

# SATIPS

Support and training in Prep, Primary and Senior Schools

Physical Education

## Editorial

Welcome to the autumn edition of the SATIPS PE Broadsheet.

We are always on the look out for new contributors, so if you have something you want to publicise or even just to share some of your own or your schools success please get in contact, and we can get your article in our next edition.

**Liz Myers**  
Editor

Please note: If you would like to submit an article/material for this broadsheet, or if you have any questions or comments, please contact the editor at [liz.myers@scholarly.com](mailto:liz.myers@scholarly.com), via Twitter @LizzyMyers, or visit <http://www.lizmyers.co.uk/>.

## We talk the talk, but do we walk the walk?

**We as educators often talk a good talk, but do we walk the walk?**

When teachers get together it is inevitable that the conversation quickly turns to teaching and how we can put the world to rights, often this happens to the dismay of partners who have to quickly learn how to communicate within the teaching world, jammed packed full of jargon, and emotive adjectives. Alternatively, partners, instead of understanding the jargon, just become adept at looking mildly interested when discussing how the new assessment policy is not conducive to a productive learning environment, impedes on personalisation and will result in an increased impact on teacher workload.

**My question is... do we actually believe in, or embody, our own rhetoric?**

Ask any teacher the value or purpose of their subject area and they will begin to tell you their philosophy and why their subject is invaluable and considered to be a cornerstone of education. But does this passion permeate into their practice within the classroom, sports field or workshop?

I recently conducted some research within a primary school where I asked two teachers what they believed the value of physical education was. I was amazed by the sophistication and

complexity of their responses. Having listened, enthused by their understanding of physical education, I could not wait until I could observe their lessons, as they clearly understood the value that physical education could play in developing the lives of young people. However, as you might have guessed, they were masters of the rhetoric but this did not translate fully into their practice. This left me thinking why was this the case?

After some consideration, I think I have reached the answer, and that being... survival! With those two teachers in the research, I wanted to understand what they really thought and not what they thought I wanted to hear. Educators are often told what to do, how to act and even sometimes what to think. Ofsted, organisations, senior leadership team, line managers all have their own agendas that are often interlinked. The message from the top (Ofsted and government) getting filtered down through the education system, often getting distorted as we try to make sense of what it is that we are being asked to do, report on, or create. In this process we naturally adopt and create our own discourse, using this to articulate what we are doing and how this fits in with the bigger picture. This bigger picture or the force from above, makes us look over our shoulder, and try and justify our own practice in their world, using their language. This is done for fear that if not, we will get a poor Ofsted rating, or it will reflect badly in performance management. Therefore, engagement in this discourse is key for survival. Unfortunately, high quality teaching and learning should speak for itself. For example, when did explicitly identifying your 'targeted groups' become more important than knowing the people and the personalities in your class?

**When did talking the talk become more important than walking the walk?**

Adopting these terms like 'identifying targeted groups' and 'hitting baseline figures for assessment', all serve the purpose of the micro-management of education and student progress from regulatory bodies. This in my opinion although needed, has gotten out of control. Demonstrating that progress has been made in 20 minutes for example is not as important as how that child is

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being holistically developed over six weeks or a year. Yes every lesson should attempt to promote progress, but if too much pressure is applied, you don't always get more learning taking place. Children are not in an education factory where efficiency can be applied to get more for less. Children's learning is not linear, and it is our job as educators to respond to the needs of the children at any given time in any given situation. What I guess I am trying to raise is, we should try and focus on talking about what we 'do' on a regular basis rather than talking about what we think we should 'do' that is guided by others. As an educator you are by your very nature a professional, you have the knowledge and skills to seek further understanding, you are the experts within your setting not Ofsted or other organisations. Talk about what you 'do' as this is more powerful than talking about what 'you think you should do' for others benefit.

**Walk your walk and talk about it!**

**PE Ideas**

### **5 Warm Up Activities for KS1**

All activities are aimed at improving fundamental skills, preparing pupils physically for activity and allowing them to play some fun games.

All activities are easily adaptable, depending on the size of the area you are working within and also have adaptations and progressions to make them easier or harder.

A further 15 games can be found with the full resource on PE Scholar - <https://www.pescholar.com/resource/phase/ks1/5099/ks1-games/>

### **Next Edition Spring 2016 edition**

If you would like to contribute to the broadsheet by sharing your ideas or best practice please feel free to submit an article by sending to the editors email address at [liz.myers@scholarly.com](mailto:liz.myers@scholarly.com) We would welcome any article contributions that pertain to the topic areas listed above. If you require more information on how to write an article or for guidance please feel free to contact the editor via email.

Have a great summer term and summer holiday and we look forward to sending out our autumn edition in September.

**Liz Myers  
Editor**

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