

THE EFFECTS OF THE TWO-YEAR METHODOLOGICAL TRAINING PROGRAM (MIP-NPET) ON THE WORK EFFICIENCY OF BEGINNING PHYSICAL EDUCATION TEACHERS

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Introduction

In recent decades, there have been several methodological training programs (e.g., TARGET; ASIP; ASIP-WB) worldwide to increase the effectiveness of physical education teacher work.

Effective training programs consist of short (2 hours - 1 day) units in several elements with different content (theoretical foundation, practical modelling, individual problem solving, expert consultation, mentoring support, self-reflection-based professional group discussion). Professional aids and samples have a positive effect, these are available in many forms of data (oral, written, video) during the entire duration of the intervention (half a year or two years). In our research, we present the results of our own methodological training program for beginner physical education teachers, which shows the effectiveness of physical education teachers' work.

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Materials & Methods

The sample of the research consisted of 10 physical education teachers (female: 5; male: 5) participating in the two-year Methodological Intervention Program for Novice PE Teacher's (MIP-NPET). At the beginning of the program, they completed their physical education teacher training and began their physical education teacher work in elementary schools. During the MIP-NPET program, they participated in four training days and ongoing professional consultations. Their feelings about teaching (4 times, at the beginning and end of the program years) as well as their experiences of training in the program (after the 4 training sessions) were reported in reflective diaries. These diaries related to teaching were analysed based on two aspects: organization (organization of student work, discipline) and self-efficacy (motivation, differentiation), training diaries were analysed based on theoretical knowledge and practical knowledge.

Results

Adapting in their own groups of learners what was taught in the trainings reinforced the belief of the beginners that motivation is the key to effective physical education teacher work. By learning a lot of learner-centered exercises and tasks, they have gained tools that can be used not only for motivation, but also for differentiated lesson management. A deeper understanding of the modern theory of motivation, differentiation and evaluation also helped to apply the methods more effectively. Participants highlighted the possibility of joint, practical testing of the tasks and contemporary professional discussions about their individual application experiences as a priority. Thinking together with peers, learning from each other and exchanging experiences were the main strengths of the training program. Applying the learned cooperative games and tasks, they found that they can be adapted well to groups of learners of different ages and compositions, and thus can be good tools for differentiation, motivation and discipline. Pupils of the participating teachers perceived the motivational climate of the PE lesson at the beginning of the program to be the same as those of the control group. By the end of the program, they were perceived to be significantly better than members of the control group (PMCSQ-2, $p = .002$).



Fig.1.: Cooperative roles in PE class

Discussion

The opinion of the participants showed that the training program fulfilled the expectations placed on it, helped to solve the problems of starting a teaching job and expanded the professional and methodological repertoire of the career starters as well. The program effectively included specific organizational, procedural, and cognitive elements to increase support for teacher autonomy and to help translate elements of modern methodology learned in teacher education into teacher practice.