

Section B

PGCE in Secondary Physical Education

Content

Aims	B2
Introduction	B2
Online Resources	
National Governing Body Awards	B6
Term by term summary	B7
<i>Overview of the year</i>	
Term 1	B9
Term 2	B10
Term 3	B11
Subject session programme	B12
Assignment projects	B32
Reading list	B33
Useful websites	B37
Off-site venues	B41

PGCE Physical Education

Aims

We aim to support and guide trainee teachers to meet, and exceed the standards required to gain Qualified Teachers Status (QTS) and go on to become outstanding, reflective teachers of Physical Education.

The course is very much geared towards meeting the challenges of teaching PE in inner urban schools where some or all of the following factors will impact on teaching and learning:

- Social deprivation
- Multi lingual classes
- Lack of space, facilities and especially grass fields

Inclusive approaches to PE sit at the heart of the course. Trainees will develop in depth subject knowledge and understanding, and explore the full range of teaching and learning processes, methods and strategies to confidently meet the needs of all pupils.

The National Curriculum, 2012 Olympics and the School Games provide the wider contextual background for the course and these are referenced and signposted throughout the year. The secondary PGCE at London Metropolitan is a *rights respecting* teacher education course and this is also embedded in the PE section (as it is in every subject).

Introduction

Welcome to the PGCE in Secondary Physical Education. You are about to embark on a challenging and immensely rewarding year long course. You will learn a lot very quickly. You will learn about the subject and how to teach it effectively; you will learn how to reflect on your performance; you will learn how to function in a school environment; but most of all you will learn about yourself.

This part of the handbook outlines the subject specific part of the PGCE. As you can see, it is a very intensive course. To adequately cover as many aspects of PE as we can there are some very long days. The University based course combines classroom-based workshops with practical lectures.

Some tips for keeping on top of things:

- Please make sure you arrive in good time as we have a lot to cover in a short time and punctuality is an essential aspect of professional conduct.
- Bring a clipboard for note taking during practical sessions. These notes need to be organised onto your Subject Knowledge pages of Pebble Pad.
- You will get far more out of each session if you feel well prepared. The workshops will be fully participatory and you will be expected to contribute with professionally presented and informed opinion and comment. Please ensure that you do the required pre-reading and any other set tasks.

Practical sessions

Practical sessions are not specifically designed to enhance your subject knowledge. All subject knowledge is specifically related to teaching and learning in PE as opposed to purely technical knowledge such as points of technique and rules (although you are expected to know this too).

Your training will be personalised especially in practical lectures where you will be allocated a specific and appropriate role depending upon your level of expertise in the particular activity area. These roles include teacher and learner as well as observer. When acting as a teacher you will need to be fully prepared by submitting a plan for the session, setting up the workspace prior to the session and ensuring all equipment is to hand.

We will also use practical sessions to develop reflective skills. This means that your teaching performances will be evaluated by yourself and the group. The highest standards of professional support, confidentiality and respect will prevail during all group feedback sessions.

Swimming

Primary schools get priority booking time and with so many primary schools in London it is almost impossible to book pool space between 09.00-16.00. Thus our early starts. Please make every effort to be on time, which means on poolside ready to go at 07.20am.

We are allocated 4 lanes to start the session and this is then reduced to 2. You are advised to bring a spare t-shirt to stay warm when out of the water and, as always, there will be opportunities for you to add your notes to print out so bring a pen and clipboard.

Subject knowledge and skill development

Practical sessions will focus on strategies for learning and not the points for teaching and learning. These are readily available in a plethora of introductory coaching manuals. Instead the emphasis will be on the processes of teaching and learning. Workshops will reinforce and apply the learning theories covered in professional studies. This means that you will be expected to develop your own subject knowledge with reference to key teaching points.

There is a clear expectation that a PE teacher has sufficient levels of physical literacy to be able to perform the basics of the activity being taught. There is no short cut to acquiring this. You simply need to be able to dance and swim, play games, run, jump and throw etc well. You will not fail the course by having poor athletic ability per se, but it does not sit well with a number of mentors nor the pupils.

To enhance technical subject knowledge/your performance levels you are encouraged to:

- Enrol on NGB coaching courses
- Make the most of living in London by going to watch sporting and dance events
- Join clubs/take part in activities in which you have limited experience

Look after yourself

It may sound obvious but your PGCE year is not the time to pick up injuries or illness. At times on the course you will be 'running on low' and become highly susceptible to viruses especially during school experience when you will be surrounded by over a thousand potential virus carrying young people.

Reduce the risk of missing days by using your common sense and being prepared:

- Stay hydrated
- Have kit for all seasons to hand
- Don't burn the candle at both ends. Most teachers don't have much of a social life during term time
- By all means take part in your regular sporting activities but avoid social sport including Friday 5-a-side after school and 'kickarounds' with students (note legal implications). It's amazing how often these lead to injuries.

Travelling Around London

Punctuality is an integral part of your professional conduct. Everyone knows that travelling around London is particularly arduous and it is always worse when you are running late. By far the easiest and most reliable way to get around is by bike but it does have its downside especially if you are new to the city.

Prepare professionally for your journeys to arrive on time and stress free:

- Allow plenty of time by allowing an additional 15 minutes for every 30 minutes travelling.
- Google Map and the journey planner on www.tfl.gov.uk are incredibly useful
- Make sure you always have credit on your Oyster Card

Transport problems are a part of life in the capital NOT AN EXCUSE.

AfPE

You are strongly encouraged to join the Association for PE (www.afpe.org.uk).
Finally, may I take this opportunity to wish you all the very best of luck.

Greg Dryer
Course Leader

Online Resources

i. Pebble Pad

Pebble Pad is an online personal learning system that will be using for the second year. The PE cohort will be at the forefront of exploring Pebble Pads capacity. We use Pebble Pad for assignments and assessments, subject knowledge tracking and communicating with your mentor and tutors. It is also available as an iPhone app.

ii. Weblearn

Weblearn is the University's virtual learning environment. Key documents can be found on here and it can also be used for group discussions.

National Governing Body Awards

These can be useful in enhancing technical subject knowledge and boosting your confidence in teaching activities of which you have no or limited experience.

Some NGB's have focussed far more on pedagogy in recent years. The RFU and ECB lead the way in this respect.

The British Gymnastics Trampoline Award is a pre-requisite for teaching trampoline in schools. AfPE London hold this course 3 or 4 times a year. Early booking is essential.

Twilight sessions

There are two evening sessions, one in the middle of each school placement. The purpose of these sessions is to provide another avenue of support where you can work through common issues with your tutor and peers. It is also an opportunity for me to offer general feedback from observations. There is also a slot for you to set the agenda.

Term by Term Summary of Outcomes

Term 1:

By the end of term one you should be able to:

1. Be able to articulate what PE is and understanding the key learning processes that are needed to learn across all activity areas.
2. Plan, deliver and evaluate well organised lessons with appropriate activities, smooth transitions and clear progression.
3. Display developing teaching skills and developing expertise in managing behaviour.

4. Evidence clear progress in subject and pedagogical knowledge

The focus of term 1 is to cover as much practical work as possible to prepare you for the activity areas you are likely to encounter on SE1. Workshops focus largely on developing your ability to plan high quality lessons. Project 1 is started in this term to allow you to evidence your developing understanding of the teaching process.

Term 2:

By the end of term one you should be able to:

1. Be able to plan, deliver and evaluate high quality lessons that focus on, and meet the learning needs of the pupils. Strategies for personalisation should be evident in SE2 lessons.
2. Explain the unique thinking skills required by different activity areas.
3. Display more advanced teaching skills and apply key theories and strategies explored in workshops.
4. Be able to reflect upon your own practice and suggest simple strategies that would improve lessons in your evaluations.

After taking time to reflect on your first school experience, we have a window of University based sessions to prepare for SE2. You will look at the activity areas not covered before SE1 in particular strike fielding games. You will become increasingly familiar with the KS4 curriculum including GCSE. Preparing for your application for your first teaching job is central to this term and you will have the opportunity to gain feedback in a mock interview following the related workshop.

Term 3:

By the end of term one you should be able to:

1. Place your subject work in its wider theoretical and practical context
2. Begin to plan successfully for the longer term.
3. Prepare successfully for interview

After the completion of SE2 we will explore socio-cultural aspects of PE and you will have time to focus in depth on your selected area of study in Project 2. This should be a high level project and so time is given to disseminate your finding to the rest of the group to allow everyone the chance to further their subject knowledge.

Secondary Initial Teacher Education – PE PGCE 2011-12

Term 1

CS=Curriculum Studies; PS=Professional Studies; IS=Independent Study

	12/9	19/9	26/9	3/10	10/10	17/10
Uni wk	2	3	4	5	6	7
Mon	CS1 Course overview & Towards a rationale for PE 10.00-13.00	CS9 Micro teaching Gymnastics Whitefield 09.00-13.00	CS17 Applying games teaching models: Basketball 10.00-13.00	CS19 Acquiring skill using Games Over a Net 10.00-13.00	CS25 & 26 SK Dance 08.00-12.30	
	CS2.SK audit 14.00-16.00	CS10 Planning II: Evaluation and reflection 14.30-16.30	SK Swim III 07.20-08.20 CS18 Teaching styles and learning processes in PE 14.00-16.00	CS20 Problem solving in Games activities: Kin Ball 14.00-16.00		
Tue	PS1 Children's Rights & Teachers' Responsibilities 10-11 Lecture 11.30-1 Workshop	SK Swim I 07.20-08.20 PS3 Inclusion (1): Patterns of inequality	PS5 Inclusion (2): SEN Primary Briefing 10-11 Lecture 11.30-1 Workshop	SK Swim IV 07.20-08.20 PS7 Classroom Behaviour 10-11 Lecture 11.30-1 Workshop	PS9 & 10 Carousel of workshops including: (i) Inclusion (3): EAL (ii) Looking after your voice (iii) Peer assessment for Primary Report (iv) Student Voice – what students want from lessons	
	PS2 How Children Learn (1) 2-3 Lecture 3.15-4 Workshop: Set presentation task	PS4 How Children Learn (2) 2-4 Workshop: Planning presentations	PS6 How Children Learn (3) 2-4 Workshop: Presentations on learning	PS8 PebblePad and QTS 2-4 Workshop: ICT		
Wed	CS3 & 4 09.30-16.00 What does learning look like? Athletics. Parliament Hill 09.30-16.00	CS11 Developing movement competency 10.00-13.00				
		CS12 Models of participation and observing movement 14.00-16.00				
Thu	CS5 SK. Intro to gymnastics 10.00-13.00	CS13 Learning in and through games activities 09.30-11.30 Intro to assessment 11.45-13.00		CS21 Net Games - Badminton 10.00-13.00	CS27 & CS28 Dance observation and microteaching Harris Academy, Bermondsey	
	CS6 Intro to Weblearn & Pebble Pad. PE and the NC 14.00-16.00	CS14 The traditional approach: Hockey		CS22 SE1 Working with a mentor, observing lessons and target setting 14.00-16.00		
Fri	CS7 Core Teaching skills through gymnastics (Highbury Grove School) 08.45-12.45	SK Swim II 07.20-08.20 CS15 The games based approach: Football		CS23 & 24 SK Learning in Rugby London Oratory School playing field, Barn Elms 09.30-16.00	CS29 & 30 Your lessons	
	CS 8 Planning I: Setting a learning outcome 14.00-16.00	CS16 Planning III Progression and lesson structure				

Autumn Term (2/2)

	24/10	31/10	7/11	14/11	21/11	28/11	5/12	12/12
Uni wk	8	9	10	11	12	13	14	15
Mon	CS31 Games activities including Volleyball 10.00-13.00						PS11 Project 1: Medium term planning 10-11.30 Lecture	
	CS 32 Netball 14.00-16.00						CS35 Project 1 (PE)	
Tue	CS33 Meeting pupil's needs in PE (SEN & EAL)						CS36 PE and inclusion 10.00-11.45 ICT in PE 12.00-13.00	
	CS34 Assessing progress and learning						CS37 Lesson evaluations 14.00-16.00	
Wed	IS & Tutorial 1							
Thu	IS							
	IS				Twilight 16.45-19.00			
Fri	IS							
	IS							

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Secondary Initial Teacher Education – PE PGCE 2011-12

Term 1

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	2/1	9/1	16/1	23/1	30/1	6/2	13/2	20/2	27/2	5/3	12/3	19/3	26/3
Uni wk	18	19	20	21	22	23	24	25	26	27	28	29	30
Mon	Bank	CS46 Teaching leadership	CS52 GCSE theory				IS						
	Holiday	CS47 School sport The school, local and national context	CS53 Finding the right job & interview practice 14.00-16.30				IS						
Tue	Project One Independent Study	PS12 Classroom Behaviour (2) 10-11 Lecture 11.30-1 Workshop	PS14 Inclusion (6): SEN 10-11 Lecture 11.30-1 Workshop				IS						
	Project One Independent Study	PS13 Project 2: Teacher as researcher 2-2.45 Lecture 3-4 Workshop	PS15 Inclusion (7): Planning for inclusion on SE2 2-4 Workshop				IS						
Wed	Project One Independent Study	CS48 Learning about health in PE	CS54 Assessment at GCSE				IS						
	Project One Independent Study	CS49 The legal framework and Risk Assessment 14.00-16.30	CS55 Utilising community resources for KS4 PE (off site visits)				IS						
Thu	CS42 SE1 reflections 10.00-11.30 CS43 Learning in and through S/F Games 11.30-16.00		CS56* SK assignment Dance teaching				IS						
			CS57 Key Stag 4 PE				IS						
Fri	Tutorials	CS50 Personalised learning in practice (Whitefield tbc)	CS58 PE and Gender				IS		Twilight 16.45-17.00				
	Tutorials Submission: Project 1	CS51 High ability – re-conceptualising TALENT and ABILITY	CS59* SE2 and Project 2				IS						

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Secondary Initial Teacher Education – PE PGCE 2008-9 Term 3

Secondary ITE Teaching & Assessment Calendar 2011-12 Summer Term

	16/4	23/4	30/4	7/5	14/5	21/5	28/5	4/6	11/6
Uni wk	33	34	35	36	37	38	39	40	41
Mon				Bank	CS60 Reflections on SE2 and Project 2			IS	CS68 PE and the critical thinker
				Holiday	CS61 PE Policy, practice, tradition and history			IS	CS69 The future – where should PE go?
Tue					PS16 Contemporary education policy 10-11.15 Lecture 11.45-1 Workshop			IS	PS18 Preparing for your NQT year 10-11.15 Lecture 11.45-1 Workshop
					PS17 Portfolio peer assessment 2-4 Workshop			IS	CS70 & 71 Project 2 Presentations
Wed					CS62 & 63 KS5 School based experience. A Level and BTEC			IS	CS72 & 73 Tutorials
					CS64 TBC			IS	
Thu					CS65 Exploring x curricular learning			IS	
Fri					CS66 SK Practical. Sharing your best lesson			IS	CS75 TBC
					CS67 Submission: Portfolio			IS Submission: Project 2	CS76 TBC

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Subject Sessions Programme

Term One

Session	Course overview including intro to Weblearn and Pebble Pad and towards a Rationale for PE
Room/Venue	tbc
	Advance readings: Bailey (course reader). Chapter 2 by David Kirk Almond L, The Place of Physical Education in Schools Pickup, I. & Price, L. Chpt 1
Preparatory tasks:	Having completed the reading, consider the following key questions:

- Why should PE be on the school curriculum?
- How does PE impact on children's health and fitness?
- What is the relationship between PE and the 'obesity crisis'?
- Can you explain what is meant by 'Learning to move, moving to learn'?

Having considered our rationale for teaching PE, we will go on to examine how we can work towards this through setting appropriate long and medium term aims and objectives. Unless we are absolutely clear where we are going, we will not be able to get there. (Detailed medium term planning is looked at in February before SE2.)

Session	Subject Knowledge Audit
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You will be asked to complete the Subject Knowledge tracker on Pebble Pad in order to (self) assess your starting point.

Session	What does learning look like?
Time	09.30-16.00
Room/Venue	Parliament Hill Athletics Track, Hampstead Heath (see section Off Site Venues)
Advance readings:	Bailey chapter 7 by Wild and Everley AfPE, Safety in PE and School Sport, relevant sections.
Preparatory task:	Reflect and make notes on EXACTLY what happens when you demonstrate a skill (or when you have seen a teacher use demonstration). What is the purpose? What does the teacher do? What is expected of the pupils? Hint: Nothing is too obvious to note!

Watch video of throwing and jumping events. What do you think are the 3 most important aspects of effective performance in each?

HINT: Strip the action down to its absolute fundamentals

This will be our first full day of practical learning. After an introduction that will critically review the teaching of Athletics in school, we will look at various approaches to teaching in and through this activity area. You will be asked to lead some sections in order to reinforce the key teaching skills covered earlier in the week.

Part of the day will examine the pros and cons of different ways of learning and you'll see me 'model' a live lesson with pupils from a nearby school. **YOU MUST BRING A CLIPBOARD/LAPTOP FOR NOTE TAKING WHEN OBSERVING MY LESSON.** I will try to exemplify 'process led' PE teaching.

Key teaching skill: Applying safe practice and reviewing demonstrations.

Session PE and the National Curriculum

Following on from the main ideas explored in the first session, this key session examines what learning is in PE. We will discuss the nature of aims, objectives and intended learning outcomes (ILOs).

We will also look at an overview of the National Curriculum by charting changes made since the NC was first introduced and set the scene for the current position.

Session Intro to teaching gymnastics

Advance readings: AfPE, Safety in PE and School Sport, relevant sections.

Preparatory task: Prepare a micro teaching session to work through 3 progressions for any ONE gymnastic agility. You may be asked to lead the group.

Gymnastics is widely regarded as a poorly taught aspect of the curriculum. It is my intention that you enter the profession confident in teaching ALL areas of PE. With such limited time, this requires hard work and dedication. You must start by understanding how a gymnast thinks and what s/he is aiming for.

On the first of three days, you will be introduced to the fundamentals of gymnastics. The aim is to improve your confidence and competence in working in a gymnastics setting.

Key teaching skill: Gaining the attention of the whole class and giving instructions clearly.

Session Core teaching skills – Gymnastics 2

Preparatory tasks: Bring the work you prepared for the first gymnastics session

Key teaching skill: Planning for learning. Fault recognition (application of subject knowledge) and offering individual feedback.

Our second day of gymnastics will give you the opportunity to build your confidence by teaching small groups of 3 or 4 learners from Highbury Field School. You will be expected to teach the agilities and routines covered on the first day. Observation will

focus on your communication and application of the key teaching skills covered to date.

Session Planning I: Learning outcomes
Advance readings: Bailey chapter 6 by Macfadyen
Capel S, Breckon P, O'Neil J, A Practical Guide to Teaching Physical Education in the Secondary School, Part 2

Preparatory tasks: Having completed the reading write 4 ILO's for the following activities: basketball, gymnastics, athletics and one other of your choice. The ILO can be pitched at any key stage 3 year group – specifics are not important at this stage.

During this session we will work through a lesson plan together. You will have opportunity to work with a peer to review your prepared ILO. This is a key session and you should be prepared to engage fully in the material and this includes speaking up if you are unclear on any of the points discussed.

Session Group teaching. Gymnastics
Time 09.00 -13.00
Room/Venue Whitefield Sports College
Preparatory task: In groups of 4 prepare to teach the Whitefield pupils a gymnastics lesson.
Post session task: View the video of your teaching and assess your performance in relation to the key teaching skills covered on the course to date.
Deadline: assignment to be accessed on Pebble Pad by 30 September.

This will be your first school-based session. In groups of 4 you will be allocated a one hour lesson to teach. Your planning should be collaborative. Full details of the class, facilities etc will be passed on to allow you to plan appropriate activity. Your teaching will be formally observed with detail feedback given. Perhaps more importantly, the session will be filmed and critically reviewing the video is a key post session task.

Session Planning II: Evaluation and reflection
Time 14.30-16.30
Pre-session task Reflect upon your morning teaching and attempt and evaluation.

By the end of this session you should be clear about the importance of reflection and how to evaluate lessons analytically.

Session Swim 1
 Time 07.20-08.30. *NB That means on poolside at 7.20*
 Room/Venue Holloway School
 Advance readings: The National Swimming Strategy and The Swimming Charter
 AfPE Safe Practice, relevant sections
 Preparatory task: Watch film of elite swimmers, rowers, fish and then list the key requirements that enable any creature to travel through water efficiently.

In the first swim session we will cover the following:

- Safety
- The role of the teacher in the specific context of the swimming pool
- The uniqueness of water as a medium for learning
- Practical work will focus on key, generic components to moving through water.

Session Developing movement competency
 Advance reading: The Youth Sports Trust's Teacher's Guide to Fundamental Movement Skills by Dave Morley available online

Fundamental Movement Skills have gained significant prominence within PE and Sport over the last 10 years. In this session we will explore ways of bringing theory into practice.

Session Models of participation and observing movement
 Advance reading: Participant Development in Sport: An Academic Review by Bailey et al (available online)

This session will provide an overview of current thinking on how young people should be introduced to sport.

Session Learning in and through games
 Advance reading: Bunker, D. & Thorpe, R. (1986) The curriculum model, in: R. Thorpe, D. Bunker & L. Almond (Eds) Rethinking games teaching
 Bailey chapter 9 by Kinchin
 Approaches to teaching games Susan Capel in Capel S and Piotrowski S Issues in Physical Education
 Hopper, T. Teaching Games Centred Games Using Progressive Principles of Play at www.educ.uvi.ca/Faculty/thopper/WEB/articles/Cahperd/principle.htm

This session will introduce you to the key methodologies for teaching games activities.

Session Introduction to assessment
Advance reading: Frapwell & Caldecott (2010) In Deep, AfPE
Chapter 8 in Bailey by Fapwell

OFSTED's subject report highlighted assessment as one of the weaknesses prevalent within our subject area.

Assessment strategies have been reviewed in depth over the last few years with a growing awareness amongst professionals that assessment is far more than allocating a mark at the end of a unit. APP strategies are central to NCP08. This workshop focuses on how teacher interaction can provide the learner with a clear idea of their strengths and what the next steps are.

Session Applying Games Teaching Models: Hockey

Christina Jacklin (London Met Sports Science) will lead a session focussing largely on the traditional, skills based approach to games teaching.

Session Fault correction: Swim 2
Time 07.20-08.30
Room/Venue Holloway School
Preparatory task: Review and add to your notes on freestyle. Research common faults and fault correction. You will be asked to apply this knowledge.

In the second swim session we will cover the following:

- Possible structures of a swim lesson
- Using drills to aid skill acquisition
- You will be asked to observe each other, recognise fault and attempt to use appropriate intervention to improve technique.

Key teaching skill: Fault recognition (application of subject knowledge) and offering individual feedback.

Session Applying Games Teaching Models: Football

By the end of this workshop you should have a clear idea and be able to apply a whole-part-whole approach to teaching Games.

Session Planning III: Progression and lesson structure

We will return to lesson planning. Our focus will be on ensuring progression.

Session: Applying Games Teaching Models: Basketball

Advance reading and task

Reflect upon the approaches covered and with reference to relevant texts write a short (500 word) response to the following statement: Beginners have to learn the core skills of any game and the best way to do this is in isolation. TGfU simply doesn't work for learners of low ability. Hint – review and refer to introductory workshop on the aims of physical education! To be accessed in Pebble Pad.

Session	Swim 3
Time	07.20-08.30
Venue	Holloway School

In our third swim session we will look at:

- Working with beginners and talented learners
- Observation and fault correction
- Breaststroke

Session	Teaching styles and learning processes in PE
Advance reading	Chapter 7 in Bailey. Teaching Approaches by Wild and Everley

This workshop will further your understanding of 'process-led' teaching. We will look at how skilled teachers may use different approaches to suit different types of lesson outcomes

Primary Placement

Subject specific task in addition to general PGCE task

Read Pickup, I. & Price, L Chapter one and critically assess the physical education you observe in your primary school in the light of this chapter.

Word count: 750 words. Deadline: 08 October to be accessed on Pebble Pad.

Session	Introduction to Net Games
Preparatory task:	List the main principles of games played over a net (or against a wall)

In this introductory session we will establish the main points that children need to understand to be able to access these games successfully.

We will also look at organisational strategies and how you might gain evidence of learning in your lesson plenaries.

Term Two

Session Learning in and through Strike Fielding Games
Preparatory task: Consider the factors that contribute to effective strike-fielding games play and prepare a list of at least 6 key concepts that students must be able to understand and implement in order to outwit an opponent in these activities.

Your second tutorial looks at your progress on SE1 and sets your initial targets for SE2.

Session Tutorials – individual times allocated

Session Teaching Leadership
Preparatory task: Familiarise yourself with the syllabus for JSLA

One of the biggest changes in school PE in the last 10 years is the growth in courses that focus specifically on leadership. We will look at how this can be done effectively.

Session School Sport – local and national context.

The UK Games are a central feature of the Coalitions policy of PE and School Sport and the main vehicle for the Olympic legacy. We will look at the infrastructure in place as well as various other aspects of out of hours sport, arranging practices and competition, travel arrangements and related professional matters, risk assessment and working with adults other than teachers.

Session Teaching about making informed choices on healthy lifestyles and the 'myth' of teaching towards lifelong participation.
Advance readings: Bailey chapter 3 by Jo Harris
Cale L. and Harris J. Getting the Buggers Fit. Introduction
Harris in Green and Hardman Chpt 5 and any of the introductions to Harris and Elbourn's books.
The extensive notes on weblearn.
Kirk D. Physical Education and Lifelong participation

Almost all PE departments claim as one of their long term aims, the lifelong participation of all students in health promoting activity (or words to that effect). Yet research suggests that we fall well short in achieving this. We will explore these issues in greater detail throughout this workshop.

Session	Professional Conduct & The Legal Framework
Advance readings:	Whitlam, P. Case Law in Physical Education and School Sport, introduction See selected readings
Preparatory task:	Complete task sheet and prepare to report on your allocated case

You must be aware of your legal responsibility as a teacher of Physical Education and this workshop is will give you an overview statute, common law and case study. You will be allocated a key case in advance of the session for you to prepare a short presentation outlining the key points of law.

Session	Personalised learning in practice
Room	School-based

Personalising learning to meet the specific needs of learners is a key theme of the course and one of the biggest challenges facing practitioners. We will spend a morning in school observing approaches to differentiated learning.

Session	High Ability – re-conceptualising TALENT and ABILITY
Preparatory task:	Bailey chapter 16 by Bailey and Morley Visit http://gifted.youthsporttrust.org

Many teachers report how challenging it can be to work effectively with the most able pupils. In this session we will look at the current thinking on developing expertise and ability. You will work in groups and each group will allocated as specific area of work. The tasks are designed to help you arrive at a comprehensive policy to support the most able children.

Session	Teaching GCSE theory
Advance readings:	Bailey chapter 11 by Spence Any GCSE texts. Edexcel and OCR specifications go to www.edexcel.org.uk and www.ocr.org.uk
Preparatory task:	You will be allocated an area of study to prepare material for. These will be presented in the session.

Our partner schools were very keen to include this workshop as they reported that so many PE teachers find teaching the theory components of public examinations difficult. You will present your own materials as well as have a chance to critically evaluate existing on line and paper resources to begin to form a clear idea of best practice.

Session Careers in PE
Preparatory task: Look through the PE jobs in the TES and highlight those of interest to you (if any).

This workshop looks at the job market, the application process. You are then given an opportunity to peer assess and review interview technique.

Session GCSE Assessment (practical)
Venue School tbc
Advance readings: Exam board criteria and instruction
Preparatory task: Download and become familiar with the criteria and arrange your paperwork.

This will be a school-based session where we will set up and run GCSE practical exams. Each trainee will mark each pupil. To be followed by moderation.

Session Utilising community resources/facilities for KS4

Your task is to arrange a visit to any 'off-site' facility and to gain information as to what's available within the community. Visits can be arranged for leisure centres, sports clubs etc. Following your visit, you should upload a report on Pebblepad outlining what's available and how school currently work with the facility/organisation or how they could.

Session Dance assignments
Venue Harris Academy, Bermondsey
Advance readings: To be set
Preparatory task: To be set

You will present the group assignment that was set for you before SE1.

Session Focus on KS4
Date Tuesday 1 February
Time 14.00-16.00
Room/Venue BEL 2-11
Relevant QTS standards: 22,25
Preparatory task: Make a note of the strengths and weakness of the KS4 curriculum where you taught on SE1

This session will look at best practice pathways through KS4 and will include work on HRE and PEP's. You will also be asked to present an overview of a model KS4. This should include your findings from your community visit.

Session 'Girls can't throw' Gender and PE
Advance readings: A sample of chapters from the reading list. See in particular the work of Hargreaves and Scraton

The participation (or lack of) of teenage girls in PE and of women in physical activity in the post school years is, perhaps, the single biggest issue in contemporary physical education. In this session we will critically examine policy and practice to see what you can do, as teachers of the future, to make the subject more 'girl-friendly'. To get the full benefit of this session, a grasp of the theory as presented in the pre reading chapters is essential.

Session SE2 and Project 2

Your last session before SE2 induction looks in depth at SE2 requirements and will flag up structure and content of project 2.

Term Three

Session Reflections on SE2 and project 2 preparation
Preparatory task: Be prepared to submit project title

A chance to share your highs and lows and discuss your ideas for your second project. Research methodology and ethics will be covered in relation to project 2.

Session Where do we come from & where are we now?
Advance readings: Jarvie, Sport Power and Culture

Kirk, D. (1992) Defining Physical Education: The Social Construction of a School Subject in Postwar Britain
London: Falmer.

Preparatory task: Research tasks for this session will be distributed in advance.

One can't understand the present until one understands the past. In this session we will explore the dominant modes of thinking in PE over the last 150 years, look at how traditions and culture are formed and how these manifest themselves in modern PE.

The last hour of the session will look at Risk Assessment

Session A Level & BTEC Nationals
Room/Venue School tbc
Advance readings: A Level and BTEC specifications and text books
Preparatory task: to be set

You will spend a day in school looking at post 16 courses.

Session Exploring cross curricular learning

This session will consider ways in which PE can be taught with other subject and why you may want to do this.

Session Sharing your best lesson

You will be given the opportunity to teach your best lesson to your peers and to talk about it. You need to bring the lesson plan to share.

Session PE and the Critical Thinker

In this session you will be asked to share a copy and present on an article article that challenged your thinking.

Session The future – where should PE go?

This synoptic workshop, brings together all the main academic themes of the year. You will be given the chance to debate your vision of PE as you embark upon your career.

Session Project 2 presentations

The course finishes with some peer led sessions as you each present your projects. Note, this is an assessed presentation (see assessment section for Project 2)

Assessment Projects

Project One

Project One provides you with an opportunity to evidence developing and in depth subject knowledge. As such, the focus of Project One will be the curriculum. The precise choice of curriculum area will be discussed at the second tutor visit during School Experience One. You will also receive email correspondence on the matter. Areas of your subject knowledge identified as requiring further development should be the main focus of the project.

Project Two

Please find below some suggested areas for investigation with sample questions

1. Inclusion

- Do learners with English as a Second Language attain as highly as their English as a mother tongue peers?
- Including learners with physical disabilities in mainstream PE – a guide to best practice.
- Do young people with learning needs attain to a higher level in PE than other subjects?

2. Gender and PE

- What do girls really want? Towards a girl friendly PE department.

3. Race and PE

- How do racist stereotypes impact on the Physical Education experience of minority ethnic young people?

4. Competitive Sport and the School Sport Games

5. Olympic Legacy and PE

Reading List

Course Text

Bailey R. (Ed) (2010) Physical Education for Learning. Continuum

Essential

AfPE 2008 Safe Practice in Physical Education and School Sport. It is well worth buying your own copy.

Mawer M (1995) The Effective Teaching of Physical Education Pearson Education

O'Neill J, Breckon P, Capel S (2006) A Practical Guide to Teaching Physical Education in the Secondary School Routledge Teaching Guides

Pickup, I. & Price, L. (2007) Teaching Physical Education in the Primary School: a Developmental Approach, London: Continuum.

Recommended

Capel S (2004) Learning to Teach Physical Education in the Secondary School: A companion to School Experience (2nd ed) Routledge Falmer

Maude P, Whitehead M and Cushing A Observing and Analysing Learners' Movement Tacklesport and AfPE

Tacklesport Consultancy Limited and Association for PE Observing Children Moving (CD Rom)

Arnold P (1997) Sport Ethics and Education, Cassell Academic

Sports coach UK (2004) Coaching for Long Term Athlete Development

Almond L (ed) The Place of Physical Education in Schools Kogan Page

Armstrong N (ed) New Directions in Physical Education Vol 1 (1990), Vol 2 (1992) and Vol 3 (1996)

Armstrong N and Sparkes A (eds) (1991) Issues in Physical Education London, Cassell

Hellison D & Templin T (1991) A Reflective Approach to teaching Physical Education Human Kinetics

Kirk D (1991) Defining Physical Education Falmer

Bailey R (2001) Teaching Physical Education: A Handbook for Primary and Secondary Teachers Kogan Page

MacFadyen T and Bailey R (2002) Teaching Physical Education 11-18 London Continuum

William A (1996) Teaching Physical Education: A guide for Mentors and Students David Fulton

Primary PE

Redhead D, Sommerville H and Waring G (2005) FUNdamental Movement Ideas for Early Years: Activity Guide, British Gymnastics

Assessment in PE

Casbon C & Spackman L (2005) Assessment for Learning in Physical Education, Baalpe

Ofsted (2003) Good Assessment Practice in Physical Education

PEA UK (2000) Assessment, Recording and Reporting in Physical Education PEAUK

Robinson S (1992) Assessment in Physical Education – A Development Programme Baalpe

Wragg E.C. (2001) Assessment and Learning in the Secondary School Routledge Falmer

Wragg T & Brown G (2003) Questioning in the Secondary School Routledge Falmer

Hardy C & Mawer M (1999) Learning and Teaching in Physical Education Falmer Press

Sidentop D & Tannehill D (2000) Developing Teaching Skills in Physical Education Mayfield Publishing

Youth Sport Trust Out of School Hours Learning Guide

Savelsbergh G, Bennett S, Davids K, van der Kamp J, (2003) Development of Movement Co-ordination in Children

Activity Specific

NB There is an abundance of sport specific books covering drills, practices and modified games. Some are excellent and some are not. The best ones focus on progression throughout a series of lessons and across a key stage.

Those listed below either fit the ethos of PE at London Metropolitan particularly well or are simply of exceptional quality.

Pocknell L & Smith F (2007) A Practical Guide to Teaching Dance, National Dance Teachers Association

Hanrahan S and Carlson T, (2000) Game Skills: A Fun Approach to Learning Sport Skills, Human Kinetics

Harris J and Ellbourn J (2001) Warming Up and Cooling Down Human Kinetics

Harris J (2000) Health Related Exercise in the National Curriculum Human Kinetics

Noble J and Cregeen A (1999) Swimming Games and Activities, A&C Black

Hughes J (2005) PE2 the Max Human Kinetics

The Legal Framework

Whitlam P (2005) Case Law in Physical Education Baalpe

Inclusion

Hayes S and Stidder G Equity and Inclusion in Physical Education and Sport

Rousse P, Adapted Games and Activities

Qualifications

BTEC

Honeybourne J BTEC First Sport

Honeybourne J BTEC National Sport

GCSE

Galligan F and White D GCSE PE for OCR

Scott T GCSE PE for EDEXCEL

Teaching Styles

Mosston, M. & Ashworth, S. (1986) Teaching Physical Education Columbus, OH: Merrill

Gender and PE

Armour, K., & Jones, R. (1998). Physical Education Teachers' Lives and Careers: PE , Sport and Educational Status. London: Falmer Press.

Dewar, A. (1990). Oppression and Privilege in Physical Education: Struggles in the Negotiation of Gender in a University Programme. In D. Kirk & R. Tinning (Eds.), Physical Education, Curriculum and Culture : Critical Issues in the Contemporary Crisis. Basingstoke: Falmer.

Evans, J. (Ed.). (1993). Equality, Education & Physical Education. London: Falmer Press.

Evans, J., & Penney, D. (2002). Introduction. In D. Penney (Ed.), Gender and Physical Education: Issues and Directions (pp. 3-23). London: Routledge.

Kirk, D., Fitzgerald, H., Wang, J., & Biddle, S. (2000). Towards Girl Friendly Physical Education: The Nike/YST Girls in Sport Partnership Project Final Report: Institute of Youth Sport/Youth Sport Trust.

Leaman, O. (1984). Sit on The Sidelines and Watch The Boys Play: Sex Differentiation in Physical Education: Longman for Schools Council.

Penney, D. (2001) Gender and Physical Education: Contemporary Issues and Future Directions. London: Routledge.

Scraton, S. (1986). Images of Femininity and the Teaching of Girls' Physical Education. In J. Evans (Ed.), Physical Education, Sport and Schooling : Studies in the Sociology of PE (pp. 71-94). East Sussex: Lewes.

Scraton, S. (1987). Boys Muscle in Where Girls Fear to Tread: Girls Subcultures and Physical Activities. In D. Jary & A. Tomlinson (Eds.), Sport, Leisure and Social Relations. London: Routledge.

Scraton, S. (1990). Gender and Physical Education. Victoria: Deakin University Press.

Talbot, M. (1993). A Gendered Physical Education : Equality and Sexism. In J. Evans (Ed.), Equality, Education and Physical Education (pp. 74 - 89). London: The Falmer Press.

Websites

You will add to your list of useful websites over the course of the year. For starters here are some of the key PE (not sport) sites:

association for Physical Education

www.afpe.org.uk

TES Resource Bank

www.tes.co.uk/resources

Central Council of Physical Recreation

www.ccpr.org.uk

DCMS - PESS

www.culture.gov.uk

DfES - Schemes of Work

www.standards.dfes.gov.uk/schemes

DfES - Teachernet

www.teachernet.gov.uk/pe

English Federation of Disability Sport

www.efds.net

Ofsted

www.ofsted.gov.uk

Qualifications and Curriculum Authority - PESS

www.qca.org.uk/pess

Sport England

www.sportengland.org

sports coach UK

www.sportscoachuk.org

Sports Leaders UK

www.bst.org.uk

Youth Sport Trust

www.youthsporttrust.org

National Council for School Sport

www.yst.org.uk/ncss

Healthy Schools

www.healthyschools.gov.uk

Customise your curriculum website at:

<http://www.qca.org.uk/schemes>

In addition to the subject specific sites, the following sites contain loads of useful information

National Curriculum Online

<http://curriculum.qca.org.uk/>

Select a subject then choose one of the following:

- programmes of study and non-statutory guidelines
- attainment targets
- notes and links to online teaching resources

The programmes of study can be used as an indication of how closely other web sites support the requirements of the National Curriculum.

National Curriculum in Action

<http://www.ncaction.org.uk/>

Pupils' work, case study materials and commentaries show how the National Curriculum translates into real activities.

The Standards Site (DfES)

<http://www.standards.dfes.gov.uk/>

Select "Schemes of work" from the drop-down menu. Select a subject from the drop-down menu or subject list for a scheme of work divided into subject-based units which cover all the requirements of the National Curriculum programme of study. The schemes of work are designed to illustrate how the programme of study can be interpreted for the classroom. Teachers may use or adapt as much or as little of this material as they wish to review or create their own scheme of work to suit the school's circumstances and the pupils' needs and abilities.

Becta Content Search

<http://contentsearch.becta.org.uk/>

Search or browse for quality assured resources on the Internet for use in learning and teaching. There are learning resources, reference materials, games & quizzes, and lesson plans & worksheets. An advice area includes sections on basic skills, health & wellbeing, ICT, Internet safety, SEN and inclusion.

TeacherNet

<http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/>

Links to over 2,000 lesson plans for key stages 1-3, as well as a range of teaching resources and information on delivering the National Curriculum through all key stages and in all subjects arranged by age group and subject.

Curriculum Online

<http://www.curriculumonline.gov.uk/>

Multimedia resources to support teaching and learning can be browsed or searched by subject or topic. It is possible to restrict a search to free resources.

Teacher Resource Exchange

<http://tre.ngfl.gov.uk/>

The Teacher Resource Exchange is a moderated database of resources and activities designed to help teachers develop and share ideas for good practice. All resources are checked by subject specialists. It is possible to browse or search for resources by age range, subject and/or type of resource.

Learning and Teaching Scotland 5-14 Curriculum

<http://www.ltscotland.org.uk/5to14/resources/index.asp>

Resources for primary and S1-S2 education including educational websites, lesson plans and downloadable activities, planning exemplars, and illustrations and photos.

EducationGuardian.co.uk

<http://education.guardian.co.uk/netclass/>

Click on a subject or topic in the "Sites for Schools" section. Select one of the specific topics (where available) or scroll down the page for links to a range of more general sites.

University of Oxford Department of Educational Studies

<http://www2.ouls.ox.ac.uk/edstud/weblinksindex.html>

Click on a subject in the "School curriculum links" section for a range of teaching resources, publications and links to the web pages of relevant organisations.

BBC Schools

<http://www.bbc.co.uk/schools/>

Learning resources are grouped by age range and subject. There is also a revision guide and a Teachers' Site with teaching resources arranged by key stage and subject.

4Learning

<http://www.channel4learning.net/>

The Channel 4 website provides full listings for primary and secondary TV schedules, programme notes and interactive websites grouped by subject, and downloadable resource brochures.

Schoolzone

<http://www.schoolzone.co.uk/>

Includes over 50,000 educational websites reviewed by teachers, evaluations of digital learning resources including virtual tours, specially commissioned articles and research project reports, and information on events and trainings and educational suppliers.

Schoolsnet

<http://www.schoolsnet.com/>

The Schoolsnet Classroom section includes primary and secondary lesson plans and GCSE revision materials. Click on the individual subject headings to view all units for the subject. Access to the materials is by free registration.

Topmarks

<http://www.topmarks.co.uk/>

Topmarks aims to:

- provide easy access to the best educational web sites
- help teachers to use the web in the classroom
- help parents to support the education of their children

The site can be searched or browsed by subject and age group. There is also a Classroom section with suggestions for primary interactive whiteboard resources. All sites are reviewed by teachers and checked regularly. The emphasis is on UK curriculum requirements.

Talking Teaching

<http://www.talkingteaching.co.uk/>

An online community for UK teachers. The "Resources" section contains lesson

plans, top tips and project ideas contributed by teachers. Free registration is required.

Teaching Ideas for Primary Teachers

<http://www.teachingideas.co.uk/>

Lesson ideas, activities and resources organised according to subject. There are also sections covering early years, assemblies, displays, classroom management, PSHE, seasonal activities and special needs. The resources can also be searched by keyword.

Stories from the Web

<http://www.storiesfromtheweb.org>

Web sites aimed at readers aged 0-7, 7-11 and 11-14 where children can read stories, contribute reviews and comments, e-mail authors and write their own stories. There is also some "boring adult information". Stories from the Web is a Reader Development Programme managed by Birmingham Libraries.

Learning Alive

<http://www.learningalive.co.uk/>

Click on "Pathways" and browse the resources by subject, or search by subject and/or age group for a particular topic. The database contains over 4,000 links ranked by users.

Education on the Internet

<http://www.spartacus.schoolnet.co.uk/internet.htm>

Click on a subject in the introductory paragraph and scroll down the page to access a directory of web sites with reviews.

The Educator

<http://www.the-educator.co.uk>

Click on the door to enter the school, then on the map of the school to get to the relevant classroom. Within each classroom there are links to a range of resources. It is also possible to search the site.

TEEM

<http://www.teem.org.uk>

Aims to provide teachers with reliable and objective classroom-based evaluations of educational multimedia such as CD-ROMs, DVDs and websites. Browse by subject and key stage or by publisher, or search for a specific product.

Teachers Net Lesson Bank

<http://teachers.net/lessons/>

Teaching ideas and lesson plans submitted by teachers can be searched or browsed by category. A US based site.

The Lesson Plans Page

<http://www.lessonplanspage.com/>

An American site with over 3,000 free lesson plans which can be searched or browsed by topic.

Teachers TV

<http://www.teachers.tv>

a plethora of videos, some of much better quality than others. Kelly Holmes' teaching challenge makes interesting viewing as do some of the Get Physical series especially the one on inclusion.

Off Site Venues

Parliament Hill Athletics Track

Hampstead Heath NW3

How to get there

The track is on the south side of Hampstead Heath. The nearest overground station is Gospel Oak (Silver Link). The nearest tube is Kentish Town or Belsize Park and it is about a 20-minute walk from each.

Holloway School

(Swimming and Hockey(tbc))

Hilldrop Road

London N7 0JG

How to get there

The school is a 20-minute walk from the University.
Nearest tube is Caledonian Road (Piccadilly Line).