

Management capacities of the (future) teacher PE

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Introduction

The concept as well as the content of PE changed a lot the last decades. Not only the activity scope, but also the task of the PE teacher as member of a team is different nowadays compared with the last decades of the 20th century. School district staff has to plan, implement and evaluate the design of a meaningful PE program and extra curricular sport promotion for all students. Developing and maintaining a quality physical education program assumes managerial functions. These functions include not only the organisation during the PE lesson, but continuous organizing equipment, maintaining facilities, using locker rooms, conducting safety inspections, completing paperwork required by the school administration, contacts with external organisations and individuals. The latter refers to the co-operation between schools, clubs, public authorities and private sector. Because of the importance of the management capacities of the PE teacher it is necessary to meet these aspects in teacher training.

Methods

In a pilot study, based on a questionnaire with competences, is evaluated how in-service teachers PE look back to their education at the university. For each of the basic skills of the PE teacher, there was asked for: (a) the obviousness of the description in the questionnaire, (b) whether the teacher did master that skill after graduation and (c) the context where the skill was learned (teacher education, in-service training, own experience). Divided in micro, meso and macro level, ten categories of basic skills are evaluated and described, starting from the literature and the findings of the pilot study.

Results

51 former students with master in PE and teacher diploma graduated in the nineties filled in a questionnaire about competences. The skills that were mastered most after graduation were:

- guarantee safety,
- keep up skills and physical fitness,
- fluent organisation.

Skills that were mastered least after graduation were:

- communication with school doctor, colleagues,
- involvement of parents,
- deal with pupils with emotional problems.

Discussion

It is obvious that in the last decades most of the attention in teacher training has been given to aspects with respect to PE content and management capacities which are necessary in the PE lesson (micro level). More and more there is a need to prepare them also to function as a member of a team with other PE teachers, and to communicate at meso level for example with parents, doctors, representatives and coaches of sports organisations in the neighbourhood. There are recent initiatives to develop and enhance links between school PE and sporting opportunities in the wider community. Together with the strategic development of networks and partnerships to maximize quality, quantity and coherence of PE opportunities and youth sport (Flinton, 2003) those responsible for teacher training have to work out and evaluate a program taking into account the adapted role of PE teachers.

References

Flinton, A. (2003). The school sport co-ordinator programme: Changing the role of the physical education teacher, *Sport, Education and Society*, 8 (2), 231-50.

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