



workshop information

	Workshop title	Presenter	Information
<b>11-11.50am</b>			
<b>A</b>	TGfU - Learning Through Gameplay (Primary, Practical)	Cameron Stewart	<p>This workshop will give participants a taste of the TGfU pedagogy. The pedagogy &amp; games have been modified for primary school aged children.</p> <p>This pedagogy is based on learning through game play. The workshop will provide practical examples of games to use, along with progressions that will aid tactical understanding and knowledge. I will also give examples of how a TGfU curriculum could be structured in your school. SATPE TGfU games cards will also be used through-out the workshop. The cards are detailed and progressive and will give teachers a clear understanding of the pathways regarding certain activities.</p>
<b>B</b>	Higher Dance - Jazz (Secondary, Practical)	Linzi McLagan	<p>The aim of the session is to build confidence in colleagues delivering Higher Dance: Performance This will be achieved throughout the session by participating in:</p> <ul style="list-style-type: none"><li>• A dynamic warm up to prepare pupils for the lesson.</li><li>• An exemplar exercise sequence in order to develop technique.</li><li>• An exemplar travel exercise in order to develop technique.</li><li>• An exemplar solo which will meet the standard for assessment.</li></ul>
<b>C</b>	BMT Practical (Primary, Practical)	Jamie McCusker	<p>Introduction to 'Better Movers and Thinkers' within a primary setting. Focus will be looking at ball skills aimed at second level but with discussions as to how differentiation can occur to meet the needs of all learners.</p> <p>Particular emphasis upon problem solving, rhythm &amp; timing and respect and tolerance. Reference shall be made to Executive Function skills being developed and how this transfers to the classroom environment.</p>
<b>D</b>	Problem Solving PE Curriculum (all)	Jonny Penman	<p>An example of a curriculum model that aims to develop skills for learning, life and work. We will look at challenging and building on traditional pedagogy and how pupils can take ownership of their own learning while working in partnership with teachers.</p>

<b>E</b>	Autism in PE (all)	Sarah Murphy/Conal McBride	This workshop hopes to give an insight into teaching pupils with Autism. Both presenters currently work at Kaimes Special School teaching PE to pupils who all have a diagnosis of Autism. It will provide practical examples of strategies that can be implemented to maximise engagement in a mainstream setting as well as a special school setting.
<b>F</b>	Planning learning, teaching & assessment in BGE (all)	Suzanne Hargreaves/Gillian Anderson	Key messages will be shared around 'supporting professional judgement in physical education' including a collegiate approach to moderation and understanding standards. The seminar will then be open to delegates to share what they have been doing to monitor, track and record pupil progress through Broad General Education.
<b>G</b>	University of Edinburgh Student Research: Lessons learned & impact on probationary year & future practice. (all)	Shirley Gray	Between 3 and 4 recently graduated PE students from the University of Edinburgh will present the findings from their year 4 research investigations. They will then initiate discussion with the audience to explore the impact of this research on their current and future practice.
<b>12-12.50pm</b>			
<b>H</b>	TGfU - Learning Through Gameplay (Primary, <b>Practical</b> )	Cameron Stewart	This workshop will give participants a taste of the TGfU pedagogy. The pedagogy & games have been modified for primary school aged children. This pedagogy is based on learning through game play. The workshop will provide practical examples of games to use, along with progressions that will aid tactical understanding and knowledge. I will also give examples of how a TGfU curriculum could be structured in your school. SATPE TGfU games cards will also be used through-out the workshop. The cards are detailed and progressive and will give teachers a clear understanding of the pathways regarding certain activities.
<b>J</b>	Nat5 Dance - Hip/Hop (Secondary, <b>Practical</b> )	Megan Hilditch	The aim of the session is to build confidence in colleagues delivering National 5 Dance: Performance. This will be achieved throughout the session by participating in: <ul style="list-style-type: none"> <li>• A dynamic warm up to prepare pupils for the lesson.</li> <li>• An exemplar exercise sequence in order to develop technique.</li> <li>• An exemplar travel exercise in order to develop technique.</li> <li>• An exemplar solo which will meet the standard for assessment.</li> </ul>

<b>K</b>	Scottish Rugby – Developing Rugby Contact Skills (Primary/Secondary, <b>Practical</b> )	James Wade	Aim – to develop physical and technical competence in the tackle What – The activate programme is a system of warm up exercises that are proven to reduce injury in school aged rugby players. Also giving a bank of activities of games and activities to develop confident tacklers Impact – Teachers will feel more confident teaching tackle and contact skills in the game Next steps – preparation for UKCCC. Supplements RugbyRight
<b>L</b>	Adding Value to Certificated PE with Office 365 Productivity Suite (Secondary)	Louise Fox & Allan Thomson	Showcase Office 365 Productivity Suite in Physical Education. Teaching certificated PE with the support of Microsoft tools to increase accessibility and consolidate learning and teaching. This will include practical examples of work which highlights the positive impact and value of technology has had on learning and teaching.
<b>M</b>	Improving Wellbeing & Achievement through PE (all)	Will Swaites & Hazel Williamson	An interactive session exploring your perceptions and experiences of Physical Education and critiquing against intended purpose and value of the subject. Reviewing the education landscape in England and beyond, sharing some pioneering work to re-imagine and transform PE to deliver more relevant and meaningful outcomes for all young people whilst also helping to drive whole school success.
<b>N</b>	HGPE (Secondary)	Colin Chambers	<i>Workshop content tbc</i>
<b>P</b>	Models Based Practice (all)	Shirley Gray & Nicola Carse	<i>Workshop content tbc</i>
<b>2- 2.50pm</b>			
<b>Q</b>	Disability inclusion (all, <b>Practical</b> & classroom)	Becky Bisland	This 50 minute workshop will be a taster of the UK Disability Inclusion Training. The theory element tackles issues such a perceptions, terminology and inclusion models spectrum. The practical section deals with inclusion in a variety of settings.
<b>R</b>	Scottish Rugby – Developing Rugby Contact Skills (Primary/Secondary, <b>Practical</b> )	James Wade	Aim – to develop physical and technical competence in the tackle What – The activate programme is a system of warm up exercises that are proven to reduce injury in school aged rugby players. Also giving a bank of activities of games and activities to develop confident tacklers

			Impact – Teachers will feel more confident teaching tackle and contact skills in the game Next steps – preparation for UKCCC. Supplements RugbyRight
<b>S</b>	Guide to N5 & Higher Command Words (Secondary)	Aaron Anderson	The aims of this workshop are to establish and clarify a universal and comprehensive understanding of how teachers teach and pupils answer each of the different command words at National 5 and Higher. This classroom-based workshop will provide teachers with clear definitions of each command word and show how they differ from one another. Teachers will leave with different lesson ideas and new strategies on how to increase pupils' understanding of how they answer different portfolio and exam questions.
<b>T</b>	Children's Rights in PE (all)	Gerry McMutrie	This workshop will raise awareness of children's rights in general and within Physical Education more specifically. Delegates will gain knowledge from this workshop that they can apply within their own setting.
<b>U</b>	The value of core physical education and why quality matters. (all)	Suzanne Hargreaves/Gillian Anderson	Core physical education, unlike almost all other subjects in CfE has been afforded two hours/two periods of curriculum time every week. It is possible to maximise the potential of physical education to contribute to closing the poverty-related attainment gap and address other national priorities in education, for example, the Developing Young Workforce Agenda. Will the unintended consequences in doing so reduce the quality of movement performance? Or, does core physical education deliver on all agendas?
<b>V</b>	LGBTI Inclusive PE (Secondary)	Andrew Marshall	What does it take to create a genuinely inclusive PE experience for lesbian, gay, bisexual, transgender and intersex pupils? What strategies work in making this a reality? Does LGBTI based bullying still occur in PE? Does gender matter? Join LEAP Sports for an interactive session as we explore these questions and share experiences from pupils and teachers across our work, and hear some of our good practice guidance.
<b>W</b>	Virtual Spaces, Blended Learning and Physical Education (Secondary)	Greg Coburn	Information sharing on the West Lothian Virtual Campus and how this is used to support the delivery of AH PE both within and across the authority. There will also be an opportunity to look more broadly at specific glow tools that can support the delivery of Physical Education with the BGE and SNR Phase.