

# SATPE

For Teachers, By Teachers



# JOURNAL

11TH EDITION 2021-22



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# JOURNAL 2021-2022:

Editor's Notes Dominic Tollan



Hi everyone,

The last time we published the journal we were reflecting on the pandemic and wondering where PE would go from here. Suffice to say that teachers have showed tremendous resilience, skill and dedication to work towards restoring the status of PE to full health. If this journal were to have a theme, I think it would be *setting the foundations*, as all of the articles reflect the fundamentals in PE that should be at the core of our learning and teaching.

Physical Literacy is an integral part of PE teaching, and from her research and work with *PE Scholar*, **Liz Durden Myers** outlines the key principles, with the aim to encourage reflection and discussion about how it can inform and identify key questions in our PE lessons and programmes. Also from *PE Scholar*, **Lee Sullivan** proposes a different approach to teaching Primary PE; through their Concept Curriculum, which develops physical literacy but also promotes aspects such as health, confidence, motivation and knowledge to help enhance the learner experience.

Continuing the theme of embedding skills and experiences at the early stages of PE, I myself following experiences of teaching Primary PE, ask us to consider how we can integrate play pedagogy, or rather be confident in using play and self discovery to encouraging learners to explore, discover their own solutions and ultimately develop their physical literacy and understanding.

Continuing with themes of play, **Damien Dimmick** investigates the impact of TGFU in helping to improve pupil behaviour. Even though his study is focused on SEN pupils, this study has a wider relevance to us all; especially given the presumption of mainstream approaches across Scottish schools.

Going back to the theme of laying foundations, we have an article from **Chris Long** of **NFL UK**, who is working hard to introduce and promote the sport across Scotland and the UK. An activity that definitely lends itself well to developing fundamental movement skills, cooperation and the broadening of experiences for pupils in the school curriculum.

## Peter Bilsborough Award

Our Peter Bilsborough Award as always has produced a high quality of research and covers a wide range of contexts in an almost linear fashion.

First up, **Taylor Challiss** from her experiences as a teacher delivering the National Curriculum in England, stresses the importance of PE being delivered by teaching professionals in Primary school, which is a subject that has significant relevance as we examine the provision of PE in our own primary schools in Scotland in the post Covid era.

Following on from this, **JP Mason** bridges the gap into Secondary through his research on Primary to Secondary transition in PE.

Moving into Secondary, **Claire Watson** explores the impact of BMT practices to increase the engagement and outdoor learning of S3 Core PE pupils. And **Ailsa Gault** takes us 'Higher' up the school, sharing the experience of teaching Higher PE from her perspective of a student teacher.

## And finally...

Moving from the future of the profession to the other side of the teaching spectrum, Karen Erskine gives us her reflections of teaching over the course of her 40 years of teaching, which presents both lessons and things to be mindful of as we work through our own teaching careers.

Karen as part of the SATPE Committee since its inception, and whose work as SATPE Conference coordinator was both valuable and highly valued by everyone involved in SATPE, is now enjoying a much deserved retirement. We will miss her hard work, dedication but also her great sense of humour which will be a big loss to the association. Thank you for everything you have done and best wishes for the future.

Also outgoing is SATPE President Paddy Cuthbertson, whose term coincided with possibly the toughest time PE and Education in general has endured in the modern day. We thank you for all of your hard work and effort over the past two years.

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I would also on behalf of SATPE like to send our best wishes to another founding member of SATPE Karen McCubbin, now retired and enduring some challenging times of her own. We hope that your determination and resilience keeps you fighting on for many days, months and years to come.

Next year marks the 10th anniversary of SATPE as an association and it will be another period of challenges and changes. I hope that the next 10 years will be looked upon as positively as the past 10 years as the PE teaching profession strengthens their voice and is empowered to share good practice, research and campaign for quality Physical Education in Scotland.

I would like to take this opportunity to thank my sub editor Joe Cowley, who has juggled a very busy schedule at Stirling University as well as family life to carefully edit and quality assure the SATPE Journal for publication. Without him the SATPE Journal would not be what it is.

Once again I thank all our contributors and anyone who has taken the time to read the SATPE Journal in the years

gone by. As always, SATPE is by teachers, for teachers. The journal is a small but important way to show Scotland and beyond the strength and quality of the PE teaching profession.

Remember we at SATPE are always encouraging new people to be involved, so please get in touch if you have an idea for article or would like to be a more active member of SATPE.

Best wishes for the rest of the school year, and remember we are all in this together.

I would like to wish our new President; Chris Crookston all the very best in his new role, in what promises to be an exciting time for SATPE. Chris will share his own thoughts for the way forward in his President's report.

*Dominic Tollan*

Editor, SATPE Journal



# SATPE President Update: Chris Crookston



## NEW COMMITTEE (JOINING)

I am delighted to announce our NEW Executive Committee for 2022-2024. We have a wealth of experience & passion from colleagues working in various sector in Education & Higher Education. Please see below the announcement of Roles & Responsibilities:

ROLE	WHO
President	Chris Crookston
Vice President	Clark Burrell
General Treasurer	Paddy Cuthbertson
General Secretary	Russell Imrie
Senior Editor Journal	Dominic Tollan
Assistant Editor Journal	Dr Joe Cowley
University Liaison	Ritchie Durno
Web Manager	Iain McNamara (Wigwam Marketing)
Subscription Secretary	Iain McNamara (Wigwam Marketing)
Working Group - Primary	Dominic Tollan (Dr Andy Dalziel, Johnny Penman, Cameron Stewart, Karen Cairns)
Working Group - Dance	Lisa Johnston
Working Group – Senior Phase	Euan Cassells (Iain Stranger, Scott Douglas, Ross Allison)
Working Group – European Sports Day	Johnny Penman

We are seeking motivated, driven and passionate Teachers of Physical Education to join our committee and contribute to Scottish Association for Teachers of PE. Please get in touch by emailing: [president@satpe.co.uk](mailto:president@satpe.co.uk) with your note of interest

### **WEBSITE & MEMBERS AREA**

We have worked hard with Wigwam Marketing to refresh and release our NEW Website launch. We have created NEW pages and updated existing pages, also adding in a NEW design to the website. The website has a refined Members area with resources with a wide range of Primary, Secondary, Dance, Senior Phase resources (in video, presentation & diagram format). [www.satpe.co.uk](http://www.satpe.co.uk)

### **NEW RESOURCES**

Recently, within our Primary working group we have produced our “Learning Through Games” video resource and this month filmed our “FUNdamental Physical Skills” video resource. The aim of the resource is to provide content, inspiration and ideas to colleagues working in the Primary sector – improving quality of Physical Education experiences.

Our NEW Senior Phase working group lead by Euan Cassells (Ross Allison, Scott Douglas and Iain Stanger) will consult members on areas of interest for professional learning and resources. We appreciate the change in education and will respond to this with support for members in the future. If you are interested in collaborating with our Senior Phase working group on teaching and learning – could you contact [seniorphase@satpe.co.uk](mailto:seniorphase@satpe.co.uk)

### **ONLINE CLPL CALENDAR**

Recently, we have launched our NEW Annual Online CLPL Calendar – this will consist of a variety of online workshops delivered by colleague in Scotland, UK and further afield. Workshops will be focussing on different themes throughout the year such as – Cooperative Learning, Senior Phase, Primary, Game Sense, Ingredients of Quality PE and more.

### **UNIVERSITY TWILIGHTS**

We are delighted to announce that we will be collaborating with Strathclyde University and University of Edinburgh, University of West of Scotland – this will consist of Annual Twilight nights whereby SATPE will provide primary and secondary presenters to deliver Professional Learning workshops to students studying Undergraduate and Postgraduate teacher training.

### **PODCASTS**

Our latest collaboration will be with “A Wee Bit of Everything” podcasts -you will find links to their podcast series on our website. We will be launching two NEW podcast series in 2023:

- 1) “Athletes in PE” – a 3-part series interviewing professional athletes (such as Libby Clegg, Ross Murdoch and Eilish McCologan) about their own experience in Physical Education. Launching Winter 2023.
- 2) “Senior Phase – Teaching & Learning” – another 3-part series that will provide professional learning in a variety of NQ & Higher sector leading colleagues.

### **EUROPEAN SPORTS DAY CAMPAIGN 2023**

Our newest working group that will pull together a national campaign for European Sports Day 2023 will be led by PE Lead Officer Johnny Penman. We will be discussing with SportsScotland and members on how we can provide an exciting campaign that can encourage schools across Scotland to celebrate and participate in Sport – look out for more information in the New Year regarding this or contact [essd@satpe.co.uk](mailto:essd@satpe.co.uk)

### **ANNUAL CONFERENCE**

Annual Conference details for 2023 will be announced in the New Year. This will include a date and venue along with an exciting Keynote speaker announcement. We look forward to providing the biggest SATPE conference to date in Autumn 2023.

# PE within the English National Curriculum:

*The importance of PE remaining a subject taught by school teachers*

by Taylor Challiss  @Taylorchalliss



**In 1999 the first official publication of the National Curriculum for Physical Education in England came into effect, introducing games as a compulsory component of PE. Since this, focus on a sport driven curriculum for PE has increased both in policy and in practice within England's education system (Sullivan, 2021). Despite the health needs of England's population changing drastically in recent years, the primary PE curriculum has remained unchanged since 2013, where health, competition and physical skills were rooted deeply within the curriculum's values. Consequently, while PE originates from an educational discourse, the subject finds itself competing with the increasingly popular sport and health discourse (Griggs, 2022; Griggs and Randall, 2022).**

However, eight years after the last curriculum was implemented, the National Child Measurement Programme (NCMP) reported the highest annual increase in obesity among English primary school pupils since the programme began in 2006 (National Health Service, 2021), demonstrating that the current curriculum may be struggling to meet the needs of the current generation. Yet, despite these alarming health figures, and the increasing amount of research in favour of pedagogical change for the subject; as schools strive to successfully meet the requirements of this curriculum, the current dominant form of PE delivery in England remains driven by competitive sport and focused on performance outcomes (Sullivan 2021, Randall and Griggs, 2022).

The government has implemented various initiatives to support the countries PE delivery in schools, including more than £2.2billion of funding having been put into the subject at primary level alone since 2012 (Sullivan 2021, Randall and Griggs, 2022). However, rather than English schools using this funding to upskill qualified teachers in the subject, an

area consistently highlighted as requiring improvement in teacher training, a prevailing trend appears to be schools replacing teachers with lower qualified, outsourced school sports providers, who without an educational background can lack pedagogical knowledge essential for providing quality education (Pickup and Randall, 2022 and McVeagh, Smith and Randall, 2022).

While coaching has in recent years become more heavily governed and consequently more prescriptive, research continues to highlight a lack of pedagogical knowledge and lack of assessment carried out by outsourced school sports providers, restricting quality PE implementation (Griggs, 2010, Kirk, 2012 and Sperka and Enright, 2018).

Literature consistently highlights the increased outsourcing of PE to external providers such as sports coaches and specialist PE teachers, as a significant contributor to the subjects change from a health-based pedagogy to a performance-based pedagogy (Griggs, 2010; Lawless, Borlase-Bune and Fleet, 2020; Stirrup, 2020; McEvilly, 2021; McVeagh, Smith and Randall, 2022 and Pickup and Randall, 2022). While increased attention has been paid to the inclusion of children with Special Educational Needs and Disabilities (SEND) within the English National Curriculum as a whole (Medcalf and Longmore, 2022), Dagkas (2018) argues that these increased health and sport motivations for PE and school sport have led to the medicalisation of PE and sport, subsequently decreasing opportunities for inclusive practices within the subject. People with disabilities often have more negative experiences of sport than non-disabled peers, with a lack of understanding of how to involve people with disabilities in team games, and a lack of training and competition opportunities being highlighted as substantial barriers (Kiuppis, 2018).

Consequently, it can be suggested that a sport-based PE curriculum is much harder to adapt to be inclusive than a more holistic, education-based approach. Ward (2022)

## Writer Profile



Taylor Challiss is a graduate of the University of East Anglia.



recognises that while most games taught in primary PE consist of the passing on of culturally dominant forms of competitive sport, which can struggle to be adapted to be truly inclusive, the impromptu made-up games most commonly used by teachers as break time and lunchtime activities, can fit into the games focused curriculum, while allowing rules to be easily adapted to suit the learners' specific needs. This supports Sullivan's (2021) theory that the way in which the PE curriculum is taught, has greater impact than the curriculum itself, reinforcing the importance of PE remaining a subject taught by schoolteachers, who have the appropriate pedagogical knowledge and perspective to adapt PE activities to be inclusive for all.

In conclusion, the current sport and health-based discourse of PE often being delivered by outsourced providers effectively delivers the aims of the English National Curriculum, reinforcing the health-based outcomes expected within government policy (Sullivan, 2021 and Sperka and Enright, 2018). However, the current curriculum framework,

shaped by competition and characteristics of competence for specific sports, draws focus to measurable performance, subsequently encrypting notions of ability within policy itself. In turn this can influence how inclusive the teaching of PE can be, when teachers, coaches or PE professionals are required to align their practice with a curriculum founded on these notions (Stirrup, 2020). Therefore, a paradigmatic shift is needed from a sport focused PE curriculum being delivered by providers with sport specific knowledge and a lack of pedagogical training, to a child centred, education-based curriculum, delivered by teachers, with guidance supporting a holistic approach to assessment, and democratic practices. This shift would consequently support the next generation to foster a lifelong love of physical activity, and actively address the wider national issue of childhood obesity and increased sedentary behaviour (Sullivan, 2021).

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# Getting PE Right for Every Child

by Shauni Cassidy & Joe Cowley

*Through the lens of self-determination, this article looks at conflict in the meaning of PE and how we often overlook the fundamentals of holistic PE.*

The extant literature highlights that instilling regular physical activity throughout life strongly relies on developing physical literacy through participation in high quality physical education (HQPE) (Cowley et al,2021). Despite the understanding of the importance of HQPE, there is an over emphasis on the short-term outcomes of physical education (PE) sessions which have been noted to overemphasise immediate physical activity rather than focus on educational outcomes important to physical literacy (Cowley et al,2021).

This overemphasis on physical activity levels, and what has been termed the medicalisation of PE (Quennerstedt,2018) has seen a move in another direction, focussing explicitly on meaningful movement. However, this too has concerns where the focus of the physical in physical education and the overall holistic health and wellbeing aspects become lost. The rejection of neutral scientific values, overreliance on, and lack of objectivity, as observed in the emerging pseudoscience of postmodern theory (Sokal and Bricmont 1999) disregards the holistic, objective base and ethos of PE.

For example, having a meaningful experience is important. But our ultimate outcomes of success are reliant on the domains on which PE is built upon; namely psychomotor, cognitive and affective. HQPE relies on each one of these in a good lesson. This is achieved through the use of the SAL's where lessons are created with purpose through both explicit and implicit learning intentions. The anecdotal success of the concepts approach seen by many schools in Scotland, and indeed the recent swing to a models based practice (MBP) approach, may be attributed to the objective application of self-determination theory, rather than the subjective research, which promotes obscurantism at the expense of real evidence. Indeed, Giblin et al, (2014) emphasises the need for a quality experience that relies on the development of perceived competence, which leads to actual competence. This perception of competence means that individuals are more likely to physically have a go! Meaningful experience research focussing solely on the psychosocial is not a truly holistic approach, especially when considering the need for a sufficient level of skill learning and psychomotor development. In short, it requires a biopsychosocial approach.

Self-determination theory developed by Deci & Ryan (1985; 2002) suggests that intrinsic motivation can be promoted through autonomy, relatedness and competence. It has been proposed that the use of MBP addresses these needs by increasing perceived competence and therefore actual competence, which has been reported to be a strong predictor of future engagement in PEPAS (Giblin et al 2014). Additionally, MBP involves pupil centred teaching strategies with an element of choice, therefore promoting autonomy for each learner. The promotion of inclusive learning groups and the creation of strong bonds with both the teacher and classmates ensure a feeling of relatedness with each learner feeling accepted by the others, within the context of a positive, supportive, social environment (Gray et al., 2018). The need for diversity within schools and the extent to which young people vary, whether that be in regard to learning (Curry, 1999), intelligence (Armstrong, 1994) or self-regulation (Zimmerman, 1990), supports the need for the use of different teaching styles as factors affecting how pupils learn. The Mosston and Ashworth (2002) spectrum of teaching styles represents a "continuum from teacher centred to pupil centred" and attempts to describe a wide range of teaching options. Teachers should strive for pupil autonomy, but within each learning episode, they need to apply the appropriate strategy according to the individual learners needs, the learning intentions and the boundaries of the content.

The current trend of research (for some) is rich in only critical psychosocial theory and has limited value to practice- in short, what PE teachers need from academia, is an evidence base that truly encompasses the physical motor development capabilities, together with the affective and cognitive aspects. Correct, balanced use of the significant aspects of learning are imperative for ensuring the holistic health and wellbeing so important in our curriculum, this may then ensure that we truly are getting it right for every child.



## Writer Profiles

Shauni Cassidy has several years Postgraduate experience and teaches in Falkirk Council. Her emerging research profile focusses on Self determination theory and its interplay with Mosston' et al's spectrum

Joe Cowley is a Lecturer in ITE, physical education at the University of Stirling and SATPE Journal Assistant editor.

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# PE and Transition:

*A brief take on the status of PE in Scottish schools across the primary-secondary transition.*

by JP Mason  @JPMasonCPPS

**The nation of Scotland currently faces an obesity crisis with 40% of the country predicted to be more than overweight by the year 2030, and perhaps more worryingly, over a quarter of children are deemed to be overweight and or obese (Scottish Government, 2020). PE has been highlighted as part of the solution (Public Health Scotland, 2021).**

The perception of what quality PE looks like was exacerbated during the early stages of the COVID-19 pandemic where children and families were invited to do “PE with Joe”. PE in particular holds vast educational worth, with not only physical activity and sport taking place to enhance physical fitness, technical skills and tactical awareness (Harvey et al., 2017), but also scope for cognitive (Dalziell et al., 2019), social (Miragaya, 2017) and emotional (Leisterer, & Jekauc, 2019) learning to be facilitated. The main issue that “PE with Joe” created for the field of PE was that it reduced the subject to simplistic notions of movement and physical fitness, and publicly reinforced traditionally held views that PE is non-cognitive, non-academic, and seen as low-priority and disparate part of the curriculum (Carse & Gray, 2020), particularly in primary schools (Jess et al., 2016).

More investment in primary PE is certainly needed, whether that be through the employment of primary PE teachers or specialists, community partnerships, or secondary PE teachers making regular visits to the catchment primary schools - the latter of which has been highlighted as a potential solution (or at least part of the solution) to enhance provision of PE in primary schools. Hodgkin (2019) reported that pupils in their studies described a discontinuous experience in PE from primary to secondary schools which may result in anxiety when entering the secondary PE environment. The need for secondary PE teachers was indicated here to not only improve the provision of PE in primary schools by making regular visits

but to also form a relationship with a new member of staff, making the transition that bit more comfortable. There are clusters within Scotland that are currently initiating this sort of intervention where part of the secondary PE teachers’ remit is to teach in the local primary schools.

Thinking about the primary to secondary school transition, this is a really significant time for children and young people (Jindal-Snape & Cantali, 2019). Boys tend to have more concerns around elements which are perceived to be masculine qualities such as muscles in the arms, chest and abdomen (Ricciardelli et al., 2006) whereas girls’ body dissatisfaction is more associated with a desire to be thinner (Tiggeman, 2004), and consequently self-report more body dissatisfaction than boys (Kerner et al., 2018). There is a plethora of research which underlines the drop in PE engagement among adolescent girls (Niven et al., 2014; Mitchell et al., 2015). Lamb et al., (2018) initiated a co-constructed programme targeted at girls. Units of work focussed around a central theme such as teamwork and cooperation, and learning how to increase PA levels out with school, as opposed to the traditional set up of PE content which is organised by content (e.g. football, badminton, basketball etc.) Overall, the programme was received well by the pupils who reported the educational value – skills, knowledge and a confidence to now take it upon themselves to engage with physical activity outside of school (Luguetti & Oliver, 2019; Shilcutt & Oliver, 2021).

The primary-secondary transition is a critical point to either maintain or increase participation and engagement in PE, and again, in some cases, it is having the opposite effect. With more investment in primary PE where schools and teachers feel confident in providing quality learning experiences (Morgan & Bourke, 2008), with more continuity between cluster primary and secondary schools, and with inclusive activist pedagogies which enthuse all learners to engage in the subject, PE can have more of an impact on Scotland’s obesity crisis, and cultivate an attitude for lifelong learning and physical activity.

## Writer Profile



JP Mason Graduated from the University of Edinburgh with an MSc in Transformative Learning & Teaching in July 2022. He is about to undertake his NQT year as a BGE Generalist teacher for session 2022/23.



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# Outdoor Learning and Engagement in S3 Core PE

by Claire Watson  @claireMAPE

## The impact of basic BMT practices on the focus and attention of ASN pupils in subsequent Maths and English lessons: to identify whether Outdoor Learning in the form of Orienteering could be used to increase engagement in S3 Core PE.

Beames et al. (2009) describe outdoor learning as education 'in', 'about' and 'through' the outdoors and go further by saying that effective outdoor learning needs to shift from 'fragmented' experiences to journeys that take place with teachers within the school environment. The cost of outdoor learning experiences off campus can be very expensive. By using an orienteering course on campus, this research aims to combat that issue while allowing pupils to have fun working alongside their teacher and peers to develop cross-curricular skills.

Mitchell et al. (2015) identifies that adolescence is a period where there is an increased risk of behaviours regarding physical inactivity becoming ingrained into young people's lives. This research aims to find an alternative way of learning to combat this.

### Method

An orienteering course was created on campus using laminated letters. Prior to pupils completing the course they were provided with an anonymous questionnaire to gauge their prior knowledge of orienteering and outdoor learning and enjoyment within PE. The questionnaire had seven questions varying from multiple choice questions using a 5-point Likert scale (Beglar and Nemoto, 2014) to extended answer questions.

Pupils selected a map of appropriate difficulty to follow. These varied from four to ten letters. This allowed the task to be differentiated to each of the pupils. Pupils were required to unscramble the letters they had found to form a word relating to PE. Pupils carried this out for four weeks during their PE lessons and then carried out another questionnaire with four questions to identify if there had been a development in their knowledge and understanding of orienteering and outdoor learning.

### Results

Results from questionnaire one showed that only 60% of pupils had heard of outdoor learning prior to the investigation but none could define it in detail and only 50% had participated in orienteering prior to the block.

The results from questionnaire two showed that pupils enjoyed "having to figure out where the points were", "learning about maps" and "getting to choose a partner". It was established that 80% of pupils scored greater than three out of five for enjoyment of the orienteering task and that 100% of pupils were able to provide a definition of orienteering following the block. These results show the development of pupils' knowledge and understanding of outdoor learning and orienteering.

Despite the positivity of these results, it was highlighted that not all pupils completed every session and therefore, not all feedback could be recorded. This therefore impacts the reliability of the findings. The block was also only four weeks long and was carried out during the winter term. Four pupils identified that the weather impacted their enjoyment. Therefore, these findings would need to be taken into consideration going forward with this research.

### Conclusion

From personal observation, despite the block being short, pupils seemed to fully embrace the activity and were enthusiastic to take part. Pupils learned how to orientate and follow maps of varying difficulty and the task was differentiated to meet the needs of all pupils. The experience was on campus and did not cost anything to set up and going forward the maps can be altered to suit other school tasks in the future. As well as getting pupils active, the task required pupils to develop their numeracy and literacy skills. In conclusion, with further research, I believe that orienteering could be used within the PE curriculum to develop outdoor learning within secondary education.

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## Writer Profile



Claire Watson is a graduate of the MA Physical Education Course at Edinburgh University





# Teaching – Then and Now

by Karen Erskine

In days gone by, when I first started teaching, pupils wore a specific PE kit and there no discussions or arguments about it. And horror of horrors, they had to take a shower at the end of the double period (80 minutes). Albeit, there were a few dodges to avoiding this such as standing in the dressing area, turning the shower on and wetting hair and body slightly and sticking their feet under the shower. Very few pupils sat out and they had genuine excuses with parental letters being handed in. In the present, pupils come up with various excuses, some genuine and some absolutely laughable, no notes, refusing to take kit from the school as in their eyes “it’s minging” despite the fact it is washed after use. In fact I had one pupil complain that she was allergic to the soap powder that we use to wash the kit.

As a probationer teacher, I was expected to teach a full timetable, including registration. I wonder how many remember the big brown registers that had to be tallied up every Friday and sent to the office. No-one ever showed me how to fill it in, it was just sheer luck and good arithmetic skills that got me by. Today’s probationers teach 70% of a full timetable and in my area have to attend professional development sessions during the school day on a weekly basis, sometimes upsetting the continuity of their planning and teaching.

We had double periods where you spent time improving skills for the first period then putting it to the game the second period. One time I didn’t hear the bell halfway through the period and I taught volleyball skills and their progression for the full double period and not one pupil complained. In the current climate, we are lucky to have 2 periods of quality PE in secondary schools which in reality equate to 35 – 40 minutes in a 50 minute period. Half of what they got previously.

I don’t think there can be many PE teachers out there that have taught in Portacabins delivering Dance and Fitness or taught in a public park. This involve getting the class to cross a main road into the park, each carrying their hockey stick and me with the balls, bibs and other bits and pieces needed. If the grass was too long, the hockey ball didn’t travel or the tackle was unsuccessful. You also had to mark out the playing area. School sports also took place down the park when the whole school came to watch the competitors.

Nowadays, Health and Safety would have forty fits. Athletics in many schools is curtailed by lack of facilities for throwing events and many schools do not have long jump pits. In fact, the facilities dictate what PE departments actually deliver. Discipline was very good when I started teaching and over the years I have seen this become progressively worse which is a reflection on society and the times we live in. Curriculum for Excellence has been very successful in making pupils effective contributors but quite often in the wrong way. It has certainly made them much more confident but not always in the way it was envisioned. Exclusions and suspensions were very rare and were backed by senior management but unfortunately nowadays exclusions are still rare as the councils want to keep the numbers down to give a better impression.

I have seen many changes over the last 40 years, not always successful but what I have found is that teachers are very adaptable, coping with everything that is thrown at them and also very resourceful, coming up with different ideas to help with the teaching and learning of the pupils which is at the heart of education and as so often said – every day is a learning day which is true for teachers and pupils alike.

## Writer Profile



Karen Erskine is a recently retired PE teacher and played a huge part in SATPE, especially in organising the SATPE Annual Conference. We thank Karen for all her work and great sense of humour, and wish her a well deserved, happy retirement.

# An Exploration of the High-Stakes Higher:

*A Student PE Teacher's Perspective*

by Ailsa Gault

**As a student teacher of Physical Education (PE), the notion of being responsible for the teaching and attainment of Higher PE students is both daunting and stressful as a variety of factors contribute to uncertainties surrounding the reality of teaching the qualification.**

Throughout academic literature, the high-stakes nature of the Higher PE qualification is explored and identified as a factor which inflicts pressure for attainment on PE teachers (Newton, 2011; Simmons & MacLean, 2016). Drawing on academic literature, this article aims to discuss the concerns associated with the high-stakes nature of the Higher PE qualification through the perspective of a student PE teacher.

Adopting a socio-cultural perspective, Newton (2011) argues that external factors, such as league tables, inflict a top-down pressure for attainment within the educational context. Consistent with the Programme of International Student Assessments (PISA), although with benevolence the reality of such polity is different- it is damaging for the teaching and learning processes which occur within Higher PE (MacLean et al., 2013; Newton, 2011; OECD, 2022). Teachers are faced with a dilemma: favouring attainment in order to improve the position of candidates within a meritocracy or adhering with teacher integrity to secure genuine knowledge and understanding (Newton 2011; Toom, 2017). Upon reflection of placement experiences, attainment within NQPE was prioritised. Direct teaching approaches were favoured and it was emphasised that it had to be that way in order to ensure attainment of the qualifications and broaden the horizons' of the candidates. Academic literature suggests that this minimises opportunities for the development of higher-order thinking (HOT) skills which are essential for transferring knowledge beyond the premises of the qualification further into adult life (Miri et al., 2007).

Phelps (2016, pg. 2) explains that teachers fall into the trap of 'teaching to the test', whereby processes to securing genuine knowledge and understanding are abandoned in order to ensure candidates achieve the qualification. Conversely, many academics appraise a constructivist perspective to teaching: pre-existing knowledge is valued and teachers adopt minimal guidance approaches to teaching in order to facilitate the development of HOT skills (Miri et al., 2007; Watts & Bentley, 1991).

In little over one years' time, I will be entering the teaching profession as a probationer. As indicated throughout academic literature, the current design of the Higher PE qualification fails to assist teachers in securing candidates' genuine knowledge and understanding as it is highly sensitive to the top-down pressures for attainment (Newton, 2011; Phelps, 2016). It makes me uncomfortable to acknowledge that I risk providing candidates with an empty qualification; arguably the Higher qualification holds negligible value if candidates do not possess the expected 'knowledge, skill and expertise' (Corpes, 2013, pg. 1). This is concerning for me as I do not wish to be a teacher who fails to meet desired attainment, however 'teaching to the test' and consciously omitting a constructivist perspective greatly clashes with my teacher vision and integrity (Newton, 2011; Phelps, 2016, pg. 2; Simmons & MacLean, 2016).

In line with my teacher vision I would like to advocate engagement with life-long physical activity: securing genuine knowledge and understanding is integral to this and I strive to contribute towards the development of an educational context whereby both attainment and deep constructivism is feasible (Jess et al., 2020).

## Writer Profile



Ailsa Gault is a student teacher of Physical Education.



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# Can the TGfU model improve student behaviour in an SEN school?

*The impact of the teaching games for understanding model on student behaviour in a special setting with students who have an educational and health care plan.*

by Damien Dimmick  @DamienDimmick

## Introduction

Emmer and Evertson (2013) believed the most effective way to prevent poor behaviour in students was to set out clear expectations, rules, and instructions and to engage students in active learning. The focus of this research is to determine whether the behaviour of 14 SEN Key Stage 4 students could be improved using the Teaching Games for Understanding model (TGfU). All 14 of the students in this research had an Education and Health Care Plan (EHCP) for a range of Social, Emotional or Mental Health issues (SEMH).

The teacher-researcher chose to use the TGfU model to determine whether this active games-based approach to learning would improve the behaviour of the students with SEMH. The TGfU model is focussed on engaging students in a games-based approach to learning where a teacher can introduce a new topic and, in this example, the activity chosen was Touch Rugby. (Bunker & Thorpe, 1982).

The TGfU model a six-stage concept which starts with a game forming stage where the teacher teaches the students through a modified game where the rules of the game are designed to improve the physical, social, and mental development of the learners (Hopper & Kruisselbrink, 2001 & Wilkins 2014). The second stage of the model is called game appreciation, and this is the stage that enables the learners to develop an appreciation of the rules that shape the game and will create a sense of fairness and respect between students (Oliver & Neives, 2017).

Thirdly, is the tactical awareness stage which is taught whilst playing the modified game. The teacher guides the learners to realise a tactical awareness of how to play the modified game to gain an advantage over his or her opponent. The fourth stage is the decision-making stage where the learners, with some tactical awareness, start to make decisions about “what to do?” and “how to do it?” and therefore making the

game more enjoyable (Alison & Thorpe, 1997). The next part of the model is the skill execution stage where the student learns to execute the required skill from the context of the game and within students’ ability limitations.

Finally, the performance stage is where what is learned is “measured against criteria that are independent of the learner” and in this example it was an end of topic assessment method core task for Touch Rugby (Hopper & Kruisselbrink, 2001). The overall description of this model could be summarised by the work of Goodyear et al (2016) who refer to these combined approaches as the ‘practice architecture’ central to the TGfU model which is an overarching idea that captures the focus of the model.

## Research Design

To manage behaviour, the teacher-researcher wanted to introduce the TGfU model at the beginning of the Autumn Term for a period of one half-term culminating in a total of eight lessons of Touch Rugby. By doing this it was the aim of the study to directly influence the behaviours of the students during the lessons to ensure that they were engaged, calm and more able to follow teacher instructions. Willingham (2009) suggested the learning environment had to be ‘absolutely perfect’ for students to behave correctly and remain on task and active during lessons.

The teacher took responsibility to organising two teams, team captains and match officials and these roles were shared during the lessons. The lessons were 45 minutes in length and the students did not get changed at the beginning of the lessons to save on activity time. Emmer and Evertson (2013) also suggest that the learning environment is important to allow the students to actively think for themselves and take responsibility for their own actions.

To investigate the effectiveness of the study the teacher-researcher used an action learning approach. Action





learning can be defined as bringing about a well-founded development of a person's education (Moon, 2013). Action learning uses a cycle to highlight where an event or change to a lesson can trigger a process of reflection that links back to the original activity (Jaworski, 1993). After every lesson of Touch Rugby, the 14 students were given a reflective questionnaire which they completed based on their behaviour within the lesson. The questionnaire was designed using a five-point Likert Scale approach with a range of questions about how calm they had been, how active and focussed they had been along with how kind they had been to their peers.

### Findings & Conclusion

The first theme which came through after the questionnaires were analysed was that the TGfU model had improved engagement levels, with 92% of the students agreeing that they had actively taken part in the Touch Rugby lessons more than they would have previously done so. Also, a further 75% of the students felt that they were calmer and more focussed on their learning, and this would agree with the research by Forrest et al (2006) who suggested that this development was linked to the confidence of their teacher, but if there was a less experienced teacher leading the lessons, then the results might not have been as significant.

In conclusion it was clear that the behaviour of the SEMH students had improved, and the excitement of learning Touch Rugby was more successful being taught in an autonomous games-based approach.

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### Writer Profile



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# Physical Literacy Informed Physical Education

by Liz Durden-Myers  @lizdurdenmyers

## Introduction

In order for physical literacy to be operationalised within teaching practice it needs to be unpacked for use within physical education. It is difficult to describe in totality what physical literacy informed physical education practice looks like, as it will be different according to each context and situation. Little empirical research has been conducted on capturing what physical literacy informed practice is, but some research indicates conceptually what it may look like.

## Key Principles

Durden-Myers, Green and Whitehead (2018) identify seven key principles for physical literacy informed practice. Each principle is identified briefly below:

- **Key Principle 1: The Individual.** The individual should be at the heart of physical literacy and therefore at the heart of PE pedagogy (Whitehead, 2010).
- **Key Principle 2: Promoting Motivation.** PE teachers should seek to create learning environments that are autonomy-supportive, and mastery focused. Practitioners should be enthusiastic and encourage all participants to engage in their work and make progress in physical activities.
- **Key Principle 3: Confidence.** It is essential that participants' confidence in their ability to make progress in an activity is enhanced, through physical education. Achievement, progress and effort should be celebrated in order to build self-esteem.
- **Key Principle 4: Physical Competence.** The development of physical competence facilitated through meaningful interaction with a range of physical activity environments is essential to encourage effective participation. Learners need time to practice and refine what they are learning, thus providing the opportunity for real progress, for movement patterns to be established and for perceptions of competence to be acquired.
- **Key Principle 5: Developing Knowledge and Understanding.** Promoting knowledge and understanding is integral to engaging individuals in physical activities.

- **Key Principle 6: Devolving Responsibility.** By integrating and internalising key skills related to 'taking responsibility', students develop structure and clarity for their lives, values and inner-discipline. The ability for students to take responsibility for their participation is essential to establish life-long participation in physical activity.
- **Key Principle 7: Using Feedback/Charting Progress as a Motivational Tool.** Providing positive feedback based on competence (mastery) was shown to encourage optimal intrinsic motivation from students in relation to their continued engagement in physical activity (Mouratidis et al., 2008). Judgements made should therefore be autonomous, criterion referenced and ipsative (related to previous judgements) in nature. When possible, students should be involved in co-construction of assessment tasks and criteria, along with self-assessment and presenting evidence of their own learning.

Durden-Myers et al., (2018) highlight that while these principles are relevant across the life span specific modifications may be needed at particular stages or within specific contexts. For example, approaches for infants, pre-school and early years children are best focused on learning through frequent active play both indoors and outdoors.

## Key Questions

Haydn-Davies (2010, pp.168-169) also suggests that practitioners consider the following questions in relation to content selected/planning, organisation and learning and teaching interaction:

### Content selected / planning

- Has the session been planned with the participant(s) at the heart of the experience?
- Will the content meet the expectations of the participants?
- Are the tasks selected appropriate to the participants' abilities and motivation?
- Will there be regular changes to achieve and succeed?

### Organisation

- Does the structure of the session meet the physical,

- social and emotional needs of the participant(s)?
- Are timings planned to suit the participants or have they been imposed from external factors?
- Are there a variety of resources, including media, available to support and challenge participants?
- Have the expectations of behaviour been agreed?
- Are rules and routines negotiated, agreed and well-articulated?
- Are organisational cues understood?
- Is the learning environment safe, stimulating and challenging?

#### Learning / teaching interaction

- Does the climate promote mutual respect between practitioner and participant(s) and between participants?
- Is feedback given constructively, frequently and positively?
- Is assessment for learning used to promote progress?
- Will the participants understand if they are improving?
- Are both verbal and non-verbal communication used effectively and regularly?
- Is account taken of participants' responses such that tasks are modified appropriately?
- Are questions used to support learning and progress?
- Are participants encouraged to ask questions?

#### Not just 'good' PE

Arguably, these recommendations might be considered as just 'good' physical education. The difference is however that the underlying goal, purpose and philosophy for physical education, when informed by physical literacy, is to promote lifelong engagement in physical activity. Haydn-Davies (2010) goes further, suggesting that any practitioner aiming to develop physical literacy will aspire to:

- Understand the key principles and philosophies of physical literacy and adopt these as central to their values and beliefs;
- Develop participants' motivation, confidence, physical competence, knowledge and understanding;

- Be patient, caring and empathic as well as challenging and demanding, and set high standards at all times;
- Understand the implications of their practice on all the attributes of physical literacy;
- Reflect critically and constructively on all aspect of their teaching.

As highlighted above, an understanding the key principles and philosophies of physical literacy are key to promoting physical literacy in practice. An understanding of the philosophy can also promote the facilitation of meaningful physical activity experiences.

#### Summary

This article has aimed to prompt discussion and thought in relation to how physical literacy can inform physical education and importantly identify some key questions that we should be asking in relation to evaluating our physical education offer.

Note: This is an adapted excerpt from Durden-Myers (2020).

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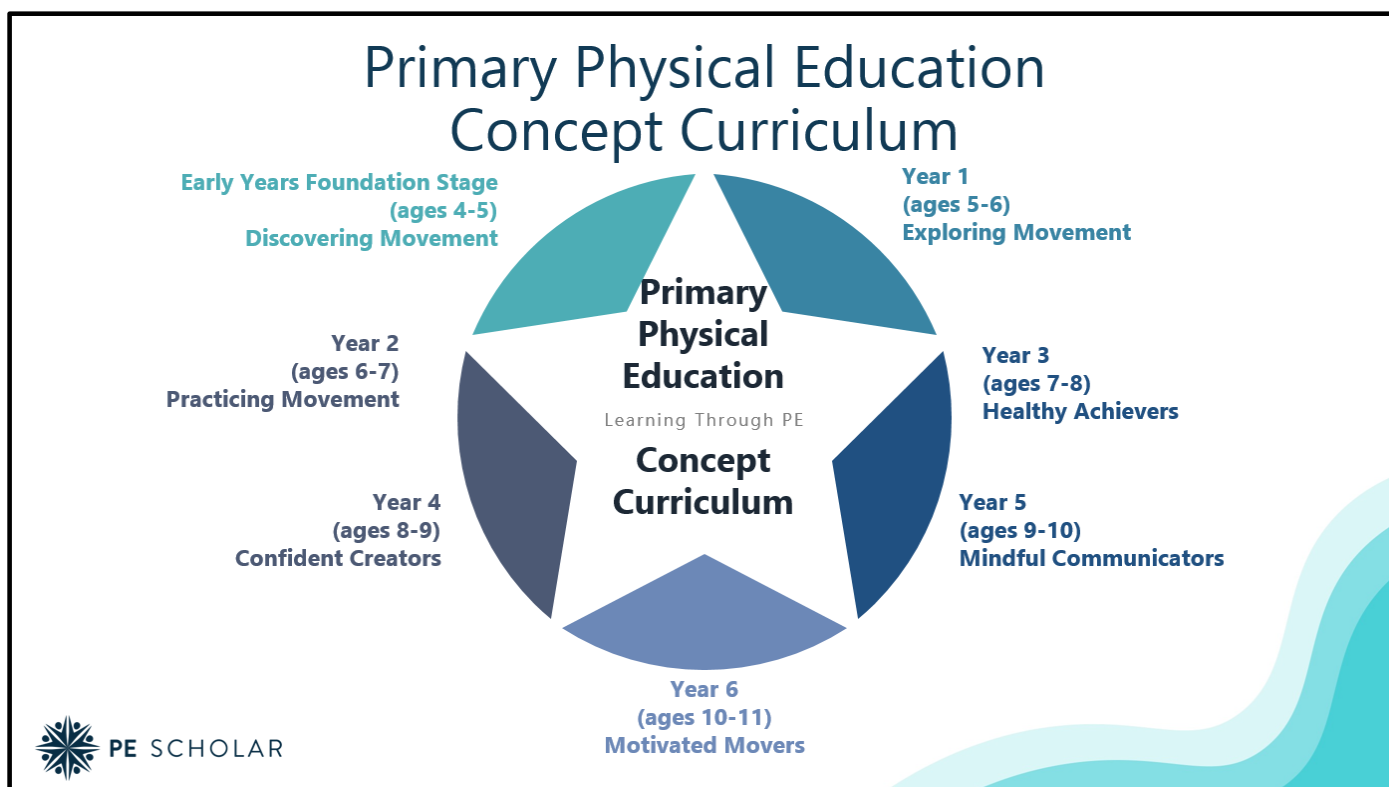
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# Primary Physical Education: The Concept Curriculum

by Lee Sullivan, PE Scholar  @Lee\_Sullivan85

*“The development of fundamental movement skills can provide the foundation from which children move with increasing complexity, variety and versatility in a range of activity areas. Whilst developing these skills children are also able to build on social, affective and cognitive learning opportunities.” (Griggs & Randall, 2022)*



## Introduction

Physical education (PE) has a unique and significant role to play in nurturing physical literacy (Durdin-Myers, Green and Whitehead, 2018). PE should provide every student with the opportunity to build a strong relationship with physical activity. It should be a positive and meaningful learning environment within which every young person feels included and valued. Yet, for so many, PE is doing the opposite. It is a humiliating, alienating and a demotivating experience that is turning many away from the life-long benefits of physical activity and the joy of movement (Casey, Hill and Goodyear, 2014). We must evolve from the traditional sport-specific, technique-driven, performance obsessed PE delivery for the

sake of our subject and for our young people's future (Kirk, 2010).

## ABC (and D) of Primary PE

When reflecting upon the purpose of PE especially in relation to the aims of the National Curriculum we must consider the ABC's of being:

*Active for sustained periods of time,  
Building positive relationships with PEPASS  
Competence in a range of activities and environments*

and, we also have an opportunity to add a D by:



*Developing character, knowledge and understanding through physical activity*

The D should not replace anything from our ABC's, but can be used to enhance our offer and build stronger connections to our subject and physical activity.

**Conceptual Learning in PE**

PE has an opportunity like never before to re-examine how we get every child off to the best possible start and lay the foundations for a physically active life.

A concept is a powerful idea that can co-exist alongside a performance focused objective and therefore enable all to succeed in their own way. Students can develop intra and inter-personal skills, gain a better understanding of their body and minds as well as explore the world around them, all through conceptual learning and engaging in physical activity. Therefore, the sport and physical activity become the vehicle for learning. Delivered alongside engaging and meaningful physical activities, a concept curriculum can better enable an inclusive environment to ensure that PE also stands for Positive Experiences.

By introducing a conceptual learning objective, we are offering an inclusive hook to students that might previously have felt alienated by a less relevant or achievable lesson focused solely on acquiring or replicating a sporting skill or technique. PE is not just sport and sport is not just skills, techniques, rules and competition. It is important to note that conceptual learning does not replace the physical or competency development of a PE lesson. It is time we looked to harness the full power of sport and physical activity to deliver a more meaningful and positive learning experience.

**The Primary Concept Curriculum**

The Primary Concept Curriculum was written to get children off to the best possible start in our subject. In P1-3 children discover, explore and practice fundamental movement through immersive stories and engaging activities. All whilst learning important concepts that will help them on their journey in PE and beyond. From P4-P7 the aim is to create healthy achievers, confident creators, mindful communicators and motivated movers. With a clear lesson framework, explicit instruction, inclusive lesson objectives (know, show, grow) and thorough teacher resources, the Primary Concept Curriculum looks to build teacher confidence and enhance the student experience.

Ages 4-7 Curriculum Map			
Year	Focus	Scheme of Work Concepts/Physical Domain	Physical Literacy
EY FS	Discovering Movement	Galactic Explorers (On-going Story)	Exploring Potential
		Preparation for PE	
Yr 1	Exploring Movement	Super Hero School (On-going Story)	Exploring Potential
		Friendship	
Yr 2	Practicing Movement	We're going to the Zoo I (Individual)	Exploring Potential
		Movement Patterns	
		Locomotor Movements, Object Control, Balance & Stability	
		A Pirates Life for Me (On-going Story)	Exploring Potential
		Personal, Social & Emotional Development	
		The Enchanted Forest (On-going Story)	Exploring Potential
		Self-Esteem	
		We're going to the Zoo II (Individual)	Exploring Potential
		Movement Patterns	
		Expressive Movements, Fundamental Movements & Application of Movements in Practice	
		The Good Knight (On-going Story)	Exploring Potential
		Sporting Values	
		Dino Island (On-going Story)	Exploring Potential
		Exploring Fitness	
		We're going to the Zoo III (Individual)	Exploring Potential
		Movement Patterns	
		Expressive Movements, Fundamental Movements & Application of Movements in Practice	

## Introducing Know, Grow, Show

In the Primary Concept Curriculum, we are introducing three lesson objectives created by Becky Bridges (@becky\_bridges): Know, Show and Grow.

Firstly, the 'know' learning objective is designed to focus on the cognitive domain and declarative knowledge. This objective aims to develop young people's understanding of what safe and successful movement looks like, the rules, conventions, regulations, strategies and tactics for participation in different activities and what health and fitness mean in context.

The 'show' learning objective focusses on the physical domain and procedural knowledge. Within this objective young people will develop fundamental movement and activity specific skills, such as knowing how to perform safe and effective movement, how to perform the rules,

conventions, strategies and tactics in a sport and know how to participate in an activity.

The final learning objective, 'grow', focusses on the affective domain and conditional knowledge with a link to an overarching concept to develop young people holistically. With the inclusion of this learning objective, the lesson is not purely focused on the performance of skills within an activity, but knowing why they are performed, when they are performed and what holistic characteristics can be applied and developed through the activity and beyond the PE classroom.

Having this blend of know, show and grow learning objectives lends itself naturally to increased inclusivity and engagement.



This lesson objective will focus on the cognitive domain. What will students know by the end of the lesson? This aligns to Ofsted pillar of '**Rules, tactics and compositional ideas**'.



This lesson objective will focus on the physical domain. What movement or skills will students practice and develop?' This aligns to Ofsted pillar of '**Motor competence**'.



This lesson objective will focus on the affective domain. What will students develop, demonstrate and learn to transfer in terms of skills, attitudes and values? This aligns to Ofsted pillar of '**healthy participation**'.

## Summary

This article has aimed to highlight an innovative approach to primary PE delivery. One which shifts the focus from a purely sport-specific and performance focused form of delivery to one that offers inclusive hooks and explicitly looks to develop character through physical activity. Primary PE is a vital part of the physical literacy journey and one that can build the foundation for a lifelong relationship with physical activity.

**For any questions related to the Primary Concept Curriculum email Lee Sullivan at [Lee@PEScholar.com](mailto:Lee@PEScholar.com) or via Direct Message on Twitter**

PE Scholar is a website and professional community that aims to promote high quality, meaningful and positive PE experiences. We offer a range of resources, courses, research, insights, and contact with experts all aimed at supporting PE teachers become the best possible educators. Please visit [www.pescholar.com](http://www.pescholar.com) to find out more...

To find out further information around the Primary Concept Curriculum and to access the full resource with over 81 lessons from P1 to P3 and 144 from P4 to P7 visit the PE Scholar website.

## References

*Casey, Hill and Goodyear (2014) "PE Doesn't Stand for Physical Education. It Stands for Public Embarrassment": Voicing Experiences and Proffering Solutions to Girls' Disengagement in Physical Education. ResearchGate*

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# NFL Flag as a vehicle for character development and reengagement in sport and physical activity.

by Chris Long - Participation Lead, NFL







## Synopsis

NFL Flag is a non-contact version of American Football played across the world, and is in contention for Olympic inclusion in 2028. This article outlines some of the successes of NFL Flag’s use as a tool for social improvement and engaging less engaged pupils in sport, as well as how schools can access the programme.

## Article

The NFL Flag schools programme provides a non-contact, developmental version of American football promoting the core values of Respect, Integrity, Resilience and Responsibility to Team through structured training and game play. Rules and structures are adapted to maximise character development, learning and opportunity for all. We use the fun, colour, noise and excitement of the NFL to engage new audiences in sport, teach core physical skills and support personal and social development.

The NFL Flag schools programme removes cost barriers to participation through free training, equipment and competition provision and has reengaged boys and girls across the country in physical activity and sport. But it is just one element of various programmes the NFL has put in place to change lives in schools and in communities.

The programmes are having a clear impact. A six-week NFL Flag intervention in inner city 14–16-year-olds was accompanied by detailed research into the impact on participants. Motivation to participate in physical activity increased 85% among NFL Flag participants; increased physical wellbeing was reported among 87% of participants and increased mental wellbeing in 81%. An increase in self-esteem was reported in 83% of participants.

The NFL is committed to removing barriers to physical activity and sport, and as such offers programme to schools across the UK free of charge. We are currently delivering in 26 regions, with more than 320 schools and 50,000-plus participants.

We provide, at no cost, an exciting development and competition pathway, aimed at bringing a new sport to curriculum, and school games offers in order to re-engage

those who have fallen away from traditional sports; allowing them to flourish in both co-ed and female-only participation pathways.

On completing a free NFL Flag training day and returning a School Agreement Form, schools are provided with a curriculum resource, an equipment pack and access to direct support. On completion of evaluation surveys, schools become an NFL Flag UK school, eligible for tournament pathway and a range of opportunities including London Games activities, additional resources, events and competitions.

NFL Flag schools are able to enter our free regional tournaments. Pupils and staff will experience the full glamour and razzamatazz of the NFL with music, prizes, and game play, with teams allocated an NFL team to represent. The winners of our regional tournament progress on to our National Finals, with the UK champions going on to represent the UK at the International NFL Flag Championship at Pro Bowl in the USA.

Our aim is to maximise participation by motivating different groups of young people through different programmes, removing barriers to participation and inspiring physical, social, and personal development through a new and exciting opportunity.

The NFL Foundation UK aims to tackle inequality and lack of opportunity faced by 11-20 year olds by working with local community groups and charities to provide equipment, knowledge and expertise to support them in their work to create a level playing field for more young people. The NFL Academy provides elite athletes aged 16-19 an opportunity to further mix full-time education with professional level coaching in American football to realise their potential academically and in sport. Several Academy students have already taken up American football scholarship offers at top-level US colleges.

You can find out more about NFL Flag in schools and register your interest at [www.nfl.com/uk/nfl-flag](http://www.nfl.com/uk/nfl-flag)

## Resources

We are proud to have created a variety of resources over the past few years, gaining advice and support from Education Scotland with them. We have a variety on our website & Education Scotland 'National Improvement Hub' such as:

- Game Sense "Learning Through Games" (Professional Video Resource)
- Primary BMT Classroom Resource (Designed by Dr Andy Dalziel & Fiona Bruce)
- Game Sense "Learning Through Games Cards (Designed by Cameron Stewart)
- PE Home & Family Learning Cards (Designed by Chris Crookston & Dr Andy Dalziel)
- Literacy & PE Benchmark Links Guidance (Designed by Chris Crookston)

Our newest resource "Learning Through Games" was filmed by IRIS Ayr. This resource has 4 categories: Net/ Wall Games, Invasion games, Target Games, Striking/ Fielding Games. These short videos show a variety of progressions and activities from Early-2nd Level through short videos. Pupils from Sacred Herat Primary School in Girvan were used to demonstrate and showcase this resource that Chris Crookston & Cameron Stewart developed.

## NEW Online CLPL Calendar

We are excited to launch our NEW Online CLPL Calendar. There are 5 workshops throughout the year online. These workshops will be FREE for sign up and have a variety of different types of professionals sharing on different topics:

DATE	DAY & TIME	PRESENTER & TOPIC
AUG 29TH 2022	MONDAY 4-5PM UK TIME	CHRIS CROOKSTON – "LEARNING THROUGH GAMES" (SATPE VIDEO RESOURCE)
OCT 31ST 2022	MONDAY 4-5PM UK TIME	WILL SWAITHES – AWESOME PE IN 5 WAYS
DEC 12TH 2022	MONDAY 4-5PM UK TIME	LEE SULLIVAN – PRIMARY PE CONCEPT CURRICULUM
FEB 6TH 2023	MONDAY 4-5PM UK TIME	RYAN ELLIS (PE UMBRELLA) - INGREDIENTS FOR DELIVERING OUTSTANDING PRIMARY PE LESSONS
MAR 27TH 2023	MONDAY 4-5PM UK TIME	DR ANDY DALZIEL – BETTER MOVERS & THINKERS
MAY 29TH 2023	MONDAY 4-5PM UK TIME	PETER HASTIE (AUBURN UNIVERSITY) – SPORT EDUCATION IN PRIMARY PE

### University Partnerships

Striving forward to make strong links and partnerships in order to contribute to the next generation of teachers we delivered another very successful twilight at Strathclyde University. Chris Crookston, Cameron Stewart & Jonny Penman all providing input to students showcasing a variety of pedagogies and approaches in PE, including – BMT, Game Sense and Problem Solving in PE. This will continue to be an annual event with delivery to Undergraduate and Postgraduate to students to share practice.

### Join Our Working Group

If you would like to be part of our support group, please email Dominic Tollan at [primary@satpe.co.uk](mailto:primary@satpe.co.uk) and we collaborate to support Primary PE in Scotland.



# Play Pedagogy – embedding the essence of Physical Literacy

by Dominic Tollan  @domtollan

## Resources

Play pedagogy is a teaching approach that is being adopted across primary schools in Scotland, in particular in the early years.

Colleagues in the primary sector who have been successful and nationally recognised in implementing a play approach in P1 and P2, spoke of how literacy and writing is delivered in primary school, citing that in the early stages, the main concern should not be with misspelling and grammar, moving away from the 'traditional' focus and instead recognising and encouraging the ideas, creativity and motivation to write and experiencing the joy of learning and self discovery. The punctuation and fullstops can be added later.

Shearer, Cara & Goss et al (2018) surmise that:

*"...at the core of physical literacy, individuals will have: (a) a unique interpretation of the physical world; (b) embodiment within this world based on their own experiences and perceptions; and (c) their physical and mental being viewed as an indivisible, mutually enriching whole."*

The concept of play, put in the context of physical literacy is something that we as physical educators can easily translate and apply to our own teaching. The focus in primary school should be the development of fundamental movement skills, encouraging play and enjoyment and retaining the interest of our pupils throughout by allowing these to develop in fun and engaging contexts. But also allowing our pupils space to breathe.

By allowing them to explore and develop interest and individuality in Early and First Level (P1-P5) we lay the foundations for pupils to start applying these in more structured contexts as they move through the school and towards secondary. Game understanding (through for example TGFU), the opportunities to develop coping strategies to deal with the emotional and social demands of this (eg use of the sport education model) help pupils to develop these skills in dynamic contexts before we start to 'punctuate' these skills with the application of sports specific contexts, skills, rules and boundaries (Second towards Third Level).

There is a danger that by overemphasising the 'boundaries' too early, we stifle and suppress ideas, excitement, expression and creativity by focusing on the 'punctuation' and kids will take fewer risks, ask less questions and may struggle to find their place in PE and long term participation in physical activity. This is why a broad, meaningful quality physical education experience in primary school is key, with education and the learner being at the heart of it. Overemphasis of sport and physical activity in primary school can be limiting and off putting for many pupils and ultimately will be counterproductive. And is exactly why we need teachers, not coaches or instructors to be delivering quality physical education in the school curriculum.

Evidently, allowing pupils to learn through play appears simple, but is more complex than many think. We as teachers need to be robust in our planning and our aims, with a sound knowledge of what pupils are doing and why. We need our pupils to be active learners, while ourselves as educators being active observers; know what we are looking for, know when to stand back and when to step in to guide and facilitate the learning process. And most of all, make it fun.

The essence of Physical Literacy is to focus on building the confidence and competence to enjoy and discover movement, and set the foundation for future participation in physical activity and sport beyond the life of the school. A long term vision of providing pupils with the motivation, understanding, physical skills and movement as well as opportunities to discover what they enjoy and what they are good at ultimately will better serve the long term health and wellbeing of our pupils. Let our pupils play.

## References

Shearer, Cara & Goss, Hannah & Edwards, Lowri & Keegan, Richard & Knowles, Zoe & Boddy, Lynne & Durden-Myers, Elizabeth & Foweather, Lawrence. (2018). *How Is Physical Literacy Defined? A Contemporary Update. Journal of Teaching in Physical Education. 37. 1-9. 10.1123/jtpe.2018-0136.*



# “I was wrong”

by Jane Chisolm

Being a successful teacher involves critical self-reflection and being strong enough to question what you are doing and when necessary say, “I was wrong”.

So here I am, I was wrong.

It started with *Boys Don't Try? Rethinking Masculinity in Schools* by Matt Pinket and Mark Roberts. The book challenged me to think about the attainment gap and where it stems from and how we can actually exacerbate it through how and what we teach. Unintentional bias compounded by educational myths such as learning styles, “boy-friendly” approaches and peer pressure can cause us to disadvantage boys, widening the vocabulary gap, the knowledge gap and as a consequence the attainment gap.

Having got me thinking about “closing the gap”, I moved onto *Making Kids Cleverer: A Manifesto for Closing the Advantage Gap* by David Didau. A book heavily founded on research evidence, it can often be dismissed as a book about the nature vs. nurture origin of intelligence but the main point I took away from it was “...environment does matter, and it matters most for children from the most socially disadvantaged backgrounds ‘ those who not only have the most to gain, but who are also the ones most likely to gain from our efforts...”. He also advocates a “knowledge-rich curriculum” which is where I started to really critically evaluate how and what I am currently teaching.

Next up I put on my brave pants and got a copy of Didau's preceding book - *What If Everything You Knew About Education Was Wrong?* In the past the title of this book, and Daisy Christodoulou's *Seven Myths About Education*, had gotten my hackles up. But this time I was ready to accept I might have been worshipping the wrong education gods. Through these books I thought back to my previous articles about Thinking Skills and how much time we spend on command words in qualification PE and decided I needed to change. I needed to broaden and deepen pupils' knowledge and understanding - without this they cannot use thinking skills regardless of how many sentence stems I give them.

The final book on my Road to Damascus journey was *Why Knowledge Matters: Rescuing Our Children from*

*Failed Educational Theories* by E. D. Hirsch Jr.. The book highlights further that the attainment gap is a knowledge gap and that what we consider generic skills such as reading comprehension, thinking skills and problem-solving are “domain dependent”. This means that you can't teach them independently of subject knowledge and without such knowledge pupils are unable to demonstrate these skills. It also highlights that without knowledge in a subject, less future knowledge is acquired - therefore the “rich get richer”. The more advantaged pupils learn more and the gap widens if we don't address the gap in knowledge.

In the past I have championed thinking skills and transferable skills. I have tried to get kids “thinking for themselves”. But I believe I went too far and neglected to ensure that all the pupils had the necessary knowledge to think for themselves. Bloom's Taxonomy is sometimes illustrated as a pyramid, with knowledge recall as the foundation and I am taking steps to close the gap in knowledge which I see manifest in N5 and Higher pupils who have a very narrow knowledge and therefore resort to learning a set-piece answer. When marking and cross-marking Higher scripts last year I saw what answers pupils can generate when they have this wider understanding and a broad vocabulary to express it.

I have held on dearly to many of my Standard Grade resources, and look back fondly on the course but now I had a reason why. There was an excellent range of knowledge which gave pupils the understanding behind what they were doing in the practical context. So I have embarked on using the Standard Grade knowledge elements in the BGE, in particular the S3 elective class to develop this understanding. It has given me a better structure and I am focussing on them submitting to memory and recalling the knowledge - something I would have shied away from in the past.

“Knowledge”, I believe, also refers to practical skills - I have used a lot of games-based learning in the past and on reflection sometimes at the detriment of skill development. Without teaching the skills or knowledge pupils are unable to answer the questions - whether the question is a written one or in the context of solving the problem of beating a defender. If they don't have the words or the repertoire of skills to draw on they won't be able to answer the questions.

## Writer Profile



Jane Chisolm is a PE Teacher at Inverness Royal Academy.

# SATPE Q&A

**Name:** TJ Johnstone

**Current Role:** Senior Education Officer for Health and Wellbeing, Education

**Teacher since:** 2001. Scotland



## Background

As a teacher of Physical Education for over 20 years, improving the Health and Wellbeing of all learners has been one of TJ Johnstone's long standing passions. Through numerous roles within Education, She has been privileged to work in a range of schools, local authorities, Universities and within the Scottish Qualification Authority (SQA). Supporting the

ongoing development and prominence of universal provision for the Health and Wellbeing curriculum is a key priority in her current role as Senior Education Officer for Health and Wellbeing at Education Scotland. She is excited about the curricular reform and further exploring how the profession can ensure the Scottish curriculum fully meets all learners needs whilst improving outcomes for all.

TJ kindly gave the SATPE Journal an exclusive insight into her background and aims for her new role.

### 1. What are your own memories of PE as a pupil?

I remember the social aspect! My school friends were also immersed in sport so we shared unique experiences and journeys that ultimately made us stronger and more confident as individuals and as a team. By competing in school, district or national competitions, we developed incredibly strong friendships that still remain to this day.

(We were so close, that 7 of us went on to train as Teachers of Physical Education at The University of Edinburgh.)

### 2. What sports/activities did you like the most/least?

I really enjoyed participating in team sports and I believe that was partly due to the strong relationships/friendships I had developed with my peers. Volleyball, hockey, rugby and even cricket were probably some of my favorite activities.

### 3. What inspired/motivated you to become a PE teacher?

I was inspired by my PE teachers during my school days. I think that the experiences they created for me and my peers was second to none. They built a culture of inclusion and supported the development of us as individuals, whilst also pushing us to be the best performers we could be.

### 4. Who was your sporting/PE role model?

Sally Gunnell, Kelly Holmes, Eddie the Eagle! (These were the sporting stars who had a relatively high profile in the media back in the day!)

### 5. What activities do you like teaching the most/least?

I genuinely enjoyed teaching all sports and activities to young people. I personally didn't have a favourite. What I enjoyed the most was the journey the learner went on. The ability to see their progress with them and then shape their next steps.

### 6. What advice would you give to new/aspiring PE teachers?

Jill Scott "If you don't love it, you don't last. The dream is what sustains you."

I think this quote captures it all for me. Being a teacher of Physical Education is a privilege. You work with young

people, in a variety of learning environments and have the opportunity to support their development as an individual through the medium of Physical Education, Physical Activity and Sport. Teachers of Physical Education are creative, critical thinkers, analysts and motivators and we have an outstanding opportunity to help learners reach their full potential.

### **7. How do you see PE going forwards in the future?**

I personally believe there has never been a more important time for Teachers of Physical Education. As a subject, we adapted incredibly well to the restrictions that surrounded our subject during our phased return to school, we showcased alternative pedagogy to ensure we supported our learners and we thrived through the demand for an increase in physical activity.

From experience, teachers of PE are at the heart and soul of a strong school ethos and culture. The positive relationships that we build are invaluable. We immerse ourselves, naturally, into the working life and soul of the school and wider community to ensure we always promote positive outcomes for all our learners.

### **8. What do you consider the main priorities for PE at present?**

World Domination?

### **9. What are your main priorities/hopes/ambitions for your new role?**

My main priority is to 'never lose sight of the learner'. Everything I do should always support improving outcomes for learners. Whether my work is related to writing policies, leading professional learning, supporting professional dialogue around the reform or promoting the national conversation, I never want to lose sight of what is important. THE LEARNER.

# SATPE JOURNAL - Currently Accepting Submissions



Dear Colleague

The Scottish Association of Physical Education Teachers is currently accepting submissions for the SATPE Journal, which is published twice annually.

We encourage articles from two categories: **General Submissions and Student Articles.**

## General Submissions

We welcome a broad range of articles from all sectors, which fall into the following areas of Physical Education: Early Years, Primary, Secondary, Research and Good Practice.

- Topics might include, but are not exclusive to the following areas:
- Good practice - an example of a good lesson used in class for a specific stage or activity
- Teacher experiences old and new (!)
- PE and links to the wider curriculum/Sport
- Examples of new activities/diversifying the curriculum
- Submissions from external agencies/National Governing Bodies etc

This is not only a good way of informing colleagues across Scotland of good practice and initiatives taking place, but is also ensures that your good practice or research is widely recognised and given deserved exposure by practitioners across Scotland. These don't have to be academic pieces, but if they are they should follow the referencing instructions which can be found below. The article published and voted best by our members will receive a cash prize.

## Student Articles: Peter Bilsborough Award

Any students wishing to submit an original article or summarised version of their research will qualify for the Peter Bilsborough Award, which will award a cash prize for the the article voted best by our judging panel.



## Guidance for research related submissions

There is a 500-word limit for articles with 10% discretion in the word count. All submissions should be 12 point, Times New Roman font and double-spaced throughout. References should be listed at the end of articles in the Harvard style, if possible.

Please note that all articles can be submitted on the SATPE website, or using the journal template as e-mail attachments to [journal@satpe.co.uk](mailto:journal@satpe.co.uk). Deadlines for the next journal will be published on our website and via social media.

If anyone has any questions, I can be contacted via the above address, or through the SATPE website.

I look forward to reading your submissions!

Kind Regards,

*Dominic Tollan*  
Editor, SATPE Journal

## DOWNLOAD TEMPLATE

Download the latest template for journal submissions [here](#).





# Peter Bilsborough Student Award

## Background

Peter Bilsborough was the Director of Sports Development and School Manager in the School of Sport, University of Stirling, and was involved with the Scottish PE Association. When the SPEA disbanded, Peter met with SATPE to present a cheque to allow SATPE to carry on the good work of the SPEA. Peter was keen to be involved with SATPE and expressed an interest in becoming journal editor. Not long after this however, following a short but brave fight against cancer, Peter sadly passed away on 14 January, 2015, some two months short of his retirement. The Peter Bilsborough Award was established in honour of Peter and his life's work. It is seen as a fitting tribute to dedicate this award to physical education students to both encourage and reward their research and journal submissions. This award gives students the opportunity to showcase their research and experiences through the SATPE journal. A judging panel of practicing PE teachers selects the best article from each edition. We are sure that Peter's legacy will live on through the ever-continuing study and strive for deeper knowledge and improving physical education that these articles will bring to PE teachers and students across the country.



\*A detailed account of Peter's life and impressive 36 year career, penned by Raleigh Gowrie Sports Performance Manager School of Sport, University of Stirling can be found in the 3rd edition of the SATPE Journal. This can be accessed via the SATPE website



