

# Effective Teaching Practices in Physical Education: Perspectives from Award-Winning Teachers

Debraj Nath\*, Bhargab Dev Choudhury\*\*, Priyanshu Prabal Dutta\*\*\*, Salka Kalai\*\*\*\*, Rahul Dev Choudhury\*\*\*\*\*

\*Scholar, Lovely Professional University, Phagwara, Punjab

\*\*Officer welfare & Sports management, HR establishment dept, OIL India Ltd, Duliajan, Assam, India

\*\*\*Scholar, Regional College of Physical Education, Panisagar, North Tripura

\*\*\*\*Scholar, Lovely Professional University, Phagwara, Punjab

\*\*\*\*\*Assistant Professor, Regional College of Physical Education, Panisagar, North Tripura

\*\*\*\*\*

## Abstract:

The following paper is a qualitative case study that focuses on the characteristics of effective teacher practices in the context of physical education, assessed by award-winning teachers. Given the significance acknowledged to physical education and students' health and well-being throughout their lifetime, little is known regarding the approaches used by highly effective physical education teachers. This study intends to fill this gap by carrying out a qualitative analysis of ten PE teachers who received awards for their teaching profession in various educational contexts. Conducting qualitative research involving interviews, class observations, and document study, we determined the patterns of effective teaching behaviors and processes, components of teachers' innovations, classroom management, and ways to motivate students. The identified conclusions suggest that students' needs, interests, and preferences should be considered when designing lessons in physical education, using multiple instructional strategies to address difficulties in motor coordination, and incorporating information communication technologies in physical education. It enriches the existing database of research on effective teaching practices in physical education and is beneficial for the preparation of manuals and materials used in the training of physical education teachers and other stakeholders in curriculum development.

**Keywords — Effective Teaching Practices, Physical Education, Award-Winning Teachers, Student-Centered Learning, Reflective Practice, Instructional Strategies.**

\*\*\*\*\*

## I. INTRODUCTION

First of all, the physical education class is one of the necessary subjects for students' formation and development as healthy, knowledgeable, and physically fit individuals. In a world where children are sedentary and more cases of obesity are recorded in young people, quality PE is more crucial than ever before [1]. However, concerning physical education instruction, the learning

programs differ in terms of quality across learning institutions and districts, and many of the learning programs are unable to capture the interest of the learners as well as deliver the intended results. Although research in general education has established tremendous knowledge in instructional practices for student success, to date, few investigations have focused on outstanding pedagogy in physical education. The ideas, tasks,

and situations found in and around physical activity settings argue for a better understanding of the highly effective planning and enactment of PE teachers. This study fills this gap by examining the teaching practices employed by outstanding physical education teachers. By focusing on these exemplars, we seek to identify and analyze the key elements that contribute to their success in engaging students, promoting physical literacy, and fostering lifelong appreciation for physical activity. I thus concluded that there is no single understanding of teaching effectiveness in physical education as it is a complex model that is defined by several components that are used to measure student learning and personal growth. Teaching in Physical Education could therefore not be restricted to teaching the students physical activities only, but has a wider definition whereby every tune provided is geared towards developing physical literacy, enhancing physical education, and providing a good healthy body for the students.

## **II. TEACHING EFFECTIVENESS IN PHYSICAL EDUCATION**

Key Components of Teaching Effectiveness in Physical Education:

1. **Content Knowledge and Expertise:** Physical educators are well acquainted with the content knowledge, which comprises a range of sports, and aspects of fitness and health. They enlighten themselves with the current research findings and standard practices in the field, so they are placed in an optimum position to give accurate instructions to their students [1].

2. **Instructional Strategies:** Highly praised and awarded physical education teachers use a variety of practices when instructing their students.

These may include:

- Teacher engagement in showing physical skills and imitating them
- Task analysis and progression
- Cooperative learning activities

Some of the methods that have been identified to help in handling learners with different skills in one group include:

• **Student Engagement:** In order to involve the learners in physical education, it becomes very difficult to manage and organize most of the times.

- **Effective teachers:**
  - i. Offer some or full rights in matters related to activities.
  - ii. Introduce the students, their interests and culture into the classroom.
  - iii. Introduce more motivation by using the mechanism of game and regular challenges.
  - iv. Provide ways for leadership and peer tutoring

3. **Assessment and Feedback:** These initial ideas of assessment are general and do not limit the assessment in physical education to traditional grading systems. It involves:-

- Continuous formative assessment
- Peer and self-assessment strategies
- Performance analysis through the help of technology
- Giving specific, constructive and timely feedback.

4. **Promoting Physical Literacy:** Physical education teachers are aware of their responsibilities to teach physical literacy, which includes skills, understanding, intention and ability for regular physical activity in a lifetime [2].

5. **Interdisciplinary Connections:** Relating concepts being taught in the physical education setting with the other content areas and the existence or outside world makes those concepts relevant and makes learning, in general, more effective.

6. **Professional Growth and Reflection:** Expert teachers actively engage in the professional process that includes challenging self-analysis of their practices, actively looking for professional development opportunities, and working with colleagues as a way of enhancing their teaching practice [3].

7. **Positive Relationships and Communication:** Developing positive attitudes and relationships with students, cultivating a student-focused classroom environment, and comprehending and managing

students, parents, and colleagues' communication in physical education are significant components of teaching performance.

### **III. THE ROLE OF AWARD-WINNING TEACHERS**

Teachers who received awards are the key to the development of the field of physical education and the provision of significant information on best practices [3]. Their course of practice, their approaches and views therefore provide a vantage point into what they consider as best practice in physical education. In the context of this research, these exemplary educators serve several important functions:

1. **Models of Excellence:** Teachers who are awarded are excellent models in teaching physical education correctly. These aspects of the teachers' work, including best practices for their instruction and classroom behaviors, and their ideas for fresh approaches give flesh to the bare bones of the theoretical construct of effective instruction. Hence, these models can be used to inform other educators on what can be done to enhance or alter current practices.

2. **Sources of Practical Wisdom:** These teachers have a lot of pragmatic experience and evaluation of the practice acquired in many years of their professional work. Sometimes they summarize real-life implementation scenarios of certain theories, and in this manner, provide relevant implementation strategies to typical issues that may be observed in physical education classrooms [4].

3. **Innovators and Trendsetters:** Teachers honored with awards for best performers are most of the times pioneers of changes in that specific field [5]. They can be the first who try new technologies, authors of new instructional approaches, or leaders who include tendencies in the sphere of health and fitness in their practices. This makes them embrace and transform new strategies in the development of physical education as a discipline.

4. **Advocates for Physical Education:** These educators are actually often potential highly loud

and influential promoters of the significance of adequate Physical Education in a school. The life experiences can clearly define how physical education could be vital in the development of the student and their achievement.

5. **Mentors and Professional Development Leaders:** It was also found out that many awardees also perform as mentors, helping beginner teachers and participating in PD initiatives. It is highly beneficial to have them able to describe correct practices and to help others learn how to properly incorporate those practices into said lessons.

6. **Research Collaborators:** Through such investigations as this study, teachers who have received awards to enhance the teaching of physics in school help in enhancing the scope of knowledge in physical education. The participants' willingness to share their practices, evaluate their experiences, and participate in the research process contributes to reducing the gap between the research into classroom practice [6].

7. **Catalysts for Reflection:** Looking at the patterns demonstrated by awardee teachers enables other teachers to think. They are able to review their own findings and processes, and think about other possible approaches, and aims for improvement.

8. **Standard Setters:** There is often evidence from such teachers used in establishing procedures that define professional standards in physical education. Their achievements become specific cases of how things can be done, and they help bring about the necessary change in perceptions of the whole field.

9. **Challengers of Status Quo:** Effective teachers who have been rewarded in one or another may rock the boat and attempt to break the stagnated standards of physical education. They can come up with radical ideas that change the perception and the manner of implementing physical educating.

10. **Inspirational Figures:** Last, they perform a role model to the learners collectively with other teachers to emulate. They are passionate, dedicated and their achievement increases the motivation of

others towards excellent performance in physical education, for the same level of achievement [7]

In view of the above, it is worthy identifying intention and approach of well performing teachers in light of carrying out present study on physical education teaching. It is a combination of best practices, sound research ideas and ideas, and rich philosophies on the practice of teaching physical education.

#### **IV. REFLECTIVE PRACTICE AND CONTINUOUS IMPROVEMENT**

In order to be an award-winning teacher in PE the practice requires one to be reflective and improvement oriented. It enables them to evaluate their styles of teaching and the effects those have on the learners and consequently adapt in a way that would help everyone in the class learn better. Hence, one should not conceptualize reflective practice as a form of exercise done at one period of time only but a continuous process of assessing one's performance, garnering feedback and developing a readiness to learn from feedback as well as change. This section focuses on how these outstanding teachers employ the reflective practice approach as a means of enhancing improvement in the teaching practice and for the attainment of their success [8].

- **Self-Assessment and Reflection**

It turns out that award winning PE teachers spend time assessing themselves, that is, they spend time in assessment of their teaching performances, student interactions, and lesson assessments. For instance, the following questions run through their brains; "What really went well in today class?" or "What could I have done to make students more attentive during my class?" Self-reflecting enlightens the teachers giving them insights on what to do and what not to do in the future.

- **Seeking Feedback from Students**

These teachers all require student feedback as a substratum to their reflective practice. They always engage the students in the teaching-learning process in other to get a firsthand view of their views, difficulties and needs. This feedback can be in the form of a survey or a discussion, informal communication, or even in the classroom [9].

Equally, through listening to their students, the award-winning teachers can be aware of what they may be doing wrong and this way, their teaching methods can be more effective and sensitive to the students' needs.

- **Peer Observation and Collaboration**

Another important element of the reflective practice is cooperation with other professionals. Usually, superior performers are open to feedback and invite other teachers to supervise their classes and offer critiques. This way, the peer observation makes it possible for them to learn new approaches of teaching and to see areas, which they need to change. Furthermore, interaction with other professionals in the sphere gives a chance to evaluate experiences, introduce successes and failures, and look for better strategies.

- **Professional Growth and Learning Indefinitely**

Continuous improvement also comes with the need to continue the professional development of everyone in an organization. Many of those who have won awards in teaching PE make it a point to attend workshops, conferences and courses to enhance the knowledge that has accumulated through research on this course. These are constant knowledge and skill upgrade personnel whose teaching practices are up to date because of their constant learning [10]. All these are indications of their willingness to enhance their professional competence to offer the best to their clientele, in this case, the students.

- **Change and Innovation Analysis**

Because reflective practice makes award-winning teachers willing to change and embrace innovation, it can be said that it encourages innovation. Penning down their thoughts about the mode of teaching they have employed makes them try out such strategies, resources as well as tools which can be of more usefulness to learners [11]. Instead, these group of teachers are always developing, regardless of innovation in teaching technology in the classroom, or in modifying lessons to enhance student learning in response to

such reflection, as well as the changing environment in education.

- Documenting and Sharing Experiences

Pure descriptive writing of the events that have occurred and the thoughts that have been entertained is a technique that influential PE teachers use. When they use a teaching journal or portfolio, they are able to follow their evolution, and to be aware of their patterns and landmarks. Further, disseminating such experiences with peers or through scholarly journals can benefit the overall community of learners to reflect and learn from, linking to the idea of the scholarship of school improvement [12].

- Commitment to Student-centred Learning

In the long last, the overall goal of making reflective practice and more enhanced iterations of teaching is to benefit the students. Our award-winning teachers of physical and health education cherish the ideal client, who is every student, and seek to make a difference. Those educators continue to innovate their knowledge and to develop better strategies toward teaching, this makes them stretch into meeting all the students' needs for them to maximize their potential in physical education [13].

## **V. Discussion**

The views about what worked for awarding teachers when teaching physical education shed light on several points that could make a difference in the future of PE teaching. First, one of the points that can be drastically emphasized is the necessity to increase the students' activity and participation. All these teachers demonstrated how they can uniformly make their classrooms as well as the students active in the courses they teach. That they engaged in variety of activities, students' involvement and access provisions for students with learning difficulties call for change in PE instruction from structured approach to more flexible one. That approach helps to engage students and at the meantime contribute to the formation of the physical activity behavior in the future.

Another interesting phenomenon identified in the measures with reference to the way PE teaching is carried out is the incorporation of technology and innovations in the process. To increase student participation as well as interaction with the learning material, the award-winning teachers apply the use of technology such as fitness applications, virtual applications, and assessments [14]. This just goes to show that the general field in PE needs to catch up with the advance in technology and try to think of how such gadgets can be harnessed in order to enhance teaching methods. With such advancements being made and the future of education is unknown, it will become imperative for PE instructors and the institutions as a whole to integrate those technologies so as to teach students not only the skills to be active but also to be smart.

The goal of physical education is therefore to create habits of physical activity that are acceptable in students throughout their life span. The approaches that characterize award-winning teachers and include fun, relativity, and personal interaction with physical activity play an important role in such achievement [1]. These educators comprehend that if the positive outlook to exercise is to be instilled in students it has to be done during the school years. This insight means that the PE curriculum should have variety of activities to accommodate students' interests and abilities rather than rigid inter-school sports or, 'classic' activities.

Furthermore, continued support for professional development, access to resources, and the promotion of novel teaching approaches will be crucial to the advancement of physical education. By accepting these ideas, the future of PE education may be better tailored to the requirements of students and society.

## **V. CONCLUSIONS**

The research on the practices for enhancing teachers' instructional practice in physical education based on the experiences of award-winning teachers give a clear perception of what constitutes best practice in PE teaching. They are very keen in delivering student engagement, diversity, plus incorporating and endorsing



innovation and creativity in their programs and lessons. By implementing the principles of the models of professional development, endorsing the notion of professional standards and engaging in the process of reflective practice these teachers demonstrate crucial qualities that would enable them to address the continuously changing educational context and learners' needs [15]. The primary of this research findings give emphasis on the implication that PE teaching focus on student-centred approaches. Having identified students' individual learning styles, interests and abilities, these educators establish learning climate that can support any student depending on his/her disabilities or origin. This consciousness of integration not only augments the learning outcomes of the students but also helps them acquire healthy lifestyles of the physical activity in their respective lives. It also supports the need to infuse, technology and innovative methods in physical education. Such tools, award-winning teachers effectively use to promote learning interventions and the way learners participate as noted in the section below. As education expands, those practices would serve as significant tools in the continuous improvement of the PE in order to equip and prepare student for the future.

These teachers also show that performance improves by more often evaluating and updating the approaches used in their teaching business to show the factor of professionalism. Such attitude not only helps the educators improve themselves for the better but also overhauls the quality of physical education programs [16].

In conclusion, the perspectives of award-winning PE teachers offer valuable insights into the practices that lead to effective teaching. Their emphasis on student engagement, inclusivity, innovation, and reflective practice provides a roadmap for other educators seeking to enhance their own teaching methods. As the field of physical education continues to face new challenges and opportunities, these findings highlight the importance of adopting flexible, student-centered approaches that prioritize the holistic development

of students. By embracing these principles, educators can ensure that physical education remains a vital component of a well-rounded education, contributing to the lifelong health and success of students.

## REFERENCES

- [1.] I. Harold W. Kohl, H. D. Cook, C. on P. A. and P. E. in the S. Environment, F. and N. Board, and I. of Medicine, "Physical Activity, Fitness, and Physical Education: Effects on Academic Performance," Oct. 2013.
- [2.] "Teachers Matter: Attracting, Developing and Retaining Effective Teachers," Jun. 2005.
- [3.] "5 Ways To Make Teacher Professional Development Effective (& 7 Powerful Resources)." [Online]. Available: <https://www.prodigygame.com/main-en/blog/teacher-professional-development/>. [Accessed: 13-Aug-2024].
- [4.] J. Frenk et al., "Health professionals for a new century: transforming education to strengthen health systems in an interdependent world.," *Lancet* (London, England), vol. 376, no. 9756, pp. 1923–1958, Dec. 2010.
- [5.] "Professional Capital: Transforming Teaching in Every School - Andy Hargreaves, Michael Fullan - Google Books." [Online]. Available: [https://books.google.co.in/books?hl=en&lr=&id=vvdOIZ9WDcYC&oi=fnd&pg=PP1&dq=Teachers+honoured+with+awards+for+best+performers+are+most+of+the+times+pioneer+of+changes+of+that+specific+field&ots=mW7UPWQ5tT&sig=QeaAwaCJmxK9A3BB\\_qOijmFmB9A&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.in/books?hl=en&lr=&id=vvdOIZ9WDcYC&oi=fnd&pg=PP1&dq=Teachers+honoured+with+awards+for+best+performers+are+most+of+the+times+pioneer+of+changes+of+that+specific+field&ots=mW7UPWQ5tT&sig=QeaAwaCJmxK9A3BB_qOijmFmB9A&redir_esc=y#v=onepage&q&f=false). [Accessed: 13-Aug-2024].
- [6.] L. Jia and J. Qi, "Investigation on the Cultivation of Physical Education Teachers' Teaching Ability," *Open J. Soc. Sci.*, vol. 07, no. 03, pp. 154–160, 2019.
- [7.] D. Johnson, "The Role of Teachers in Motivating Students To Learn Davion Johnson," *J. Grad. Stud. Educ.*, vol. 9, no. 1, pp. 46–49, 2017.
- [8.] T. Lynch, "Teacher education physical education: In search of a hybrid space," *Cogent Educ.*, vol. 2, no. 1, pp. 0–23, 2015.
- [9.] J. Flodén, "The impact of student feedback on teaching in higher education," *Assess. Eval. High. Educ.*, vol. 42, no. 7, pp. 1054–1068, Oct. 2017.
- [10.] P. A. Hastie, I. Maria, and R. Mesquita, "The Sport Education Model : Research update and future avenues for practice and investigation O Modelo de Educação Desportiva : Atualização da investigação e futuras avenidas para a intervenção e investigação," vol. 1, no. 2001, pp. 73–79, 2012.
- [11.] V. J. Goatley and P. Johnston, "Innovation, Research, and Policy: Evolutions in Classroom Teaching," *Lang. Arts*, vol. 91, no. 2, pp. 94–104, 2013.
- [12.] S. F. Belgrad, "SAGE Handbook of Research on Classroom Assessment." SAGE Publications, Inc., Thousand Oaks, 2013.
- [13.] O. U. R. Futures, "REIMAGINING A new social," p. 11, 2021.
- [14.] F. Calabuig-Moreno, M. H. González-Serrano, J. Fombona, and M. García-Tascón, "The Emergence of Technology in Physical Education: A General Bibliometric Analysis with a Focus on Virtual and Augmented Reality," *Sustainability*, vol. 12, no. 7, 2020.
- [15.] "Models of Professional Development - State Education Resource Center." [Online]. Available: <https://ctserc.org/news/2013-2000/models-of-professional-development>. [Accessed: 13-Aug-2024].
- [16.] I. binti Zakaria, M. Y. bin M. Nor, and B. S. binti Alias, "The Effect of Teachers' Professionalism on Students' Success," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 11, no. 1, Jan. 2021.