

Professional identity of physical education teachers: a systematic review¹

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Abstract

This study aims to analyze the production of knowledge on the professional identity of physical education teachers through a systematic review. The search was conducted in six indexed databases (EbscoHost, Lilacs, Scielo, Web of Science, Eric, and Scopus) covering the period from 2015 to 2022. Descriptors in Portuguese, English, and Spanish (teacher, physical education, and identity) were combined with the Boolean operators AND and OR. After screening and applying inclusion and exclusion criteria, 30 articles were selected for analysis. The findings indicate that the professional identity of physical education teachers is formed from experiences gained during initial training, especially in the Supervised Curricular Internship, in addition to other formative and interventional experiences. We highlight the importance of previous experiences, practical on-site experiences, and autonomy in solving problems in the school context. We also found that professional teaching identity is under constant development and redefinition, requiring reflection on initial training, implementing outreach practices, and in-service training. The study reinforces the need for further research on the impact of new curriculum guidelines and educational policies on the formation of the professional identity of physical education teachers and the development of quantitative instruments to measure this identity.

* English version by Ivy Gobeti. The authors take full responsibility for the translation of the text, including titles of books/articles and the quotations originally published in Portuguese.

1- Data availability: the entire dataset supporting the results of this study was published in the article itself.

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Keywords

Professional identity – Teachers – Physical education – Systematic review.

Introduction

The term identity refers to the essence of the subject (inherited identity) and their recognition/conception (relational identity) in established social bonds (family, school, professional, and relationships). Identity is not rigid or immutable, but rather transitory and flexible, reflecting social transformations and everyday demands that foster a certain identity mutation (Dubar, 1998; Bruhns; Marinho, 2011; Rossi; Hunger, 2020). The process of identity formation requires successive socializing actions that promote interaction between the organism and its physical and social environment, contributing to the internalization of specific cultural traits and social structures, which are preserved or transformed throughout the identification process (Dubar *et al.*, 1997).

Professional identity is understood to reflect a process in which a person gains legitimacy in their profession, ensuring their ability to control their practices, language, and skills in everyday demands. This process is achieved through dialogue between academic knowledge, experiences, and everyday actions, which are reinterpreted in professional practice and through the constant tensions between the individual and society (Giddens, 2002; Dubar, 2009; Rossi; Hunger, 2020).

In the case of teaching, Rech and Boff (2021) and Meyer, Losano, and Fiorentini (2022) point out that professional identity is influenced by the various experiences that the subject establishes, beforehand, in initial training and in the work context itself, especially in the relationships established between the various authors in the educational scenario. Freire (1991) emphasizes that no one is born a teacher, but rather becomes one through the interaction between personality, professionalism, and the way one acts professionally. Nóvoa (2018) agrees with these statements and points out that this process is constantly reflected in practice and reflection on practice, translating identity into being a teacher, that is, what teachers do, how they do it, why they do it, and how they think, speak, and act.

In physical education, the focus of this research, the professional identity of teachers, in addition to the teaching characteristics already mentioned, bears the intersection of biological, physiological, pedagogical, social, and cultural discourses, among others. Thus, according to Flores *et al.* (2019), physical education teachers have specific features in their pedagogical practice that differentiate them from other teachers, since, when working with the body and its languages, they create networks that span representations of identity for themselves and others—peers, fellow teachers, students, parents, etc.

The literature review on teacher identity and professional identity revealed a recurring conceptual theme in discussions based on the assumptions presented by Claude Dubar (1997, 1998, 2009), Stuart Hall (2014), Zygmunt Bauman (2001, 2005), Selma Garrido Pimenta (1996, 2009), and Antônio Nóvoa (1992, 1997, 1999). A consensus

emerged around the concept of identity as the attributes received from the social and cultural context (targeted identity) and the subject's sense of belonging to these attributes, in light of the actions that permeate their teaching professionalism. It presents itself as a complex and dynamic social construct, reflecting the way each person feels and describes themselves as a teacher, the imagery surrounding the profession, and the discourses that circulate in the social and cultural world of/about schools and teachers.

From this perspective, we need to understand how this identity process has been presented in scientific research, portraying teachers, especially physical education teachers. Understanding this process is part of the path to (re)thinking and (re)structuring possibilities that impact teaching professionalism, since professionals carry with them identity configurations that are socially constructed and shaped by everyday school life, which can sometimes reflect how they feel and perceive themselves in the profession, varying according to the moment and context.

Findings in the literature on teachers' professional identity indicate that the most recent systematic reviews were conducted by Morales Escobar and Taborda Caro (2021), Souza and Silva (2020), and Almeida, Penso, and Freitas (2019). Regarding the professional identity of physical education teachers, Pires *et al.* (2017) analyzed theoretical productions on the subject from 2004 to 2014. Meanwhile, Correa *et al.* (2023) looked for theoretical findings in Brazilian studies, and Takayama and Siquelli (2024) brought evidence from Brazilian theses and dissertations on the topic. While there have been previous studies on professional identity in physical education, there is no recent systematic review that has mapped the production of knowledge on the topic at a global level. This study fills that gap by analyzing findings between 2015 and 2022, providing an updated overview of scientific research and identifying current trends in the formation of professional identity in physical education.

Therefore, this article aimed to analyze the production of knowledge on the professional identity of physical education teachers through a systematic review. To this end, we are guided by the following research question: What is the place of occupation and belonging of academic production on the topic of professional identity of physical education teachers based on the curricular changes brought about by the 2015 teacher training resolution?

Methodology

This research is a systematic review that uses the literature as a source of data to outline the evidence related to a topic through synthesis and critical appraisal (Sampaio; Mancini, 2007).

The Cochrane Institute recommends that systematic review studies follow seven steps for completion, namely: 1) formulating the research question; 2) locating and selecting studies in indexed databases; 3) critically evaluating studies; 4) collecting data; 5) analyzing and presenting the data; 6) interpreting the data; and 7) improving and updating the review (Higgins *et al.*, 2019). Gomes and Caminha (2014) caution that at least two independent researchers should be involved and follow pre-established procedures to ensure the quality of the review. In addition, they recommend that reviews follow the

guidelines of the PRISMA 2020 statement, which establishes that a systematic review must meet 27 items subdivided into seven main topics in the checklist, namely: title, abstract, introduction, methods, results, discussion, and other information (Page *et al.*, 2021).

Given that this research is based on Pires *et al.* (2017), the investigative process followed the research form used in the systematic review of the professional identity of physical education teachers, developed by the authors based on the guidelines of Kofinas and Saur-Amaral (2008) (Chart 1).

Chart 1 - Research form for the systematic review on the professional identity of physical education teachers

CONTENT	EXPLANATION
Research objectives	Analyze the production of knowledge on teacher identity in physical education through a systematic review.
Research equations to be tested	<p>"Professor"; "educação física"; "identidade".</p> <p>"Profesor"; "Educacion Fisica"; "identidade".</p> <p>"Teacher"; "Physical Education"; "identity".</p> <p>The expressions were entered in searches for the title, keywords, or summary.</p>
Research scope	The search was conducted on the databases EBSCO host, LILACS, SCIELO, WEB OF SCIENCE, ERIC, and SCOPUS, for articles published since 2015.
Inclusion criteria	Articles published in both national and international journals between 2015 and 2022 show the defined equations for the research in the title, keywords, or abstract.
Exclusion criteria	Articles without an abstract or full text. Articles not available in full. Articles published in languages other than Portuguese, English, or Spanish. Articles discussing identity in the field of physical education without focusing on teaching.
Criteria of methodological quality and validity	Two researchers searched for and defined the studies based on a research form. Differing results were justified and explained by the researchers and analyzed by a third researcher to determine whether or not they should be included in the database.

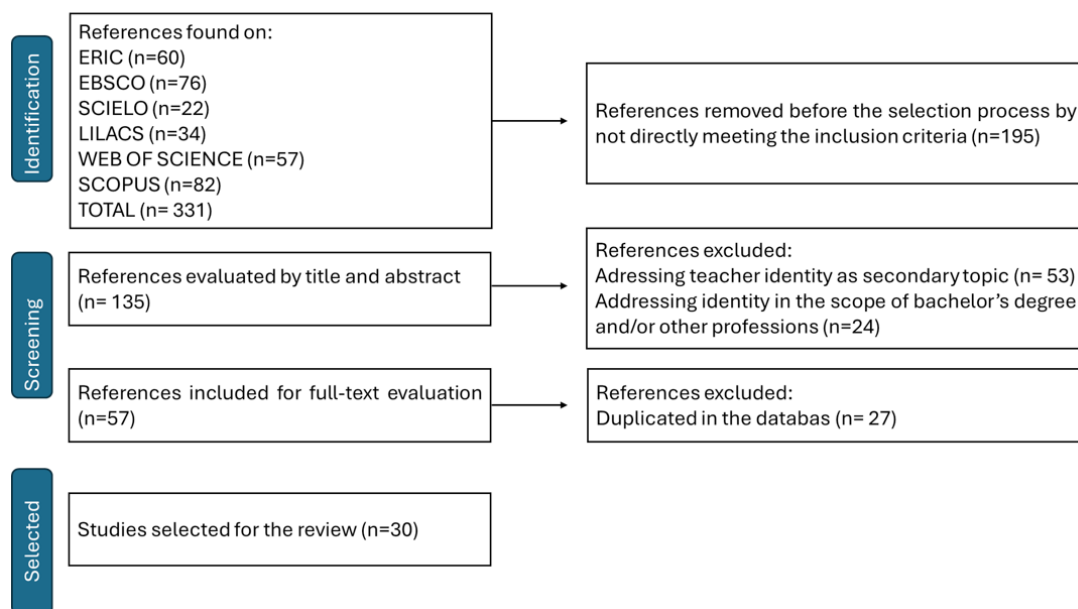
Source: Adapted from Kofinas and Saur-Amaural (2008), based on Pires *et al.* (2017).

Studies were searched for the period between 2015 and 2022 and selected on he databases "Ebscohost", "LILACS", "SciELO", "Web of Science", "ERIC", and "Scopus". The search was based on the following descriptors, in Portuguese, English, and Spanish: teacher, physical education, and identity, using the Boolean operators "AND" and "OR".

As inclusion criteria, we chose to analyze articles published in national and international journals, written in Portuguese, English, or Spanish, that met the search criteria in the title, keywords, or abstract. For exclusion criteria, articles not available in full, articles without abstracts, and those that addressed identity in the field of physical education without focusing on teaching were discarded.

The data search resulted in 332 articles distributed by database as follows: 76 on "EBSCOhost"; 60 on "ERIC"; 57 on "Web of Science"; 34 on "LILACS"; 22 on "SciELO"; and 82 on "Scopus". Following the screening process, 30 articles were considered for analysis (Figure 1).

Figure 1- Selection of studies and data extraction



Source: Elaborated by the authors.

The articles were collected between September and December 2022 and classified according to the year and location of publication, type of research, data collection instruments, subjects, and duration of the investigation, as well as the study theme.

Results and discussion

Teacher identity has become a central topic in research on teacher training and pedagogical intervention, especially in light of the changes imposed by educational policies implemented in different national contexts. In Brazil, especially as regards physical education, which is the focus of this research, from the tangles and obstacles that entangle the field of initial training, when weaving the identity timeline of the training process established by curricula throughout history, we see the design of an identity formation linked to the Brazilian model of society and government, in which the training of future professionals is adjusted to established political, economic, and cultural interests, shaping practices and knowledge that respond to the demands of the State in each era.

The shaping of identity in the field of physical education dates back to the creation of the very first courses, which were still heavily influenced by military tradition. The initial milestone came in 1929, with the establishment of a course by the Army, focused on technical training and physical performance. The course was opened to civilians by Decree No. 23,232/1933, which created the Escola de Educação Física do Exército. Shortly thereafter, in 1939, the São Paulo School of Physical Education was founded through



Decree No. 7,688 (Brasil, 1939a), linked to the Universidade do Brasil through Decree-Law No. 1,212 (Brasil, 1939b).

The courses established during this period share similarities in their focus on technical training achieved over two years (Azevedo; Malina, 2004), with knowledge essentially consisting of exhaustive practice, training, and performance, while human development and theoretical knowledge are completely absent as formative components that shape the future professional's identity.

Among the political and governmental changes, the timeframe of CFE Resolution No. 69/1969 (Brasil, 1969) shows signs of a change in identity by establishing a minimum curriculum of 1,800 hours, maintaining the biological concept, and focusing on "know-how," introducing a new design for the bachelor's degree and sports technician courses. Subsequently, Law No. 5,692 (Brasil, 1971) changed the perspective of the practice established by Law No. 4,024 (Brasil, 1961), bringing the connotation of identity with indications of training for teachers as educators, a perspective that was established through CFE Resolution No. 03/87 (Brasil, 1987). Physical education thus broke with technical and biological paradigms, bringing pedagogical issues to the fore. In addition, it reorganized training, prioritizing content by areas of knowledge: knowledge of human beings, society, philosophy, and technology, providing greater flexibility and breadth to training in teaching degrees and bachelor's degrees.

The regulation of the profession, through Law No. 9696/1998, formally established the professional field of physical education, introducing new requirements and redefining the place of teachers in society. In the following years, especially between 2001 and 2002, efforts sought to align teacher training with the new Lei de Diretrizes e Bases da Educação Nacional (LDBEN) No. 9394/96 (Brasil, 1996), bringing into effect Opinion CNE/CP No. 09/2001 (Brasil, 2002a). This document establishes competence as the structuring axis of training, reiterating the need to link professional practice to research and emphasizing the articulation between theory and practice as a key training principle.

Resolution CNE/CP No. 1/2002 and Resolution CNE/CP No. 2/2002 (Brasil, 2002b, 2002c) reinforce this guideline by incorporating mandatory training requirements, namely: general and professional culture; knowledge about children, young people, and adults; knowledge about the cultural, social, political, and economic dimensions of education; pedagogical knowledge; knowledge gained from experience; knowledge of research processes; commitment to the values of a democratic society; mastery of the content to be socialized; mastery of pedagogical knowledge; and management of one's own professional development.

In 2004, Article 3 of Resolution CNE/CES No. 7 (Brasil, 2004) established that physical education is an area of knowledge and academic-professional intervention whose object of study and application is movement. Article 4 reaffirms that the course should ensure a generalist, humanistic, and critical education that qualifies students for academic and professional intervention, based on scientific rigor, philosophical reflection, and ethical conduct.

However, starting in 2015, a new cycle of reforms was introduced, marking a turning point in teacher training, which is now guided by more standardized and normative guidelines. Resolution CNE/CP No. 02/2015, which addressed the National Curriculum Guidelines for undergraduate courses and continuing education for teachers, signaled an attempt to link training to the demands of professional practice more pragmatically.

This movement gained momentum with the publication of the Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação), established by Resolution CNE/CP No. 02/2019. BNC-Formação defined a set of skills that should guide all teacher training courses in the country, seeking alignment with the Base Nacional Comum Curricular (BNCC) and promoting a nationally homogeneous curriculum vision. The competency-based approach, although grounded in principles such as equity and quality, reinforced an instrumental model, focusing on practical skills applied to the school context, rather than on more reflective and critical dimensions of teaching practice.

Furthermore, Resolution CNE/CP No. 01/2020, which created BNC-Continuing Education, extended the competency-based model throughout the entire professional career of teachers. The training logic, despite being organized and guided by clear objectives, has been criticized for reducing teaching to a set of technical procedures, emptying it of its ethical-political and historical dimension.

The standards were revoked by Resolution CNE/CP No. 04/2024, which established new guidelines for initial teacher training. Regarding higher education, Resolution CNE/CES No. 07/2018 incorporated university extension into teacher training, promoting a stronger link between academia and society. These more recent guidelines in the field of teacher training and physical education impose a normative and standardized character on teacher training, leading to the professional identity of future teachers becoming more regulated and guided by predefined skills, providing professionals with a more pragmatic and instrumental vision. This model emphasizes the mastery of technical and practical skills directly associated with the demands of elementary education, such as lesson planning, classroom management, and learning assessment, while limiting more reflective and critical perspectives, which are essential to human development and the understanding of teaching practice as part of a historical, political, and ethical process.

From the path taken by legislative historicity, we learn about the identity of the area, with traces that show the historical, economic, and social times of Brazilian society, where physical education training is key and shows the intention of a training potential focused on performance and technique from militarization or, since the 1980s, on adding the possibilities of correction, rehabilitation, and maintenance of the body, leaving aside concerns with the human, cultural, and social training of future professionals. This process began to be shaped by new systemic conjectures in the 2015s, following the search for identity training for professionals that would break with the know-how.

In this context, we mapped the academic production on the professional identity of physical education teachers (Table 1).

Table 1- Frequency of studies by year and collection site

	Oceania	Central America	South America	North America	Europe	Asia	Intercontinental
2015	0	0	0	0	0	0	0
2016	0	0	3	1	2	2	0
2017	1	0	2	0	0	0	1
2018	0	0	1	0	1	0	0
2019	0	0	3	0	2	0	0
2020	0	0	0	0	3	0	0
2021	0	0	0	0	0	1	1
2022	0	0	1	1	3	1	0

Source: Elaborated by the authors.

The data reveal that the highest number of publications on the subject occurred in 2016 ($f = 8$), with emphasis on studies conducted in South America, Europe, and Asia. This period coincides with the heightened discussions on aligning teacher training policies with the guidelines of international organizations and the demands of the globalized market.

This finding corroborates the study by Cantillon, Dornan, and De Grave (2019), Morales Escobar and Taborda Caro (2021), and Meyer, Losano, and Fiorentini (2022), which point to an increase in the number of studies on teacher identity in recent years. This growth reflects the contextual complexities that permeate education and teacher training, as well as the challenges faced by teachers in school environments, such as challenging working conditions and little recognition or social indifference.

Regarding the location of data collection, Europe ($f = 11$) and South America ($f = 10$) were the continents with the highest concentration of research in the period analyzed (2015-2022). Vozniak, Mesquita, and Batista (2016) and Amorim and Ribeiro-Silva (2022) also reported the highest number of publications in European countries (Spain, Portugal, Poland, and Ireland) and South America (Brazil). Based on Antunes and Peroni (2023), this phenomenon may be linked to education democratization policies and state involvement in education, which directly influence academic output on teacher identity. According to the authors, in the period investigated, from 2015 to 2022, both in Brazil and in Europe, there has been a growing centrality of public policies in sustaining or weakening the public provision of education. This movement reflects strategies that, in some contexts, facilitate and strengthen privatization processes, directly impacting teacher training and identity.

As for the research design of the selected studies (Table 2), most studies were qualitative ($n=28$). This method is commonly used in sociocultural and pedagogical research in physical education, which defines its lines of investigation based on social and human sciences indicators (Manoel; Carvalho, 2011; Silva *et al.*, 2022).

In terms of data collection instruments, we highlight interviews ($n=17$), questionnaires ($n=7$), focus groups ($n=6$), and individual diaries ($n=6$). It is also worth noting that some of the articles analyzed employed more than one data collection technique.

Table 2- Frequency of studies by research nature and collection instrument

Research nature		Collection instrument	Frequency
Quantitative	2	Questionnaire	2
		Instrument validation	1
Qualitative	28	Systematic review	1
		Essay	1
		Group discussion	3
		Individual journals	6
		Field journals	2
		Participant observation	1
		Interview	17
		Oral history	1
		Documentary analysis	1
		Focal group	6
		Oficina	1
		Workshop	7
		S-Step	1

Source: Elaborated by the authors.

The literature review conducted by Amorim and Ribeiro-Silva (2022) on professional identity in physical education reveals a scenario similar to that of our research, showing that semi-structured interviews, questionnaires, and participant reflection (through life and/or field diaries and narratives) are the most commonly used tools for data collection. In addition, the authors highlight that it is common for researchers to choose to use more than one instrument simultaneously, thus triangulating data.

The technique of source and/or data triangulation allows researchers to obtain a rich and detailed description of the phenomenon, enabling them to verify whether the object of study remains unchanged in different circumstances and minimizing potential biases.

As shown in Table 2 and in the studies by Anversa *et al.* (2020) and Liu and Keating (2022), it is worth noting that research on teacher identity in physical education lacks quantitative psychometric instruments to assess the professional identity of physical education teachers, which enable respondents to mentally represent and process information, as well as helping them to evaluate evidence, balance action strategies, and articulate arguments (Kohan, 2002).

Following the presentation of descriptive data from the selected studies, this stage of the analysis focuses on combining the 30 studies to provide an overview of knowledge production on teacher identity in physical education (Table 2). The analysis is conducted based on the research focus, the subjects studied, and the timing of the research, categorized into three stages: pre-training, initial training, and in-service training.

Chart 2- Articles and categories selected for analysis and discussion

Databases/ author/year		Investigative focus	Subjects investigated	Time of investigation
ERIC	FLETCHER, Tim; KOSNIK, Clare (2016)	Examine how internships influence the development of teaching identity in physical education.	Initial training students	Initial training
	LEE, Okseon; JO, Kihee (2016)	Analyzing the development of teaching identity in student teachers based on a course grounded in the thematic framework of learning to teach.	Initial training students	Previous training and initial training
	AMARAL-DA-CUNHA Mariana <i>et al.</i> (2016)	Examining how the process of internship supervision constitutes a challenge and contributes to the reconstruction of teacher identity.	Physical education teacher	In-service training
	WRENCH, Alison (2017)	To show how the theorization of narrative identity can generate understanding about the emerging identities of physical education teachers.	Initial training students	Initial training
	AMARAL-DA-CUNHA, Mariana <i>et al.</i> (2019)	Examining how professional identity is challenged by the demands of mentoring student interns.	A physical education teacher newly appointed as a cooperative teacher	In-service training
	GONZÁLEZ-CALVO, Gustavo <i>et al.</i> (2021)	Explore the influence of previous experiences and beliefs about physical education on teaching practice.	Initial training students	Previous training and initial training
	LIU; Jingwen, KEATING; Xiaofen D (2022)	Develop and examine the psychometric properties of the Pre-service physical education teachers' teacher identity (PPET-TI).	Students in initial training and field experts	Initial training
EBSCO host	MATOS, Telma Sara; NISTA-PICCOLO, Vilma Leni; BORGES, Maria Célia (2016)	Discussing professional identity in teaching, focusing on the professional identity of physical education teachers.	Essay	Initial training
	GONZÁLEZ-CALVO; Gustavo; FERNÁNDEZ-BALBOA, Juan-Miguel (2018)	Analyze the factors that determine the quality of relationships between physical education teachers and their students' families and their implications for professional identity.	Physical education teachers	In-service training
	VIRTA, Jukka <i>t al.</i> (2019)	Investigating the role of physicality in the professional identity of physical education students.	Initial training students	Initial training
	GONG; Yueying, YOUNG; Ann-Marie, MACPHAIL, Ann (2021)	To examine how university professors understand their professional identity and what factors influence their actions as teacher educators.	Higher education professors	In-service training
	NORTH Chris; PATTON, Kevin; COULTER; Maura (2021)	Exploring the implications of academic leadership positions on the teaching identity of future physical education teachers.	Initial training students	Initial training
	VIRTA, Jukka <i>et al.</i> (2022)	Investigating the importance of informal learning contexts in the identity formation of physical education student teachers.	Initial training students	Initial training
SCIELO	PIRES, Veruska <i>et al.</i> (2017)	Investigating the production of knowledge about teacher identity in physical education.	Systematic review	Previous training, initial training, and in-service training
	PIRES; Veruska, FARIAS, Gelcemar Oliveira; BATISTA, Paula (2019)	To analyze the formation of professional identity among student interns based on their experiences before training and during curricular internships.	Initial training students	Previous training and initial training
	FLORES, Patric Paludett <i>et al.</i> (2019)	Assessing the relationship between the intervention activities of a physical education degree course and the process of teacher identification in the perception of students.	Initial training students	Initial training

LILACS	CARDOSO, Inês; BATISTA, Paula; GRAÇA, Amândio (2016)	Understanding the influence of previous experiences on career choice, the interpretation of the most characteristic images of “being a teacher,” and the changes experienced throughout the training process.	Initial training students	Previous training and initial training
	MACHADO, Thiago da Silva; BRACHT, Valter (2016)	Studying the impact of the physical education renewal movement on the teaching identities of teachers trained before the 1990s.	Physical education teachers	Initial training and in-service training
	CONCEIÇÃO, Victor Julierme Santos da; MOLINA NETO, Vicente (2017)	Understanding the building of teaching identity among early-career physical education teachers based on their socialization in school culture.	Physical education teachers	In-service training
WEB OF SCIENCE	RAYMOND, Sum Kim Wai (2016)	To examine how physical education teachers perceive their professional identities in the schools where they work.	Physical education teachers	In-service training
	CARNEIRO Stania Nagila Vasconcelos; VIEIRA, Alessandra Bandeira; ALVES Mariza Maria (2017)	Understanding the formation of higher education teachers’ identities, their aspirations, and how they are working to improve their teaching practice.	Higher education professors	In-service training
	FRASSON, Jéssica Serafim; WITTIZORECKI, Elisandro Schultz (2019)	Understanding the elements that comprise the teacher socialization process for physical education teachers beginning their teaching careers.	Physical education teachers	In-service training
	BARKER, Dean <i>et al.</i> (2020)	To provide information on how physical education teachers use discursive resources about obesity to create professional identities.	Physical education teachers	In-service training
	ACHILIE-VALENCIA, Tahimi; RODRIGUEZ-ZAMBRANO Arturo; VILLAFUERTE-HOLGUÍN, Jhonny (2022)	To compare the changes in the identity of teachers who took on the investigative role in the areas of physical education and educational psychology.	Physical Education teachers and Educational Psychology	In-service training
	HORTIGÜELA-ALCALÁ, David <i>et al.</i> (2022)	To analyze the potential fears and insecurities caused by COVID-19 and how they might influence the rebuilding of the professional identity of future physical education teachers.	Initial training students	Initial training
	XU, Jiahui; LUO Jiangbo (2022)	Understanding the identity formation of future physical education teachers based on their explicit and implicit perceptions of the profession.	Initial training students	Initial training
SCOPUS	VIEIRA, Rubens Antonio Gurgel; NEIRA, Marcos Garcia (2016)	Understanding the process of identity formation among university professors responsible for teaching and pedagogical subjects in physical education degree programs.	Initial training teachers	In-service training
	NUNES, Mário Luiz Ferras; NEIRA, Marcos Garcia (2018)	To analyze how the initial physical education training curriculum contributes to the development of students’ professional identity.	Initial training students	Initial training
	CASTAÑEDA-VÁZQUEZ, Carolina; PÉREZ-CORTÉS, Antonio J.; VALDIVIA-MORAL, Pedro A; ZURITA-ORTEGA, Félix (2020)	Understanding the reasons for choosing a profession and how perceptions of initial training influence professional identity.	Physical education teachers	Initial training and in-service training
	TORRES-CLADERA, Gemma; SIMÓ-GIL, Núria; DOMINGO-PEÑAFIEL, Laura; AMANT-CASTELLS, Vanessa (2022)	To analyze the development of future teachers’ professional identity based on practical experiences gained through university-school partnerships and initial training.	Initial training teachers, physical education teachers, and initial training students	Initial training

Source: Elaborated by the authors.



An overview of the selected studies shows that 15 articles discuss the formation of teacher identity from the perspective of students in initial training, while 11 address the identity of physical education teachers, and three analyze higher education teachers.

Liu and Keating's (2022) article featured the participation of initial training students throughout the instrument validation process, in addition to the collaboration of experts in the field in content validation. In contrast, this category does not apply to the studies by Pires et al. (2017) and Matos, Nista-Piccolo, and Borges (2016), as they are, respectively, a systematic review and an essay.

Regarding research timeframe, 12 studies focused on initial training as the main investigative scenario for the formation of teacher identity, while 11 articles examined teacher identity throughout in-service training. In addition, four studies addressed the periods before training and initial training itself. In turn, one study relates the three research periods (before training, initial training, and in-service training), while two analyze the actions of initial training and their similarities with in-service training.

As for the research topic and discussions addressed, 12 articles (Matos, Nista-Piccolo, Borges, 2016; Machado; Bracht, 2016; Raymond, 2016; Wrench, 2017; Pires *et al.*, 2017; Conceição; Molina Neto, 2017; Carneiro; Vieira; Alves, 2017; Gong; Young; Macphail, 2021; Liu; Keating, 2022; Valencia; Rodriguez-Zambrano; Villafuerte-Holguín, 2022; Xu; Luo, 2022; Virta *et al.*, 2022) focused on the formation of teacher identity in general. Meanwhile, five articles report on the experiences and actions developed throughout the Supervised Curricular Internship (Fletcher; Kosnik, 2016; Amaral-Da-Cunha *et al.*, 2016; Amaral-Da-Cunha *et al.*, 2019; Pires; Farias; Batista, 2019; Torres-Cladera *et al.*, 2022). In turn, three studies address the importance of socialization for the formation of teacher identity (Frasson; Wittizorecki, 2019; González-Calvo; Fernández-Balboa, 2018; Flores *et al.*, 2019), while two deal with the importance of previous experiences in the formation of teacher identity (Cardoso; Batista; Graça, 2016; González-Calvo *et al.*, 2021). For their part, two studies discuss actions in the training process that promote practical experiences and foster a leadership/autonomy attitude in students, highlighting the relationship between academic training, practical experiences, and perception of the teaching profession (Lee; Jo, 2016; North; Patton; Coulter, 2021). Finally, three articles (Vieira; Neira, 2016; Nunes; Neira, 2018; Castañeda-Vázquez *et al.*, 2020) contribute with reflections on teacher identity in higher education, highlighting its relationships with curricula and institutional practices, while three other articles analyzed specific scenarios, covering effects of the COVID-19 pandemic (Hotigüela-Alcalá, 2022), teachers' perceptions of physicality (Virta *et al.*, 2019), and obesity (Barker *et al.*, 2020), as well as the impact of these factors on physical education classes.

Teacher identity, like all professional identities, is constantly changing. It is not rigid or immutable, but rather transitory and flexible, depending on the roles assigned by the individual and the social relationships established (Dubar, 1997; Dubar, 1998; Bruhns; Marinho, 2011). The research selected and classified in this category indicates that teacher identity reflects perceptions (biographical and relational), spaces (formative and socialization), and time frames (past, present, and future), shaped by historical, political, cultural, institutional, and subjective factors, being expanded and consolidated through experiences that promote skills, perceptions of competence, and feelings of

self-fulfillment. Thus, according to Pimenta and Anastasiou (2006), teacher identity emerges from representations, practices, and professional knowledge built throughout life, developed in initial and continuing education, both in formal and informal contexts, based on demands and opportunities in the field of work.

Although most of the studies analyzed do not directly discuss recent curriculum guidelines such as BNC-Formação (CNE/CP Resolution No. 02/2019) and its replacement by CNE/CP Resolution No. 04/2024, some studies indirectly highlight their impact on the formation of teacher identity. Pires et al. (2017) carried out a systematic review and pointed out the progress in standardizing curricula and the technical trend focused on skills and results, in line with the educational shift that started in 2015. Carneiro, Vieira, and Alves (2017) show differences between the teaching practices of graduates and bachelor's degree holders, reflecting the concrete effects of training regulations. Machado and Bracht (2016), in light of Honneth's theory of recognition, warn of the risks of curriculum policies that neglect the symbolic and relational dimensions of teaching. The absence of direct references to recent regulations reveals a gap in research and reinforces the urgency of studies that critically address their implications for identity in the field of physical education.

In terms of the training process, supervised internships are a key element in the development of teaching identity, but there is a need to strengthen the relationship between universities and schools, provide greater emotional and pedagogical support to interns, and ensure more structured monitoring by supervising teachers and advisors. According to Alves, Queirós, and Batista (2014, p. 210), "the internship is a powerful tool, as it allows student interns to take on new roles, negotiate dilemmas, and deepen their understanding of their identity and how it is built."

Recent curriculum guidelines, such as Resolution CNE/CP No. 02/2019 (BNC-Training) and its update by Resolution CNE/CP No. 04/2024, strengthen the strategic role of Supervised Curricular Internships in teacher training, assigning them the role of linking theory and practice and consolidating professional identity. The studies analyzed, although not always directly addressing these regulations, point to the internship as a unique training opportunity, in which students experience challenges, take on active roles, and build a sense of belonging (Pires; Farias; Batista, 2019; Fletcher; Kosnik, 2016). In addition, they reveal that the training process also extends to supervising teachers, whose identities are equally rebuilt in the practice of guidance (Amaral da Cunha *et al.*, 2018, 2020).

Socialization and dialogue between schools and universities are highlighted as key elements for strengthening this space, albeit still weakened by institutional barriers (Torres Cladera *et al.*, 2022). In this context, the formation of teaching identity emerges from the interaction between pedagogical experiences, interpersonal relationships, and structural conditions of the internship, pointing to the need for more integrated actions between the individuals and institutions concerned.

Pires, Farias, and Batista (2019) claim that experiences gained before and/or during initial training are crucial for learning how to teach, especially those that encourage student teachers to take on active roles that define teaching professionalism, including challenges, crises, and feelings of belonging. Regarding these experiences, Figueiredo (2010) recalls



memories and narratives of teacher training and practice, highlighting that experiences are hallmarks that give meaning and significance to teaching, from the beginning of initial training to professional intervention, adding value to what is experienced. For the author, this appreciation works as an element of identity formation, granting it a provisional, unfinished, and unstable character based on more or less significant subjectivities.

The centrality of interpersonal relationships and institutional cooperation in the context of supervised internships is also evident in studies that address the role of the supervising teacher as a mediator of the training experience. Regarding cooperation with supervising teachers and advisors, Fletcher and Kosnik (2016) reinforce that student interns' perception of the "teacher self" directly influences how the supervising teacher identifies as a teacher and how they develop their lessons.

Amaral da Cunha *et al.* (2016, 2019) point out that assuming the role of supervising teacher is challenging, demanding the performance of roles that legitimize their actions and encourage them to meet demands related to preparation, expectations, and motivations, based on the development of pedagogical and interactive strategies. This factor underlines the importance of the supervising teacher acting as a facilitator of the internship activities, understanding their formative role and their ability to adapt to the unpredictability and demands of the school context. To this end, they should encourage students to recall and share their previous experiences in an environment of trust, expectation, and cooperation, providing formative and emotional support to the trainee teacher (Martins; Onofre, 2014; Silva; Batista; Graça, 2016; Torres-Cladera *et al.*, 2022).

When there is a welcoming and active climate of cooperation, professional socialization situations are enhanced, enabling individuals to integrate into the professional world. This process assists in the adoption of norms, values, rules, and behaviors by connecting experiences, paths, tasks, and interpersonal relationships (Dubar, 2012). In this context, González-Calvo; Fernández-Balboa (2018), Frasson and Wittizorecki (2019), and Flores *et al.* (2019) highlight the role of socialization in the formation of teaching identity.

Flores *et al.* (2019) found that socialization opportunities in initial training through curricular and extracurricular activities can act as both enablers and barriers in the teacher identification process, as they broaden knowledge and experiences in the intervention locus, even though they are sometimes disconnected from the actual demands of the school or training proposals. Meanwhile, González-Calvo; Fernández-Balboa (2018) and Frasson and Wittizorecki (2019) reinforce that socialization throughout the teaching career also reflects on identity, being influenced by school culture, beliefs, and values.

As far as school culture is concerned, it is clear that all relationships and representations established inside or outside the school walls become significant in the appreciation of the profession. How the school community understands and conceives physical education and its formative role within the school can impact teachers at the beginning of their careers, leading to hesitation and/or discouragement in the early years of the profession, while also influencing the search for feelings of hope and self-confidence.

Training activities are appreciated by students when previous experiences are revisited and formal and informal learning opportunities are offered, highlighting the importance of a sense of belonging and collaboration between universities and schools. Silva (2003) and

Cruz and Berzano (2014) claim that by enabling the articulation between prior and academic-scientific knowledge, students fill the gap left by initial training and develop self-learning skills, becoming active agents in the teaching and learning process. This phenomenon occurs because their motivations and actions are directed at everyday situations and, when grounded in critical reflection, will culminate in hermeneutic and conscious knowledge in action and about action (Schön, 1992; Silva, 2003; Cruz; Barzano, 2014).

As for previous experiences and their role in shaping teacher identity, Cardoso, Batista, and Graça (2016) and González-Calvo *et al.* (2021) found that experiences before initial training influence the choice of profession, the perception of “being a teacher,” and the teaching practices adopted. However, much of this perception and representation of teaching is reshaped during initial training.

For previous experiences to be retrieved and transformed into meaningful knowledge, students need to take on the role of central and autonomous subjects in the process. Lee and Jo (2016) and North, Patton, and Coulter (2021) emphasize that previous experiences and practices are important means of learning and should be further encouraged throughout academic training. However, for this to happen, students must develop autonomy and critical thinking skills to interpret and reinterpret them, turning them into a source of knowledge and teaching identity.

On this subject, Fonseca *et al.* (2009) emphasize that, in the training of physical education teachers, when granting autonomy to students (trainee teachers) during this process, they must consider both their academic and empirical knowledge. However, when educational institutions direct their curricula towards standardization of patterns and responses, there is a weakening of students’ capacity for action and problem-solving, which undermines the relationships that guide social and professional representation, therefore affecting identity formation. These aspects reinforce the importance of the implementation process and the monitoring of current extension activities at the university, as well as the expansion of the internship hours for teaching degrees and the improvement of student monitoring procedures.

Lee and Jo (2016) show that practical experiences, guided by thematic frameworks and reflections based on lived experiences, influence the formation of teacher identity, as they are legitimate sources of knowledge. Carneiro, Vieira, and Alves (2017); Flores *et al.* (2019); and Virta *et al.* (2022) highlight that the structural flexibility of initial training courses poses significant challenges for students, demanding greater responsibility and integrating educational knowledge with work experiences. This scenario demands overcoming the division between research and extension, bringing institutional actions closer to the reality of the school.

For Xu and Luo (2022), the increase in responsibilities and pedagogical practices, which bring future teachers closer to their locus of intervention, contributes to developing their perception of the profession, impacting their commitment and recognition of their professional identity. However, the authors caution that implicit identity (referring to experiences, beliefs, and social perceptions) tends to become more positive throughout the course, while explicit identity (related to conscious and declared attitudes about the profession) may become more negative in the final years of undergraduate study. This



contrast highlights a process of professional maturation, in which students internalize teaching as part of their identity, but at the same time come into contact with the structural challenges of the profession, such as social undervaluing, poor working conditions, and the limitations imposed by educational policies and systems.

Therefore, we agree with the perspective of the authors, understanding that initial training courses need to offer, in addition to technical and pedagogical support, space for critical reflection and emotional support, helping to reframe these experiences. This approach is key for the teaching identity to be built integrally, reconciling both internal recognition and explicit motivation for teaching.

Vieira and Neira (2016), Nunes and Neira (2018), and Castañeda-Vázquez *et al.* (2020) highlight the lack of this reflective space in curricula and institutional practices, indicating that teacher training has been progressively guided by a commercialized approach that transforms education into a commodity, students into consumers of their own educational trajectory, and teachers into entrepreneurs of themselves. This process directly impacts teacher identity, creating a distancing from the pedagogical and social values that underpin the profession and the formation of uncritical and solitary teachers.

By consolidating the overview of the studies analyzed, it is clear that, although most publications do not directly address the effects of curriculum regulations on the formation of teacher identity in physical education, this gap is a relevant issue to be addressed, especially given the growing tension between educational policies and the formative subjectivities of teachers.

Finally, although studies have emphasized that the process of building teacher identity permeates the way physical education teachers understand, conceive, and plan changes in their pedagogical being/doing, considering their experiences and life lessons at different moments in teacher training, few focus on the implications of training guidelines in the configuration of teacher identities. Thus, there is an urgent need for research that critically analyzes the impact of curriculum implementation on teacher training, at the risk that the professional identity of physical education teachers will be gradually shaped by a prescriptive logic, disconnected from the pedagogical, critical, and ethical commitment that has historically underpinned the profession.

Final remarks

Studying and researching the process of professional identity formation at different stages of teaching professionalism (before training, during initial training, and in service) has become an important and necessary action in the context of our contemporary society. Analyzing this identity could help us understand how education is being established today, its complexities, challenges, and potential in the context of teaching and learning in the different sociocultural spaces in which physical education teachers work.

The findings of this systematic review show that the professional identity of physical education teachers has been widely discussed, highlighting the experiences provided to students, supervising teachers, and advisors throughout the Supervised Curricular Internship and other formative and interventional experiences. In addition, they reinforce

the importance of drawing on previous experiences, practical on-site experiences, and autonomy in approaching and resolving specific problem situations in the school context.

Regarding the space and time in which physical education teachers' professional identity is formed, the findings support the theoretical proposition that professional identity is constantly being formed and redefined. This suggests the need to (re)think how initial teacher training, the implementation of extension practices, and in-service training have been carried out, to encourage experiences and reflections that retrieve prior knowledge and enable professional socialization in both formal and informal teaching spaces. This process should bring universities and communities closer together, promoting teacher training with a critical and interdisciplinary approach.

In this sense, it is vital to expand research on the contributions perceived by students regarding supervised curricular internships in the formation of professional identity and to understand the role of other agents involved in the process (managers of partner schools, supervising teachers, and advising teachers).

Furthermore, most of the studies analyzed used qualitative methodologies, focusing on narratives, interviews, and formative experiences, which allowed for an in-depth understanding of the meanings attributed to teacher identity. However, weaknesses have been found in the measurement of broader and more systematic aspects of identity formation. Thus, it is important to develop validated quantitative instruments that broaden the scope of longitudinal analyses that follow teachers' trajectories throughout their careers, enabling us to notice changes, continuities, and breaks.

This aspect becomes even more relevant in the Brazilian context, where significant changes have been implemented in the curriculum guidelines that direct teacher training and reaffirm the supervised teaching internship as one of the core elements of training, increasing its workload and integrating it with university extension activities. These requirements, discussed throughout this work in dialogue with the studies analyzed, reinforce the role of the internship as a privileged space for the formation of teacher identity, while highlighting the need for more intentional monitoring by training institutions and internship schools.

The increase in internship hours and the inclusion of extension courses in the curriculum, although representing an opportunity to get closer to the locus of practice, pose significant challenges to teacher identity, especially if not matched with adequate pedagogical, emotional, and institutional support. Furthermore, there is a persistent risk that such policies will be implemented, focusing on the operationalization of skills and competencies, rather than on human development. From this perspective, strengthening teaching identity requires more than just practice time; it requires spaces for reflection, autonomy, and the collective construction of professional knowledge.

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