

OVERARCHING ELEMENT	
Title	Professional Placement in Physical Education
Suggested Number of ECTS	48 ECTS (20% of the Programme)
Dimensions Core	D1S1, D1S2, D1S3, D1C1 D2K1, D2S1, D2S2, D2S3, D2S4, D2S5 D3K1, D3S1, D3S2, D3C1, D3C2, D3C3 D4K1, D4S1, D4S2, D4C1, D4C2, D4C3 D5C2, D5C3
Dimensions Extended	D1K5, D1K6, D1C2, D1C3 D2K2, D2K3, D2K4, D2K5, D2S6, D2S7, D2S8, D2C1, D2C2, D2C3 D3K2, D3K3, D3S3, D3S4, D3S5, D3S6 D4K2, D4S4, D4C4, D4C5 D5S1, D5S2, D5S3, D5C4, D5C5
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Professional Placement with supporting University/college-based seminars
Short Description	<p>Over the course of the 4 Year PRIME PETE Programme student teachers will spend over 20% of the programme time in school settings. The dimensions identified are wide ranging and designed to be embedded in a 4-Year programme building and scaffolding the development of knowledge, skills, and competences.</p> <p>Professional placement is designed to give the student teacher an opportunity to learn about teaching and learning in physical education, to gain practice in teaching physical education, to apply educational theory in a variety of physical education teaching and learning situations and school contexts in a way that is structured and supported.</p> <p>The support should be undertaken by professionals, including the cooperating class teacher and the University tutor, with expertise in primary physical education and in general pedagogy relevant to physical education.</p>

LEARNING OUTCOMES	
Upon successful completion of Professional Placement, the student teacher will be able to:	
L01	apply educational theory to practice of teaching physical education
L02	observe and critique teachers teaching physical education in primary lessons
L03	apply knowledge of the individual potential of pupils, their dispositions towards learning, their varying backgrounds, identities, experiences and learning styles to teaching, learning and assessment
L04	reflect critically on their practice of teaching physical education on an ongoing basis to inform/improve that practice
L05	plan coherent, differentiated, and integrated lessons and programmes that identify skills, knowledge and methodologies related to physical education for primary school children

Programme PRIME PETE Erasmus +

LO6	link practice to the theory of physical education informed by ongoing reflection on professional practice
LO7	analyse physical activity practices in the context of school life to develop an understanding of school culture related to physical education, physical activity, and school sport
LO8	identify how school culture impacts on implementation of physical education
LO9	develop strategies for the promotion of positive relationships and communicating effectively relevant to physical education with the cooperating class teacher, external providers, pupils, parents, colleagues, the school principal, school management and the wider community
LO10	create and maintain a safe, interactive and challenging environment for physical education using strategies that promote and maintain positive behaviour, in accordance with school policy.

Indicative Content (list topics to be covered)

The importance of gaining experience teaching physical education in a variety of school settings and class levels

Planning, implementing, and evaluating teaching and learning in physical education including design of units of work and lesson plans

Student teachers will be encouraged to record, and reflect upon, their perspectives by documenting their experiences through a variety of tasks which will integrate theory and practice.

The importance of critiquing teaching and learning in physical education lessons through observation, reflection, and analysis

Working with and learning from the cooperating teacher

The role of the external provider in physical education, extracurricular and community settings

Teaching of aquatics in the physical education programme and the role of support staff

School University partnerships; the University tutor, the cooperating teacher and the school placement coordinator and school principal

Child protection and police vetting

Principles of professional practice in physical education

Safe practice in physical education

Evaluation informed by dialogue, reflection, and literature

Assessment and recording of children's achievements in physical education

READING
Essential Reading
Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2010). A guide to teaching practice, Routledge, ISBN: 9780415
Good, T. L., & Lavigne, A. L. (2017). Looking in classrooms, Routledge, 9781315627519
Rushton, I. & Suter, M. (2012). EBOOK: Reflective Practice for Teaching in Lifelong Learning, McGraw-Hill Education (UK), 9780335244027



PRIME PETE

PRIMARY EDUCATION PHYSICAL EDUCATION TEACHER EDUCATION