

Professional Learning Map Secondary Physical Education

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MOVEMENT:
Motor control and fundamental movement skills and techniques
Child and adolescent development; physical, affective, social, cognitive, creative and health needs
Adapting movement; Space, effort and relationships (people and objects)

BEYOND THE CURRICULUM:
Curriculum enrichment; cross-curricular opportunities, assemblies and school events
Healthy school initiatives; cycling proficiency, walking buses, walk to school weeks etc.
School sport; breakfast clubs, lunch time and after school activities
Competition; inter and intra school competitions, sports days, festivals, local and regional tournaments, swimming galas, dance shows, gym displays
Volunteering and leadership; coaching, umpiring, scoring, managing and organising
Working in partnership/with external organisations; links with sports clubs, leisure centres and other activity providers

PRIOR EXPERIENCES: reflection on prior experiences, identifying philosophy and self on a typology and auditing areas of expertise in teaching physical education and school sport

CURRENT ISSUES: Policy, OFSTED, curriculum development, PE workforce, inclusion, teacher training, competition, role of physical education in health

CURRICULUM DESIGN AND FRAMEWORKS:
Principles of curriculum design
National Curriculum for Physical Education; Key Stages 3 and 4 programmes of study, plus understanding of key stage 2 (re: transition)
Accredited courses, including leadership and examination PE
Cross-curricular; literacy, numeracy, science, food technology, PSHEE, cultural, historical, geographical, artistic etc

SUBJECT KNOWLEDGE

PRACTICAL ACTIVITIES:
Gymnastic activities
Dance activities
Games activities
Athletic activities
Swimming and self-rescue
Outdoor adventurous activities

INVESTIGATING PRACTICE:
Practitioner research; investigating and critiquing aspects of policy and practice, collecting, analysing and interpreting data and engaging in research in physical education
Philosophical models; sport pedagogy, health and fitness, developmental, physical literacy, national curriculum, multiskills/multi-activity etc

ACADMEMIC RIGOUR:
engaging in academic readings; mapping to professional standards including qualifying to teach

PLANNING: planning and evaluating schemes of work, units of work and individual lessons

BEHAVIOUR: effective strategies to promote good behaviour and effective learning

ASSESSMENT: formative, summative and assessing, recording and reporting on pupil attainment and progress, national curriculum requirements/expectations

REFLECTIVE & ACADEMIC ENGAGEMENT

PROFESSIONAL LEARNING: typology, identifying targets, action planning, attending and engaging in additional professional development courses, evaluating courses and resources

UNDERSTANDING HIGH QUALITY PE: rationale, aims and purposes of physical education and school sport within and beyond the curriculum

DECONSTRUCTING LEARNING: against physical, social, cognitive, health and emotional domains

USING RESOURCES: exploring and drawing on a range of resources to support planning and learning

SUBJECT PEDAGOGY

TEACHING STRATEGIES AND INSTRUCTIONAL MODELS: learning theories/preferences, teaching styles (inc. Mosston's spectrum), sport education, TGfU, cooperative learning

TECHNOLOGY: use of technology and social media to support teaching and learning in physical education

TEACHING: teach units of work and series of lessons across different practical activities, accredited courses (e.g. GCSE, A level, BTec), abilities and key stages, managing and delivering extra-curricular activities

DEVELOPING PRACTICE IN CONTEXT

EVALUATING: own and others' teaching, learning and other aspects of professional practice

WORKING WITH OTHERS: teaching assistants, sports coaches, volunteers to enrich provision

OBSERVING: teachers' practice and pupils' learning within and beyond physical education

FEEDBACK ON TEACHING: professional tutor, mentor, other teachers

INCLUSION: differentiation and personalised learning, STEP model, barriers to learning, provision for gifted and talented, special populations, pupils with common medical conditions

TRANSITION: understanding and supporting transition across key stages (2-5) and school/college settings

CHALLENGE & RISK: health and safety, safe and effective practice, risk assessments and managing risk, organising off site activities

FEEDING BACK: to pupils, parents and other colleagues within and beyond a physical education context