PHYSICAL EDUCATION ASSOCIATION OF IRELAND

Spring 2017 Newsletter

President's Address

WELCOME TO THE PEAI NEWSLETTER FOR SPRING 2017!!! Firstly I'd like to take the opportunity to thank you all for your support thus far in this academic year. A quick note of appreciation to the outgoing PEAI executive consisting of Fergal Lyons, Trish Fitzpatrick, Deborah Tannehill and Nicola Harris. Their hard work and exemplary work ethic has been greatly appreciated. We would also like to welcome Tony McSweeney, Daniel Tindall, Brendan O'Keefe, Susan King and Wesley O'Brien to the executive and we all look forward to working on your behalf.

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Heartfelt congratulations to this year's recipient of the Michael Darmody award winner, Dr PJ Smyth

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President's Address (cont'd)

This year the PEAI have undertaken another initiative in the creation of a "PE Reference Page" for use in your planning in the area of "Wellbeing" of the new Junior Cycle. Continuing on from the very informative discussion at this year's conference, the PEAI have met with the NCCA, PDST and JCT in an effort to have a unified voice. At a time of great autonomy within the new Junior Cycle, this will provide you with a one-stop shop for all of your planning, questions and resources. We hope this will provide you with a clear understanding of how to maximise your subject's position in Wellbeing in your school. This document is contained in the coming pages and also on our website.

A crucial date for your diary is the **24th of March 2017, Portlaoise (Venue TBC) 7pm-9.30pm**. This event titled *"Positioning Physical Education within Wellbeing for Sept 2017"* is a FREE event for PEAI members and will act as very valuable forum, where the JCT, NCCA & PDST will all be in attendance to answer any of your queries or concerns moving forward. Booking is free but must be made through the PEAI.org website. Booking will be live from the 13th March.

Our annual conference held in Cork in October 2016 was once again a major success and this is down to your continued support of the PEAI. With a broad and varied selection of workshops available, feedback was very positive and a very informative few days were had. We would like to thank the North Mon A.G. for hosting the event and particularly Des Golden for all the work behind the scenes.

The PEAI are once again partners of the **"PE Xpo"** a hugely successful event that began last year. This year's event takes place in Trinity Comprehensive in Ballymun on the 8th of March. Schools from across the country are invited to submit a PE related research project, with winners picked by a panel of experts. All the winning projects will be published on the PEAI website and prizes presented to the successful schools. Last year's overall winner Conor Canwell presented his project and held a workshop at this year's conference, which is an indication of the extremely high level of projects at this great event. Three very talented students from Colaiste Mhuire Cork and their project **"Chillax Teens"** whom were winners of the ICT section also produced the PE Xpo webpage. For more details see http://www.pexpoireland.com

PE Xpo website designers and ICT Winners "Chillax Teens"

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President's Address (cont'd)

With the rekindling of the PEAI/PDST relationship last year, the PEAI are again delighted to have many of our members as Associate presenters. A whole new structure has been put in place and a host of workshops are being offered all over the country. For more information please see http://www.pdst.ie/Physical-Education-Main

Senior cycle and Leaving Cert PE has taken huge strides in the past months with both being passed by the NCCA council and the Dept. of Education. We eagerly wait to hear of the CPD arrangements prior to implementation. With LCPE (examinable and optional), this is a fantastic step towards our students gaining recognition in their studies of physical education in the receipt of CAO points. With SCPE (non-examinable) we now have a models based approach and syllabus for senior cycle students, which as a member of the NCCA exemplification group, I have seen works very well and helps our students to understand physical education at a wider level. Both will very much add to our students' experiences of PE in Ireland.

Finally, as we look forward to the coming year I ask you to keep a date in your diary. We travel to Portlaoise for our annual conference this year. The event will take place on **Friday the 13th and Saturday the 14th of October 2017**, with a theme of *"Positioning PE at the core of Wellbeing"*. All workshops will address the **Key Skills**, **Statements of Learning** and how to apply **Assessment** in the area of Wellbeing. Once again a big thank you to an extremely hard working executive group and the numerous people whom we call upon every day to help us represent you, the PE teacher.

Kind regards,

Brendan O' Malley
PEAI President

Conference News
• The 2017 PEAI Conference will take place Portlaoise *(venue to be confirmed)*. • Dates for this year's conference are Friday and Saturday the 13th-14th of October, 2017.

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Research Area

Dr Wesley O'Brien, University College Cork – PEAI Executive Board Member - wesley.obrien@ucc.ie

Over the course of the year many key pieces of research have been conducted within the areas of physical education and physical activity as they relate to the Irish educational setting. Below, four abstracts are provided highlighting the type of work that has been recently published in professional journals.

Work In Progress:

O' Brien, W. & Lester, D. (in progress). Project FLAME – University College Cork.

ABSTRACT: Recent research has shown that the majority of post-primary Irish youth are insufficiently active and fail to reach a level of proficiency across basic movement skills. The purpose of this baseline study was to inform the development of a multi-component movement based physical education intervention entitled 'Fundamental and Functional Literacy for Activity and Movement Efficiency' (FLAME). Cross-sectional data were collected on post-primary adolescents (n=219; mean age: 14.47 ± 0.99 years), enrolled in first, second and third year within two, mixed gender schools. Data collection included actual and perceived movement measurements; specifically comprising of fundamental movement skills, the functional movement screen, accelerometry, perceived motor competency and anthropometric characteristics (height and mass). Project FLAME is the first study of its kind in Ireland and worldwide seeking to actually and perceptually examine adolescent movement skill proficiency, at both a fundamental and functional level. This project, due for pilot rollout in 2017, will extend the evidence-base for feasible childhood programmes aiming to increase movement vocabulary, overall health, wellbeing and physical activity participation.

Publications:

Tindall, D., Culhane, M., & Foley, J.T. (2016). Pre-service teachers' self-efficacy towards children with disabilities: An Irish perspective. *European Journal of Adapted Physical Activity, 9*(1), 27-39.

ABSTRACT: The purpose of this study was to examine the effects of a 10-week adapted physical activity (APA) programme on the self-efficacy levels of pre-service teachers (PSTs) towards teaching children and young people with disabilities (ages 5 to 21) during a weekly 1-hour APA programme. Participants included 64 PSTs (ages 19-25) in their 3rd year of a physical education initial teacher education (PE-ITE) programme at a university within the Republic of Ireland. PSTs completed the Self-Efficacy Scale for Physical Education Teacher Education Majors toward Children with Disabilities (SE-PETE-D) questionnaire both before and after their participation in the APA programme followed by a focus group interview (n=4). Repeated-measure ANOVAs showed that self-efficacy scores significantly increased after participation in the programme than those prior to participation in the programme. Results of the focus group discussion also confirmed the findings from the questionnaire to be true and accurate.

McGrane B., Belton S., Powell D., & Issartel J. (2016). The relationship between fundamental movement skill proficiency and physical self-confidence among adolescents. *Journal of Sport Sciences*, 1-6. DOI: 10.1080/02640414.2016.1235280

ABSTRACT: This study aims to assess fundamental movement skill (FMS) proficiency, physical self-confidence levels, and the relationship between these variables and gender differences among adolescents. Three hundred and ninety five adolescents aged 13.78 years (SD = ±1.2) from 20 schools were involved in this study. The Test of Gross Motor Development-2nd Edition (TGMD), TGMD-2 and Victorian Skills Manual were used to assess 15 FMS. Participants' physical self-confidence was also assessed using a valid skill-specific scale. A significant correlation was observed between FMS proficiency and physical self-confidence for females only ($r = 0.305$, $P < 0.001$). Males rated themselves as having significantly higher physical self-confidence levels than females ($P = 0.001$). Males scored significantly higher than females in FMS proficiency ($P < 0.05$), and the lowest physical self-confidence group were significantly less proficient at FMS than the medium ($P < 0.001$) and high physical self-confidence groups ($P < 0.05$). This information not only highlights those in need of assistance to develop their FMS but will also facilitate in the development of an intervention which aims to improve physical self-confidence and FMS proficiency.

Harrington, D.M., Murphy, M., Carlin, A., Coppinger, T., Donnelly, A., Dowd, K.P., Keating, T., Murphy, N., Murtagh, E., O'Brien, W., & Woods, C., & Belton, S. (2016). Results From Ireland North and South's 2016 report card on physical activity for children and youth. *Journal of Physical Activity and Health, 13*(11 Suppl 2), S183-S188., DOI: http://dx.doi.org/10.1123/jpah.2016-0334

ABSTRACT: Physical activity (PA) is a key performance indicator for policy documents in both the Republic of Ireland and Northern Ireland. Building on baseline grades set in 2014, Ireland's second Report Card on Physical Activity for Children and Youth allows for continued surveillance of indicators related to PA in children and youth. Data and information were extracted and collated for 10 indicators and graded using an international standardized grading system. Overall, 7 grades stayed the same, 2 increased, and 1 decreased. Grades were assigned as follows: Overall PA, D (an increase); Sedentary Behavior (TV), C-; Physical Education, D-; Active Play, Incomplete/Inconclusive (INC); Active Transportation, D; School, D (a decrease); Home (Family), INC; Community and the Built Environment, B+ (an increase); and Government, INC. Unlike 2014's report card, different grades for the Republic (C-) and Northern Ireland (C+) were assigned for Organized Sport Participation. Although the grade for Overall PA levels increased to a D, this may reflect the increased quality and quantity of data available. The double burden of low PA and high sedentary levels are concerning and underscore the need for advocacy toward, and surveillance of, progress in achieving targets set by the new National Physical Activity Plan in the Republic and obesity and sport plans in the North.

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Garrett Coyle, St. Macartan's College, Monaghan, Co. Monaghan – PEAI Executive Board Member

Programme Overview

For the past few months 6 schools around the country have been piloting a new and exciting initiative, 'Future Leaders', in partnership with the GAA , developing our TY students. The GAA Transition Year Pilot Programme is a cross-curricular programme comprising of a series of **Core** and **Optional** modules designed to encourage maturity, initiative and responsibility amongst other qualities in the pupils. All modules (**Core** and **Optional**) are between 6 – 10hrs long, stand alone and they are also individually certifiable. A school can choose to deliver one or more modules. Students who complete all Core modules, plus the organisation of a *'Super Games Centre'* (SGC) (blitz) are awarded a **GAA Youth Leadership Award**.

The programme may be linked to the *'Gaisce'* Presidents Award Scheme, under the 'Community Work' section. There should be one Programme Coordinator and cross-curricular collaboration can occur with teachers from the aligned subjects.

Recommended Format:

- *All modules are scheduled prior to the organisation of the SGC*
- *Organise Super Games Centre/Community Coaching Scheme between January – May*

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Modules:

- *GAA Foundation Award*
- *Transition Year GAA Referees Course*
- *Transition Year GAA Administration Module*
- *Transition Year GAA Sports Journalism Module*
- *Transition Year GAA Statistics Module*
- *Transition Year GAA Nutrition Module*
- *Transition Year GAA Event Management Module*

Anyone interested in rolling out this programme from September 2017 please contact any of the Regional Organisers;

- *Garrett Coyle (Monaqhan/Ulster) – coylegarrett1@gmail.com*
- *Sean Kelly (Meath/North Leinster) – seankellysk36@gmail.com*
- *Peter Beirne (Dublin) – 1peterbeirne@gmail.com*
- *Rory McCarthy (Wexford/South Leinster) – romcca@icloud.com*
- *Eoghan Hanley (Galway/Connaught & Munster) – eoghan.hanley.tutor@gaa.ie*
- *Colm Hanley (Limerick/Munster) – chanley@cco.ie*

'Future Leaders' Committee (from left to right):

Denis O' Boyle (Connaught GAA), Peter Beirne (Oatlands College, Dublin), Rory McCarthy (Gorey Community School), Sean Kelly (St. Joesph's Drogheda), Garrett Coyle (St. Macartan's College, Monaghan), Colm Hanley (Colaiste Chiaran Croom), Eoghan Hanley (Gort Community School), Seamus Woods (All-Ireland Colleges Chairman), and Jimmy D'Arcy (Croke Park).

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Susan King, Presentation Secondary School, Thurles, Co. Tipperary – PEAI Executive Board Member

'My opinion on the assessment of Physical Education as a Leaving Certificate subject'

by

Ms Caitlin Donnelly, 5th year Student at Presentation Secondary School

Should Physical Education be examined as a Leaving Certificate subject or should it be left as it is, a regular non-examination subject? There are many arguments for and against the idea, all of which I can understand. Students who are not sporty will argue that it is unfair on them, which again I can comprehend, but it could also be said that this is a positive move to encourage students to get more involved.

In my opinion I would say it is a good move from the Department of Education and Skills for a number of reasons. Firstly, the subject will encourage more students to become involved. Currently in many schools across the country students are finding every possible excuse not to participate in their PE class. I think this would change if it became an exam subject. Students would be doing damage to their grade as well as to their health by refusing to participate. Students will benefit academically as well as harnessing their physical and mental health by participating in PE.

Secondly, students will develop many new skills. The subject will be 50% Personal Performance Project and 50% Written Examination. For the Personal Performance Project students may choose to complete the project in the roles of performer, coach/choreographer or official. Students will be required to complete an action research project based on a selected physical activity. They will be required to analyse their performance, collect relevant data (e.g. compare performance to that of a model performer) among others. They will also have to analyse their performance, formulate performance goals, implement their performance with ongoing reflections among other tasks and these will allow them to develop many skills for example reflective skills, communication skills and management skills. Reflective skills will be used when they are 'reflecting' on their performance and also when they are learning from what previously worked and what didn't. Communication is key in most roles, especially when they have to coach or demonstrate something to a large or small group. Literacy and Numeracy skills are very much to the fore in the new framework and this will benefit students in a wide range of subjects. Management skills are also useful and important as the students will learn how to control both large and small groups and also to manage time and plan each session carefully and appropriately.

The written examination will be based on the students' understanding of factors which affect participation and performance in PE and the relationship between the two, students' engagement with a case study (Physical Activity scenario), clarity and coherence in management of ideas and answers among other things. Again, the skills learned in this part will benefit them in other subjects and also other aspects of the subject itself including something as simple as the preparation of the project. The written exam would also appeal to the less sporty students and the fact that it is split 50/50 is in my opinion a plus to the subject for that reason.

Student Voice (cont'd)

I would also say the introduction of PE as a Leaving Certificate subject is a good thing as it will give the subject more importance in both the lives of the teachers and students. Currently PE is sometimes seen as a less important subject compared to your core subjects of English, Irish and Maths but scientifically it is proven that exercise can improve learning and indeed memory function. Getting a break from the classroom and working out your body is proven to improve your learning. If PE is brought in as an exam subject it will still allow students to get regular breaks from the classroom but in a more focused setting.

I can see the counter argument that it is unfair on the less sporty students. As a sporty person who through injury is currently not as involved from a playing perspective I can see how easy it is to find yourself on the periphery. Even though there are a variety of roles in sport, in terms of the coach, referee, the emphasis is very much on the player and I feel students would feel that the students who excel at sports would have a distinct advantage and this would put off a lot of students immediately. Body image would also become a very hot topic and this can be difficult for teenagers and again this could be a reason for certain students avoiding PE as an exam subject. On the whole I am firmly in favour of the introduction of PE as an examinable subject. It is important schools, teachers and students approach it correctly and that it's transparent and students understand exactly how the program will work. I feel it could be a very valuable asset to our education system.

*If you have any student submission or student-related teacher-led research that you would like to share with other PEAI members for a future newsletter please email it to: info@peai.org

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Catherine Creed, Desmond College, Newcastle West, Co. Limerick – PEAI Executive Board Member

Senior Cycle Physical Education Framework Models – Sport Education

Desmond College along with ten other schools were involved in an exciting project with the National Council for Curriculum and Assessment (NCCA) and the University of Limerick. This project aims to inform future planning and assessment in Senior Cycle Physical Education.

Students from a 5th Year group in our school participated in a structured curriculum model called 'Sport Education'. Through this model students got to experience a seven week Sport Education Season of 'Ultimate Frisbee'. The seven weeks ended with a culminating event, where students competed against a neighbouring school in an 'Ultimate Frisbee' tournament.

Sport Education seeks to make sport experiences in Physical Education more real for ALL students. Its central goal is to teach students to be *competent*, *literate* and *enthusiastic* sportspeople. During the Sport Education model all students had a role to play throughout the seven weeks. These roles include; Participant, Captain, Coach, Equipment Manager, Team Statistician, Team Photographer plus many more. All students got to experience each role and then each team assigned a team member to a role, based on interest. Over the seven weeks our students decided to focus on sportspersonship, fair-play, and participation. Each week teams gained points based on these team attributes.

The overall aim of Sport Education is full participation by ALL students and throughout this model students learnt to perform a variety of sporting roles other than that of a player. Team affiliation for the seven weeks allowed students to maintain a positive and enthusiastic culture within the class, school and community. The culminating event was both competitive and fun. The students enjoyed the competitive part of it; however, what they enjoyed most was travelling to another school to take part in this event as some students aren't involved in school teams so it was a new experience. It was fun, energetic and students really engaged in the overall model of Sport Education. From a teacher's perspective planning was key; however, I found the model fantastic to engage both the sporty and non-sporty students within my class. The team based structure allowed for continuity and engagement of students week to week.

Tony McSweeney, St. Peter's, Passage West, Co. Cork – PEAI Executive Board Member

Contemporary Issues in Physical Education as an Instructional Model in Senior Cycle PE: A comparative view

As part of an exciting project in collaboration with the National Council for Curriculum and Assessment (NCCA) and the University of Limerick, I was tasked with teaching the Contemporary Issues instructional model to a group of 5th year pupils in my school. The project aimed to inform future planning and assessment in Senior Cycle Physical Education.

Initial Concerns: While I was excited about the project I was initially concerned about how to approach teaching the model as I had very little knowledge, and while I was adamant that the learning would be purposeful for both the pupils and me, I also wanted to ensure that the experience was positive and engaging for all.

Planning: After brainstorming with peers, and also involving the pupils who would be involved, we decided that in an attempt to make the learning and experience relevant we would run a theme called Cultural Learning. The idea was based around the fact that modern Ireland has pupils enrolled in schools whose cultural heritage is made up from countries all around the world, and our school is no different. Over 6 weeks we divided pupils into 5 groups of 5 (25 pupils), and each group was given a Country/Continent. The pupils then had to come up in their groups with three sports from that country and also each team member had to research three key facts about sport in that country.

Activity: Each week the day prior to the PE lesson I was presented with three sports from the team on that week (i.e. week 1 Australia – Rugby, Cricket, Aussie rules) and I would plan for two of those sports to be covered in the next lesson. During the intro to the PE double lesson (80 minutes) the group presented for 3-5 minutes the sports and key facts about sport in that country. We then commenced with the lesson in which the pupils were active for approximately 60 minutes each lesson. During the cool down we discussed the sports and the facts related to those sports in an informal discussion i.e. In Australia 69% of children (i.e. under the age of 15) participated in some form of organised sport or physical activity outside of school hours. We discussed why only 69% and compared it with our own class group. This led to a good discussion on barriers to effective access to physical activity for all.

Assessment: The website/App *Showbie* was used for the assessment and proved very popular and user friendly. The assessment for the model was three fold:

1. Pupils had to design a FIT poster which outlined three elements of school life which limited their access to physical activity and a healthy lifestyle (N.B. These were then presented to the principal via the Students Council) i.e. typical issues – the food in school shop, the fact that after they get changed at the start of class and again at end they only have maximum activity of 60 minutes from a timetabled 80.

2. Pupils had the design a fact sheet on sport in their country groups (i.e. Soccer is the sport most popular with the lowest social classes in South Africa).
3. Pupils had do a community mapping exercise where in the local community they had to look at the sports and the barriers to participation for all in their community to those sports i.e. Disability, Financial, Gender. It also allowed the pupils to discover what physical activity options were on offer in the surrounding community (A list of these sports and contact information were then put on the schools interactive notice board)

My two cents: I really enjoyed teaching the contemporary issues model, and after realising that I should not have to fear it, but rather that it allowed me to be very creative in how and what I thought. It is a model that I will be teaching with a different group this coming year. I feel that selecting a Theme is probably the hardest part of it but once that is done it is a model that allows us as teachers to be flexible and creative and the pupils really enjoyed the different sports and learning about the different sporting cultures of their classmates that they may otherwise never have been aware of. I believe that it provides great scope for valuable experiential learning for the pupils and gave them a sense of ownership, as well as familiarising them with their local community and the barriers some of their peers/friends may have when it comes to equal access to physical activity within their own community. When teaching it again I will design a different theme i.e. Bullying or gender equality in sport as I believe that it is important to address issues that are current and relevant to the pupils, so that their learning is enriched and can assist them in decision making in their everyday lives.

Pupil input:

Andrew C.

The main thing I liked about the Contemporary Issues model was designing the FIT poster. It educated me on what issues we have at the school that prevent us from being fit, such as the food in the school shop is mainly sweets and fizzy drinks which don't really promote healthy living. Another good thing I thought was the community mapping as it showed all the different clubs, how much they cost and that let me learn about some sports that I did not even know they did like rowing.

Kate D.

I really enjoyed partaking in this model. The variety in the games and being assigned teams at the start to work in I really enjoyed as it made it more competitive, but also fun. I enjoyed researching the available activities in my area but for me the FIT poster was the best as we got to let our voices be heard with how to make our school more active. Hopefully this will have a change, especially in the school shop, going forward.

Social Media – Popular Tweets

Physical Ed Ireland retweeted

PESS @ UL @PessLimerick 8 Dec

Congratulations PJ! Well deserved @ul_beo @PEAI_IRELAND

> **Ann MacPhail** @AnnMacPhail1
>
> Dr. PJ Smyth receives the 2016 Michael Darmody Award for his significant contribution to physical education and sport and exercise sciences

3 6

Physical Ed Ireland retweeted

Amy de Brún @AmydeBrun 8 Dec

Rang Naoise gymnasts in the making #Teamwork #Trust #Strength @Colaistebride @PEAI_IRELAND @PEXpolreland @PDSTpe @PDST_Hwellbeing

3 7

Physical Ed Ireland retweeted

Villiers School @VilliersSchool 4 Dec

Thank you @JessieBarr247 who helped raise our Active Schools Flag #moveyourbodystretchyourmind @PEAI_IRELAND

6 9

Physical Ed Ireland retweeted

Portlaoise College @PortlaoiseColl 7 Dec

Our TY's enjoying some Zumba in PE today! @PEAI_IRELAND #BeActive

2 1

Physical Ed Ireland retweeted

Little Miss Teacher @L_MissTeacher 11 Dec

Can you combine Physical Education and Literacy? Easily! See my latest post for more! littlemissteacher.com/2016/... #edchatie #ideas #teaching

4 5

Physical Ed Ireland retweeted

RTÉ News @rtenews 14 Nov

The O'Donovan brothers' Olympic rowing exploits have inspired a new generation. Watch as 700 students compete in an indoor schools blitz

44 92

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Dr Daniel Tindall, University of Limerick – PEAI Executive Board Member

Interview with Michael Darmody recipient 2017 Dr PJ Smyth.

Recently PEAI Board Member Daniel Tindall caught up with PJ to get some insight into his career as a lecturer and teacher. What follows are some highlights from their conversation!

Daniel: *Having been involved in so many different roles throughout your career, which did you find the most challenging?*
PJ: Well I found everything challenging… but probably being involved in setting up the BSc in Sport & Exercises (SES) degree here at UL would have been the most challenging

Daniel: *What do you feel is your biggest achievement?*
PJ: Again, it could range from becoming a teacher to designing the SES programme. But I actually feel the biggest individual achievement I had was the setting up and development of the motor development and motor learning modules as well as the lectures and labs with the help of Jacinta O'Brien. It was very meaningful to the students back then. In fact, one former student that is now a PE teacher recently wrote to me saying how important and impactful those modules were especially the labs.

Daniel: *What motivated you to as a teacher?*
PJ: Being able to help people learn and improve is what motivated me the most… both from a professional and personal point of view. I enjoyed seeing how the pupils and students improved as a result of my efforts as a teacher.

Daniel: *Who do you see as your biggest influences?*
PJ: Obviously my parents…. my father was very big into sport and influenced me greatly and my mother was very supportive… But actually the school I attended for both primary and post-primary education had the biggest influence on me. As well as being excellent on the academic side it was a very sporty school; mostly rugby, basketball, tennis and athletics (Track & Field). For the 1950s and 1960s the facilities were amazing. There were playing fields, basketball courts, tennis courts and a route for cross country running. There was also a gymnasium which contained weight training equipment and a facility for pole vaulting. All of the teachers were interested in sport and many of them taught and coached it. All of the time people were either playing or practicing and training. The following is an example of what helped me. In primary school we had a games morning where we played rugby. However, if the pitch was frozen in winter we had cross country running. Initially, I was not very good at this and would finish in the middle and for days after would have a lot of muscle soreness. I remember as the year began in third class when I was 9 years of age watching the cross country runners out training and I reasoned that if did some running I could be better at cross country when it came around and avoid the discomfort. I went about running on my own and when the cross country runs came around I was the best in class. That training also had a positive effect on my rugby and generated in me a great interest in fitness and training methods for sport. I would be interested not just watching sports performers but would be interested in how they trained and practiced. I would listen to the interviews they gave and read about them.

That's what I mean; the school and the sporting environment were such a positive influence on me and my appreciation of sport in general. And in a way, I was an analyzer of sport performance before I knew it. I was always observing sport performance and how it can be improved. Later, when I was a student at St. Mary's College – Strawberry Hill, London, I had a lecturer, Michael Holiday, who was a big influence in my life. He had a Master's Degree in PE from Ohio State University in the United States. In those days people who studied PE in this part of the world did not even do a bachelor's degree. I used to chat with him about his master's degree. Then one day he said to me "…you could do that". That stuck with me and when the opportunity arose to pursue a master's degree at Springfield College in Massachusetts, after I had been teaching in secondary school for a number of years, it gave me the confidence to go for it. I obtained a Masters of Education in Teaching and Administration of Physical Education.

At Springfield College Prof Ruben Frost taught Sport Psychology, Motor Development and Motor Learning. He was a great lecturer who had the ability to show how theory and research findings could be applied in teaching and coaching. He really aroused my interest in these areas. A number of individuals at Limerick were very influential in my career. Paul Robinson was Head of PE at The National College of Physical Education (NCPE) and later when it became Thomond College of Education. Paul saw my interest in motor development and motor learning. Paul, himself was very knowledgeable in these areas and encouraged my interest. Liam Dugdale was made of Head of Dept. when we integrated with the University of Limerick. He had a significant impact on me as an academic during the early part of my career and persuaded me to become course leader for the new Sport & Exercise Science degree programme. Another who was a big influence on me at Limerick was Craig Sharp. He was the first professor of Sport Science at UL. He was a brilliant lecturer for both SES and PE students and I had some great conversations with him. During the 1980s I was due a sabbatical and wanted to go and study motor learning. I wrote to John Callaghan for advice. John had been a lecturer at Strawberry Hill but went to the University of Southern California (USC) to do a doctorate in Sport Psychology and later became a professor there. He was very enthusiastic for me to go to USC which was a big force in motor learning. I went there in the 1980s.

Daniel: *If you could change one thing in your career, what would it be?*
PJ: I do reflect and change the way I do things but as regards making a major change in my career I can't think of anything. I've always been very fortunate to have things work out for me.

Daniel: *And finally, what advice would you give to newly qualified teachers?*
PJ: That's difficult… I think the thing to do frequently is to remind yourself why you are there and then to prepare well. Remember, people like learning. If you get pupils to experience learning and improvement then they will become more enthusiastic and willing to learn more. Knowing your content (key factors of what you are going to teach) is also important. And continuing to learn yourself, and add to your content knowledge, will also encourage you to continue to learn and improve yourself as a teacher. Remember, individuals develop at different rates, and you must be ready to adjust tasks and equipment to make them appropriate to the learner and enhance their confidence and motivation. Remember, as you teach you are also learning. Reflecting on what you do is important.

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Positioning Statement

Welcome All Valued PEAI Members,

Over the previous months, the PEAI have engaged in very worthwhile and valuable meetings with the **NCCA** *(National Council of Curriculum and Assessment)*, the **PDST** *(Professional Development Service for Teachers)* and the **JCT** *(Junior Cycle for Teachers)* in an effort to have a unified message for Physical Education teachers in regards the positioning of PE within the Wellbeing area of learning. This document aims to provide PE teachers with information about the new area of learning 'Wellbeing' in junior cycle and how PE is positioned as one of the main pillars.

The aim of this document is as follows:

1. To provide PE teachers with links to curriculum documents, i.e. NCCA PE short course, Junior Cycle Physical Education Framework and resources to support teaching and learning in PE in junior cycle available to assist in setting up a quality PE program for your school.
2. A one-stop shop for contact information for all of the above mentioned Depts.
3. An overview of the ways in which the two Support Services and the PEAI plan to support quality Physical Education provision in JC Wellbeing Links to resources, examples of programs and other useful information.

The PEAI would once again like to thank our members for their continued support and at a time of great change within PE in Ireland we will continue to support our members in any way possible. We hope this will address your queries and questions.

Yours truly,

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Brendan O'Malley
PEAI PRESIDENT

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PEAI

Role – The primary objectives of the Physical Education Association of Ireland (PEAI) are as follows:

- ✓ To improve standards and performance within Physical Education by providing members with opportunities and materials for professional growth, (through the exchange of information and knowledge in the field and related areas).
- ✓ To keep members up to date on the latest issues, trends, technologies and legislative developments in P.E. and related areas.
- ✓ To support and disseminate outstanding research.
- ✓ To safeguard members' interest by speaking with a strong unified voice on relevant issues.
- ✓ To provide national leadership and opportunities to influence policy and direction in P.E.
- ✓ To interest public awareness and understanding of the contribution of the Physical Education profession to Irish life.

Resources – http://www.peai.org/resources/

Key Points:

- PEAI information session Portlaoise 24th March 2017 6.30am (register via peai.org)
  - Free of charge for current PEAI members
- PEAI Conference 2017 Portlaoise 13th & 14th October 2017.
  - Theme – *"Positioning PE at the core of your schools Wellbeing program"*

National Council of Curriculum and Assessment (NCCA)

Role – The primary objectives of the NCCA are as follows:

- ✓ Advise the Minister for Education and Skills on curriculum and assessment from early childhood to the end of second level
- ✓ Engage with learners, teachers, practitioners, parents and others to support innovation in schools and other educational settings
- ✓ Undertake, use and share research as a basis for advice and debate on education.

Resources:

- NCCA Physical Education Short Course is available on curriculumonline.ie
- Exemplification of student work in the short course including the Classroom-Based Assessments will be available in the coming months.
- JCPE, Physical Education Framework is available **HERE**
- Senior Cycle Physical Education Framework and exemplification of the models is available **HERE**

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Key points:

- A project is underway with a group of physical education teachers to generate and gather exemplification of student work including the Classroom-Based Assessments in the NCCA PE short course. This exemplification will be available in the coming months.
- Schools can choose to include the PE short course in their JC curriculum. This would allow students learning in the PE short course to be recognised on the Junior Cycle Profile of Achievement (JCPA).
- Senior Cycle Physical Education Framework (non-examination) is a models' based approach to teaching physical education for students in senior cycle. The Framework has been approved by the Department of Education.
- Leaving Certificate Physical Education (For examination) has been approved by the Department of Education. A decision about its implementation has not yet been made. The most recent subject to be introduces at Leaving Certificate level is Politics and Society. It has been introduced on a phased basis.

Professional Development Service for Teachers (PDST)

Role – The PDST is the country's largest single support service offering professional learning opportunities to teachers and school leaders in a range of pedagogical, curricular and educational areas. Within Wellbeing, the PDST are positioned to provide PE teachers with a range of professional development opportunities and supports that enable teacher learning, collaboration and evidence-based practice.

Resources – http://www.pdst.ie/jc/pe

Key points: The PDST offer support in a number of ways, including;

- In school support: A PDST advisor will come to the school during the school day to work with individual teachers or the PE department. Supports include planning, developing teaching and learning, using and developing assessment tools, etc.
- Whole school support: A workshop may be delivered to the whole staff on a specific area if required.
- PE professional learning communities (PLC): The PDST currently has a national network of PLC's designed to support PE teachers. Three to four workshops are run annually to support teachers and provide them with new ideas and methodologies. These PLC's are advertised and run through the local education centre; however, booking can also be done through the PDST website at www.pdst.ie/onlinebooking.

Note: To apply for school support in the area of PE, go to www.pdst.ie/schoolsupport, click on the link, and apply using your school roll number as the username and **schoolsupport2016** as the password.

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Junior Cycle for Teachers (JCT)

The role of the JCT:
The Junior Cycle for Teachers (JCT) is a Department of Education and Skills schools' support service. It aims to provide high quality professional development opportunities for schools and teachers in the context of the implementation of the Framework for Junior Cycle (2015).

Opportunities for PE teachers will be provided predominantly by the Wellbeing team and Short Courses team. Currently, the JCT are hosting 51 full-day workshops nationwide where PE teachers can:

- Explore the key messages regarding physical education within the new Wellbeing area of learning
- Develop and share approaches to planning and assessment using learning outcomes from the new short course specification in physical education
- Consider the first steps in introducing the Wellbeing area of learning in their school

Wellbeing at Junior Cycle:
September 2017 will see schools the introduction of the Wellbeing area of learning at Junior Cycle. Wellbeing will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other additional aspects of learning (e.g. guidance provision). Up to 400 hours will be available for learning in the area of Wellbeing commencing with a minimum of 300 hours of timetabled engagement from 2017 and moving to the full complement of time as the new junior cycle is fully implemented in schools.

PE within Wellbeing:
Physical education aims to develop students as knowledgeable, skillful and creative participants who are confident and competent to perform in a range of activities safely. It aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now, and in the future.

Curricular options for PE within Wellbeing:
Learning in PE is viewed as fundamental to learning about and for wellbeing. For this reason, there is a minimum threshold of 135 hours, which must be included for physical education in Wellbeing. Physical education can be studied in the following ways:

- The junior cycle syllabus in Physical Education (2003) ***or***
- The specification for the Junior Cycle short course in Physical Education (2016)

Resources: *(click on the following links)*

- Framework for Junior Cycle
- Circular 0024/16
- NCCA Guidelines for Wellbeing in Junior Cycle
- Junior Cycle Short Course in PE
- NCCA Assessment Toolkits

Further information:
Teachers may sign up for the short course newsletter to receive regular information regarding JCPE here…
Please visit the JCT website www.jct.ie or email us at info@jct.ie

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