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*Original article*

## *In-service Teacher Training for Physical Education Teachers in Peru*

*La formación docente en servicio de los profesores de Educación Física en Perú*

*Formação continuada de professores de educação física no Peru*

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### **ABSTRACT**

Time and effort have been devoted to the topic of in-service teacher training in Peru, both by researchers and international organizations, as well as by the Peruvian government. Although progress has been made, it was found that there are still theoretical gaps and methodological needs in its treatment. Therefore, the objective of this article was to offer some essential content for in-service teacher training for Physical Education teachers, following an investigation of existing training needs. To determine the content, documentary analysis, specifically content analysis, complementary methods such as analysis, synthesis, deduction-induction, historical-logical analysis, and comparative education, as well as the focus group technique, were used. The main results obtained were some of the training needs of in-service Physical Education teachers and essential content to be addressed in such training, namely, the qualities and competencies, as well as the most relevant methodologies and approaches. The state of in-service teacher training for Physical



Education teachers was also described, and principles and approaches for its implementation in the Peruvian context were suggested.

**Keywords:** teaching competencies, physical education, in-service teacher training, pedagogical models

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### RESUMEN

A la temática de la formación docente en servicio se ha dedicado tiempo y esfuerzo en el Perú, tanto por investigadores y organismos internacionales, como por el estado peruano; y aunque se aprecian avances, se encontró que aún existen vacíos teóricos y necesidades metodológicas en su tratamiento. De modo que el objetivo de este artículo fue ofrecer algunos contenidos esenciales de la formación docente en servicio de los profesores de Educación Física, previa indagación de las necesidades de formación existentes. Para la determinación de los contenidos se emplearon el análisis documental, específicamente, el análisis de contenido, métodos complementarios como el análisis, la síntesis, la deducción-inducción, el análisis histórico lógico y la educación comparada, así como la técnica del grupo focal. Los principales resultados obtenidos fueron algunas de las necesidades de formación de los docentes en servicio de Educación Física y contenidos esenciales para ser abordados en ella, dígase, las cualidades y competencias, así como las metodologías y enfoques más relevantes. También se caracterizó el estado de la formación docente en servicio de los profesores de Educación Física y se sugirieron principios y enfoques para su implementación en el contexto peruano.

**Palabras clave:** competencias docentes, educación física, formación docente en servicio, modelos pedagógicos

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### RESUMO

Tempo e esforço têm sido dedicados ao tema da formação continuada de professores no Peru, tanto por pesquisadores e organizações internacionais quanto pelo governo peruano. Embora tenha havido progresso na formação continuada de professores de Educação Física, constatou-se que ainda existem lacunas teóricas e necessidades metodológicas. Assim, o objetivo deste artigo foi oferecer alguns conteúdos essenciais para a formação continuada de professores de Educação Física, a partir de uma investigação das necessidades de



formação existentes. Para a determinação do conteúdo, utilizou-se a análise documental, especificamente a análise de conteúdo, métodos complementares como análise, síntese, dedução-indução, análise lógico-histórica e educação comparada, bem como a técnica de grupo focal. Os principais resultados obtidos identificaram algumas das necessidades de formação de professores de Educação Física em serviço e os conteúdos essenciais a serem abordados nessa formação, a saber, as qualidades e competências dos professores de Educação Física, bem como as metodologias e abordagens mais relevantes nessa área. Também foi caracterizada a situação atual da formação continuada de professores de Educação Física, e foram sugeridos princípios e abordagens para sua implementação no contexto peruano.

**Palavras-chave:** competências docentes, educação física, formação continuada de professores, modelos pedagógicos.

## INTRODUCTION

Time and effort have been devoted to the topic of in-service teacher training in Peru, both by researchers and international organizations, as well as by the Peruvian government. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) defines in-service teacher training and offers a procedural framework that is contextualized and tailored to current needs. The objectives of this type of training include (pp. 37-38):

- Promote a professional practice of teaching that is reflective, effective, autonomous, and critical.
- Strengthen the development of teachers' professional skills.
- Moving toward in-service training, centered on the educational institution, diversified, sustainable, and effective, articulated with initial teacher training.
- Sustain the improvements achieved in teacher training.
- Contribute to the revaluation of teachers as key professionals for quality education.
- Contribute to making teaching an attractive career option by promoting appropriate professional development.

The Ministry of Education (MINEDU), for its part, has designed the Permanent Training and Development Program - Competent Teachers for Student Learning and Well-being



2025, where in-service teacher training is conceived, within continuing training, understood as the development of professional competencies of practicing teachers, with a procedural nature, characterized by continuity, flexibility and diversification, based on professional teacher development (MINEDU, 2025).

Regarding the amount and attributes of this training, Torres and Casusol (2020) state, “Apparently, the offer of Continuing Education in Peru is broader every year, but, just as it shines for its quantity, the same does not happen in its quality” (p. 372). Geographical, economic and social diversity, as well as educational and technological gaps, make the design and implementation of in-service teacher training programs complex, contextualized and adjusted to the needs of teachers.

Physical Education (PE) in particular is recognized by UNESCO as an area of the school curriculum whose approach combines the body and physical competence with values-based learning and communication, providing a means for children and young people to develop the necessary skills successfully as an active part of 21st-century societies (UNESCO, 2021). Hence the importance of implementing in-service teacher training for PE teachers that guarantees the contribution of this subject and the teachers themselves to the comprehensive biopsychosocial development of students and, in general, to the communities in which they live.

For this study, several highly current research projects on the topic were available. Aguilar et al. (2024) addressed PE teacher training, which is primarily conducted in Europe and the United States, revealing a gap with Latin American countries. Torres et al. (2023) investigated the training of these teachers in relation to disability and inclusion in Peru. Similarly, Maquera et al. (2025) addressed the competencies and role of PE teachers in the new training environments.

Although progress has been made in the in-service training of these teachers, there are still theoretical gaps and significant and pertinent methodological needs. Therefore, the objective of this article was to offer some essential content for in-service teacher training for PE teachers, after examining existing training needs.

### **Materials and methods**

To determine the content of in-service teacher training for PE teachers, documentary analysis was used, specifically content analysis to structure information from the inference



of non-quantifiable data. Complementary methods such as analysis, synthesis, deduction-induction, logical-historical analysis, and comparative education were also employed.

The research tasks were:

- Identify as data those referring to the teacher training needs of PE teachers, the teaching-learning process (TLP) of PE and the pedagogical models of in-service training.
- Determine as units of analysis written texts related to PE, the teacher training needs of teachers, teaching qualities and competencies, the PEA, and the pedagogical models of in-service training.
- Determine as a unit of context: texts that reflected research and legal provisions referring to PE and in-service teacher training.

In addition, the focus group technique was used to investigate the PEA for PE in Regular Basic Education, and the needs and characteristics of the in-service teacher training available to them.

Topic: PE and in-service teacher training in this area.

Objective: To determine the state of teachers' opinions regarding the PEA and in-service teacher training.

Selection of participants: 10 teachers from the Lima Metropolitan District.

Session delivery: The session lasted one hour and was moderated by one of the authors of this article. The topic guide was sent to participants one week prior to the group discussion.

Thematic guide:

- Qualities and competencies of the PE teacher.
- Characteristics of the PEA of EF.
- In-service teacher training for PE teachers.

## **RESULTS AND DISCUSSION**

Regarding the focus group's opinions and perceptions about PE, the pedagogical process, and in-service teacher training:

- There was agreement regarding the importance of physical activity, on the one hand, and the low social value placed on physical activity, on the other.



- Most participants acknowledged the gap between urban and rural schools. Not all schools had adequate spaces and materials for teaching.
- They considered the difficulties in including students with disabilities in the classroom and raised the need for training on this topic, as well as tools to handle student and family rejection.
- Most teachers appreciated the efforts of MINEDU and other institutions, although they stated that in-service teacher training did not cover all needs, lacked contextualization, and was limited in terms of coverage and depth of some topics.
- Participants mentioned the different training options available to in-service teachers as a problem, as well as the need for training to develop basic competencies for quality teaching, based on the content of in-service training.
- Deficiencies in the use of digital tools in the PEA of the EF.
- Recognition of the need for competencies for professional development and group work.
- They expressed an unfavorable employment situation, compared to other areas, temporary contracts, salaries, and wage stability.
- They raised difficulties with work and professional motivation and limitations in enrolling in service training programs.

In the results of the documentary analysis, on the qualities of the PE teacher Reyno et al. (2013) referred:

- Professional competence and up-to-date knowledge, as solid scientific and pedagogical knowledge, as well as mastery of PE methodologies and techniques, are essential.
- Pedagogical vocation and didactic ability to teach in a clear, engaging, and diversity-friendly way, with structured classes and appropriate methods.
- Empathy and understanding, addressing students' needs and establishing a close and respectful relationship to foster a positive classroom climate.
- Sportsmanship, leadership, and teacher motivation as a model for motivating students and fostering values such as respect, cooperation, and equality.
- Flexibility and an innovative spirit to embrace change, create and propose new ideas, and incorporate innovations into teaching.





- A pleasant appearance, self-confidence, and a positive attitude, fostering a professional image that inspires confidence, an optimistic attitude, and a positive impact on students.
- Social and communication skills to achieve assertiveness, promote coexistence, teamwork, and active student participation.
- Responsibility and ethical commitment to professional conduct for the comprehensive training of students.

In line with these findings, Villaverde et al. (2021 ) agreed with Reyno et al. (2013) that pedagogical ability was the most recurrent, related to planning, intervention, and evaluation skills in the subject. In this same area, Villaverde et al. (2021) proposed the following attributes in the vision of a PE teacher: pedagogical ability, professional performance and involvement, personal traits, knowledge of the area, promotion of values, interest in achieving objectives, concern for achieving a pleasant environment during sessions, encouraging the acquisition of an active and healthy lifestyle, both inside and outside of school , and stimulating student participation and interest during the development of pedagogical activities.

Various researchers such as Cabrera et al. (2024); Cañadas et al. (2019); Maquera et al. (2025) addressed the desirable competencies in a PE teacher:

- Mastery of the content of the discipline and the PE curriculum, particularly at the specific stage in which the activity is carried out, and the ability to develop teaching programs.
- Planning, organization and management of the classroom and the pedagogical process.
- Mastery of the teaching and methodological strategies of PE, physical and sports training, and body expression techniques.
- Use of assessment methods tailored to the corresponding educational level to adequately measure student progress and, consequently, adapt the PEA.
- Knowledge about the psychomotor development of students.
- Knowledge of tools to promote healthy lifestyle habits linked to physical exercise and sports practices.

Cañadas et al. (2019) also mentioned:





- Develop and implement inclusive, effective PE programs for students with special educational needs.
- Application of assertive communication strategies and tools in the educational environment.
- Ability to reflect on the PEA, different organizational types, and different methodologies in PE sessions.
- Design, modify, and/or adapt situations aimed at developing and improving motor skills to the educational context.
- Design, develop, and evaluate the PEA to develop motor skills, taking into account the individual and contextual characteristics of students.
- Know and promote different motor manifestations, from traditional culture.
- Know how to use games as a teaching resource and as teaching-learning content.
- Provide strategies for applying health, hygiene, and nutrition elements in educational practice.
- Provide teaching-learning strategies to promote the acquisition of regular physical activity habits.
- Know how to apply the fundamentals (techniques) of physical activities in the natural environment.
- Analyze and communicate, in a critical and reasoned manner, the value of physical activity, sport, and their potential to contribute to the development and well-being of students and people in general.
- Identify and prevent health risks from inappropriate physical activity.

Other highly significant competencies in the current Post-Covid 2019 contexts were outlined by Maquera et al. (2025), who pointed out that the role of PE teachers in the new normal was to get involved and form work teams to research, innovate, and reflect on the different contexts and particular situations of learning and teaching and the incorporation of digital technologies, since the classroom space was transformed into a laboratory of constant innovation for pedagogical interventions and the development of PE.

In PE teaching and learning, traditional approaches were found to predominate, focusing on directive and analytical methodologies and oriented toward competition and athletic performance. In Latin America, De León (2024) found that, despite teachers' efforts to



promote students' emotional, physical, and social development, significant limitations existed in the cognitive aspect. For this researcher, the cause could be associated with the traditional teaching very common in the area, which focuses primarily on physical well-being.

He also pointed to the emphasis on standardized testing and traditional academic subjects as an influential factor. For this researcher, greater interdisciplinary collaboration is essential to foster synergy between PE teachers and cognitive development experts, as a means of curricular enrichment with strategies and practices to strengthen cognitive development.

Advances in PE teaching led to the consolidation of various pedagogical models that optimized learning, motivation, and overall development. Consequently, Fernández et al. (2016) and Garduño et al. (2023) classified PE pedagogical models as basic and emerging, with the former being:

- Cooperative learning Learning ), also known as the co-pedagogy model (Velázquez, 2023), promoted collaboration among students to achieve common goals and develop both motor and social skills. Among the characteristics to be met were positive interdependence, promoting interaction, individual responsibility, group processing, and social skills. Some of the most commonly used cooperative learning techniques in PE were the collective result of pairs checking, executing, thinking, sharing, and acting in learning groups.
- Sport Education: this model proposed teaching physical activity through simulated sports sessions, with varied roles and an emphasis on participation, teamwork, and responsibility. It emerged to create authentic sports practice experiences, allowing students to experience sports from a global perspective and develop motor skills, sports culture, and enthusiasm for the sport.
- Comprehensive model of sports initiation ( Teaching Games for Understanding , TGfU ), which focuses on tactical understanding and decision-making through modified games, rather than mere technical execution. It emerged in the 1970s and 1980s to enhance the learning outcomes of sports games. The TGfU has been very successful in recent years, and is even used in initial PE teacher training.



- The original TGfU model evolved in different parts of the world toward similar approaches, but with particularities under the generic name of game-centered approaches. In this regard, in the opinion of Velázquez (2023), "committing to the comprehensive model of sports initiation involves much more than introducing different modified games, more or less motivating for students" (p. 109). In this sense, he proposed: starting from the sport to be taught, analyzing the different tactical problems that emerge during its practice, structuring said tactical problems and associating them with the technical elements with which they interrelate.
- Likewise, select the modified games most appropriate to the educational context, based on the spatial and material resources and student characteristics, especially those with greater needs; implement the selected games according to the session outline outlined in the model, continuously evaluating their effectiveness in achieving the intended objectives; and promote reflective processes among students within the framework of formative and shared assessment, geared toward learning.
- Furthermore, adapt, modify, transform, or even change the games if necessary based on the results of the continuous assessment process; evaluate teaching performance and the degree of fidelity of the implemented practical proposal to the comprehensive model itself, identifying and reinforcing its strengths, and establishing actions aimed at influencing those aspects that need improvement (Velázquez, 2023, 109).
- Teaching Personal and Social Responsibility (TPSR): It fostered values, autonomy, and responsibility, and integrated personal and social development into physical activity. It emerged in the 1970s as a tool for developing values in disadvantaged contexts. Its humanistic perspective made clear from the outset the importance of education beyond merely physical activity.
- The key to the model was to acquire guidelines for individual and group responsibility in accordance with social values, which were concisely addressed in the PEA; for example, integration, transfer, responsibility, and the relationship between teacher and student. One of the most important aspects of the model was its relevance to the PE curriculum and the classroom context, and its contribution to students' social integration, athletic behavior, social skills, and reflective and leadership strategies (Fernández et al., 2016).



- Sports education model: For Ruiz (2023), this model was designed to offer authentic experiences to students. It promoted an approach to the situated practice of sport and established links with the learning of technique, tactics, and, particularly, with sports culture itself.
- Among the emerging models, Fernández et al. (2016) selected:
- Adventure education: It used adventure activities and outdoor experiences to foster experiential learning, cooperation, and controlled risk management. Key elements of this model included problem-solving; overcoming barriers, not only physical but also mental and personal, where fear was a key component, and this model helped overcome them; cooperation; creative use of spaces and materials; and recreational contexts.
- Motor literacy ( Physical Literacy ): among the main descriptors of this model were those that fostered motivation, confidence, physical competence, knowledge and understanding of the usefulness of the physical activity that every individual develops, to maintain appropriate levels of practice throughout life.
- Attitudinal style: it placed attitude and motivation as central pillars, promoting inclusion and positive experiences for all students. Like cooperative learning, this model was closely linked to methodological development in PE. It focused on the learning process and students' needs, rather than on the teaching of content.
- Ludotechnical model : initially designed for athletics, it used modified games to work on technical gestures in a playful manner and adapted to the level of the students.
- Self-construction of materials: it encouraged creativity and active learning, allowing students to design and construct their own materials for physical practice.
- Health education: the most recent model, which integrated the promotion of healthy habits and active lifestyles into the classroom curriculum. Its central idea was that health, rather than ability, should be the primary goal/outcome of PE. It was based on the concept of lifelong learning, which required building a meaningful relationship between what was learned in class and the knowledge, skills, and attitudes needed to live a satisfying and productive life outside of it.
- Hybrid models: based on the idea that no single model can guarantee the teaching and learning of all content, elements of various models were therefore combined to adapt



to specific needs and contexts; for example, the integration of cooperative learning and sports education, or the combination of comprehensive models and self-construction of materials. These models were based on situated learning and student-centered teaching.

- Garduño et al. (2023) also offer other models such as:
- Personalized teaching model (MEP in Spanish): according to this researcher, “it is a viable option for training in Physical Education, where the student himself approaches knowledge in an active and autonomous way to develop his motor skills” (p. 73).
- Integrated Technical-Tactical Model (ITTM): its pedagogical intention was to offer teachers a way to teach the sport, integrate tactical and technical aspects in a simple way, and be used in practice with the aim of promoting learning, based on a contextualized, comprehensive, and meaningful model.
- Regarding in-service teacher training for PE teachers, Gómez (2023) considered that:
  - Considering teachers as the center of their own training requires a clear understanding of the differences with respect to training programs, which are often presented in such a general way and based on third-party assumptions about teacher needs. (p. 2)

Regarding the training of PE teacher trainers (FPEF in Spanish), Aguilar et al. (2024) noted that “(...) there is a knowledge gap regarding FPEF in the countries that make up the Latin American region, a gap that has also been recently detected by various researchers on FP (Teacher Trainers) in general ” (p. 29).

These considerations focused on some of the limitations present in vocational training in general, which were also evident in in-service teacher training for different areas.

Regarding its relevance in PE, De León (2024, 9) highlights that:

Continuing teacher training in this area is equally vital. Offering professional development programs that focus on integrative pedagogical strategies can be essential to overcoming the observed cognitive deficiencies (...) and significantly improving the impact of Physical Education on students' overall development.

At this point, it was recommended to refer to the UNESCO (2019) principles and approaches to in-service teacher training, contextualized in Peru. While this was a



general proposal that decentralized the functions and actions of the different educational actors, theoretical and methodological elements, such as the suggested pedagogical principles and approaches, were considered, which were of great value for the implementation of in-service teacher training programs for PE teachers.

Principles (UNESCO, 2019):

- Sustainability: Training processes were addressed with mechanisms, opportunities, and resources to ensure educational practices were deepened and refined over time. This involved creating and establishing conditions in the territories for the management of the FDS.
- Continuity: A coherent relationship was established between initial training, teaching work, and in-service training, in terms of approaches and content that responded to the needs and demands of the profession, and surpassed episodic and isolated training.
- Progressivity: The starting point was the diagnosis of the teachers' zone of proximal development of competence and was adjusted to the relevant learning needs.
- Equity and equal opportunities: These were equitable training processes that guaranteed teachers equal opportunities to access quality training and gave priority to teachers whose students had low achievement levels, were located in more vulnerable and complex contexts, or who did not have access to training opportunities.
- Territorial coordination: They were organized and decentralized to ensure synergies and share information and objectives assigned to each training actor.
- Relevance and diversity: They addressed the different training needs, with a relevant offering, depending on the modality, type of educational institution, and context, to ensure training that responded to the specific needs of teachers.
- Commitment and autonomous development: These were developed through training pathways that conceived teachers as active, reflective professionals, responsible for establishing their training plan based on the courses they received, their needs, and self-training for the continuous improvement of their teaching work.
- Interculturality: It was understood as a dynamic and ongoing process of interaction and exchange between people of different cultures, aimed at harmonious and





complementary coexistence and based on respect and appreciation for individual identity and cultural differences.

- Inclusion: A diverse educational response was promoted for all students, ensuring equal opportunities and considering individual characteristics and needs.
- Gender equality: Equal value and treatment of women and men was promoted, intergender relationships were made visible, and gender stereotypes and culturally assigned roles were challenged and evaluated, thus helping to overcome existing inequalities.
- Approaches (UNESCO, 2019):
- Competency-based approach: From a training perspective, competency development emphasized the relevant use of acquired knowledge and the ability to activate and utilize relevant knowledge to address situations in a specific setting. Therefore, it involved the acquisition and mastery of a broad repertoire of knowledge and skills, as well as certain attitudes (UNESCO, 2019).
- Collaborative approach and collegial autonomy: Teacher training contributed to the generation of professional cultures of collaboration that allowed for the building of common purposes, dealing with uncertainty and complexity, creating a climate where change and continuous improvement were valued, developing a strong sense of teaching efficacy, and creating cultures of continuous professional learning that replaced traditional models of episodic, individualized professional development that were weakly connected to school priorities (UNESCO, 2019).

## CONCLUSIONS

The strength of in-service teacher training for PE teachers in Peru was the willingness of organizations and institutions to contribute to quality teacher training, which fostered the broad range of educational offerings available; however, the quality of the offering was considered a priority.

This article addressed key topics related to the pedagogical qualities and competencies of PE teachers and the most relevant PEA pedagogical models identified as training needs for PE teachers. The topic was not considered exhaustive, as it provided an overview of the state of the art, contributing to quality education in Peru.





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***Conflict of interest statement:***

The author declares that there are no conflicts of interest.

***Author's contribution:***

The author is responsible for writing the work and analyzing the documents.



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