



Factors Influencing the Leadership of Physical Education Teachers: Basis for Enhanced Professional Development Program

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Abstract

Physical education teacher leadership has a profound impact on the personal and instructional development of teachers. In the teaching process of physical education teachers, leadership is an important ability among the comprehensive abilities of individuals, and it can be said that the level of leadership reflects the comprehensive quality of physical education teachers to a certain extent. In this paper, we discuss the influencing factors of physical education teachers' leadership and explore the ways to improve physical education teachers' teaching leadership through interview method and literature method. Physical education teacher leadership has multiple influences that encompass individual teachers' overall competencies as well as school-level influences. Therefore, by developing PE teachers' professional identity and improving their cognitive abilities, as well as their classroom organization and management skills and communication and interaction skills, we can improve PE teachers' leadership and achieve the overall improvement of individual PE teachers and the positive development of schools.

Keywords

Physical Education Teachers, Leadership, Physical Education Teacher Leadership

Introduction

Teachers are one of the key factors in the success of educational reform, and teacher instructional leadership is an important force in improving the quality of education. The primary task of teachers' work is teaching, so we focus on the value of teachers' leadership in the area of teaching and influence on students. First, the impact on the formation and development of students' correct ideology. The process of teaching physical education is the process of imparting physical education knowledge and skills, developing physical exercise habits and good will qualities, simply put, it is the process of teaching by physical education teachers and learning by students, and this way of organizing teaching and learning can be understood as a specific leadership process. In this process, physical education teachers, as leaders, set physical education goals and design corresponding teaching steps, adopt corresponding teaching methods and means, and lead students to achieve physical education goals. The main factor that determines the achievement of physical education goals is the influence and execution of the physical education teacher, i.e., instructional leadership. As the leader of physical education classroom teaching activities, the leadership of physical education teachers will directly determine the execution effect of the physical education teaching process and affect the quality of the physical education curriculum. The physical education teaching process is not a one-way transfer of physical education knowledge information, but a process in which the physical education teacher as a leader guides and leads all students to learn

physical education skills, master scientific exercise methods, and cultivate team spirit implicitly through interaction and feedback (Zhou Bank, Xiong Tao, & Yang Liuning, 2022).

1. The importance of physical education teacher leadership

The significance of improving the teaching leadership of physical education teachers is to promote the professional development of physical education teachers, and the professional development of teachers while physical education teachers reposition their roles, explore their own potential, improve their own quality, so as to drive the people around them and promote the development of the school. Secondly, the quality of teaching in colleges and universities is also a hot topic of concern in today's society, and how to improve the quality of students and cultivate excellent college students is the requirement of society for colleges and universities and their teachers. Finally, by enhancing the teaching leadership of physical education teachers to enrich the theory of teachers' professional development, teachers' own professional development affects students' learning to be improved, and thus the quality of teaching in colleges and universities is improved (Xue-Li Zhang, 2022).

From the perspective of leadership, physical education is a collective activity and an activity that requires leadership. Compared to other leadership activities, physical education teaching and learning activities have the same characteristics of leadership activities. Both the leader and the physical education teacher are dealing with a group of students who need to be brought together, who all form a community among themselves, and who all work toward a common vision. The physical education teacher as a leader relies not on position, but on profound knowledge of physical education and good motor skills. The physical education teacher is the manager of the physical education class, yet it is rarely said that the physical education teacher is the leader of physical education. Among the many roles of the physical education teacher should focus on the role of the physical education teacher as a leader of the physical education program, i.e., the physical education teacher should be a leader of physical education instruction. Colleges and universities can set positive examples of leadership for other teachers by, for example, recognizing formal or potential teacher leaders (Jiang Darui, 2022). Formal teacher leaders should also recognize the limits of their own abilities and encourage teachers to participate in the management of school affairs. Physical education teachers should be encouraged to assume leadership roles, helped to develop leadership skills, and provided with positive and constructive feedback. The development of PE teacher leadership is facilitated by fully respecting the advice of PE teacher leaders in major school development events so that teachers feel fully in charge of their schools (Alma Harris & Daniel Muijs, 2005).

2. Factors influencing the effective achievement of physical education teacher leadership

2.1 The personality of the individual physical education teacher

Personality charisma is not a mere character or trait, but a comprehensive presentation of many aspects. It is the sum of the unique infectious power, influence and appeal formed and developed through long-term teaching practice. Excellent teachers have extraordinary charisma (Andrew, M.D., 1974). The power of a teacher's charisma is enormous, and has a strong inspirational and cohesive effect on students, and can give them a shocking influence and impact. Teachers' words and deeds are always affecting the growth, adulthood and success of students.

2.2 Mastery of sport-specific techniques

The process of teaching physical education is completed by conducting physical exercises, and students learn physical skills through repetitive physical exercises. In the process of physical exercises, in order for students to accurately grasp the essence of the action, physical education teachers have to demonstrate the action. Demonstration directly affects the learning effect. In order to make the demonstration action accurate, physical education teachers must combine the action to understand the main points, especially the decomposition of the technical action, a technical action into several parts, to facilitate the understanding of the main points of the action, that is, to simplify the complex action, to facilitate the mastery of technical action (Zinn, L.F., 1997).

2.3 Comprehension of physical education materials

The ability to explore the educational factors of physical education materials and to understand and analyze the technical movements is the comprehension of physical education materials. In the early days, physical education classes in colleges and universities covered a lot of contents, not a single sport, while at the present stage, physical education classes in colleges and universities are held in the form of option classes, that is, they are divided into projects according to students' interests, so the comprehension of physical education materials is the comprehension of a certain sport (Sanders, M.G., 2006). To explore the educational factors of a sport, we must combine the characteristics of the sport to

refine them, such as the main educational factors of the sport are the cultivation of students' team spirit and the cultivation of the will quality of daring to fight, bravery and perseverance, hardship and endurance, etc. For example, the main educational factors of sports are the cultivation of students' team spirit and the cultivation of daring, bravery, hardworking and willfulness.

2.4 Personal rapport of the physical education teacher

Affinity is the friendly indication of one person to another, a metaphor for the power that makes people close and willing to engage. The two parties with affinity are the two parties who have a common expression of power, and this expression of friendliness makes the two parties cooperate together, with a sense of cooperation and tendency, and the power to work together. Having affinity is the cause that leads to cooperation, and only with the intention to cooperate will the two parties combine together to work together. When physical education teachers are approachable and talk to students as equals, they have affinity and can work together with students to successfully accomplish their teaching goals.

2.5 The leading power of advanced teaching concepts

The ability to combine the concept of modern pedagogy with the practice of physical education, to continuously enrich the methods and means of physical education, and to improve the quality of physical education is the leadership of advanced teaching concepts (Grant, C., 2006). For example, the theory of "teaching leadership" is applied to the process of physical education teaching to strengthen the teaching leadership awareness of physical education teachers.

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2.7 Evaluation ability of physical education process

The evaluation of the physical education teaching process consists of two main aspects: the evaluation of physical education teachers on the one hand and the evaluation of students on the other. Physical education teachers should both consciously monitor and evaluate their own teaching activities and observe and evaluate the learning activities of their students. The purpose of evaluation is to improve teaching methods and means, to motivate students to learn, and to strengthen the teaching effect of physical education classes.

3. Ways to improve the teaching leadership of physical education teachers

3.1 Foster the professional identity of physical education teachers

The professional identity of physical education teachers refers to the perceptions and opinions of physical education teachers about themselves as physical education teachers that are gradually formed in the process of physical education teaching by individuals or groups. Physical education teachers' professional identity is an endogenous motivation for their own professional development (Murphy J, 2007). Thus, the professional identity of physical education teachers should be enhanced by promoting their status and role in educational work and their role in developing students' life-long awareness of physical education and good physical exercise habits.

3.2 Develop the cognitive skills of physical education teachers

The cognitive ability of teachers is the basis of good teaching work, which directly affects teachers' preparation before teaching and relates to the quality of teaching program design. The cognitive ability of physical education teachers is mainly expressed in their ability to analyze and judge the teaching objectives, teaching tasks, the actual situation of teaching objects, teaching methods and means, field equipment and facilities, and teaching environment.

3.3 Improve the organization and management skills of physical education teachers in classroom teaching

Physical education classroom teaching organization and management ability is the ability of physical education

teachers to reasonably arrange teaching contents and practice steps, maintain classroom order, create a harmonious teaching atmosphere, guide students to actively learn and successfully achieve teaching goals in physical education classroom teaching activities (Charlotte Daniel Son, 2006). In the process of physical education, physical education teachers should have clear teaching purposes, appropriate teaching methods, understand and grasp the actual situation of students, respect students but not accommodate them, and develop physical education classroom routines.

3.4 Improve physical education teachers' communication and interaction skills

Physical education teaching activities are also a process of information transfer, in which communication and interaction with students are necessary. Effective communication and good interaction are important means to regulate the classroom atmosphere and are a bridge to improve the relationship between teachers and students. Physical education teachers should have equal dialogue with students, respect and love every student, and let all students enjoy the right to physical exercise equally (Hart, 1994). According to the characteristics of physical education, physical education teachers participate in students' physical exercise activities, instruct students with their own technical movements, and interact well with them.

4. Conclusion

Overall, the study of physical education teachers' teaching leadership has received increasing attention (Rutherford. C., 2006). This study investigated physical education teachers' teaching leadership through literature method and interview method, and found that the influencing factors of physical education teachers' leadership are mainly teachers' personal charisma, control of special sports techniques, comprehension of physical education materials, and evaluation ability of physical education teaching process. To improve the teaching leadership of physical education teachers, it is necessary to cultivate the professional identity of physical education teachers, develop the cognitive ability of physical education teachers, improve the organization and management ability of physical education teachers in classroom teaching, and improve the communication and interaction ability of physical education teachers.

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