



“WHAT WORKS?” AN EMPIRICAL STUDY ON THE DEVELOPMENT OF PE TEACHERS’ COMPETENCIES

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INTRODUCTION

Since the unsatisfactory results of German students in international student assessments, such as PISA (Baumert et al., 2001), increasing attention is also paid to teachers as the central players of the educational system. Therefore an implicit effect chain (Wayne & Youngs, 2003) is assumed, which has an effect on a well-functioning teacher education, resulting in competent teacher behavior and finally good student performance. In addition to content specific competences also general pedagogical competences play an important role (Shulman, 1986). This high level of importance assigned to the factor of teachers or teacher education respectively – particularly with regard to general pedagogical competences – stands, however, in direct contrast to the presence of teacher education-related research (Blömeke & Pain, 2008). It is, thus, unclear what teacher education contributes to competence development.

METHOD

Therefore, the present study looks at the development of general pedagogical competences of teachers at the individual level (König et al., 2011). To this end, a study was designed that ascertained the perceived competence development of prospective teachers over a period of three years (N = 141). Additionally, the self-regulation skills as well as individual learning requirements of the respondents were taken into account. The period was chosen in order to capture three phases of teacher education.

RESULTS AND DISCUSSION

The results indicate that over time the respondents experience themselves as increasingly competent, although it is not a linear development. However, the career entry corrects the previous perception. Furthermore, certain individual learning requirements promote this process.

CONCLUSIONS

Balanced self-regulation skills prove to be beneficial as a personal resource. However, they also highlight the career entry as a particularly sensitive period from the perspective of the respondents. Finally, the results of the study allow implications for individual phases of teacher education.

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