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Enhancing Physical Education Teachers' Competencies for Holistic Student Development

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Abstract:

This study explores strategies for enhancing the competencies of physical education (PE) teachers to promote holistic student development. As PE plays a vital role in physical, emotional, and social well-being, teachers must be equipped with modern pedagogical methods to meet evolving educational demands. The research examines innovative teaching approaches, competency-based training, and interdisciplinary collaboration to improve PE instruction. By analyzing global best practices, the study identifies critical skills required for effective PE teaching, such as adaptive instruction, student-centered learning, and the integration of technology. Furthermore, it highlights the need for professional development programs that address contemporary challenges in physical education, including inclusivity, motivation, and lifelong fitness habits. The findings underscore the importance of continuous training and policy support to ensure that PE teachers contribute effectively to students' holistic growth, fostering a lifelong appreciation for physical activity and well-being.

Keywords: Physical education, teacher competencies, student development, pedagogy, professional training.

1. Introduction

Physical education (PE) plays a crucial role in promoting holistic development, as it contributes to the physical, emotional, and social well-being of students. However, this potential must be harnessed effectively, requiring that PE teachers are properly trained and competently equipped to handle diverse aspects. Nearly every country is transitioning through a momentous period of rapid socio-economic changes, including globalization, educational reform, and increased urbanization. At the same time, modern society bears witness to an era of remarkable scientific and technological

development, linked by an ability to easily gain and share information. This changing backdrop has sparked a number of evolving trends in education, leading to a widening of the teacher's role. No longer limited to instructing sports skills, the global PE landscape is looking to redefined parameters that encompass a focus on fitness, health, physical literacy and wellbeing. As such, teachers must now be ready to handle their role as motivator, guardian, and life-long companion (Fu & Zhu, 2022).

Existing research substantiates the positive influence of PE on different aspects of individual health. Firstly, biological outcomes are largely improved by a focus on physical movement, which can positively impact on weight control, strength development, and cardiovascular functions. Moreover, the presence of PE has a positive effect on psychology, leading to enhanced emotional well-being, better concentration, superior self-confidence and reduced stress levels. Lastly, social facets are proven to be enriched by the implementation of PE, which helps students in building social connection, understanding teamwork, fostering mutual respect, advancing empathy, and raising sporting ethics. A deliberate PE class design can not only help in producing skills and knowledge that may last a lifetime, but may also transform students' lives by enabling them to face some of life's challenges head-on and foster in them an enjoyment and participation in physical moves that leads to life-long commitment. However, in light of these recent trends and developments in teaching and the role of PE in modern society, many established pedagogical belief and practices may be seen as outmoded, inadequate or simply off-track. Consequently, serious consideration is being given to how best prepare teachers to cope with these changes and improve their competencies. Most of the innovations centre on finding comprehensive ways to train PE teachers by improving their pedagogical teaching strategies. Key strategies include how to make learning student-centred, how to diversify instruction modes and task-designs, how to enhance instruction effectiveness through various possession of teaching knowledge and skills, and how to managing class in a way that ensures an overall positive learning environment and atmosphere.

2. Importance of Physical Education in Holistic Student Development

A well-prepared physical education is needed for yourself because it is essential for the development of teenagers. This readiness can be associated with external and external factors related to personality traits, professional knowledge background, support from the school community, and the existence of programs, facilities, and physical education infrastructure. Holistic student development has always been an issue and a shared responsibility between physical education teachers and other parties responsible for student welfare. The purpose of this student development is so that students are formed as individuals who have good character, personality, emotional, spiritual and other aspects. It is not denied, the importance of physical education (PE) in the era of globalization: it supports physical health, psychological well-being, and social relating skills. The need to produce a well-rounded individual who can contribute effectively to personal, community, and social life is an urgent issue: it is not inappropriate to integrate physical activities in the curriculum and co-curriculum of primary and secondary school students (Fu & Zhu, 2022).

Many of them can adapt and cope with the rapid changes around them. Research says something that is amazing, that participation in active sports and exercise of a kind that is enjoyable can increase self-esteem and academic performance. It also means that the purpose of the assignment of the teacher of a certain LO is to promote a healthy lifestyle among students. However, it needs to be remembered that this assignment can have different implications for schools in different regions. Involvement and participation in PE programs do have a positive effect on the formation of personality, that is, foster teamwork, leadership, and other related qualities. In the choice of learning strategies, fostering a more holistic development should be the first choice. The reason: it prepares candidates who are more skilled for the provision of life challenges. The most ideal method of practice is one that is balanced between the three dimensions including cognitive, affective, and psychomotor. By having order in a balanced, orderly way towards the development of a more

complete individual. In this way, it can generate educational excellence and not only academic excellence (Moon & Park, 2022). Many students who make it easier to mobilize resources. The difficulty is the skillful teacher dealing with average and lower students. Unpublished balanced development in the cognitive, affective, and psychomotor domains overemphasizing students of high chronological age only.

In fact, formation and development cannot be partial. The first is that human development is a process of increasing the perfect where every aspect for a while is an element of the whole. Second, formation will be useful if it is oriented toward life. The formation of a holistic personality is a balanced process and an integrated process so that the products are born meaningful, useful, noble, and effective. In NKB race all are winners. Not all students have the potential for academic science but certainly, there are abilities in other fields. Unfortunately, the stereotype of the smart student lazy behind still exists even today. This is where physical education should play its role to improve performance. On the other hand, PE also must "design" students' lifelong skills and habits to make them active in practice and balance life. No one is healthy because of knowledge; life knowledge must be practiced and maintained.

3. Current Challenges in Physical Education Teaching

Effective physical education teachers are crucial to quality physical education programs and the developmental outcomes of learners. Student participation and engagement in physical activity during physical education lessons is affected by many factors. These can include the provision and availability of appropriate resources, the attitudes or efficacy of teachers towards a subject, and the value society places on it (Ijeamaka Muomezie, 2018). Other highly influential determinants are a distance or disparity of access to facilities and normalized systems or organizational practices. Many of the essential resources, facilities, and equipment required for physical education, or to establish a positive learning environment toward physical activity, are no longer available or viable. Over 25% of educators believe they are not adequately resourced, and many schools in low social economic areas have either poor or no facilities for learners to participate.

Over the years, the level of support for planning and maintaining high-quality physical education programs has decreased. Institutions are not offering sufficient initial physical education training nor backing teacher education programs to enter the workforce. It is evident that many educators never come in contact with physical education or movement subjects during their pre-service training. Research also found that many pre-service teachers are worried or anxious to teach physical education, but believe it is an important aspect of the curriculum. Since 2009, other key impediments for teacher efficacy in teaching physical education have been posted. Physical education efficacy and confidence are influenced by perceived intent for cultural diversity, perception of time allocation of physical education, administrative support, and perceived program effectiveness, as well as rationale for not intending to teach physical education. At present, administrative cooperation is needed to enhance physical education outcomes and classroom teaching of physical education. Admin or leader intervention can provide support to potential and reduced physical education teacher anxiety. Varied periods of time are required for PE educators to transform their coaching efficacy to an appropriate level. Admin support is required to designate ample time for PE per grade. Since the implementation of CAPS, the physical education curriculum appears to have been affected. A 'watering down' of physical education programs could happen as a consequence of sacrificing other deeds in the 'conflict of attention.' PE educators' curricula were constrained and exchanged in the capping of the subject. According to educators, only lessons which can creatively test activities and increase the seriousness of PE will be scheduled. Conversely, PE grades with tentative and resource-intensive programs may choose to offer fewer grades by refusing to schedule physical education. Prep is used by a significant portion to 'make up' for daily missed teaching of physical education. Some students involved in the study do not have the equipment necessary to permit involvement. Absence of mats, particularly in low-cost areas,

restricts program options. Some assessment forms, such as activities that need specialized equipment, reside outside the financial capacity. Some curricular schedules limit the variety of physical activity offered during physical education instruction. Allocating space to PE is often seen as insufficient or unreliable. Display windows are used by learning 'in the open air' or in a hallway. Not all schools are structured to include physical education.

4. Theoretical Frameworks for Enhancing Teacher Competencies

Physical education (PE) is progressively being seen as a requisite for the all-round growth of students. Specialist physical educators are as a result expected to be competent of providing a choice and balanced PE curriculum that silhouettes the non-natural, communal, expressive, and intellectual desires of platforms 1-2 students. Current conceptions of learning emphasize the role of teachers as facilitators of knowledge construction, making it essential to examine how teacher training can be improved to better prepare physical educators to meet these challenges. A variety of theoretical frameworks underpin teaching competencies that support effective teaching strategies and methodologies in the teaching of PE. The combination of these theoretical frameworks may deepen understandings about the requirements and constraints of the student and the practice environment, thereby providing a thorough foundation for support that is required by physical education teachers so that they are equipped to cope with the requirement of the Australian and State Curriculum and innovate rigorous teaching practices.

Constructivism is instances such as one theoretical framework that underpins this kind of models-based practice. Teaching focuses on guiding students through real-world experiences of the learning environment that are manipulated and structured to build connections to larger accepted ideas. It is argued that learners need to be actively engaged in constructing their own understanding and grasp by participating openly and voluntarily in actual circumstances that include real-world actions with real-world individuals (Capel, 2007). Further, sociocultural theory posits that observant learning in communal set is essential for the education procedure, as student teacher relations shape and act upon one another. Ultimately, there is experiential learning which postulates that meaningful learning is vital when knowledge construction is based on real-world experiences that can be applied to a multiplicity of circumstances.

5. Key Competencies for Physical Education Teachers

Physical education teacher education (PETE) programs were created to enhance future teachers' knowledge and skills in teaching physical education. Over the years, these programs have developed to include additional curriculum components. Nevertheless, the acquisition of most of the important competencies required by physical education teachers can be enhanced by a comprehensive and reflective teacher training program. With the purpose of proposing such a program, this study sought to identify and evaluate competency needs important for physical education teachers in order to most effectively engage and educate their students (Yan et al., 2022). Convenience sampling was used to recruit 377 physical education teachers in China, at all levels of school, to complete a needs analysis of competency requirements in physical education teaching. A total of 29 competency needs important for these teachers were identified across the following 5 categories: Subject knowledge competency (6 items), Pedagogy competency (7 items), Communication competency (7 items), Leadership competency (4 items) and Adaptability to dynamic competency (5 items).

A well-conceived physical education teacher training program should include the blank-fill ness of the important competencies described in this study in order to improve the quality of teaching, as well as to establish good schools for activities which could improve learning interest of students in physical education classes. The competencies, which are very important to the development of physical education, should be taken into account when considering the feasibility of any policy change regarding the national curriculum, teachers' professional qualification tests, or further

educational policies related to teacher training. Among the 29 identified competencies, 5 were identified for special attention based on an analysis of expert opinions. In the hope that teachers will be able to improve and make more effective use of these competencies, education policy makers should take these competencies into greater consideration.

6. Effective Pedagogical Strategies in Physical Education

Pedagogical strategies are increasingly being referred to as the cognitions or mental tools physical education teachers possess and which they employ in particular ways to support young people's learning, physical activity, and healthy development (Kirk, 2018). In light of this, what follows explores a number of pedagogical strategies that physical education teachers may find supportive of enhancing learning, physical activity, and health within the constraints of a highly superficial article like this one. However, rather than being taken in a simple, utilitarian sense, it is argued that for pedagogies to be effective in school physical education, they need to be activated and implemented in ways that align with being pedagogies 'for', 'in', and 'through' movement.

The most common explanation of pedagogies 'for' behavior in discussion of school physical education is in the translation and instruction of understanding about the body's physiological make-up and what subjects should and should not be placed into it to promote health and weight loss. Indeed, most physical education teachers will be able to provide a sound source of health-related information on the effects of exercise on the body for sport performance, health, and wellbeing. A significant amount of time in secondary schools is taken up negotiating public health messages through identifying the veracity of the claims and then in attempting to act on the advice, whether this is direct calorie-burning activities or reframing of fast-food analogies. An unfolding challenge is negotiating an online public environment in which 'experts' are capable of presenting highly compelling arguments apparently supported by research but which are at best half-truths and at worst lies.

7. Utilizing Technology in Physical Education Teaching

Several years ago, the idea that personal health data could be collected electronically was treated as little more than futuristic amusement. With the growing interest in communal health (both by consumers and entrepreneurs), an assault of fitness trackers such as Fitbit, Jawbone, and Apple Watch have flooded the market. The data these devices present can be analyzed and, it is hoped, understood, to help people lead healthier lives. However, personal fitness trackers can also be adapted to track gross motor function and in school can be used to assess physical inadequacy in such things as arousal activity or difficulty in ambulatory activity. While the quantified-self present in edu it poster and other conferences creates a worrying picture of self-obsessed well-off individuals collecting data on their sleep habits, for consumers in disadvantaged communities, these devices have shown themselves to have real benefits in improving diet, exercise, and weight loss (J. Daniel, 2002). In the face of a rapidly changing world, the challenge remains for teachers to keep up and appropriately parse the myriad of digital tools and apps that are appearing in the classroom. Oftentimes the pressure is on to adopt technology just because it is perceived to be novel, 'otherwise the kids won't be interested.' However, using technology should be held to the same basic educational standards as traditional pedagogy. There is much to be said for a thorough introduction to, and perhaps a hands-on workshop related to newly appearing technological assets, in PE or other teaching. For physical fitness, apps such as Fitbit Coach can offer an alternative to traditional fitness training and at a fraction of the cost. For just under $40, a 3-month subscription provides tailor-made exercises that can be performed at both home and in the gym with the minimal equipment. For the non-athlete PE student who has little interest in sports, this is a technology that can help engage them in a physically active lifestyle (Hirsh, 2018).

8. Assessment and Evaluation in Physical Education

Formative and summative assessments are both important in physical education. Formative assessments are point-checks of understanding used to adapt and improve teaching. Formative assessments can be in a variety of forms. They can be verbal, for example a series of check questions you ask as you observe your pupils demonstrate the skill or performance areas (Manuel López-Pastor et al., 2013). They can be written, for example peer assessment of best aspects and areas for improvement. The more a performance is broken down into its constituent parts the more complex the mid point becomes. They can be a physical artifact, i.e., an object or prop that a pupil brings in that demonstrates understanding. Formative assessments are important for you as the teacher in understanding the depth and quality of a pupil's understanding. The key is for formative assessments to be well aligned with desired learning objectives. Otherwise, they will be measuring something other than competency.

Summative assessment, on the other hand, is a judgement made at a fixed point in time and is used to place a value on a productiveness or performance. This is the more traditional sense of assessment. The end of the chapter exam is a summative assessment in this sense. Summative assessment measures what a student can do. It also can be used to rank pupils against each other, to judge the quality of instruction, to motivate (or demotivate) improvement, and as a model of failure. Questions to keep in mind about summative assessment are competency to be assessed, evidence of competency, learning objectives for competency, and how assessments will be graded. Two important types of summative assessment that you can employ are known as self-assessment and peer assessment. Both are terrific tools for reflection and self-understanding. Often pupil understanding deepens through reflection which can lead to enhanced performance. The pupil might see the skill being attempted differently. They might grasp a component of the skill or performance which was opaque. Feedback is also an important aspect of enhancing performance and motivation. The majority of feedback provided in physical education is focused on coaching of skills, not on assessment. While the motivation is to foster improvement and better performance, it is important to realize that the motivation also affects the demotivating nature of irrelevant or ultra-detailed feedback. For example, getting down to the exact spot 1 meter away from a wall to catch a ball is not beneficial. Given that feedback is often one to many and does not occur immediately, the teaching can leave the student feeling inadequate or insufficient. There is also the challenge in the ability to assess physical skills, attitudes, values, and domains of knowledge. Further, pupils' skills fluctuate from day to day. Fluctuations can be attributed to the dynamic interaction of factors affecting performance on a particular day, for example, sleep, hunger, weather etc. Attempts to measure physical education "outcomes" using written assessments of motor performance based on the curriculum are common but problematic. There is also a dissociation between assessments of learning and functional assessment of physical skills. Predominantly this is due to the inattention, neglect, or non-provision of accommodations. Given these problems, it is important to think about a range of summative assessment types. Written assessments or tests must be carefully constructed to equitably measure true competency and not some other tangible measure of the same. Therefore, the importance and utility of a well devised and developmentally appropriate rubric cannot be understated. Ideally, they facilitate the assessment of achieving, exceeding, and approaching performance levels based on criteria. Performance-based assessments are a way of resolving the disjunct between the tacit subjectivity of observational assessment on the one hand and the quantification of numerical grades on the other. These assessments focus on the product and not the process. They place emphasis on the successful completion of a pre-stated goal and often do not consider extenuating circumstances. Performance is self-motivated and exhibitions or demonstrations of learning can best be evident in a format of such performance tasks. This performance can be revealed by workout completion logs, improved timed laps, regulation weight stomach crunches, documented usage of equipment, regularly updated evidence of fitness or strength improvement. These performances are often in direct contradiction of the individual needs of students. Nonetheless, when stabilization points are used to measure student progress, the

fluctuation problem becomes ameliorated. It is essential, therefore, that ongoing formative practices are in place that focus on improving the development of performance and eliminate the need for photocopied worksheets of the gymnasium. Early and ongoing assessments can also reveal the need for amendment instruction. Amended instruction is aimed at addressing a pupil's unique needs. Gathered information assists in placing students in the setting most appropriate for their learning. Amplification or accommodations may be necessary for pupils with special needs in order to measure their competency. Refinements in instruction can also be made to enrich learning and focus on the development of complex skills. Standardised assessments of health and lifestyle knowledge can also be administered. In order to ensure that physical education significantly contributes to the development of this knowledge, it must be supported by an integrated approach involving subject-based and detailed evaluations. Ongoing evaluations can lead to determination-and subsequent reflection- on the degree of effectiveness and usefulness of the instruction.

9. Professional Development Opportunities for Physical Education Teachers

Physical education teachers are provided many opportunities to enhance their knowledge and professional skills. To improve holistic student development through comprehensive physical education, professional development should focus on realizing the wider aims of the subject. It is imperative that teachers are provided with appropriate training opportunities to enhance their competencies and support developing research, practice, and policy within school contexts. Professional skills can be built through in-service courses, such as inclusive sport training, to prepare educators to develop and teach inclusive sports programs in schools. Situated learning is another educational approach that delivers professional training to widen the scope of subjects and align the research, practice, and policy of the subject itself. This effect has been achieved through in-service courses such as workshops, seminars, and conferences, led by experts to discuss, share, and explore the content, teaching and assessment strategies related to a wide variety of subjects.

Educators in training can take many forms of courses online, which can help them learn how to create a safe and effective setting, develop correct movement, promote psychological and social growth, and plan and implement sports or games. To enhance physical education teachers' abilities to fulfill the vision and moral objectives of holistic education, research-based and practice-oriented professional development is recommended, including mentoring, workshops, seminars, conferences, in-service courses, and learning communities to better prepare educators to promote holistic development in PE. Providing access to a wide variety of learning opportunities relevant to the specific knowledge, skills, and situations of the job context has the potential to reduce differences in teaching practice between those seeking and not seeking such opportunities. Professional organizations offer physical education conferences. Attending or presenting at professional conferences offers physical educators opportunities to gain skills and knowledge in their specified content areas. Attending conferences allows networking among like-minded professionals, fostering the sharing of ideas, knowledge, and resources. In turn, this support can inform teaching practices and quality of their programs.

10. Collaboration and Interdisciplinary Approaches in Physical Education

Collaboration and interdisciplinary approaches provide a vital avenue for building bridges in many facets of life, including inter-departmental participation to enrich Physical Education (PE). Making connections with health, science and the arts can create dynamic, engaging lessons for students in physical education classes. It is important for educators in particular subject areas to collaborate because they often tackle similar themes in different ways. Working together with classroom, visual arts, health and physical education educators can replicate, challenge and deepen a child's learning as new connections are made, and they analyze phenomena more holistically (Manilall & Rowe, 2016). This not only enhances a student's understanding of educational material, but also has the potential to engage them in a more meaningful way. At the same time, while students will deepen

their learning process thanks to the connections between subjects, it necessitates teamwork among educators as they develop cohesive curricula that address varied learning objectives. On another note, another significant application in PE is found in community partnerships.

Seeking community partners can complement, enhance and enrich PE programs by sharing physical and/or fiscal resources, expertise in certain areas, or access to spaces not typically available (Bensikaddour et al., 2015). Partners can approach the same issue from different perspectives, which can in turn broaden students' understanding of complex issues. For instance, a physical education teacher may pair with someone who specializes in a community garden. When students engage with the garden, they not only gain greater insight into various aspects of health and science, but also social studies and the arts, including the history of a locale or different cultural food traditions. Japanese school lunches, U.S. exports, or personal stories about food can all be woven in, fostering a deeper understanding of the interconnectedness of life. Another example includes a physical education teacher and a dance educator collaborating to explore the physics of motion through movement. Viewing the same topic from two vantage points could offer a broader base of learning and understanding, and help students own the information in unique ways. In order to cultivate an effective, dynamic, cross-curricular education system that supports the development of deep, holistic thinkers within a truly creative environment, a mix of educator-driven, school-headed and community-based partnerships is advocated as a charged warp and weft of the education web.

11. Promoting Inclusivity and Diversity in Physical Education

Inclusivity and diversity is recognized as a significant issue in physical education, where consistent efforts are needed to make the physical education experience a positive experience for all children, regardless of ability. The “fitnesization” of the curricula has changed the learning environment significantly over the last year. It became more competitive and performance-related, and made traditional physical education (PE) tasks even more difficult for pupils with motor learning difficulties. With culturally diverse populations, adaptations are required to make the PE program more acceptable to all. It includes awareness of other cultures, the recognition of diversity as a resource, and the provision of positive exposure and recognition of achievements of all cultures. Culturally unresponsive teaching dismisses or belittles student differences and generally treats a culturally diverse student population as problematic and deviant. Culturally responsive teaching honors and respects student differences, makes a concerted effort to make all students feel valued, and seeks to help students understand that school curriculum often reflects the worldviews, interests, and experiences of power group. In addition to the curriculum content, consideration should also be given to facilities and equipment. It may also mean the presence of accessibility adaptations for all learners, such as turning spaces and equipment, use of markers on the ground, and the provision of strategies for safe inclusion of those with specific needs. The benefits of promoting an inclusive environment go beyond the outcomes of individual students (Giese et al., 2022); Children learn from their environment and from their more able peers. Therefore, it is important to be able to model understanding, appreciation, and respect for individual differences and to foster an atmosphere of respect and understanding within the class. There is growing recognition by educational areas that the active involvement of students in shaping their schooling is crucial for meaningful learning experiences and student well-being. This is particularly relevant to the group that is in many countries still underrepresented in decision making – the students with disabilities. Hence, careful listening to student voices and consideration of what students say is important for policymakers and practitioners when responding to inclusivity and its potential for advancing equity in today's physical education (Patey, 2017).

12. Supporting Students' Social-Emotional Learning in Physical Education

Physical education (PE) programs provide an ideal opportunity to cultivate social-emotional learning (SEL) for school students. Skills like cooperating, showing empathy and tolerance, and

self-regulation can be taught most effectively in context and PE provides an ideal platform. As well, an incontrovertible relationship exists between physical activity and emotional well-being. Engaging in positive physical activities together with a strong supportive emotional climate in the school can lead to genuine and long-lasting character growth (Janette Lindsay, 2013). Consequently, great care needs to be taken in ensuring such an emotional climate. While cooperation is emphasized, engagement in both cooperative and competitive activities nurtures social skills and resilience. Additionally, there are many opportunities for teachers to model appropriate behavior and for cooperation in training cooperative skills. Finally, it is quite possible to create choices even within a sports context to cater for variable skill levels, thus avoiding the perils of competition leading to low-self-concept and interest in sport. This discussion provides emphasis on developing social-emotional learning and suggests various practical activities to incorporate social-emotional learning in PE courses to teach students the skills they need to live with empathy, to understand and appreciate the perspectives of others, to acknowledge an interest and concern about community and the environment, and to take responsibility and supportive action. It is important to draw representative random samples of teachers from both rural and urban areas to obtain teachers' perceptions about the necessity of incorporating SEL elements into PE courses for students. Further, it recommends using a blended approach to nurture a rounded and balanced growth, which will nurture both physical and character strengths.

13. Building Positive Teacher-Student Relationships

In physical education, more than any other subject area, the teacher plays a very crucial part in determining the student outcomes and more importantly, the attitudes of students towards the subject area (Bensikaddour et al., 2015). Teachers who want their students to like PE classes should begin with themselves. Their teaching practice should be filled with infectious enthusiasm for their subject and a sincere belief in the importance of what they are doing. Creating positive relationships between students and their teachers is pivotal in physical education. Childlike, immature, and sometimes self-conscious, students come into contact with a variety of teachers more frequently than any other member of the instructional team other than with their peer group. In these circumstances, if students are to perform well, they must feel a sense of trust and respect for the teacher and the teacher in return must show respect towards them. Therefore, as well as the educator's knowledge of their subject and their ability to teach it, they must exhibit empathy, enthusiasm and understanding of the individual characteristics of every student and adapt their treatment accordingly.

Strategies to help building positive relationships involve: actively getting to know the students; showing a genuine interest in them; being patient, listening and giving the students time to reply; respecting and valuing the students, by considering their feelings, autonomy, and rights, employing a cooperative discipline strategy, being courteous and positive in interactions; providing information on oneself and generally behaving in a friendly manner; showing care, understanding and empathy; nurturing trust that what is said will be received in confidence; showing concern for the students' well-being; safeguarding their dignity; standing by them without being judgmental; showing a caring attitude; valuing their thoughts and feelings; supporting by being loyal; siding with them; displaying a 'caring control' behavior: simultaneously setting rules and high expectations as well as offering care and support; treating them with respect by regarding them as capable to self-regulate. Nurturing a supporting environment may help teacher-student relationships. A climate where students feel safe to express their views, ask questions, and voice their concerns may lead to open communication and increased participation, hence boosting the learning experience. Ultimately, good teacher-student relationships potentially lead to better academic outcomes for students. According to research, when teachers use positive approaches to better student-teacher relationships, the students earn better grades, receive higher ratings of academic competence by the teachers, and have good relationships with their classmates. There is

also some consensus about the long-term effects of positive classroom relationships which indicate that children and young people who enjoy better teacher-student relationships may have improved emotional well-being. This is significant since the overall well-being of children and young people is associated with academic performance and improved learning in a variety of subjects.

14. Creating Safe and Inclusive Learning Environments

The need for a safe and inclusive learning environment is critical within any educational setting, particularly physical education (Patey, 2017). In accordance with the characteristics of true safety, both psychological and physical safety are of the utmost importance. Psychological safety is the perception that the environment is conducive to learning, that individuals will not incur embarrassment or criticism, and that the formation of interpersonal relationships is possible. Physical safety refers to the efforts taken to ensure the prevention of injury and the presence of knowledge and awareness regarding techniques that minimize risk. Proactive measures for creating safe spaces are centered on the building of trust, confidence, and the sense of personal security. Reflection, ongoing training and evaluation are all integral components of this process. Depending upon the school location, incidents of violence and crime may be higher; educators must develop relationships with their students and seek out interventions to create safe and trusting environments for the overall betterment of the lives of their charges. Developing an environment of trust begins with the establishment and modeling of positive and prosocial behaviors. This involves individuals feeling secure in who they are, in being included and respected, and in contributing to the sense of collective belonging. With relational trust being such an integral component of the "social infrastructure" of learning environments, students may feel that teacher education courses are not preparing instructors on important practical affairs in maintaining cohesive and supportive environments. Holistic teacher training programs represent only a small part of sustainable and positive measures that can be taken in educational environments. Public displays of bullying are reduced when school staff members hold and promote positive attitudes and behaviors, and practitioners should work toward protective and preventative measures. However, bullying in school often occurs in a covert manner, with students being hesitant to report incidents to teachers. Bullying leads to anxiety, emotional exhaustion, and overall frustration. Safe and secure physical environments are a key component for improving perceptions of well-being, and increasing the safety of neighborhoods seems beneficial for the psychological health of individuals. Potholes, cracked sidewalks, and littering are also of notable concern, causing individuals to watch where they walk and perceive potentially dangerous areas as a source of blockage and obstructions to being physically active. It is essential to recognize and appropriately manage the classroom environment, ensuring that student dynamics are fostered to encourage participation among all. When individuals feel welcomed and respected and experiences are supportive, participation is encouraged, engagement is heightened, and personal gratification is received. Physical education programs may work to develop a variety of forms of trust restricting, or leading to an inhibition of development. Deception may serve to protect the collectivity, providing the atmosphere needed to mobilize actions, trust may be shared among all parties creating a bipolar structure, or integrated trust may foster appreciation and collaboration among all. Trust, however, is a fragile structure, and the collective process cannot be reduced to such simplistic analysis. Structures of relational trust must be constantly nurtured and maintained. Facilities, equipment, and transportation too have an impact on trust building, as individuals must be certain that they are indeed safe. Open dialogues must be initiated to understand and address areas of concern and to ensure that all feel safe and respected within the learning environment. A sense of security, ensuring free access to all resources and opportunities, and an ongoing feeling of respect must be present for environments to foster a feeling of inclusivity. Taking stock of the safety of staff and students by engaging in disaster preparedness drills is critical within educational environments. Safety facility audits should be conducted regularly. Internally, proper school climates, environments, and safety should be monitored and feedback should be used for improvements. Faculties are also encouraged.

15. Addressing Mental Health and Well-being in Physical Education

Health is a state of complete physical, mental, and social well-being. It tackles the issue of personal well-being, advocating a service structure aiming to provide multi-level physical awareness, psychological counselling and social support services. Thus, a school PE program for mental health is designed and implemented, now forming part of the 11th grade health curriculum and its practicality validated.

After becoming increasingly concerned for the physical and mental health of students, the guiding ideology of 'Health First' is proposed in the 'Physical Education and Health Curriculum Standards' formulated by the Ministry of Education. This makes all staff members more aware of physical education for the mental health of students. Even though the curriculum has been carried out in depth, a significant number of teachers and students do not take it seriously. Instead, emphasis is placed on moral courses, while physical education courses are considered as sub-courses, which is difficult to help students realize the value of physical exercise for mental health. Only a few students choose elective courses such as badminton and jogging for mental relaxation (Zhou et al., 2022).

In PIES, psychological factors are mostly overlooked among the four categories of factors, strongly in need of further development. Studies have pointed out that in the current research on PE mental health, the phenomenon of preference for one another is more prominent, and attention to physical and psychological health simultaneously is even rarer. People pay more attention to the physical health function of P.E., and psychologically oriented strategies are also ignored at the same time. This is not in line with WHO's comprehensive definition of health (Piñeiro-Cossio et al., 2021).

16. Community Engagement and Partnerships in Physical Education

Schools have come to realize the importance of their surrounding neighborhood and have collaborated with local and state agencies, universities, community organizations, businesses, and residents to revitalize the school into a community hub of health (E. Centeio & McCaughtry, 2017). Successful, creative partnerships and entrepreneurial strategies can help support, maintain, and enhance physical education programs. Resource sharing initiatives and partnerships between schools and community businesses, organizations and individuals can help pool monetary and human capital resources and increase the funding, length and continuity of programs. By connecting with local organizations and businesses, the community-focused school can synchronize with broader social trends and lifestyles while offering educational opportunities and resources beyond traditional curriculum and instruction. Supportive community networks provide backing and rallying points for local efforts of schools to engage holistic student development initiatives. Businesses, organizations and residents who are part of the wider school community can simulate involvement, promote the relevance and importance of programs and thus further the sustainability of their reach. Developing strategies that encourage and facilitate the participation of the larger school community in holistic student development can lead to positive changes in the school setting and beyond. Through fostering a heightened awareness of the importance, relevance and connectedness of initiatives, efforts can be multiplied in an environment investing in and valuing broad principles of health, wellness and the welfare of all. An integrated, ongoing collaboration across various stakeholder groups can significantly enhance the educational experiences of students and ensure that support, input and feedback are continually provided. Schools are challenged to revamp and link up with agencies responsive to emerging societal needs and societal health goals such as lifelong fitness and overall wellbeing. Successful business and community partnerships related to physical activity and healthy lifestyles are essential in supporting curriculum and enriching the educational experiences of students. A thorough health education program incorporates skills that foster lifetime physical activity habits. At partnership with the dairy industry and a government affiliated health insurance company, the first multi-sectoral program will be

detailed that includes teacher training, curriculum and materials development, student projects, staff support, curriculum enrichment funding, and opportunities for funding of school-wide initiatives.

17. Policy Implications for Enhancing Teacher Competencies

Teachers in school physical education need to be properly trained and educated in their profession to increase physical activity for children across the lifespan better preparing them for fulfilling their role in society as adults. Consequently, policy implications relevant to the preparation and education of physical education (PE) teachers to provide supportive, safe and effective physical activity experiences are discussed (Flemons et al., 2018).

Physical Education teacher certification/recertification in all jurisdictions are influenced by a body of knowledge regarding the preparation and ongoing education of teachers in PE, teacher education and professional development for PE educators. The professional development and in-service training of PE teachers in schools are often influenced by jurisdictional mandates such as curricular updates and/or the implementation of new education or health policies. Each jurisdiction operates within a political context particular to numerous factors including governance models and the interpretation of legislative mandates. Some jurisdictions do not have policies that prescribe any professional development requirements or recommend any PE specific professional development opportunities, however, where both exist, it is not guaranteed that this leads to successful programs that positively influence teacher practices. Analysis of the existing professional development policies and potential changes are suggested to better support the competencies of this cohort.

Considering that Health and Physical Education and employment of properly trained PE teachers are not mandated in all jurisdictions, policies that include a prioritization of the endeavor within educational frameworks are needed. Funding components in jurisdictions that actively support teacher training, education or professional development of PE teachers are to be addressed here. Finally, recommendations are provided on mechanisms for the establishment of PE related professional development programs after direct consultation with the intended end users by engaging teachers, heads of school and relevant stakeholder groups. In all, it is advocated for coordinated and comprehensive policies that consider all of the above as well as school and PE settings that cater to the unique demands of the profession along with potential legislative responses to protect successful programs.

18. Research and Evidence-based Practices in Physical Education Teaching

There is a growing body of research on school-based physical education. Background and rationale for this has been well-rehearsed, but it was adequate attempts to make easier the links between research development and the strategies of effectiveness for the teachers. This is done in six steps: definitions and clarifications; rationalities; a brief overview of methodologies; the complexities of transferring research knowledge to curricular practices; a call for more sophisticated attentions to the role of data in the craft of teaching; and a suggestion of potentials for research methodologies beyond the promotion of curriculum effects. A good deal of the impress of policy and donnee concerning the effectiveness of the subjects in school has called for the development of a sound knowledge base for its teaching.

It is widely argued that teaching is at the point of implementation where policy, process, and professionalism intersect. There is now a recognition that effectiveness may mean a range of educational outcomes and goal kickings that are multi-dimensional, some of which may often be in some tension or display trade-offs. There has been a large and focus full attempt in a number of countries to collect data on this which, in most cases, have been formed into index numbers and used for the representation of the “quality” of the service (there are various problems with this, not least of which is the assumption that parents and consumers of other services are able to rationally interpret such data). Further to this, few attempts were made to utilize database in order to give an advance in understandings of practices which bring release of conclusion about teach effectiveness.

The last half of the twentieth-century will be remembered as the malevolent period when the numbers were used to govern the managerial and audit directions in many bureaus and business, and, some mirrory argue, in which the same fate befall the principles and practices of educational proses. In the face of these on sets, physical educators must be seen to be in the professional of their effect explains the teaching from the data.

19. Case Studies and Best Practices

Participation in the physical activities provided by PE allows students to learn various virtues such as cooperation, care, communication, and sportsmanship, which can facilitate holistic development (Moon & Park, 2022). Kirsten could help students with disabilities engage in successful critical movement and create an enjoyable and successful PE-learning environment. Samantha applied new fundamental tennis skills in a miniature version of the intramural event. A number of preparation and organization aspects were considered in implementing the tournament.

Physical education (PE) is essential for the holistic student development. However, PE teacher education should enhance future teachers' competencies. To this end, one innovative approach known as physical literacy teacher education is explored. Case studies from five continents highlight multiple perspectives, and it is followed by a best practice guide for developing a similar approach. Four best practices are reviewed, including empathetic pedagogy enriched by personal experiences, self-inquiry and personal experience to improve cultural competencies, innovative technology in experiential learning, and student-centered methods with mutual learning process. In each case, positive outcomes highlight the importance of showcasing good practices to enhance students, teachers, and teacher educators. Moreover, acknowledging challenges in adopting these practices, support and guidance are provided to further spread and adapt these experiences. Ultimately, it is argued that innovative teaching methods in PE should be widely shared and that case studies may be a useful tool to facilitate their announcement.

20. Future Directions and Emerging Trends in Physical Education Teaching

There are numerous future directions and emerging trends shaping the teaching of physical education that would benefit from empirical scrutiny. The coming together of sporting, social, health and fitness interests have over time changed the focus, purpose and expectations of PE teaching and learning (Flemons et al., 2018). Similarly the integration of sociological, philosophical, educational and psychological influences has both expanded and focused how PE teachers see themselves and what they construct as knowledge and practice. PE teaching is more than just best practices in learning and teaching physical activities. How PE teachers think and feel about their subject matter and how they come to know what to teach and how to teach it are complex and multifaceted processes (Flemons et al., 2018). Some of the broader and more influential beliefs held by PE teachers concern what it means to be a teacher, what it means to teach and learn and more specifically, what should be taught and learnt in PE.

It is also widely accepted that the PE profession recognises that its teachers enter the field of practice as being responsible for the construction and socialisation of young people as competent and creative movers. An understanding of how PE teachers are socialised in their teaching beliefs, and how such beliefs can be shaped and reshaped can significantly improve the quality of teaching in school PE and enhance the quality of learning among students. Moreover, curriculum and instructional decision making can often conflict with implemented teaching practice. Most studies on teacher thinking have focused on the socialisation of student teachers, and few focused on experienced teachers. In addition, the focus of research in the past has been restricted to the socialization of beginning teachers or pre-service teachers. PE teacher educators have been underexposed, and research has failed to explore the types and implications of the socialization of teacher educators. Such research will have practical implications for the revitalization of PE teacher

education. Fundamental changes are needed in the attitudes of physical education teachers and the practices of those education programs that prepare them.

21. Conclusion and Recommendations

This paper emphasizes on the physical education teacher's competencies and its important need to be established to improve students educational and holistic development. The movement education, physical education, and physical literacy were described shortly. The curriculum, instruction and instruction materials, teacher education and certification, related organizations and legislations for physical education are significantly discussed.

Physical Education (PE) is an integral part of the educational development of learners, where Physical and Learning fields thrive side by side. PE must recognize catalytic and instrumental functions in the educational decisions and strategies adopted, if learners are to develop their holistic personality grows consensually. To achieve personality development, understanding and feeling growth of mind and body, it is already a pre-condition for providing the right environment for it (Fu & Zhu, 2022). Such an environment will allow learners to strengthen their physical and emotional capabilities, and serve as a basis for improving their intellectual abilities.

Many different people interested in or concerned with American physical education go about the business of how its development is being balanced; classroom teachers, directors of physical education, college of education, scholars, researchers, teacher educators, school districts, principals, supervisors, curriculum specialists (or coordinators), recreation and sport planners, state and local boards of education, publishers of textbooks and other instructional materials, state agencies dealing with physical education, and the bodies are familiar with the teacher organizations, with federal legislation such as and proposed "Elementary and Secondary School Improvement" established in 1983, and "Excellence in Education" initiative launched by US Secretary of Education in 1983. Balancing the Strategies for the 1990's has been prepared by the National Association for Sport and Physical Education and is directed to school district personnel.

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