PHYSICAL EDUCATION
ASSOCIATION OF IRELAND

Spring 2019 Newsletter

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PHYSICAL EDUCATION ASSOCIATION OF IRELAND

President's Address

A warm welcome to all our members to the PEAI Spring Newsletter 2019!!! 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 Board member Catherine Creed, who served with great distinction on the executive for the last two years. A crucial date for your diary is the **11th & 12th of October 2019**, in Portlaoise. Following on from the detailed feedback from the previous conference it has been decided that the central location, coupled with the fantastic facilities available have resulted in us being able to secure a conference venue early, giving us more time to work towards developing a wide variety of workshops and initiatives over the coming months.

As a large majority of our readers will know our flagship annual event, held in Portlaoise this past October, was attended by 232 members. This event was even more significant than usual as it marked 50 years of the PEAI, and the Friday evening concluded with a medal presentation to all past Presidents in attendance. With a broad and varied selection of workshops available, feedback was very positive and a very informative few days were had, with something for all. We would like to thank ***Scoil Chríost Rí*** for hosting the event and look forward to this year's event.

PE Xpo

This year the PEAI are once again partners of the "PE Xpo", a hugely successful event that began in 2015. This year's competition takes place in DCU on the 6th of March. Schools from across the country were invited to submit a PE-related research project, with winners to be determined by a panel of experts. All the winning projects will be published on the PEAI website and prizes presented to the successful schools. For more details, see http://www.pexpoireland.com.

LCPE and SCPE

With the phased introduction of both Leaving Certificate Physical Education (LCPE) and non-examinable Senior Cycle Physical Education (SCPE) commencing in September 2018, these are very exciting yet also very challenging times for the PE community in Ireland. With sixty-four schools embarking on the journey of becoming the first schools in the country undertaking LCPE for examination in 2020, this is a very exciting time for our teachers, members and more importantly, our students. This combined with over forty schools; part of the phased introduction for SCPE, there has never been a more exhilarating time for PE. Accordingly, what has resulted is an even higher level of inquisitiveness from PE teachers across the country. This, combined with feedback from our members at the AGM, resulted in the executive designing 12 LCPE information events that were offered across the country in November and December 2018.

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LCPE Roadshow: Preparing for 2020

With LCPE now introduced in 64 schools nationwide, the time has come to begin the planning and preparation process for the subject's implementation in your school. With a view to being ready for the national roll out in September 2020, this workshop provided a comprehensive overview of the specification; outlining the key considerations for the teacher and student as well as the digital technology requirements. The workshops were presented as a mix of theory and practical, with time spent using some of the apps central to teaching and learning in LCPE, an integral role of ICT use in the subject. Attended by 414 PE teachers, feedback provided was positive identifying it as a worthwhile initiative. It was a phenomenal turnout, given the time of the year, but more importantly a turnout that reflects the interest nationally in the subject.

Such was the attendance and level of inquiry from those that could not attend due to geographical considerations, that there have been three subsequent workshops arranged in Cork, Kilkenny & Mayo in February and March 2019. Such events require meticulous planning, especially over a shortened timeframe and I wish to personally thank all the executive members, presenters and schools for their valued contribution, which resulted in the events being such a success.

There can be no doubting the immeasurably positive transition we are undertaking in the area of Physical Education in Ireland currently, but this is only the beginning. It is at times like this that we need to reflect on where we have come from these last couple of years and to keep in mind, as Bill Bradley puts it, "*Ambition is the path to success, persistence is the vehicle you arrive in*". 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 Physical Education teacher.

Kind regards,

Tony McSweeney
PEAI President

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PEAI 2018 Conference Review

Brendan O'Malley, Ó Fiaich College, Dundalk, Co. Louth – PDST Post-Primary PE Advisor & PEAI Executive Board Member

The PEAI annual conference was once again held in Portlaoise in October 2018. As per previous years this was a major success primarily due to your continued support of the PEAI. With over 260 in attendance, it was our biggest yet and we aim to increase those numbers in the year ahead. We began the conference on Friday evening with an address from Professor Mary O'Sullivan who very elegantly summed up the enthusiasm in the room in regards to LCPE. Mary spoke of the origins, struggles and ultimately the success in the creation of the subject we see today. With over 1,200 students now studying LCPE for examination in June 2020, the hard work has finally paid off.

Dr Deborah Tannehill then spoke of the origins and similar struggles of implementing the new SCPE framework. Ireland is now the first and only country in the world to implement an exclusively models-based approach to teaching physical education in senior cycle. Again, with over 1,000 students as part of the first phase of the SCPE framework, the PEAI are delighted to see this development and look forward to supporting our members in the years ahead. Finally, the PEAI presented all past presidents of the PEAI with a specially commissioned 50th anniversary medal, in acknowledgement of their role in bringing the PEAI to where it is today.

The Saturday morning event started with a quick run through of our website from myself as the outgoing PEAI President. Additionally, I highlighted the work the executive undertook in the creation of the *"Healthy Eating Pack"* resources, which are now free to use from the PEAI website. Newly elected PEAI President Tony McSweeney then walked participants through the *"Appendix I"* section of the website where teachers can use the templates in planning their own program. With a broad and varied selection of workshops available, feedback was very positive and a very informative few days were had. Workshops ranged from LCPE to fundamental movement skills to wellbeing and many more. This year we ran 30 workshops with all very well attended. We would like to thank *Scóil Chroist Rí* for hosting the event and look forward to this year's event.

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PE Xpo 2019

The PEAI were once again proud to partner with the **"PE Xpo",** a hugely successful competition which began in 2016 examining issues related to health, physical activity, physical education, and sport from a science-based perspective. The PE Xpo is an idea that was founded by Paddy O'Reilly and Gerry McDonnell (both PE teachers at Trinity Comprehensive School, Ballymun) and Chris Steele (PE teacher). The main aim at that time was to promote Physical Education as a subject in Ireland and to encourage students to research topics related to it.

Currently, there are **nine** competition categories:

1. ICT and Sports Photography
2. Power of Sport – Inclusion and Cultural
3. Wellbeing – Physical, Mental, and Social
4. Components of Fitness – The Science Behind Sport
5. Nutrition
6. Games Development and Teaching Games for Understanding
7. Sports Psychology
8. Best Case Study in Leaving Cert Exam Physical Education
9. Best Portfolio in Senior Cycle Physical Education Framework

For more information on the event, or if you are interested in entering a submission for next year, please visit the PE Xpo website at http://www.pexpoireland.com or ring them on 086 1743836.

PEAI Board Members attending the PE Xpo this past Wednesday, March 6th at the Dublin City University Sports Complex (l-r): Daniel Tindall, Wesley O'Brien, Tony McSweeney, Susan King, and Stephen Moore.

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Dr Wesley O'Brien (University College Cork), PEAI EB Member - Wesley.OBrien@ucc.ie

Y-PATH PE 4 Me
(Dublin City University Lead, University College Cork Partner)

The 'Y-Path PE 4 ME' programme is a whole school programme, reaching out to the physical education (PE) class, alongside teachers and parents. Crucially, the Y-Path PE 4 Me programme fully supports the delivery of the existing national PE curriculum at Junior Cycle level in schools, so the programme does not create additional workload for PE teachers, and has the support of key national agencies for PE teacher education, post-primary education, sports and health.

Y-Path PE 4 Me began in 2010, focusing on the development of physical literacy in students at Junior Cycle. The programme is proven to work, and specifically focuses on the acquisition of fundamental movement skills (FMS), increasing knowledge of health-related activity (HRA), and developing positive attitudes towards physical activity (PA) through a motivational environment in PE.

Currently, as part of the national dissemination plan for the programme, in conjunction with the Irish Heart Foundation, the Y-Path PE 4 Me continuing professional development (CPD) component of the programme for PE teachers is delivered through a method of blended learning, using a mixture of online (1 hour) and face to face training (3 hours). It provides PE teachers with access to a range of resources such as:

- Lesson plans
- In class digital materials,
- Posters
- Student journal
- Student assessments

For more information on the study, please contact: Dr. Sarahjane Belton (DCU) at: Sarahjane.Belton@dcu.ie

To register for the CPD component of the training, please visit: https://irishheart.ie/courses/y-path/

Junior Cycle for Teachers: Update

Tony McSweeney, St. Peter's, Passage West, Co. Cork – JCT Associate & PEAI President

It has been a pleasure to provide support to all PE teachers again this year via the JCT Cluster CPD model in the area of Physical Education and *Wellbeing within the Framework for Junior Cycle*. Our CPD event showcased the first schools in the country to facilitate Classroom-Based Assessment (CBA) as part of the Physical Education Short Course. Teachers also had an opportunity to engage in part of the Subject Learning Assessment and Review (SLAR) process. Feedback from teachers revealed that teachers are now carefully planning to facilitate their students in demonstrating their learning via CBA and therefore profile their learning achievement in Physical Education in their eventual Junior Cycle JCPA. Also, teachers are looking at the contribution of Physical Education within their school's wider Wellbeing Area of Learning. Our national clusters will run until the end of March, and a webinar will be held in early May.

We also met teachers at the PEAI conference last October and thank you to the PEAI for this wonderful opportunity for teachers. A wider update on the work of JCT is available at the following LINK

If you would like further updates, please subscribe HERE and register to be on our mailing list.

Additional Links:
www.jct.ie
JCT Short Course landing page can be located at the following LINK

- See *Key Documents* for links to Key Documents
- See *Planning* for planning templates/materials which may assist your work
- See *CPD Support* for any materials (slides/booklets) used during the CPD events to date

Should you have further queries, please feel free to contact the JCT at info@jct.ie

Best wishes,
Mike Carey

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE for teachers

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PDST Update: The LCPE and SCPE CPD Journey to Date…

Stephen Moore, Coláiste De Híde, Tallaght, Co. Dublin – PDST Advisor & PEAI EB Treasurer

The year 2018 will always be remembered as a monumental one for physical education in Ireland with the long-awaited announcement of both Leaving Certificate Physical Education (LCPE), and the possibly more important Senior Cycle Physical Education (SCPE) Framework.

Soon after this announcement in May of 2018, the Professional Development Service for Teaches (PDST) began its two-year CPD programme for the 64 phase one LCPE teachers and the 40 phase one SCPE teachers. 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. The PDST was established in 2010 as a generic, integrated and cross-sectoral support service for primary and post-primary schools in the country.

Between May 2018 and May 2020, the phase one LCPE teachers will receive 15 days of CPD while the SCPE teachers will receive 8 days. A core part of each teacher's CPD, outside of these National CPD events, is their regionally based professional learning communities, or PLC's. Known previously to many in PEAI circles as *'Communities of Practice'* these PLCs are a core component of our CPD Framework as they enable our teachers to meet in person to share their successes, challenges, questions and pedagogies with one another. Each of our LCPE and SCPE teachers are also part of an online Virtual Learning Environment (VLE) and Webinars to further support professional dialogue and discussion between CPD days.

The first cohort of LCPE and SCPE students have now completed term one and two of 5th year, with many of the LCPE students and teachers now actively planning and preparing for their Physical Activity Project (PAP) which must be compiled and submitted to the State Examinations Commission (SEC) in term one of 6th year. The first sample written paper will also be published by the SEC in October 2019 while the first Performance Assessment will be completed between January and March of 2020.

Our SCPE teachers are halfway through their journey and have completed their CPD on three of the six SCPE curricular models; Sport Education, Teaching Personal and Social Responsibility (TPSR) and Health-Related Physical Activity (HRPA). The remaining three models of Adventure Education, Contemporary Issues, and Teaching Games for Understanding (TGfU) will form the structure of year two. The SCPE teachers will soon be supported in their work by the NCCA designed *'PhyApp'* which is currently nearing the end of its beta testing.

Both LCPE and SCPE are available to non-phase one schools from September 2020.

Senior Cycle Physical Education (SCPE) – A Teacher's & Student's Viewpoint

Susan King, Presentation Secondary School, Thurles, Co. Tipperary – PEAI EB and Asst. Treasurer

A TEACHER'S VIEWPOINT

Presentation Secondary School in Thurles was selected as one of the schools to run the new Senior Cycle Physical Education (SCPE) Framework as a pilot, commencing September 2018. The framework applies six different curriculum models, which are utilized to teach SCPE. The school has timetabled two 5th year classes (48 students) to a double period of Physical Education once per week to cover this pilot. Physical Education teachers involved in the pilot determine whether to teach their own class or team teach the two classes, depending what is deemed appropriate according to the module. To date the two models that have been introduced are Sport Education (SE) and Teaching Personal and Social Responsibility (TPSR).

It was decided to team teach SE and this provided our students with a pleasurable, entertaining and realistic learning experience through roles that were both playing and non-playing. We ran this module/program over a season between September and mid-term 2018. At the beginning, we established strong ground rules and routines before beginning our choice of SE activity, which was dance. As teachers, we instructed, facilitated and assessed our students learning where all students became involved. Students experienced social interaction, teamwork with an element of competition (recording of stats) with the objective of performing in a culminating event.

The SE module was very successful and a pleasure to teach, because it is totally student centered. Key to the modules' success were clear and concise ground rules, once these were established the students took control of their own learning, and more importantly, there was a role for all participants. The module culminated in a student choreographed "dance off" which resulted in artistic self-expression, co-ordination and teamwork, which was thoroughly enjoyed by both students and teachers alike.

The second module we covered was TPSR. Initially both teachers worked together and explained the TPSR instructional model to all students. This model was then incorporated into the standard Physical Education class and taught to our own classes on a single teacher basis. As teachers, we encouraged our students to take responsibility for themselves in the area of respecting the rights and feelings of their classmates along with their own learning experience during a standard Physical Education class.

One class chose to engage with this model through volleyball and the other through rowing. Each week we created and implemented different behavioral role-play scenarios to heighten student awareness of both their own behaviors and those of others. The objective being to increase their level of responsibility.

We found that this module was more challenging to teach for two reasons; firstly, most of our students intrinsically demonstrate high levels of personal and social responsibility, and secondly, the age group of the students being taught. We are of the opinion that this module would be more beneficial to our students if it was introduced at first year Junior Cycle. As a result we have decided as a department to introduce this module to our first years from September 2019, when the students would be more open and receptive to a module such as this. The overall objective and intent being that when they reach SCPE they will have a more in depth and profound awareness in relation to both their own and others levels of responsibility. We are of the opinion that TPSR would be more beneficial for the students if taught in combination with other modules and not solely on its own in Senior Cycle.

As a Physical Education teacher, the SCPE Framework has provided me with a detailed approach and structure towards my teaching, each module providing a unique and valuable set of learning experiences. To date I can only describe it as a very positive practice for both the students and teachers involved. The SCPE framework is providing a more structured and positive learning experience for the Senior Cycle students at Presentation Secondary, Thurles.

A STUDENT'S VIEWPOINT

Ms Eimear Campion, 6th year Student at Presentation Secondary School

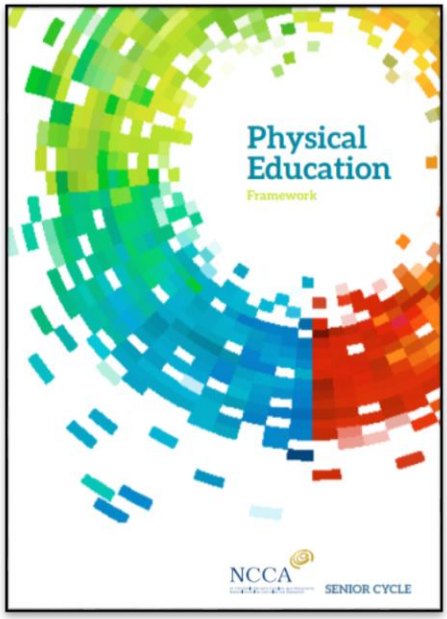
Presentation Secondary School Thurles

Initially, I was very reluctant towards the new program. I had always enjoyed the original layout of Physical Education and was afraid that the drastic re-vamp would spoil what represented for me a classroom where we could be active and have fun simultaneously. This initial apprehension soon vanished as we were introduced to our first module. We were required to create our own unique dance to a song of our choice. We relished the opportunity to be creative and inventive. There were no rules and we worked independently apart from a little guidance from our teachers when necessary.

In the beginning, communication was very difficult as everyone had their own ideas and suggestions. I remember thinking is it even possible to have this prepared in six weeks. As I looked around other groups were experiencing similar difficulties. Eventually leaders started to emerge and things began to take shape. We decided that it was essential to maximize what we could get done in each season and set out a plan. We all found it difficult to follow the complicated steps and more than once we were set back to the drawing board. This confusion was at times frustrating but we always managed to pull through and solve the problem ourselves. When we performed for the final time we were overcome with a distinct sense of pride and accomplishment. Our dance, while far from perfect was a product of our own sole efforts.

The next module we took part in was centered on our roles of responsibility during Physical Education. We were each assigned a role allowing us to experience the mindset of a different student. This allowed us to learn fist hand which qualities were valuable to a team and which hindered it. The roles varied from leader to someone who was just responsible for themselves to a selfish team member. After this role play throughout the lesson we were tasked with identifying which team members fitted each criteria. We had to be very attentive in games to notice the subtle clues and equally participate ourselves. It was really enjoyable guessing and finding out the roles afterward.

In conclusion, I found this Physical Education program to be very worthwhile and rewarding. I discovered more about myself as a team member and the qualities and types of people teams need to be successfully. I like how structured it was and thought it was so important that we were responsible for our own learning.



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Leaving Certificate Physical Education (LCPE) – A Teacher's Experience

Eoin Joy, Coláiste Íde agus Iosef, Abbeyfeale, Co. Limerick – PDST PE Associate & PEAI EB Member

Since the introduction of LCPE into a cohort of Irish Secondary schools in September 2018, students are now, for the first time in the Nation's history, studying PE for Leaving Certificate points. For most PE teachers this is a reality that will come to their schools in September 2020 when the National rollout will take place. However, for the 64 schools and teachers involved in the initial phase of LCPE, the subject is very much alive and present in the classrooms, PE halls and Gyms. As I am in the fortunate position of being a phase one teacher, much of my current life is revolving around preparing for the teaching and learning activities of LCPE.

My purpose in writing this article is to share my experiences to date of teaching LCPE as well as to provide tips to teachers to prepare them and their schools for the subjects 2020 National roll out. I will not be providing an in-depth overview of the specification or assessment guidelines as to do so would warrant much more space in this newsletter than I have been afforded. If you are seeking such details, the PEAI are currently hosting a series of National roadshows on LCPE- it's specification and assessment guidelines. A second workshop is in planning and will be available to PEAI members later in the year.

The introduction of LCPE into *Colaiste Ide agus Iosef*, Abbeyfeale has had a hugely positive impact on our school and Physical Education department. I have thoroughly enjoyed the teaching experience and have really been encouraged with the engagement and enthusiasm displayed by my students in studying the subject. The specification has dictated that I teach a blended approach of theory and practical and I feel that the students are engaging particularly well with this. I am currently teaching two classes with 20 students in each. The classes are mixed gender and mixed ability. Our PE department has taken a very proactive approach and other members of the department help prepare and teach LCPE classes in their time off.

The LCPE specification is a document that has been very much close at hand since September. As there is no textbook currently on the market, PE teachers have found themselves analysing the specification in detail while trying to develop and source teaching resources and assessment tasks. This is certainly one of the most challenging aspects of introducing the subject.

Leaving Certificate Physical Education (LCPE) – A Teacher's Experience (cont'd)

To date the PDST PE advisors have provided us with seven excellent training days where we examine the different elements of the specification as well as get introduced to teaching methodologies to allow us tackle the learning outcomes of the specification. One of the most positive aspects of these days has been the networking between PE teachers whereby we share resources and our experiences to date. I have found that this has substantially decreased my workload in the evenings and has allowed me focus more on my teaching methods rather than the creation of resources.

With the introduction of LCPE, our PE department has developed our ICT infrastructure as well as upskilled ourselves on the use of ICT in PE to allow us teach the subject. At present, our students are studying skill acquisition through gym-based exercise and the use of apps such as *Hudl Technique* are very effective in enabling the students analyse their technique in detail. The ability of students to engage with such technology will be crucial as the Performance Assessment (worth 30% of LCPE) and Physical Activity Project (worth 20% of LCPE) will be developed and packaged digitally before being sent to the State Examinations Commission.

Our school has decided to choose Athletics, Gaelic Football, and Personal Exercise and Fitness as the three Physical Activity Areas to teach the specification through. This was decided after much discussion and consultation with the students. Students will have to complete their Performance Assessment in one of these areas so it was crucial when planning our programme all students felt comfortable with at least one of the areas. The inclusion of Personal Exercise and Fitness has proven to be a very popular choice amongst the students and has allowed us to majorly develop our gym facilities in the school which is having a positive impact for the wider school community.

While many challenges have been encountered in introducing LCPE, both teachers and students are delighted that we are engaging with it. Our department is continuously improving our approach in tackling the specification and with our teaching methodologies and we look forward to bringing a cohort of students through the examination process over the next 18 months.

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Top FIVE Tips for Physical Education Departments Planning on Introducing LCPE:

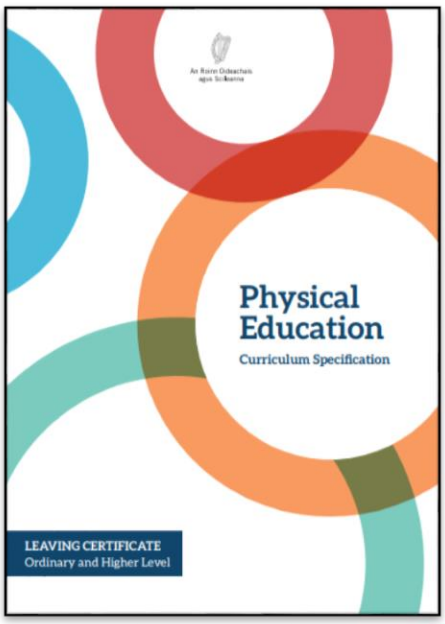
1. **Examine and explore the LCPE specification and assessment guidelines.** Become familiar with its two-strand structure ('Toward Optimum Performance' and 'Contemporary Issues in Physical Activity') and familiarise yourself with the learning outcomes of all 10 topic areas.

2. **Develop your ICT infrastructure and ICT skills within your PE department.** We currently have 25 iPads to assist in the teaching and learning process. We also use an E-learning environment to store resources and set class tasks (i.e., Google drive and classroom).

3. **Carefully select your three physical activity areas.** Facilities and the particular skillsets of the students should guide the decision-making process.

4. **Network with other Physical Education teachers currently teaching LCPE and with others who plan to introduce it.** Resource and ideas sharing is currently crucial but we expect and hope for textbooks to become available by 2020.

5. **Get to a PEAI LCPE Roadshow.** I recently hosted one of these events in Mayo and the engagement and questions generated from perspective teachers allowed for great knowledge development and understanding of LCPE.



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Eimear McGrath, Borrisokane Community College, Co. Tipperary – PEAI EB Member

Below are some overall comments from a few of my LCPE students regarding LCPE:

Student	Positives of LCPE	Negatives of LCPE
Teigan	*Learn new skills and introduced to new sports.* *For people who want to study sport after school it's very beneficial.*	*If injured unable to participate in practical side of subject.* *As it's the first time doing the course, we are nervous about the results, etc.*
Aoibheann	*Its more interesting coming into a class that you feel you could pursue a career in.* *Learning new sports, you've never played and perfecting sprinting and gym techniques.*	*Not knowing what is going to come up.* *No previous exam paper or sample paper to look over.*
Matthew	*I enjoy doing physical activity out of school, so I find PE in school enjoyable and interesting.* *I enjoy learning about everything to do with sports, mentally and physically and the PE subject covers all of this.*	*Theory can be quite hard.* *There is a lot of theory.*
Jack	*It's a change to your everyday class.* *It's interesting learning how to do up work outs, play and how body composition effects certain activities.*	*It takes longer to understand certain topics because I haven't done it a junior cycle.* *If you're injured, you miss out on a lot of the practical.*

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Social Media – Popular Tweets

IPPEA @IrishPrimaryPE · Feb 7
IPPEA are delighted to be an Erasmus+ DIPPE associate partner @DIPPE12

3 4

Physical Education Association of Ireland @PEAI_IRELAND · Mar 1
Two hour National Workshops on using #Digitaltechnology in #PE by @PDSTPostprimPE

All details below!

PDST Post Primary PE @PDSTPostprimPE
Calling all Junior and Senior Cycle #PE teachers! Our next 2 hour evening Workshop, "Using Digital Technology in PE" is now live for booking!...

1 2

Physical Education Association of Ireland @PEAI_IRELAND · Feb 14
Our #PEAI Club Shop continues to grow with addition of our new #PEAI Ladies Range from @ONeills1918

Order and personalise your order below:

oneills.com/shop-by-team/a...

2 3

PDST Post Primary PE
@PDSTPostprimPE
Following

Post Primary PE teachers! @PDSTie are recruiting to form panels for 2019/2020! If you would like to join our team of Advisors on full time secondment, leading out on #LCPE and #SCPE , be sure to apply! #PDST ⚽🏑📖🏈🎾🏐🏀🤾🏅

PDST @PDSTie
Interested in working in Continuing Professional Development? We are recruiting and forming panels for 2019 / 2020. For details on potential full-time secondment opportunities go to pdst.ie/recruitment #CPD #Recruitment #PDST

6:15 PM - 7 Feb 2019

12 Retweets **11** Likes

12 11

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Daniel Tindall, Course Director of Physical Education, University of Limerick – PEAI EB Member

An interview with 2018 Michael Darmody Award recipient Deborah Tannehill.

After the presentation of the Michael Darmody Award during the PEAI Annual Conference in Portlaoise, PEAI EB Member Daniel Tindall caught up with Dr Deborah Tannehill to get some insight into her career as a Physical Education Teacher Educator. What follows are some highlights from their conversation!

Daniel: *Congratulations on receiving this well-deserved award for all your work here in Ireland. What does it mean to you personally to be selected as this year's Michael Darmody Award winner?*

Deborah: *Thank you to the Physical Education Association of Ireland and its members for this prestigious award. Since arriving in Ireland 14 years ago, I have continuously heard about the esteemed Michael Darmody, former Department of Education Inspector who is credited with creating the Irish schools' physical education programme as we know it today. To receive the Michael Darmody award recognising excellence in the field of physical education alongside the likes of Ger Murphy, Con Moynihan, Anne Moran, Paddy Reilly, Pat Critchley, and the late PJ Smyth and Mary O'Flaherty is huge honour for which I am deeply appreciative.*

Those who know me know that teachers (undergraduate and practicing) have always been at the centre of my work. Teachers matter! Teachers' matter most in all aspects of schooling; they matter to student performance and to students' feeling valued and worthwhile. Effective teachers are at the crux of our work with children and youth in physical education and are represented in schools in our physical education programmes across Ireland. To receive an award from these professionals whom I admire so much is a significant honour in my career. These past years in Ireland have been a wonderful experience for me.

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I have gained so much from the pre-service teachers with whom I have worked, practicing teachers engaged in the PEAI, Kerry CoP, and NCCA workshops/initiatives, young people sharing their own visions for physical education through the PE-Xpo, and my professional colleagues at UL, the NCCA, PEAI, and other organisations. Thank you to the teachers in the Urban Schools Group in Dublin from whom I learned about perseverance and supporting one another to the practicing teachers engaged with developing their knowledge and skills about the SCPE framework and curriculum models who reminded me of the power of working as a community. I hope that my work continues to reflect my commitment to physical education in Ireland. Thank you!

Daniel: *What do you see as a key issue (or key issues) in terms of Physical Education in Ireland going forward (for example, issues related to JCPE, Wellbeing, SCPE, LCPE, assessment, or something else you see as important)*

Deborah: *I believe it is important for us to recognise the unique position in which Irish physical education resides; we are leaders on an international playing field. Ireland tends not to follow the pack but rather moves with a focus on what is deemed important in our own context. This is noticed by practicing teachers, teacher educators, and scholars that many of us have the opportunity to talk with at professional meetings worldwide. For example, curriculum models and models-based practice reside at the centre of discussion internationally. Models-based teaching places the learner at the centre of teaching and is characterised by a programme of study organised around curriculum models, rather activities. Curriculum models are focused, theme-based, and reflect a specific set of goods about what is most important in physical education. While numerous countries have chosen to include one or more curriculum models in their national curricula, Ireland is the only country that has designed a curriculum around an entire set of curriculum models, specifically, the newly developed SCPE framework built around six curriculum models intended to frame how young people learn about physical education content and includes Sport Education, Teaching Games Teaching for Understanding, Adventure Education, Personal and Social Responsibility, Contemporary Issues, and Health Related Activity.*

We have a long history of quality, effective, and distinctive physical education programmes being delivered in the Irish context on which to build and move forward. Currently we are in an exciting time for physical education in Ireland. One that has innovative and unique initiatives being introduced at junior cycle with the framework, short course, and wellbeing as well as the new programmes now offered in senior cycle including the long awaited leaving certificate and the unique non-examinable SCPE framework. We also have new teaching and assessment tools being designed and delivered including the new 'Phyz' app, as well as formative and summative assessment strategies being introduced at both junior and senior cycle. We have a strong history to guide us and history is again being made in Irish physical education as teachers attempt to address this change and innovation. While it is an exciting time, it is also an overwhelming and demanding time for teachers and students alike.

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Special Interview (cont'd)

One new curriculum being introduced at the post primary level brings challenges for teachers, having four new curricula set to commence almost simultaneously is ambitious, to say the least.

Listening to teachers this past weekend at the Mary O'Flaherty Tribute in Castlebar I was reminded of the strength, passion, and commitment the physical education teachers teaching young people in our schools display. However, it also made me realise that it is not possible for each of them to take on and attempt to plan and teach each of the new initiatives across both levels of post primary physical education at one time. Perhaps then, one of the key issues facing us in physical education in Ireland is to help our teachers navigate these changes and gain the confidence to implement them effectively. For example, as teachers select ONE of the new initiatives as a starting point, this help needs to come in the form of a professional support system that might include on-going and effective professional develop (we have started this through PDST and JCT) and a teaching network that provides encouragement and empowerment to teachers as they design and implement these new pedagogies (something like the USI in Dublin). Through these types of support efforts teachers can gain competence in that one initiative, implement it successfully, and engage young people in ways that brings them success before extending their repertoire to a second initiative. In other words, we need to help teachers start small, gain competence, and then move forward and build programmes and expertise. We encourage teachers to listen to their students and act upon what they hear which to me implies we need to seek input from teachers on how we can best support their efforts, listen to their response, and then find ways to fund and support their needs. Again, teachers are the key to quality physical education in our schools.

Daniel: *Lastly, what advice would you give to future and current Physical Education teachers in Ireland going forward?*

Deborah: *Take responsibility for yourself as a physical educator; continue to provide quality physical education for young people, continue to encourage, push and pull young people to meet their goals, continue to consult with, listen to, and act upon students needs and interests, continue to commit to your own professional development to improve your teaching practice, and continue to support your teaching colleagues working collaboratively to improve what happens in the name of physical education. Make a commitment to your profession, becoming actively engaged in the PEAI and other bodies that support our work. Keep in mind that the PEAI is only as strong as its membership; we are the PEAI and each of us must take our turn as leaders, develop professional relationships, recognise we are stronger together, stay informed on national policies and initiatives, learn from AND mentor younger teachers, and give back to the PEAI community and its strong legacy. Most important, continue to love what you do; enjoyment, commitment, and passion are contagious which will result in young people responding with a positive attitude toward physical education and the decision to lead physically active lives.*

Again… congratulations to Deborah on the recognition of her efforts and dedication to the area of physical education in Ireland.

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Special Acknowledgement

Daniel Tindall, Course Director of Physical Education, University of Limerick – PEAI EB Member

A special thank on behalf of the PEAI goes to the Physical Education staff members at ***Scoil Chríost Rí*** in Portlaoise who so graciously allow us to use both their facilities and equipment throughout the conference. Without their help, the conference could not run as smoothly and effortlessly as it as it appears to on the day. Pictured below are *(l-r)*: Philip Falvey, Niall Mahon, Hannah Bailey, Daniel Tindall (PEAI EB Member), and John Scully.

Thank you again for all you do!!!

Important Dates

PEAI Conference

- The PEAI Conference will again take place at ***Scoil Chríost Rí*** in Portlaoise.
- Dates for this year's conference are **Friday** and **Saturday**, **11th** & **12th October 2019**.

Interested in Serving on the Executive Committee Board?

- Nominations for election as members of the Executive *(President, Vice-President, Honorary Secretary, Treasurer, Assistant Treasurer, or General Board Member)* must be seconded and shall be made **in writing to the Secretary of the Association, not later than twenty-eight days prior to the General Meeting** called to elect such members.
- **As such, nominations are due NO LATER THAN Friday, 13th September 2019.**

PEAI Newsletter Editor:

Daniel Tindall, Course Director of Physical Education, University of Limerick – PEAI EB Member

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