



PGCE PHYSICAL EDUCATION COURSE

2019-2020

PRE-COURSE INFORMATION BOOKLET

(SUBJECT-SPECIFIC)



INDEX

SECTION	SUBJECT/CONTENT	PAGE NUMBER
A	WELCOME TO THE PGCE PHYSICAL EDUCATION COURSE	2
B	PRE-COURSE INFORMATION BOOKLET	4
	1. (a) Recommended Pre-Course Reading	4
	<i>Reading List</i>	4
	<i>Books</i>	4
	<i>Journals in PE</i>	5
	<i>Journals in PE-Related Areas</i>	5
	<i>Key Website Addresses</i>	6
	(b) Recommended Selected Stationery	6
	2. PE Task: Summary Report of Developing Knowledge and Understanding in PE (1,000 words)	7
	3. afPE Trainee/Student Membership	8
	4. Preliminary Experience in Primary and Secondary Schools Tasks	8
	5. PGCE Physical Education Course 'Social'	9
	6. Three-Day Outdoor and Adventurous Activities (OAA) Residential Field Trip	9
	7. Annual Physical Education Student Research Conference: '<i>Building bridges between exercise, health and sport sciences and teaching through research and evidence-based practice</i>'	10
	8. Teaching-Specific NGB Award 'Subject Knowledge Enhancement (SKE)' Short Courses	12
	9. Key Dates for your 2019-2020 Academic Diary:	13
	10. Checklist:	14
	11. Pre-Course Contact:	14
C	APPENDICES	
	Appendix A: afPE Trainee/Student Membership Form 2019-2020	(see attached)
	Appendix B, C & D: Three-Day OAA Residential Field Trip 'Consent and Information Form' (x1) and 'Further Information Flyers (x2)'	(see attached)
	Appendix E: Example of an Abstract	(see attached)
	Appendix F: Annual Physical Education Student Research 'Conference Registration Form'	(see attached)
	Appendix G: Teaching-Specific NGB Award 'Subject Knowledge Enhancement (SKE)' Short Courses Registration Form	(see attached)

'Go confidently in the direction of your dreams! Live the life you've imagined' (Henry David Thoreau, 1817-1862, American Writer)



SECTION A WELCOME TO THE PGCE PHYSICAL EDUCATION COURSE

Introduction

Congratulations on the success of securing a place on our Masters level PGCE Physical Education Course here at Exeter – well done and very well deserved! We welcome you and wish you every success and happiness as you prepare to embark upon an exciting, exhilarating but exhausting year of learning how to teach – the Exeter way!

As you know, Physical Education (PE) at Exeter is widely recognised as a leading PE course nationally. The PGCE PE cohort is an academically able group and employability rates are extremely high. A number of our PE students continue on with our part-time Masters degree and many will themselves go on to lead PE departments in the future or take on leadership roles once in school. Of course, not all students do go on to lead in this way, but many reflect that it is the university provision which stimulates and inspires them to set high expectations of what is possible.

You should also know that the course is constantly evolving and changing to take account of: (a) the latest research and developments both in PE and the wider teacher education landscape, (b) *internal* quality assurance measures such as student evaluations and, (c) *external* quality assurance health checks such as the annual external examinations and regular Ofsted inspections. All this is essential for the sustained excellence of our PGCE PE Course in particular and wider PGCE Secondary Programme.

'... the evidence of trainees demonstrated impact on pupil learning' (Professor Susan Capel, External Examiner).

The PE course is run by a team of very knowledgeable, highly qualified and inspirational tutors who have a real passion for their subject (PE) and genuine love of working with students (you!). The course places considerable importance on students collaboratively learning and teaching both during university taught sessions (Autumn/Term 1) and in our partnership schools (Spring Term 2 & Summer Term 3); moving from collaborative support to developing high levels of student independence and autonomy. The course includes research-informed and evidence-based lectures and practical/workshop sessions (together with directed study tasks & assignments) to prepare students to meet the needs of both young people in the 21st Century and demands of the modern day PE teacher.

'The structure of the course has provided me with the academic research and how to apply it within a practical setting. I feel confident now and looking forward to my first teaching posts' (Student teacher, PGCE Physical Education Course).

Pre-Course Information Booklet

In this Booklet, you will find relevant and detailed information that should be extremely useful in preparation for the PE Course, particularly the first term (Autumn Term which starts on **Monday 30th September, 2019** & ends on **Friday 13th December, 2019**). As you will no doubt have gathered from your PGCE PE 'Interview Day', the course is demanding, interactive, collaborative and participatory. The University input is at its most intensive in the first term, in readiness for School-Based Work (SBW) in the following two terms. We therefore have to cover an awful lot in the 11 weeks of the Autumn Term and you'll get far more out of the University taught sessions if you arrive 'hitting-the-ground-running'.

'The ability to link relevant theory and practice is an essential part of becoming a quality teacher'
(Student teacher, PGCE Physical Education Course).

The PE Course, like teaching itself, is one in which paperwork plays a significant part, and it would be wise to get yourself organised before the Autumn Term starts, especially if you know that organisation is not your strong point!. There is little time in the first 11 weeks of Autumn Term to sort yourself out. Beware of throwing out official documentation and lecture notes from your undergraduate degree as they will often contain important and relevant information, especially relating to GCSE and A Level PE theory teaching (or equivalent). Also, treat yourself to a collection of files or folders with dividers – you *will* need them! Very few people like paperwork, but our experience with past groups is that mastering your *personal organisation* and *time management* skills early on saves a huge amount of stress and worry later. A key principle that we stand by is: you *should control the paperwork, rather than it controlling you!*

Finally, we hope this Booklet is helpful, and has both confirmed and stimulated your interest in, and motivation for, our PE course (*NB Please take the time to read this Booklet thoroughly*). We are asking quite a lot of you in terms of preparation, and the PE course itself is demanding and exhausting, as you well know, but don't be daunted by it – you will receive *first class* support and instruction, as we emphasised at Interview. We look forward to working with you this coming academic year; in the meantime, if you have any questions or concerns, financial or otherwise, please don't hesitate to contact me.

'The very best of times, created through a robust academic and practical PGCE Physical Education Course. The Course allows and actively supports every student teacher to achieve the very best they can. Not only do you get the very best support from tutors and staff, but also from your peers. They embrace the nature and spirit of the Course, which is of a collaborative culture, underpinned by a caring atmosphere by all. I have received the best student teacher education, by the very best educationalists at the University of Exeter' (Matthew Sullivan, student teacher, PGCE Physical Education Course & recipient of the prestigious Ted Wragg Award as an outstanding PE student teacher, University of Exeter, 2010-2011).

With best wishes



Will Katene

Senior Lecturer in Education

Subject Leader, PGCE Physical Education Course

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Email: W.Katene@exeter.ac.uk

For further information about the PGCE Physical Education Course, open the following hyperlink:

<https://www.exeter.ac.uk/teachertraining/secondary/pe/>

'Only excellence will do' (Will Katene, Subject Leader, PGCE Physical Education Course).

SECTION B

PRE-COURSE INFORMATION BOOKLET

**1. (a) Recommended Pre-Course Reading:**

The following textbooks are **recommended** PE course reading. They are highly appropriate and relevant both for PE student teachers and practising teachers in primary and secondary schools.

Textbooks:

- (i) Capel, S. and Whitehead, M. (2015) *Learning to teach physical education in the secondary school: A companion to school experience*. London: Routledge.
- (ii) Mawer, M. (1995) *The effective teaching of physical education*. London: Longman.

These books are available from booksellers and online stores and you may well be able to pick up second hand copies. Alternatively, at Blackwell's Campus Bookstore (University of Exeter), the cost of the two textbooks if bought together is **£67.00** and 'Postage and Packing' is **FREE**. Payment can be made by credit card over the phone (Tel: 01392 433992). Please email any queries to exeter@blackwell.co.uk (Nigel) and Blackwell's will send you the textbooks upon receipt of payment.

(NB There are also limited copies of the above two texts in our St. Luke's Campus Library).

Reading List:

The following Reading List falls into five sections: (a) Books, (b) Journals in PE, (c) Journals in PE-related areas and, (d) Key website addresses.

It is not a definitive or exhaustive list, and you are strongly encouraged to read widely and pursue references in books that you have found helpful. Journal articles are also frequently a source of current and highly relevant thinking. These Books and Journals can be found in most University libraries.

Books:

- Bailey, R. (2001) *Teaching physical education: A handbook for primary and secondary school teachers*: London: Kogan Page.
- Bailey, R. and Macfadyen, T. (2000) *Teaching physical education 5-11*. London: Continuum.
- Bailey, S. and Vamplew, W. (1999) *100 Years of Physical Education*. Warwick: Warwick Printing Company.
- Capel, S. and Piotwoski, S. (2000) *Issues in Physical Education*. London: Routledge.
- Capel, S. and Whitehead, M. (2015) *Learning to Teach Physical Education in the Secondary School*. London: Routledge.
- Capel, S. and Lawrence, J. (2019) *Mentoring physical education teachers in secondary schools: A practical guide*. London: Routledge.
- Carroll, B. (1994) *Assessment in Physical Education: A Teacher's Guide to the Issues*. London: Falmer.
- DfE (Department for Education) (2011) *Teachers' standards: Effective from 1 September 2012*. London: DfE.
- Griggs, G. (2012) *An introduction to primary physical education*. London: Routledge.
- Hardy, C.A. and Mawer, M. (1999) *Learning and Teaching in Physical Education*. London: Falmer.
- Hatton, N. and Smith, D. (1995) Reflection in teacher education – towards definition and implementation. *Teaching and Teacher Education*, 11 (1), 33-49.
- Mawer, M. (1995) *The Effective Teaching of Physical Education*. London: Longman.
- Mawer, M. (1996) *Mentoring in Physical Education: Issues and Insights*. London: Falmer.
- Moon, J. (1999) *Learning journals: A handbook for trainee teachers, academics and professional development*. London: Kogan.
- Mosston, M. and Ashworth, S. (1994) *Teaching Physical Education*. New York: Macmillan.

- Penney, D. (2002) *Gender and Physical Education: Contemporary Issues and Future Directions*. London: Routledge.
- Penney, D., Clarke, G., Quill, M. and Kinchin, G. (2005) *Sport Education in Physical Education: Research Based Practice*. London: Routledge.
- Raymond, C. (1998) *Coordinating Physical Education across the Primary School*. London: Falmer.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15 (2), 4-14.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57 (1), 1-22.
- Siedentop, D. (1994) *Sport Education: Quality Physical Education through Positive Sport Experiences*. Champaign, Ill: Human Kinetics.
- Sparkes, A. (1992) *Research in Physical Education and Sport*. London: Falmer.
- Thorpe, R., Bunker, D. and Almond, L. (1989) *Rethinking Games Teaching*. Loughborough University.
- Williams, A. (1996) *Teaching Physical Education: A Guide for Mentors and Trainee Teachers*. London: David Fulton.
- Wood, D. (1998) *How children think and learn*. London: Blackwell

Journals in PE:

British Journal of Teaching Physical Education (formerly *British Journal of Physical Education*)
 Bulletin of Physical Education
 Dance Research
 Dance Theatre Journal
 European Journal of Physical Education
 European Physical Education Review (formerly *Physical Education Review*)
 Journal of Sport, Education and Society
 Journal of Teaching in Physical Education
 Movement and Dance Quarterly
 Physical Education and Sport Pedagogy
 Physical Educator
 Physical Education Matters (formerly *British Journal of Teaching Physical Education*)
 Primary PE Focus
 Research in Dance Education
 Quest

Journals in PE-Related Areas:

American College of Sports Medicine Health and Fitness Journal
 British Journal of Sports Medicine
 International Journal of Sport Psychology
 International Journal of Sports Medicine
 International Journal of the History of Sport
 International Journal for the Sociology of Sport
 Journal of Adventure Education and Outdoor Leadership
 Journal of Applied Biomechanics
 Journal of Applied Physiology
 Journal of Applied Sport Psychology
 Journal of Motor Behaviour
 Journal of Sport and Exercises Psychology
 Journal of Sport and Social Issues
 Journal of Sport Behaviour
 Journal of Sport Pedagogy
 Journal of Sports Medicine and Physical Fitness
 Journal of Sports Sciences
 Journal of the Philosophy of Sport
 Medicine and Science in Sports and Exercise

Paediatric Exercise Science: Official Journal of the North American Society of Paediatric Medicine
 Physician and Sports Medicine
 Research Quarterly for Exercise and Sport
 Sociology of Sport Journal
 Sports Exercise and Injury
 Sports Medicine: An international Journal of Applied Medicine and Science in Sport and Exercise
 Sport Psychologist: Official Journal of the International Society of Sport Psychology

Key Website Addresses:

Amateur Swimming Association www.britishswimming.org	National Playfields Association www.npfa.co.uk
AQA Publications Department Stag Hill House, Guildford, Surrey, GU2 7XJ Tel: 01483 953 1170 www.aqa.org.uk	National Union of Teachers www.teachers.org.uk
BBC Schools GCSE Physical Education http://www.bbc.co.uk/schools/gcsebitesize/pe/	OCR (Oxford Cambridge and RSA Examinations) 1 Hills Rd, Cambridge CB1 2EU Tel: 01223 553998 www.ocr.org.uk
BBC Sports Academy: Where the Stars show you how! http://news.bbc.co.uk/sportacademy/default.stm	QCA (Qualifications & Curriculum Authority): About Physical Education http://www.qca.org.uk/7851.html
BBC Sports News Online http://news.bbc.co.uk/sport/default.stm	Register of English Football Facilities (REFF) www.refff.org.uk
British Universities & Colleges Sport (BUCS) http://www.bucs.org.uk/homepage.asp	SkillsActive www.skillsactive.com ,
(The) Daily Telegraph www.telegraph.co.uk www.telegraph.co.uk/sport	SportScotland www.sportscotland.org.uk ,
DCMS www.culture.gov.uk	Sport England www.sportengland.org ,
Edexcel Publications Adamsway, Mansfield, Nottinghamshire NG18 4LN Tel: 01623 467467 www.edexcel.org.uk	Sports Management www.sportsmanagement.co.uk
English Federation of Disability Sport (EFDS) www.efds.co.uk www.efds.net	Sports Media: Physical Education and Sports for everyone http://www.sports-media.org/
Football Foundation www.footballfoundation.org	(The) Times www.timesonline.co.uk www.timesonline.co.uk/section.0,,4.00.html
(The) 14-19 Gateway http://www.dfes.gov.uk/14-19/	UK Athletics www.ukathletics.net
(The) Guardian www.guardian.co.uk http://sport.guardian.co.uk	UK Sport www.uksport.gov.uk
Leisure Opportunities www.leisureopportunities.co.uk	Youth Sport www.youthsporttrust.org
London 2012 www.london2012.org	Research of the Month (GTC website helping teachers and trainee teachers to access and benefit directly from research) www.gtce.org.uk/ResearchOfTheMonth

1. (b) Recommended Selected Stationery:



It is likely that you will need the following Stationery for both the University sessions and School-Based Work:

1. At least two (2) very large two-ring Lever Arch Files;
2. Dividers (4 sets of 10 OR 8 sets of 5);
3. A 2019-2020 Academic Diary;
4. A pack of A4 Plastic Wallets (for storing handouts/resources/materials etc);
5. A stapler and box of staples;
6. A 'two-hole' puncher;

7. A pack of coloured stickers (for referencing 'Evidence' of meeting the Teachers' Standards for QTS);
8. A whistle;
9. A clipboard;
10. Whiteboard Markers (Red, black, green, blue) and whiteboard eraser;
11. Pens, pencils, post-its, rubber, tippex;
12. Pencil Case.

2. PE Task: 'A Summary Report of Developing Knowledge and Understanding in PE' (1,000 words)

This is your chance to find out about various knowledge and understandings in PE such as *knowledge of the subject/PE, pedagogy, learners, learning and the PE curriculum.*

In relation to *subject content knowledge*, one of the joys of being a PE teacher is that you are constantly discovering new facts, concepts, principles, skills, tactics, strategies, rules, etiquette, resources and ways of teaching which keep you (& your pupils) thinking about and enjoying PE. At interview, you identified (in your '**Knowledge and Understanding Initial Audit**') specific physical activities of the National Curriculum where you perceived your *subject content knowledge* to be 'outstanding' (grade 1), 'good' (grade 2) or 'requires improvement' (grade 3). You were asked to look at how you might develop and/or extend your *subject content knowledge* sufficiently to make it an aspect of PE which you are knowledgeable, confident and competent at teaching (e.g. attending a Level 1 NGB coaching award course in, for example, hockey; recent and relevant teaching experience in a secondary school PE Department etc).

In developing your *subject content knowledge* (and other knowledge bases such as *learners, curriculum etc*), it is better to be selective, thorough and go for depth (or *quality*), rather than breadth (or *quantity*) as when you need to teach a given activity/topic you do need to know your *subject content knowledge* extremely well. When you are developing knowledge about an activity/topic, try to read at least two books and/or articles about the activity/topic and make some critical analysis of your own. Make notes and keep a record of books/articles/resources/materials read to support your learning. To demonstrate your learning, teach an aspect of this activity/topic to a friend(s) or small group of youngsters.

In your **1,000 word 'PE Task'**, you will need to structure it as follows:

- identify and discuss your chosen/principal areas of weakness and strength, and how you have developed and/or extended your knowledge and understanding in order to be able to teach it/them confidently and accurately;
- include a '**Title**' page, '**Table of Contents**' (or **Index**) page, '**References**' section and '**Appendix**' section;
- include a copy of your 'Knowledge and Understanding Initial Audit', which we discussed at Interview (add it to your '**Appendix**' section of your Report);
- read and write in detail about your chosen areas of **weakness** in relation to each of the sections in your 'Knowledge and Understanding Initial Audit' (e.g. Knowledge and Understanding of the new PE Curriculum).
- Read and write in detail about your chosen areas of **strength** in relation to each of the sections in your 'Knowledge and Understanding Initial Audit' (e.g. Knowledge and Understanding of the Subject, specifically, netball @ Key Stage 3 and A Level PE Theory – anatomy and physiology);
- make notes which will act as useful reference material in future;
- include any certificates of successful completion (this includes your 'Emergency First Aid at Work and National Pool Lifeguard Qualification Certificates), notes of the sessions and resource materials collected (all these can be included in the '**Appendix**' section of your Report);
- include your lesson plan(s) and/or lesson notes and learning resources (in your '**Appendix**'), if you have observed specific PE lessons and/or taken part in an aspect of PE teaching, if you feel

your lecture notes, from your undergraduate degree course, are relevant and useful (e.g. 'physiology of sport and exercise' notes) then do include them (in your '**Appendix**').

Please bring your 1,000 word '**PE Task**' with you to your first University session, which is on **Monday 30th September, 2019** at **9.00 a.m.** in **Lecture Theatre BC114**.

3. **afPE (association for Physical Education) Trainee/Student Membership:**



We **recommend** that you become a member of the afPE. The afPE Trainee/Student Membership is **£50.00** per year (See **Appendix A** for further details). Benefits include:

- Quarterly afPE Journals - Physical Education Matters;
- Monthly newsletter & regular updates/newsflashes;
- Subscription to the monthly Future Fitness Magazine;
- Career advice and support;
- Reduced rates for accredited CPD courses, conferences and seminars;
- Discounts on various afPE publications and resources;
- Access to the members' only section of the afPE website which includes resources and other information/downloads exclusively for members;
- Regional meetings and networking opportunities;
- Health & Safety advice and guidance from the authors of 'Safe Practice in Physical Education and School Sport'.

In addition, I have included a copy of the **Physical Education Matters Journal**, for your information and interest. The PDF of the *Physical Education Matters Journal* is over 25MB which is too large to attach. I have, therefore, included a **hyperlink** to share which shows the format the journal appears on the members' area of the afPE website. Right click on the following link:

<http://edition.pagesuite-professional.co.uk/Launch.aspx?PBID=60a002b9-195c-4e97-a3e1-d00a22169e6e> More information on the PE Matters Journal can be found here:
<http://www.afpe.org.uk/physical-education/physical-education-matters-2/>

4. **Preliminary Experience in Primary and Secondary Schools Tasks:**



You should have received details of your two-week Preliminary Experience in Primary and Secondary Schools by now. This early two-week Preliminary Experience in Primary and Secondary Schools, which takes place from **Monday 16th September to Friday 27th September 2019**, is designed to give you an insight into life inside both a primary and secondary school from a different perspective. Your observations during this period will form a strong foundation for many of the University-taught sessions (both Education & Professional Studies & PE-specific) during the Autumn Term, and will form part of the evidence for meeting some of the Teachers' Standards (DfE, 2011). Please make neat and effective notes to record your experiences.

Please bring these completed tasks and activities with you to your first University session, which is on **Monday 30th September, 2019** at **9.00 a.m.** in **Lecture Theatre BC114** (St. Luke's Campus, University of Exeter).

'Physical fitness is not only one of the most important keys to a healthy body; it is the bases of dynamic and creative intellectual activity' (John F. Kennedy, Former President of the USA).

Further to the Preliminary School Experience theme, schools are very generous in their assistance to student teachers. In return, you should do all you can to support them by assisting and helping during classes and at other times. By attending school meals and assisting with extra-curricular activities, you can often learn far more than you would by restricting yourself to the classroom. This

is a chance to show your capacity to be **'professional'**: be careful not to criticise what you see or to talk negatively about teachers' practice.

5. PGCE Physical Education Course 'Social':



A PGCE Physical Education Course 'Social' is planned for **Sunday 29th September 2019, between 7.00 p.m. and 10.00 p.m.** at the **Mount Radford Pub** (Exeter). The address is:

Mount Radford

73-75 Magdalen Road

EXETER, Devon EX2 4TA

Tel: (01392) 258221

(NB It's a 'stone's throw' from University of Exeter's St. Luke's Campus)

It will be a great opportunity for you to meet with fellow student teachers on the PGCE Physical Education Course and some of the University tutors on an informal basis before the start of the University-taught Course the following day. So please do come along if you can.

6. Three-Day Outdoor and Adventurous Activities (OAA) Residential Field Trip:



The principal aims of this OAA Residential Field Trip are:

- to provide a model experience which demonstrates the potential of Outdoor and Adventurous Activities (OAA) both within and beyond the day-to-day Physical Education lessons;
- to demonstrate how safety issues are assessed and dealt with in all appropriate aspects of selected activities;
- to appreciate and understand how OAA can contribute to the holistic development of pupils;
- to understand the procedures and liabilities associated with educational visits and journeys;
- to get to know each other both personally as well as professionally.

The Three-Day OAA Residential Field Trip will take place at the Great Potheridge House (Outdoor Education Centre), Merton, OKEHAMPTON, Devon EX20 3DN, **between Friday 4th October and Sunday 6th October 2019.** The Residential Field Trip will comprise a combination of 'on-site' activities (i.e. problem-solving, team-building, orienteering) and 'off-site' activities (i.e. coastal traversing, canoeing, surfing, moorland activities, mountain biking). These activities will be delivered by highly qualified and experienced staff, under the leadership of Alastair Rice (Head of Centre). Alastair and I will discuss this Residential Field Trip, in greater detail, on **Monday 30th September, 2019.**

You are asked to make a contribution of **£240.00**, which will help pay for food, travel and accommodation costs over the course of the three days.

Attached are: (a) a Three-Day OAA Residential Field Trip 'Consent & Information Form' (see **Appendix B**) and, (b) two further student information flyers (**Appendix C** & **Appendix D** – what Kit to bring etc.). You'll note the Consent & Information Form is password protected – the password is *exeterpgce*. (Please keep this password on the form so that if you return it by email, your personal data is kept secure). Prior to the trip I will securely pass all completed forms to Encompass Training SW Ltd and will destroy all copies held at the University.

Would you please: (a) read the above information carefully, (b) complete the **'Consent and Information Form'** (see **Appendix B**) and return/email to me no later than **Friday 27th September, 2019** (see postal & email address below) and, (c) complete payment of **£240.00** through the University of Exeter Online Store (see details below) and no later than **Friday 27th September, 2019** (& do contact me if you have any questions or concerns).

Will Katene

Graduate School of Education
University of Exeter
St. Luke's Campus
Heavitree Road
EXETER, Devon EX1 2LU
Tel: (01392) 724756

Email: W.Katene@exeter.ac.uk

To make a FULL payment, please see the following web link (below):

<https://store.exeter.ac.uk/product-catalogue/college-of-social-sciences-and-international-studies/payments/pgce-physical-education-oaa-residential-field-trip-2019>

(NB If, due to financial/personal circumstances, attending this Residential Field Trip will be difficult for you, other arrangements can be made to enable you to fulfil the aims of the trip so do let me know as soon as possible).



7. Annual Physical Education Student Research Conference: 'Building bridges between exercise, health and sport sciences and teaching through research and evidence-based practice'

A highlight of the PGCE Physical Education year, the Annual Physical Education Student Research Conference, will be held at **University of Exeter, St Luke's Campus, on Saturday 12th October 2019 between 9.30 a.m. and 4.30 p.m.**

The principal aims of the Conference are:

- To provide conference delegates with opportunities for exchanging new ideas and critically debating current issues in PE, sport, exercise and health sciences;
- To 'Demonstrate good subject and curriculum knowledge' (DfE, 2011, **S3**);
- To prepare student teachers to work collaboratively and support one another during a highly demanding year where their presentational, academic skills and personal characteristics will need to withstand much public scrutiny.

*(NB **S3** is a Teachers' Standard for the award of Qualified Teacher Status)*

'Theory, research and practice have been linked well throughout the course' (Student teacher, PGCE Physical Education Course).

The Conference delegates will comprise of: University lecturers; students in their final year of the BSc (Hons) Exercise and Sport Sciences degree course at Exeter, University sports coaches and fitness instructors, PE teachers, newly qualified teachers and, of course, University tutors from other ITE (Initial Teacher Education) Courses (**NB This is a FREE event**).

The Conference will include keynote lectures and oral presentations. The programme for the day is as follows:

9.00 – 9.30 a.m.	Registration (Baring Court Foyer)
9.30 – 9.40 a.m.	Conference Opening and Welcome (Lecture Theatre BC114)
9.40 – 10.30 a.m.	<u>Physical Education Keynote Lecture 1: Professor Neil Armstrong</u> – Former Senior Deputy Vice-Chancellor and Former Head of the School of Sport and Health Sciences, University of Exeter – “ Children are fit and active: Fact or fiction? ” (Lecture Theatre BC114)
10.30 – 11.00 a.m.	Tea/Coffee (Baring Court Foyer)
11.00 – 1.00 p.m.	<u>Parallel Thematic Oral Presentations Session 1:</u> (BC112, BC114, BC128)
1.00 – 1.45 p.m.	Lunch (BC03)
1.45 – 2.20 p.m.	<u>Physical Education Keynote Lecture 2:</u> TBC

2.30 – 4.30 p.m.	Parallel Thematic Oral Presentations Session 2: (BC112, BC114, BC128)
4.30 p.m.	Evaluation of the Conference and Closing Remarks (Lecture Theatre BC114)
4.30 onwards	Happy Hour/Social Drinks ('The Raddie')

The expectation is that **all** current PGCE Physical Education student teachers will be presenting their final year undergraduate dissertations/projects at the Conference (along with newly qualified & practising teachers), through oral presentations. The **Oral Presentations** will incorporate **10 minutes** for the presentation and **5 minutes** for questions/discussion. You will be expected to submit an Abstract (approx. 200-250 words) and an example is provided for you in [Appendix E](#). Please remember to include the title of your Abstract, your name and wordage (e.g. 210 words) **as set out in the Example in [Appendix E](#)**.

'Brilliant day, well planned and I was really encouraged to hear my fellow peers' research'

(Student teacher, PGCE Physical Education Course).

The guidelines for Oral Presentations are provided below. Please note that the deadline for receipt of your **Abstract** (200-250 words) is no later than **Friday 27th September, 2019**. Please send/email me an 'electronic' copy of your Abstract. My Email address is: W.Katene@exeter.ac.uk;

Would you please complete the enclosed 'Conference Registration Form' (see [Appendix F](#)) and email it to me at my university email address: W.Katene@exeter.ac.uk. Again, the password for the form is *exetepgce*.

In relation to your final year undergraduate dissertation/project, if it is **empirical** in nature, use the following format for your abstract/oral presentation (NB: *It is highly likely that your research IS empirical in nature*).

Title and Author(s):

Purpose: (state the primary purpose of the study, including the main research questions or hypotheses being addressed).

Methods: (Quantitative studies should include design, participants, measures and analyses. Qualitative studies should include a reference to the approach being adopted, e.g. grounded theory, discourse analysis, interpretative phenomenological analysis. Describe the method of data generation, e.g., interviews, transcripts of conversations, written accounts).

Results/Findings: (Quantitative studies should include a summary of the results, which can contain numerical data. Qualitative studies should include an indication of the main results of the analysis, e.g. examples of themes, categories, responses, discourses to be reported).

Conclusions: (Some discussion of the possible contribution to, or implications for, sport/Exercise Science/Physical Education).

If your final year undergraduate dissertation/project is **theoretical /critical review / positional** in nature, use the following format for your abstract/oral presentation

Title and Author:

Purpose: (State the aim or primary objectives of the paper).

Background: (A concise summary of the context and/or a statement of the innovation or deficiency in theory, practice or policy that will be addressed).

Methods/Key points: (Details of the procedures adopted if appropriate, such as literature search, inclusion/exclusion criteria and methods of analysis, and a summary of the main points which will be made in the paper).

Conclusions: (Some discussion of the possible contribution to, or implications for, Sport/Exercise Science/Physical Education).

For further details and guidelines on how to prepare your presentations, refer to the following web pages:

Oral Presentations: (e.g. PowerPoint) - www.sportsci.org/jour/resresource.html



8. Teaching-Specific NGB Award 'Subject Knowledge Enhancement (SKE)' Short Courses:

We will be organising teaching-specific National Governing Body (NGB) Award 'Subject Knowledge Enhancement' (SKE) Short Courses, led by nationally qualified tutors, in a range of **Games** activities. These games are **optional** booster courses and are designed to strengthen your subject knowledge and teaching performance.

The 'teaching-specific' Games offered in the Autumn Term 2019-2020 (**Mondays only**) are:

1. **Basketball** ('Basketball Level 1')
2. **Cricket** ('ECB Cricket for Teachers')
3. **Football** ('Football for Teachers')
4. **Hockey** ('Quick Sticks')
5. **Tennis** ('Tennis for Teachers')
6. **Volleyball** ('Volley Sport')
7. **Street Games** ('Multiple Sports')

An overview of each Game (i.e. brief description, maximum numbers; dates, times and venue and cost of each respective course) can be found below.

GAME	BRIEF DESCRIPTION	MAXIMUM NUMBERS	DATE, TIMES & VENUE	COST <i>(includes tutor's fees, resource pack & use of facilities)</i>
1. BASKETBALL <i>('Basketball Level 1')</i>	Full England Basketball level 1 qualification which cover planning delivering and evaluating safe and effective sessions.	30	(Date TBC) Sports Hall (Streatham Campus)	£70 <i>(To be confirmed)</i>
2. CRICKET <i>('ECB Cricket for teachers')</i>	Basic skills, tactics, rules, safety and small-sided games.	30	(Date TBC) Cricket Centre (Streatham Campus)	£75 <i>(To be confirmed)</i>
3. FOOTBALL <i>('FA Football for teachers')</i>	Aimed at Key stage 3 and 4. Quick sticks gives you a good grounding in coaching skills and techniques as well as umpiring.	30	(Date TBC) Sand-Based ATP (Streatham Campus)	£20 <i>(To be confirmed)</i>
4. HOCKEY <i>('Quick Sticks')</i>	Aimed at Key stage 3 and 4. Quick sticks gives you a good grounding in coaching skills and techniques as well as umpiring.	30	(Date TBC) Water-Based ATP (Streatham Campus)	£35 <i>(To be confirmed)</i>
5. TENNIS <i>('Tennis for Teachers')</i>	Basic skills, tactics, rules, safety, fitness & health, small-sided games, umpire and how to teach	30	(Date TBC) Tennis Centre (Streatham Campus)	£40 <i>(To be confirmed)</i>
6. VOLLEYBALL <i>('Volley Sport')</i>	Full day course moving from small sided games to full Volleyball matches including coaching and umpiring.	30	(Date TBC) Sports Hall (Streatham Campus)	£50 <i>(To be confirmed)</i>
7. STREET GAMES <i>('Multiple Sports')</i>	Full day course involving a range of inclusive 'doorstep' sports experiences.	30	(Date TBC) Sports Hall (Streatham Campus)	£60 <i>(To be confirmed)</i>

If you are interested in attending any of these NGB 'SKE' Short Courses then please complete the enclosed Teaching-Specific NGB Award Subject knowledge Enhancement Short Course 'Registration Form' (see [Appendix G](#)) and return/email to me no later than **Friday 27th September, 2019**. My email address is: W.Katene@exeter.ac.uk (NB Do **NOT** send me any cheques with your 'Registration Form'. I will explain how to pay when you arrive at Exeter). As with the other forms, the password is *exeterpgce*.



9. Key Dates for your 2019-2020 Academic Diary:

ACTIVITY/EVENT/TERM	DATE
1. Two-Week Preliminary Experience in Primary and Secondary Schools:	Monday 16th September – Friday 27th September, 2019
2. Autumn (Michaelmas) Term (Term 1):	Monday 30th September – Friday 13th December, 2019
3. PGCE Physical Education Course 'Social':	Sunday 29th September, 2019 (7.00 p.m. – 10.00 p.m.) in the Mount Radford Pub (near St. Luke's Campus, University of Exeter)
4. First Day at University of Exeter:	Monday 30th September, 2019 in Lecture Theatre BC114, St. Luke's Campus, University of Exeter at 9.00 a.m. (Dress is smart casual)
5. Three-Day Outdoor and Adventurous Activities (OAA) Residential Field Trip:	Friday 4th October – Sunday 6th October, 2019 at Great Potheridge House (Outdoor Education Centre), Merton, OKEHAMPTON, Devon EX20 3DN
6. Annual Physical Education Student Research Conference: ' Building bridges between exercise, health and sport sciences and teaching through research and evidence-based practice '	Saturday 12th October, 2019 (9.30 a.m. – 4.30 p.m.). We'll start the day in Lecture Theatre BC114, St. Luke's Campus, University of Exeter
7. PGCE Physical Education Course 'Christmas Party' (Black Tie Dinner):	Friday 13th December, 2019 (6.30 p.m. until late!), (Venue: TBC)
8. Spring (Lent) Term (Term 2) or School Placement 1:	Monday 6th January, 2020 – Friday 27th March or Friday 3rd April, 2020
9. Summer (Trinity) Term (Term 3) or School Placement 2:	Tuesday 14th April or Monday 20th April, 2020 – Tuesday 30th June, 2020
10. PGCE Physical Education Course Final Seminar Day and 'Social':	Tuesday 30th June, 2020

'The men I have seen succeed have always been cheerful and hopeful, who went about their business with a smile on their faces, and took all the changes and chances to this mortal life like a man' (Charles Kingsley, 1819-1875, English Writer, Poet and Clergyman).

10. Checklist:



CHECKLIST	DEADLINE
1. PE Task: Summary Report of Developing Knowledge and Understanding in PE (1,000 words)	Monday 30 th September, 2019
2. Preliminary Experience in Primary and Secondary Schools Tasks	Monday 30 th September, 2019
3. Three-Day Outdoor and Adventurous Activities (OAA) Residential Field Trip (Consent & Information Form, see Appendix A , to be completed in full and sent/emailed to Will Katene, together with payment of £240.00 to be made via the University of Exeter Online Store, no later than Friday 27th September, 2019)	Friday 27 th September, 2019
4. Annual Physical Education Student Research Conference: (a) 200-250 word Abstract to be emailed to Will Katene, see Appendix E for an Example of an Abstract (b) See Appendix F for a 'Registration Form' to be completed and returned/emailed to Will Katene)	Friday 27 th September, 2019 Friday 27 th September, 2019
5. Teaching-Specific NGB Award 'Subject Knowledge Enhancement (SKE)' Short Courses (see Appendix G for a 'Registration Form', to be completed & returned/emailed to Will Katene)	Friday 27 th September, 2019
Remember – the password for each form is exeterpgce	

'Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty'
(Albert Einstein, 1879–1955).

11. Pre-Course Contact



If you want more information about the PGCE Physical Education Course and/or have a query about any of the issues discussed in this Information Booklet then please don't hesitate to contact me (Email: W.Katene@exeter.ac.uk).



'When you get into a tight place and everything goes against you, until it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn' (Harriet Beecher Stowe, 1811-1896; American Author & Social Reformer).