

**Research Space**

Journal article

**The things we think and do not say - the future of physical  
education and sport**

**Howells, K.**

# SATPE

For Teachers, By Teachers

JOURNAL  
10TH EDITION 2021



2020-21: A year of the Pandemic

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# ***JOURNAL 2020-2021: Pandemic Edition***

## ***Editor's Notes***

***Dominic Tollan***

The last SATPE Journal feels like a lifetime away. At the time of publication, the final plans were being put together for the November 2019 SATPE Conference: an event that would see over 200 of us gather on a Saturday morning in Lenzie Academy.

Looking back at the articles from the last journal, some of the themes: PE teacher professionalism, self evaluation, assessment, precarity, wellbeing and the holistic benefits of PE and probably most appropriately, delivering learning in a virtual world (!) were all tested to their limits during the emergence of the 2020 Covid Pandemic. As PE teachers always do, we stepped up to those challenges, and then some, to ensure that those locked in at home were still able to develop skills and fitness to help their physical and mental wellbeing in the most challenging of circumstances.

With the world faced with a massive crisis, PE teachers once again displayed their creativity and tasked themselves with providing new PE learning experiences using anything we could find to create different challenges and tasks to keep our pupils physically active.

This journal serves to mark a year of the pandemic, when we first went into lockdown back in March 2020 and highlight and showcase some of the innovative practices that took place during that time.

We have a range of articles, some sent in 2020 BC (Before Covid) and others AD (after December) once again covering a number of different topics from a variety of locations, North and South of the border and even as far as the USA!

Opening the journal contributions is Ian McQuorqadale's open letter to all PE teachers that was well received on Twitter and also found its way into TES Magazine. A good reminder of how well we have all done and how important our profession is in the Covid-recovery process and beyond.

In Pamela Buchanan and Mark Jaggs, we picked two of many who used social media platforms such as Tiktok and Twitter to deliver daily PE challenges to pupils. All the way from North Carolina we warmly welcome an article from Corey Martin whose Youtube videos during lockdown made it across the Atlantic where it was utilised as part of remote PE lessons.

We have a student teacher account of being on placement during a pandemic: something I'm sure they will look back on in years to come, when we finally see a light at the end of the tunnel. At the other end of the PE teaching spectrum, we have a farewell to teaching for Bob Foley, teacher of 30 years, denied a proper send off due to his retirement coinciding with the beginning of lockdown. Of course the SATPE Journal was more than happy to give him an opportunity to say goodbye to the profession, recounting some memories along the way.

There have been many questions about where we go from here. Appropriately enough we have two doctors: Andy Dalziell and Kristy Howells putting across their respective points for Covid recovery.

As schools begin to return full time after a second lockdown, it is important for us to be prepared with practical ideas and content to ensure that we hit the ground running. Jonathan MacWhirter offers his advice for behaviour management based on his experience as a Depute Head Teacher. Looking to help teachers smash Covid, SATPE Conference contributors, Pickleball Scotland and the Judy Murray Foundation present their vision and offer their support by serving up practical ideas for PE in the Covid recovery process.

One of the positives from the pandemic was the emergence of a new podcast by PE teachers Clark Burrell and Lewis Cleland which covers PE and a whole range of interesting teaching related topics related to teaching from insightful guests. As they near their 50<sup>th</sup> podcast and year anniversary, the SATPE Journal gets the chance to turn the tables and ask them the questions.

# *JOURNAL 2020-2021: Pandemic Edition*

## *Editor's Notes (continued)*

### *Dominic Tollan*



**\*This non-socially distanced photograph of the SATPE Committee was taken at the SATPE Conference 2019 and did not therefore breach any Covid-19 guidelines**

Covid aside, it is business as normal. We have academic contributions from Grant Huddleston and Dr Will Kay, and an article from teacher Jordan Flynn stressing the importance of collaboration between PE staff and academic institutions in helping to provide a quality BGE programme.

As always, we have a high standard of student articles for our Peter Bilsborough Award, covering very different and diverse subject areas. It is our biggest student return so far, and It is really heartening to see such insightful contributions from the future of the profession.

We have updates from our SATPE Primary and Dance Groups with lots of excellent work going on behind the scenes and at the forefront of the profession, with opportunities to collaborate and get involved. And once again we finish with information on how you could be part of the next SATPE Journal by submitting an article of your own. Hopefully the quality of the articles in this the most challenging of times, will inspire you to share your thoughts or good practice for the next edition.

Hopefully by then, things will be approaching some sort of 'normality'.

I would finally like to offer my sincere thanks to all who contributed to the journal during the most challenging of times, including sub Editor Joe Cowley for without his hard work and expertise the journal very likely wouldn't have come together.

A special thanks also to my very patient and very pregnant wife, who by the time you read this, will very likely be in labour with our second child!

Stay safe, and thanks for reading.

Dominic Tollan  
Editor, SATPE Journal





# PRESIDENT'S REPORT

*Paddy Cuthbertson*



## **One year as SATPE President during the COVID 19 Pandemic...**

That's one way to make your mark!

I'd firstly like to take this opportunity to thank John Millar, Ex President, I hope to continue to develop SATPE as a

platform for all teachers to help and support each other.

Midway through our first lockdown It was becoming increasingly apparent that schools weren't returning and this was going to be a significant and unprecedented time for us particularly in Physical Education.

Whilst It wasn't perhaps the way in which I envisaged becoming the President with a year of many changes and challenges, the experience has been valuable and I do truly think it has been a very positive year for the Association. Lots of progress has been made in various key areas and I foresee another big year for the association in 2021-22.

Now where to begin? It was becoming increasingly apparent that SATPE was in need of some rebuilding. Not to the fault of any individual but quite the opposite, the association has and will continue to run by a selection of dedicated volunteers. We have grown substantially since I became a member back in 2013. With growth comes demand, the need for expansion and inevitable workload. Combine this with a worldwide pandemic and you get a teaching association perhaps ailing in its desire to meet the needs of all members.

I saw my first duty as SATPE President to address all members with a rationale of what I hoped to achieve, later bringing this to the attention of the committee for approval. Thanks to a group of like minded individuals this was submitted into the AGM and the work began. For the remainder of this report I'd like to detail the progress we have made in these areas.

As the incoming president I made the following promises:

- **To rebuild and Improve the membership system**
- **To review membership cost**
- **To improve communication**
- **To Increase CPD opportunities**
- **To Improve the national coverage of SATPE**
- **To listen to members suggestions, eg SATPE Recreation and Conference dates**

## **Membership**

With thanks Steven, our Website lead and to the team at Wigwam, we were able to restructure the membership system at SATPE, now including Stripe to allow payments outwith Paypal, something raised by members as an issue.

Along with this was the complete overhaul of the payment system to a linear £10 per year for all levels, reducing the cost by 60%. The conference will now be an opt in system for a one off cost of £10. This is to aid members in accessing particular conference workshops but also to assist in accurate attendance numbers allowing people who perhaps were unable to attend to do so.

## **Communication**

In my time as president the association has sent 23 update emails to all members only 11 in total had been sent prior to this. We have taken to a regular update structure contacting all members by email (If you have not been receiving these emails please check in with our [website@satpe.co.uk](mailto:website@satpe.co.uk)). I believe regularly taking on member feedback and providing regular updates will only aid in our aim of providing one consistent voice for PE in Scotland.



## **PRESIDENT'S REPORT**

***Paddy Cuthbertson***

### **Professional Learning Opportunities**

I take great pride in the opportunities we have been able to provide for all members. Based on member feedback we offered the following:

- *Advanced Higher PE Project*
- *National 5 Section 1 Moderation*
- *Quality Assurance Groups*
- *The creation of 'SATPE Pedagogy'*
- *SATPE 'online' conference resources*

We are in the process of confirming additional Professional Learning Opportunities including a session on Higher PE and all going well, hope our Annual Conference will revert to a more familiar, 'in person' format!

### **SATPE NQ Teams page**

Many thanks to Aaron Anderson for the tireless work he did on this resource. During a year of pandemic and struggle we wanted to provide ALL PE teachers with an accessible and easy place to share and discuss resources. This Teams page is currently not solely limited to members in a bid to support everyone in these tough times. It has been a fantastic resource and I hope it continues in the same way.

### **SATPE Pedagogy**

SATPE are excited about our latest CPD opportunity working with Darren Leslie in the creation of our first accredited 'course'. SATPE will be offering sessions on pedagogy starting with a look into retrieval practice and changing theme every few months. Many practitioners take great pride in their expertise 'on the astro' so to speak and the feedback has been to seek more support for classroom based practice. SATPE Pedagogy will not only help with this but hopefully engage members in further critical thinking about practice and meeting the needs of learners.

### **SATPE 'National Representation'**

Early on this year I endeavoured to reach many of the clusters/authority groups offering to attend meetings and take back any queries to whomever it may apply to. We at SATPE, have made great progress in trying to ensure members across the entire country and represented. In order to do this fully, we still need more help. Could you represent your area and feedback queries and concerns at committee meetings to raise on the national level? If so please feel free to contact me.

### **For Teachers by Teachers**

In my opinion the most important part of SATPE. Our For Teachers By Teachers tag line only remains accurate if we are meeting the needs and expectations of our members. We are already implementing a series of changes including those listed above due to feedback from members, with the current construction of the 'Recreation' membership and making changes to conferences dates and more.

We are always be looking for feedback and suggestions. It is YOUR association and I will do everything in my I can as president to help and support as many members as possible in any way that SATPE can.

Hopefully the next time I see you, things will have continued to change for the better.

*Paddy Cuthbertson*  
*SATPE President*



**@MrCuthbertsonPE**

***E-mail: President@satpe.co.uk***

# PE after the Pandemic

## An Open Letter

Iain MacCorquodale



@mrmaccorquodale

Dear PE teachers,

*Over the past year our nation has been engulfed by the restrictions spearheaded by this global pandemic. This has affected us in ways which we couldn't have envisaged 12 months ago. Our subject has faced more restrictions than any other and we've had to adapt to keep Scotland's children moving. The intuition shown by all staff to adapt our normal day has been nothing short of remarkable. As time has gone on, we have developed a sense of togetherness and support for one another and I'm very proud to be a PE teacher, but we are not done yet.*

*COVID19 has been a formidable opponent and our fight against it isn't over. Our pupils' mental, emotional, social and physical health has been affected as their normal-day-to-day life has been completely turned on its head. They haven't been allowed to experience physical education or physical activity in all its splendour for nearly a year now. The detrimental impact to the health of the nation will continue even after tier 4 restrictions have been lifted. The damaging impact various lockdowns have had will require a period of reflection and continued hard work from us as teachers of Physical Education to get our pupils back on track when we return to school normality. We need to challenge ourselves to be at our very best every day and continue to grow and adapt to insure we re-ignite passion within our pupils to lead and maintain physically active and healthy lifestyles.*

*As teachers we need to be excellent at what we do from here on to make sure we provide our pupils with enriched experiences which will allow them to grow and prosper despite all else. Through no fault of their own, our pupils have suffered the adverse effects of lack of engagement in physical activities and sports. Core Physical education, for me, is the most important subject taught in schools. With everything that has happened over the past year and considering the challenges the next generation face more attention must be given to our subject. Core PE is the school's own kryptonite against global pandemics. Our subject is vital for the future of our nation's children and I believe it should be placed as a higher priority for schools. We need to continue to be hugely motivated, relentlessly enthusiastic and inspiring role models to help our pupils become fitter, to enjoy physical activity and sport again through differentiated progressive lessons which challenge them mentally, emotionally, and socially as well as physically. We don't get long to do this. Two periods/hours a week is not enough. Once you take changing times, registrations, setting up of equipment, walking to the facility, teaching and learning our pupils will be lucky to have 60 minutes a week of physically activity out of two 50-minute periods. No other subject faces such challenges but it's lucky we have amazing staff who can work under such restraints, but the next generation require more time with in the subject for their future benefit. PE merits more than two periods a week or more than two hours a week, and I believe that together we have the power to make the necessary changes possible.*

*This is not about taking away from other subjects, it is because it is a necessity for future generations. Our subject has the capacity to advocate life-long healthy lifestyles. A life filled with enriched experiences is the result of being physically active.*

*We need to treat the return to school as an opportunity for us to show our worth, to re-engage the next generation and let them experience how amazing life can be when you are physically active and leading a healthy lifestyle. We need to teach how being active can help us all through not only this global pandemic but through the journey that is life. So, colleagues, continue to strive for excellence because our pupils deserve to live long and prosper.*

Iain MacCorquodale

Teacher of Physical Education  
Sgoil Ghàidhlig Ghlaschu (Glasgow Gaelic School)

# The Things We Think and Do Not Say

## The future of Physical Education and sport

*"Intellectual disability (ID) is an area within Physical Education (PE) and Sport that is not often discussed or researched, and within this article it is proposed more awareness is needed to ensure that children with ID are not the forgotten voices in the pandemic and the tier approach lockdowns that continue throughout the UK."*

Dr Kristy Howells

 @KristyHowells1



All children have been impacted by the lack of opportunities to accessible community sport and afterschool clubs due to the continued restrictions, however children with ID currently find the changes in the 'new world' complex and difficult to comprehend and access.

ID includes those who have had a trauma to the central nervous system either before birth or during birth, or after birth caused by early childhood illness, accidents or seizures, or certain genetic differences. ID is defined by the World Health Organisation (WHO, 1996) as the "condition of arrested or incomplete development of mind, which is characterised by impairment of skills manifested during the developmental period, which is characterised by impairment of skills manifested during the developmental period which contribute to overall level of intelligence, i.e. cognitive, language, motor and social skills' (p.9). The impact for these children means a reduced "ability to understand new or complex information" (p.14) (such as our current COVID-19 world) and "too few opportunities to participate in sport" (p.30) (Department of Health, 2001).

It is timely and vital to raise awareness for the additional support children with ID need to access PE and Sport and the additional aid that teachers may need in their planning and teaching, as Duplanty et al. (2014) identified that individuals with ID are often considered high risk for sedentary lifestyles. During global lockdowns the WHO (2020) identified in their Healthy at Home campaign that the COVID-19 pandemic meant that more people are staying home and sitting, being more sedentary than ever before and it was much harder to exercise especially for those who need such regular structure and routine as those children within ID.

The Youth Sport Trust (2020) have provided guidance for primary and early years teachers to help children with special education needs, in particular learning disabilities, to recover from the consequences of lockdown and the new ways of undertaking PE and sport.

The guidance focused on the potential cognitive, physical and social limitations that the children may be experiencing. Non-complex repetitive activities, were recommended to help develop routines and to enhance motor skills.

Music and dance were encouraged to motivate the children to enjoy moving again. Individual activities with teaching assistants were recommended to help support being in the sporting

environment to help manage emotions and develop effective communication patterns. The benefits of sensory circuits was highlighted to help return to developing balance and coordination skills that may not have been accessible at home.

It is still unknown as to the full impact of the lack movement, sport and PE opportunities that children with ID, as many areas across the nation still currently remain under high tier levels, with restrictions and limited on sporting community and after school activities being allowed. This paper calls for more awareness into the impact and recommends more research within the field of ID and PE and school sport to help support both teachers and the children's learning.

*Kristy Howells is a reader in Physical Education and Sport Pedagogy, School of Psychology and Life Sciences at Canterbury Christ Church University. Her book: **Mastering Primary Physical Education** is available online*

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# COVID-19: World Problem or Educational Opportunity?

## Putting the PE in Pandemic

*Dr Andy Dalziell*



*@andydalziell*



Joe Wicks is like marmite: you either love what he has done for Physical Education (PE) or you hate him for it! Whichever way you sit, one thing remains clear; there has never been a more pressing need for PE in our schools.

Restrictions certainly make this challenge seem insurmountable at times, but as a profession we have forever faced hurdles in our bid to maintain high quality teaching and learning. So, what are the solutions and how do we meet the needs of the pupils?

Gym halls are threatened and/or used as additional classroom space in a bid to maintain social distancing amongst pupils. This threatens the value that some headteachers place on PE as well as disappoint some headteachers who truly recognize the importance of PE for health and well-being. Our journey in these present times is not to complain about current circumstances but to find solutions that cannot be denied and place PE at the forefront.

Solutions are not hard to identify! For example, encouraging active commuting to school is a simple, cost-effective, and appropriate way for all school children to achieve the recommended 60-minutes of physical activity each day. Even for those in rural areas, there is the chance to use public transport or private car for some of the journey and then walk the rest. Schools would be wise to encourage this in the community and of course, teachers should lead by example. So how do you travel to work?

In school itself, the Better Movers and Thinkers (BMT) approach to delivering high quality PE provision has clear research credentials to back-up its value as being an integral part of the school day. It does not require resources other than the children, it requires very little space to be done, it can challenge the competent performer just as much as enhance those with limited movement skills, but perhaps more importantly it is accessible to all teachers in all schools.

At a time when we want our children to embrace the wonders of learning and the joy of discovery, there needs to be a firm acknowledgement that movement is essential for learning. In fact, the more ways a child can learn to move their bodies, the easier new learning is to take on board. The reason? Simple: motor and cognitive development are intertwined.

So, can we incorporate BMT into our everyday learning – yes! Whether it forms part of a full lesson in PE (for those fortunate enough to have outdoor space or even a gym hall), or whether it takes the shape of a 5 or 10-minute learning episodes inside the classroom there is easy access to BMT for all schools. 5-minutes each morning and each afternoon equates to 50-minutes for the week! 10-minutes each morning and 5-minutes each afternoon equates to 1 hour 15 minutes each week! Whilst this doesn't provide the 2-hours or 2-periods of PE as laid out by the Labour government in 2003, it does under current circumstances provide education of the physical self, improving the learning and health and wellbeing of our pupils.

COVID-19 is not just a world problem it is an educational opportunity where we can showcase our knowledge, talent and desire for all our pupils to grow and prosper despite restrictions. Who is with me?

# Back to the Future: Bob Foley



@BobfoleyPE

*Due to retire in April 2020, Bob Foley had a strange end to his career as the Covid pandemic hit, meaning that the culmination of 30 years in teaching unwittingly ended with a fizzle instead of a fanfare. Cometh the hour, Bob looked back with fondness on the 'good old days' to offer some advice to PE teachers with years ahead of them in a unprecedented time. Bob also kindly gave us a photo of his colleagues which would appear to be a 'who's who' of PE teachers of yesterday. See if you can recognise anyone! (For the record, Bob can be found hiding in the back left of the photo!)*



I retired from the wonderful world of PE, as PTC PE in April 2020, in the days that the world changed for our subject. I feel so sad for all teachers and pupils who have seen plans change, but as a subject I am sure that PE staff can adapt and embrace the change to continue to deliver top quality PE experiences for learners.

Starting at SSPE Jordanhill Glasgow in September 1974 (46 years ago!), PE life was very different. All males (300) attended Jordanhill and the same number of females attended Dunfermline college, Cramond Edinburgh. We were kept 60 miles apart, except for one Dance per year. The course was the Diploma in Physical Education over 3 years of extremely intensive practical days with approximately 2 hours theory a week, and one block of teaching practice per year, one Primary and two Secondary.

Our lecturers were famously real hard men all experts in their own sports who gave you serious grief if you ever dared turn up in wrong kit, late or with "I can't do this attitude". They gave everyone a nickname and as a 6ft 4in skinny boy my name was "Spiderman". If you feigned injury or illness (and there were so many injuries) you were sent to "The Doc" who, with one look at you prescribed "Light Duties", and sent you back to work.

My first post was in Drummond High, Edinburgh, which was a wonderful school with a multinational pupil base. In those days as in all schools, there were 2 PE departments, Male and Female and unless it was social dance they never met. The staff rooms in whole school were male, female and ahead of its times "mixed". On our first day myself and another new PE colleague headed up to the Male Staff room, before the bell, made a coffee and sat in two chairs by the window. On the bell the Head of English and History walked in saw us nearly choked and walked out. 5 Minutes later the DHT arrived and removed us forcibly from "their chairs and their cups". That night our PT advised us we were now banned and never to return to the Male staff room and in future to stay in the "Mixed" room with Art and Music staff.

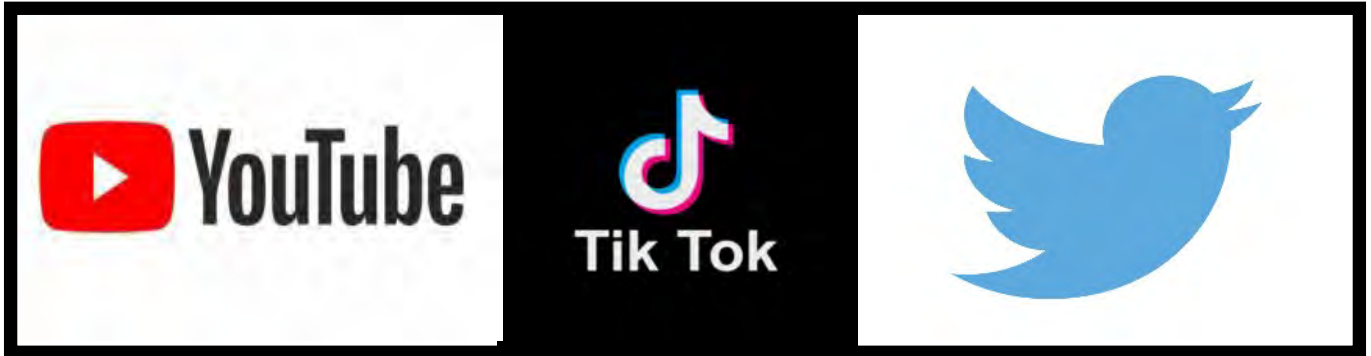
As PE staff we are a special bunch of people who spend our lives outdoors, indoors, at poolside's with large classes, arranging games and contests which would frighten other subject teachers, but which enrich the lives of so many pupils by building relationships and trust with our learners which last a lifetime.

Skills will be forgotten but pupils never forget Teachers who make a connection with them, because it is relationships and making connections that change learners lives through our subject. Every pupil has something to make them shine, take time to find out what it is. I wish all PE colleagues and SATPE strength and energy to get through this pandemic and come out together smiling on the other side. You are in a wonderful profession enjoy every minute, as it soon passes by.

Best wishes in sport, Bob Foley

# Socials Interaction

## How Social Media was used to teach PE during Lockdown



*When the Covid-19 Pandemic hit and the country was put on lockdown, teaching as we knew it had changed. Face to face teaching changed to screen to screen. Online learning became the order of the day. There were concerns that the lockdown would lead to a more sedentary period for school pupils across the country.*

*While a self-titled 'Nation's PE teacher' was delivering one a day fitness sessions, the nation's PE teachers were devising and delivering new and innovative ways to engage pupils, keep them active and continue to develop their physical literacy.*

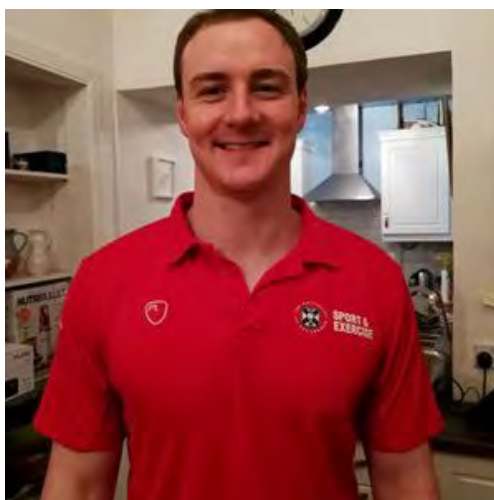
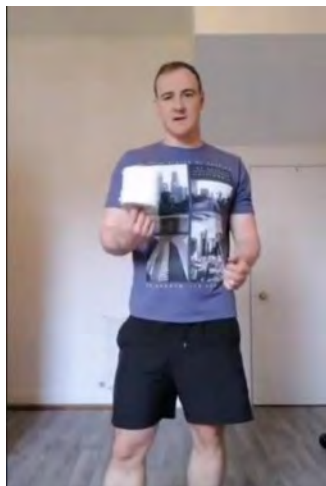
*It was a huge task: how could we still teach physical education from our gardens and livingrooms? Not knowing what kind of access pupils had to PE equipment, domestic household products and online videos were used to develop physical and skills challenges for pupils to take part in at home.*

*And how to spread the message to pupils near and far? This is where popular social media formats came into play. Here are three accounts from teachers who worked on the online frontline...*

## Lockdown PE: A Daily Challenge

Mark Jaggs

 @JaggsMr



Before leaving school on the 20<sup>th</sup> of March my CL spoke about the importance of meaningful learning if we were going to be away from school. Leaving school that day it didn't dawn on me that this would be the last full school day for that academic year.

I had briefly thought of limited fitness challenges, but once the full scale of the global pandemic emerged I thought this wouldn't be enough and I would need to plan relevant challenges that could be performed at home with limited resources and limited space. I took this as a personal challenge and readied myself for the first day of filming. I would need to film myself doing anything and everything around my house to provide deeper learning opportunities.

Two weeks in, I had up to 1800 views for some of my videos on social media and had received praise and support from my school and its community about the value of what I was producing. Personally, I didn't need that. Especially being called "Gorgie's Joe Wicks". I was doing the videos as a personal challenge. Could I create over 60 home-based challenges....?

Yes, I could, and I did!

Were they all the best teaching and learning experiences that I have ever created? No. However, I was very proud of them all. It made me think of my lessons in school. You aspire to always have the best teaching and learning experiences, but often that means that you fail. From that failure you can always take something and use it in your next "better" lesson. I tried to do that.

The challenges that I thought would be perfect were not, and sometimes the challenges that I thought were less than perfect had an important impact.

The biggest thing I took from lockdown learning was the confidence to continue to experiment and be wrong, but to learn from it and evaluate what I was doing more. This is something I will endeavour to continue with my lessons in school whilst seeking out "perfection".

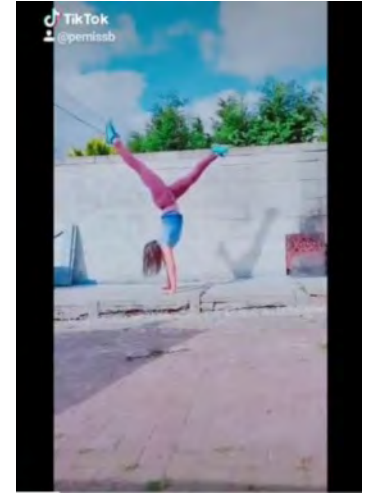
**Mark Jaggs is a PE teacher at Tynecastle High, Edinburgh City**



## Miss B's Tik Tok for Lockdown

Pamela Buchanan

 @PeMissb



23<sup>rd</sup> March saw the closure of all school buildings across Scotland, for both teachers and pupils. It was during this time I took the opportunity to get creative with digital technologies. We all know the benefits of physical activity and its impact on mental health, which is something I have always wanted to promote from seeing the impact that it has had on my own life. I have been teaching for 5 years and have had a rollercoaster of a journey due to major injuries restricting what I could and couldn't do for prolonged periods of time.

Knowing we were going into lockdown, I had to think quickly, I wanted to reach out to my pupils, and support them through this challenging time. As a staff we were required to teach through Microsoft Teams so I decided to set a goal and post a challenge each day in the hope of increasing my pupils physical activity levels and hopefully improve their mental health in uncertain times. I know not every pupil was going home to a house with a big back garden or a plentiful supply of sports equipment to help keep them going so I focused on making the challenges as inclusive as I could ensuring they could be easily accessed and completed with minimal equipment. I managed 45 different 'Workouts of the Day' (WODS) ranging from general fitness and skill workouts to challenges.

One app I found highly engaging was Tiktok which is full of trending dances and fitness challenges galore. This was the one platform I found to engage a large number our pupils and any of my followers which I quickly gained during lockdown. S4 pupils really embraced this app and I even managed to teach a few lessons using Tiktok where the pupils evaluated their efforts/ performances through video analysis. This app allowed pupils to engage with a range of skill development approaches such as gradual build up, shadowing, repetition, whole part whole, without them actually realizing the processes they were using and succeeding in their goals.

Pupils responded positively with likes and emailing as well as sending messages on teams with their attempts (some even getting their parents involved) which was very reassuring. During this time I also challenged myself with a range of fitness and skill challenges from completing back somersaults with volleyballs, playing an interactive version of "flappy bird" with likes from the United States of America. I got to share experiences with a lot of American PE teachers via twitter which was just incredible and something I probably would never have had the opportunity to do if lockdown didn't happen. As well as adapting to home learning PE, this was something I tried to keep not only my spirits high but that of my pupils too. I increased engagement for my pupils and had a positive impact on those I reached out too. The feedback from pupils, staff and parents has been positive dialogue with colleagues in Scotland and beyond.

***Pamela Buchanan is a PE teacher at Whitburn Academy, West Lothian***



# Virtual Reality

Using Interactive Videos on YouTube to develop skills and fitness during Lockdown

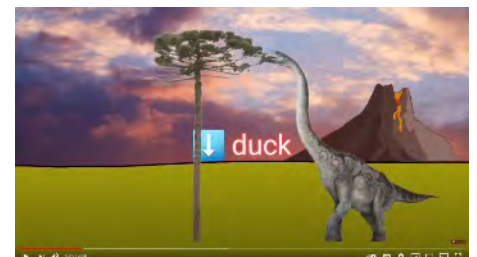
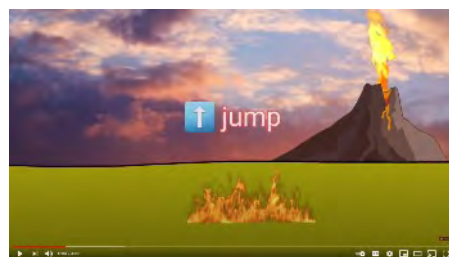
Corey Martin



@CoreyMartinPE

Flashback to March 2020. I was sitting in my office wondering what the future was going to hold not only regarding education, but for society as a whole. Students had just been sent home with 2 weeks of virtual learning already scheduled as the pandemic started taking its toll on my small town in coastal North Carolina. I quickly realized that teaching the way I had known was about to change.

Our plan at the time was to send work home to students, mostly in the form of paper packets. However, I have always been a person who thinks outside the box and started thinking of other ways to reach my students. I could make video lessons! Having a past in professional baseball had made me very comfortable in front of a camera and I knew that this would be much more personable for the students than a paper workout packet. By the next day I was shooting short video lessons and uploading them to my Youtube channel to send out to the kids.



Fast forward to the beginning of the 2020-2021 school year and we are still virtual. This time, however, all students have chromebook computers and I am teaching live on a screen. This was great at first as I was just thrilled to see the kids faces, but as time moved on, it became harder and harder to come up with stuff to keep students engaged. Then I found *PE Bowman* on Youtube and my kids were immediately hooked. I knew this was something I could do.

I DO NOT have a background in graphic design, but I have always been pretty tech savvy. Using PE Bowmans model, I successfully created my first animated video in October called "The Creepy Forest". My kids absolutely loved it so I decided to share it to the PE Central Facebook group. It gained a lot of positive feedback and also became my first semi viral video. Then I received my first critical comment. "You should take yourself out of these videos." At first, I was a little taken back... but I have always been one to take criticism in stride. In a sense of "how can I improve from this." This is how the concept of Turkey Chase came about.

In order to take myself out of the video (which would help it appeal to more students other than just mine), I needed to make a first person style game. Using a first person concept would also make the game 3 dimensional rather than just 2 (like Creepy Forest). With side scrolling games you are limited to movement patterns that go up and down. With a 3d model, I could add side stepping, coordination skills (catching an object that is coming at you), and much more! Figuring out how to do this using my editing software was quite tricky, but I quickly started figuring it out. After about 2 weeks of consistent work, Turkey Chase was done and uploaded to Youtube.

This would become my first really big hit by reaching 100k views rather quickly. I knew I had found the right formula! Therefore, I decided to keep creating using that same model.

# Virtual Reality

Using Interactive Videos on YouTube to develop skills and fitness during Lockdown

(continued)

Corey Martin



Winter was right around the corner, so next up on the list was “Ski Chase”. As a PE teacher, one thing I always try to do is end class with something exciting. I want the kids to leave class anxious to come back for more. This builds enthusiasm within my program. As I was creating Ski Chase, this idea was at the forefront of my planning. How can we end this game with something exciting that has kids wanting to come back for more. “Why not collect a rocket pack and escape to the moon?”. This sounded radical and far fetched, but a kid’s imagination has no boundaries. So that is how Ski Chase ended, along with a teaser for the next game, “Moon Mountain.”

At the time I wasn’t sure how well this concept would be received, but as I kept producing content that followed this same formula, the interest started growing. I never imagined my Youtube channel would have grown so quickly in such a short amount of time, but I had a thought the other day that put the biggest smile on my face. Kids all around the world are smiling because of an interactive video game that I created on my cell phone! That is all the motivation I need to keep going.

*“We used Coach Corey Martin’s videos as part of our online PE sessions during lockdown. Our pupils loved them! One video would link to the next which had them excited for the following week’s release! It really captured their imagination and helped to keep them motivated at home. The different types of movements such as using a ‘lightsabre’, swimming, flying a spaceship, driving a car and throwing which could incorporate upper body movements as well as running, jumping and dodging. Short rest periods would also involve 50/50 trivia questions on dinosaurs and space which meant that the pupils were gaining extra knowledge as well as doing PE! We had one pupil in particular who loved dinosaurs who started telling us more about the triassic and jurassic eras, and Space Chase also led to a discussion about the speed of light and sound! It has inspired me to make my own videos for my classes!”*

*(Primary Teacher, Renfrewshire)*

**Corey Martin has been teaching physical education for 10 years on the outer banks of North Carolina, teaching both Middle school (S1-S3) and elementary school (Primary). Prior to teaching, he played professional baseball in the Chicago Cubs organization.**

Corey’s Youtube channel: <https://www.youtube.com/channel/UC6mp1dGFmDN96FPWPlbsqeQ>

How Corey makes his videos (Kinemaster Tutorial) : <https://www.youtube.com/watch?v=jZj8rR1oUp0>



# Thinking Differently about Learning Intentions and Success Criteria

## Explicit and Implicit Learning Intentions, and Success as Questions

*“If we are to argue that PE has a rightful and equal place on the school curriculum in itself, rather than just as activity, then we need to defend it as an indisputable ‘form of knowledge’.”*

### Dr Will Kay



***A graduate of the SSPE, Jordanhill and founder member of SATPE, Dr Will Kay has extensive experience as a PE teacher and teacher educator teaching in both Scotland and England. He has been an advisor on PE to both the Scottish and UK Govern-***

***ments and was part of the team that developed the Significant Aspects of Learning and Benchmarks for PE. He has contributed to development of the latest Certificated courses in PE. With over 30 published articles on PE, he has delivered professional learning to Primary and Secondary teachers and developed the on-line Teaching Athletics resources for SATPE.***

The sum total of the focus for teachers should be that every PE lesson is a quality learning experience for every pupil. Every experience should be engaging, worthwhile, purposeful, satisfying, inclusive and enriching for every learner. A tall order indeed, but one that we must strive for. After all, PE is compulsory, emotional, visible, and assessed.

Reflecting on PE in this manner makes us consider ‘Why’ (the Rationale) should children be subjected to PE. Once we have some irrefutable truths for this, we can then consider ‘What’ (Content) we should do to achieve these truths, and ‘How’ (Pedagogy) to go about it. Doing so makes us consider the ‘Purpose, Process, Practice and Product’ of learning and teaching.

Planning for learning, and assessment of it, should take place continually, in an integrated development as each lesson proceeds. Ideally, progress should be self-assessed against individually-developmental, understood and

achievable challenges, that act as targets and feed forward.

Our aim being that every pupil in every lesson has been Successful, has increased Confidence, has made a Contribution, and has acted Responsibly with the Responsibility that they have been given.

Ultimately our aim is to assist children become independent learners. That is, for them to understand their own (and others) psychological and physiological well-being to enable them to become confident, self-controlling and self-managing. This is in both social behaviours and activity behaviours throughout their life-course. Broadly, we can identify these as Emotional Intelligence and Physical Literacy. It is concomitant that success in the second will depend on success in the first. Achievement in both should be individual progress, thus inclusive: not exclusive norm referencing of one learner against another. After all, every learner is expected to achieve, and is assessed as such.

If we are to argue that PE has a rightful and equal place on the school curriculum in itself, rather than just as activity, then we need to defend it as an indisputable ‘form of knowledge’. That is, PE as justified and indispensable in contributing fully to the objectives of developing independent learners who adopt and embody the CfE 4 Capacities. Not just ‘as and for’ Health and Well-being – as indisputably important as that is. To do this, the holistic nature and potential of the subject must be at the forefront of planning and assessment. Attention to Explicit



# Thinking Differently about Learning Intentions and Success Criteria

## Explicit and Implicit Learning Intentions, and Success as Questions

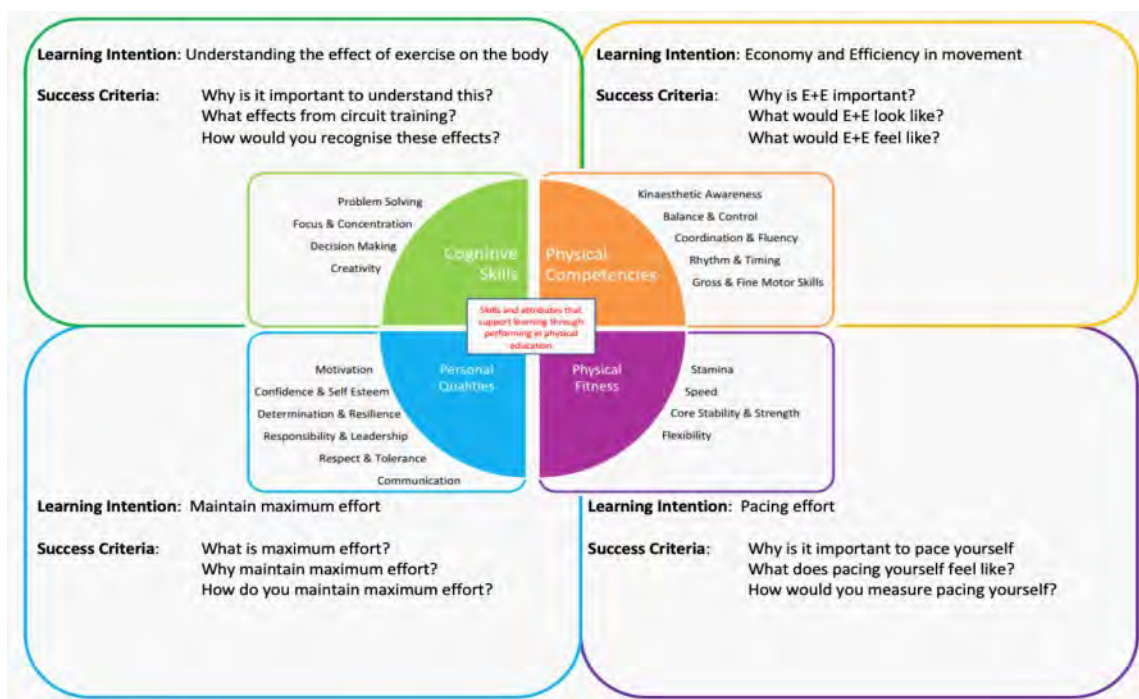
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“Examples for the development of Learning Intentions for specific MSCC E+Os”

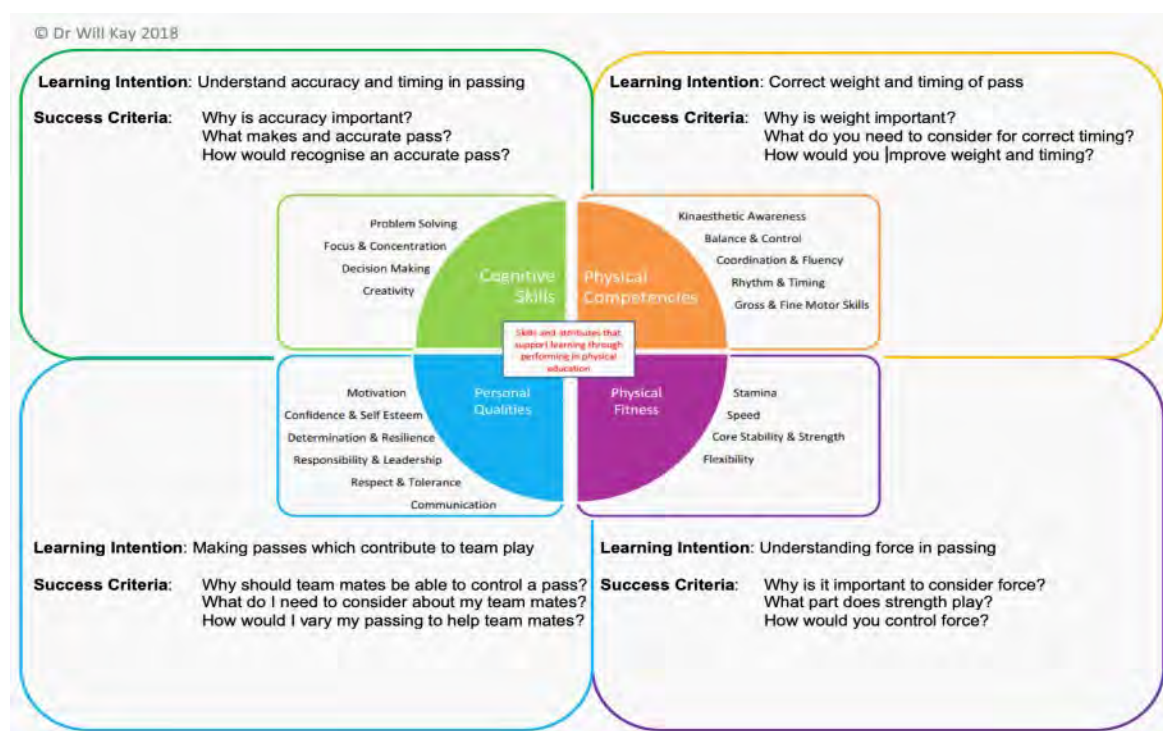
Dr Will Kay

Some examples are given here for the development of Learning Intentions for specific MSCC E+Os (specifically Concepts in aspects of Fitness and Passing) in each sector of the Significant Aspects of Learning, based on questions which facilitate and encourage pupils to think about their learning through ‘Metacognition’.

### Fitness



### Passing



# Thinking Differently about Learning Intentions and Success Criteria

## Explicit and Implicit Learning Intentions, and Success as Questions

(continued)

“Questions necessarily cause thinking, and a ‘growth mindset’.”

Dr Will Kay

Explicit Learning Intentions attend to learning ‘in and about’ activity. They cover the *specific* (in skills) and non-specific (about rules/tactics) aspects. They relate to ‘Factors Which Affect Performance’ and are measurable ‘hard skills’. These are ‘Abilities’. The Implicit Learning intentions attend to learning ‘through’ activity. These are *transferable* cognitive and personal development, which are the ‘Factors Which Affect Learning’, and are difficult to measure ‘soft skills’. These are ‘Attributes’.

This comes, unequivocally, with correlation to the SAoLs. The right side of the SAoLs (PC and PF), are the *quantitative* (Mosston’s Reproductive/Behaviourist) segments. These are Explicit measurable *products* of Performance. The left side (PQ and CS) are the *qualitative* (Mosston’s Productive/Constructivist) segments. These are Implicit difficult to measure *processes* for and of Learning.

It is important that we recognise and advocate these as ‘forms of knowledge’, which both require and develop Meta-cognition (thinking about learning). This links with Success Criteria as questions, rather than as ‘I can’ statements. Questions necessarily cause thinking, and a ‘growth mindset’. Without thinking learning is not taking place. ‘I can’ statements can limit thinking and cause a ‘fixed mindset’. Three questions, ‘Why, What’, How’, are inextricably interlinked.

‘How’ to do something is Procedural Knowledge. It is the *specific* physical skills of knowing ‘in’ activity. ‘What’ to do is Declarative Knowledge. It is the *generic* cognitive skills of knowing ‘about’ activity. ‘Why’ to do something is Conditional Knowledge. It is the *transferable* reasoning skills learned ‘through’ activity. There is, however, and crucially, a fourth ‘form of knowledge’ in PE. That is Affective Knowledge. This the self-belief of ‘Competence Expectations’, which affects motivation and attitude, thus engagement, and ultimately, learning. We must attend to this as well.

The notion here is that the Process of learning determines the quality of the Product (Abilities and Attributes). However, the Product gives the Purpose for the Process (Learning). How we achieve quality will determine our Practice (Learning and Teaching). Ultimately, our aim is to ‘teach ourselves out of a job’: that the learners in our care become independent learners and develop as fully as possible in the 4 Capacities. Hopefully the discussion and examples above have stimulated some thought and questions about the Purpose, Process, Practice and Product of PE.

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# Think POSH and use SPACE: A Reflective Curriculum Development Model

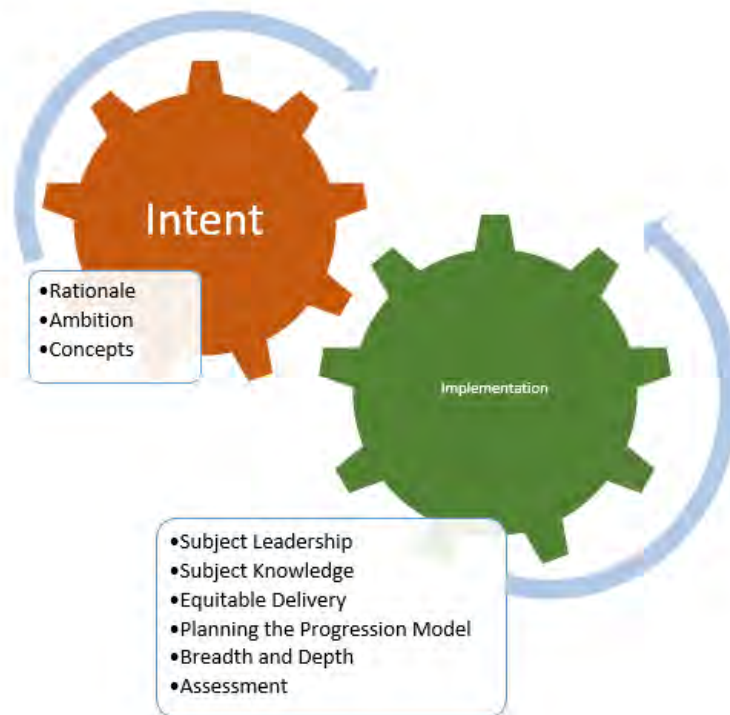
Grant Huddleston

 @GHuddPE

*This article is a development of a publication from the Association of Physical Education's 'Physical Education Matters' journal (Huddleston and Whitehouse, 2020) and condensed for the purpose of this publication.*

With Ofsted (2018) publishing their findings into how to assess the quality of education, they coined the phrase that schools and educators are currently using regarding their curriculum offer: "Intent, Implementation and Impact". They highlighted 26 indicators (Ofsted, 2018, p8) that would demonstrate what would make an effective curriculum, followed by a series of "predictors" (see below), that linked with a school's intention and implementation of a quality curriculum (Ofsted, 2018, p21).

## Predictors



Based on this, these indicators would form the basis for what Ofsted would use when visiting schools to determine the effectiveness of a school curriculum. Schools have since created intention documents justifying the decisions of their curriculum. Whilst it is worth noting that Ofsted do not ask or request these documents from schools (Ofsted, 2019), it does however initiate a thought process towards a school's curriculum and whether it can be underpinned by educational theory and evidence. I believe there is no such thing as a 'perfect' curriculum. Whilst Ofsted have created these indicators, one school's offer can be very different to another's for numerous reasons. Staffing, facilities, resources, location, pupils and personal philosophy are just some of the factors that can influence what curriculum a school offers. Therefore, a school must create a curriculum that is effective specifically for their school, with quality also being contextualised in cultural, social and institutional terms.

This article aims to present a reflective model to assist subject leaders when writing their curriculum offer. Whilst using this model, a beneficial approach for leader's to reflect and question their curriculum design is to utilise Kipling's (1902) "six honest men" of 'What, Who, Where, When, Why, and How', to manufacture questions surrounding what you currently offer and what you could do to improve this offer. Asking questions of your school will help drive any necessary changes and help respond to what changes are needed.



# *Think POSH and use SPACE:* A Reflective Curriculum Development Model (continued)

Grant Huddleston

## **Thinking POSH**

### ***Philosophy***

In order to create an effective curriculum, it is important that you acknowledge and understand your philosophy. Whether this is your philosophy as a leader or as a subject, it is important that it matches the philosophy of your school. Your philosophy will be underpinned by what you see as effective teaching and learning and can be completely contextual to your schools circumstances/environment. Your curriculum intention and implementation will strongly be aligned with your philosophy.

### ***Outcomes***

Your curriculum must have projected outcomes – the impact. What is it you want them to achieve by the time they complete this curriculum? This will be influenced strongly by your guiding philosophy, but also your use of SPACE (see below). This will be the impact of your curriculum offer.

### ***Stakeholders***

Who is involved in the realisation of this curriculum? Do they have the skills, the shared vision and drive to accomplish this curriculum? Who will check that it is effective?

### ***Holistic***

Finally, does your curriculum promote positive, holistic development? Does it promote social, cognitive, affective and physical skills? Does it promote positive wellbeing with the pupils? How do you know this? Are pupils' literacy and numeracy skills promoted across all subjects? It is important to consider this, as it will affect your intent, the way you implement your intent and therefore the impact you achieve.

Once you have considered the above, you can now begin looking at your subject specific curriculum.

## **Using SPACE**

### ***Specifics***

Within your curriculum offer, what specifics or context do you need to consider? This could include numerous factors, such as the staffing to realise your vision, facilities available, equipment/resources needed, and the pupil's needs. It also gives you scope to discover what continual professional development could be needed amongst your staff.

### ***Pedagogy***

What will be your pedagogical approach in realising your curriculum? This will be strongly linked to your philosophy and what you intend to achieve. Do all staff understand different approaches available and can they realise these? As a leader, will you request specific pedagogies or are you flexible for the group/teacher to choose? Does the pedagogy produce holistic learning and promote positive wellbeing? How much responsibility is given to the learner? How will you be inclusive or differentiate teaching and learning?

### ***Assessment***

How, when and why will you assess your pupils? Does the model of assessment match up with your school assessment policy? Is the assessment model valid and reliable? Is it manageable for staff? How will you review assessment and who will do it? Does it promote holistic development or just physical skills?

### ***Curriculum***

What activities/topics are you offering and why and how will offer these? Does it cover all areas of the National curriculum? How does it promote progress across year groups? What resources are required?

### ***Extra-Curricular***

What learning is taking place outside of lesson time? Do they align with your curriculum activities? Are you able to link your school to other clubs or organisations? Who takes responsibility for overseeing extra-curricular learning?

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# THINKING OUT LOUD: The Cards Won't Play Themselves

Jordan J. Flynn

 @JJFlynn9PE

Within his most recent book, *Precarity, Critical Pedagogy and Physical Education*, Professor David Kirk has emphasised that it is now more crucial than ever for those invested with Physical Education (PE) to “dress up, show up to the party, and be counted” (p.187). This undoubtedly builds on his previous work which raised a critical question about how long the subject can realistically continue to fly under the radar, especially with the tightening of accountability across education and austerity biting deeper (Kirk *et al.*, 2018). The importance of this message may only be fully understood when we recognise that PE in Scotland alone is estimated to cost the taxpayer £80 million each year. With this in mind, I believe that as a profession we must focus on how to optimise the educational value of our subject within the Broad General Education (BGE) phase beginning in early learning right through to the end of Secondary 3. One feature I have advocated for is the skilful deployment of models-based practice in order for PE to meet a wide range of educationally meaningful experiences. Alongside this, I have argued that collaboration between PE specialists and university academics could be a pivotal strand to optimising and evidencing the value of PE in schools.

Within the BGE phase, PE has a specified timetable requirement of two hours/periods per week for every child (Scottish Government, 2014). Therefore, at current time of writing, PE certainly occupies a seat at the big table. The significant aspects of learning (SAoL) in PE have created space to move beyond ‘PE as-sports-as-techniques’ (Kirk, 2010) to a more holistic focus which reflects valuing the ‘E’ in PE (Quennerstedt, 2020). My personal thoughts would be for PE teachers to further embrace the empirical literature showcasing how

models-based practice can legitimately aspire to meet a wide range of educational outcomes (Kirk, 2013). For instance, if we wish to *explicitly* facilitate young people’s learning of personal qualities then it is vital to offer them contexts to explore motivation, confidence, resilience, responsibility & leadership, respect/tolerance, communication. Pedagogical models such as Teaching Personal and Social Responsibility (Hellison, 2011) and Siedentop’s Sport Education Model (1994) could be utilised here as they have defined learning outcomes and teaching strategies for the affective domain which coincide neatly to the SAoL. Collaboration between academics and classroom teachers would allow evidenced-based practice to be magnified alongside expertise to be shared to support the theory-praxis gap. SATPE may just be perfectly positioned to act as a bridge to foster national scale development, collaboration and networking.

For PE, national qualifications in the senior phase provides a plethora of formal evidence which can be used by schools, local authorities and government. This is clearly an important facet, however, high-stakes examinations continue to present several issues for PE as previously predicted; especially in regards to accountability at performance reviews (Thorburn, 2001) and becoming ‘trapped by certification’ to the detriment of the BGE phase (Brewer, 2003). It seems logical to tread carefully and seriously consider our ability to evidence the educational benefits of PE in the first twelve years of schooling; as opposed to *flying under the radar*. It would be timely for collaboration between practitioners, academics and other stakeholders in order to agree on the best course of action to effectively showcase the value of the subject.

# THINKING OUT LOUD:

## *The Cards Won't Play Themselves* (continued)

*"We must continually stand up and be counted to showcase the educational value of our subject."*

Jordan J. Flynn

Interestingly, research undertaken by Dalziell *et al.*, (2015a; 2015b; 2019) continues to outline a positive relationship between Better Movers and Thinkers (BMT) on learning, cognition, behaviour and academic achievement. These findings appear worthy of exploration and engagement within the profession, especially if it enables us to empirically justify our position in addressing the poverty-related attainment gap amongst other educational priorities.

The Curriculum for Excellence (CfE) was stated as the most significant educational development in a generation, with the opportunity to transform teaching and learning (Priestley and Humes, 2010). Within 21<sup>st</sup> century Scottish education, PE is a main feature of HWB with favourable positions in both BGE/Senior phases. We must continually stand up and be counted to showcase the educational value of our subject. Failure to do so may open the door to a party with a different set of rules and different party-goers calling the shots. Indeed, the emergence of fitness instructor Joe Wicks, as the apparent 'nation's PE teacher' only serves to illuminate this point further. We have secured a seat at the big table with £80 million worth of chips to negotiate. However, the cards will *not* play themselves.

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# Making Behaviour Better

*“Good behaviour cannot be secured in all students by brilliant instruction alone (Bennett, 2020).”*

Jonathan MacWhirter

 @MrMacwhirter



*For a number of years, behaviour policy in Scottish Schools has been illogical, ill thought out and has been detrimental to the progress of many pupil's progress across the country. There has been an agenda, led by many high-profile educators to jump on the bandwagon of behaviour systems being sold as the silver bullet to all your schools behavioural needs. The problem is, there is a real lack of evidence-based research to say these systems actually work and in Scotland, we have now wasted hundreds and thousands of pounds with questionable results. These behaviour systems seek to outlaw sanctions and promote the need for brilliant instruction (at all times) which will in turn solve all the discipline problems in your school. In reality even the most brilliant of teachers cannot make everyone love the content of their subject, so regardless of how good the learning and teaching is you will need to have sanctions at some point. Here are 3 key ingredients I think are needed to have successful behaviour within your classes.*

## Excellent learning and teaching

When pupils feel like they are having success they tend to behave better.

The question then is, how do we promote success.? I feel this is simple. You are the teacher; your job is to impart knowledge on pupils. To do that you must be knowledgeable, so ensure you do everything you can to know how you develop skills in the different sports you teach. That may mean going to a sports club and playing more to improve or learning from colleagues. The best way to impart that knowledge is to adopt an 80/20% split with use of specific and non-specific teaching styles. Try to remember if a pupil doesn't have the basic fundamentals to perform, they will be embarrassed and will likely misbehave. Rosenshine's principles of instruction are highly adaptable to PE and many have already done this to great effect.

## Routine

***The single most powerful way to bring efficiency, focus and rigor to a classroom is by installing strong procedures and routines (Lemov, 2019).***

I write this knowing fully, that you may be feeling the constraints of a whole school behaviour approach that does not sit well with you. I have been there, and my solution was to try and never let the issues get to the whole school level. It is important to plan out eventualities that may occur and create solutions instead of being reactive and putting out fires. An example of the routine I follow is outlined below:

1. Meet pupils as they enter department and tell them how many minutes they have left to change (I expect them to be ready to take part 7 minutes into the period).
2. Have a starter exercise where pupils are retrieving knowledge from last lesson ready to go. For example, a lay up practice.
3. Go through your LI and SC (for me this was always a big question or a tactical problem).
4. Engage with lesson itself.

Finally, what are your non-negotiables, that pupils must follow? For me it has always been:

1. Be punctual and on time
2. No chewing gum
3. Respect everyone

These must be taught to pupils. I always taught these three golden rules so there were no excuses made.

# Making Behaviour Better (continued)

*“Good behaviour cannot be secured in all students by brilliant instruction alone (Bennett, 2020).”*

## Jonathan MacWhirter

### Sanctions

There are those that say sanctions do not work on all kids so what is the point in doing them at all? That is like saying we should not have a speed limit and penalties for speeding because people speed anyway. It is clearly not a tenable position. My strong advice would be to create something that works for you and is simple. For me it was once again planned with simplicity in mind:

1. Warning 1 - if pupil broke one of the rules
2. Warning 2 – asked to stand outside classroom with a restorative conversation
3. Warning 3 – Rarely did things ever progress to this level but this would result in removal from class and a departmental detention.

Whatever you plan, keep it simple.

*Jonathan Macwhirter is a Depute Headteacher at Beeslack Community High School. His blog with thoughts on how we can improve education can be found here:: <https://mrjonathanmacwhirter.wordpress.com/>*

### *Futher reading:*

*Bennett, T., 2020. Running the room. 1st ed. Melton, Woodbridge: John Catt Educational Ltd.*

*Lemov, D., 2014. Teach like a champion 2.0. 1st ed. San Francisco: Jossey Bass.*



# Serving Tennis in Education

Breaking down barriers for teaching fun and engaging tennis in schools #MurrayMethod

Mel Benson



The [Judy Murray Foundation \(JMF\)](#) is a small charity that operates in Scotland. Our aim is to open tennis up to many more Scots by building a nationwide workforce who can deliver in local communities in whatever

space is available. We target rural and disadvantaged areas, with a particular focus on family and school engagement and we have recently started a women and girls project to increase the number of females playing and delivering tennis.

From 64 national titles to Scottish National Coach, British Fed Cup Captain, producing four Davis Cup players, one Fed cup player and of course, two Grand Slam-winning sons, Andy and Jamie, it is fair to say that Judy Murray is in a league of her own! The world-class coach and Founder of JMF turned her attention back to grass roots tennis 8 years ago and has since developed and delivered a number of programmes, including Set4Sport, Miss-Hits, Tennis on the Road and She Rallies, to attract and retain children and adults in the sport. Judy's wealth of experience in tennis has been extremely well received and positively impacted many schools, teachers and students across Scotland. We are delighted to share some of our current efforts in our commitment to continue to break down barriers for teaching fun and engaging tennis in schools.

***"I have always hated tennis' elitist tag and have spent the last 8 years creating and delivering programmes that take tennis into places where it didn't exist. My content covers all ages and stages and all of the games and exercises develop the skills you need to be able to play tennis while making everything doable and fun for both participants and deliverers."* (Judy Murray)**

## Striking a special relationship with SATPE

Working with an organisation that is driven 'by teachers for teachers' makes perfect sense for JMF. We are a team of ambassadors, supported by Judy and JMF Project Manager, Kris Soutar, who all have a hands on approach and operate on the ground. Building relationships and investing in like-

minded people is at the heart of what we do. Our work to date with SATPE has led us to joining forces with many

schools and teachers who have embraced the #MurrayMethod and now taking a lead for tennis in their own section. This is an exciting pathway for us and we relish the opportunity to grow individuals and help develop lifelong skills for the next generation.

## In partnership with Education Scotland

JMF have been working with Education Scotland behind the scenes to generate online resources for Primary and PE teachers. The resources cover content that can be delivered from nursery through to S6 – watch this space!

## Lil Miss-Hits Schools Project with SATPE

JMF were delighted to partner up with SATPE to launch the Lil Miss-Hits Schools Project in April 2020. Lil Miss-Hits, a tennis programme created by Judy, is aimed at 5-8year old girls to introduce them to tennis in a really fun, friendly and non-threatening environment where they develop the fundamental skills required for tennis; experiencing success through individual, paired and team games. This particular project sees 12 schools empower their Sports Leaders with the Lil Miss-Hits online course, delivered by Judy, who learn how to coach tennis and take these new skills into their local Primary Schools. 'Learning on the job' gives these students first-hand experience in working with children, teaching tennis, developing their leadership skills and is a fantastic stepping stone into coaching roles, summer camps, working with young people, being part of a team – the list goes on!

## In partnership with University of Edinburgh and University of Strathclyde

JMF have prioritised resource and time in delivering teacher training as part of the BEd and Post Graduate PE courses. This makes perfect sense for us to invest in these aspiring teachers before they head out to their placement schools and eventually their probation year.

## *Serving Tennis in Education* (continued)

*Breaking down barriers for teaching fun and engaging tennis in schools #MurrayMethod*  
**Mel Benson**



### **Lockdown Learning**

Thanks to our Founder who had backed up her content on-line pre covid-19, JMF were able to hit the ground running with online teacher training courses. Cyber Tennis Tour with a focus on starter tennis delivery was attended by over 500 teachers, parents and coaches and our Return to School On-line course with a focus on Primary tennis was attended by over 60 teachers – two examples to showcase some of our lockdown learning. Judy hosted a [live Instagram](#): Talking Tennis in Schools. This featured key messages for teachers from Judy's experience and through discussion suggests what a school tennis programme **for all** can look like. Themed social media campaigns such as #TopTipTennis #TikTokTennis #GardenGames, became part of our focus too. As well encouraging engagement from the tennis community, the JMF team were able to use our social media platforms to help share good practice giving families (and teachers!) fun and enjoyable ideas to try together.

### **Back to Tennis with Brodies**

[Three programmes](#) created by Judy and delivered by top Scottish tennis players (including Andy and Jamie) and coaches were gifted to schools and families. The programmes successfully showed players and those “new to tennis” how to get ‘tennis ready’ at home. Perfect formula for a big number, safe distanced group activity in clubs, hubs and schools during a very challenging time.

### **Charity partner to Brodies Tennis Invitational**

Bringing legends of the game and world class role models to Edinburgh. As adults who have a platform to impact young people, it is important we showcase role models – ‘if you can see it, you can be it’. JMF devised a schools community engagement programme to incorporate local Primary Schools in Edinburgh to try tennis, educate them on our elite players and see the ‘big stage’. We look forward to rolling out this programme albeit later than planned due to the pandemic.

### **WHAT'S NEXT?**

#### **Workshops**

JMF are delighted to continue to work closely with **SATPE**, be part of the annual conference and as a follow up, offer practical workshops in Edinburgh, Glasgow and Aberdeen for teachers.

#### **School to Club**

Is your school in walking distance of a tennis club? Would you like to do develop your tennis programme one step further? We would like to help – see below for details.

#### **Join our army!**

We are passionate about developing and investing in people in order to grow a bigger workforce across Scotland – so if you would like to join our army to develop yourself, your team, grow tennis in your school or area, sign up to one of our workshops or get in touch at [mel@judymurrayfoundation.com](mailto:mel@judymurrayfoundation.com).

#### [JMF YouTube channel](#)

#EveryoneForTennis

**Mel Benson is a Judy Murray Foundation  
Ambassador & Head of Lower School, St George's School  
for Girls**



[@mbenson111](#)  
[@Judymurrayfdn](#)  
[@stgeorgesedin](#)





# Pick of the Bunch

Pickleball: A fun new activity with a new teaching resource

 [@PickleballScot1](https://twitter.com/PickleballScot1)

Pickleball was first invented in the U.S. during a holiday weekend as a game for all ages and stages of a family to enjoy. The game uses an airflow ball and legend has it the family pet dog Pickles would chase the ball and everyone would shout "it's Pickle's ball". More play eventually led to the name pickleball. Well that's what they say....The game started during the 1960's and just hasn't looked back. Frequently referred to as the fastest growing sport in America and now even the world. Growth in America continues and now across Europe, Asia and the rest of the world. Competitions have started and an industry in growing around the game. This is a game of the future.

## How to play

The game is played on a badminton sized court with a dropped net. It can be played indoors or outdoors, depending on climate and court arrangements. Tennis courts can also be adjusted to accommodate pickleball. The ball is a plastic airflow pickleball and the bat is a "paddle" which can be wooden or, as players get more experienced, can be a higher quality composite material. Wooden is great for schools and local Decathlon stores stock wooden pickleball paddles with a ball. Most people and ages can get a feel for the game quite quickly and often a doubles format is used. The scoring is up to eleven, you can score on your serve only and teams must win by two. One of the most unique elements and key to many of the game tactics is a no volley zone, for each team, in front of the net, affectionately known as "The Kitchen".



## Resources

We have a teaching resource aimed at PE teachers teaching the Basic General Education. The resource was developed by our colleague Sharon McKechnie who is a Teaching Fellow in PE at Edinburgh University. You can hear Sharon discussing her pedagogical approach and why she thinks pickleball is a great PE activity in a short interview submitted to the SATPE 2020 virtual conference.

## Looking ahead

In the near future, as restrictions are eased, we hope to be able to offer Ambassador Course which are aimed at giving people the skills to introduce the game to adults and this might also be suitable for teaching sports leaders. We also plan a short introductory video soon but if you want to see the game in action have a look [here\\*](#) at a video from our 2019 Scottish Open held at Scotstoun in Glasgow. Please get in touch if you want to know more [info@pickleballscotland.org](mailto:info@pickleballscotland.org)

**Pickleball news and resources can be found at [www.pickleballscotland.org](http://www.pickleballscotland.org). Also like us on Facebook**



*SATPE Members try Pickleball at the SATPE Conference 2019*

## The Court

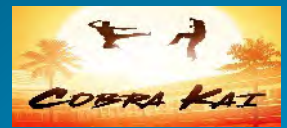
The court has the same dimensions as a badminton court [full width and length] but the net is 36 inches at the sides [34 in the middle] and there is a line which is 7 feet from the net that makes the no volley zone – but for beginners the badminton service line [which is nearer the net] will suffice. To adapt the court for this no volley zone sticky tape can be placed temporarily 6 inches further away from the net than the badminton service line.





# Watch & Learn...

## What I Learned during lockdown



*The very nature of teaching is a 24/7 role. For PE teachers especially, even in recreation we often see something that we can use in our lessons, be it reading words of wisdom in a quote, a flash of sporting inspiration or seeing a positive role model portrayed on screen. The extra 'spare' time due to lockdown saw me revisit some classic films on DVD and the usual streaming services. One movie that had a massive impact on me when I was in school was the 1984 classic: the Karate Kid. As a 9 year old in school in the 1990s, I could really relate to the title character: dealing with bullies, trying to fit in and eventually, for a short time, learning Karate. However 30 years on and rewatching it alongside the 2020 spinoff show Cobra Kai, I found myself relating more to the teachers, their styles and how their philosophies affected the fortunes of their students. I was pleasantly surprised just how well some of the themes linked not only to different teaching styles, but to the PE Benchmarks themselves...*

**Dominic Tollan**

Representations of teachers, especially PE teachers in cinema aren't always the most complimentary. However one of the greatest teaching role models to grace the silver screen is none other than Mr Miyagi from the Karate Kid franchise.

In a time where teachers were using a variety of household items to teach remotely to pupils in their homes, it should be noted that in the first and inarguably the best Karate Kid movie, Mr Miyagi used household chores; cleaning (wax-on wax off), painting, sanding, while at the same time teaching his student Daniel Larusso Karate by developing strength and muscle memory. Daniel learned without realising he was learning.

In the Primary sector especially, this is something that is not uncommon. Using strategies such as TGFU and BMT often have pupils enjoying what they are doing and only later have a revelation that what they have been learning is actually embedding skills that they can use in more structured and familiar activities. Doing this and maintaining engagement and enjoyment is an art form in itself. Some may have seen his teaching style as 'laissez faire', leaving Daniel to get on with it, but he was always there in the background; observing and eventually helping to connect the dots in his learning. Just as we help our pupils be aware of what they are learning and helping them to make those similar connections.

Miyagi's teaching was more than just about teaching the 'activity'. His teachings were student centred and taught skills that would not only be well served in the karate tournaments, but also in the arena of life, which is what we as teachers strive to provide for our pupils.

Throughout the film, he is an excellent role model, showing patience when teaching and in times of conflict from others, including his student. But is also unflinching when challenged and is not afraid to utilise his skills, knowledge and experience when necessary.

### *Karate Kid and the PE Benchmarks*

Even back as far as 1984, the PE Benchmarks we see up on the wall in our PE halls were evident in the themes of the Karate Kid.

Miyagi was forever reminding Daniel about the importance of *focus & concentration*, during his training and in the final tournament.

The training that Daniel took part in: waxing on and off, painting the fence, sanding the floor; all required him to co-ordinate different actions fluently and with control, helped in no small part by the rhythmic instructions given to him. His kinaesthetic awareness was developed when facing and kicking waves on the beach, with Daniel falling, being aware of his surroundings and being ready for the next wave. The determination and resilience of having to fall and get back up again is also symbolic of the mental toughness shown when tussling with more experienced fighters, and also being brutally injured but wanting to carry on.

One of the key scenes of the Karate Kid is the striking training montage where Daniel, of his own accord, decides to practise what he has learned on his own away from his lessons with Mr Miyagi. This demonstrates his growing *responsibility* for his own learning and with it the developing *confidence and self esteem* that sees him feel equipped enough to participate in the tournament against his school bullies from Cobra Kai.

This has a huge pay off in the ultimate scene where the lifelong and self learning saw him demonstrate the famous crane kick. The first time Daniel saw this was when he witnessed Miyagi practising on the beach. Having that positive role model inspired him to want to be 'The Best Around' and to learn beyond the 'classroom'. But the at times impetuous student also learned lessons in how to show respect for and to be more tolerant of others and demonstrate some of the



# Watch & Learn...

## What I Learned during lockdown

(continued)

### Dominic Tollan

same qualities that his teacher had displayed. The things he had learned gave him the tools to be able to select and make the right decisions, on and off the mat.

***“Have balance, everthing be better.” (Mr Miyagi)***

The crane kick in itself is a lesson to us all: to have balance and control in our lives and in our teachings. In a physical sense, balance is hugely important in PE as without it, we can't carry out simple and complex skills effectively. And without control, we can become unpredictable and chaotic in our movements.

However in a wider sense, it is important to have balance in our lessons, that we allow our pupils the space to breathe and learn for themselves, to demonstrate what they have learned and to make their own decisions. We as teachers need to have the courage to be able to step back and observe our learners as well as teach them more directly. But too much of one can be detrimental to the quality of learning. It is essential to find that 'balance'. We also, for the sake of our own health and wellbeing, need to have balance in terms of our own professional and personal commitments.

#### A new generation

Whenever a movie spin off is touted, we often hear cynics say 'they shouldn't mess with the past'. "That won't work today", and those were concerns that were raised when it was announced that the Karate Kid would have a new spin off show, Cobra Kai, based on the antagonist of the first movie, Jonny Lawrence. However this show has taken old themes of the original film and made them relevant to the present day. It has brought a 1984 classic to a new generation of young people who are coming into school raving about it.

Teaching now amidst a pandemic, we should take a leaf out of the Karate Kid/Cobra Kai dynamic. By all means look back on the success we have had in the past, but also learn and adapt. In the Covid recovery process, we

won't be able to go back to some of the 'old ways', at least not for the foreseeable. But we can 'strike first', be assertive and find new ways to do what we did before. And perhaps use some of those simpler 'old school' ways to help us acclimatise to PE in and beyond the pandemic.

Using our skills, knowledge and experience, rather than condemning what we did in the past and making it obsolete (and in our case saying 'we can't do that anymore'), we too should use this as an opportunity to reestablish our good practice by being proactive, assertive and creative in delivering movement, skills and ultimately high quality PE in a different way.

Mr Miyagi said: *“No such thing as bad student, only bad teacher. Teacher say, student do”*, and while there are no bad teachers among us currently reading this, it is a reminder that we as teachers have the responsibility and the opportunity to reverse the notion of 'bad teacher', find the balance in what we do, and provide new and quality learning experiences for our pupils. With Cobra Kai shows the students from the Karate Kid now as teachers, it also reminds us that we are shaped by our own experiences of teachers, and it is good to remember the good and the bad, as we strive to be a good role model and provide high quality learning for our pupils.

Ultimately, the pandemic showed that even when given the biggest of challenges, PE teachers weren't afraid to step up to the mat to do just that.

Just don't forget that You're the Best Around.

*Has something you watched on TV inspired you to reflect on your teaching or given you new ideas for your classes? Did you use the example of The Last Dance with Michael Jordan to teach the social factor? Did Strictly give you ideas about how to incorporate peer assessment into your lessons? Did Happy Gilmore strike a chord about managing emotions in sport? Feel free to write your own TV or film reviews for the next SATPE Journal and send to [journal@satpe.co.uk](mailto:journal@satpe.co.uk)*



# A Wee Bit of Everything

## Questioning the Questioners: Clark Burrell & Lewis Cleland

The need for alternative, 'non-physical' Professional Learning became all the more essential as the Covid Pandemic saw things lock down in March 2020. Enter Lewis Cleland and Clark Burrell, whose release of their first podcast on April 2020 was timed to perfection. Their aim to 'Inspire, Teach and Entertain' has seen them release a range of interesting topics with insightful and well informed guests. To date, they have over 40 podcasts. SATPE turned the tables and gave them a chance to answer some of their own questions, with a few extra thrown in...

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

**CB.** Great question. The feelings which spring to mind are enjoyment and I thought there was always a competitive environment. The teachers in the PE Department at Lanark Grammar School were extremely supportive and provided a high-quality learning environment for all. Ironically, I left school at the end of 4<sup>th</sup> year to pursue my dream of becoming a PE teacher. I got declined from Motherwell College for the Sports Coaching course and then applied to Glasgow Metropolitan College for an NQ Sports Coaching and was accepted to start in the September 2009, and I progressed through college and University from there.

**LC.** These are without a doubt the fondest memories of high school. I absolutely loved PE and got involved in a lot of extra curricular clubs. My PE teachers at Lanark Grammar were superb and really supported me throughout my time in PE.

*I enjoyed playing in the football team with all my mates and going to away games on the bus with everyone. I also really enjoyed gymnastics at school and was involved in a freestyle gymnastics lunchtime club where my teacher put out all the mats, trampettes and other gymnastics equipment for us to practice our skills on. I generally just loved being active, competitive and having the opportunity to get involved in a variety of different activities using all the different equipment at school.*

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

**CB** I really enjoyed Football and Athletics (track events). I enjoyed these activities because this was what I had been brought up with – constantly playing or watching Football. I have always been an avid runner and was the Sports Champion in Primary 7. The 100m Sprint was my favourite event which is ironic too as I am now an ultra-marathon runner!

**LC** My favourite activities at school were definitely playing football, dodgeball, gymnastics/trampolining and athletics. Activities at school I disliked were hockey. It is a sport I just could not take to or enjoy.

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

**CB** I was inspired by the thought of helping others to be the best version of themselves through a sporting context. I am extremely passionate about sport and physical activity and the benefits this can bring the young people we work with. Becoming a PE teacher is something I wanted to do since S4 and I am so grateful

to be able to wake up each day, go to work and make a real positive impact on the young people in my care.

**LC** I began working as a fitness instructor after leaving school and worked abroad at a summer camp. These experiences really lit my passion for working with people in a variety of different contexts relating to physical activity. I really love the idea of being able to inspire the younger generation to be more physically active and educated to give them the tools to lead a happy and healthy lifestyle.

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

**CB** There are a few people who are my role models. I loved reading John Wooden on Leadership: How to Create a Winning Organisation. John was a famous Basketball Coach in the US in the 80's/90's and this had a huge impact on my football coaching/early teaching career. What I learned from the book was the pyramid of success and what traits and characteristics are most important to achieve success as a team. I would highly recommend this book to aspiring leaders.

In terms of performance role models I would say Mark Beaumont (Ultra Endurance Cyclist) has had a massive influence on my belief on what is possible for the mind and body to achieve.

**LC** This is something I have never really given much thought to if I am being completely honest and it is difficult for me to pin point any specific role model. As controversial as he may be out with sport, I really like Conor McGregor as an athlete and his rock solid mentality and self belief are completely admirable. I also really like Eliud Kipchoge who I believe is an extremely well rounded role model for sport and life in general.

*For an athlete to be so talented yet so humble in terms of the way he lives and conducts himself speaks volumes about his character. Moreover, I absolutely love his motto which says "no human is limited" and I think he really personifies this after breaking the 2 hour marathon.*

*Lastly, Mark Beaumont who has the world speed record for cycling round the planet has had a profound impact on my life from an athletic and goal setting point of view. He has given me the mindset that human beings are physically capable of so much more than what I could have ever imagined.*



# A Wee Bit of Everything

## Questioning the Questioners:

Clark Burrell & Lewis Cleland

(Continued...)

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

**CB** I really enjoy teaching Football and Running as these are activities I am passionate about. However, I enjoy teaching lots of other activities like Parkour, Volleyball and Table Tennis. I haven't come across an activity which I don't enjoy teaching but ultimately it's about what the pupils enjoy most which matters most.

**LC** Volleyball. I absolutely love it when it clicks for the pupils and they can actually play a proper rally or game without conditions on it and I feel this is rewarding as a teacher and pupil. I also enjoy teaching invasion games that involve getting the pupils working well as a team, encouraging each other and developing their skills in the process. Other activities I enjoy teaching are gymnastics, trampolining and athletics. For the activity I dislike teaching most - it has to be hockey!

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

**CB** My advice to new teachers coming into the system would be short and sweet: be the hardest worker in the room if you want to make a real difference to the next generation of young people.

**LC** Do the best you can with what you've got, ask questions and don't take yourself too seriously. If you can do this consistently, I believe you will get so much out of it.

### About the podcast...

**Give us a little bit of background information on the podcast? How did it all begin? What inspired you?**

**CB** The podcast ambition has been in the back of our minds for a few years now since we started taking on extreme ultra running challenges. We thought we could start one a while back and talk about the challenges we have overcome along with some success and failure stories along the way. At the beginning of lockdown Lewis text me saying we need to start a podcast so I immediately replied let's do it. From that moment on we haven't looked back and have been able to interview athletes, teachers, researchers, lecturers and therapists. We have been inspired along the way with entertaining podcasts such as Joe Rogan, Open Goal and Becoming Educated.

### How do you pick your guests for the podcast?

**CB** We initially started with our own stories when running and taking on challenges abroad and in Scotland then we targeted athletes. We look to interview the athletes through a PE lens and ask the questions based on the cycle of analysis and factors impacting performance. Any feedback on how to improve this would be beneficial if anyone has great ideas!

### What are your favourite podcasts (PE/NonPE) and presenters?

- *The Joe Rogan Experience*
- *Open Goal* by Si Ferry
- *Becoming Educated* by Darren Leslie
- *High Performance Podcast* by Jake Humphrey
- *Humans of ultra running* by Candice Burt

### What advice would you give to any aspiring podcasters?

Our advice would be to get started. Take action on what it is you want to do in life and then work out how to make it better as you go along by reflecting and refining. We really enjoy interviewing athletes and teachers and we hope this brings insights and learnings which can help others.

**A Wee Bit of Everything Podcast can be found on Apple, Spotify and other main podcast providers.**

*Clark Burrell and Lewis Cleland are PE teachers at Calderside Academy and St Andrew's High School, Kircaldy respectively.*







# Conference 2019 in Pictures

Throwback to our last 'Physical' SATPE Conference, November 2019

Photo credit: Jonathan Tollan





# 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. This Journal's student contributors are:*

***Ellie Watson***

*Covid-19 Chronicles – A Student Teacher Perspective*

***Alan Donaldson***

*Influencing Our Learning Ecosystem*

***Samuel Biggart***

*A Scottish perspective of Inclusive Pedagogy and ASN within Physical Education*

***JP Mason***

*The impact of the Game Behaviour Games pedagogy on holistic development through PE*

***Emma Ritchie***

*Developing physical literacy through tchoukball*

***Kerry McNally***

*Has Curriculum for Excellence changed PE pedagogy?*

***Kacy Hunter***

*The importance of understanding gender identities and expressions for educational practitioners.*

***\*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 3<sup>rd</sup> edition of the SATPE Journal. This can be accessed via the SATPE website.***



# Peter Bilsborough Student Award Entry

## Covid-19 Chronicles – A Student Teacher Perspective

*Ellie Watson*



@PEMissWatson

Throughout the academic year, student teachers eagerly anticipate going out on placement. Placement is the highlight of each academic year, as it is time for us to experience first-hand, our chosen profession. It gives us the opportunity to put what we have learned into practice, gain experience from professionals and develop as teachers.

To encounter my first secondary school placement in 2020 during Covid-19 was, at first, a daunting experience. The uncertainty and constant changing of tiers required additional planning and adapting. Not to mention the constant battle with pupils to go outside and enjoy the *great* Scottish weather! Nevertheless, the University excelled in teaching us to be adaptable with the planning process and how to be effective practitioners, but nothing could prepare us for what it would be like to teach during a global pandemic.

Overall, my experience on placement in a secondary school exceeded my expectations. However, I believe my experience would have been significantly different if I didn't have the support and guidance that I received from each teacher in the department. For me to have such a positive experience in uncertain times, can only be attributed to the strong, supportive staff. The teachers dedicated so much of their working time to me, allowing me to learn from them, develop my knowledge and develop my own style of teaching. They helped and encouraged me to develop my own professional identity and to be creative in trialling new ideas. Time was generously dedicated by staff despite them navigating their own way through these uncertain times. Despite the current circumstances restricting teachers in what and where they can teach (Education Scotland, 2020), I was able to observe and learn from high quality teaching that took place and see the pupils have a positive experience.

Lastly, before I finished placement, I received a card from one of the pupils I had taught throughout the duration of my time at the school. In the card she wrote *"I just wanted to say thank you for being a great teacher. You have been so kind to me and pushed me to try my best in PE. I didn't think I was good at sport, but now I realise it's fun and I believe in myself!"*. At this moment, one of the teachers said to me; *"that's when you know you have done your job, when you have impacted the life of one pupil"*. The card reminded of the reason I entered the profession. That despite everything going on That despite everything going on in the world, it was clear to me, that pupils are still at the very heart of teaching.

***Ellie Watson is a 3<sup>rd</sup> Year Physical Education Student at the University of Edinburgh. The article was written while on placement at Park Mains High School***

### References:

***Education Scotland (2020) Various updates in line with Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools document V.7.0, (30 October 2020).***

# Influencing Our Learning Ecosystem

Alan Donaldson

 @ActiveSchoolsAI

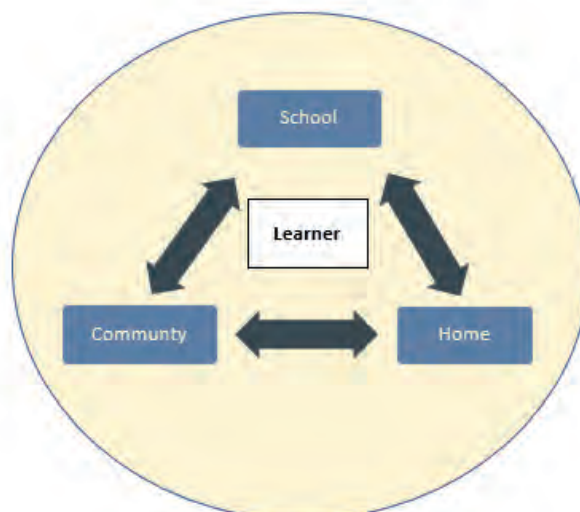
Holistic is a term frequently used in academic literature and curricular policy where authors often propose that this type of approach may lead to more rich educational experiences due to its diverse nature (Scottish Government, 2008; Mowat, 2017; Organisation for Economic Cooperation and Development, 2019). In an educational context, practitioners frequently examine the complexities of pupil learning and investigate how best we can impact the various domains of learning. I imagine that most will agree that no singular approach could be deemed adequate to successfully develop a child to their true potential.

Scotland's Curriculum for Excellence ensures that there is a broad range of curricular areas for pupils to gain a holistic experience of learning. Teachers are encouraged to assess and provide a range of teaching strategies to ensure we increase the likelihood of 'Getting It Right For Every Child.' In physical education there are various pedagogical models and strategies such as Teaching Games for Understanding and Cooperative Learning, which teachers may use as a 'design specification' to plan learning (Casey & Goodyear, 2015; Metzler, 2000 as cited in Kirk & McPhail, 2002). Thinking about learning holistically certainly appears to be favoured by those within physical education.

So, we are holistic in subject content, holistic in strategies to learning but how holistic should we go? Donaldson (2011) suggests that teachers should consider factors outside of the classroom whilst Mowat (2017) highlights that learning in school can only go so far. Therefore, should we as practitioners consider how we can effectively impact learning outside of school?

A way to envision learning is to relate your school's learning community as a 'learning ecosystem' (see Donaldson, 2020) where the learner interacts with their school, their home and their community and these areas are also reliant on one another (Figure 1.1). Our primary focus is, and should be, learning at school; however, we may consider how we can impact or influence these other learning environments.

Figure 1.1 Donaldson's (2020) Learning Ecosystem



# Influencing Our Learning Ecosystem

**Alan Donaldson**

The National Improvement Framework (Scottish Government, 2019) highlights parental engagement (home) as a strategy to support learning in accordance with The Parental Involvement Act (2006). This may become more salient considering the current pandemic (COVID 19) and worthy of further investigation.

Another avenue to consider is how can we impact the community? If we are to create 'effective contributors' within the wider community (Scottish Executive, 2006) should we not lead by example? From a physical education perspective linking in with your Active Schools Coordinator to understand what clubs are available in your learning cluster may be a starting point. Could we go further by establishing effective professional relationships with these clubs or groups in order to determine how we could possibly utilise them as a tool for enhancing learning? If there are gaps in provision of activity clubs, are we able to work collaboratively to help build and create further opportunities? It has been suggested that working in partnership should be encouraged when striving to provide enriched learning experiences (Donaldson, 2011; Scottish Government, 2008).

There is no doubt that this avenue of investigation poses great challenge and requires staff to go beyond the call of duty. However, I would argue that physical education teachers have a long history of going above and beyond. Furthermore, those involved in physical education are likely to have a passion for taking on challenges and overcoming them.

We may not necessarily need to be the agent of external learning, but we could certainly be the catalyst that enhances it.

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# *A Scottish Perspective of Inclusive Pedagogy and ASN within Physical Education*

**Samuel Biggart**  
 **@MrBiggartPE**

Scotland has a growing commitment to inclusive education and inclusive practice (Scottish Government, 2019a; GIRFEC, 2012; Riddell et al., 2016; Scottish Government, 2008). Inclusive Pedagogy (IP) is increasingly being cited as a solution for teachers to meet the complexity of needs within classes (EIS, 2019). However, there is currently a paucity of guidance in literature and policy about how IP could and should be enacted in a classroom setting (Brennan, King and Travers, 2019; Florian and Spratt, 2013). From a pedagogical perspective, IP encourages teachers to accept the notion of individual differences without relying on individual approaches (Pantic and Florian, 2015; Spratt and Florian, 2015). IP ideologies are grounded in teachers considering all students when planning, as opposed to including all but differentiating for some as this can still reproduce exclusion rather than facilitate inclusion (Brennan et al., 2019; Florian, 2015a). Thus, a key driver of IP is reducing the variability of practice (Florian, 2015b). Subsequently, providing rich learning opportunities that are functionally made available for everyone. However, as highlighted by Brennan et al., (2019), this approach may be unsuccessful for some learners and slight adjustments to IP, which create more individualised approaches and support may be necessary to aid students' learning.

To facilitate the use of IP and diverge from exclusion there must be a change in teachers' focus to accept differences in students as an ordinary aspect of human development (Florian, 2015a; Florian, 2015b). Therefore, not constructing or viewing individual differences as 'problems' inherent within learners but a challenge for teachers to respond to and accommodate for all differences (Brennan et al., 2019; Florian, 2015a). IP does not disregard or rule out specialist teachers or additional support, rather, advocates an alternative perspective from always identifying and highlighting the ASN within the individual (Ainscow, 2014; Florian, 2015b). Consequently, IP focusses on extending the scope of learning within schools to include a greater diversity of students, with a focus on learning being a shared activity (Florian, 2015a).

Thereby, avoiding the negative effects of some students being treated and therefore seen as 'different' (Florian, 2015a; Florian, 2015b).

To summarise, IP requires teachers to abandon practices that predispose what students can achieve and develop a flexible co-agency with students to provide relevant, inclusive and progressive teaching and learning for all (Brennan et al., 2019; Florian, 2015a). A teacher's commitment to IP must accept primary responsibility for the education of all children in the class (Florian and Spratt, 2013). Thereby, viewing diversity in students as a strength and fostering an open-ended view of each student's potential to learn (Florian and Spratt, 2013; Barrett et al., 2015). Although not synonymous with these terms, IP can become the foundation for the broader term of 'inclusion' with its focus on raising achievement for all students whilst safeguarding the inclusion of those who are most vulnerable and regularly marginalised within mainstream schooling (Pantic and Florian, 2015). Ultimately, with the overarching aim of enhancing learning opportunities and providing an inclusive educational experience for all (Brennan et al., 2019; Pantic and Florian, 2015).

## **Conclusion**

Inclusion will never be easy, yet is a fundamental human right to which education is called upon to answer (Sakellariadis, 2011). Change is happening and things are improving (Riddell et al., 2019). However, for continual progress, teachers need to establish a knowledge and understanding of their students, ASN and Inclusive Pedagogy which penetrates below the surface and allows for appropriate adaptations to teaching, the curriculum and environments in which students learn (Ravet, 2018; Florian 2015b). A major challenge within Scotland will be enacting new legislation and ensuring it reduces social inequalities and increase opportunities for all students (Riddell and Carmichael, 2019). In-

# A Scottish Perspective of Inclusive Pedagogy and ASN within Physical Education (continued)

Samuel Biggart

clusive education should be the goal of educating all children whether identified as having an ASN or not (Marron et al., 2019). Therefore, students must be at the centre of the planning process, ensuring their experiences are meaningful and provide an opportunity to learn and improve (Barrett et al., 2015). Quoted in Neville et al., (2019);

‘inclusion is not a “specialist” topic but a core competency of effective teachers’ (p.3)

These strident yet honest words now frame how I approach inclusion as a whole and specifically for those identified as having ASN. Remembering that inclusion is a continual process concerned with the identification and removal of barriers to enable the presence, participation and achievement of all students (Marron et al., 2019; Ainscow, 2016).

**Samuel Biggart wrote this article as a 4<sup>th</sup> year student at the University of Edinburgh. His full dissertation can be accessed here:**

[https://glowscotland-my.sharepoint.com/:w/g/personal/gw20biggartsamuel\\_glow\\_sch\\_uk/EZGpKQ4VPEtOo3M4BWd4kGsBYqcvYHJP1B016nwU5SudXg?e=eso3q8](https://glowscotland-my.sharepoint.com/:w/g/personal/gw20biggartsamuel_glow_sch_uk/EZGpKQ4VPEtOo3M4BWd4kGsBYqcvYHJP1B016nwU5SudXg?e=eso3q8)

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## Peter Bilsborough Student Award Entry

# *The impact of the Game Behaviour Games (GBG) pedagogical approach on holistic development through PE.*

JP Mason



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### *Introduction*

The Scottish Government have highlighted physical education as part of the solution to solve the nation's obesity crisis. To achieve this, physical educators should emphasise the necessity of positive social (Miragaya, 2017) and emotional (Leisterer & Jekauc, 2019) development of young people in facilitating meaningful experiences in physical education. Subsequently, this will help foster an attitude in pupils to engage in lifelong learning and physical activity. However, contemporary pedagogical approaches in PE do not stress the significance of social and emotional learning enough (Samalot-Rivera & Vidoni, 2015). The purpose of this study is to qualitatively examine the impact of the 'Game Behaviour Games' (GBG) pedagogy on holistic development through physical education.

### *Methods*

A cross-sectional qualitative examination was carried out in a Scottish primary school, where six lessons of GBG were delivered to two P6 classes by the school's PE teacher. GBG are abstract games which focus on the pupil, the game behaviour exhibited (e.g. arguing with a teammate), and the trigger/s for that behaviour (e.g. peers cheating). By acknowledging these behaviours, and developing skills which will help prevent, cope, and resolve issues associated with them in abstract games, it creates a meaningful experience which can be referred back to when game behaviours reoccur in the future. In turn, this approach highlights the negative implications of game behaviours on gameplay and promotes fair play and social justice. Ultimately, less time is devoted to dealing with game behaviours, with more time dedicated to pursuing positive experiences in PE lessons through gameplay.

P7 received the same set of lessons the previous year. Observational field notes, pupil focus groups (P6 and P7), and a practitioner interview preceded a thematic analysis (Braun, Clark & Wheate, 2016) investigating the short-term and medium-term impacts of GBG.



## Peter Bilsborough Student Award Entry

# *The impact of the Game Behaviour Games (GBG) pedagogical approach on holistic development through PE. (Continued)*

JP Mason

Through observation of lessons and the thematic analysis which generated 3 key themes from the data, these were the main findings:

1. Improvement of social skills and emotional development (communication, cooperation, conflict resolution, compromise, fair play, sportsmanship, empathy, regulation of emotions and resilience).

“If there’s maybe a disagreement during a game, you might play a let if you’re arguing about who won the point, you just play a let which is a compromise for both players to settle the argument and you can just get on with the game... we know more how to deal with it now.” (P7)

2. Greater awareness of Game Behaviours and promotion of social justice

“You can use the skills you’ve learned to sort arguments, telling people the rules and stuff and not getting annoyed when someone’s cheating or game is unfair.” (P7)

3. Positive attitude change during gameplay

“If you’re playing a game with someone... then you might be way better than them at something, so instead of just beating them all the time, you could help them and coach them.” (P6)

Findings provide utilitarian implications for physical educators, pedagogy, and curriculum development. If game behaviours ever arise during a PE lesson, these findings suggest that the GBG approach can help provide a more positive experience of physical activity and sport. Furthermore, this approach can enhance pupils’ holistic development in the short-term and medium-term, with social and emotional learning (SEL) taking precedence. This sort of approach will place greater emphasis on SEL and improve the quality of experiences learners receive through playing games and sport and therefore a higher likelihood of cultivating an attitude for lifelong learning and physical activity.

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Peter Bilsborough Student Award Entry  
*Developing Physical Literacy through Tchoukball*

Emma Ritchie



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Tchoukball is an inclusive, inexpensive and innovative game which effectively lends itself to promote physically literate learners and warrants inclusion within the physical education curriculum (Constantinou 2010). This unique game offers competition but does not encourage aggression, showing competition and co-operation can co-exist. This makes the sport accessible to a range of ages and abilities (Edberly, Yohn and Giradin 2005).

Physical literacy (PL), is essential to complete and enrich the experience of human life (Whitehead 2001). It is therefore important that schools focus on developing an individual's PL, leading them to becoming effective and efficient members of society. A physically literate individual can apply knowledge of concepts and strategies to movement (Whitehead 2001). Although tchoukball is a new and unfamiliar game to the learner, it encompasses many of the same physical skills as traditional sports like basketball and handball. This game allows learners the opportunity to put their pre-existing knowledge to use whilst consciously developing holistically across the four domains of learning.

Tchoukball has many benefits such as improving motor skills, developing social skills and allowing learners to take control of their learning experiences. Tchoukball focuses on developing a learner holistically, rather than having a sole focus on the acquisition of sport specific skills. The core elements of physical literacy, movement competencies; rules, tactics and strategies of movement; motivational and behavioural skills of movement; personal and social attributes of movement, provide a framework for lessons to be planned around to ensure that during any physical education lesson, the learner is being developed as a "whole" person. This is important as physical education plays a central role in developing the learner's physiological and psychological well-being.

The rules of the game are intuitive and easy to grasp making participation enjoyable. They obligate players to show respect enabling the learning environment to be conducive to promoting a wide variety of skills. Players are allowed to pass freely without the fear of a defender intercepting the ball. An exciting and fast-paced atmosphere

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***Developing Physical Literacy through Tchoukball***  
(continued)

**Emma Ritchie**

is created which generates intrinsic motivation within the learners. This is important to highlight since an objective of physical education is to provide learners with the knowledge and skills to participate in life-long physical activity. To make this possible, learners must have the opportunity to participate in high quality learning experiences which create enjoyment and raise self-esteem which tchoukball has the ability to do. This is also because the element of fair play does not compromise the intensity of the game but instead generates a stimulating environment where meaningful learning can take place. Every player is valued, and learners begin to celebrate their own, and others, strengths and weaknesses.

Promoting PL through tchoukball would not only be beneficial to learners within the PE curriculum but the implementation of this would have more long-lasting effects. It would provide all learners the opportunity to develop skills for learning, life and work (Education Scotland 2017) making them more efficient and effective members of society (Kay 2008). Learners would be exposed to high-quality learning experiences where the learners were being challenged in their thinking; ensuring that their knowledge and understanding was being broadened and deepened (Dudley 2015). The ethos tchoukball creates is one of fun, speed and teamwork which is conducive to promoting the core elements of physical literacy and allows learners to develop holistically (Constantinou 2010). Promoting PL through tchoukball would make an appealing and worthwhile addition to the current curriculum.

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## Peter Bilsborough Student Award Entry

# Has Curriculum for Excellence Changed PE pedagogy?

Kerri McNally



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Curriculum for Excellence (CfE), introduced to the Scottish education system in 2010, has been widely accredited as the most significant educational growth in a generation, with the potential to evolve learning and teaching in Scottish schools (Priestley, 2012). In common with curricular developments elsewhere, it seeks to re-engage teachers with progressions of curriculum development, to place learning at the heart of the curriculum, and to change deep-seated practices of schooling (Priestley, Biesta & Robinson, 2013). Notable change is evident in the shift from a content-based curriculum designed around subject disciplines, to now an experiences and outcomes-based curriculum structured around four capacities: 'successful learners; confident individuals; responsible citizens; & effective contributors' (Priestley et al, 2013).

CfE's new approach is intended to espouse more overtly student-centred practices than previously. To this end, pedagogy acts therefore as a key driver for change and innovation in the curriculum. Indeed, William (2011) asserts that '*pedagogy is curriculum*' suggesting that a bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught. However, no appropriate evidence has been gathered to date to demonstrate whether significant pedagogical shifts have emerged as a result of CfE.

Traditionally, the teaching of physical education (PE) centred on didactic forms of teaching with a focus on instruction. However, the introduction of Mosston's teaching spectrum (Mosston & Ashworth, 1990) brought about revised teacher-education programmes and more child-centred pedagogies aimed at developing cognitive dissonance. PE's practical nature however, along with its current primary focus on health and fitness, may have restricted the onset of new active learning strategies that are child-centred and problem-solving focused. An apparent issue is whether or not the theoretical underpinnings of such pedagogy are not only explicit in PE's place within CfE, but whether the current curricular policy exhorts teachers to adopt new learning strategies in their daily practices.

This study considered whether the introduction of CfE has influenced the teaching methods adopted within secondary PE. A qualitative, interpretive research design was adopted. It considered and interpreted PE teachers' considerations and reflections of curriculum change and its impact on the teaching methods they adopt. Individual semi-structured interviews (N=8 in total) were conducted with a purposive sample of two Principal teachers of physical education and

six physical education teachers working currently in secondary schools across one Scottish local authority. To ensure that the teachers were able to reflect on any pedagogical shifts as a result of transition into CfE, all of the respondents held a minimum of 10 years unbroken teaching experience in Scottish secondary schools. Male and female respondents were selected to offer balance to any gender differences.

The identification of meters of theory were identified within the interview transcription process and were then considered when carrying out future interviews (Vaismoradi et al, 2016). The undernoted themes are considered in the discussion of findings: 'Nothing has changed', 'Change for the worse' and 'Change for the better'.

Three overarching themes emerged from the data. These are summarised below:

### ***Nothing has changed***

Priestley (2010) notes the 'great change' imparted on education via the introduction of CfE, advocating its new opportunities for both pupils and teachers alike. Amongst this study's sample of respondents, the majority appeared to echo these thoughts. However, a small number of respondents appeared less convinced by its efficacy. Their ambiguity lay not with the educational principles of the new curriculum, but rather with operational and time constraints related to planning and delivering new initiatives in accordance with CfE guidelines. A consequence of these time pressures is that they find themselves either automatically, or intentionally, going back to a more teacher-led/ traditional approach when delivering lessons.

*"In having to adapt my natural directed inclination with pressure during exams and assessment, I do find I naturally go back to old ways. Just when you think 'Oh, I have to get through this' and think of time constraints, you very much drift back into thinking I need to cover this, I need to get this done."* (PE teacher F)

A number of respondents, either through stubbornness or limited reflexivity, concluded that their teaching philosophy remained aligned with the traditional approach, and this will remain so until they see it as being an unfit method to enhance pupils' learning (Hollingsworth, 1989).

## Peter Bilsborough Student Award Entry

# Has Curriculum for Excellence Changed PE pedagogy?

(continued)

**Kerri McInally**

### **Change for the worse**

The second identifiable group of teachers within this study were those that appeared fully capable of change yet were reluctant to do so because of the valued principles they held on the philosophical nature of the subject. Importantly, they considered the new CfE as trying to alter the nature of PE:

*"I feel we have totally come away from improving attainment relative to improving practical ability. It is evident there is now a huge drop in the physical abilities of pupils which should be a main aim of PE." (PE Teacher C)*

This group of teachers see CfE as limiting pupils' practical engagement and giving less focused attention on enhancing their practical performance. Sarwar (2015) suggests that developing skill and improving performance are enduring central objectives of PE, and importantly, they provide the subject with its curricular uniqueness.

### **Change for the better**

Thorburn et al (2011) have examined current policy, curriculum change and its impact on professional learning and practice. Within it, many teachers held high regard for CfE due to the positivity they had with their school, its pupils and environment. Similar findings were evident amongst a group of teachers interviewed within this study. These teachers believed the best way to achieve this is through the implementation of varied pedagogical approaches in their teaching.

*"I think you need to be creative. You need to try and deliver it so you are still working on technical skills, and you are still improving their performance which is probably what the root of PE is about, but you're being challenged to place the pupil at the centre of the learning experience. CfE continually challenges you to consider how the pupils might get the best experience possible from the content you offer. This can only be a good thing for teachers and for the subject." (Principal PE Teacher A)*

In effect, a knowledge and understanding of learning and teaching, alongside an appreciation of the desired outcomes of CfE, can lead to more effective teaching being undertaken (Presseisen, 2008).

### **Conclusion**

This study hints at teachers holding mixed views on the influence that CFE curricular structures have on the delivery

of PE in Scottish secondary schools. Some teachers recognise directly the pupil-centred nature of the new curriculum and its quest for greater self-development amongst pupils. Antithetically, some teachers are uncomfortable with the CfE altering the nature of the subject, taking away from its focus on practical performance and instead concentrating on pupils' affective development. They regard this as subject dilution. This philosophical quandary appears to affect experienced teachers' willingness to modernise their teaching, resulting in them rejecting pupil-centred approaches. This sends a message to Scottish Government, and to those designing curriculum reform, that getting teachers to "buy-in" for new processes and teaching methods may not be determined by information and dedicated training, but rather a commitment towards developing teachers into reflective and reflexive practitioners (Hollingsworth, 1989).

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## Peter Bilsborough Student Award Entry

# *The importance of understanding gender identities and expressions for educational practitioners*

*Kacy Hunter*

It can be argued the concept of gender has been challenged in recent years. However, there is a need for further research enquiring into pupils' social and cultural experiences within education that play an important part in shaping identity (Dessel et al. 2017). The discussion of the philosophy of gender inclusion through the lens of educational equality is important, as all educators should have an understanding of the different types of individual characteristics such as gender.

Ideology is engrained within society thus it can be uncomfortable to challenge the existing 'cultural logic' that is currently used to understand the world. This is an issue in gender ideology. Gender is used as a method to organise social life and impacts the conceptions on how individuals view, understand and discuss the construct of gender.

Existing research reveals many fail to question gender ideology, as it has been labelled and distinguished into categories, that are embedded within social and cultural understandings of gender differences (Saguy, Reifem-Tagar and Joel, 2021).

The simple binary classification model underpins gender ideology by classifying people into two sex categories: male or female. However, a two-category model provides no recognition for those who do not identify as neither a heterosexual male nor heterosexual female. Consequently, developing a foundation for homophobia, a fear or intolerance felt towards those out-with the classification model.

There has been progress in equality policies and improvements in attitudes within societies. However, LGBTIQ+ young people express that they continue to feel unsafe and excluded within Physical Education (PE) (LEAP Sports, n.d). The social construct of gender creates stigma and pressure to conform to masculine and feminine stereotypes which are conveyed into physical activity norms. Pupils who are not gender-normative often experience bullying, harassment and micro-aggressions that impact their wellbeing (Reynolds and Bamford, 2016). To combat this and create a safe learning environment for all, it is important that teachers educate themselves on the different variations of gender expressions



## Peter Bilsborough Student Award Entry

# *The importance of understanding gender identities and expressions for educational practitioners (continued)*

***Kacy Hunter***

and identities. The central argument is that teachers should set high expectations of respect and inclusion for all, regardless of sexual orientation and sexual identity. The implementation begins with teacher engagement and considerations related to the language and segregations that impact LGBTIQ+ PE experiences. Thus, learning about gender can help eradicate homophobic, biphobic and transphobic bullying and create an inclusive, respectful and safe ethos in PE.

Both student and qualified teachers have a professional responsibility to pursue learning which raises awareness and understanding of their pupils lived experiences (GTCS, n.d). Teachers are authoritative figures in learning and have a responsibility to develop and guide the language and behaviour of pupils but to also demonstrate modelling behaviours. Therefore, as schools are enriched with pupil diversity, it is crucial for teachers to be educated on the different forms of gender identities and expressions to facilitate a culture and ethos of inclusion.

***Kacy Hunter is a 3<sup>rd</sup> year student at the University of Stirling***

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# GET INVOLVED!

SATPE has been in operation for 7 years. In that time, the Association has grown to new levels, with almost 1000 members. A big part of that is down to the hard work, dedication and commitment to those involved behind the scenes, but it is not a closed shop.

We are ALWAYS looking for members to get involved in any way they can to ensure that SATPE continues to grow and offers a wide range of expertise and viewpoints from the profession.

## What can I do to get involved?

Join a **working group**: eg Primary, Dance, Higher, LGBT, Inclusion

**Share your resources** on our website

Become a **Committee member**

Write a **Journal article**

**Attend a meeting** - meetings are announced on our website and Twitter.

If you would like to **GET INVOLVED**, message us on Twitter **@SATPE1** or e-mail the relevant contact (e-mail addresses can be found at the back of the journal).



*“for teachers, by teachers”.*

# PRIMARY FOCUS



## Primary Group

Chris Crookston



@ChrisCrooky

We are delighted to say that this year has been our most successful as a group. Very productive meetings have seen us create very our own Twitter handle **@SATPE\_Primary**. This will be used in 2020 to share best practice, resources, current trends and SATPE Primary news.

As our group looks to make an even bigger impact and contribution to Primary PE in Scotland, we have formed a partnership with Strathclyde University. This will see us deliver an annual Twilight course to PE and Primary students – showcasing resources, SATPE and our annual conference.

This year we are delighted to have 3 key primary workshops with Jamie McCusker and Dr Andy Dalziel delivering Practical BMT. Maragret McSparran sharing expertise on how BMT can be used within a classroom and Cameron Stewart delivering SATPE TGfU Game Cards.

We will continue to fine tune our resources to create high quality support for primary colleagues, share best practice, form and extend current relationships with *Education Scotland*, *Irish Primary PE Association*, *Strathclyde University* and teachers nationwide.

We have worked hard to use the expertise within our group and create resource that can aid planning, assessment and increase knowledge of the BGE curriculum. Our resources have been very well received in a variety of settings. Please see some information on our current resources developed this year:

### **Primary BMT Classroom Resource (Designed by Dr Andy Dalziel & Fiona Bruce)**

The resource is used to enhance classroom learning. This resource will enable a child to access learning with lots of strategies that can be used within any classroom from Early to Second Level. These activities are designed to be used predominately within a classroom setting, used as break out activities, introduction activities and interventions. The activities within the resource put an emphasis on learning literacy and numeracy whilst developing finer and gross motor skills, with a specific focus on developing, enhancing and fostering Executive Function (EF) skills within the learning process.

### **TGfU Games Cards (Designed by Cameron Stewart)**

This resource is based on Teaching Games for Understanding (TGfU) Approach. Teach games through games. The Game Cards break games into their simplest format - then increase complexity. They are planned using Experience and Outcomes but also have suggested Benchmark focus on each card. These run through a variety of concepts such as Invasion games, Net Games, Target Games and Striking Games.

### **Assessment in PE Best Practice Resource (Designed by Chris Crookston)**

Sharing of best practice from practical settings with Assessment is for Learning at the heart of each pupil assessment. There are a variety of quick and easy ways to get pupils to evaluate and appreciate without taking time away from their physical exertion or adding to teacher workload.

### **PE Home & Family Learning Cards (Designed by Chris Crookston & Dr Andy Dalziel)**

Practical challenges that can be done by young people and their families. Showing how pupils can develop the Education Scotland PE Benchmarks standards in different environments. This tool can be used by class teachers as Home Assignment or Optional.

### **Literacy & Numeracy in PE Success Criteria Posters (Designed by Chris Crookston)**

Pupil speak posters that make explicit to pupils how they can develop their literacy and numeracy in PE. Designed to aid pupils and staff to see the natural links PE has with literacy and numeracy in the curriculum. This resource has been co-developed with colleagues from Education Scotland providing expertise and guidance on the development of this resource.

### **Literacy & PE Benchmark Links Guidance (Designed by Chris Crookston)**

This resource has been developed as a result of a conversation with Education Scotland regarding a Social Subjects document detailing how Literacy is already imbedded within their benchmarks. This now shows the direct link PE has within literacy and the huge impact PE can have on Literacy and vice versa. A great resource for moderation within PE departments and primary schools.

### **Coming soon**

- Announcement on conference workshops
- New TGFU video resource
- Twilight courses at UWS and Strathclyde University

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





# Dance Group

*"I dance because there's no greater feeling in the world than moving to a piece of music and letting the rest of the world disappear."*

**Lisa Johnston**



**@MissJohnstonDance**

This year has been like no other for all students and teachers alike. Dance has had its fair share of challenges so far. For example, dancing outside in the rain, with puffer jackets, and trainers doesn't quite scream elegance when trying to teach the contemporary solo! Or carefully placing an umbrella over the new speaker to prevent water damage. Or dealing with daily complaints from local residents about the music being 'too loud'. However, dancers are the most resilient people I know and of course we are going to smile and put on a show.

This year we are looking to continue to build on our SATPE Dance Group. We are looking to see exactly what it is students and teachers want in order to help them deliver the SQA Dance courses, therefore we are creating bespoke resources tailored to members' needs.

Over the lockdown period SATPE Dance teamed up with *YDance* to allow members to have their say over a Zoom Call on exactly what they would like to see being produced in the future. This meeting was well received, and the outcome of this is *YDance* are now running online sessions to improve teachers' technique and creativity.

Recently a poll was posted on Twitter giving twitter teachers the chance to have their say on what resources they thought would be beneficial in helping them to deliver the Nat 5 and Higher Dance courses- the response was fantastic and shows firstly that dance is growing as a subject across the country and secondly there is a huge demand for more resources.

### **Resources developed this year:**

- **A video recording explaining the breakdown of the Nat 5 and Higher dance course**  
For members who are new to delivering the course. This resource breaks down the three components, talking through the marking instructions, and giving hints and tips on how to deliver the course.
- **A technical higher jazz solo which meets the needs of SQA criteria.**  
This resource has been developed as a result of a conversation with students and teaching staff who are new to delivering the dance course. The resource shows an example of what a Higher Solo could look like. A great resource for members who are looking to create their own tutor choreographed solo in the future.
- **Demonstrations of Technical Steps (Jazz and Contemporary)**  
This resource is excellent for teachers who are new to the subject. Listening to their feedback, there was frustration regarding unreliable resources online. Members struggled

to recognise whether steps were demonstrated right or wrong. This resource breaks down individual steps that are in the SQA required steps, making it easier to incorporate these steps into their class practice.

- **Technical exercises to use in dance class (Jazz and Contemporary)**

This resource is used to enhance teachers' knowledge and understanding of applying set steps into a combination to develop young people's technique. It demonstrates exercises that you may want to use in class. The exercises are basic enough for teachers to be able to follow if they are new to the subject. Exercises can be differentiated in class for more able learners to ensure the needs of all learners are met.

All of these resources can be accessed by members on the SATPE website <https://www.satpe.co.uk> please sign in to access our exclusive resources.

We are always looking for new members to join our team, particularly experienced dance teachers who are able to demonstrate/film content for other members. Please follow @misslisajo on Twitter for all the latest news/polls/events coming up in the future. If you are not on Twitter please email [dance@satpe.co.uk](mailto:dance@satpe.co.uk) with any questions or resources you think would be useful.

Stay safe, keep dancing!

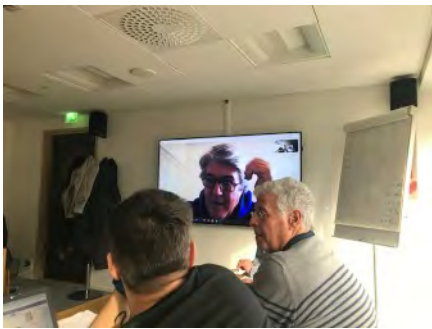
Dr Elinor Steel

 @Elinor\_steel

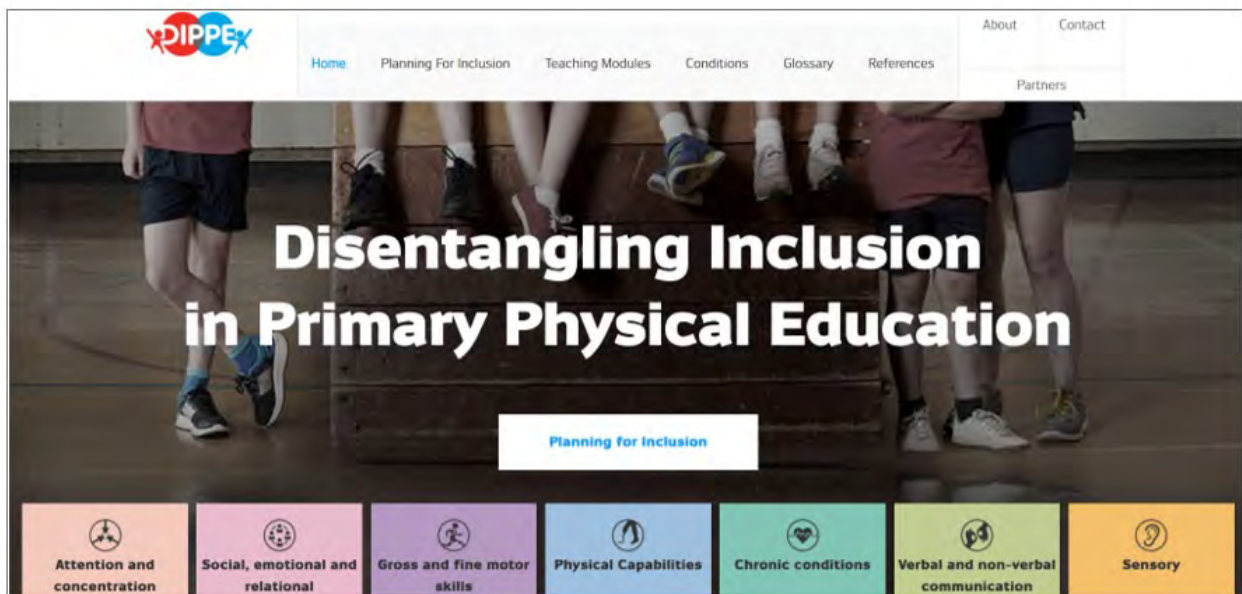
EUPEA Central Europe Representative

## EUPEA/Erasmus Project

Reflecting on the last year I'm amazed at how much we've been doing across Europe despite Covid! We have had face-to-face meetings in Luxembourg and Helsinki as well as numerous online sessions and member events.



The Erasmus+ project – Disentangling Inclusion in Primary Physical Education (DIPPE) is moving ahead well and we hope this will be available for practitioners later this year. This project includes a range of modules that have both video and additional information to support teachers in areas such as: Physical, Sensory, Social/Emotional/Relational, Attention/Concentration, Gross/Fine Motor, Chronic and Verbal/Non Verbal.



**DIPPE**

Home Planning For Inclusion Teaching Modules Conditions Glossary References About Contact Partners

## Disentangling Inclusion in Primary Physical Education

Planning for Inclusion

- Attention and concentration
- Social, emotional and relational
- Gross and fine motor skills
- Physical Capabilities
- Chronic conditions
- Verbal and non-verbal communication
- Sensory

It is hoped that this online resource will provide support for primary practitioners across Europe in their delivery of P.E. in their school settings. We (SATPE) will be hosting events to support the resource prior to the final launch however, it's likely these will be some time next year. As well as attending EUPEA Board Meetings and Forums we have hosted a number of Central Europe catch-ups. These informal discussions have given colleagues the opportunity to meet and discuss current topics in their countries.



## THE SATPE JOURNAL NEEDS YOU

SATPE are looking for articles to be included in our journal. As an association 'by teachers, for teachers', we are keen to have articles from the profession that can highlight and share good practice, voice opinion and provide an insight for our readers.

## The benefits of submitting an article

Have your work, good practice or insight highlighted and recognised by the PE profession in Scotland and beyond.

Articles will be published on the SATPE website and also included in our annual print edition which is given out at the SATPE Conference each year.

### Cash prize

All submissions will be eligible for the best article as voted for by SATPE members. The contributor will be awarded a cash prize of £100.

### What do I do?

Send your articles to [journal@satpe.co.uk](mailto:journal@satpe.co.uk) or submit them using the submission tool on our website.

Articles are recommended to be around 500 words and typed in size 10 font, however we will consider all article submissions. Any further questions or queries can be found by contacting us on

Twitter: @SATPE1 or e-mail: [journal@satpe.co.uk](mailto:journal@satpe.co.uk)



2019 Journal Award winner Aaron Anderson



# SATPE

For Teachers, By Teachers

# JOURNAL

## CALLING ALL PE STUDENTS: SATPE JOURNAL

SATPE are looking for student articles in to be included in our journal. As an association 'by teachers, for teachers', we are keen to have articles from the profession that can highlight and share good practice, voice opinion and provide an insight for our readers.

## The benefits of submitting an article

**Have your research, good practice or insight highlighted and recognised by the PE profession in Scotland and beyond.**

Articles will be published on the SATPE website and also included in our annual print edition which is given out at the SATPE Conference each year.

### Cash prize - Peter Bilsborough Award

The best article as voted by a SATPE panel will be awarded a cash prize of £150.

### What do I do?

Send your articles to [journal@satpe.co.uk](mailto:journal@satpe.co.uk) or submit them using the submission tool on our website.

Articles are recommended to be around 500 words and typed in size 10 font, however we will consider all article submissions. Any further questions or queries can be found by contacting us on Twitter: @SATPE1 or e-mail: [journal@satpe.co.uk](mailto:journal@satpe.co.uk)



*Best student article: Nathan Brown receives the Peter Bilsborough Award at the 2019 SATPE Conference*



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