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Dear PGCE PE student

Your PGCE year will be a very busy one.

In readiness for this, please look at the following list and self-assess how much you know about each of the topics in order to check your knowledge. If you feel that your knowledge is lacking in one or more of the areas then you should take steps to improve this. While we are moving more in the direction of Health and Wellbeing as part of the changes seen with the current curriculum reform, traditionally schools in south Wales have placed more emphasis on competitive activities, particularly the major games. If these need developing, then I would suggest you spend time now trying to develop these areas. Schools tend to accept that other areas of the curriculum you will be less familiar with, but there is an expectation from them that you will have reasonable subject knowledge of the traditional games. We will not be teaching you the major games content, we will be teaching you to teach!

Read through the self assessment list and be honest with yourself. When you begin the PGCE PE programme you will be asked to look at this again and use it to inform your first clinical pracactive, so work completed now will help you later on.

**PGCE PE Self-Assessment**

It is necessary for you to self-assess your knowledge and understanding of Health and Physical Education within the potential activity areas covered across all year groups in line with the new Curriculum for Wales (WG, 2023), and relevant examination courses. We are still very much in a transition period of undrstaning how the subject of PE sits within the wider idea of the Health and Wellbeing AoLE, as such schools are only at the begning of what this content might be so you will not be expected to come in understanding everyting. In line with the intention of the Curriculum for Wales (CfW) this will also be very personal to each school. We would ask that you work towards having a broad range of understanding across the current programme areas of study that include HWB, Adventurous Activities, Creative Activities and Competitive Activities as this will still dominate what you are expected to teach in this transision period.

It is your responsibility to ensure that you have sufficient knowledge and understanding to teach all areas of the CfW, but subject mentors and tutors will help you to develop throughout Clinical Practice(CP)1 and Clinical Practice (CP)2.

Please complete the table on the next 2 pages identifying where you believe yourself to be in your learning at present. The idea is that you can identify strengths and areas for development. In this way you will be able to plan where you need to gain more experience during CP1 and develop this further during CP2. Good teaching professionals are critically reflective and strive to improve their teaching performance.

You **do not need** to send this to me ahead of starting with us in September.

When completing the form:

A = confident and competent to teach this activity area.

B = some experience, but need more opportunity to develop confidence or competence.

C = no experience and need to research and observe good practice before teaching.

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| Activity Area | A | B | C | What prior experiences have you based your judgements upon? ( this could be personal performance, experiences in schools, coaching, qualifications) | How are you going to develop your expertise in the area identified as lacking? What opportunities do you need during SE1 and module1? |
| **1**. Health, fitness and well-being activitiesHealth activitiesFitness activitiesNutritionHealthy lifestyles |  |  |  |  |  |
| **2.** Competitive activitiesInvasion games Net/wall gamesStriking and Fielding activitiesSwimmingAthletics |  |  |  |  |  |

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| **3.** Adventurous activitiesOrienteeringProblem solvingTeam building |  |  |  |  |  |
| **4.** Creative activitiesDanceGymnasticsTrampoliningSynchronised swimming |  |  |  |  |  |
| **5.** Teaching GCSE PEPracticalTheory |  |  |  |  |  |
| **6.** Teaching BTEC (14-16) |  |  |  |  |  |
| **7.** Teaching AS and A2You may wish to break this down into specific areas of expertise |  |  |  |  |  |