Welcome to the Centre for Physical Education, Sport and Activity (CPESA), at Kingston University (KU). We 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@kingston.ac.uk.

The Teacher Standards

You will need to become very familiar with the Teacher Standards (TS). The current TS in England are available in the first downloadable link here; https://www.gov.uk/government/publications/teachers-standards. Part One is made up of eight standards and additionally there is Part Two. We use these to assess your progress on the programme, so do familiarise yourself now if you have not already done so.

Development of Subject Knowledge (Content, Curriculum & Pedagogy)

- Work to address specific areas of need identified in your subject knowledge audit
- Make sure you get familiar with the national subject guidance on the National Curriculum http://www.afpe.org.uk/physical-education/2014-national-curriculum/
- Use opportunities to observe in school during lessons and clubs, or at community clubs in the evening and weekends
- County Sport Partnerships are one source of finding out about education opportunities. You can locate yours here: http://www.cspnetwork.org/your-csp
- If you are considering attending subject knowledge content 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/physical-education/category/news-and-events/
- Register for TES Resources http://bit.ly/18HeLjq where there are lots of resources you can access and adapt
Visit an examination website (AQA, OCR, Edexcel, WJEC) and familiarise yourself with the specifications for GCSE, BTEC & AS/A Level Physical Education/Sports Studies

- AQA: [http://www.aqa.org.uk/subjects/physical-education](http://www.aqa.org.uk/subjects/physical-education)
- WJEC: [http://www.wjec.co.uk/qualifications/physical-education/](http://www.wjec.co.uk/qualifications/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](http://www.youthsporttrust.org/about-us.aspx)


### Physical Education Key Texts

Before you start the course you need to become familiar with some of the following texts. You will be provided with links to plenty of resources as the programme progresses but these books will get you started and thinking about Physical Education teaching and learning – we are not suggesting you buy all of these books. Think libraries and other means to get a copy to read. You will be given a reading list to engage with closer to the course commencing.

**Books:**


Wiliam D (2017) *Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning)*, Bloomington, IN: Solution Tree Press

**Article:**

Other texts:


Werner P, Williams L & Hall T (2012) Teaching Children Gymnastics, Champaign, IL: Human Kinetics

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)

Course schedule

The secondary physical education calendar for the year will be distributed in late August, once we have school confirmations of sessions (availability of teachers and facilities). Key dates are the start (2 Sep. 2019) and end (26 June 2020) of the programme.
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). Kingston University (KU) Admissions will email you with details. You will receive an email explaining this at the point KU knows your conditions of entry have been met and they have therefore made you ‘unconditional’. Any final enrolment needs will take place during the week beginning 9th September.

Please look out for emails regarding DBS and fitness to teach applications. These are an important requirement for getting you into schools to be able to successfully complete your programme on time.

Accommodation

If you are looking to move closer to Kingston Hill, then help is available here; https://www.kingston.ac.uk/accommodation/

If you would like a house/flat share with others on the course then we are happy to be a medium to share contact details.

KU CPESA branded kit

If you would like to purchase suitable teaching kit then we have a partnership in development with Kappa. We will update you once this has been finalised.

Pre Course Tasks

National Curriculum

You will need to familiarise yourself with the National Curriculum for Physical Education (2013) and supporting documents.


You may also wish to view the following websites to help get you thinking about the place of technology in teaching Physical Education. Check out #PEChat using the QR code below.

http://www.iphs-ed.com
http://www.thephysicaleducator.com
http://thepegeek.com
http://mradampe.com/
http://www.thepespecialist.com/category/blog/technology/
Safeguarding

NSPCC Safeguarding is the NSPCC website with information about safeguarding children from 0-18 years of age. There is a section about child protection in the UK and Safeguarding and Child Protection in Schools.

Please also read Keeping children safe in education (Department for Education, 2016) which identifies the issues you will need to be aware of. You will learn more about safeguarding and how to identify these once the course begins.

Prevent

Prevent e-Learning task is a link to the Home Office e-learning course. It will take about 45 minutes to complete. Please print the certificate at the end of the course. This is a compulsory task.

Behaviour

Look at Charlie Taylor’s checklist ‘Getting the Simple Things Right’ and the DfE advice for school staff Behaviour and Discipline in Schools.

Special Educational Needs and Disability (SEND)

The Code of Practice (DfE, 2015) gives guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25 years. NASEN guidance on the SEN Code of Practice can be found here NASEN Resources.

Pre Course Activity 1:

Imagine it is November 2020 and you are sitting in graduation, waiting to receive your QTS certification and your PGCE certification. What would you have hoped to have achieved and developed throughout your teacher education 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 and flourishing 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 16:00, 13th September 2019.
Pre Course Activity 2:

Having researched the place of technology in Physical Education lessons, create a 3 minute presentation (in any form you choose) about a piece of software, or hardware, that you feel could enhance learning in lessons. This is not a written assignment. You will need to find a medium to save a narrated presentation that you can share with the group (Microsoft power point enables this but there are many others to explore).

*This task will need to be uploaded into your KU Box account by 16:00, 13th September 2019.*

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:** 500 words

**Submission date:** 16:00, 20th September 2019

The assignment needs to be submitted through the relevant link within the Secondary Physical Education Canvas pages.

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 at 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? How has this been shaped?
- 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? Is it all in the national curriculum (2013)?
- 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:


London: Continuum

London: Routledge Falmer

London: Routledge

London: Sage

Oxon: Routledge

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? Word count before the start of the reference list?

Grade descriptors:

This is a formative assignment, i.e. no grade will be given. However, to provide guidance. We have listed the summative criteria below.

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 satisfactory grade 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 the standard Harvard referencing style at KU Education Department. 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 date of publication (if different) in brackets; title of book in *italics*; place of publication; name of publisher; inclusive page numbers. Do not use full stops or commas.


Citation order:

- AUTHOR(S) or EDITOR(S)

- Year of publication

- Title of article [online]

- Title of Journal (in italics and capitalise first letter of each word in title except for linking words such as and, of, the, for)

- Volume, issue or month/season

- [Online]

- Available at: URL of web page

- (Accessed: date)
Example:


Do get in touch if you have any queries.

Best wishes,

Declan

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