

The self motor evaluation/assessment in professional training of learning support teachers

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Abstract

One of the most significant experiences of SISS on the motor –training plan, which allowed in some cases the implementation of activity of research-action, was the motor- sports laboratory. The activity of laboratory in the motor- sports field and the motor subjects, along with specific training, represents in the SSIS (Specialization School Teaching Secondary) area an innovative element. This also gave a strong contribute to the definition of a new professional profile of the teacher that has in it those transversal skills needed to promote a new teaching, finding the necessary balances between the cognitive moment and the applicative and operative one.

Key Words: Training, Motor and Sport Activities, Disability

The fundamental principle of any training activity, according to the Delors Report was to be the *enhancement of human capital* throughout the period of active life, putting the person in a condition of "learning how to learn throughout the course of life".¹²

Jacques Delors,¹³ in fact, in 1993 gave a qualitative push to innovation in training and education field through the white book¹⁴ that redefined the possible meanings and the different features of educational processes, "...an education that is to continue throughout life, with all its advantages in terms of flexibility, diversity and availability in different times and places, should require a broad support. It is necessary to rethink and to widen the concept of permanent education. It not only has to adapt to changes in the type of work, but also must be a continuous process of training of the whole human being: its knowledge and attitudes, as well as its critical faculties and ability to act.

Moreover, it should enable the individual to develop a consciousness of himself and his environment, and encourage him to play his role in both social work and community...".¹⁵

In Italy some indications of the white book have been acknowledged on March 15, 1997¹⁶ by the Law 59 about administrative decentralization that with the Article 21 deals with the specific issue of school autonomy.

For little more than a decade, the Italian school has been provided, in fact, of necessary legal functionality in order to collect the innovative elements and produce radical reforms which necessarily require skills, techniques, methods, procedures, models that match increasingly the principles of quality, efficiency and effectiveness.¹⁷

In this perspective, the training of teachers must be understood as a laboratory of experience and formative strategies, able to teach a teacher to make decisions and take responsibilities, to provide forms of self-assessment made of theoretical knowledge and operational abilities which are needed to conduct effective professional experiences.

In response to this great formative expectation in 1990 the law for reform of didactic university¹⁸ order was approved and with it the training of teachers was entrusted to academic institutions by establishing Schools of Specialization.¹⁹ These have struggled to take off because the

¹² From the synthesis of Jacques Delors's white book "Growth, competitiveness, employment", December 1993

¹³ French President of the European Committee, was in charge until December 1994.

¹⁴ Jacques Delors's "white book", presented by the European Committee in December 1993, presents as main argument the problem of unemployment in the countries that are members of the European Committee and represents the strongest contribute proposed by the institutional communities to deal with the severe economic and social emergency that is troubling the European Union.

¹⁵ From the synthesis of the white book.

¹⁶ Legge 15 marzo 1997, n. 59 "Delega al Governo per il conferimento di funzioni e compiti alle regioni ed enti locali, per la riforma della Pubblica Amministrazione e per la semplificazione amministrativa" detta anche Legge Bassanini

¹⁷ Comunicazione della Commissione al Consiglio e al Parlamento europeo dell'8 settembre 2006 "Efficienza ed equità dei sistemi europei di istruzione e di formazione"

¹⁸ Legge 19 novembre 1990, n. 341 (in GU 23 novembre 1990, n. 274) Riforma degli ordinamenti didattici universitari

¹⁹ Art.4 della Legge 19 novembre 1990, n. 341 (in GU 23 novembre 1990, n. 274) Riforma degli ordinamenti didattici universitari

implementing decree of Law 341/90 was enacted only on July 27, 1999.²⁰

The two year Inter-University School for Secondary School Teaching or SISS have introduced a training of 1000 hours including:

1. psycho-pedagogical and legislative topics;
2. disciplines that characterize the type of qualification test;
3. didactic laboratories that represent the privileged training place in which facing the different methodological options, characterized by dynamism and flexibility;²¹
4. activity of traineeship at affiliated schools and institutes with the assistance of a tutor, which is a lecturer of the qualified discipline in the school.

In the experience of SSIS, the laboratory has responded to the need to build a relationship between individual experience and didactic processes, aiming to the acquisition of skills and their consolidation and development (deepening, expansion and enrichment).

Law 104/92 had already established that the SSIS were to include an optional semester in which to consolidate skills through specific workshops and disciplines related to school's integration of disabled students²² for both the professional schools of specialization and teachers which are chosen through special courses and through a hard competition to access education. In this philosophy of training, an important element for the qualifying of support teachers of secondary school, was the access to an education for all holders of a certificate of qualification test without a breakdown by areas, without considering which discipline is taught and including all teachers in a class called AD00. This competitive class is required to support educationally all disciplines, including physical education for students with disabilities.

In this way, the motor-sports professionalism of specialized teacher that was to emerge from the SISS training is represented in the school as a resource of additional and specialized teaching,

²⁰ Decreto ministeriale del 27 luglio 1999 (*in G.U. n. 179 del 2 agosto 1999*) Numero dei posti disponibili a livello nazionale per le immatricolazioni alle scuole di specializzazione all'insegnamento secondario

²¹ Sibilio M., *Il laboratorio come itinerario formativo per i futuri insegnanti della scuola primaria*, in Biancardi F., e Sibilio M., (2003) in *Tirocinio e laboratorio – dalla ricerca alla formazione*. Napoli: Editoriale Esselibri, Simone.

²² Legge 5 febbraio 1992, n. 104 (Pubblicata in G. U. 17 febbraio 1992, n. 39, S.O). "*Legge-quadro per l'assistenza, l'integrazione sociale e i diritti delle persone handicappate.*"

expendable in terms of project/planning and operational execution, realizing educationally activities focused on acquisition of:

1. general specific skills compared with the different types of deficits and learning disabilities;
2. knowledge of methods and didactic motor-sports technique functional to communication and learning of the pupil with special needs;
3. a mentality predisposed for the creation of life projects which includes the motor and health area;
4. An effective ability to network with other institutions and others for the development of motor-sport activities;
5. a willingness to self update and to hold a lifelong learning in a specific field of motor activities and teaching of the movement.

One of the most significant experiences of SISS on the motor –training plan, which allowed in some cases the implementation of activity of research-action, was the motor- sports laboratory.

This original experience achieved in 400 hours of training courses designed to enabled the SISS and the other 800 hours for secondary teaching qualification, have shown that it is able to welcome the challenge and the need for true integration on the field, which is essential for qualify for the teaching of motor-sport and special activities:

- *knowledge*
- *know how to be*
- *know how to do*
- *know how to have others do*

The activity of laboratory in the motor- sports field and the motor subjects, along with specific training, represent in the SSIS area an innovative element. This also gave a strong contribute to the definition of a new professional profile of the teacher that has in it those transversal skills needed to promote a new teaching finding the necessary balances between the cognitive moment and the applicative and operative moment.²³

In the recent New National Guidelines for the Curriculum²⁴ and in the note n. 5352 of November 9, 2007 of M.P.I. "*Indications and guidelines for project implementation and strengthening of motor physical and sports activities in primary and secondary schools for the 2007/2008 school year*"²⁵ it is clear the integrative function of the motor

²³ Ferraroli S., (2000) *Quale educazione nella scuola dell'autonomia*. Torino: Editore Elledici,

²⁴ M.P.I., *Nuove Indicazioni per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione*, 2007

²⁵ Dalla nota n. 5352 del 9 novembre 2007 del M.P.I. "... experience cognitive, social, cultural and

activities in the schools and the motor experience is shown as a teaching opportunity that depends exclusively on the skills of the support teacher of the school.

In fact, to shape to the disability an intervention of motor education in the middle school does not mean to reduce or remove the specific learning objectives and training objectives of the discipline, but to make the adjustments in the specific situations and resources of disabled students, highlighting their different abilities .

Also starting school to sport practice is a part of this process of educational integration as an important tool that allows to educator to create strong links between the disabled and the outside world.

In sport activities, in fact, particularly, the attentive, perceptual, mnemonic and decision-making processes are involved and are consolidated over time and allow to have a further developmental dimension in which to form the personality, engage experiences focused on the movement that are going to improve the path of socialization and increased self-esteem and self-efficacy.

The SISS is completed with the enactment of Law 296 of 2006,²⁶ and, in these days, it is waiting the decree to reform the education system and training on even the basic training of teachers.

At the conclusion of the training experience of the SSIS it would be interesting to conduct a survey to see the psychomotor skills of the future support teachers and to esteem their level of motor auto-evaluation, which important for to give effective the teaching.

The research design should provide a quantitative analysis of data on the motor biography of every future teacher, analyzing the perception of pertinence of specific teaching skills, with particular reference to the specific skills to make

emotional. Through the movement, with which there is a wide range of actions ranging from facial gestures to various sports performance, the student can explore space, to know his body, communicate and relate to others. The motor and sport activities are going to give the student different occasions to ponder on the morpho-funcional changes of its body, on order to welcome them as an expression of growth and of the maturation process of each individual. I will also give chances to reflect on the valences that the self-image assumes in a comparison with a group of peers. Motor education will, in this way, be a way to promote.”

²⁶ Legge 27 dicembre 2006, n. 296 (pubblicata in G.U. *Ufficiale* n. 299 del 27 dicembre 2006 - Supplemento ordinario n. 244) "Disposizioni per la formazione del bilancio annuale e pluriennale dello Stato (legge finanziaria 2007)"

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teaching main activities in the plurality of support interventions focused on motor experience as:

- the space- time organization;
- the spatial orientation;
- the dexterity;
- the balance;
- the coordination.

A part of the investigation should include the ability to self-motor evaluation of the future teacher, his opinion on the personal skills to carry out teaching activities or to assess the effectiveness produced on pupils, with particular reference to disabled people. The research should be descriptive,²⁷ establishing a preliminary budget of motor-sports skills to teach to people with disabilities in secondary school in order to investigate the specific professional skills of the future teacher.

This survey would open up further prospects of research on the modeling of teachers' training paths on motor and sports activities for persons with disabilities and their results may help to think about possible contributing factors affecting on the low participation rate of people with disabilities to scholastic and extracurricular sport activities.

Procedurally the research should use a questionnaire as a tool of investigation, that answers the following parameters:

- 1) codification of data: the ready-made answers will be pre-categorize, and then constructed to belong and to represent different interpretative categories;
 - 2) construction of the plant according to specific guidelines:
 - a) must be given attention to the structure of the questions to avoid ambiguous, biased statements, susceptible of different interpretations
 - b) must be given attention to the sequence in which the questions are proposed
 - c) must be given attention to the instructions for the use, they must be made as clearly if it is possible.
- In this way, "trap" questions can be proposed with a form that enables them to ask general questions and then focus on more specific topics.

The trap questions, or repeated with different formulations, may represent one of the strategies developed to ensure the reliability of responses.²⁸

The questionnaire of autobiographical survey will be administered educating the students about the

²⁷ Domenici G., (2006) *Metodologia della ricerca educativa. Corso introduttivo*. Roma: Monolite editrice, Per approfondimenti cfr. Pourtois J.P., Desmet, H., Lahaye W., *La pratica interattiva della ricerca e dell'azione nelle scienze umane*, in Scurati C., Zanniello G., (1993) a cura di, *La ricerca azione*, Napoli: Tecnodid, pp. 83--99

²⁸ Gunter B., Furnham A., Drakeley R., (1993) *Biodata: biographical indicators of business performance*. London: Routledge

method of compilation and removing the risk of a survey that produces judgments or prejudices on the training carried out by future teacher.

The results of the research will bring greater awareness to the future training teachers about the inadequacy of their skills in the motor field.

The results of the survey in fact, if interpreted through the analysis of the possible relationship

between the data relative to past experiences which has a motor character and the specific needs of sport-motor skills expressed by future teachers, will make it possible to draw a balance of skills in motor sports field for the future teachers.

The analysis of the data can in fact bring outthe need to develop a portfolio of skills in motor sports field, that provide to acquire to teachers, the didactic skills and abilities necessary to promote a process of teaching-learning centered on movement that creates equal opportunities for all students, in particular for disabled.

On the eve of technical legal innovations that prefigure new university system for the training of teachers, a research characterized by these specific goals, may allow the definition of a assessment and self-assessment model, useful for the construction of a motor autobiography of future support teachers to include as one of the protocols in the future education curriculum.

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