



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

SSH4062 Professional Development and Practice

- WK23 - Introduction to Semester 2

Mara Mata

*Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives*



www.uwtsd.ac.uk

Before we start...

Help me in helping YOU!

Today's Plan:

- Draft Curriculum Overview (i.e. what we will cover);
- Module Pedagogies (i.e. what we will do);
- Module Assessment 2 (i.e. how you will communicate your learning, formatively and summatively);
- Explore our experiences of PE.

Draft Curriculum Overview

& Module Pedagogies

WK	Date	Theme	Indicative content
23	31/01	Intro Experiences of PE	Overview of semester 2 Intro to PE teaching
24	07/02	Professional Identity: Becoming and being a PE teacher	School culture What is 'good' teaching?
25	14/02	Professional Identity: Being a PE teacher	Design Thinking: "What skills, values and knowledge will PE teachers require to develop to implement the new curriculum?"
26	21/02	Visit Pembrokeshire College	Observations & Reflections
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28	06/03	<u>FORMATIVE ASSESSMENT</u>	10min PRES in small groups
29	13/03	Guest visitors TBC	Primary School teacher & Secondary PE teacher
30	20/03	Assessment prep	Assessment prep
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34	16/04	Easter	
35	23/04	No session	NGB courses? TBC
36	30/04	No session	NGB courses? TBC

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Module Assessment

MODULE CODE: SHSS4062
PROFESSIONAL DEVELOPMENT AND PRACTICE

ASSESSMENT TYPE: PRESENTATION

ASSESSMENT/COMPONENT: 2

COMPONENT WEIGHTING: 50 %

DURATION: 10 MINUTES

MODULE TUTOR: GERAINT FORSTER

ASSESSMENT CRITERIA	Learning Outcome	
Awareness of competencies and qualifications required for chosen profession.	1,2	25%
Awareness of relevant code of practice/ethics	1,2	25%
Evaluation of current ability, including future action plan	2	25%
Presentation skills	1	25%

Task

You must investigate a profession linked to your course of study and conduct some research into the requirements of that chosen profession. You must then give a 10 minute presentation that describes the competencies and qualifications required for that profession, as well as any relevant codes of practice/ethics. You must also evaluate where you currently stand with regards to those competencies and qualifications, and how you intend to acquire them between now and your graduation.

SUBMISSION DETAILS: Presentation to take place during week of 27th March 2020 - final details to be provided by your programme director.

David Bywydau
Transforming Lives

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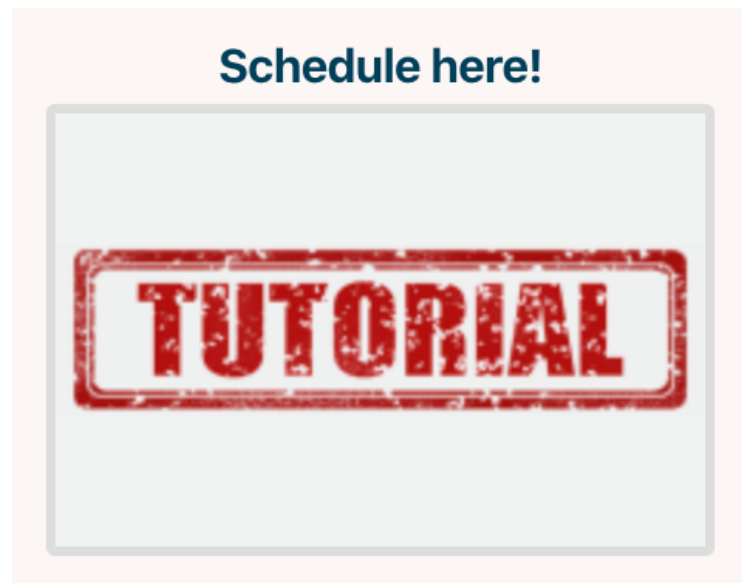
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Tutorials on Moodle



Plan for NEXT WEEK...!

1) Create a 2-3min 'PechaKucha' style presentation with your Physical Activity, Sport, Health & Wellbeing so far.

– You can only use photos! –

Consider...

- Your confidence, motivation, physical competence, knowledge and understanding; influence (if any?) on your physical literacy
- People/incidents that have influenced your journey.
- Reflect on your teachers/coaches and their influence (if any?) on your physical literacy
- What does sport mean to you?
- Why UWTSD? Why PE? What's after UWTSD?
- Journey (positive and/or negative);

2) Send it to Mara by 1pm on Friday;

3) Share it with the group 😊

Reminder - Who am I?

Mara Mata

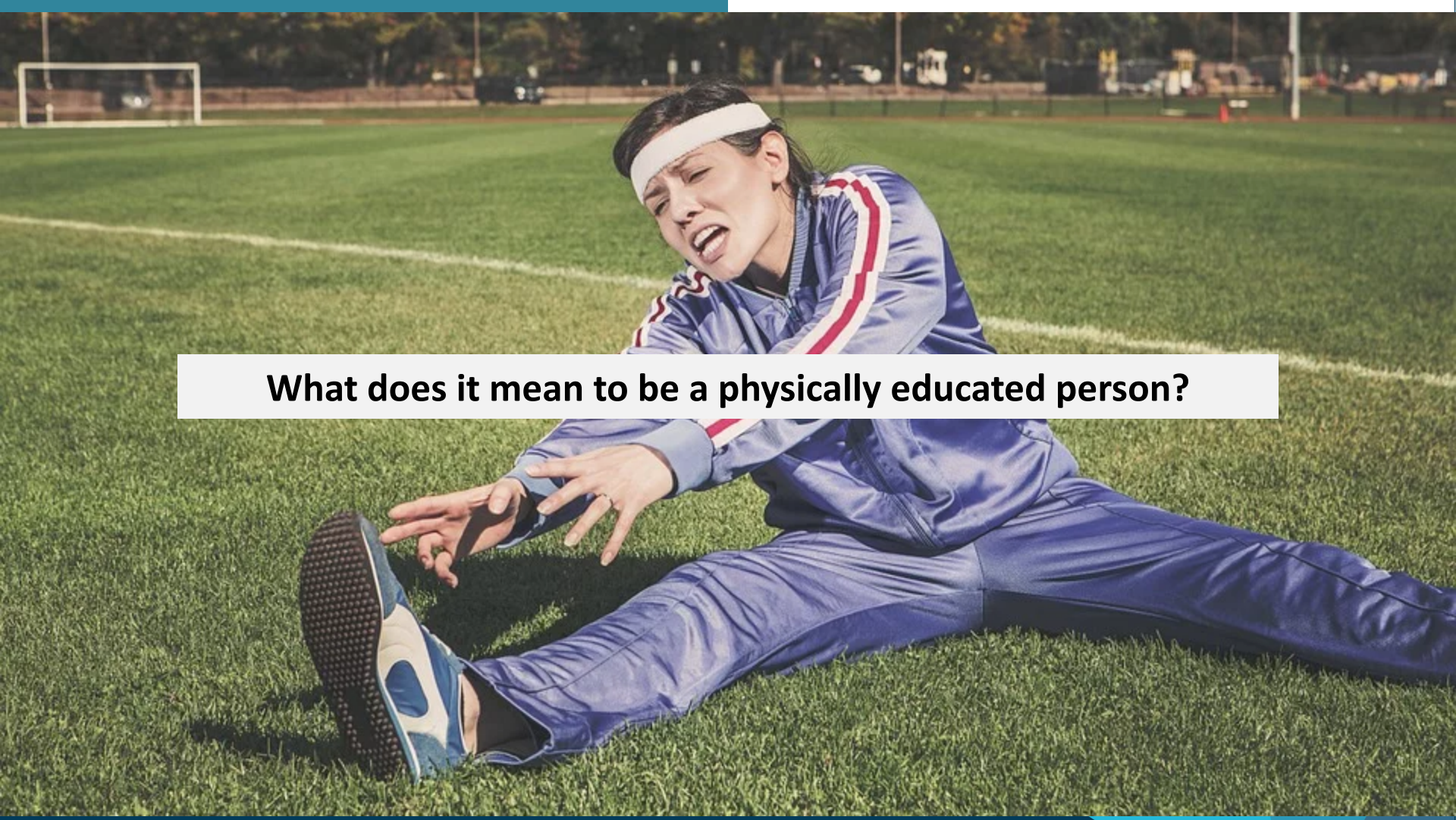
Office – DR103

Email – **m.mata@uwtsd.ac.uk**

Here's my example

<https://prezi.com/view/UcEdfEmGnvqW50RGY9AD/>

Over to YOU!



What does it mean to be a physically educated person?

Over to YOU!



How were your experiences of PE?

Over to YOU!

A person wearing a blue tracksuit with red and white stripes on the sleeves and a white headband is lying on their side on a green grassy field, stretching their leg. They are looking towards the camera with a pained or determined expression. In the background, there is a soccer goal and some trees.

Why PE?

Why PE in UWTSD?

Over to YOU!



What does it mean to be an educator?

Becoming a (PE) Teacher

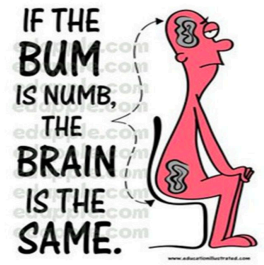
“PE teachers and teacher/coaches are likely to have the most direct impact...By challenging misconceptions and developing high quality, engaging PE experiences, teachers can both instil positive perceptions related to physically active lifestyles and **the role of PE in the school curriculum**” (Richards, 2015, p.385)

Becoming a (PE) Teacher

“In the future, **Wales will need a different type of teacher professional**; one who has significantly more responsibility, **one who understands the ‘why’ and the ‘how’ of teaching as well as the ‘what’**...The case for change is therefore undeniable” (Furlong, 2015, p.18).



Becoming a (PE) Teacher



Successful Futures

Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



- Teachers still replicate their experiences of PE;
- Limited range of experiences and limited choice;
- Obesity and Sedentary lifestyle;
- Current PE is not fit for purpose;
- Does not prepare children for **life long learning**.

Something needed to change, society is different

How do we teach children to contribute to a society
different than the one we grew up in?

Areas of Learning and Experience (AoLE)

- **Ambitious, capable learners**, ready to learn throughout their lives;
- **Enterprising, creative contributors**, ready to play a full part in life and work;
- **Ethical, informed citizens** of Wales and the World;
- **Healthy, confident individuals**, ready to lead fulfilling lives as valued members of society.



Curriculum for Wales 2022

(Welsh Government, 2019)



What Matter Statements

Fundamental factors that underpin our health and well-being

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with different social influences shapes who we are and our health and well-being.
- Healthy relationships are fundamental to our sense of belonging and well-being.

(Welsh Government, 2020)



Progression Steps

School curriculum overhaul for Wales published

28 January 2020

f WhatsApp Twitter Email Share



Learning at school using the zombie apocalypse

The final version of the new curriculum for Wales has been published, as schools prepare for a complete overhaul of how children are taught.

It follows a consultation in 2019 on the complete reform of the system for the first time in more than 30 years.

Teaching unions said the current state of school funding did not match the aspiration of the new curriculum.

The changes will be introduced in 2022 for all children currently in year three or below.

The curriculum does not set out a detailed plan for exactly what schools should be teaching.

The biggest changes are likely to be in secondary schools where subjects will be incorporated into six "areas of learning and experience".

The curriculum sets out "what matters" and "progression steps" for each learning area.

How will the new curriculum work?

Education Minister Kirsty Williams said she expected to publish the curriculum's implementation plan after Easter.

"Schools should not rush into trying to plan for this... Schools should take space and time to understand the model of the curriculum," she said.

"The next step in our reform journey is to prepare the profession."

An extra inset training day **has been introduced this academic year** and for the next two years to help schools prepare, along with £39m for training teachers.

The only mandatory subjects in the curriculum are:

- Literacy, numeracy, and digital competence
- Religion, values and ethics
- Relationships and sexuality education
- Welsh
- English

What's next?

Deliberations?

Challenges?

Questions?

1. PE is not a core subject within HWB. What is your role as a PE teacher then?
2. What does 'being healthy' mean?
3. How are you going to 'frame your speech' as an physical educator to achieve the purposes of the curriculum?



Becoming a (PE) Teacher

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What's next?

Contested past and contemporary educational contexts

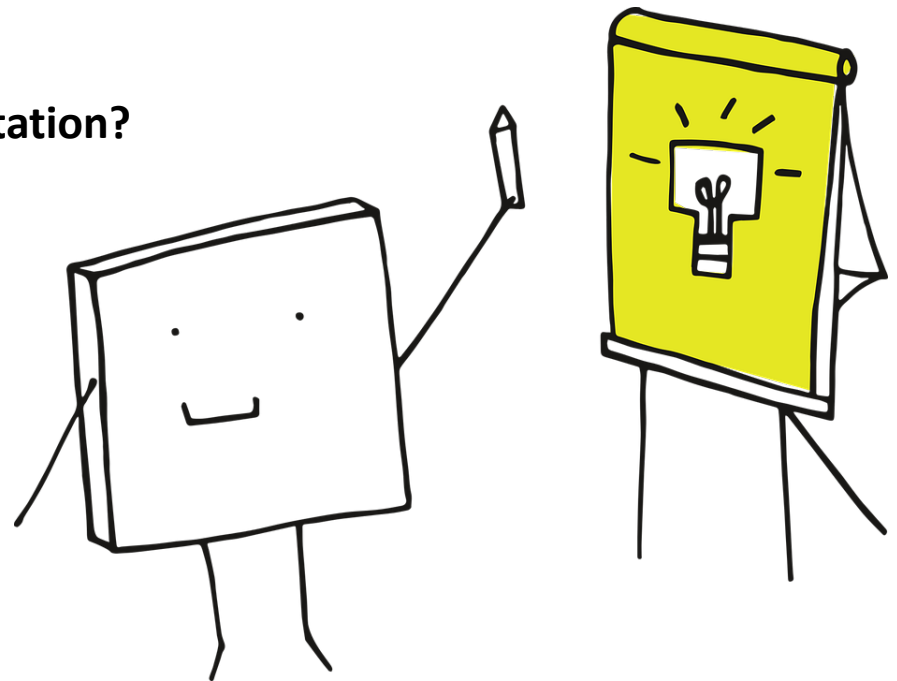
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Renewed focus on the type of (physical) educators needed

- Understanding of current **values, beliefs, knowledge(s) and practices**
- Understanding of how these are **constructed, embodied, reproduced and contested**
- Work towards **finding ways of change**

Let's reflect!

1. What did you like about this presentation/slides?
2. What didn't you like about this presentation/slides?
3. What would you change?
4. What can you use in a future presentation?



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THANK YOU

Diolch

Obrigada

See you next week!

Questions?

...

Thoughts?

Feelings?

Emotions?

Book your tutorials on Moodle please!

Schedule here!

TUTORIAL