



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Supporting a Culture of Learning in Physical Education

Subject Cluster Day 2024/25





Schedule

9:30 – 11:00 Session 1: Assessment Task Design for a Cross-Strand Unit of Learning

11:00 – 11:15 Break

11:15 – 13:00 Session 2: Classroom-Based Assessments in JC PE

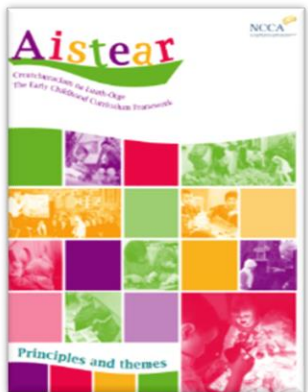
13:00 – 14:00 Lunch

14:00 – 15:30 Session 3: Curriculum Models in Senior Cycle Physical Education

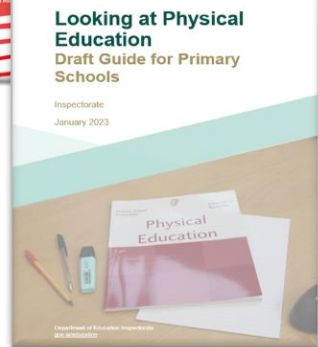
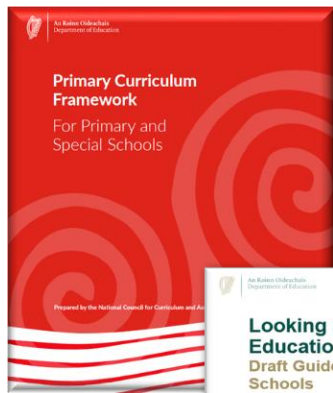
Continuum of Learning



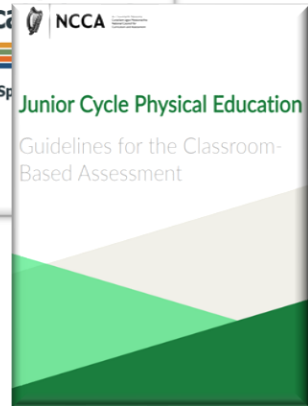
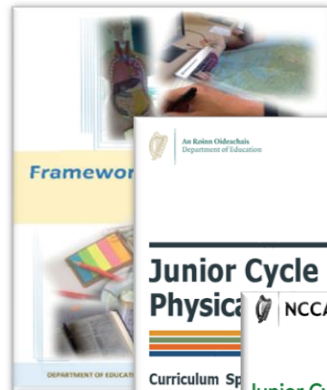
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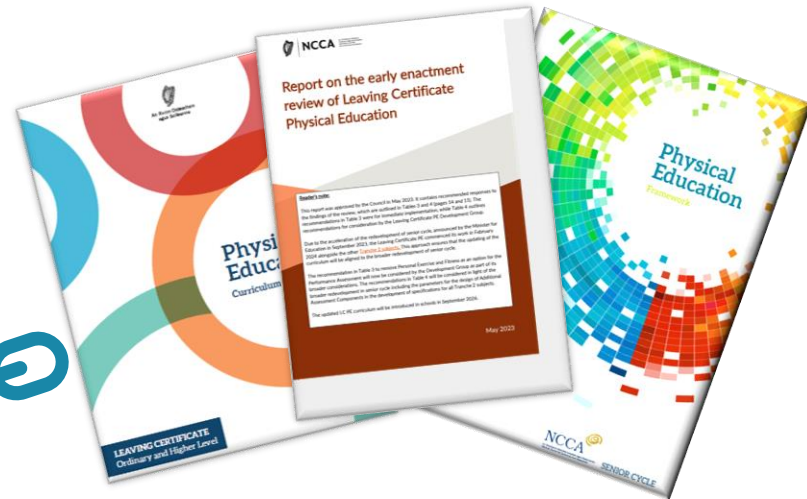
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Primary Curriculum



Junior Cycle

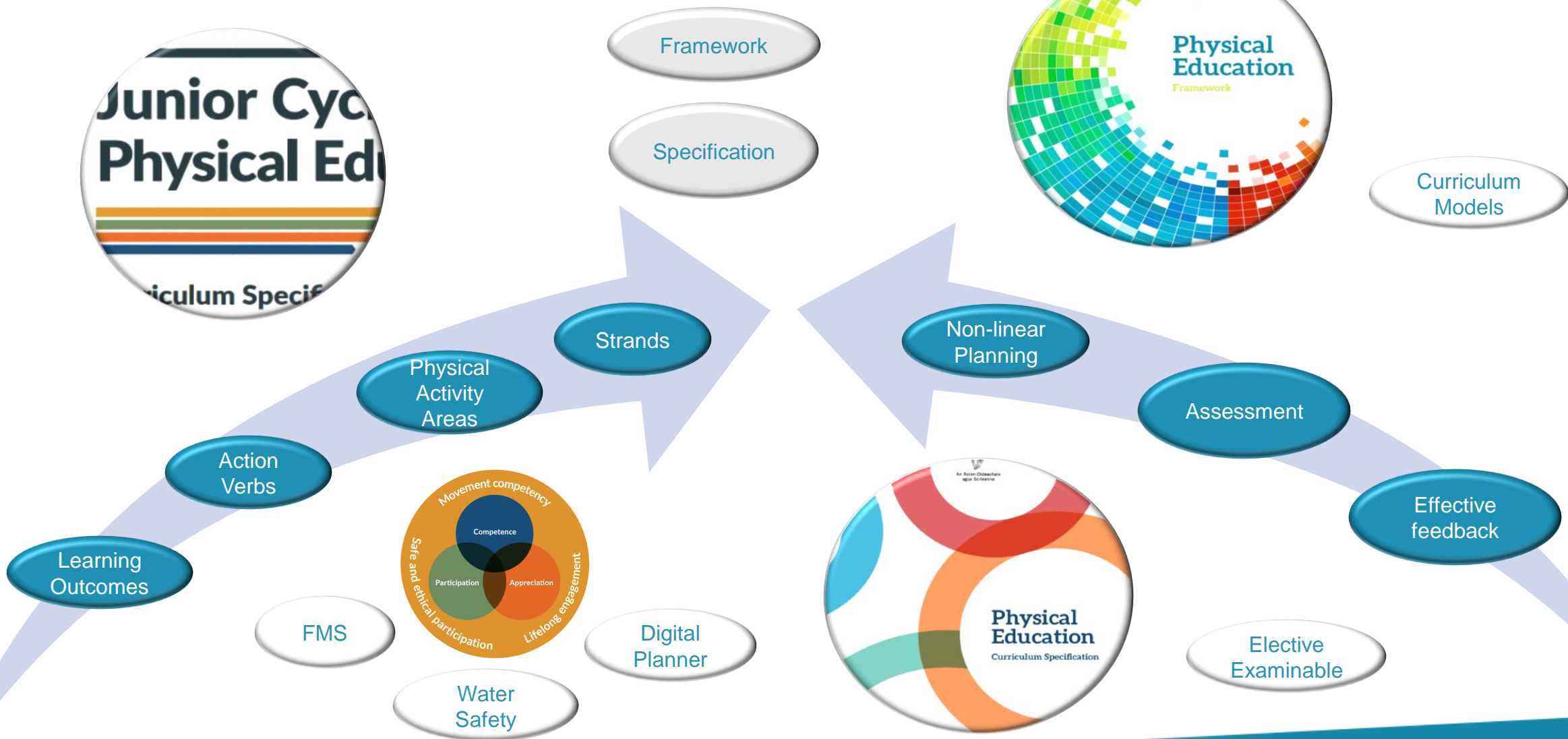


Senior Cycle

The Learning Journey so Far



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Ice Breaker: Bingo



Find someone who in the last week...

have assessed their own skills or those of another person	became aware of their Non-Exercise Activity Time (NEAT)	has engaged in some form of Outdoor Adventure Activity (OAA)
have applied a sport-specific skill in a different activity	have tried a new activity after seeing it in the Olympics	have choreographed or performed a sequence of movements
has monitored their physical activity, fitness and/or performance	has run up a set of stairs	explored opportunities to enhance their participation in sports and/or physical activities



Physical Education and Learning

Find someone who... in the last week...

have owned...	engaged in some of Outdoor Core Activity (OCA)	
has spent...	geographed... performed a sequence of movements	
has monitored their physical activity, fitness and/or performance	has run up a set of stairs	explored opportunities to enhance their participation in sports and/or physical activities

‘Learners experience Physical Education as a concurrent **process of learning** in, through and about **physical activity**’
(NCCA, 2022, p.15)

How could any of the ‘Ice Breaker’ experiences improve engagement in physical activity for health and enjoyment?



Session 1

Assessment Task Design for a Cross-Strand Unit of Learning



Learning Intentions



To explore assessment to support learning in Junior Cycle Physical Education



To engage in planning for learning and assessment in Physical Education



The Process of Learning

Learners experience Physical Education as a concurrent **process of learning** in, through and about **physical activity**.

These processes must be **age and stage appropriate** for where the young person is at on their learning journey, in this case, **junior cycle**.

(NCCA, 2022, p.15)



The Process of Learning

‘Research shows that the **greatest benefits for students’ learning** occur when teachers provide **effective feedback** to students that helps them to understand how their learning can be improved.

That is why a consideration of approaches to **quality learning** cannot be separated from a consideration of **assessment**.’

(Framework for Junior Cycle, 2015, p.35)



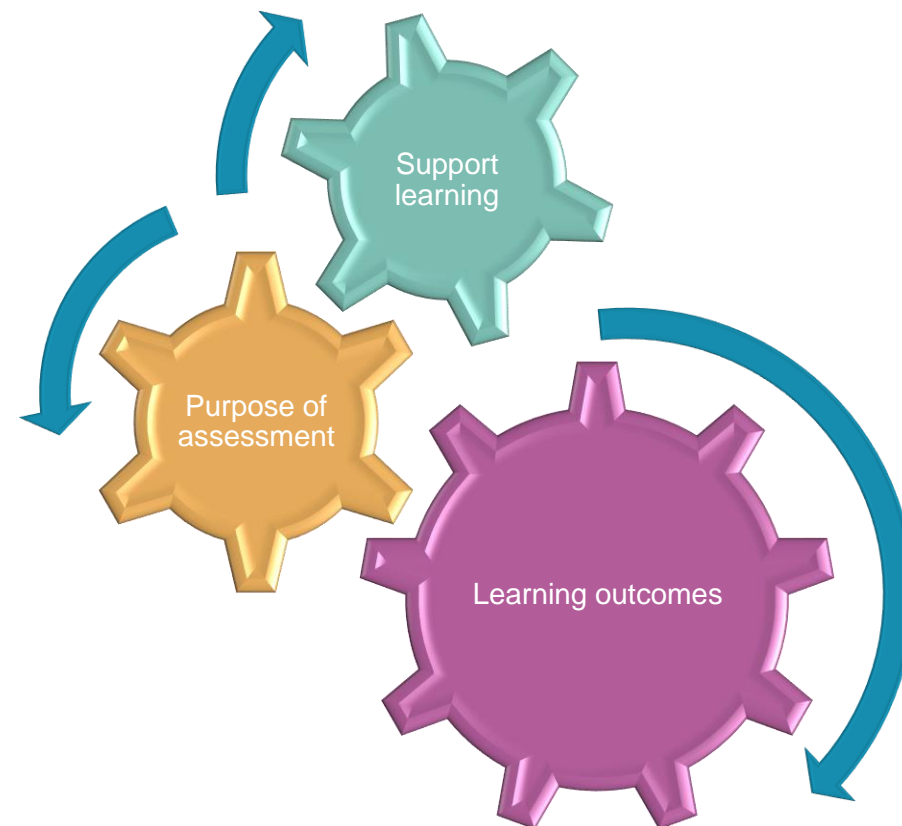
(William and Thompson, 2007)



Assessment in Junior Cycle Physical Education

‘Essentially, the purpose of assessment and reporting at this stage of education is to support learning.’

(NCCA, 2022, p.21)



Assessment in Junior Cycle PE – The Elements



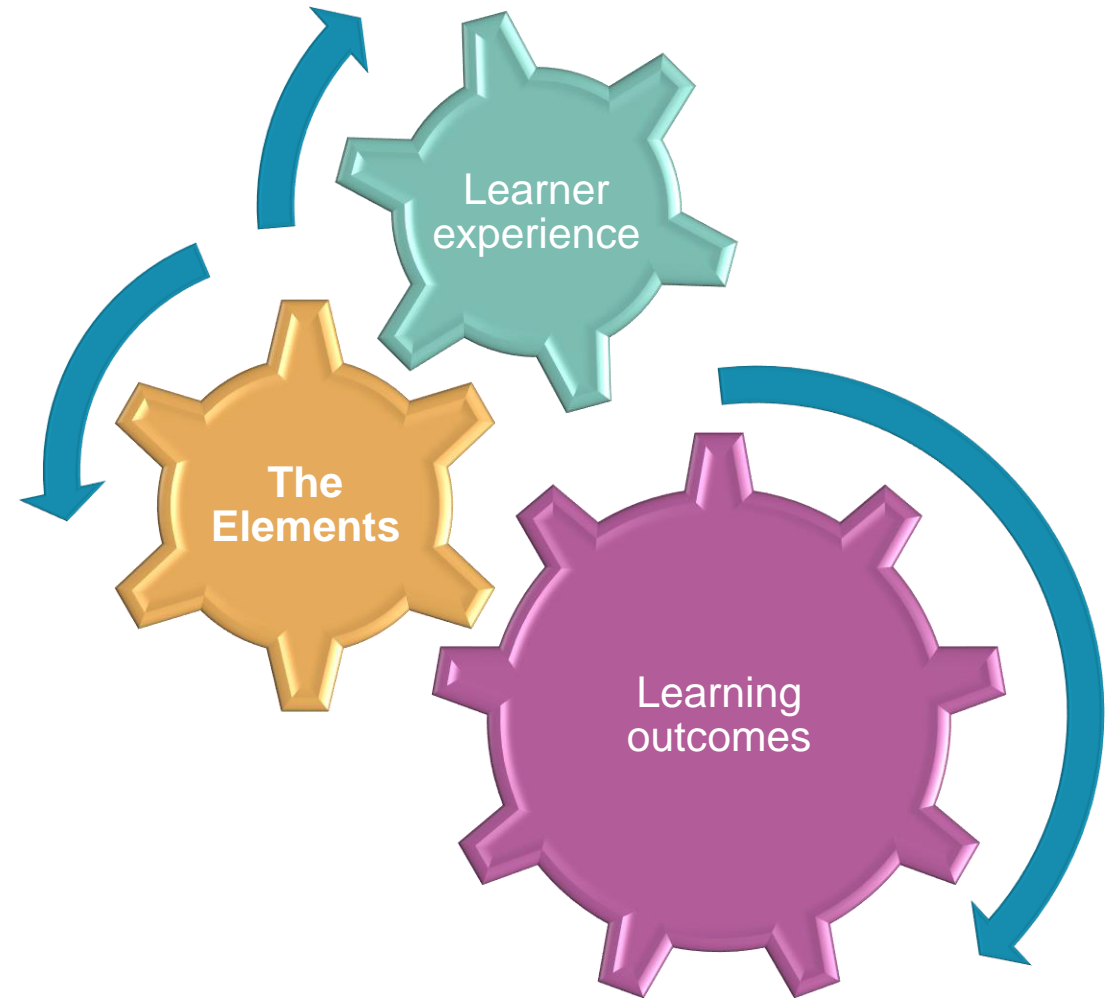
‘The specification emphasises a **non-linear integrated approach** across strands with the **elements threaded throughout the experience of the learning outcomes.**’

(NCCA, 2022, p.12)

The three Elements are:

1. Movement competency
2. Safe and ethical participation
3. Lifelong engagement

(NCCA 2022, p.11)





Assessment in Junior Cycle PE – The Elements

The three Elements are:

1. Movement competency
2. Safe and ethical participation
3. Lifelong engagement

(NCCA, 2022, p.11)

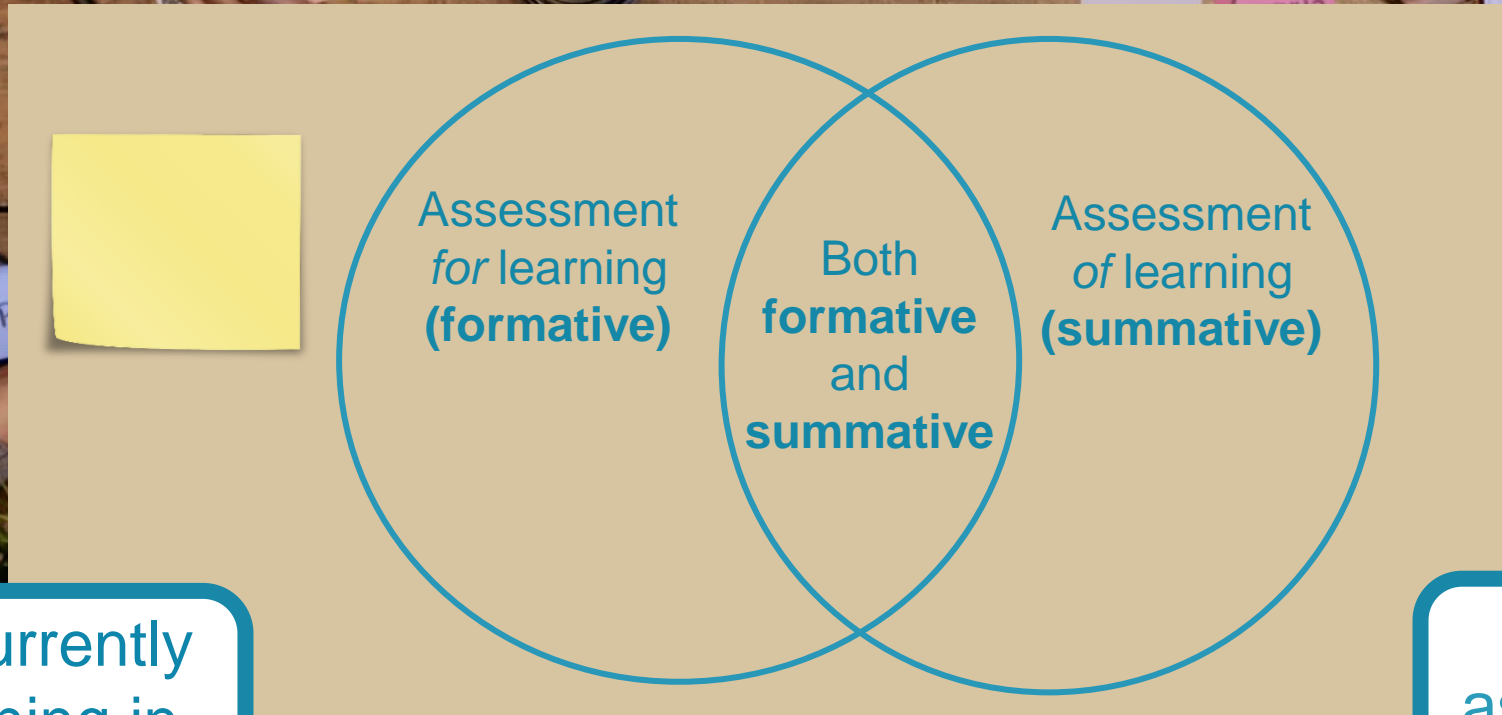
Element	Application
Movement competency	Students demonstrate their ability in fundamental movement and sport specific skills, concepts, and strategies.
Safe and ethical participation	Students develop knowledge and understanding of the factors that enable safe and respectful participation in physical activity.
Lifelong engagement	Students value the benefits of physical activity and take responsibility for sustained engagement for life.

(NCCA, 2022, p.11)

Sharing our Practice



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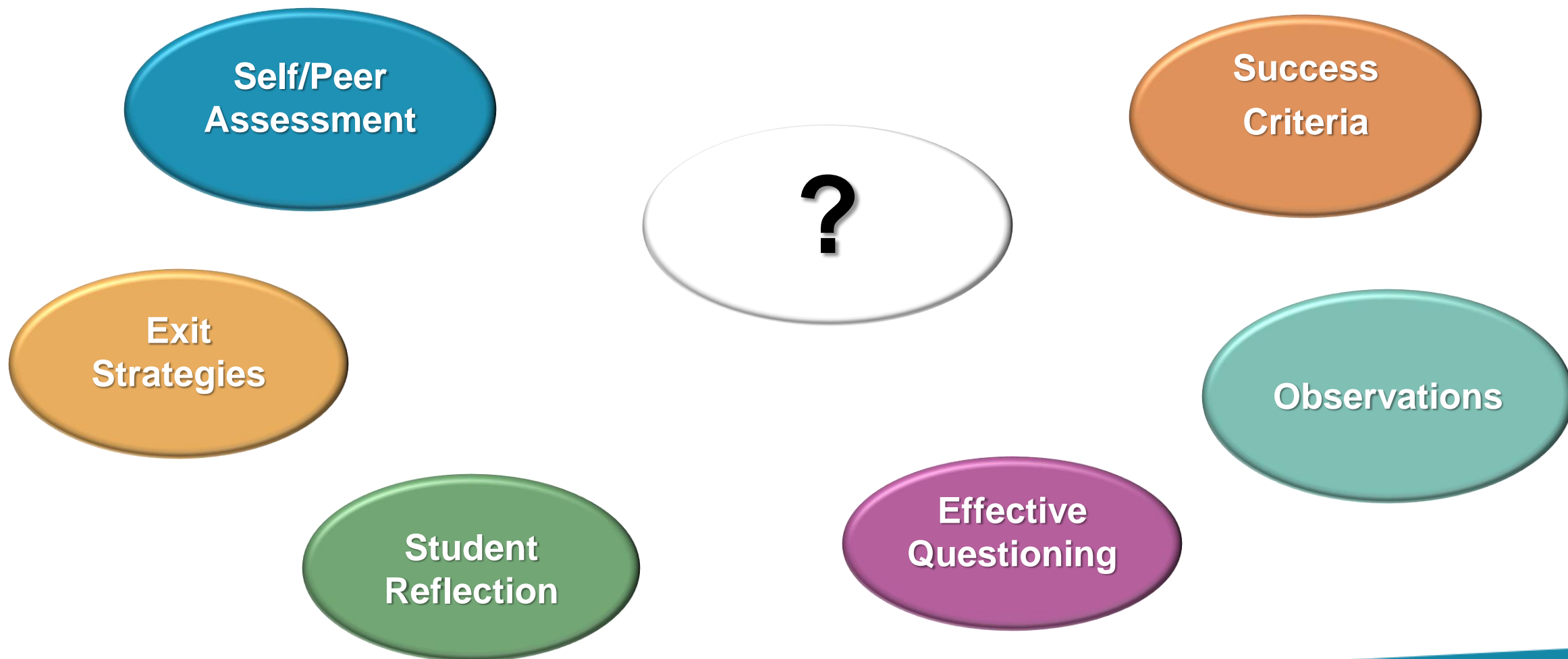


Ways you currently assess learning in PE?

How does your assessment support student learning?



Assessment and Feedback Opportunities



The Next Steps for Further Learning are Central to Assessment in Physical Education

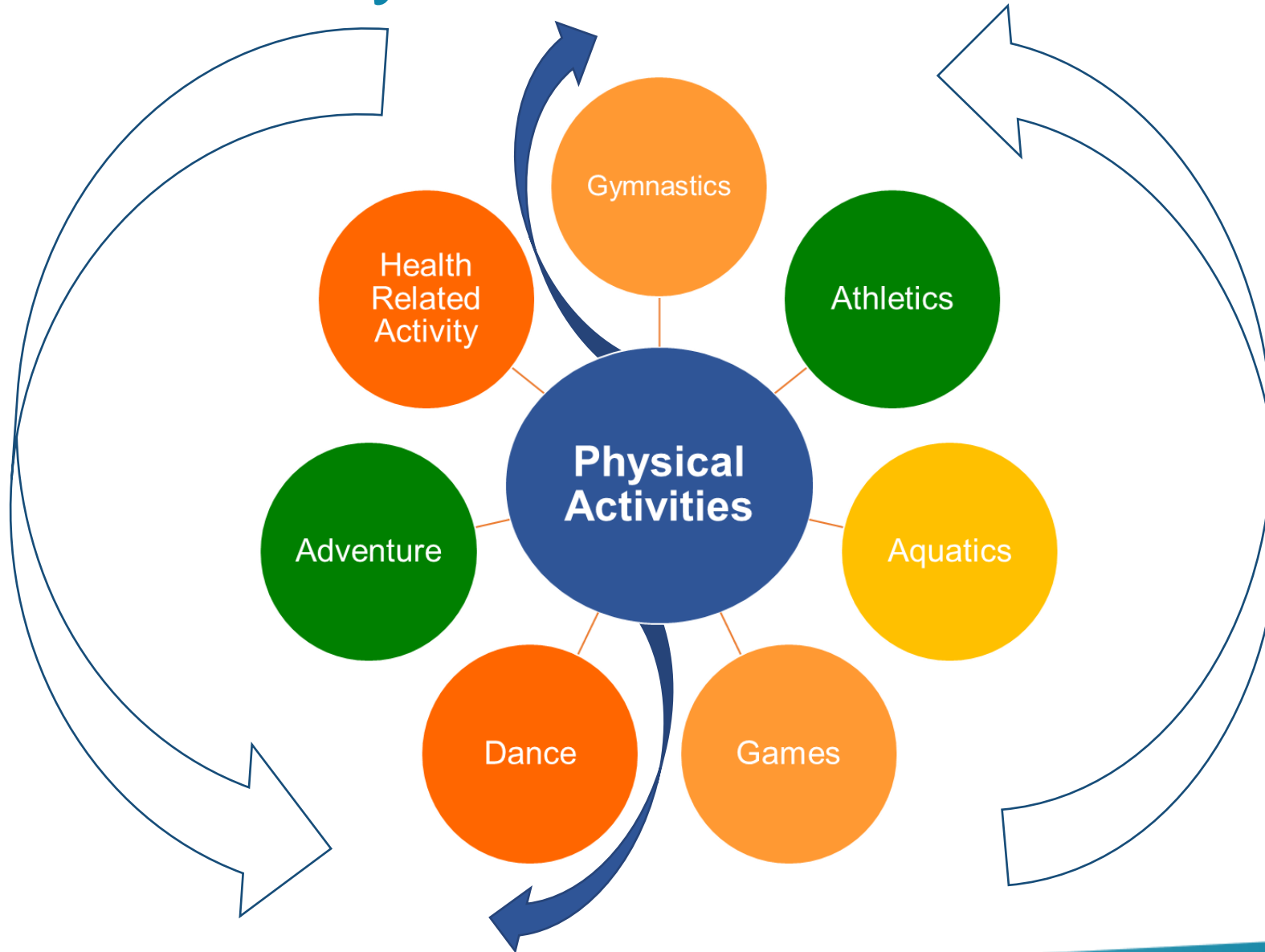


‘Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning.’

This approach will ensure that **assessment takes place as close as possible to the point of learning.**

(NCCA, 2022, p.21)

Physical Activity Areas



(NCCA, 2022, p.13)



Learning outcomes, learning intentions and success criteria – Making the connection

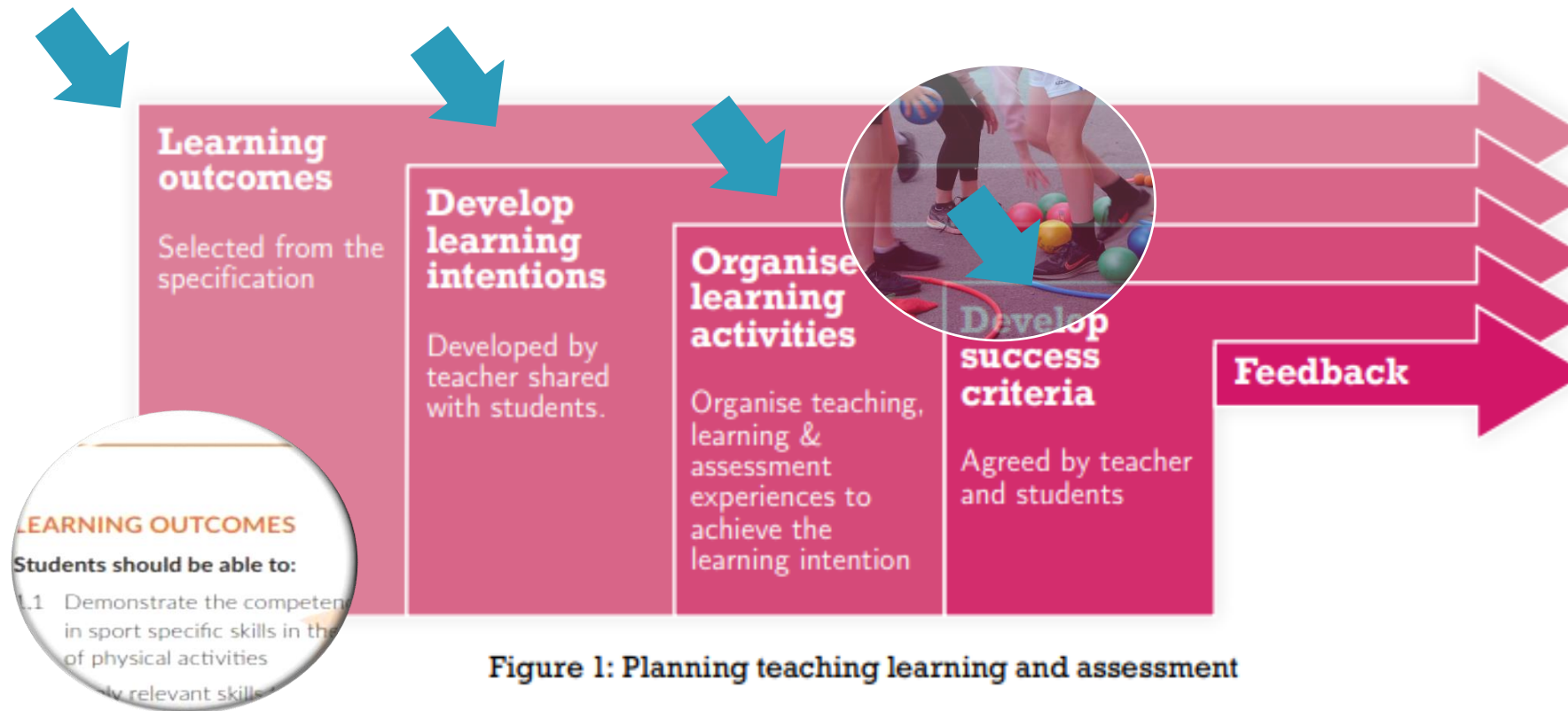


Figure 1: Planning teaching learning and assessment

(NCCA 2019, p.6)

Learning and Assessment in Physical Education



Physical Education:		Unit Title: Building athletic patterns from the ground up	Include on Index sheet: Select Yes/No Yes								
Year Group: Year 2	Class Group: 2L	Commencement Date: 01 September 2024	Duration: 6 weeks								
Age/Stage & Prior Learning:		Learning Outcomes & Key Learning:									
Prior Learning: Students have developed basic techniques in running, catching, throwing, balance, landing and reaction time (dodging). They have had the opportunity to practise, improve and refine their performances in simplistic athletic activities and can work safely alone, in pairs and as members of a group. They can make simple judgments about their own and others performance and are able to use this information to improve performance.	Learning Outcomes: 1.2 Apply relevant skills to perform competently and confidently in the range of physical activities experienced 1.10 Demonstrate skill transfer in a range of 2.6 Evaluate the necessary skills to achieve success 2.9 Demonstrate an understanding of personal 3.6 Devise pathways for continued physical activity participation in a local community or environment	Action Verbs: Apply: select and use information and/or knowledge and understanding to explain a given situation or real circumstances Demonstrate: prove or make clear by reasoning or Evaluate (data): collect and examine data to make Demonstrate: prove or make clear by reasoning or Devise: plan, create or formulate a procedure or system by careful thought	Key Learning: Describe the elements of an effective running style, demonstrated in performances of a 3-stride pattern over short sprint distances with and without obstacles. Apply in simple mechanical terms the benefit of the lay-up shot in an adapted basketball game. Perform the stride pattern, the take-off and landing movement of the lay-up from a pass through to the shot. Demonstrate a basic though technically correct technique in throwing rigid and non-rigid water safety equipment, as well as describing the main similarities and differences between the techniques used in each. Perform from the starting position and understand the need for the whole								
Focus of Learning: The learning focus for this class include improving speed, agility, coordination, and strength, while also teaching students the basic rules, strategies,											
Evidence of Learning:											
How can students experience the learning? This movement skills unit is designed to develop students' fundamental athletic skills, enhance physical fitness, and foster an understanding of transferrable skills across physical activity areas and strand learning concepts. It will emphasise skill acquisition, technique refinement, and the application of these skills in a competitive context across the physical activity areas of athletics running, the game of basketball and land-based water safety non-contact rescue skills of aquatics. Each week, students will focus on a different movement skill, including running stride patterns, (sprint hurdles and lay-up shot in basketball) balance and landing (hurdles and lay-up shot), catching and throwing (basketball and land-based water safety non-contact rescue skills) and reaction response time (sprint start, lay-up shot, land-based water safety non-contact rescue skills).		How can the learning be assessed? Learning will be assessed using peer group assessment as follows: In groups of 4, mixed ability groups, students will demonstrate to another group their teams progress in knowledge skills and values in different movement skills learned in the unit. The skills in this unit include: -running stride patterns, (sprint hurdles and lay-up shot in basketball) -balance and landing (hurdles and lay-up shot), -catching and throwing (basketball and land-based water safety non-contact rescue skills) -reaction response time (sprint start, lay-up shot, land-based water safety non-contact rescue skills). From the start, students will be aware of what a good demonstration will look like by co-creating success criteria with them for each of the skills in focus. This will include watching short videos and a skills technique resource for each skill. Learning activities will align with the assessment design here. As part of developing students sport education, affiliation with clubs, formal competition and keeping records of participation and performance will be advised and supported through this unit of learning.									
Index		Class Details	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Planning Tool, Rationale & Aim	Learning Outcomes Engagement	Instructions page	+

Early Term 1
Second Year



How can students experience the learning?

This **movement skills unit** is designed to develop students' fundamental athletic skills, enhance physical fitness, and foster an understanding of transferrable skills across physical activity areas and strand learning concepts. It will emphasise skill acquisition, technique refinement, and the application of these skills in a competitive context across the physical activity areas of athletics running, the game of basketball and land-based water safety non-contact rescue skills of aquatics. Each week, students will focus on **a different movement skill**, including **running stride patterns**, (sprint hurdles and lay-up shot in basketball) **balance and landing** (hurdles and lay-up shot), **catching and throwing** (basketball and land-based water safety non-contact rescue skills) and **reaction response time** (sprint start, lay-up shot, land-based water safety non-contact rescue skills).

How can the learning be assessed?

Learning will be assessed using peer group assessment as follows:

In groups of 4, mixed ability groups, students will demonstrate to another group their teams progress in knowledge skills and values in different movement skills learned in the unit.

The skills in this unit include:

- running stride patterns, (sprint hurdles and lay-up shot in basketball)
- balance and landing (hurdles and lay-up shot),
- catching and throwing (basketball and land-based water safety non-contact rescue skills)
- reaction response time (sprint start, lay-up shot, land-based water safety non-contact rescue skills).

From the start, students will be aware of what a good demonstration will look like by co-creating success criteria with them for each of the skills in focus. This will include watching short videos and a skills technique resource for each skill. Learning activities will align with the assessment design here. **As part of developing students sport education**, affiliation with clubs, formal competition and keeping records of participation and performance will be advised and supported through this unit of learning.

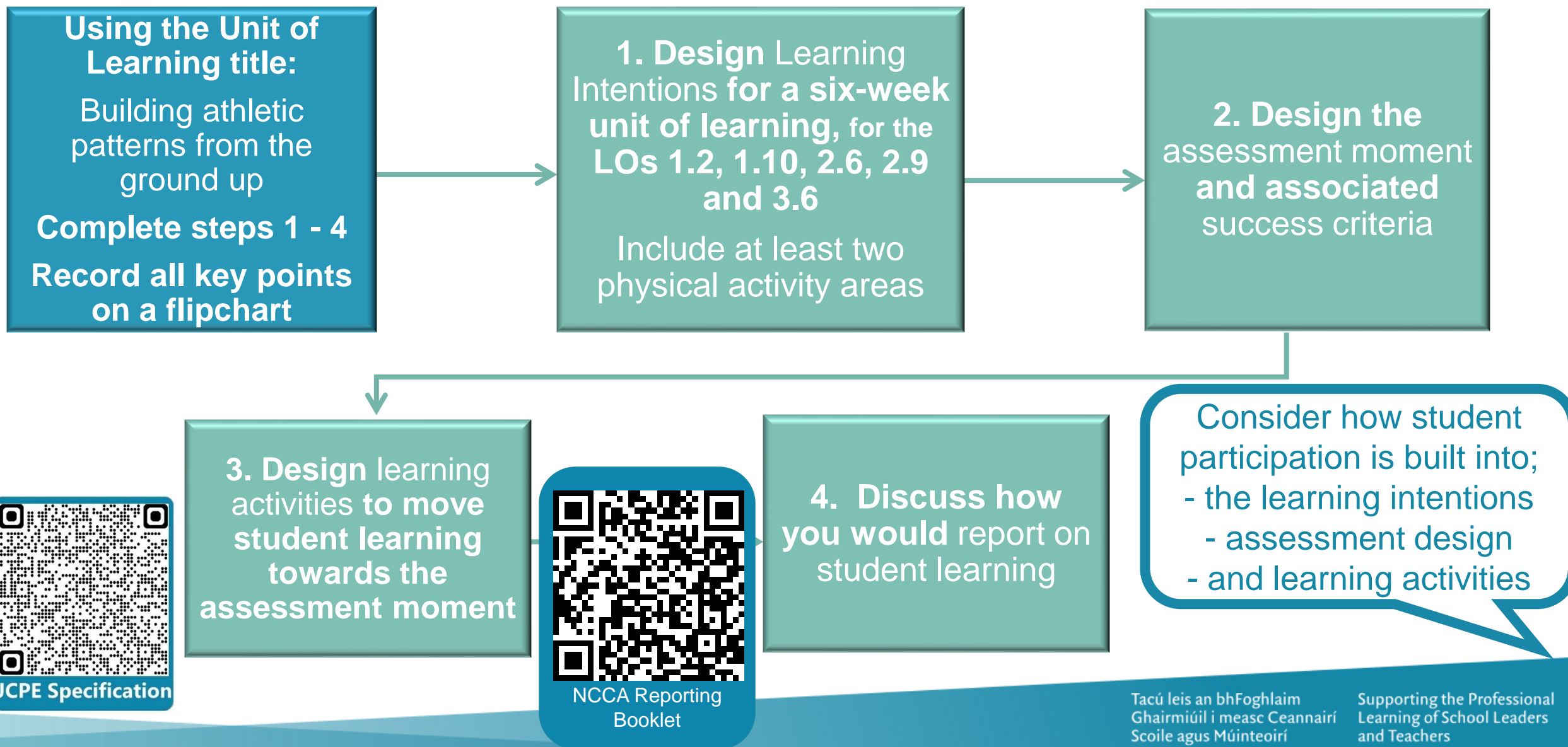
Evidence
of
Learning

Unit of Learning Planning – Cross-Strand Approach

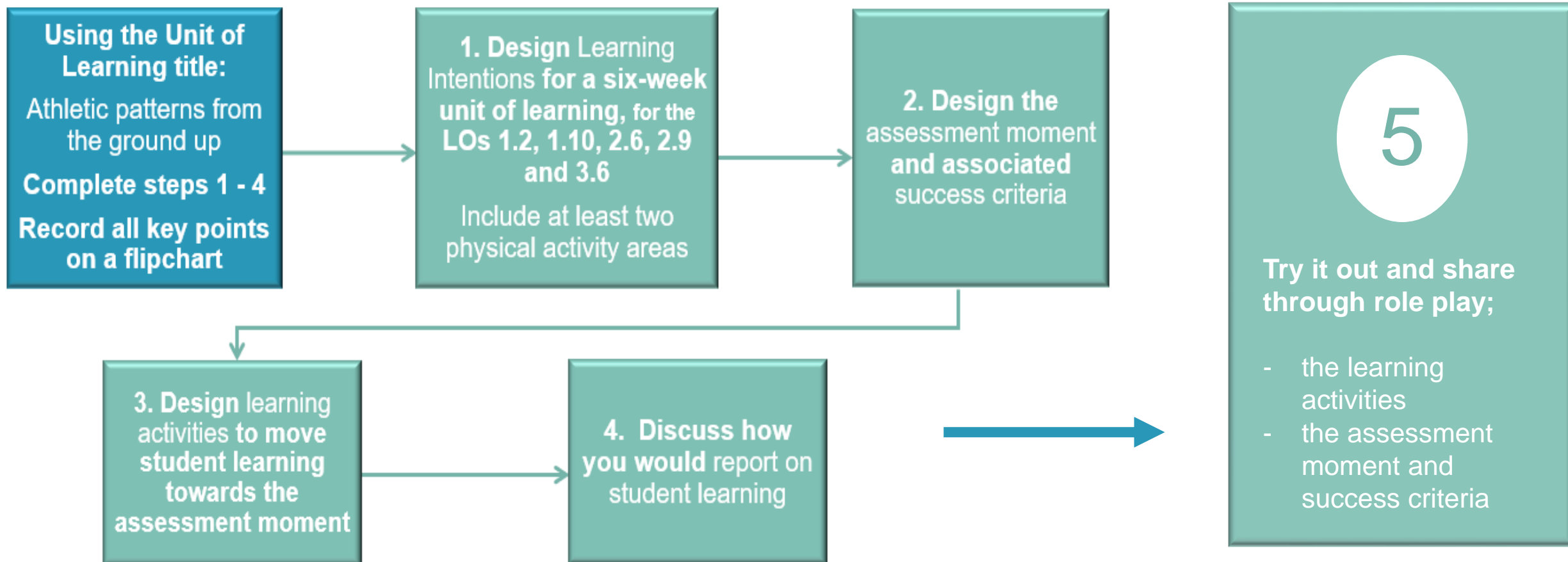
Sample outline of Unit of Learning: Building athletic patterns from the ground up



Strand	Learning Outcomes	Action Verb	Elements In focus	FMS In focus	Physical Activity Areas	Sport Specific Skill In focus	Learning Intentions
1 Competence	1.2 1.10	Apply Demonstrate	Movement competency: <i>Skills -</i> <ul style="list-style-type: none"> • Stability • Locomotion <i>Concepts -</i> <ul style="list-style-type: none"> • Spatial awareness • Effort awareness <i>Strategies -</i> <ul style="list-style-type: none"> • Performance • Motivation 	Balance Landing Catching Throwing Running patterns Reaction time	Athletics Basketball Water safety (Aquatics)	Athletics: Sprint hurdling	?
2 Participation	2.6 2.9	Evaluate Demonstrate				Basketball: Layup shot	
3 Appreciation	3.6	Devise				Water safety: Land-based Non-contact rescue throwing	



Activity – Planning Learning and Assessment in Physical Education



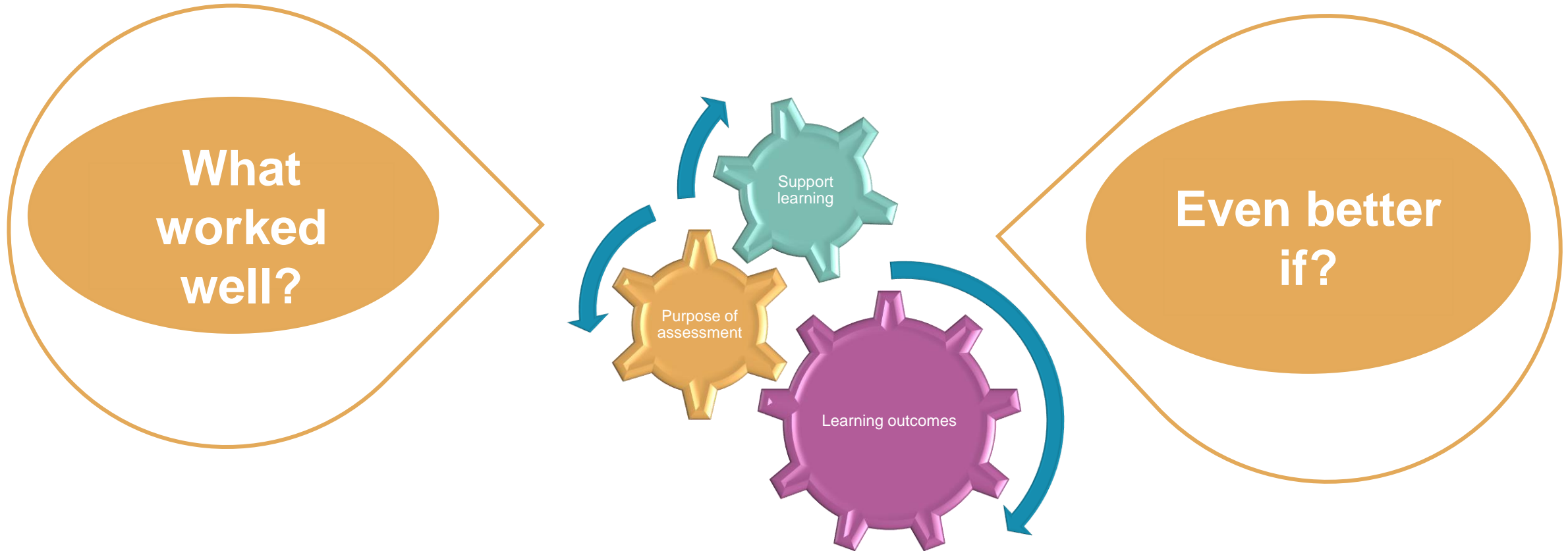


Break







15 minutes




Reflection






Co-create Success Criteria for Sprint Hurdles Activity	
A. Watch each video	B. Identify success criteria for three Sport Specific Skills in each video
Sprint hurdles video link:  	1. - 2. - 3. -
Basketball video link:  	1. - 2. - 3. -
Land-based water safety video link:  	1. - 2. - 3. -

Sprint Hurdles Technique




Body Position




- Body leaning forward
- Head looking straight ahead
- 'Hip to lip' arm action
- Quick and high knee drive

Lead Leg



- Heel tucked up under the hip
- Lead knee driving forward
- Leg extended over hurdle
- Foot under hips when landing

Trail Leg



- Heel tucked under butt
- Knee rotates outwards
- Toe pointed upwards
- No groin width when landing ('close the door')



Task Card 1

Activity: Lead and Trail Legs for sprint hurdles



In pairs:

1. First person stand with feet 'shoulder width' apart, and eyes shut. Your partner will gently push you forward. The leg that lands in front first is your lead leg. Repeat activity roles.
2. First person runs over a small hurdle, using a lead and trail leg. Partner asks them to switch legs on their second attempt. After two attempts, ask which technique felt more comfortable/effective. Repeat activity roles.
3. Each person find out which leg they use to kick a ball with. *The leg that you plant on the ground can be the trail leg and the leg that swings to kick the ball can be the lead leg.*

Level: Beginners

Learning activities must align with the success criteria of the assessment moments and the learning intentions

The movement skills in focus in our shared unit of learning include sprint hurdle skills

The task card shown here gives a **learning activity** for the sprint hurdle skill: *identifying my lead and trail leg in hurdles* at beginners' level

A set of task cards provide:

- Learning activities for skill development and progression
- Can be revisited to support progression and assessment of a skill
- Used to design success criteria and learning intentions



Page 12



Activity 4
From learning intentions to success criteria

Use one of the learning intentions you developed in the previous activity and now write some related success criteria. Share and discuss your example with your partner.

Learning Intention	Success Criteria

12

FMS from the ground up – Skill Development Resource Idea

Ground-based Locomotion Strategies



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Layering our growth and development movement patterns using ground-based locomotion



Movement Patterns:

Get down movements

Rocking, rolling, crawling

Get up movements

Falling safely, sit-up motion, bodyweight movements, squat, lunge

Use the **9 short videos** (>30 sec) in this article **as a resource** to routinely check FMS with your students

- develops the neural connections and pathways that allow us to perform basic locomotion movements

- developing relative/internal strength by perfecting bodyweight movements

9 videos: Ground-based locomotion movement patterns

Video 1: Rocking

Video 2: Cradle rock and roll

Video 3: Forward roll

Video 4: Backward roll, diagonal roll

Video 5: Crawling, static position

Video 6: Crawling patterns, forward, back, sideways

Video 7: Shin box get up

Video 8: Simplified Turkish get up

Video 9: Sit-up motion (connect vs isolated movement pattern)



Simplifaster
Blog



Potential use;

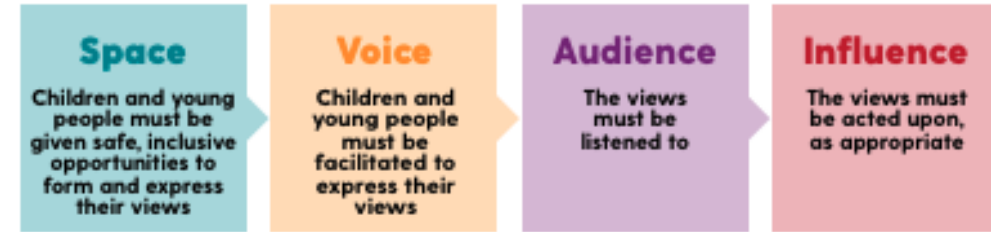
- at the start of a unit of learning
- before introducing new sport specific skills
- build into warm-ups
- to progress all skills

Hub na nÓg



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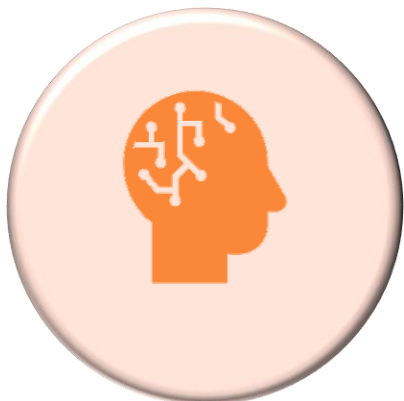
- How will you ensure that children and young people are involved as early as possible?
- How will you support them in giving their own views?
- How will you show your commitment to being informed and influenced by their views?
- How will they be informed about the scope they have to influence decision-making?



(Lundy Model, Hub na nÓg, 2017)



Summary – Session 1



Assessment supports
learning



The Physical Education
'classroom'



Planning assessment
in Physical Education



Session 2

Classroom-Based Assessments in JC PE



Learning Intentions



To explore assessment to support learning in Junior Cycle Physical Education



To engage in planning for learning and assessment in Physical Education



Framework for Junior Cycle 2015

‘The Framework for Junior Cycle (2015) outlines the **curriculum and assessment arrangements** that will provide students with **learning opportunities** that achieve a **balance between** learning subject knowledge and developing a wide range of skills and thinking abilities.

These curriculum and assessment arrangements will **promote a focus on active and collaborative learning.**’

(Framework for Junior Cycle, 2015, p.7)

Classroom-Based Assessments (CBAs) in Physical Education



Students get the opportunity to share what they have learned

'to apply the knowledge, understanding, skills and values developed through the learning outcomes.'

(NCCA, 2022, p.22)

For the purposes of reporting on the Junior Cycle Profile of Achievement (JCPA), the assessment of Physical Education comprise two Classroom-Based Assessments;

CBA 1:
Physical Activity for Health and Enjoyment

CBA 2:
My Performance

(NCCA, 2022, p.22)



The Benefit of CBAs

CBAs will provide an opportunity for students to;



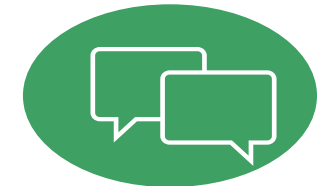
Apply the knowledge, skills and values developed in Physical Education



Receive recognition for their learning



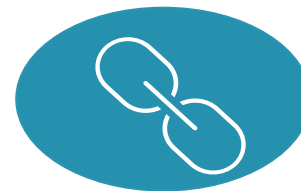
Analyse data and evidence to make informed judgements and decisions



Communicate clearly and effectively



Collaborate with others on tasks



Be empowered and engaged to explore areas of personal interest linking to areas of study



Reflect on their learning



Classroom-Based Assessments 1 and 2

CBA 1

CBA 2

Classroom-Based Assessments	Format	Student Preparation
Physical Activity for Health and Enjoyment	The programme can be presented in a variety of formats and media.	During the six-week period in Second Year, students will design and implement a programme based on personal goals to improve their physical activity engagement. At the end of the six -week period students will report on their programme based on the plan implemented and evaluation of its success.
My Performance	Performance is completed during class time	A student will, over a six-week period in Third Year, decide how best to demonstrate competent skill level through a chosen physical activity area. At the end of the six -week period students will demonstrate their skill level by way of a class-based performance.

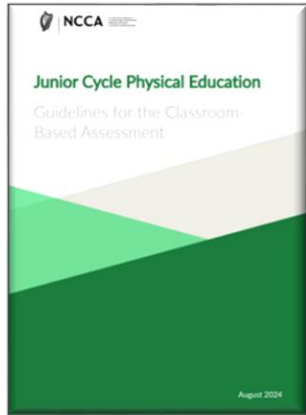
Table 1: Classroom-Based Assessments for physical education

(NCCA, 2024)

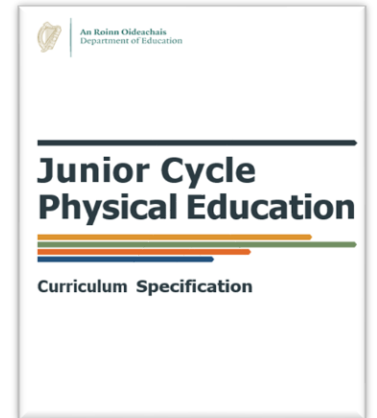
Activity: Learning Outcomes and CBAs



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- Consider which **learning outcomes** in the JC PE specification (pages 18-20) could be used to design assessment moments, including CBAs
- Use the **Guidelines** for Classroom-Based Assessments (pages 12, 13 and 20)
- Discuss how each learning outcome **connects** with CBAs 1 and/or 2
- Record key points from your conversation



Assessment Guidelines



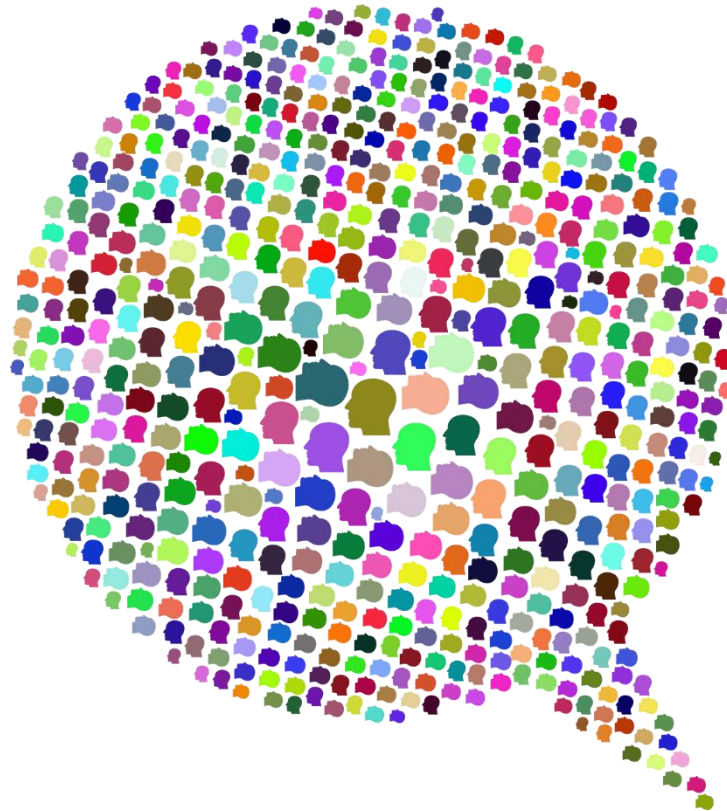
JC PE Specification



Sharing the Learning

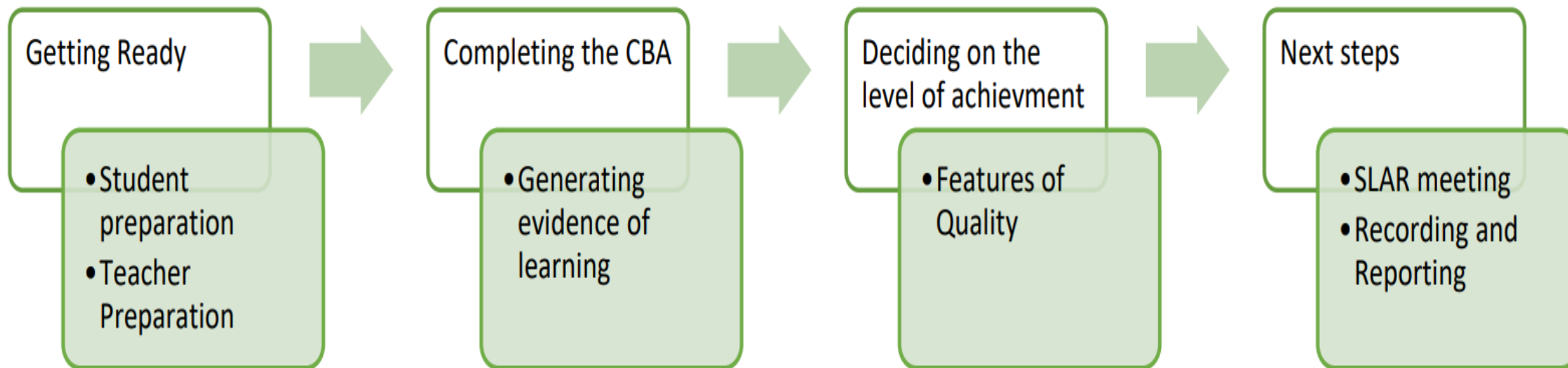


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Process for Conducting CBAs



(NCCA, 2024)

Process for Conducting CBA 1:

Physical Activity for Health and Enjoyment



BEFORE

Develop the students' awareness of the four areas of activity:

- Generating a personal profile
- Reflecting on the profile & setting goals for improvement
- Designing a personal health & enjoyment programme
- Reflecting on the successes & challenges encountered

DURING

Support the students as they:

- Generate their performance profile & identify goals
- Implement their individual programmes
- Undertake weekly personal reflections
- Collect 'evidence of learning' through a report

AFTER

Facilitate students with their reflections by:

- Supporting the students through the reflective cycle process
- Providing feedback on the completed work

Next steps?

- Reflecting on 'What have I learned through the process'

Activity: Assessment Guidelines Exploration



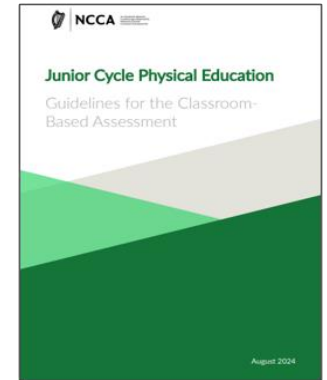
CBA 1: Physical Activity for Health and Enjoyment

- Consider the **first step** in the process for conducting CBAs,

Getting Ready

- Student preparation
- Teacher preparation

- Read pages 10 and 11 of the **Guidelines for the Classroom-Based Assessment** in Junior Cycle Physical Education, to help you **complete your own version** of this table;



Assessment Guidelines



	What do we know?	What do we need to know?
Student preparation	<ul style="list-style-type: none"> • Sufficient knowledge, skills and understanding over the course of first/second year to undertake CBA 1 	<ul style="list-style-type: none"> • Strategies for improving my physical activity engagement
Student preparation	<ul style="list-style-type: none"> • Awareness of factors that contribute to a healthy lifestyle 	<ul style="list-style-type: none"> • Strategies I could implement to ensure success
Teacher preparation	<ul style="list-style-type: none"> • Reflect on issues such as lifestyles habits • - 	<ul style="list-style-type: none"> • The elements, to be familiar with underpinning principles of physical activity participation
Teacher preparation	<ul style="list-style-type: none"> • Plan any teaching and revision required 	<ul style="list-style-type: none"> • Discuss the CBA with colleagues

The Benefit of CBAs



Nicola Olyslagers – Australian Olympic Silver Medalist in High Jump

2003 Record

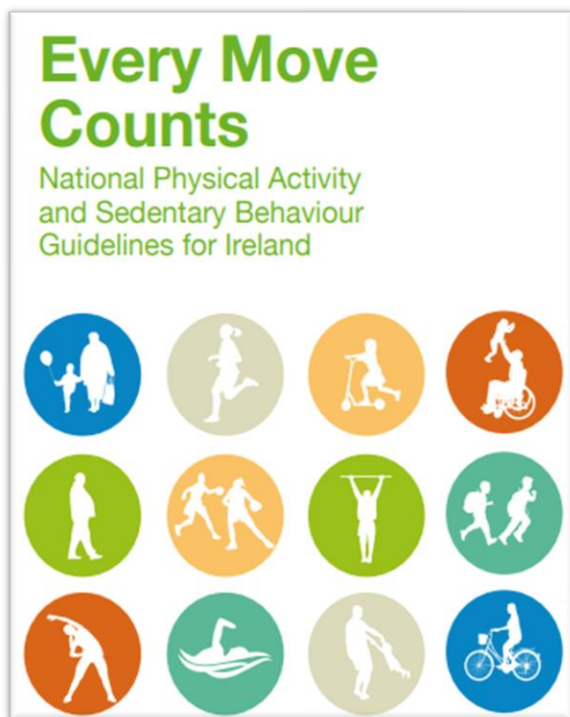
Date	Team	Opposition	Venue	Match Score	Pct.	Play				
						Off	Def.	Head	Body	Legs
12.01.03	Tyrone w	Fermanagh	Ennistullen ^{MR}	1:13-1:11	0:2	8	7	8	8	7½
19.01.03	Tyrone w	Antrim	Coolisland ^{MR}	2:15-0:9	0:0	6	6	6½	5½	7
09.03.03	Tyrone w	Armagh	Omagh ^{NL}	1:9-0:10	0:0	8	6½	7	7½	4
15.03.03	Eglish w	Trillick	Edoney ^{SL}	1:12-2:8	0:1	8½	7	8½	8	9
23.03.03	Tyrone w	Kerry	Killarney ^{NL}	1:13-0:14	0:1	8	7	6½	6	9
30.03.03	Eglish L	Clan na Gael	Eglish ^{SL}	0:8-0:12	0:0	5	5	6	5	6
04.05.03	Tyrone w	Laois	Croke Pk. ^{NL(F)}	0:21-1:8	0:1	8½	8	8½	8	8½
18.05.03	Tyrone D	Derry	Clones ^{USFC}	0:12-1:9	0:0	7	7½	8	7	6½
24.05.03	Tyrone w	Derry	Casement Pk ^{USFC}	0:17-1:5	0:0	7	7	8	8	7
25.05.03	Eglish D	Kildress	Pomeroy ^{SL}	0:10-0:10	0:0	6	6	6	6	6
20.06.03	Eglish L	E.Ciaran	Dungannon ^{SC}	1:6-2:18	1:0	8	7	8½	7½	6½
27.06.03	Eglish w	Donaghmore	Donaghmore ^{SL}	1:8-0:10	1:0	8	8	7½	7½	7
29.06.03	Eglish w	Carrickmore	Eglish ^{SL}	2:14-0:9	0:2	9	8½	9	8	9
13.07.03	Tyrone D	Down	Clones ^{USFC}	1:17-4:8	0:0	6.5	7	7½	7½	6½
20.07.03	Tyrone w	Down	Clones ^{USFC}	0:23-1:5	0:0	6	8.5	9	8	7
03.08.03	Tyrone w	Fermanagh	Croke Pk. ^{AIBF}	1:21-0:5	0:0	7	8.5	8.5	8.5	8
08.08.03	Eglish L	Donaghmore	Eglish ^{SL}	0:14-3:11	0:0	7.5	8.5	8	7	7
24.08.03	Tyrone w	Kerry	Croke Pk. ^{AISF}	0:13-0:6	0:0	7	8.5	8	8	8

Example of a self-reflection journal



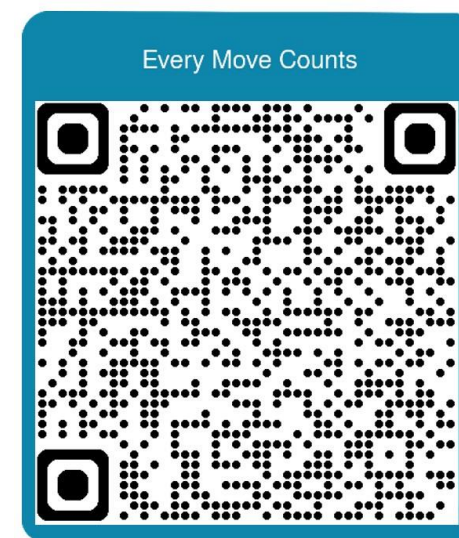
Activity - Resource for CBA 1

What ways could you use this resource with your students, to support their CBA 1?



- Being inactive is harmful to health
- Recent evidence demonstrates that there is **no minimum** amount of physical activity required to achieve some health benefit
- Aiming to do at least 10 minutes of activity at a time can be effective as a behavioural goal
- For children and young people, taking part in physical activity helps to **build confidence** and develop social skills

(Healthy Ireland, 2024, p.14)



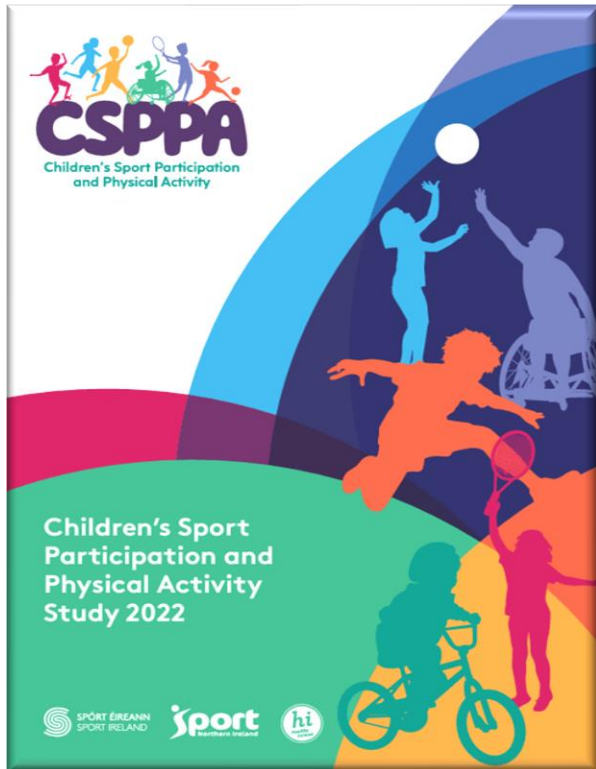
Examples of resources to enhance learning including CBAs



Some Key Messages:

In post-primary:

- 15% Boys and 9% Girls meeting aerobic guidelines 2022
- 84% of post-primary students reported participating in sport-based physical activity at least once a week, 8% increase from 2018
- Boys recorded higher levels of community sport at 80% participation than girls at 69%
- There were significantly lower rates overall in community and school sport participation amongst students with disabilities at 10% less
- Students from families of lower socio-economic status (SES) participate 10% less on average in sport compared with those from medium SES (6% more) and high socio-economic status (13% more)
- Students from other ethnicities participated less in sport than their white Irish peers at 11% less



(Sport Ireland, 2023, pp. 8 - 12)

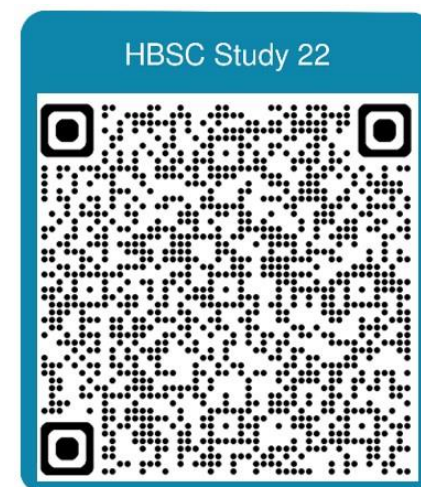
Examples of resources to enhance learning including CBAs



Some Key Messages:

Children were asked about their participation in exercise and physical activity

Vigorous exercise four or more times per week	50% of children report participating in vigorous exercise four or more times per week. Boys, younger children and children from higher social class groups are more likely to report participating in vigorous exercise...
Physical inactivity	Girls, older children and children from lower social class groups are more likely to report participating in vigorous exercise less than weekly



(DH/University of Galway, 2024, p. 10)



SLAR Support Material

‘Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality.’

NCCA.ie

Support Material:

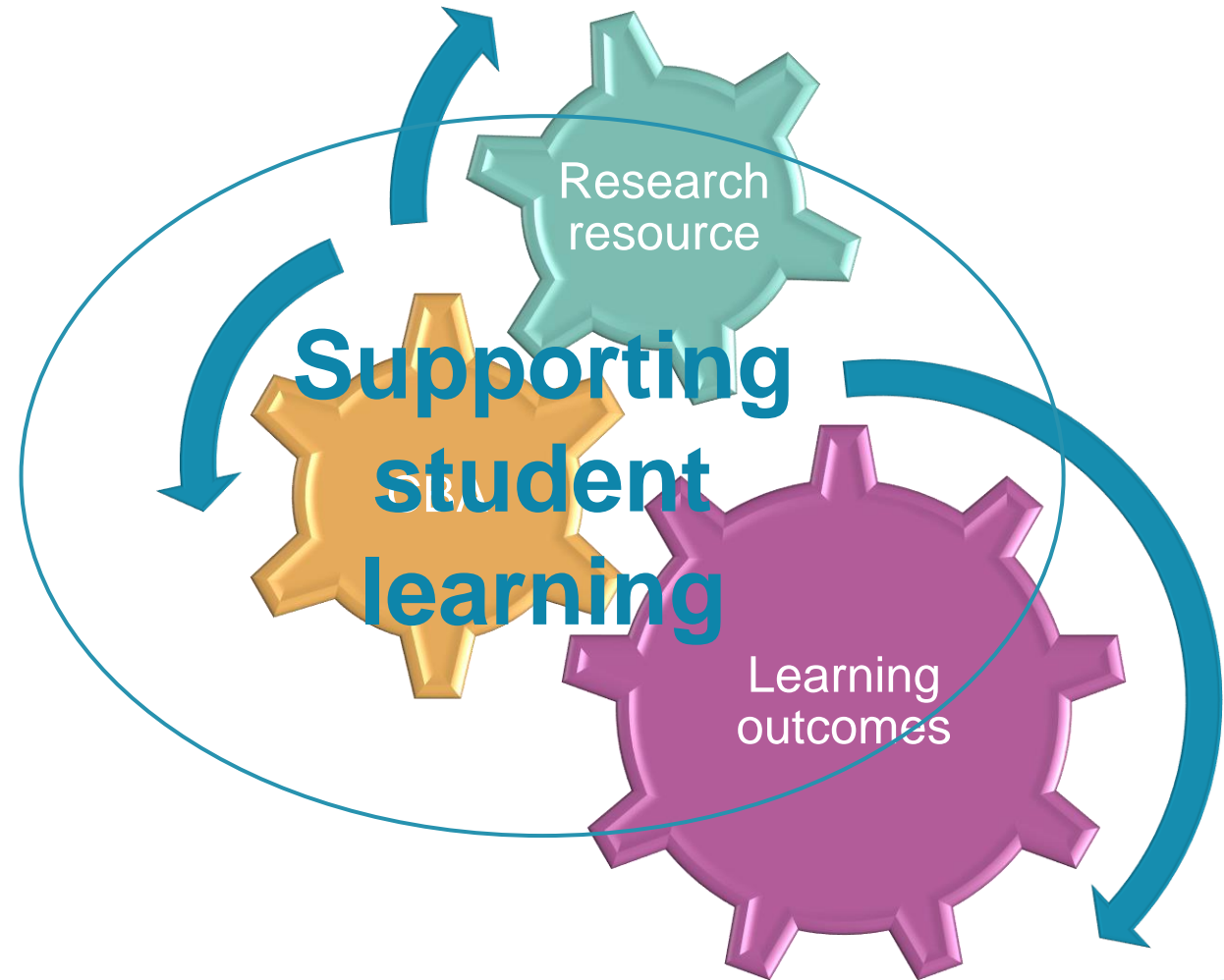
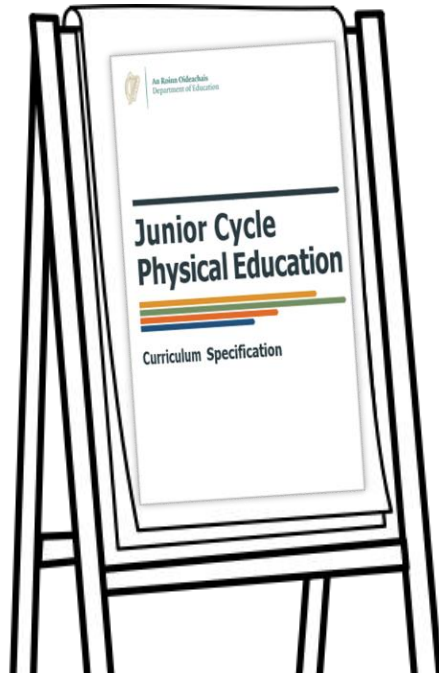
<p>Subject Learning and Assessment Review (SLAR) Meetings</p> <p>SLAR Overview</p> <p>File Type: PDF</p> <p>Click to View</p>	<p>Subject Learning and Assessment Review (SLAR) Meeting Guidelines (Teacher and Facilitator)</p> <p>SLAR Guidelines (Teacher and Facilitator)</p> <p>File Type: PDF</p> <p>Click to View</p>	<p>Subject Learning and Assessment Review (SLAR) Meeting Facilitator's Guide</p> <p>SLAR Facilitator's Guide</p> <p>File Type: PDF</p> <p>Click to View</p>
<p>Student Work for SLAR Meeting: Teacher Template</p> <p>Sharing Samples of Student Work Template</p> <p>File Type: PDF</p> <p>Click to View</p>	<p>Subject Learning and Assessment Review (SLAR) Meeting</p> <p>Template for the Facilitator in a SLAR Meeting</p> <p>SLAR Running Order</p> <p>File Type: PDF</p> <p>Click to View</p>	<p>Subject Learning and Assessment Review (SLAR) Meetings</p> <p>Template for the Facilitator in a SLAR Meeting</p> <p>SLAR Facilitator Prompts</p> <p>File Type: PDF</p> <p>Click to View</p>



Learning and Assessment in Junior Cycle Physical Education Reflection



Oide



How can we demonstrate learning and progress in PE?



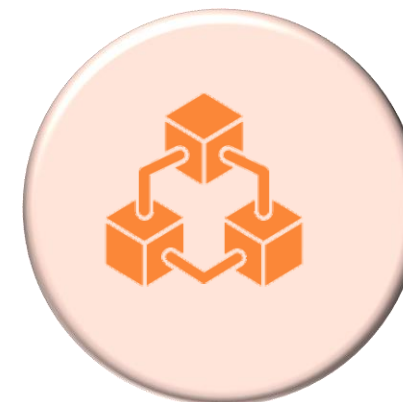
Summary – Session 2



Assessment
Guidelines



Classroom-Based
Assessments



Resources



Session 3

Curriculum Models in Senior Cycle Physical Education

Learning Intentions



Oide



To engage in planning for learning and assessment in Physical Education



To examine the curriculum models in Senior Cycle Physical Education



‘The depth and breadth of the learning at junior cycle will provide students **with the experience of concepts that will be further developed at senior cycle** either through the pursuit of Senior Cycle Physical Education and/or Leaving Certificate Physical Education.’

(NCCA, 2022, p.16)

Senior Cycle Physical Education

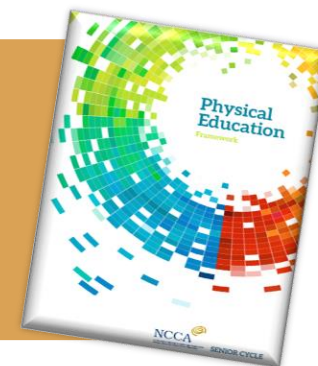
Unpacking the Framework



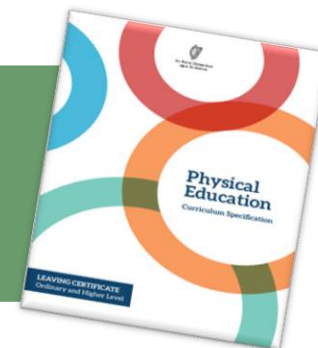
Physical Education in Senior Cycle

Two curricula

Senior Cycle Physical Education (SCPE), a flexible framework and flexible planning tool, inclusive, learning focused, enables continuity and progression from early childhood, through primary and junior cycle (NCCA, 2018)



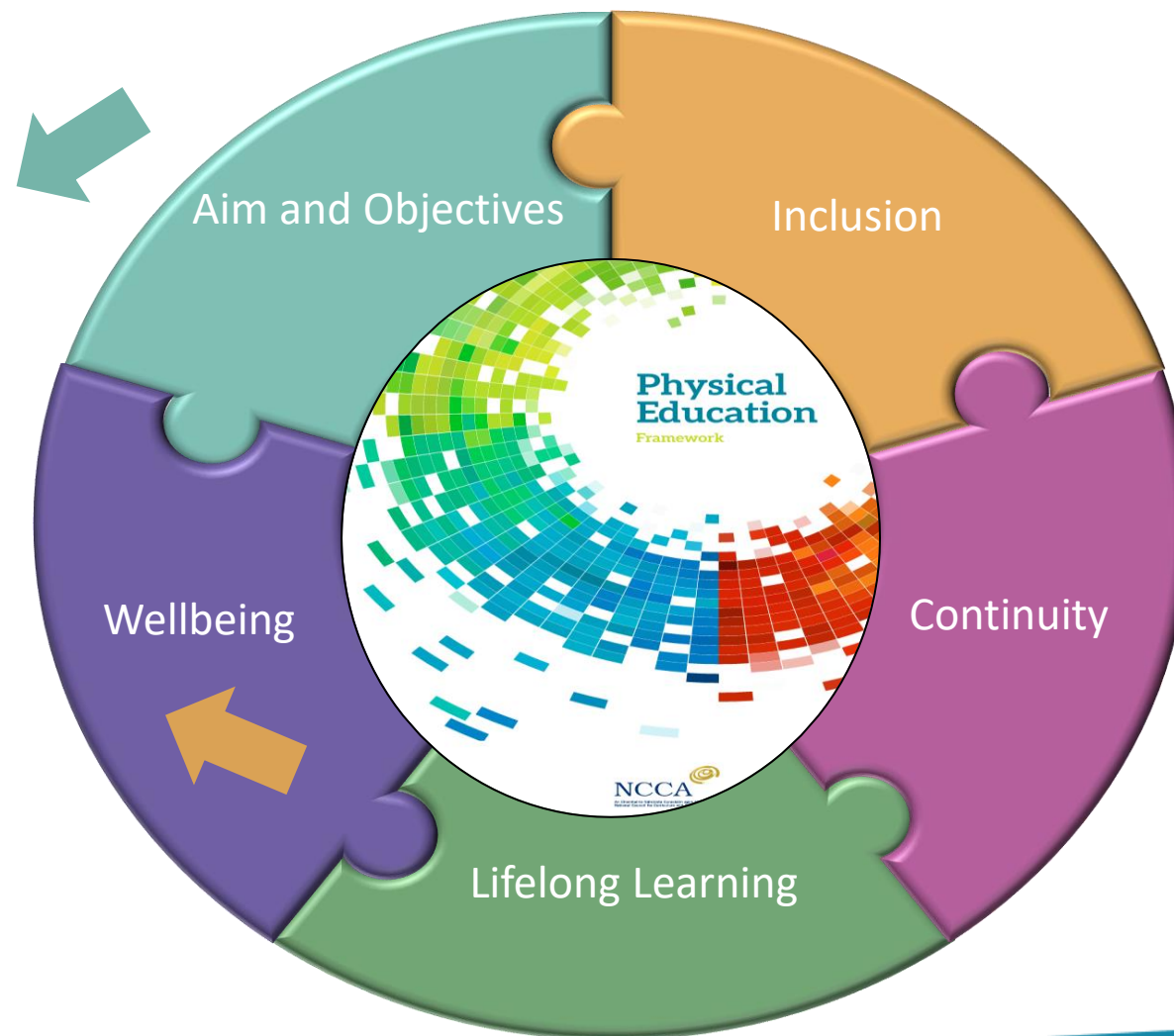
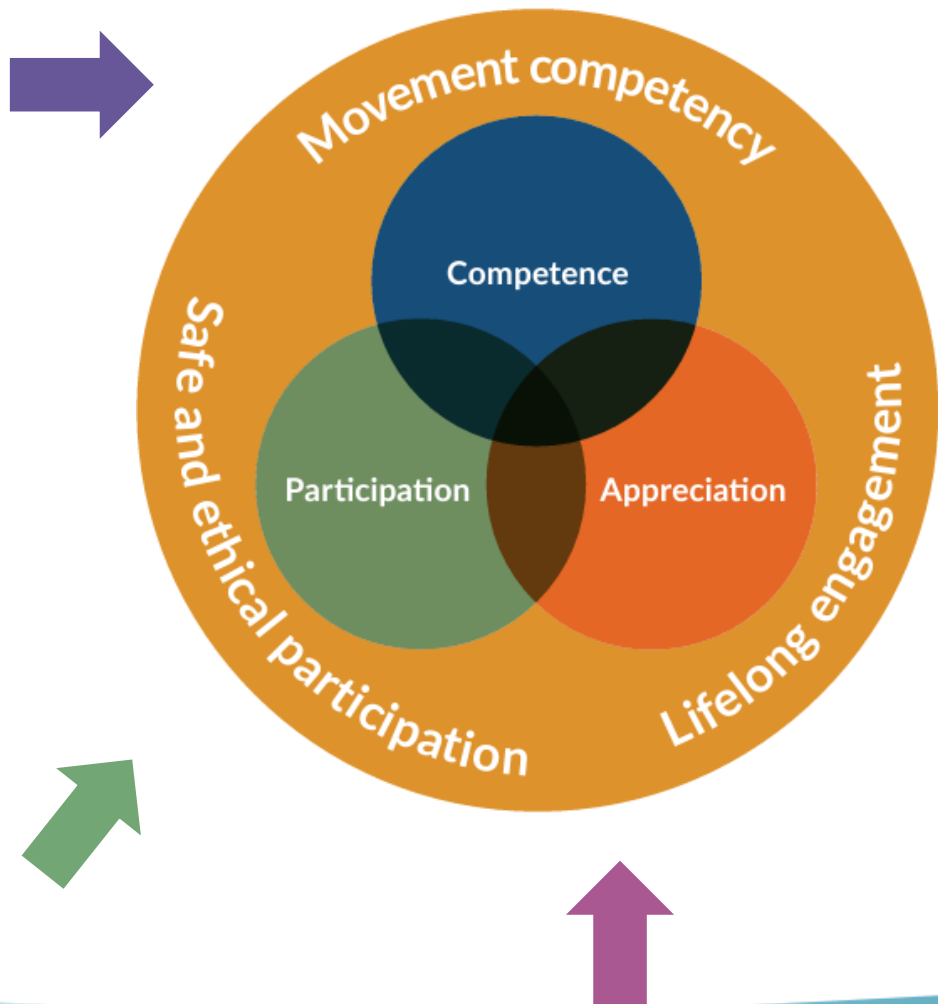
Leaving Certificate Physical Education (LCPE), a specification, an optional subject, assessed by the SEC as part of the Leaving Certificate examinations (NCCA, 2018)



SCPE Framework



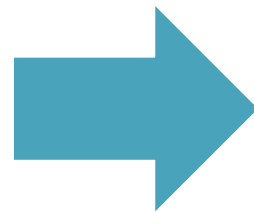
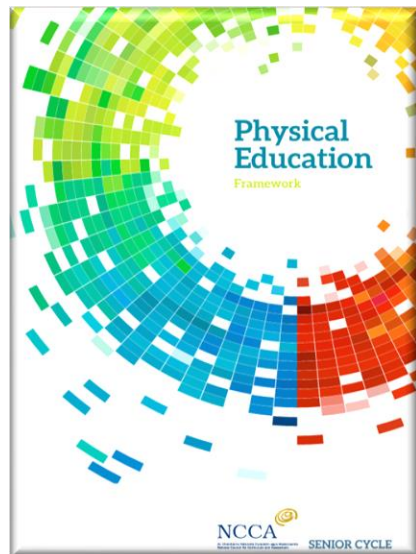
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Senior Cycle Physical Education Framework

The framework for Senior Cycle Physical Education is structured around **six curriculum models** as follows:



Health-related physical activity

Sport education

Contemporary issues in physical activity

Adventure education

Personal and social responsibility

Teaching games for understanding



SCPE - Essential Elements

- ‘The unique characteristics of a curriculum model are referred to as the core elements.’

(NCCA, 2018, p. 14)

- The core or essential elements are the key overarching experiences which shape the students learning during the block of work.

The essential elements of Teaching games for understanding are as follows:

Game play

learners participate in a game modified to focus on a particular game problem.

Game appreciation

learners appreciate the game form as sh

Tactical awareness

learners develop the aware

Making appropriate decisio

learners decide what to do,

Skill practice

learners practise to improv

Performance

students learn to perform u

Games

making is a
to work wit
understand
being playe

The essenti

Inclusion of

learners are

Listening to

learners hav
and interact

Letting lear.

learners are

The essential elements of Cont

Practical activity

students learn about and part
with the teacher.

Critical reflection

the selected physical activity provides the lens through which students learn about:

- Social issues—discussion and critique of contemporary issues in sport, health, and physical activity
- Personal connections to physical activity, school, and society—the role and meaning of sport in their lives, and in the wider community in which they live.



SCPE Framework

of players.

as follows:

s, and ability.

se of ownership of class activities

ve.

isultation

nt.



SCPE Learning Outcomes

Health-related physical activity	
<i>Students learn about</i>	<i>Students should be able to</i>
Health-related and performance-related physical fitness	<ol style="list-style-type: none">1. evaluate their own health-related physical fitness2. compare the components of health-related and performance-related physical fitness3. monitor their participation in activities designed to enhance one or more health-related fitness components using the FITT formula (Frequency, Intensity, Time and Type)
Physical activity participation	<ol style="list-style-type: none">4. discuss the benefits of regular physical activity that they have experienced as a result of their participation5. identify different supports that helped them begin and/or continue to be physically active6. create a personal activity profile identifying abilities, attitudes, motivations and barriers to their own participation following a self-assessment7. use a range of strategies to overcome barriers to regular participation in physical activity8. identify physical activity opportunities in school and in their communities
Designing a physical activity programme	<ol style="list-style-type: none">9. identify reliable resources to support their planning of a health-related and/or performance-related physical fitness programme

Points to consider when choosing learning outcomes in consultation with your students;

- the learners are interested in the learning outcome(s)
- the school can facilitate it

SCPE – Teacher Voice

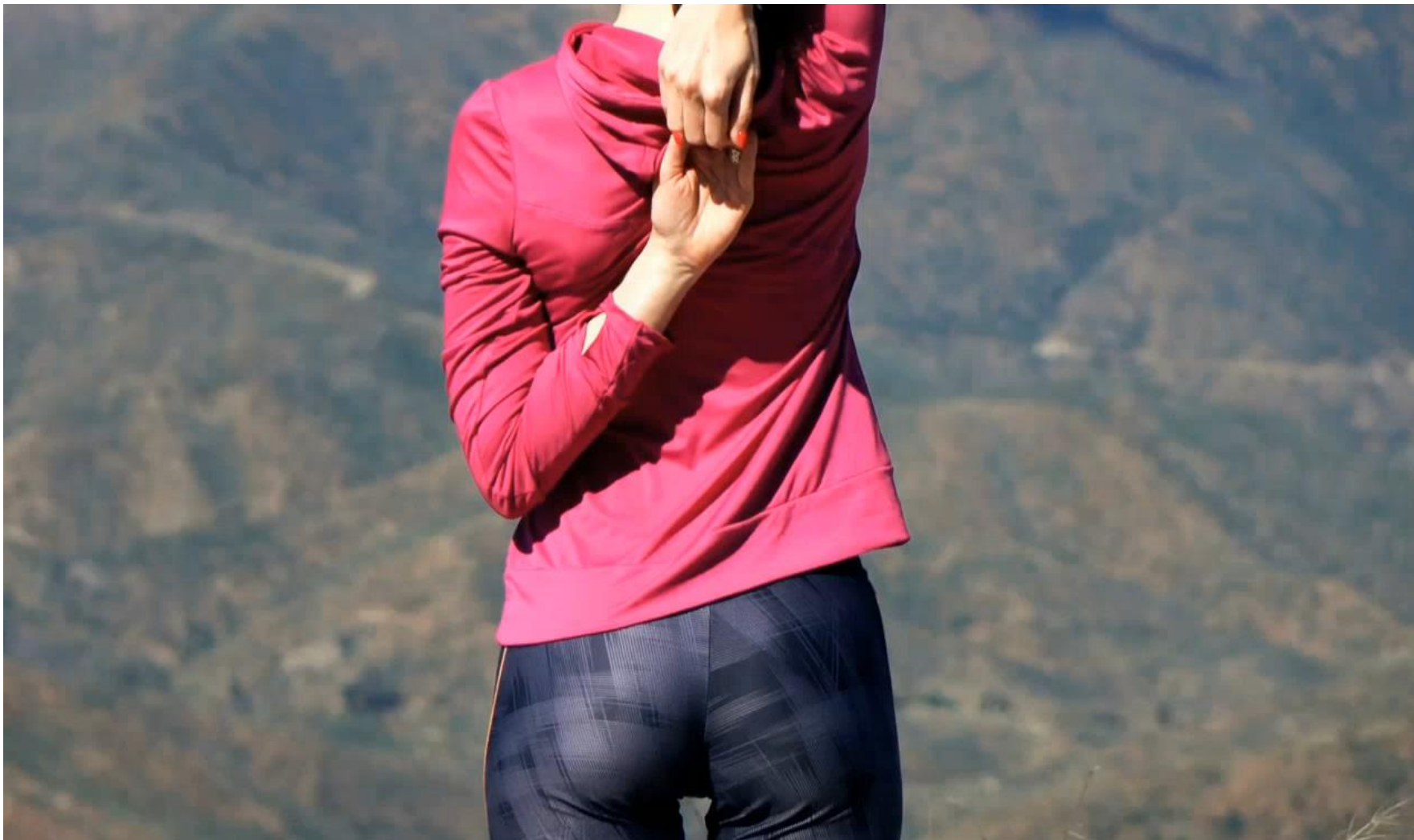
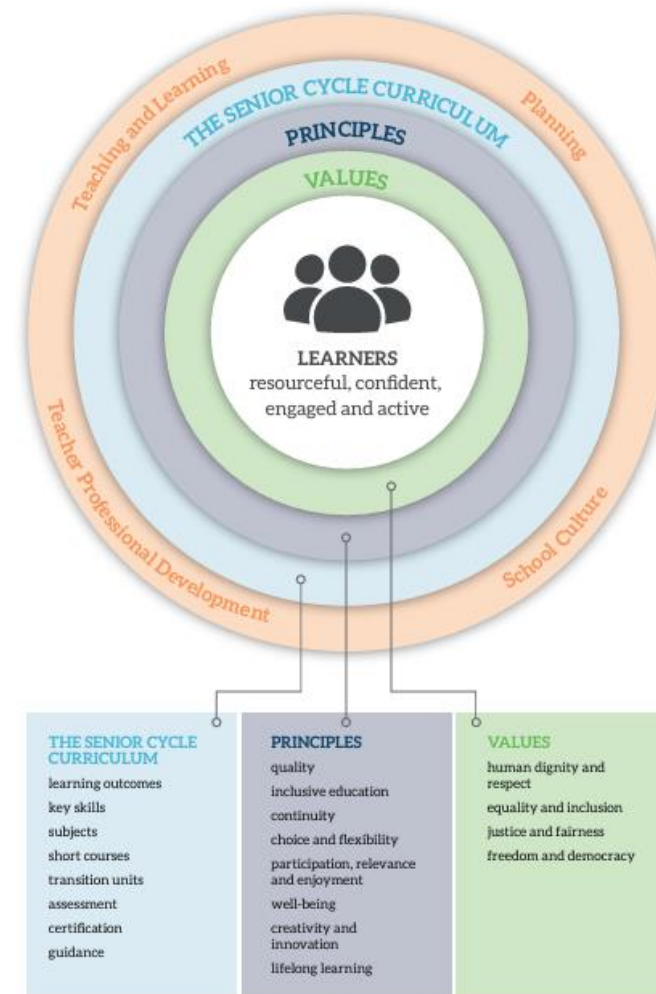
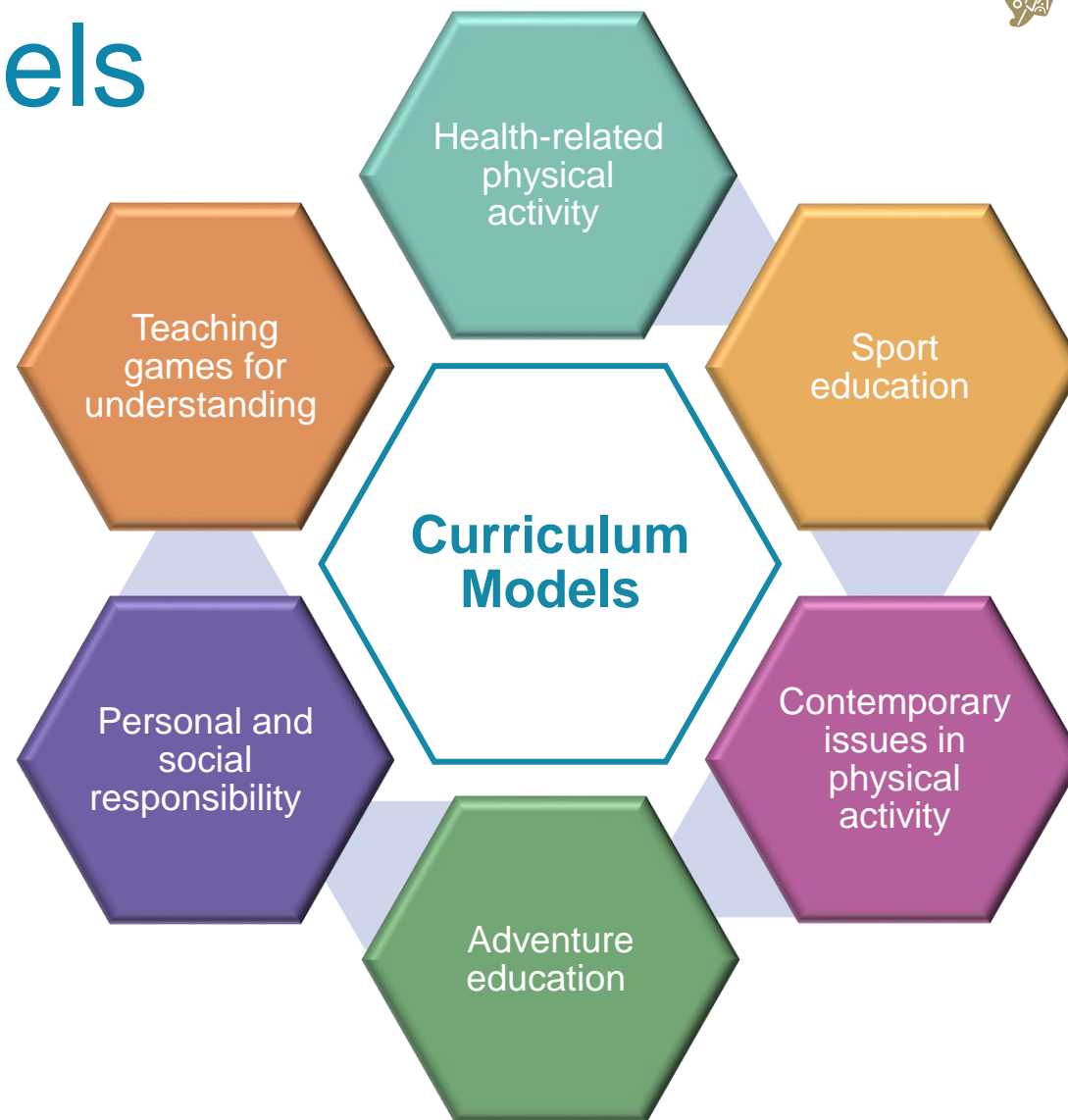
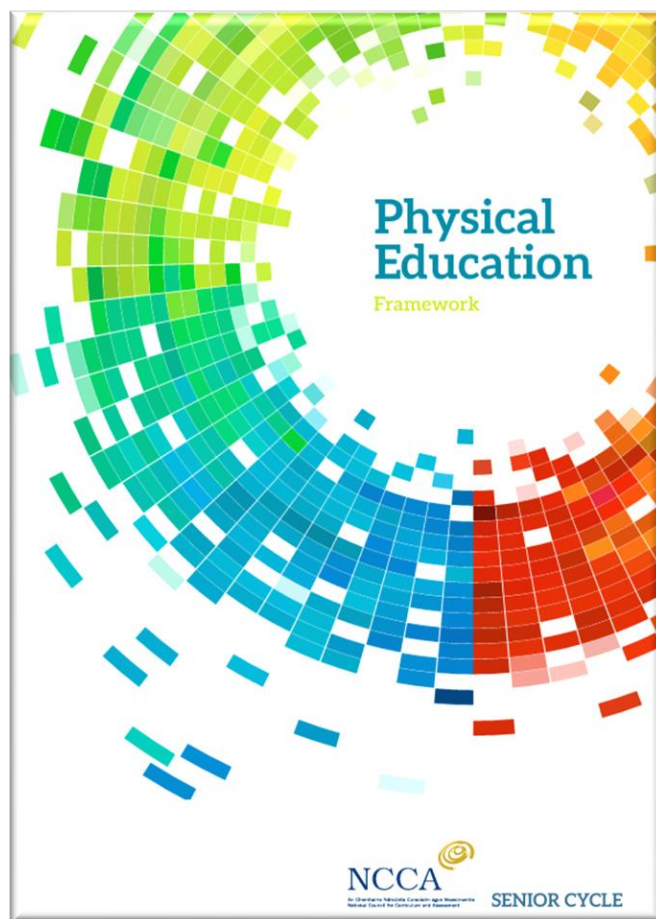


Figure 1: Overview of senior cycle





Exploration of Models



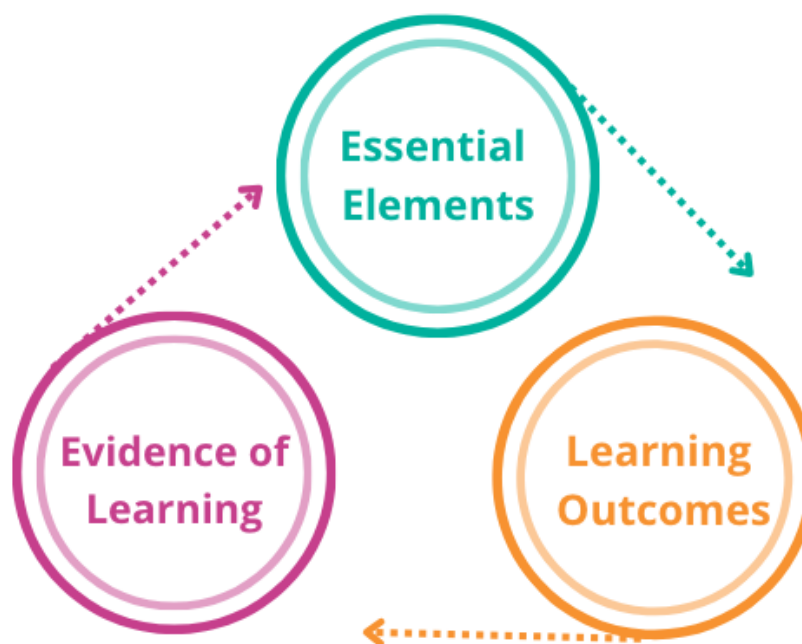


Activity - Jigsaw

1 Discuss the allocated model in your group using the headings provided

Record your findings **2**

3 Each group presents their findings

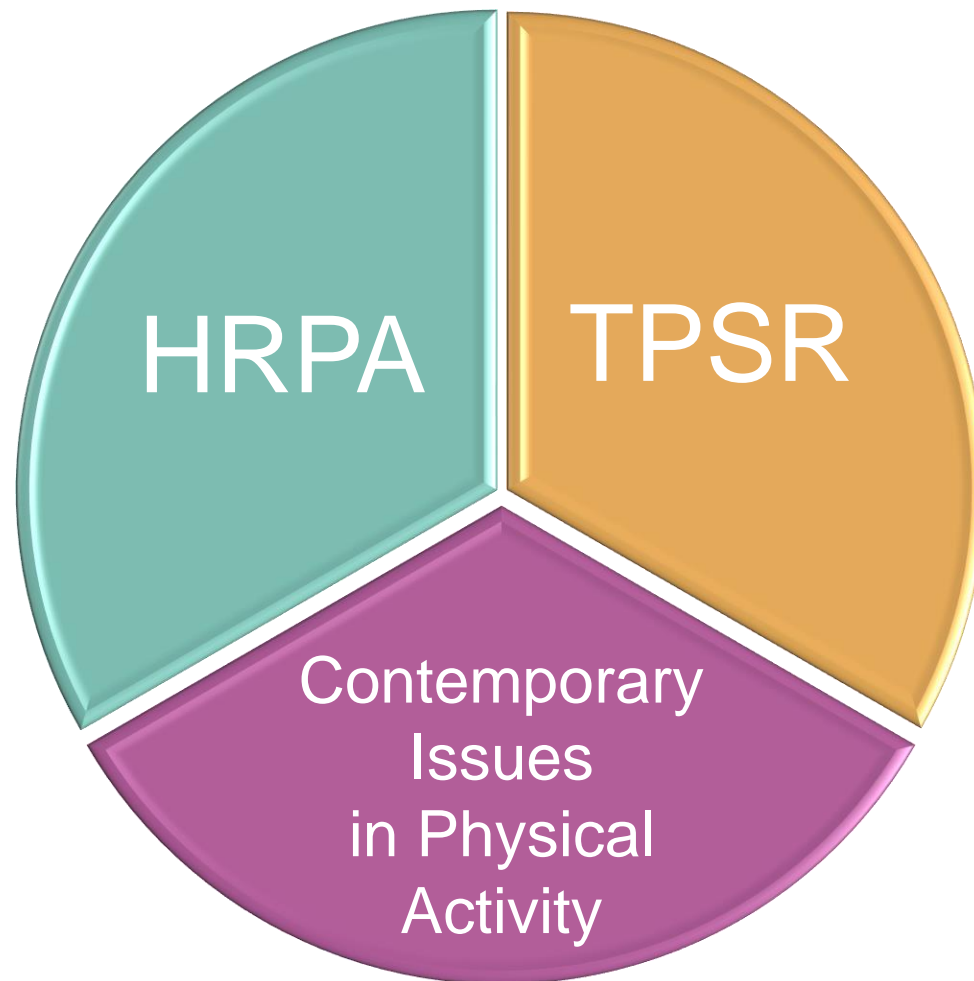


Consider the following;

- What are the students' previous experiences from Junior Cycle?
- How can student voice be incorporated?
- How can this be implemented in your school setting?
- Learning for all



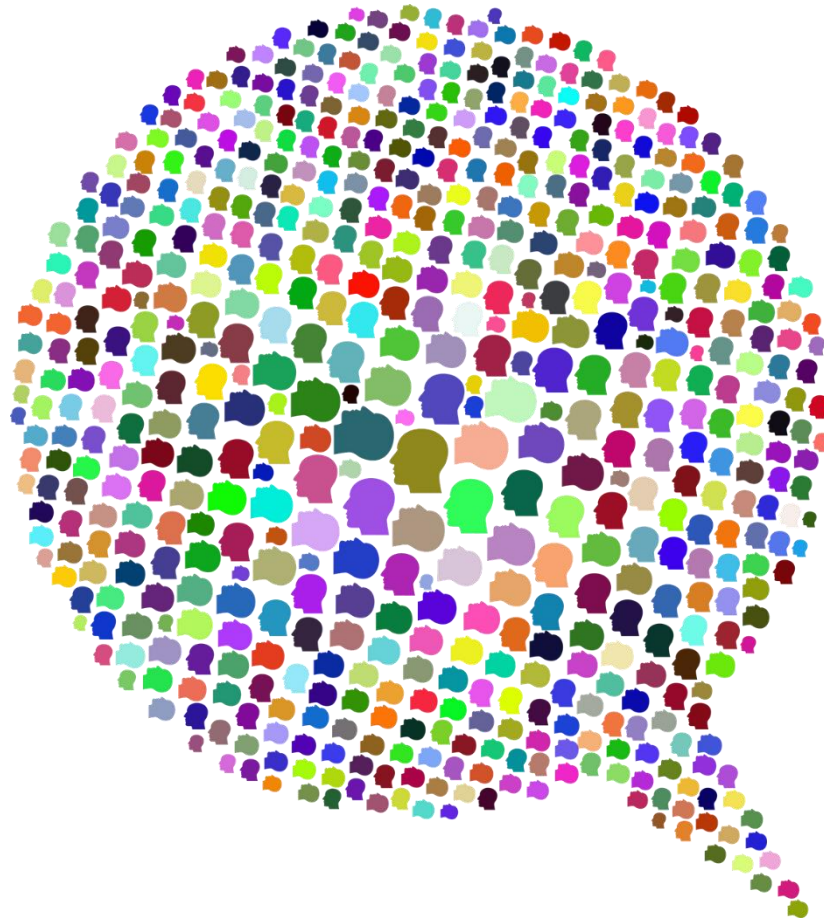
Jigsaw Round 1



Activity - Present your Groups Findings

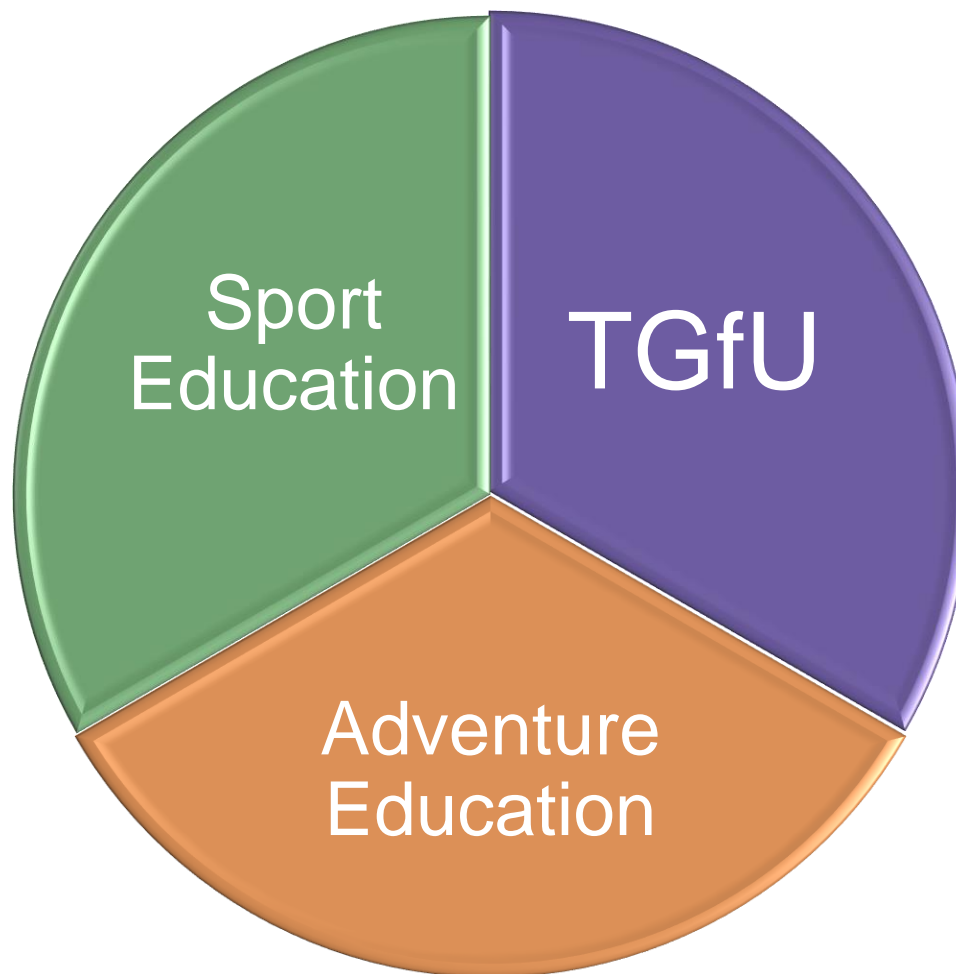


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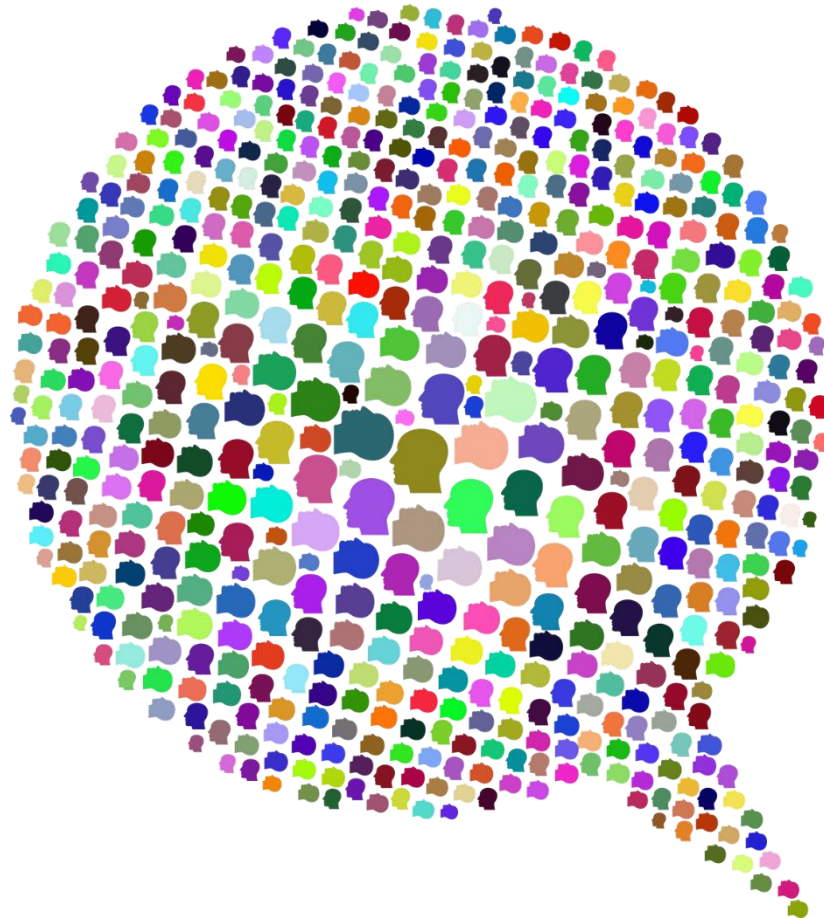
Jigsaw Round 2



Activity - Present your Groups Findings



Oide





Lunch

60 minutes



Activity - Link Between JC PE and SC PE



Oide



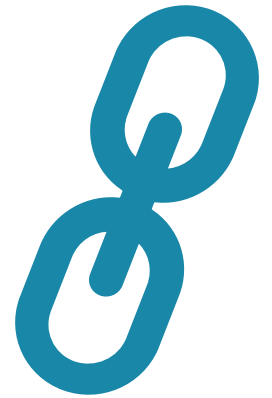
Use the Junior Cycle PE Specification (pages 18-20) and the Senior Cycle PE Framework (pages 20-30);



Identify 1-2 learning outcomes that are similar across JC PE and SC PE



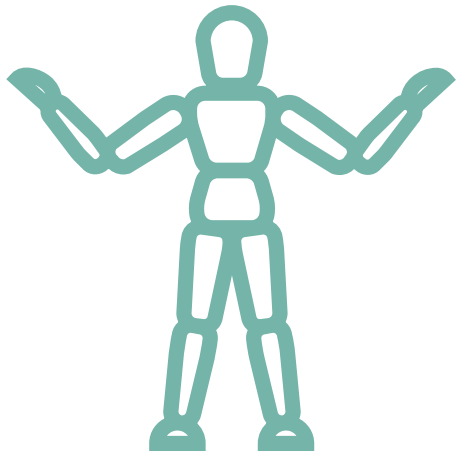
Feedback which learning outcomes you found



Gathering Evidence of Learning



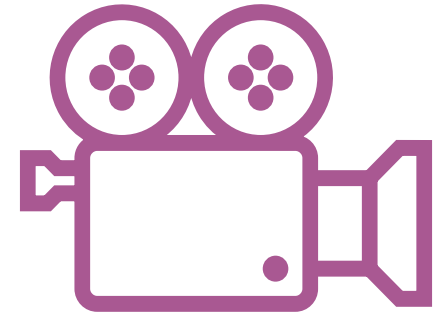
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Carried through from
Junior Cycle



Using portfolios as a
pedagogical tool

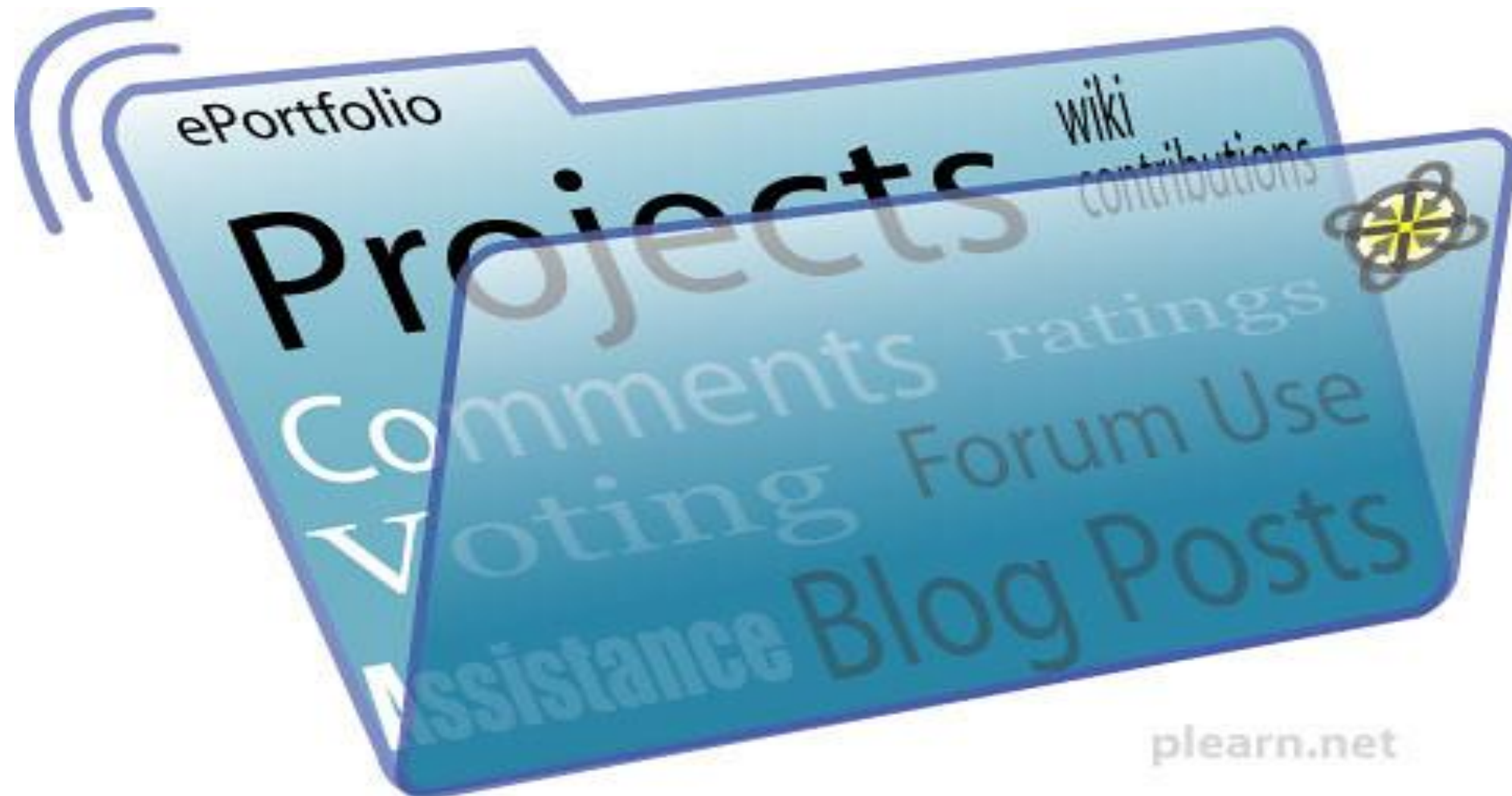


Evidence of learning

Video on Potential Portfolio Format



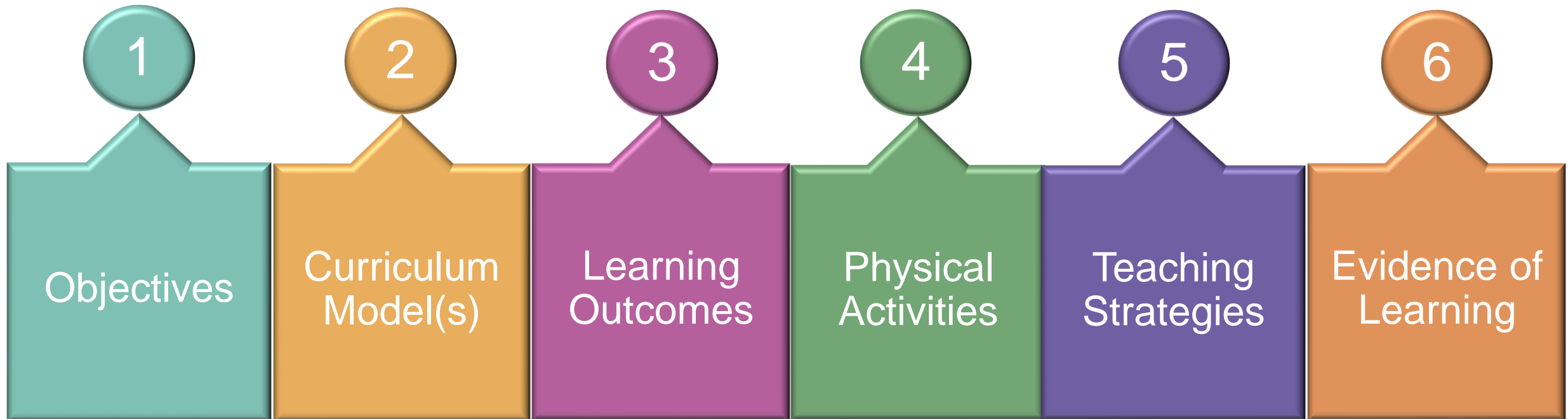
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Points to Consider for Senior Cycle PE Programme



Oide



(NCCA, 2018, p.14)

Activity - Revisiting your SCPE Planning



Oide

Revisit your macro plan

Consider learning activity in which the model(s) will be taught through

OR

Focusing on blocks of work (Units of Learning)

Choose a model or combination of models to develop

Identify what the students will be doing/learning

What evidence of learning will the students produce
(NCCA, 2018, pp. 31-35)

Planning a Unit of Learning for SC PE in My School Context



Oide




Activity - Revisiting your SCPE Planning



Oide

Physical Education Framework

SCPE Planning Support



Oide

Terms					
Year 1					
Year 2					
Year 3					
Notes					

Macro Plan template



Activity - Revisiting your SCPE Planning



Oide

Physical Education Framework

SCPE Planning Support

Oide

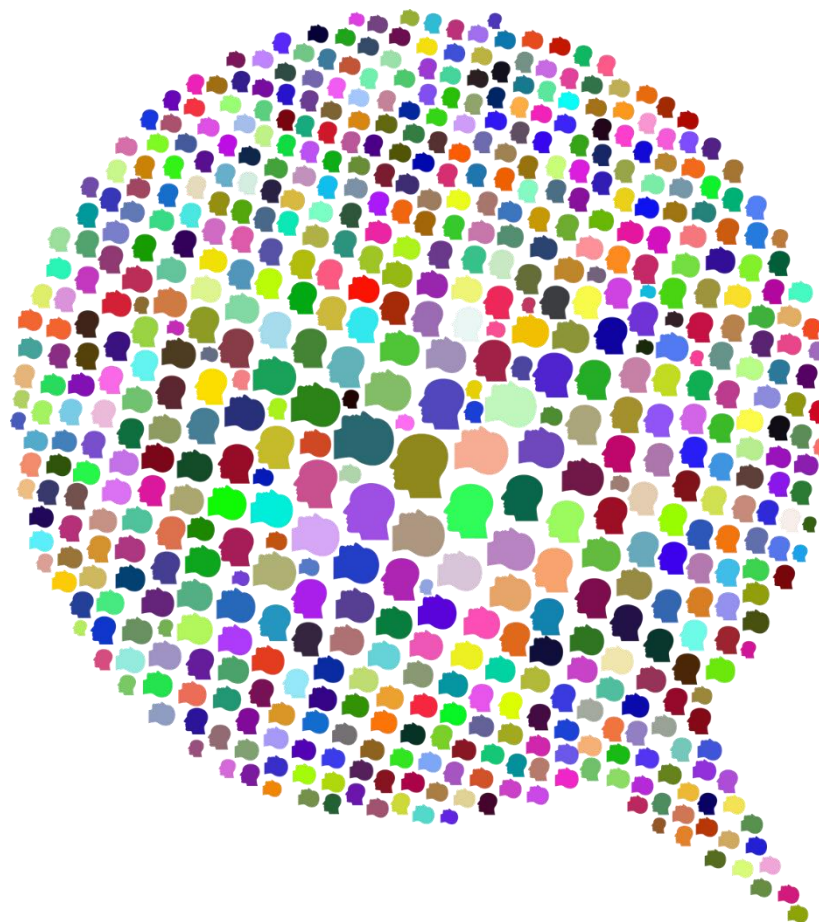
Model(s) Name	Year Group	Term		
Students with Additional Educational Needs				
SCPE Objectives				
Learning Outcomes				
Key Learning				
Evidence of Learning				

Unit of Learning template





Activity – Sharing Practice





Summary – Session 3



Curriculum Models



Creative planning to
engage SC PE students



Planning learning
for SC PE



Learning Intentions



To explore assessment to support learning in Junior Cycle Physical Education



To engage in planning for learning and assessment in Physical Education



To examine the curriculum models in Senior Cycle Physical Education