

Programme PRIME PETE Erasmus +

MODULE DETAILS	
Module Title	Subject Leadership in Physical Education
Suggested Number of ECTS	5
Dimensions Core	D1K1, D1K4, D1S1, D1S2, D2S1, D2S2, D2S3, D2S4, D2S5, D3K1, D3S2, D3C1, D3C2, D3C3, D4S1, D4S2, D4S3, D4C2, D4C3, D5C3
Dimensions Extended	D1K6, D1C2, D1C3, D1C4, D2K3, D2K5, D2S6, D2S7, D2S8, D2C2, D2C3, D3K2, D3S3, D3S4, D3S6, D4K2, D4S4, D4C4, D4C5, D5K1, D5S1, D5S3, D5C4
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Predominantly movement based
Short Description	<p>The module will explore movement-based work related to primary physical education curricula and planning, including the design of lesson plans and progressional schemes of work. Students will have opportunities to link theory to practice within a physical education field experience where the focus is on planning collaboratively for and co-teaching children's physical education in a primary school. Students will be supported in this work by mentoring undertaken by primary physical education teacher educators (PPETEs) and their peers.</p> <p>Building on this experience, exploration of teachers' development of leadership identities will be examined through interrogating different qualities of leaders and critically analysing the work of physical education teacher leaders. Questions that prompt students to engage with ongoing debate about issues related to the teaching of physical education are discussed: How might teachers be supported to deepen their subject knowledge? How might teachers be prompted to reflect so that they learn from practice? How might teachers work together to teach quality physical education lessons? How might teachers work with external providers? Application of theory of leadership to practice is discussed to enable students to lead an aspect of professional development with a PE focus. Students examine whole school planning and school self-evaluation for physical education. A particular emphasis will be on the role of the subject leader working with external providers and embedding assessment and inclusive practice in their programmes. Leaders' ability to promote the wellbeing of the child through their leadership of physical education underpins this module while reflective practice is recognised as a significant competency.</p>

MODULE LEARNING OUTCOMES	
Upon successful completion of this module, the student will be able to:	
LO1	Describe and critically reflect on the physical education curricula with reference to the debate on wellbeing
LO2	Identify appropriate pedagogy for teaching physical education e.g., demonstrate, explain, give feedback, use key questions
LO3	Plan a unit of work collaboratively using formal school placement planning materials and co-teach in a local school setting

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LO4	Reflect on their development as teachers and their learning through a school field experience
LO5	Identify the qualities and competencies of subject leaders of physical education
LO6	Describe key areas of focus for subject leaders of physical education with reference to a school plan and the process of self-school evaluation
LO7	Reflect on their personal capacity, qualities, and competencies as subject leaders in physical education
LO8	Critique whole school planning and evaluation for physical education adopting the lens of a subject leader

Indicative Content (list topics to be covered)

Reflective practice: experience, reflection, action related to personal experience of teaching physical education

Deepening personal subject knowledge e.g., understanding and performance of fundamental movement skills, sports skills, and related activities

Teaching skills, methodologies, and approaches in physical education: demonstrate, explain, give feedback, use key questions, use of resources including iPads, and application of UDL principles to include all children

Planning to teach physical education: the lesson plan and progressional scheme

Reflection in and on practice as they co-teach children in a field experience

Identifying the role of the school leader of physical education. Examining the qualities of the subject leader. Listening to the voices of subject leaders. Writing a personal statement related to subject leadership qualities

Design a personal or group action plan identifying how to lead development of physical education within a wellbeing framework and relating the plan to a particular school context

Development of school plans in the context of school self-evaluation

TEACHING METHODOLOGIES	
Teaching Methodologies	Discussions, Small group activities, Seminars, Practical Seminars, Study groups, Lecture;

FACILITIES: INDOORS AND/OR OUTDOOR
School sports hall/playground /field for teaching the children
University classroom
University sports hall/ field for movement-based activities

MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture	LO1, LO2, LO4, LO5, LO6, LO7, LO8;	8
Seminar/Workshop/Tutorial	LO1, LO2, LO3, LO4, LO5;	16
Structured Independent Work	LO1, LO2, LO3, LO4;	8
Independent Work	LO1, LO4, LO5, LO6, LO7, LO8;	93
Total Workload		125

READING
Essential Reading
1. Bowles, R., & O'Sullivan, M. (2020). Opportunity knocks: The intersection between schools, their teachers and external providers of physical education and school sport. <i>Discourse: Studies in the Cultural Politics of Education</i> , 41(2), 251–267. https://doi.org/DOI: 10.1080/01596306.2020.1722428

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2. Carse, N. (2015). Primary teachers as physical education curriculum change agents. *European Physical Education Review*, 21(3), 309–324. <https://doi.org/10.1177/1356336x14567691>
3. Reflective Practice Toolkit Cambridge University Libraries
<https://libguides.cam.ac.uk/reflectivepracticetoolkit/models>

RESOURCE	
(Expansion of Indicative Content)	
Note: This module resource is based on a structure of 11 weeks x 2 hours	
1	<p>Part A: Reflective Practice in Physical Education</p> <p>Theory-Based Lecture</p> <p>Models of reflection:</p> <p style="text-align: center;"><i>ERA Cycle; Driscoll's What Model; Kolb's Experiential Learning Cycle; Gibb's Reflective Cycle</i></p> <p style="text-align: center;">https://libguides.cam.ac.uk/reflectivepracticetoolkit/models</p> <p>Reflective Writing</p> <p>Part B: Exploring, developing and mastering fundamental movement skills (FMS)</p> <p>Movement-Based</p> <p>Consolidation of work related to development of locomotor skills, body management skills, object control skills including selection of activities to facilitate children's practice of FMS</p> <p>Pedagogy Focus: using task cards to consolidate teaching points for skills; self-assessment</p>
2	<p>Part A: Identifying Specific Sports Skills and Selecting Activities to Promote Mastery (Group Tasks)</p> <p>Movement-Based</p> <p>Exemplar skills: <i>shooting skills (set shot in basketball); carrying skills (dribbling in football, dribbling in basketball, solo run in Gaelic Football); rolling skills (gymnastics); jumping skills (for distance/height)</i></p> <p>Part B: Explaining, demonstrating specific sports skills and activities to develop these skills</p> <p>Movement-Based</p> <p>Pedagogy Focus: explain, demonstrate, using multiple means of representation</p>
3	<p>Deepening Subject and Content Knowledge related to outdoor and adventure activities</p> <p>Part A: Teaching Physical Education through Cooperative Challenges Outdoors</p> <p>Theory-Based Lecture</p> <p>Preparation of materials for teaching orienteering on a school site</p> <p>Explaining, demonstrating and teaching: Photo Star Orienteering and Photo Orienteering including filling a control card</p> <p>Following a short route on a map of a school yard/hall</p> <p>Following a route using an orienteering map of a school site</p> <p>Part B:</p>

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	<p>Movement-Based</p> <p>Explaining, demonstrating and teaching: Photo Star Orienteering and Photo Orienteering including filling a control card</p> <p>Following a short route on a map of a school yard/hall</p> <p>Following a route using an orienteering map of a school site</p> <p>Pedagogy focus: processing, experiential learning, debrief, demonstrate, explain, providing feedback, using key questions, application of UDL principles to include all children</p>
4,5,6	<p>Field Experience: Reflection on and Co-teaching children</p> <p>Movement-Based</p> <p>Part A Co-teaching Photo Star Orienteering, Photo Orienteering, Filling a Control Card, and Cooperative Challenges Outdoors</p> <p>Theory-Based Lecture</p> <p>Part B: Reflection on co-teaching children and preparation for subsequent lessons</p> <p>Pedagogy focus: processing, experiential learning, debrief, demonstrate, explain, providing feedback, using key questions, application of UDL principles to include all children</p>
7,8	<p>Part A: Planning for teaching physical education:</p> <p>Theory-Based Lecture</p> <p>The progressional scheme, the lesson plan; planning for and assessment of children's learning</p> <p>Part B: Using i-Pads video app to support assessment of game play (uni-hoc) in senior classes</p> <p>Pedagogy focus: using digital learning to support assessment</p>
9, 10	<p>Part A: Leading Development of physical education within a wellbeing framework:</p> <p>Theory-Based Lecture</p> <p>School self-evaluation (six-step process) with wellbeing through physical education as a focus using a scenario approach through the lens of a 'lesson development' section of a lesson</p> <p>Working with external providers</p> <p>Communicating with parents</p> <p>Listening to subject leaders</p> <p>Part B: The lesson development: embedding learning outcomes</p> <p>Theory-Based Lecture</p> <p>Pedagogy focus: questioning to prompt achievement of learning outcomes</p>
11	<p>Part A & Part B</p> <p>Theory-Based Lecture</p> <p>Student Presentations: <i>Reading informing practice</i></p>

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	<p>(a) Physical Education Curriculum: Analysis of podcast; Redeveloped Physical Education Curriculum: why? what? how? https://ncca.ie/en/resources/ncca-primary-curriculum-framework-2020pdf</p> <p>(b) Primary Physical Education in the Global Context: What? How? Ní Chróinín, D. (2018). Primary PE in the global context: Republic of Ireland/ Éire. In <i>The Handbook of Primary Physical Education</i>. Routledge [e-book]</p> <p>(c) Primary Teachers as Change Agents: Why? How? Carse, N. (2015). Primary teachers as physical education curriculum change agents. <i>European Physical Education Review</i>, 21(3), 309–324. doi:10.1177/1356336x14567691</p> <p>(d) Leadership in Physical Education: Promoting wellbeing through physical education using a case study...what? How?</p> <p>(e) Leadership in Physical Education: Working with external providers using a case study: what? How? IPPEA link: role of external provider Bowles, R., & O’Sullivan, M. (2020). Opportunity knocks: The intersection between schools, their teachers and external providers of physical education and school sport. <i>Discourse: Studies in the Cultural Politics of Education</i>, 41(2), 251–267. https://doi.org/DOI: 10.1080/01596306.2020.1722428</p> <p>(f) Leadership in Physical Education: Assessment of children’s learning throughout a whole school using a case study: what? How? Ní Chróinín, D., & Cosgrave, C. (2013). Implementing formative assessment in primary physical education: Teacher perspectives and experiences. <i>Physical Education and Sport Pedagogy</i>, 18(2), 219–233. https://doi.org/10.1080/17408989.2012.666787</p> <p>(g) School self-evaluation: using a case study school...identifying a focus related to wellbeing and physical education DES (2020). Guidelines for school self-evaluation https://assets.gov.ie/25262/f4a6f2a21e1c4c26a55234511085d5a3.pdf</p>
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