ITE Secondary Physical Education
Course Tutor: Declan Hamblin

Dear Student Teacher,

Welcome to the University of East London. I trust you are looking forward to embarking on your new career as a secondary school Physical Education teacher. If you have any pre-course queries, then please email d.hamblin@uel.ac.uk.

Class of 2014/15

Development of Subject Knowledge

- Work to address specific areas of need identified at interview (through the subject knowledge audit) and in your offer letter
- Use opportunities to observe in school during lessons and clubs, or at community clubs in the evening and weekends
- Sport England has links to many National Governing Body (NGB’s) websites at http://www.sportengland.org/our-work/national-work/national-governing-bodies/sports-that-we-recognise/ which host an abundant array of Subject Knowledge content
- County Sport Partnerships are one source of finding out about training opportunities. You can locate yours here: http://www.cspnetwork.org/en/your_csp/
- If you are considering attending subject knowledge courses, then choose ‘teacher’ ones, rather than coaching options
- Keep up to date with all the UK news in the PE & School Sport world at http://www.afpe.org.uk/news-a-events
- Register for TES connect http://bit.ly/18HeLjq there are lots of resources you can access
- Visit an examination website (AQA, OCR, Edexcel) and familiarise yourself with the specifications for GCSE, BTEC & AS/A Level Physical Education/Sports Studies
- OCR: http://www.ocr.org.uk/qualifications/by-subject/physical-education/
- AQA: http://www.aqa.org.uk/subjects/physical-education
- Ensure you become familiar with the work of the Youth Sport Trust and the wide variety of programmes they deliver in schools http://www.youthsporttrust.org/about-us.aspx
- One website that helps with understanding physical education pedagogy is http://www.peprn.com/
Before you start the course you need to become familiar with some of the following texts. I will provide links to plenty of resources as the programme progresses but these books will get you started and thinking about Physical Education teaching and learning - I am not suggesting you buy all of these books. Think libraries and other means to get a copy to read. When you receive your Teaching and Learning guide for the course, there will be a reading list to engage with.

**Books:**


**Other key texts:**


**Journals:**

Physical Education Matters, Association for Physical Education termly journal.

Physical Education and Sport Pedagogy, Association for Physical Education peer reviewed journal published 5 times annually.

**Online documents:**

Ensure you read the documents at the following links to become aware of the latest developments in Physical Education and School Sport.

- Ofsted Physical Education survey visits [http://documents.hants.gov.uk/education/Physicaleducationsurveyvisits.pdf](http://documents.hants.gov.uk/education/Physicaleducationsurveyvisits.pdf)
**UEL branded kit**

If you would like to purchase suitable teaching kit then we have a partnership with Kukri sports, where you can order online at:

http://www.squirrelsports.co.uk-varsity/universities/england/uel?course=2371

**Course schedule**

The secondary physical education calendar for the year is progressing and a draft will be distributed in July, once we have school confirmations of sessions (availability of teachers and facilities).

Please be aware there will be a compulsory Outdoor and Adventurous Activities residential at the following centre from Weds. 9th – Fri. 11th September 2015, at no cost to you. Likely activities include mountain walking, caving, canoeing and gorge walking. Please complete the attached medical and consent form and return to me.

http://www3.hants.gov.uk/hampshire-mountain-centre.htm

**Arranging a Primary School visit**

Part of your programme will require you to visit a Primary School. You need to start approaching schools to arrange observation of a Year 6 class on 30th September and 1st October 2015 with an additional day on 27th May 2016, to observe the same pupils before they transfer to secondary schools. You will be able to download a personalised letter of introduction here:  http://www.uel.ac.uk/cass/teachertraining/secondary/off holders/visits/, which you can send to head teachers when you have met your conditions. It is your responsibility to arrange this with a local school and we recommend that you start contacting schools before the summer holiday.

**Enrolment**

Enrolment is the process whereby you check/enter your personal data and sign up for a programme and pay your tuition fees (or tell us who will be paying them) for PGCE and School Direct Training. There are no fees for School Direct Salaried. All this is done online, via UEL Direct. For further information please visit:

http://www.uel.ac.uk/cass/teachertraining/secondary/off holders/enrolmentandpreparingtoastart/

**Accommodation**

If you are looking to move closer to Stratford, then help is available through UEL Residential Services, who can be contacted here; http://www.uel.ac.uk/residential/
You will need to familiarise yourself with the National Curriculum for Physical Education (2013) and supporting documents.


http://www.afpe.org.uk/advice-on-new-national-curriculum

You may also wish to view the following websites to help get you thinking about the place of ICT in teaching Physical Education.

http://www.iphys-ed.com
http://www.thephysicaleducator.com
http://thepegeek.com
http://www.peplc.net/

Pre Course Activity 1:

Imagine it is November 2016 and you are sitting in graduation, waiting to receive your PGCE and/or QTS certification. What would you have hoped to have achieved and developed throughout your training year during University and School Based Training? What would you be most proud of? What do you think you may still need to develop? How has the course set you up to be a fantastic teacher of secondary physical education? What are your expectations for your pupils? What are your aspirations as a Newly Qualified Teacher of secondary physical education?

Write a formal letter to yourself, answering the above questions and more.

This task will need to be submitted in hardcopy by 9:00 14th September 2015.

Pre Course Activity 2:

Having researched the place of ICT in Physical Education lessons, plan a 5 minute presentation (in any form you choose) on a piece of software, or hardware, that you feel will enhances lessons. This is not a written assignment. You will need to find a form to save a narrated presentation that you can share with the group.

This task will need to be submitted by email to d.hamblin@uel.ac.uk by 9:00 14th September 2015.
Pre Course Activity 3:

Diagnostic Assignment Briefing: Personal philosophy as a teacher of physical education

Title: Personal philosophy as a teacher of physical education

Level: Honours

Word length: 750 words

Submission date: 18th September 2015, 23:00

The assignment should be submitted through the relevant Turnitin link within the Secondary Physical Education Moodle (assignment information toggle), on UEL Direct.

Please remember that Turnitin is a useful and powerful diagnostic tool for you to use prior to the submission date to check your citations and references and you are strongly encouraged to do this before submission and to act accordingly on the report received.

You will be shown how to submit this work during the start of the course.

Task: Outline your personal philosophy as a teacher of physical education – consider your teacher identity.

- How do you view yourself and your identity as a PE Teacher?
- What is your current view of the scope, distinctiveness and essential characteristics of PE?
- What are the key skills, understanding and knowledge needed in it? New 2014 curriculum?
- Any pedagogical shifts needed when teaching across the range and content of PE? What tools and strategies are required to support these?
- What is its place in the curriculum and what do you hope to achieve as a teacher?
- Benefits of PE to whole school improvement?

Some suggested reading:


On completion of your assignment, ask yourself these questions:

- Is the assignment well-planned?
- Does the assignment deal adequately with the task description?
- Has the writer discussed and justified their aims for the subject?
- Is there an outline of what physical education is?
- Is there evidence of an understanding of the key concepts and skills of learning in PE?
- Does the assignment display evidence of critical reading and research?
- Is there evidence of original ideas and materials rather than an over-reliance on published materials?
- Is literature referenced in the manner laid down in University regulations (see below)
- Is the standard of written expression, spelling, grammar and presentation appropriate for someone wishing to make teaching their career?
- Are lines double spaced? And pages numbered?

Grade descriptors:

The standard of this assignment is judged against national criteria defined by the QAAHE. Overall the assignment will be awarded a Pass or Fail grade but in addition, these indicative descriptors will be used to grade the quality of the assignment.

70-100% (Excellent) For an assignment to be assessed at this level, you will need to...

- demonstrate an extensive knowledge of the literature and research surrounding aspects related to philosophy as a teacher of physical education
- demonstrate an extensive knowledge of the issues relating to philosophy as a teacher of physical education
- demonstrate an excellent ability to critically review appropriately highlighted issues
- personal views are expressed in an objective manner which is supported through reading, research and observed/undertaken practice.
- show clear evidence of independence of thought and evaluation
- produce work which is constructed and structured logically and in a highly competent fashion
- demonstrate a very high standard of written English, including spelling and grammar

60-69% (Good) For an assignment to be assessed at this level, you will need to...

- meet all the requirements for a grade 3 and, in addition....
- demonstrate a high level of knowledge, gained from a wide range of reading, surrounding aspects related to philosophy as a teacher of physical education
- demonstrate a high degree of knowledge of a range of issues relating to the philosophy as a teacher of physical education
- demonstrate the ability to critically appraise what you have read and observed in practice. You do not simply accept opinions, the results from research or common practice in schools to be the only way of interpreting the points you make
- personal views are expressed objectively and supported through reading and observed/undertaken practice.
- produce work which is organised in a logical and systematic manner
- demonstrate a good standard of written English, including spelling and grammar
50-59% (Satisfactory) For an assignment to be assessed at this level, you will need to…

- demonstrate a secure knowledge of the factors which contribute to the philosophy of a teacher of physical education
- demonstrate some knowledge of the literature which focuses on the philosophy of physical education
- be able to highlight issues and aspects in a generally objective manner and in a way which may suggest some alternative interpretations of reading and observed practice
- some views are supported through literature, research and observed practice
- produce some evidence of independence of thought and evaluation
- produce work in which the construction and structure is adequate, though some re-organisation and amplification may be necessary
- demonstrate a satisfactory standard of written English, including spelling and grammar

49% and below (Fail) For an assignment to be assessed at this level…

- there will be limited and/or inaccurate knowledge of the philosophy as a teacher of physical education
- there is rather limited understanding of the philosophy of physical education
- there is little evidence of reading or of how aspects of reading and research relate to the philosophy of physical education
- there will be many instances of un-substantiated statements
- there will be limited ability to critically review issues raised or to evaluate them
- there is little or no independence of thought and evaluation
- the construction and structure of the assignment is problematic and some re-organisation and amplification is necessary
- standards of written English, including spelling and grammar, are weak

Harvard Referencing - the guide to citation and referencing


Cite them right is now the standard Harvard referencing style at UEL for all Schools apart from the School of Psychology which uses the APA system. The guide will teach you all you need to know about Harvard referencing, plagiarism and collusion.

Citation:

- If you quote directly the words of an author, you must show this by putting the words in quotation marks, and after them the name of the author, year of publication, and the page reference, where possible. Here are couple of examples:

- ‘The person who has acquired knowledge of a language has internalized a system of rules that relate sound and meaning in a particular way.’ (Chomsky 1972, p. 26)
• Richardson (2010, p. 6) asserts that teachers need to rethink their ideas of literacy as learners are not only readers and writers, but also editors, collaborators and publishers of content.

• If you quote an unnamed article from a newspaper or magazine, then you quote in the same way but in place of the author’s name you should put the name of the publication, the date and the page number.

**In text citation:**

• The article (*The Times Educational Supplement*, 2013, p.10) reported...

**Reference list:**


If you do not quote directly, but are in effect summarising the ideas of an author or an anonymous newspaper article, again you must say so:

• Hawkins (1982, p. 27) provides a useful overview of the early studies on word acquisition.

• A similar incident was reported in The Guardian earlier this year..... (*The Guardian*, 2012, p. 13)

**List of references:**

• At the end of your work, you should include, in an alphabetical list of references, all the works from which you have quoted.

**For articles**

• Authors’ names; authors’ initials; date of publication in brackets; title of article in single quotation marks; full journal title in *italics*; journal volume number in *italics*; part number in brackets; inclusive page numbers.


**For books**

• Authors’ names; authors’ initials; date of publication in brackets; title of book in *italics*; place of publication; name of publisher. Do not use full stops or commas. If the book is edited, (ed) or (eds) should appear before the date.


**For articles in books**

• Authors’ names; authors’ initials; date of publication in brackets; title of article in single quotation marks; initials of editors; editors names; (ed) or (eds); include the
Do get in touch if you have any queries and keep up to date with developments for your academic year 2015/16 here: http://www.uel.ac.uk/cass/teachertraining/secondary/offerholders/

I look forward to working with you in September.

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Please access our "Research in Teacher Education" Journal at www.uel.ac.uk/rite/