# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## Physical Education

Subject rationale

The Physical Education programme aims to support and develop BSTs in becoming confident and competent physical educators. They will gain the knowledge and understanding necessary to reflect on their practice to improve their teaching and children's learning. BSTs will develop their physical education subject knowledge through specialist sessions which will explore theory and how this is implemented in practice.

Promoting engagement in physical activity and pupils’ learning is at the heart of the programme and we will focus on teaching strategies that allow students to explore physical education in a meaningful and engaging environment. The university training programme supports and complements your work in schools.

We will provide many opportunities to observe excellent practice, working alongside teachers and pupils in a wide range of school settings. In addition to the focus at Key Stages 3 and 4, BSTs will gain an insight into KS2 transition and KS5 teaching.

We have an experienced and world leading team of academics and school mentors that will help nurture BSTs in helping them become innovative and resilient teachers, able to make a difference to children's lives and become the future leaders of physical education.

## **Sequencing the subject for each phase**

Our curriculum is broadly divided into four distinct phases. Each phase will provide BSTs with a range of knowledge and experiences that will support them in growing their competence as a teacher of PE. A summary of the subject phase expectations outlined below:

Phase 1 – BSTs will have developed a secure understanding of a range of activity-specific content knowledge and explored how this can be learnt effectively using a range of pedagogical approaches. BSTs will have a clear sense of the challenges faced within PE and the contemporary issues surrounding health, wellbeing and physical activity. They will have begun to develop their teaching identity establishing what they value, believe and are committed to in PE.

Phase 2 – BSTs will now have begun to explore how subject and pedagogical knowledge can be applied in practice, working with a range of pupils across a range of key stages and activity areas. They will be refining their routines, approaches to behaviour management and planning for learning, including how to ensure smooth transitions and maximise learning and physical activity time. BSTs will have developed strategies to reflect upon and improve their practice.

Phase 3 – BSTs will have now deepened and extended their subject and pedagogical knowledge within both practical and classroom practice. They have a secure understanding of a range of signature pedagogies and are continuing to develop their substantive and declarative subject knowledge. They apply a range of approaches and ideas related to How Pupils Learn and are confident and competent in associated teaching strategies such as modelling, scaffolding etc. This supports all pupils in making progress within their lessons. BSTs assertively answer pupil questions, often drawing on a deep subject knowledge, which gives pupils confidence in them as their teacher. They are aware of the varying needs of pupils and can adapt their practice to meet pupils’ varying needs. Their teaching identity now informs some of the pedagogical choices they make and is evident in their teaching practice.

Phase 4 – BSTs will consistently show characteristics of being an effective and inspirational teacher, able to foster a love of learning in PE. They will be able to engage, enthuse and ensure all pupils learn and make holistic progress in their lessons. BSTs understand that there are multiple factors that impact learning in PE and can respond appropriately by utilising a range of pedagogical approaches, innovatively within their practice. They plan their lessons thoroughly by considering and addressing potential misconceptions and barriers to learning, so that all pupils make progress. BSTs demonstrate good subject knowledge and can sequence learning episodes in response to pupils’ needs. They evaluate the success of their lessons and suggest improvements, instinctively becoming metacognitive about their own practice – this supports both their assessment against the Teachers’ Standards and transition to the Early Career Framework. BSTs’ teaching identity is now secure and informs the pedagogical choices they make, they are a reflective, confident, and an effective educational professional.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​Support BSTs in their subject knowledge development by encouraging them to observe good practice and teach as wide a range of practical activities as possible, whilst also developing their classroom practice in examination PE.
* As their confidence develops, support and encourage BSTs to use a range of signature pedagogies such as models-based practice in their planning and teaching to inspire students e.g. TGFU, Sport Education, Co-operative Learning etc.
* Encourage BSTs to fully engage in the extracurricular programme, whilst ensuring they allow sufficient time for high quality lesson planning.
* Facilitate opportunities for BSTs to observe PE theory lessons in Placement One and to work towards teaching an examination class in Placement 2.
* Support BSTs in preparing for interviews.
* Communicate regularly with the academic tutors to ensure BSTs are making good progress and access support from the team as required.

### Indicative open access reading

We recommend you read the following book reviews:

1. Maher, J. & Haegele, J. (2023) Teaching Disabled Children in Physical Education - <https://www.pescholar.com/insight/teaching-disabled-children-in-physical-education/>
2. Lynch, S., Walton-Fisette, J. & Lugetti, C. (2022) Pedagogies of Social Justice in Physical Education and Youth Sport. <https://www.pescholar.com/insight/book-review-pedagogies-of-social-justice-in-physical-education-and-youth-sport/>
3. Fletcher, T., Ni Chroinin, D. & Gleddie, D. (2021) Meaningful Physical Education – an Approach for Teaching and Learning. <https://www.pescholar.com/insight/book-review-meaningful-physical-education/>
4. SueSee, Hewitt and Pill (2020) The Spectrum of Teaching Styles in Physical Education. <https://www.pescholar.com/insight/book-review-the-spectrum-of-teaching-styles-in-physical-education/>
5. Casey, A. & Kirk, D. (2020) Models Based Practice. <https://www.pescholar.com/insight/pe-scholar-book-club-models-based-practice-by-ash-casey-david-kirk/>