



UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH

**4th YEAR PHYSICAL EDUCATION
SCHOOL PLACEMENT
BOOKLET 2015/16**

(To be read in conjunction with School Placement
Booklet from Education)



**Physical Education
and Sport Sciences**
University of Limerick



Table of Contents

Section 1: General Information

- Preface and University Contacts 5
- Overview of BSc Physical Education Programme 6
- TP Tutor Contacts 10

Section 2: Roles and Responsibilities

- Cooperating Teacher 12
- Student teacher 15
- University Tutor 18
- Student teacher contract 20

Section 3: Supervisory Information

- Lesson Observation and Analysis 22
- Post-Lesson Tutorials 23

Section 4: Planning for Teaching

- Pre-School placement Checklist 25
- Curriculum Models 26
- Scheme of Work Guidance 27
- Physical Education Lesson Plan Guidance 27
- Reflective Writing Requirements 28

Appendix 1: Reflective and Observation Forms

- (a) Cooperating Teacher
- Cooperating Teacher Observation Form 30
- Weekly Tutorial Form 31

Appendix 2: Exemplar Material

- Lesson Plan Template 33



UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH

1. GENERAL INFORMATION



**Physical Education
and Sport Sciences**
University of Limerick



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

Preface

This Physical Education school placement booklet is intended to provide guidance and information to all members of the school placement (SP) experience – student teacher, cooperating teacher, and tutor. By working as a collective team, it is hoped that the student teacher will sharpen his/her teaching skills and develop the ability to reflect upon and revise school placement. It is critical that those involved in supporting SP are working toward common goals that emphasise effective teaching. With this in mind, the booklet was developed to encourage greater understanding of the roles, responsibilities, and expectations of the student teacher, cooperating teacher, and tutor.

Contacts:

Department of Physical Education and Sport Sciences
University of Limerick

Ms. Brigitte Moody, Course Director BSc Physical Education

brigitte.moody@ul.ie

061 20807

Ms. Ursula.Freyne, School Placement Co-ordinator (PE)

Ursula.Freyne@ul.ie

061 202884



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

Overview of the B.Sc. in Physical Education at the University of Limerick

The central focus of the four-year physical education degree programme at UL is on teacher education and student teachers are educated to a qualification level that is commensurate with the requirements of the current post-primary school curriculum. The course aims are;

- *to enable student teachers to become reflective teachers, who will provide educationally worthwhile learning experiences for young people in post-primary schools, through the medium of physical education.*
- *to enable student teachers to respond in an informed way, to the health, recreation, and special education needs of the wider community.*

In order to achieve the above aims, student teachers will require an understanding of the different modes of inquiry from which to study human movement, including both empirical and conceptual perspectives (i.e., science/humanities/aesthetics).

The student teachers' practical experience, the purpose of which is to illuminate theoretical studies and enhance teaching effectiveness, will involve engagement in a range of competitive, cooperative, aesthetic, adventure, aquatic, health-related, and artistic activities.

In preparation for their roles, as reflective teachers, opportunities for working with young people in specific contexts will be provided, on campus and in schools and clubs, together with analysis of the experience, in consultation with tutors.

Programme of Study

There are three strands to the course:

- *Physical Education*
- *Education Studies*
- *Elective Option*

The placement of student teachers in schools for blocks of school placement is viewed as an essential part of the student teacher's professional development. Student teachers will also present an independent research project on an educationally relevant topic of choice.

Further information on the physical education programme can be obtained from

<http://www.ul.ie/education/programmes/lm090a.html>

Physical Education: includes the academic study of human movement together with curricular and pedagogic practices. The practical experience, linked to pedagogy, involves engagement in a range of competitive, aesthetic, adventure, aquatic, and artistic activities, in order to illuminate and enhance teaching effectiveness.

Education Studies: student teachers undertake modules from a range of disciplinary perspectives to assess the effectiveness of their own teaching, address issues of current concern to the professional development of teachers, and contribute to the critical evaluation of prevailing and innovative educational practice.

School-based Practice: highlights the interdependency of the university and the schools. Student teachers, cooperating teachers, tutors and students are engaged in a cooperative venture, this is essential to the education of the future teachers. School placement also provides the opportunity to test the efficacy of university courses in providing the foundation for the continuing development of teachers.

- **Year 1:** one week 'school experience' based in a primary school.
- **Year 2:** Six week teaching placement (in pairs where possible)
- **Year 4:** Ten week teaching placement (individually)

Student teachers may choose to study one **elective subject** after which they will be qualified to teach to Leaving Certificate level: *Chemistry, English, Geography, Gaeilge or Mathematics.*

B.Sc. Physical Education programme 2012/13

Teaching candidates who began their studies at UL in September **12/13** are pursuing the following complement of modules throughout their four years.

YEAR 1 (Semester 1)		YEAR 1 (Semester 2)	
PY4031	Foundations of Teaching and Learning Physical Education	PY4022	Physiology & Anatomy
PY4041	Pedagogy of Health Related Activity / Aquatics	PY4072	Pedagogy of Invasion Games 1
PY4051	Pedagogy of Outdoor Adventure / Net Games	SS4102	Psychological Foundations of Sport & Exercise How Young People Learn
EN4031	Becoming a Teacher: Identity & Communications	EN4012	<i>Elective Option 3</i>
XXXX	<i>Elective Option 1</i>	XXXX	<i>Elective Option 4</i>
XXXX	<i>Elective Option 2</i>	XXXX	
YEAR 2 (Semester 3)		YEAR 2 (Semester 4)	
PY4011	Physical Education Curriculum and Assessment	PY4074	Pedagogy of Invasion Games 2
PY4038	Qualitative Biomechanics	PY4084	Pedagogy of Lifetime Physical Activities
PY4073	Pedagogy of Dance/Gymnastics	PY4094	Teaching & Learning for Individuals in Physical Education
PY4083	Pedagogy of Striking & Fielding/ Athletics	TP4004	School placement 1
EN4023	Planning for Teaching & Learning 1	EN4024	Planning for Teaching & Learning 2
XXXX	<i>Elective Option 5</i>	EY40X4	<i>Elective Subject Pedagogics 1</i>
YEAR 3 (Semester 5)		YEAR 4 (Semester 6)	
PY4048	Pedagogy, Exercise & Children's Health	PY4046	Pedagogy of Dance/Gymnastics 2
PY4055	Sociological Concepts of Teaching & Learning in Physical Education	SS4103	Psychology of Movement Development from Infancy to Adolescent
PY4065	Integrated & Inclusive Physical Education	EJ4116	Project 1 (Research Methods)
PY4075	Pedagogy of Athletics / Outdoor Adventure	EN4016	Responding to Diversity in Education
EN4005	Education & Society in Ireland	EY4036	<i>Subject Pedagogics 2</i>
XXXX	<i>Elective Option 6</i>	XXXX	<i>Elective Option 7</i>
YEAR 4 (Semester 7)		YEAR 4 (Semester 8)	
TP4007	School placement 2	PY4048	Pedagogy, Exercise & Children's Health
EN4007	Studying School Organisation	PY4053	Philosophy and Aesthetics in Physical Education
EJ4107	Project 2	PY4058	Applied Studies in Athletics/Outdoor Adventure Education
		EN4008	Teachers as Professionals
		XXXX	<i>Elective Option 8</i>
		XXXX	<i>Elective Option 9</i>

School Placement Schedule Academic Year 2015 / 2016

Autumn Semester 2015

October 2015 Mid-term break for secondary school

All Schools will close from Monday 26th October to 30th October 2015 inclusive.

On campus weeks for Students: commences on Monday 07th September 2015

School Placement preparation period – 07th September 2015 until 25th September 2015

Fourth Year School Placement

Observation Days: 14th and 21st September 2015

Starting Monday 28th September 2015 to Wednesday 09th December 2015 (10 Weeks in total)

External Examiners Visits: Week of 16th – 20th November 2015

**Professional Masters in Education (Business /Music /Technology /Languages / Mathematics/ PE)
Placement 2**

Observation Days: 14th and 21st September 2015

Starting Monday 28th September 2015 to Wednesday 09th December 2015 (10 Weeks in total)

External Examiners Visits: Week of 16th – 20th November 2015

GRADES TO BE SUBMITTED BY 18th DECEMBER 2015

Agreed Grades Meeting 4th Years –18th December 2015

CPD Seminar for University Tutors – 22nd September 2015

If you require additional information please contact the School Placement Coordinator Niamh O'Sullivan on 061-202485 or email Naimh.Anne.OSullivan@ul.ie and /or the School Placement Administrator Carol Lewis on 061-202478 or email Carol.Lewis@ul.ie

School Placement Tutors

A number of faculty within the Department of Physical Education and Sport Sciences and a number of qualified physical education teachers are involved in tutoring teaching candidates during School Placement. *Ursula Mc Carthy* is the School Placement Coordinator and is supported by the following tutors.

Name	Telephone & E-mail
Ursula Mc Carthy	Ursula.McCarthy@ul.ie
Jaimie McMullen	Jaimie.mcmullen@ul.ie
Missy Parker	missy.parker@ul.ie
Cassandra Iannucci	Cassandra.iannucci@ul.ie
Ann Marie Ralph	annmarie.ralph@ul.ie
Louise Masterson	louisemastersongym@hotmail.com
Alaric Costigan	alariccos@yahoo.com
Anne Healy	healy5@eircom.net
Cian O'Neill	cian.oneill@cit.ie
Anne Moran	anne.moran@hotmail.com
Aoife O'Rourke	aoife.orourke@tcfc.ie
Ann- Marie Young	Annmarie.Young@ul.ie
Claudia Tierney	tierneycr@hotmail.com
Catherine Bird	Catherine.Bird@coachingireland.com
Michelle Dillon	Michelle.Dillon@ul.ie
Jennifer Liston	Jennifer.liston@ul.ie
Jacqui Morgan	morganjacq1@gmail.com
Nancy McHugh	nancymachugh@hotmail.com
Sean O'Mahony	seanomahony5@hotmail.com
Maura O'Sullivan-Ryan	info@osullivan-ryanconsultants.ie
Karen Weekes	karen.weekes@gmail.com

UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH



2. ROLES AND RESPONSIBILITIES



**Physical Education
and Sport Sciences**
University of Limerick

The Role of the Cooperating Teacher on School Placement A School-University Approach

These guidelines have been devised in collaboration with a sample of Irish Physical Education Co-operating Teachers and the three Physical Education Teacher Education Institutions in Ireland (Dublin City University, University College Cork and the University of Limerick).

As a co-operating teacher you can potentially have the greatest influence on the development of the student teacher as a new professional in physical education. This responsibility is a highly significant one and we appreciate your involvement in this University-School partnership. Providing a climate for open and honest discussion of questions and concerns will help to create the growth environment and support system the student teacher needs.

The role of the co-operating teacher can be divided into three main duties;

- (1) **Guiding** the student teacher throughout the teaching experience,
- (2) **Observing** the student teacher and providing feedback and ideas,
- (3) **Encouraging, supporting** and socialising the student teacher into the school environment.

Co-operating teachers duties occur in two main phases:

- (A) Prior to School Placement
- (B) During School Placement

(A) Prior to School Placement

Organisation of Student teacher Timetable:

- In consultation with school management organise a timetable for the student teacher. This timetable should include a period for a progress meeting between co-operating teacher and student teacher
- The timetable requirement for the University of Limerick equates to: 2nd Year - minimum 4 double PE equivalent over 6 weeks, 4th Year - minimum 5 double PE equivalent over 10 weeks
- Provide information on:
 - Classes they will be teaching (year, size, ability, activity and venue, class teacher, Year Head)
 - Pupils with particular needs (e.g. medical, behavioural, special educational needs, minority populations) and strategies to deal with them.
- Alert opportunities for student teachers to get involved in extra-curricular and whole school activities.

During Initial Meeting with Student teacher:

1. Finalise student teachers' timetable in consultation with student teacher.
2. Discuss professional expectations of student teacher during school placement with student teacher.
3. Introduce the student teacher to principal, deputy principal, PE department staff and other relevant staff (e.g. guidance counsellor, school caretaker)
4. Familiarise the student teacher with whole school ethos, school procedures (e.g. staff absence) and policies, school calendar, health and safety regulations, behaviour management, pastoral care and school-community links.
5. Alert the student teacher to subject specific issues; facilities, equipment, resources, dress code and first aid procedures.

(B) During School Placement

Supervisory Role:

The co-operating teacher provides the student teacher with an opportunity to learn how to teach their pupils in a safe environment. These pupils remain the responsibility of the co-operating teacher throughout school placement. Therefore, co-operating teachers should be present when student teachers are teaching.

1. In the interest of safety, ensure that student teachers observe a PE lesson taught by a co-operating teacher before any practical lessons are taught while on placement.
2. Encourage student teachers to observe as many PE lessons as possible.
3. It is an expectation that cooperating teachers provide the following on a weekly basis:
 - A minimum of two structured observations of student teacher's teaching
 - Daily written or oral feedback to student teacher.
 - A formal meeting/tutorial on student teacher progress to be conducted at least once a week between student teacher and the cooperating teacher.
4. Provide student teachers with information on planning, additional content ideas, subject knowledge, assessment and resources when possible.
5. Encourage the student teacher to use a range of teaching strategies while incorporating established rules and routines of the class groups being taught.

6. It would be of great assistance if the co-operating teacher were available during tutor visits to observe and discuss the student teachers' progress.
7. Liaise with University tutors on student teacher progress throughout school placement.

In general, it cannot be stressed too strongly that student teachers vary a great deal in their progress in the development of fundamental teaching skills, and that consequently student teachers' needs in guidance during teaching rounds are diverse. It is hoped that cooperating teachers will define the nature of such guidance according to the needs of the individual student teacher.

Student teacher

Pre- School placement:

1. Once notified of placement school, contact the school to plan a visit.
2. When visiting the school ask to meet with the principal and your cooperating teacher.
3. Note the facilities, equipment and resources to which you will have access.
4. Agree on a physical education timetable with your cooperating teacher and the school. 4th Year: minimum 4 double or 8 single PE equivalent over 10 weeks, Grad
5. Get adequate details on your **preliminary visit** to your school concerning all the previous experiences of each class you will teach, what they have covered, and exactly what the physical education teacher wishes you to cover.
6. Submitted timetables to your tutor must clearly indicate the activity for each physical education class.
7. An initial meeting with your tutor should be arranged to discuss the timetable and schemes of work. Completed schemes of work will be checked by your tutor and you will be informed whether you are cleared to begin school placement on the designated date. In the event that you are not deemed to be ready, you will begin school placement at a later date.
8. Where possible, experience should be gained in all of the areas of study within the JCPE curriculum.
9. A student teacher who is injured must provide medical clearance to their tutor to indicate that it is safe for them to go out on school placement, to teach, or continue to teach.

During School placement:

1. Ensure your behaviour, attitude and appearance are appropriate for an individual entering the teaching profession.
2. Wear PE/sport clothing that is clean, tidy and appropriate to the activity; remember that you are a role model. (See FAQ on PESS core portal)

3. Remain in school during normal school hours and engage in purposeful self-study, planning and observation when not actually teaching. You are encouraged to get involved in other school activities.
4. You are expected to teach every physical education class that is noted on your timetable and for each of these you must have a scheme of work and lesson plan (see section 4. Planning for Teaching)
5. At all times ensure the safety of your students (working area, groups, equipment, activities, progression, individual differences).
6. Any absence from school must be reported to the principal, cooperating physical education teacher and tutors prior to the start of the day. Arrangements must be made to make up any TP days missed.
7. In the case of high level sports participation approval must be gained in advance from the university and school staff. Arrangements must be made to make up any TP days missed.
8. Requirements for reflective writing must be met throughout the placement and emailed at an agreed time to your university tutor (see 'Planning for Teaching', page 25).
9. Keep a comprehensive and up-to-date school placement file with all schemes of work, lesson plans, evidence of student learning (if available) and reflective writing.
10. You are encouraged to approach your cooperating teacher and ask him/her to observe your lessons and at least once a week ask them to observe for a specific focus. It is also recommended that you observe your cooperating teacher(s) with their consent.

For 2nd Year Student teachers:

1. You are expected to formally observe your partner teach at least once a week using a selection of the observation tools. Completed observations should be copied and kept in your partner's and your own school placement folder.

Post Teaching Placement:

1. Complete a final observation at the end of the school placement.
2. It would be appropriate that all student teachers, on completion of their placement, write a letter to the principal and the cooperating teacher thanking them for the opportunity and assistance received.

3. On completion of your SP, you are required to arrange a suitable day and time to meet with your tutor for a post-SP tutorial. You are expected to bring your completed TP file with you and discuss and reflect on your experience.

University Tutor:

Preparation:

1. Once notified of student teacher placements arrange a day and time to meet.
2. On meeting student teacher, discuss timetable, facilities and equipment, and scheme of work preparation.
3. If unhappy with level of planning and preparation of schemes of work ask for re-submission. Do not agree that student teacher can begin SP on the stipulated date if planning and preparation are poor.

School Visits:

1. On arrival the tutor should visit the school office and sign in. If possible ask to meet with the principal to thank them for the placement and discuss any issues the principal may have with regards the placement.
2. Student teachers are to receive their first tutor visit within the first three weeks of SP. An email is to be sent to the school notifying the principal and the student teacher of the week of your planned visit.
3. Arrive for your visit at least 10 to 15 minutes before the lesson; ask to see the student teacher's scheme of work, lesson plan, and SP folder.
4. Meet with the cooperating teacher and ask them to join you in observing the class.
5. During the class observe from the side and do not interfere with the student teacher's class.
6. When possible undertake joint observations with the cooperating teacher and ask them to contribute to the post lesson meeting.
7. On completion of the class, allow the student teacher time to clear up. Initiate discussion on the class by firstly asking the student teacher for their reflections of the class. Seek cooperating teacher participation in the post lesson tutorial and then work through the criteria on the lesson appraisal sheet.
8. Leave a copy of the lesson appraisal sheet with the student teacher. Keep a copy for your own files, and a copy for the SP office to be submitted with expenses.
9. Depending on the student teacher's delivery of the class, your observations, and their interest in engaging in further discussion you can expect to spend between 20- and 60-minutes debriefing.

10. You are to visit each student teacher twice throughout their placement.

Post School Placement:

1. You are to meet with each student teacher on completion of the TP to conduct a post-TP tutorial.
2. Once you have completed a post-SP tutorial you are to agree a grade with the elective tutor, recording your assessment on the grade profile sheet. Profile sheets for each student teacher will be sent to each physical education tutor towards the end placement. Completed profile sheets are returned to the SP office.

Student teacher professional agreement with physical education cooperating teacher

School Placement is an opportunity to develop my expertise as a new teacher and I commit to respect the school ethos and learn from teachers, pupils and peers. In this regard, I will:

1. Ensure full-attendance throughout the school day and be punctual for all classes.
2. Inform the school and cooperating teacher as early as possible if unable to attend due to illness or other factors.
3. Observe a professional dresscode: clean and professional clothing appropriate for the classroom and for the gymnasium
4. Follow the school placement guidelines regarding the requested number and focus of classes.
5. Dedicate time to planning and reflecting on my lessons (including wet-weather plan) and associated resources in advance of my teaching and be prepared to share my lesson plan with my cooperating teacher.
6. Keep my school placement file up to date with the inclusion of all lessons taught, reflective writing and resources.
7. Maintain a professional relationship with all pupils, colleagues, parents and carers.
8. Address all health and safety issues that arise in relation to teaching, facilities and resources.
9. Be proactive in observing a range of classes taught by other teachers and engaging with the teachers about their approach to teaching and learning
10. Discuss my development as a teacher with my cooperating teacher and learn as much as I can about the teaching profession.
11. Be actively involved in extra curricular activities.

Signed: _____
Student teacher

Signed: _____
Cooperating teacher

Date: _____

UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH



3. SUPERVISORY INFORMATION



**Physical Education
and Sport Sciences**
University of Limerick



Lesson Observation and Analysis

Lesson observation is a key activity during a school placement. The lesson observation form (appendix 1, pg.33) is intended for use while the cooperating teacher or tutor is watching the student teacher in a teaching situation. The form should be used in conjunction with the universities teaching criteria (appendix 1, pg.33). Written feedback is important to ensure understanding and provide a record for the student teacher. It can also facilitate the development of teaching skills (verbal feedback is equally as important). It should recognise both strengths and difficulties, and be given as soon as practicable after the lesson. **It is hoped that cooperating teachers complete one/two written observations a week for the process to be beneficial.** Both written and verbal feedback can be discussed at the weekly tutorial session (appendix 1, pg. 37). Elements that are encouraged through TP are listed in appendix 1, pg.33.

Cooperating Teacher/Student teacher Tutorial

Tutorial sessions provide an opportunity to provide honest and constructive feedback to the student teacher. These sessions are an important aspect in the development of the student as a teacher throughout their placement. These tutorial sessions can occur either immediately following a lesson or in weekly structured meetings. The main aim of these sessions is for cooperating teachers and student teachers to discuss progress, set targets for development and action points to move forward (see appendix 1, pg. 37 for tutorial form and pg.36 for SP observation analysis).

In post lesson tutorials:

Cooperating teachers should aim to:

- Encourage the student teacher to review his/her performance by asking questions such as; 'How do you think the lesson went?', 'What was successful?', 'Is there anything you would have done differently?'
- Always start with the positives of the lesson.
- Give honest and constructive feedback; try to give evidence from lesson when possible and be as specific as possible.
- Facilitate student teachers create new ideas or alternatives.
- Help the student teacher to set at least three teaching goals to work towards per week (try to relate to the UL criteria, see appendix1, pg. 33).

Student teachers should aim to:

- Be reflective about your teaching performance, identifying strengths and areas for development.
- Understand that mistakes can be made and strive to understand how to correct them.
- Listen to the advice given and ask for clarification if there is lack of understanding.
- Do not be afraid to ask for advice/support.
- Work with your cooperating teacher to set weekly teaching goals.

(See appendix 1 for lesson observation, pg. 36 and weekly tutorial form, pg. 37)

UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH



4. PLANNING FOR TEACHING



**Physical Education
and Sport Sciences**
University of Limerick



Pre-School Placement Checklist

Ensure you have visited your TP School and collected the following information before you meet with your university tutors:

SP Student:	School:
School Placement Preliminary Checklist	
<u>School Visit</u>	
Timetable	
Equipment/resources availability	
Facilities	
Strands you can teach	
Previous knowledge of class	
School policies on health & safety and behaviour management	
Any official days off during SP	
<u>Tutor Information</u>	
Name of principal	
Phone number of school	
Directions to school	
Name of cooperating teachers	
Email address of cooperating teachers	
Copy of timetable for tutor	
Any official days off during SP	



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

Curriculum Models (You are encouraged to teach through these models)

Adventure Education: An experimental learning model that provides learners with the opportunity to challenge themselves physically and mentally, work cooperatively as a group to solve problems and overcome risks, and gain the respect for, confidence in, and trust in themselves and their peers. Key concepts of the model include full value contract, challenge with choice, experimental learning cycle and processing/debrief.

Sport Education: Intended to provide authentic and rich opportunities to all students within the context of physical education, helping them develop as skilled and competent sport participants with the skills and understanding of strategies necessary to participate in sport successfully. Characteristics include seasons, affiliation, formal competition, record keeping, culminating event and festivity.

Teaching Games for Understanding: Initially designed as an alternative method to teaching games that emphasized students' finding solutions to problems posed to them in game play situations. Now a six-stage model (game play, game appreciation, tactical awareness, making appropriate decisions, skill practice, game play). TGFU placed the student at the centre of learning in a problem-based context.

Teaching Personal and Social Responsibility: Based on the belief that the most important thing we teach students is taking responsibility for their own development and well-being and supporting that others through shared power and gradually shifting responsibility for their learning from the teacher to the student. TPSR has eight components: core values, assumptions, level of responsibility, programme leader, daily programme format, embedding strategies, problem solving and assessment.

Cultural Studies: Developed to meet the needs and interests of students from various backgrounds, cultures, socio-economic levels, and communities. The intent is to develop young people as questioning, curious, and critical participants in sport and physical activity coming to understand how some young people are marginalized by a lack of activity opportunities available in their school or communities.

Health Related Fitness: Focused on young people and giving them the knowledge and skills to make independent decisions on physical activity and the desire to choose to develop and maintain lifetime physical activity as opposed to a sedentary lifestyle.

Schemes of Work

The outline provided here is adapted from the SP handbook to provide specific expectations for PE:

	PE specific sections
<ol style="list-style-type: none">1. School Subject2. Topic3. Class4. Number of pupils5. Number of lessons6. Length of lessons (time, single/double)	
	<ol style="list-style-type: none">7. Big picture goal8. Big picture assessment9. Concept map10. Learning outcomes11. Formative assessment12. Instructional strategies13. Preventative management
<ol style="list-style-type: none">14. Resources15. Structure of self-appraisal	

Lesson Plans

The template provided has been adapted from the SP handbook to reflect expectations for PE. **The heading 'How has the previous lesson informed my planning for this lesson' must be included on every lesson plan.** See appendix 2, pg. 39 for a lesson plan template.



Reflective Writing Requirements

Please refer to the **School Placement Handbook**, Section 6 (pg 30-57) for a detailed explanation of the reflective writing requirements. The following is a summary of what is required throughout the undergraduate and graduate diploma placements.

Undergraduate Reflective Writing

Year 4: Summary of Requirements

Week 1:	Weekday Reflections 1 & 2	+ End of week Reflection 1
Week 2:	Weekday Reflections 3 & 4	+ End of week Reflection 2
Week 3:	Weekday Reflections 5 & 6	+ End of week Reflection 3
Week 4:	Weekday Reflections 7 & 8	+ End of week Reflection 4
	Mid-term Reflection	
Week 5:	Weekday Reflections 9 & 10	+ End of week Reflection 5
Week 6:	Weekday Reflections 11 & 12	+ End of week Reflection 6
Week 7:	Weekday Reflections 13 & 14	+ End of week Reflection 7
Week 8:	Weekday Reflections 15 & 16	+ End of week Reflection 8
Week 9:	Weekday Reflections 17 & 18	+ End of week Reflection 9
Week 10	Weekday Reflections 19 & 20	+ Final Reflection



UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH

APPENDIX 1: REFLECTION AND OBSERVATION FORMS



**Physical Education
and Sport Sciences**
University of Limerick



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

Cooperating Teacher Observation Form

Cooperating teachers are encouraged to complete this form when observing student teachers

Student teacher:		Date:
Cooperating Teacher:		School:
Class/Year:	Subject/Topic:	

Student teacher Focus:

Comments:

Targets/Guidance:

Cooperating Teacher:..... Student teacher:.....
One copy to be retained by the student teacher in the school placement file.



UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

Cooperating & Student teacher Weekly Tutorial Form

Student teacher:	Date:
Cooperating Teacher:	School:

Strengths:

--

Areas for Development:

--

Additional Comments:

--

Cooperating Teacher:..... Student teacher:.....

One copy to be retained by cooperating teacher and one by the student teacher.

UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH



APPENDIX 2: EXEMPLAR MATERIAL



**Physical Education
and Sport Sciences**
University of Limerick

Lesson Plan Format

Student name:		
Date:	Class:	Class Length:
Pupil's previous knowledge/skills/experience:		
How has the previous lesson informed my planning for this lesson?		
Lesson Focus:		
Lesson Outcomes:		
Outcome:	Assessment:	
1.		
2.		
3.		
Resources/Equipment Needs:		
Safety Considerations:		

<u>Time & Focus</u> Skill, tactical, knowledge, social, or sport education	<u>Activity Development</u> Task development, progressions, learning experiences, and game-skill practice-game specifics Instructional task statements	<u>Organization & Management</u> Diagram showing organization of students Managerial task statements	<u>Teaching Cues</u> Behaviour prompts Teaching cues Diagram or pictures	<u>Adaptations</u> Strategies to meet the needs of diverse learners