

**This is a self-archived version of an original article. This version may differ from the original in pagination and typographic details.**

**Author(s):** Virta, Jukka; Hökkä, Päivi; Eteläpelto, Anneli; Rasku-Puttonen, Helena

**Title:** Professional identity among student teachers of physical education : the role of physicality

**Year:** 2019

**Version:** Accepted version (Final draft)

**Copyright:** © Taylor & Francis, 2019.

**Rights:** In Copyright

**Rights url:** <http://rightsstatements.org/page/InC/1.0/?language=en>

**Please cite the original version:**

Virta, J., Hökkä, P., Eteläpelto, A., & Rasku-Puttonen, H. (2019). Professional identity among student teachers of physical education : the role of physicality. *European Journal of Teacher Education*, 42(2), 192-210. <https://doi.org/10.1080/02619768.2019.1576628>

Table 1. Conceptions of Body and Physicality in PE Student Teacher Professional Identity: Themes and Orientations

Orientations	Themes						
	Physical appearance	Physical skills	Physical fitness	Acceptance of the body	Appropriate PE teacher's body	Notion of motion	Relation to the normative PE teacher's body ideal
Performing	Fit body required	Ability to demonstrate important	Exemplary, peak condition	Accepting conditionally	Slim and athletic	Technique-oriented	Conforming to body norms
Tensional	Fit body required	Ability to demonstrate important	Exemplary, peak condition	Tensional: accepting vs. not accepting	Slim and athletic	Technique-oriented	Reluctantly conforming to body norms; criticism of traditional PE body norms
Pedagogical	Importance related to pedagogical skills	Importance related to pedagogical skills	Good enough to be able to work	Accepting conditionally	'Normal', not anorexic, not overweight	Technique-oriented	Conforming to body norms on one's own terms
Experimenting	A fit body seen as a role, adopted if necessary	Importance related to pedagogical skills	Good enough to be able to work	Accepting conditionally	'Normal', not anorexic	Open, experimenting	Conforming to body norms on one's own terms; criticism of traditional PETE notions of motion
Holistic	Not relevant; accepting relationship towards the body is important	Not relevant; bodily awareness is important	Not relevant	Accepting unconditionally	Overweight, aging and less functional bodies included	Experiential (listening to the body)	Not conforming to body norms; criticism of the traditional instrumental relationship towards the body in PE