COMPETENCIES FOR TEACHERS OF PHYSICAL AND HEALTH EDUCATION

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(Review)

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Abstract:
A lot has been done for enhancing the quality of University Education all over the world. Through the Quality Enhancement Initiative the key pillars for quality improvement have been identified. These are: pupil, teacher, management and community pillar... The development of this competence profile is a base in the effort to improve the teacher frame. But there is no education system that is better than the quality of its teachers. That is why we have to do everything possible to enhance the quality of teachers as a mean to achieve the goals of education. The PE Teacher Competence Profile has been developed as a professional tool to guide teachers and all others working in the field of education to identify the desired competencies of the teacher. The integrity of a physical education programme depends, among other things, on the extent in which it functions within the framework of high professional standards. For their unification the EU proposed and accepted eight key competencies, which should be recognized and adopted by all the teachers. Closely linked to competencies and their consequence is of course the self image of sports profession. The latter is gradually strengthening, but nevertheless we are identifying that we are still looking for our space among more established and traditional sciences.

Key Words: physical education, teachers, competencies, qualifications, lifelong learning, self image

Introduction
The role of the teachers is crucial by helping with teaching youngsters and adult students. Teachers represent a key factor in the way of developing education systems and reform implementation, which in the future can shape the European Union (the Lisbon strategy, 2001) into the most successful knowledge based society. They recognize that high quality education enables personal fulfilment, better social skills and more diverse employment opportunities for the students. Their profession, which is inspired by the values of integration and the need for developing the potential of the students, has a great effect on society and plays a key role by progression of human potential and forming the future generations. Therefore the European Union is recognizing the role of the teachers, their lifelong learning process and professional development, as a key priority task by realization of its highly set goals.

Teachers should be able to respond to emerging challenges of the knowledge society, actively participate in it and prepare the students to become lifelong independent learners. Therefore they should be able to influence on the learning and teaching process with a constant focus in the field of content and with social and cultural dimensions of education. Teachers must be educated on a high educational level or correspondingly equivalent level and this process must be supported by a close partnership between higher education institutions and institutions, in which teachers will later gain employment.

As such they must be capable to acknowledge and respect different cultures. The priority must lie on developing mutual trust and competence recognition of teachers between the member states. Those who educate and train teachers, influence on the quality of learning and must therefore get support as a part of a national or regional system.

Principles for competencies and qualifications of teachers
Common European principles are:
- Profession with quality education high quality education systems require a diploma of higher education institution and pedagogical qualification for all teachers. Each teacher has to have the opportunity to continue education on a highest level and thereby develop his teaching competencies and improve his chances for career advancement. Education of teachers is multidisciplinary.
- Profession, placed in the context of lifelong learning process teachers must be during their whole career path supported by continuing their professional development. Teachers should be able to introduce innovations and use indicators of good practice by their work. They must spend a part of certain period of time outside the education sector.

- Mobile profession mobility should be the main component of beginners and advanced education programs for teachers. To those, who do that, their status in the host country should be recognized and in the home country their cooperation should be acknowledged and appreciated.

- Profession on the basis of partnership higher education institutions must provide the application of existing practice knowledge by their teaching. Partnership teacher education, which emphasize practical skills and academic and scientific basis, should provide teachers with competencies and self trust to influence on their own as well as on others practice.

Successful functioning - key competencies

Teachers should be able to:

- Work with others, their profession is based on social integration and development of potential of each student. They must be familiar with human growth and development and be capable to work with students as individuals and be supportive by their development,

- Work with knowledge, technology and information they must be able to work with different types of knowledge. Their application knowledge of ITC (information and communication technology) should provide its effective integration into learning and teaching processes.

- Work in/with society teachers should be able to advance mobility and cooperation in Europe and promote respect for cultures and understanding between them. They must also understand the factors, that create social cohesion and exclusion in society. Their experience and professional knowledge should enable their contribution to the quality assurance systems.

In the Lisbon strategy it states:

- Europe will, by 2010, become the most competitive, dynamic and knowledge based economy in the world,

- Through new work places permanent economic growth should be reached,

- It is necessary to define key skills and competencies for lifelong learning.

Conceptualization of key competencies

A competence contains a mixture of knowledge, skills, stand points and expertise. It is possible to accomplish this level in all sorts of contexts, formally, informally and occasionally, intentionally or unintentionally. The mentioned relations include emotions, values and motivation (Vrečer, 2009). It is therefore a combination of knowledge, skills and relations that correspond to circumstances.

Key competence meets the requirements of transferability and is therefore applicable in many situations and contexts; it is multi-functional. It can be used for reaching different goals, solving different types of problems and executing different types of tasks. It is one of the preconditions for appropriate personal functioning in life. It has the predictive value for actual functioning of an individual. While it is not possible to say that key competencies will always and in all circumstances enable success to an individual in his/her efforts, it is possible to say that the absence of key competencies will sooner or later lead to personal fiasco.

»Key competencies therefore represent a transferable, multi-functional package of knowledge, skills and viewpoints that all individuals need for personal fulfilment or personal development, integration and employability, and they should be developed by the end of compulsory education or training and represent the basis for lifelong learning process« (Institute MOVIT NA MLADINA, 2009).

8 Key competences:

1. Communication in mother tongue; Communication competence is a result of mastering the mother tongue and is intrinsically linked to cognitive ability of an individual to comprehend the world and connect to other people.

2. Communication in foreign languages; Communication in foreign languages is in general subjected to the same main dimensions of communication competence as in mother tongue communication. It also requires abilities, such as mediation and intercultural understanding.

3. Numeric imagination and competencies in mathematics, Natural Sciences and technology; An
individual has to be able to use basic principles and procedures in everyday circumstances at home and
at work. Positive attitude towards mathematics is based on respect for the truth and on willingness to
find the reasons and to evaluate their credibility. In the fields of science and technology, knowledge of
basic principles of the natural world is essential. Competence includes attitude of critical appreciation
and curiosity, interest in ethical issues and respect for safety and durability.

4. Digital competence; Digital competence demands thorough understanding and knowledge of the
nature, the role and opportunities of the information society in everyday life: in private and social life
and at work. Digital literacy includes safe and critical usage of information society technology at
work, in leisure time and in communication.

5. Learning to learn; Certainly the learning to learn process demands knowledge and understanding of
teaching strategies, which suit each individual the most, advantages and disadvantages of their
knowledge and qualifications and ability to find opportunities for education, training and advices
and/or support, which is available. »Learning to learn is the ability to learn and persevere with
learning, organize its own learning including efficient time and information management, individually
or in groups. «

6. Social and civil competencies; Social competence is linked to personal and social engagement in the
society. The core of this competence is the ability of constructive communication in different regions,
tolerance, expressing and understanding different views, negotiations with confidence building and
empathy. Civil competence is based on knowledge of democracy concepts, justice, equality,
citizenship and civil rights. In includes awareness of the contemporary events as well as the main
events and trends in National, European and World history. »These competencies include personal,
interpersonal and intercultural competencies and cover all forms of behaviour, which train individuals
for effective and constructive participation in social and professional life. «

7. Innovativeness and entrepreneurship; The necessary knowledge includes the ability to identify
available opportunities for private career and/or business activities. It also includes motivation and
determination to achieve goals, personal or those which are common to objectives of others, work
included. » Self initiative and entrepreneurship show the ability of an individual to turn his ideas into
action. «

8. Cultural awareness and expression; Cultural knowledge includes the awareness about local, national
and European cultural heritage and its place in the world. It covers basic knowledge of main cultural
works, including modern pop culture. »Appreciation of the importance of creative expression of ideas,
experience and emotions in different media, including music, fine arts, literature and visual art and in
our opinion also in sports. «

European qualifications framework (EQF)
It has two main objectives: to promote mobility of citizens and to enable lifelong learning. The eight
levels are described based on the learning results, which are defined as a conclusion about things that the
participants can do, understand and are able to carry out at the end of the learning process. Learning
results are divided into three categories – knowledge, skills and competencies - and enable a comparison
between different countries and institutions.

National – Slovenian qualifications framework
Primary role of national qualifications framework is to clarify horizontal and vertical relations
between different types of qualifications, certificates and diplomas. Learning results should, through
national qualifications framework, enable comparability and transparency of qualification systems,
lifelong learning, recognition of informal learning, quality assurance and better relationship between
education and the labour market.

The goal of Slovenian qualifications framework is to achieve transparency and recognition of
qualifications in Slovenia and the EU. The goal of Slovenian qualifications framework is to connect and
reconcile the Slovenian qualification subsystems and to improve transparency, accessibility and quality of
qualifications with respect to labour market and civil society.

Key competences and lifelong learning
Key competencies are expected to be a response to the needs of 21st century, because with them, we
are able to create an adaptable and flexible individual who will be able to adapt his knowledge to changes,
unpredictable situations, and find positive solutions. We believe that such an individual can be created with the help of the Key competencies for lifelong learning.

Key competencies for lifelong learning, according to the European frame of reference, are defined as portable, more functional package of skills, attitudes and relationships that individuals need for personal fulfillment. They help in areas of personal development, social inclusion, active participation and employability, as they represent the base for lifelong learning. They are one of the preliminary conditions for the proper functioning of the individual in personal life, at work and at learning. Therefore, the key competencies nicely complete the concept of lifelong learning.

Lifelong learning is in these days a permanent element in both the professional and lay circles. The beginnings of ideas about learning from »cradle to grave« date back to the old age. The idea that we learn to know, to work, to be able to live in the community and be able to be, is magnificent. Lifelong learning is a way of life, thinking and attitude towards learning. That definition certainly exceeds the definition of lifelong learning as means of achieving a competitive economy.

At the heart of the concept of lifelong learning should be the integration of both economic and humanistic objectives. Different ways of learning allow young adults to acquire knowledge and skills in an informal cultural setting for the development of career, personal growth and social inclusion.

The stability of the educational process

Important starting points:
- Educational process is comparatively one of the more consistent and stable society sections, which influences on lifelong profiling of human resources the most. The educational care lasts approximately 20 years in life of each individual, which is incomparable to any other (health, religious, etc...) important and influential social care.
- Such status requires special, not only legal, but also moral responsibility, adequate conditions and taking care and maintaining self image.
- Educational recognition of schooling is deficient also because of promotional passivity of public schools, as social benefit of schooling is often reduced to reaching educational level. Therefore it is very important to constantly monitor and evaluate these effects within the educational process. By this local (educational) policy is of crucial importance, as a school doctrine tool.
- Social benefit of educational process is one thing, but influence on social situation is another. Influence is not an automatic consequence of social benefit. Executing influence demands constant and prudent engagement.
- In comparison to other social sections the educational process holds parent value (other social sections are more dependent on education than vice versa). The specificity of parent segments lies in the fact, that it is not possible to fully evaluate them in an econometric way. This means, that only one segment of educational process can be evaluated in a payable way, while the other segment is to be exercised on the principle of credit quotes (social benefit, which cannot be paid). Precisely this forms the background for informal influence (creating atmosphere, formatting public opinion) and strengthens confidence and self image of educational process.
- Certain professions verify themselves by the way in which they are addressing their own work problems and not only by emphasizing their own importance. This fact applies in particular for educational profession, in which the subject of work is also segmenting the problems, regardless of accepted or overturned solutions. The second necessary condition of validity is independent identifying and correction of own weaknesses and mistakes (self-reflection).
- School as a building (social and demographic stability factor in local environment) has a different role than school as an institution (general social factor). Therefore school openness towards novelties from environment is one thing on a local level, and another thing on a national level, regardless of their correlation.
- In modern hyper-informed society, education and schooling is more and more a question of balancing and priority setting compared to learning and gaining knowledge. In this respect, different dilemmas are emerging. Is it, for instance, early learning of foreign languages more a question of national identity than a question of linguistic competence? Are the initiatives for introduction of school uniforms associated with general (media, consumer, technological) uniformity or need they be considered separately? How to teach children and adolescents to be entrepreneurial in an excessive »market society«? What are the priorities regarding literacy levels (digital, citizen, civil, etc…)? And so on. How
to coordinate the cycles of purposefulness in general; when and to what extent are pupils and students designed for the school existence and vice versa, the school designed for pupils and students. In all these questions, from educational point of view, it is more important how particular topic is defined, analysed and addressed than the acceptance or overturning of possible solutions.

- When entering the field of sports education, it is important how to place it in a context of time and environment. The paradigm of importance of sport from the well-known aspects, including social factor, must be repeated always and everywhere. Different aspects of sports activities (competitive sport, school sport, sport for everyone) are within the framework of the EU gaining a new, different meaning. Especially age range is expanding, as in the next years considerable increase of older people is expected. Also in that respect it is necessary to look into sports education in schools.

**PE Institution**

EUPEA is responsible to promote high quality physical education as a lifelong experience for all children and young people in Europe. It is an umbrella organisation of professional physical education associations in Europe. Works with a wide variety of Governmental and non-governmental organisations, as well as individual experts and professionals, in order to promote more and better physical education all over Europe. Their central demands is

**“No education without physical education.”**

Its principles are to:

- Ensure that all pupils, regardless of ability or disability, culture, religion, gender or social class have access to high quality physical education curriculum.
- Promote a broad and balanced physical education curriculum that encompasses the skills, knowledge and understanding to ensure that children and young people are physically educated.
- Secure the appropriate time, resources and learning environments in order to deliver high quality physical education in schools.
- Recognise and promote the unique place that physical education plays in the development of young people both as individuals and as responsible citizens.
- Achieve or maintain compulsory physical education for the duration of compulsory schooling for all pupils.
- Promote the academic study of physical education in its own right in schools.
- Support countries and the profession at large throughout Europe where compulsory physical education for all pupils is under threat.
- Promote high quality pre- and in-service training for all those who teach physical education.
- Recognise the contribution of physical education within further and higher education and its lifelong commitment to health, physical activity and the National sporting culture.
- Work in partnership with the National Physical Education Associations in Europe, supporting and promoting their cultural and professional needs.
- Work in collaboration with other professionals involved in providing physical education experiences for young people both within and beyond the curriculum (e.g. sporting governing bodies, coaches etc…).
- Work in co-operation with other international organisations (governmental and non-governmental) that support and promote the place of physical education in schools (e.g. ICCSPE, UNESCO, WHO, ENGSO).
- Undertake, collaborate in and support research in the field of physical education and related areas.
- Ensure that physical education programmes are relevant to young people’s lifestyles in a rapidly changing world.
- Support physical education programmes that provide a framework for vocational and professional education leading to employment in physical education and sport related professions.

**Competencies and self image**

Teacher competencies are in a close relation to image and self image that sports science demonstrates in the world and especially in the environment, in which it is operating. It is showing in comparison to other sciences, relation of other sciences to sports science and of course also, or maybe even specifically in a relation of sports science to itself. Through professional affiliation it is necessary, more than before,
to strengthen determination, self-respect and confidence. As this is not a one-time event, it is crucial to have persistence in building these values.

Of course, in the field of sports science there are often deficiencies detected, which are, among other factors, related to insufficient level of self-reflection, which is the first condition for finding and eliminating own mistakes. The latter are often a reflection of incoherence and lack of transparency of our work, passivity in social and professional enforcement and in many cases also imbalance of expert orientations.

There are many opportunities ahead of us, but they will in the first place demand more integration in the overall process between the involved subjects. It will be necessary to follow an important connection to practice – these are the alumni. Active participation in occupying the major social positions, such as headmasters in schools and high ranking state sports officials, will be necessary.

And finally, to insist on the expansion of work circuit to other, even non-sport areas like health, tourism, business, etc... Also these are our opportunities.

Conclusion

In many areas of economic and social life in the EU we have obviously not achieved all the objectives, which have been set out in the Lisbon Strategy (2001). The same applies also for the field of education. In our opinion, the Bologna process and his system of reforms did not reach all intended objectives.

The eight key competences, which are identifying a common sense of objectives in the field of education and training inside the EU are embedded into our work. We can find out, that these competences have achieved different levels of realization inside the regions of the EU.

In our understanding, the process of “teaching how to teach” seems to be a very important key factor in the field of education. This key factor requires from each participant an individual knowing and understanding of teaching strategies. The teaching strategies should fit individual preferences, competences and knowledge, but at the same time, they should fit also the lack of knowledge and the lack of competences of each individual. It is very important, that the individual is in the right position to know, where to find new knowhow or help in order to get new knowledge.

The role of the teacher and his level of abilities and skills is therefore in this process more than essential. Modern teachers cannot be inspired only by their former teachers and their models of teaching, which have been developed in the 19th century.

Modern education requires using latest technology and other infrastructure opportunities in addition to specialized theoretical and applied knowledge in order to develop so-called generic skills, which are creating critical and creative thinking in the field of education.

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