

EDUCATING NOVICE TEACHERS ABOUT TEACHING PERSONAL AND SOCIAL RESPONSIBILITY THROUGH APPRENTICESHIP

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Abstract

The purpose of this paper is to convey comprehensive understanding of how novice physical education teachers can be educated through apprenticeship. The comprehension and application of teaching personal and social responsibility (TPSR) is crucial to physical education teachers and youth workers on the expectation they will do for their students in the future. Furthermore, there are nine approaches for teaching TPSR to physical education teachers, the steps are apprenticeship, site-based practicum or internship, conference workshop or short course, one-week intensive elective, semester-long elective, within a required activity course, within a required on-site undergraduate methods course, required methods course in an after-school program, framework for a teacher education program. The apprentices participate directly in real class at school or university class, taking part of whole responsibility for leading various parts of the lesson, conceptualizing, and implementing the teaching blue print they has made. Supervision from more advanced teacher or lecturer is needed. Finally, these approaches are presented in the hope that teacher educators might help the next generation of novice teacher move beyond seeing TPSR as just theoretical add-on to traditional approaches.

Keywords: Novice Teachers, Teaching Personal and Social Responsibility, Apprenticeship

Introduction

Many novice teachers fell "down" when they faced with their first teaching experiences in front of the class. Not many of them can convey the messages to the students in smooth and clear ways. As the new one in teaching field, they had limited experiences regarding with how they will assist their jobs in school setting. Novice teachers have many of the same professional needs as the experienced teacher but they also have unique needs that are frequently addressed through specialized professional learning opportunities and specialized resources. Physical education teachers must know what they should do without ignoring the pedagogy content knowledge they have already gotten and applied carefully. They also must run down a teaching blue print as the main guidance, applied it and evaluate gradually to gain good quality of teaching-learning. More experienced teacher as we know as the master teacher have significant rules and roles to keep the notions of the novice teacher engage with real school setting. Providing time, sharing knowledge and experiences, giving direct apprenticeship as apprenticeship that will explain furthermore in this paper to achieve understanding and equality in teaching.

Teaching physical education is an art. Its flow like the canvas on the human soul as the medium. Ignoring human characteristics will have consequences to their learning process both mentally and physically. Faced by the complexity of the tasks and goals, novice teacher need to decided the most comprehensive way to make all the notions happen by applied the right method. Latest perspectives that used in physical education teaching-learning like teaching games for understanding, sport education model, skill theme, teaching personal and social responsibility and many more are kind of medium which can be use for novice teacher in collaborating with senior teacher. Teachers need to develop sense of control to behave on students, laid solid foundation to