

## **RISE OF NOVICE PHYSICAL EDUCATORS PROFESSIONALISM (THE EMERGENCE OF LESSON STUDY)**

**By**  
**Herka Maya Jatmika**  
**Yogyakarta State University**

### **ABSTRACT**

*Background: Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring learner minds. Professional development is an important element of professional practice and teachers are expected to engage in activities that not only improve practice but also have a positive impact on pupil learning. Physical educators worldwide have acknowledged the need to improve the continuing education of teachers and have called upon policy-makers to promote urgent action. However, the opportunities to improve professional practice go beyond policy and while many physical education teachers only recognise professional development offered through structured courses, there is a growing recognition that collaborative learning is an effective form of professional development. It is possible to identify common features within the literature through which to explore collaborative learning experiences: they relate to participants' relationships, commitment to learning, culture and reflective practice. Purpose: The purpose of this paper is to provide conceptual framework of building novice physical educators professionalism. This framework is grounded in the theory of lesson study as in-service teacher education. Principles and procedures: Crossliteratures and recent facts served as the main diagnostic tool used to reveal the professionalism toward novice physical educators. Various lesson study principles and procedures are defined, their application within the context of physical educators in-service education is exemplified, and their vital role as ultimate weapon for developing teachers professionalism is explained. Recommendations: General guidelines for developing novice physical educators professionalism that are based on lesson study principles conclude this paper.*

*Keywords: Novice physical educators, Professionalism, Lesson study*

### **INTRODUCTION**

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for ever-advancing technology. However, this definition does little to exemplify precisely how a professional teacher carries himself or herself. Due to the growing autonomy being given to educators, professionalism remains one of the most influential attributes of education today. Teacher professionalism contains three essential characteristics, competence, performance, and conduct, which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities. Every professional at any career has to start somewhere. As in life, these professionals learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers are no different.

To become an expert teacher one has to go through the trials and errors. I believe that characteristics can be different from grade level and subject area; therefore, there is no set list that works for everybody. What is defined as successful? Surviving and being asked back the following school year? I believe to be successful means to be effective and engage students in some type of worthwhile experience.

Along with preparation, a professional educator with a strong knowledge of his/her subject area has the opportunity to concern themselves with preparing innovative techniques to teach material rather than spending significant amounts of time studying the material. With the advantage of knowing one's curriculum material well, the educator has more confidence in their teachings, having already placed significant thought on the material being taught. Thus, a professional is able to dwell on how to relate subject matter to the students and their cultures in an original method.

For many novice teachers, the first solo effort in the classroom is a "sink or swim" experience. With good pre-service preparation that includes extensive field experience, the beginning teacher may feel more confident, but even those with the most confidence still find the complexities of decision-making bewildering. For those novices who are less confident, frustration and depression may ultimately drive them from the classroom. In fact, nearly half of all new teachers leave teaching within