionally understand and connect with learners.

This second line of inquiry into the emotional dimensions of physical education teachers’ knowledge of students has unfolded in a number of directions. Some work has specifically sought to connect teachers’ emotional knowledge of students with their pedagogical decision making (McCaughtry, 2004). Other studies have examined how PE teachers’ pre-professional and professional socialization impacts their abilities to understand the emotional side of teaching students (Flory & McCaughtry, 2014). Still more studies have examined how teachers establish emotional connections with and among students in relation to socio-cultural issues like gender, race, and urbanization (Flory & McCaughtry, 2011).

Collectively, these various strands of inquiry illustrate the intersection between teachers’ emotional knowledge of students and their more disciplinary forms of understanding. Expert and experienced teachers do not view students as developmental automatons receptive to mechanical content instruction and practice. Rather, the teacher emotion literature shows that a majority of teachers’ instructional practices are interwoven with how they understand and interact with students emotionally, and we now realize that emotional understanding encompasses a great many things such as care, respect, flattening masculinity hierarchies, shared decision making, and many others (Tischler & McCaughtry, 2014).

**Emotional dimensions of the physical education teaching occupation**

Locke’s (1974) thorough examination of PE teachers’ work lives revealed a continuum of (sometimes paradoxical) emotions inherent in their everyday realities. In the decades that followed some scholars have explicitly used emotion as a foundational construct when examining how teachers know different aspects of their work, while others have researched a particular topic from which teacher emotion was found to be a current that cut across the strand. Below we survey research concerning how teachers know their work and focus on the emotional dimensions inherent in the findings.
Emotional dimensions of teacher knowledge

Marginalization

Teachers’ feelings of marginalization are well-documented phenomena in the PE literature (O’Sullivan, 1989). Whipp, Tan, and Yeo’s (2007) work with experienced teachers revealed a range of factors that informed their decision to leave the profession. Negative feelings associated with a lack of respect, a lack of genuine ability to make decisions and participate in meaningful professional development, and ‘untenable’ workloads all left the teachers with a sense that there were no real opportunities to advance beyond feelings of monotonous routine. In contrast, Lux and McCullick (2011) identified four strategies that one teacher used to navigate her work and avoid feelings of marginalization. These included building close relationships with parents, students, and the wider community; developing relationships with like-minded and respected faculty; acquiring a range of resources; and developing a close friendship with a colleague. While on the surface these may not appear to be ‘emotional aspects’ per se, it was clear in the findings, and in general, that positive emotional relationships and the process of building programs can be very rewarding and emotionally sustaining experiences.

Burnout

Relatedly, additional research has documented that teachers’ work in marginalized environments over periods of time can give rise to feelings of teacher burnout (Carson, 2009). Teacher burnout is characterized by feelings of exhaustion, anxiety, being overwhelmed, and feeling isolated. Factors that can lead PE teachers to experience feelings of being burned out include “insufficient remuneration, unreasonable time pressures, role conflicts, lack of resources, feelings of isolation, a generally negative view of [PE] held by the wider school and community, and a lack of [PE] specific professional development” (Carson, 2009, p. 242). Carson (2006) found that feelings of burnout accumulated as the workday progressed. This was especially so for high burnout teachers. Further, daily feelings of burnout were associated with perceptions of performance, while efforts to control emotional expression increased levels of burnout. Compared to teachers with low to moderate feelings of being burned out, high burnout teachers were more likely to work in the most challenging contexts.

Teacher induction

Teachers who are in the induction phase of their socialization are in a critical transitionary stage, thus, it should not be surprising to learn that these experiences elicit a range of emotions (Curtner-Smith, 1997; Lawson, 1986; Schempp, Sparkes, & Templin, 1993; Stroot, 1993). Research on teacher induction is littered with salient emotion based descriptors such as, shock, surprise, grueling, challenge, boredom, worn out, isolated, fear, and doubt. For example, Flory and McCaughtry (2014) found a number of emotional currents among three new Caucasian educators as they related to teaching culturally relevant PE in racially and culturally diverse school environments, including fear and empathy, among others. For one teacher, working in an unfamiliar community and school setting fomented feelings of culture shock and fed negative affect surrounding the actions and behaviors of racially diverse minority students and families.

Self-efficacy

While not explicitly portrayed as an emotional dynamic, we see teacher self-efficacy as informative to teachers’ emotions. Martin, McCaughtry, Hodges-Kulinna, and Cothran (2008) reported
that teachers who had higher levels of self-efficacy toward teaching active PE classes were found
to have more favorable attitudes, greater efficacy to overcome barriers, and stronger feelings of
control when compared to teachers who were less efficacious. Teachers low in instructional
self-efficacy were more likely to experience anger at undesirable student behavior, whereas
teachers high in instructional self-efficacy were more apt to encourage and persist in helping
their students learn (Bandura, 1997).

Teachers’ curricular value orientations

Research on teachers’ curricular value orientations (CVOs) is another way to view ways that
emotion mediates how teachers know and enact their work. Ennis et al. (1992) found that
teachers with a disciplinary mastery/learning process orientation were more readily able to
maintain consistency between stated values and actual teaching behaviors. In contrast, teach-
ers with an ecological integration/social reconstruction orientation found it more difficult
to maintain this consistency, and the authors suggested a range of learner, instructional, and
contextual features limited this group’s ability to enact these values in their curricula. Indeed,
research suggests that community and education contexts can influence how teachers’ CVOs
impact their pedagogy (Ennis & Chen, 1995). For a more extensive discussion of both teacher
efficacy and CVOs see Kulinna and Cothran (Chapter 36, this volume).

Teachers’ emotional connections to curricular content

Early studies from this strand have revealed secondary teachers’ emotional connections to
specific physical activities (e.g., love, comfort) to be a critically informing feature in how they
perceive and ultimately choose curricular content. An initial study by Ferry and McCaughtry
(2013) found that one group of secondary PE teachers’ exclusive selection of sport was
grounded in their biographically based love affairs with sport. Ferry and McCaughtry (2015)
then examined teachers’ curricular decision making with an eye toward understanding how
content knowledge informed this practice. Far from being solely a neutral/cognitive kind of
knowledge, knowing and performing different physical activities (PAs) pedagogically was a
particularly gendered proposition for the teachers. They experienced ‘comfort’ teaching cer-
tain PAs, anxiety and fear at teaching PAs that clashed with their gendered knowledge and
identities, and at times felt guilt for not stretching their comforts in order to diversify their
curricula.

Teacher change

Considering the social and psychological difficulties traditionally associated with teacher change,
this research is well positioned for review from a teacher emotion perspective. Patton et al.
(2012) examined facilitators’ knowledge and experience with ongoing PE professional develop-
ment. They found that facilitators’ considerations of the teachers’ emotions were critically linked
to making sure they understood what they were ‘bringing to the table,’ so they could create
learning communities in which teachers felt safe and comfortable with the process. Cothran
(2001) in her examination of six teachers’ individual attempts at curricular change found that
different stages of change elicited different emotions. Emotions ranged from dissatisfaction with
the status quo to disappointment with what students were learning. They experienced feelings of
frustration and tension as they implemented content and utilized instructional strategies that
were foreign. On the positive side they demonstrated eagerness to share with others what they had developed, as well as satisfaction with the positive student engagement that resulted.

**Emotional dimensions of teachers’ knowledge of students**

Research examining the emotional dimensions of teachers’ knowledge of students and the ways in which it intersects with teaching practice started emerging in both the general education field (Day & Leitch, 2001; Hargreaves, 1998, 2001; Rosiek, 2003; Zembylas, 2002) and in PE (McCaughtry, 2004, 2005) during the late 1990s and early 2000s. In PE, McCaughtry (2004, 2005), for example, published a series of case studies specifically examining ways that emotional understanding of students influenced teachers’ curricular decisions, in-lesson pedagogies, class management, and theories of learning/development. These papers emphasized a theoretical point about the importance of conceptualizing categories of teacher knowledge, like pedagogical content knowledge, as a unity between disciplinary forms of knowing about teaching and the inter-relational forms of knowing that teachers develop with students through practice.

**Emotional knowledge of students and the induction process**

Going beyond explicit attempts to describe teachers’ emotional knowledge of students and its correlates with practice can yield valuable insight, and a number of research threads have done just that, though sometimes outside the bounds of emotion-specific terminology. For instance, researchers have used various socialization models to investigate how emotional knowledge of students is facilitated or hindered from developing during the pre-professional (before teacher training), professional (during teacher training), and induction (first three years as a teacher) stages. For example, Flory and McCaughtry (2014) traced three induction teachers’ emotional biographies to illustrate how early experiences with families, community cultures, and youth sport eventually shaped their abilities to relate emotionally to urban students in their first teaching positions. Similarly, Wilkinson, Harvey, Bloom, Joober, and Grizenko (2013) demonstrated how early informal teaching and community work affected physical education teacher education (PETE) students’ views about being caring teachers and understanding the educational experiences of students with disabilities.

**Developing emotional knowledge of students during PETE training**

Other PE scholars have examined the specific impact that professional teacher preparation in PETE programs has had on pre-service teachers’ emotional understanding of students. Oliver and Oesterreich (2013), for instance, explained how using a ‘student-centered curriculum as inquiry’ approach to teacher education led to important emotional understanding and new ways of thinking about PE content selection among undergraduate PE majors. Similarly, McCaughtry and Rovegno (2003) showed that when pressed to avoid blaming students for classroom difficulties, pre-service teachers developed emotional understanding which helped them read the classroom landscape more effectively and connect better with students around learning. Klemola, Heikinaho-Johansson, and O’Sullivan (2013) likewise explained how ‘social and emotional learning’ modules enabled PETE students to listen to students’ emotions better and respond more effectively to facilitate learning, and also how to use their own emotions to reduce students’ off-task and inappropriate behaviors.
Researchers also have explored the intersection between teachers’ emotional understanding of students and their pedagogical practice in relation to a number of socio-cultural factors, including gender, race, and urban contexts. McCaughtry (2004, 2006), for example, produced a series of studies that spotlighted one new physical educator's journey from naive entry into teaching, to identification of gender injustices over time, and finally her political maneuvering and implementation of strategies working with girls to eliminate physical activity barriers and develop a more equitable educational environment. Her journey chronicled the development of emotional understanding and the pursuit of pedagogical and political reform.

Another strand of gender based teacher emotional work is evidenced by the participatory action research of scholars such as Azzarito and Katzew (2010), Enright and O’Sullivan (2012), Oliver and Hamzeh (2010), and Oliver, Hamzeh, and McCaughtry (2009). Collectively, this work examines strategies teachers and researchers working with young people use to build emotional understanding, critique physical culture and PA constraints, and envision/construct heightened critical consciousness and more equitable conceptions of self and PA opportunities.

Tischler and McCaughtry’s (2014) work chronicling the interplay of multiple male masculinities in the PE context represents another lens through which to view teacher emotional understanding of students. Their study spotlighted how one male physical educator read the landscape and interplay of boys’ masculinities in PE and the process through which he developed an adventure based system that both flattened and narrowed masculinity hierarchies, and in so doing produced a more equitable platform for all students to learn.

Beyond gender related issues, however, PE scholars also have examined teachers’ emotional knowledge of students in relation to racial awareness/understanding and multicultural pedagogies. For example, Harrison, Carson, and Burden (2010) found that teachers of color possess greater multicultural teaching knowledge and skills than White teachers. White teachers educated in cities, however, possessed significantly greater multicultural teaching knowledge than those in rural areas. Somewhat similarly, Columna, Foley, and Lytle (2010) reported that female PE teachers value and implement cultural pluralism to a greater degree than their male counterparts and that both groups valued cultural pluralism more than they implemented it. Examining a service-learning program during post-hurricane Katrina disaster relief, Domangue and Carson (2008) described how participating in the experience built teachers’ emotional understanding in the form of cultural competence through consistent engagement, cultural exposure, and engaged instruction.

Finally, several urban PE scholars have explained ways that knowledge of students serves as an ‘emotional filter’ through which teachers understand and operate in urban schools. McCaughtry et al. (2006) were the first to describe this filter effect by showing how the ways in which urban PE teachers emotionally understood their students influenced their approaches to dealing with educational challenges. These challenges included dealing with insufficient instructional resources, providing culturally relevant instruction, coping with school and community violence, selecting relevant content, and negotiating the ‘culture of basketball.’ Later, Flory and McCaughtry (2011) explained four key principles of culturally relevant physical education in urban schools that were grounded in emotional understanding between teachers and students. These were demonstrating global and discipline specific care, increasing respect by reducing hierarchies among students and between teachers and students, valuing multilingual and urban styles of communication, and teaching locally relevant and accessible physical activities.
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Implications for evidence-based practice

Pre-service teachers can increase their emotional understanding of ways students engage in and learn PA. There are a number of different approaches and methods available to help PETE students develop, depending on the ‘kind’ of emotional understanding desired. For example, post-lesson processing with a specific focus on the influences of teacher and student emotion during lessons can help pre-service teachers learn to use emotion as a lens through which to more thoroughly interpret lesson events from the viewpoints of both teachers and students. Further, research on professional development has pointed to the importance of understanding and addressing teachers’ emotions when designing and facilitating ongoing opportunities for growth when learning new content, curricular models, and instructional strategies, etc.

Developing an emotional understanding of one’s students is not something that is a one-time or periodic pedagogical action. Rather, it should be viewed as an integral and continuous part of every area of a teacher’s daily work. This is part of an ongoing cycle of learning about one’s students, planning, and delivering instruction with this knowledge, assessing results, and seeking further understanding of one’s students in relation to program goals. Effective teachers have an emotional understanding of their students that impacts every aspect of their teaching, including the selection and implementation of curricular models, content, and instructional strategies. Teachers expend great effort in hopes of decreasing the cultural gap between themselves and their students. They seek to increase pro-social rapport and understanding among and between students and create meaningful and educational engagement with a variety of PAs.

Some beginning teachers, especially Caucasian middle class teachers, may struggle to get past their own cultural templates and often view urban minority students from a ‘deficit’ perspective. Considering that Caucasians continue to dominate the teaching field, and that racially and culturally diverse urban schools are those in most need of effective teachers, PETE programs should strive to work more closely with districts and schools to create induction programs that explicitly help beginning (Caucasian) teachers enact more culturally relevant forms of pedagogy.

Future directions

In the wake of the great recession and the increasing presence of charter schools in the U.S. set in the wider education ‘reform’ narrative, researchers might ask how charter schools have addressed issues of preparing teachers to emotionally understand their students and the communities in which they live and attend school. If such schools are truly laboratories for what might ‘work’ and not work, then perhaps some important insights could be gained from teachers who work in these settings.

Induction programs also provide opportunities to explore how teachers negotiate emotional feelings during the first teaching years. While we continue to learn much about teacher socialization, induction, and burnout, research examining the nature and effectiveness of induction programs pairing university PETE programs with school districts has the potential to make a valuable contribution to the literature.

With the exception of some student centered research, much of the research on teachers’ emotional understanding of their work and their students has been conducted in traditional schools in which the ‘regular’ school day has largely remained unaltered. Perhaps larger scale intervention studies that dramatically alter the form and flow of the school day, and thus students’ and teachers’ experience, could shed new light on how to better design and schedule educational environments to avoid some of the more common negative affect experienced by teachers and students in school PE.
Following the work of Carson (2006), and Lux and McCullick (2011), researchers should examine more thoroughly the emotional characteristics of low burnout/exceptional teachers. These unique individuals seem to sidestep many of the pitfalls that result in burnout and marginalization. Findings from this research could further the development of PETE, induction, and professional development programs that increase teacher retention, effectiveness, and happiness.

Finally, in recent years an increasing number of PETE courses, program efforts, textbooks, and research studies have included topics dealing explicitly with issues of teacher emotions. These can help pre-service teachers gain an authentic emotional understanding of their future students. Perhaps a review or comparative study of different approaches to emotional engagement might enhance our understanding of the strengths and areas of improvement within this emerging area of study.

**Summary of key findings**

- Teaching PE in a variety of settings often is accompanied by feelings of marginalization that can lead to feelings of burnout.
- Teachers' connections with the curricular content that they teach is a social, personal, and emotional process; perhaps more so than in any other way in which their knowledge of content could be viewed.
- Efforts to invoke teacher change must consider the teachers' emotional readiness and experiences.
- If professional development programs of all kinds are not viewed as emotionally safe environments, they will likely be less effective than they could be.
- Building close relationships with parents, students, and the wider community; developing relationships with like-minded and respected faculty; acquiring a range of resources; and developing a close friendship with a colleague are strategies teachers can use to work back against marginalizing environments (Lux & McCullick, 2011).
- Particular community and educational contexts will reward certain teacher value orientations more so than others. While secondary PE has historically been a space dominated by hyper masculinity and competitive team sport, research has shown that adventure based physical education can flatten and narrow masculinity hierarchies, and in doing so produce a more equitable platform for all students to learn.
- PETE programs that have components explicitly focused on pre-service teachers developing the ability to emotionally understand students can have a positive impact.
- Teachers' emotional knowledge and understanding of students is dynamic, ongoing, and cyclical. More disciplinary and cognitive forms of teachers' knowledge (such as PCK) does not exist separate from their emotional understanding of the socio-cultural and personal aspects of students' lives.
- All teachers, but especially Caucasian teachers, need to be particularly aware of, and diligently work toward developing accurate emotional understandings of minority students and the communities in which they live and attend school.

**Reflective questions for discussion**

1. Some research surveyed above was not grounded in teacher emotion theory, yet contained findings that document the role emotion plays in teachers' work. What other theoretical
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frameworks and research strands might benefit from being approached or reviewed from a teacher emotion and/or student emotion perspective?

2. How might you respond to someone who suggests that knowing students from emotional, personal, and social and cultural perspectives too closely enters the realm of the personal, and is too dangerous to one’s professional career in an age where being accused of sexual harassment and abuse is too readily a possibility?

3. Considering the literature cited on teacher burnout, marginalization, and induction, create an action plan to design a collaborative induction program linking a university PETE program and a school or school district. Use research on teacher education, socialization/induction, and professional development to help design the program.

4. The literature cited above discusses teacher and student emotion as a general phenomenon while also discussing specific emotions being tied to particular experiences in physical education. Create a schematic that outlines desirable and undesirable emotions experienced by both students and teachers in PE and the contexts in which they often take place.

5. Where negative/undesirable emotions exist (e.g., teachers and students are displeased; teacher is comfortable; students are bored) suggest concrete ways to alleviate or address undesirable emotions so that all parties have a more enjoyable and educational experience.

References


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