

PGCE PHYSICAL EDUCATION COURSE

2024-2025

PRE-COURSE INFORMATION BOOKLET



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**‘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) Secondary PGCE Physical Education Course – 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 very able group and employability rates are 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:

1. the latest research and developments both in PE and teacher development more widely;
2. internal quality assurance measures such as annual student evaluations;
3. external quality assurance health checks such as annual external examiner visits and regular Ofsted inspections.

All this is essential for the sustained excellence of our PGCE PE Course in particular and PGCE Primary and Secondary Programmes in general.

The PE course is run by a team of qualified, enthusiastic and experienced tutors who have a real passion for their subject (PE) and a genuine love of working with university students. The course places considerable importance on students collaboratively learning and teaching both during university taught sessions (Autumn Term) and in our partnership schools (Spring & Summer Terms); 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:

1. the needs of children and young people in the 21st Century;
2. the demands of the modern day PE teacher;
3. the DfE (2011) Teachers’ Standards (for Qualified Teacher Status).

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|  ***‘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 post’*** (PE student teacher) |

**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 (e.g. recommended reading, PE task, PE student research conference, etc). As you will no doubt have gathered from your PGCE ‘Interview Day’, the course is collaborative, interactive and highly participative. The University input is at its most intensive in the Autumn term, in readiness for School-Based Work (SBW) in the Spring and Summer terms. We therefore have to cover an awful lot in the Autumn Term and you’ll get far more out of the University taught sessions if you arrive ‘hitting-the-ground-running’.

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| ***‘The ability to link relevant theory and practice is an essential part of becoming a quality teacher’***  (PE student teacher) |

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 during the Autumn Term to sort yourself out. Beware of throwing out documentation and lecture notes from your undergraduate sports-related degree as they will often contain important and relevant information, especially relating to GCSE and A Level PE subject/academic qualifications and BTEC Sport Level 2 and 3 work-based qualifications. Also, treat yourself to a few lever arch files/folders with dividers – you will need them as SBW Teaching Files in school placements 1 and 2 (NB we require students to use an e-portfolio system during their placements to store their evidence electronically but you may choose to use ‘physical’ rather than ‘digital’ teaching files alongside this). Very few people like paperwork, but our experience with past PE 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!*

**Conclusion**

We hope this Booklet is helpful, and has both confirmed and stimulated your interest in, and motivation for, our PE course*.* 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* instruction and support, as we emphasised at your PGCE Interview. We look forward to working with you this coming academic year and if you have any questions and/or concerns, financial or otherwise, please don’t hesitate to contact me.

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| ***‘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’*** (PE student teacher)  |

With best wishes



**Will Katene**

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Course Leader, Secondary PGCE Physical Education

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

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

***‘Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty****’*

(Albert Einstein, 1879–1955)

**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 qualified teachers in primary and secondary schools.

**Textbooks:**

Capel, S., Cliffe, J. and Lawrence, J. (2021) *Learning to teach physical education in the secondary school: A companion to school experience*. London: Routledge. <https://www.routledge.com/Learning-to-Teach-Physical-Education-in-the-Secondary-School-A/Capel-Cliffe-Lawrence/p/book/9780367209629>

*(NB There are also limited copies of the above text in our St. Luke’s Campus Library).*

**Reading List:**

The following Reading List falls into three sections:

1. Books;
2. Journals in PE;
3. Journals in PE-related areas;

It is not a definitive or exhaustive list, and you are strongly encouraged to read widely and pursue references in books and journal articles 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.

**(i) Books:**

Bailey, R. (2001) *Teaching physical education: A handbook for primary and secondary school*

 *teachers:* London: Kogan Page.

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 Lawrence, J. (2019) *Mentoring physical education teachers in secondary schools: A*

 *practical guide.* London: Routledge.

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.

Mawer, M. (1995) *The effective teaching of physical education.* London: Longman.

Moon, J. (1999) *Learning journals: A handbook for trainee teachers, academics and professional*

 *development.* London: Kogan.

Penney, D., Clarke, G., Quill, M. and Kinchin, G. (2005) *Sport education in physical education: Research based practice.* London: Routledge.

Pope, D. (2019) *Understanding subject knowledge for primary teaching.* London: Sage.

Sanders, L. (2013) Dance teaching and learning: Shaping practice. London: One Dance UK.

Siedentop, D. (1994) *Sport education: Quality physical education through positive sport*

 *experiences.* Champaign, Ill: Human Kinetics.

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

## (ii) Journals in PE:

European Physical Education Review

Journal of Sport, Education and Society

Journal of Teaching in Physical Education

Physical Education and Sport Pedagogy

Physical Education Matters

Quest

## (iii) 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

Movement and Dance Quarterly

Physician and Sports Medicine

Research in Dance Education

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

 ***‘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)

**1. (b) Recommended Selected Stationery:**

It is likely that you will need the following Stationery for both the University sessions and when in schools:

1. A 2024-2025 Academic Diary;
2. A whistle;
3. A clipboard;
4. Whiteboard Markers (Red, black, green, blue) and whiteboard eraser;
5. Pens, pencils, post-its, rubber, tippex and pencil case;
6. A wrist watch.

**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 matter/content, 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 & Skills Initial Audit & Action Plan’**) specific physical activities of the National Curriculum where you perceived your *subject content knowledge* to be ‘Very good’ (grade 1), ‘Good’ (grade 2) and ‘Poor’ (grade 3). You were asked to look at how you might develop *subject content knowledge* sufficiently to make it an aspect of PE which you are competent and confident in (e.g. attending a Level 1 NGB coaching award course in hockey or undertaking recent & relevant teaching experience in a secondary school PE Department).

In developing your *subject content knowledge* (& other knowledge bases such as learners & learning theories), 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 one journal article or other literature about the activity/topic and make some critical analysis of your own. Make notes and keep a record of these 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 max.) **‘PE Task’**, you might wish to structure it as follows:

1. include a **‘Title’ page**, ‘**Table of Contents’, ‘Main Body’** ‘**References**’ and ‘**Appendix**’ section.
2. In the **‘Main Body’** of your **PE** **Task**, you should identify and discuss your chosen/principal areas of ***weakness*** (as well as key areas of ***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 (NB strengths & weaknesses in relation to subject content knowledge – theory & practice, knowledge of learners & learning theories).
3. include a copy of your **‘Knowledge and Skills Initial Audit and Action Plan’**, which we discussed at Interview (add it to your ‘**Appendix**’ section of the **PE Task**);
4. include any certificates of successful completion (e.g. ‘Emergency First Aid at Work Certificate etc), notes of the sessions and resource materials collected (all these can be included in the ‘**Appendix**’ section of your **PE Task**);
5. 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 email your (1,000 word max.) **‘PE Task’** to me on or before **Monday 16 September 2024.**

**3. afPE Trainee/Student Membership:**

We ***recommend*** that you become a member of afPE (association for Physical Education). The ‘**afPE Trainee/Student Membership’** is **£35.00** per year and the benefits of your annual membership include:

* Hardcopy editions of afPE’s termly journal – ‘Physical Education Matters’;
* Personal login for the members’ area of the afPE website with full access to a wide range of useful downloads, updates and resources as well as online access to the online archive of ‘Physical Education Matters’;
* Dedicated access to live bi-monthly afPE member webinars (the full archive of previous webinars is available to view on-demand);
* 24/7, 365 wellbeing support, including: confidential helpline and access to wellbeing resources such as webinars, factsheets, articles, videos, guides and self-help programmes;
* Access to afPE’s online member community: network with likeminded individuals and contribute to special interest groups;
* Monthly e-newsletter and regular e-updates designed to keep members up-to-date on the latest developments, resources, news and opportunities available within the sector;
* Access to ‘afPE Rewards’, a benefit scheme exclusively for members which provides discounts, cashback and cost savings on a wide range of personal lifestyle opportunities;
* Up to 50% discount on afPE National Conference tickets and afPE professional development courses;
* Ability to upload your CV to increase career & employment opportunities;
* Certificate of membership.

You can download an afPE **‘Trainee/Student Membership Form’** here:

<https://cdn.ymaws.com/www.afpe.org.uk/resource/resmgr/downloads/membership_forms/afpe_tsmform_2023-24.pdf>

To view a sample edition of the ‘**Physical Education Matters Journal’**, follow the link below:

<https://edition.pagesuite-professional.co.uk/html5/reader/production/default.aspx?pubname=&pubid=60a002b9-195c-4e97-a3e1-d00a22169e6e>

If you have any questions then do contact afPE (association for Physical Education):

Tel: (01905) 673960

Email: enquiries@afpe.org.uk

The deadline for joining afPE is **Monday 16 September 2024**

***‘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)

**4. First Aid Certificate:**

I am delighted that so many of you currently hold a one-day first aid certificate such as an Emergency First Aid at Work Certificate (Thank you!). For those of you who do NOT currently hold a one-day first aid certificate, I strongly urge you to register, attend and successfully complete a One-Day Emergency First Aid at Work Course (or equivalent) and (ideally) ***before*** the PGCE PE Course begins (i.e. Monday 16 September 2024).

As you know, first aid training can help you save lives, maintain calm and provide care and support to others in cases of accidents and medical emergencies; and can improve your personal and professional development. We therefore very much hope that ALL of you will secure a one-day first aid certificate by **Monday 16 September 2024.**

Thank you for your support and do contact me (Will Katene) if you have any questions and/or concerns about this matter (Email: W.Katene@exeter.ac.uk).

**5. Annual Physical Education Student Research Conference: *‘Strengthening the link in PE between research, theory and practice’***

A highlight of the PGCE Physical Education year, the Annual Physical Education Student Research Conference, will be held at **University of Exeter’s St Luke’s Campus on Tuesday 01 October 2024 between 2.30 p.m. and 5.30 p.m. in BC114 Lecture Theatre.**

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)*

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| ***‘Theory, research and practice have been linked well throughout the course’*** (PE student teacher) |

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, early career teachers and, of course, University tutors from our PGCE PE **(NB This is a FREE event).**

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

2.30 – 3.00 p.m. Conference Opening and Welcome (BC114 Lecture Theatre)

3.00 – 5.00 p.m. Parallel Thematic Oral Presentations Session: (BC114, BC112 & BC128)

5.00 - 5.30 p.m. Evaluation of the Conference and Closing Remarks(BC114 Lecture Theatre)

5.30 p.m. onwards Happy Hour/Social Drinks(‘The Mount Radford Pub’)

The expectation is that ***all*** current PGCE Physical Education student teachers will be attending and presenting their final year undergraduate dissertations/projects at the Conference, 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 do remember to includethe title of your Abstract, your name and name of the university where you completed your final year undergraduate dissertation/research project (see **Appendix A**, for an **‘Example of an Abstract’**).

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| ***‘Brilliant day, well planned and I was really encouraged to hear my fellow peers’ research’*** (PE student teacher) |

The deadline for receipt of your **Abstract** (200-250 words) is **Monday 16 September 2024** and please email your Abstract to me (Email: W.Katene@exeter.ac.uk).

**6. Key Dates for your 2024-2025 Academic Diary:**

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| **Activity/Event/Term** | **Date** |
| **(a)** Autumn (Michaelmas) Term (Term 1):  | **Monday 16 September – Friday 13 December 2024** |
| **(b)** Spring (Lent) term (Term 2) or School Placement 1:  | **Monday 06 January – Friday 04 April 2025** |
| **(c)** Summer (Trinity) term (Term 3) or School Placement 2:  | **Tuesday 22 April – Thursday 10 July 2025** |
| **(d)** First Day at University of Exeter:  | **Monday 16 September 2024** (BC114 Lecture Theatre) **(Dress is ‘smart casual’)** |
| **(e)** Annual Physical Education Student Research Conference: ***‘Strengthening the link in PE between research, theory and practice’*** | **Tuesday 01 October 2024** *(2.30 p.m. – 5.30 p.m.).* We’ll be based at the St. Luke’s Campus, University of Exeter (BC114 Lecture Theatre) |
| **(f)** PGCE Physical Education Course ‘Christmas Party’ (Black Tie Dinner): | **Friday 06 December 2024** *(6.30 p.m. until late!) (Venue TBC) (NB Please keep this date free)* |
| **(g)** PGCE Physical Education Course ‘End of Course Social’: | **Thursday 10 July 2025** *(1.30 p.m. onwards & venue TBC)*  |

**‘Most great things happen in groups; collaboration is the stuff of growth’**

*(Sir Ken Robinson, World renowned education and creative expert and re cipient of the RSA’s*

 *Benjamin Franklin Award)*

**7. Checklist:**

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| **Checklist** | **Deadline** |
| **(a) PE Task:** Summary Report of Developing Knowledge and Understanding in PE (1,000 words) to be completed and emailed to Will Katene (W.Katene@exeter.ac.uk). | **Monday 16 September 2024**  |
| **(b) Annual Physical Education Student Research Conference:**200-250 word **Abstract** to be completed and emailed to Will Katene (W.Katene@exeter.ac.uk).  | **Monday 16 September 2024** |
| **(c) First Aid Certificate:**A One-Day Emergency First Aid at Work Course (or equivalent) to be successfully completed.  | **Monday 16 September 2024** |

## 8. 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; Tel: 07928 747921).

***‘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)