

OVERARCHING ELEMENT	
Title	The Teacher as a Reflective Practitioner in Physical Education
Suggested Number of ECTS	5 ECTS
Dimensions Core	D1K4; D1S1, D1S3; D1C1 D2K1 D3K1 D4S3; D4C2 D5C2
Dimensions Extended	D1K5, D1K7; D1C4 D2C1 D5S3; D5C4, D5C5, D5C6
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Online, Hybrid, Offline, Theory Based
Short Description	<p>A reflection and enquiry approach encourages student teachers to draw on their learning and experiences for reflection and dialogue. A reflective space is provided for student teachers to discuss ideas, concepts and issues that arise in modules and readings and to develop their reflective skills in the context of their work.</p> <p>The reflective diary provides student teachers with opportunities to</p> <ul style="list-style-type: none"> (a) engage in discussion and critical reflection on key aspects of good professional practice in primary physical education. (b) identify and explore fundamental elements of effective and inclusive teaching and learning, Inclusive education, and professional identity and agency. Through observation of teaching, online engagement, reading, and discussion, students are encouraged to set goals for their own learning and development as teachers of physical education, develop their capacities to reflect as teachers, and to develop skills and competencies that will facilitate and support them during Professional Placement. (c) to reflect on their teaching of physical education supported by a tutor and/or peers as they explore models of reflection in developing their reflective diary. (d) build on structured observation of physical education lessons and their personal initial experience of teaching and learning on professional placement or through field experiences. (e) critically evaluate physical education lessons taught and professional learning gained throughout the day.

LEARNING OUTCOMES	
Upon successful completion of this module, the student teacher will be able to:	
LO1	Demonstrate the ability to reflect on curriculum, course work, teaching, learning, and assessment related to physical education underpinned by Universal Design for Learning
LO2	Demonstrate the ability to reflect on teacher professionalism related to physical education
LO3	Engage in discussion and critical reflection on key elements of good practice in physical education and the importance of communication and engagement with parents and the wider school community

Programme PRIME PETE Erasmus +

LO4	Engage in discussion and critical reflection on teaching and learning in physical education in a community of practice with peers
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Indicative Content (list topics to be covered)

Models of reflection (e.g., Kolb, Driscoll, Schon...)

Level of reflective practice

The reflective diary

The reflective diary as an element of evaluation of physical education experiences

Identifying the strengths, weaknesses, opportunities, and challenges related to personal and professional physical education experiences

Interrogation of impact of socialisation (accultural, professional and organisational) on personal and professional practice related to teaching physical education

Analysis of the PRIME PETE Teacher Profile (PPETP)

READING	
Essential Reading	
1.	Mohamed M, Rashid RA, Alqaryouti MH. (2022). <i>Conceptualizing the complexity of reflective practice in education</i> . Front Psychol. 13(10082340) .doi: 10.3389/fpsyg.2022.1008234. PMID: 36337529; PMCID: PMC9627277 : Routledge. eBook
2.	Richards, K. A. R., & Gaudreault, K. L. (Eds.). (2017). <i>Teacher Socialization in Physical Education: New Perspectives</i> 1st Edition. London. Routledge.
3.	University of Cambridge. (n.d.) <i>Reflective Practice Tool</i> . Study Skills. https://libguides.cam.ac.uk/reflectivepracticetoolkit/models
4.	Zeichner, K.M., & Liston, D.P. (2014). <i>Reflective Teaching and the Social Conditions of Schooling</i> . Second edition. New York. Routledge.