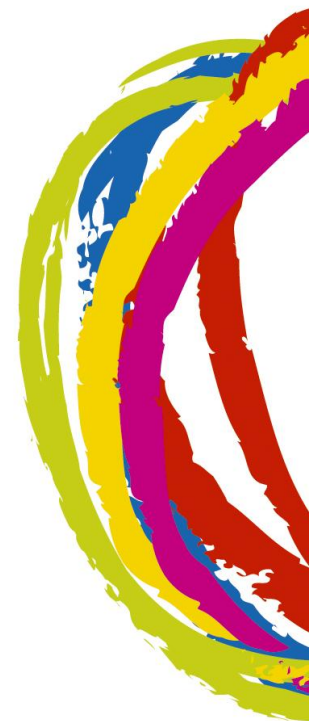


EUROPEAN INCLUSIVE PHYSICAL EDUCATION TRAINING

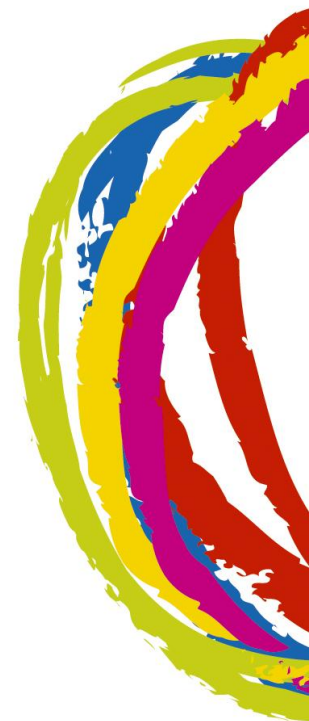
Martin Crick

Sports coach UK



WHO IS IT FOR?

- Initial Teacher Training PE students
- PE teacher training/lifelong learning
e.g. in-service/post-graduate training
- Primary teachers (non-specialist)
- Adults Supporting Learning



the eipet model

Pre-service and In-service teacher learning and experience across the PE teacher training arena.



Segregated APA learning situations.
Practical and theoretical elements.



Integrated IPE.
Practical and theoretical elements.

rationale

The model is based upon the assumption that students bring knowledge, skills and competence in PE to the learning environment for APA & IPE. The EIPET module is designed for students in the latter years of their degree, or for inservice delivery, for those with experience teaching PE.



The segregated environment enables students to gain valuable experience of working with a wide range of individuals with a range of disabilities.



Students will have gained confidence and competence in working with individuals with disabilities in the segregated environment and will thus have a greater understanding of the key issues surrounding Inclusive PE.



model eipet a jeho pilíře

model eipet

Předprofesní a doškolovací studium a zkušenost v rámci školního prostředí výuky TV.



Situace studia segregované PTA. Praktické a teoretické části



Integrovaná ITV. Praktické a teoretické části.

Princip

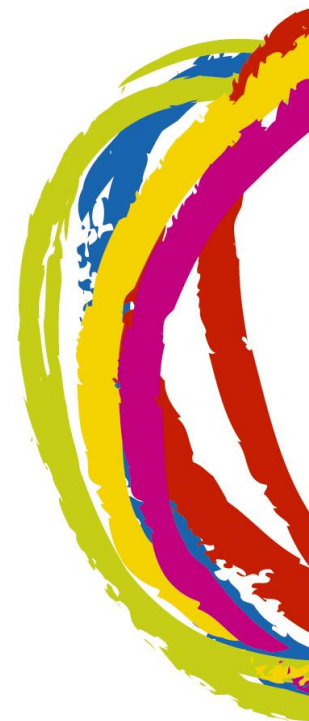
Modul EIPET je založen na předpokladu, že studenti přenesou vědomosti, schopnosti a kvalifikaci z obecné TV do vzdělávacího prostředí přizpůsobené tělesné činnosti a inkluzivní tělesné výchovy. Modul EIPET je navržen pro studenty vyšších ročníků, či pro doškolovací školení zkušených pedagogů TV.



Segregované prostředí dovoluje studentům získat hodnotnou zkušenost při práci s jedinci se širokou škálou postižení.



Studenti získají sebedůvěru a kvalifikaci při práci s postiženými jedinci v segregovaném prostředí, budou mít tak větší pochopení pro klíčová témata z oblasti inkluzivní tělesné výchovy.



eipet modelis

Būsimų ir dirbančių pedagogų mokymuisi ir patirties įgijimui kūno kultūros mokytojus rengiančiose mokymo įstaigose



TFV mokymasis specializuotose klasėse.
Teorija ir praktika.



Integruotas inkluzinis fizinis ugdymas.
Teorija ir praktika.

pagrindimas

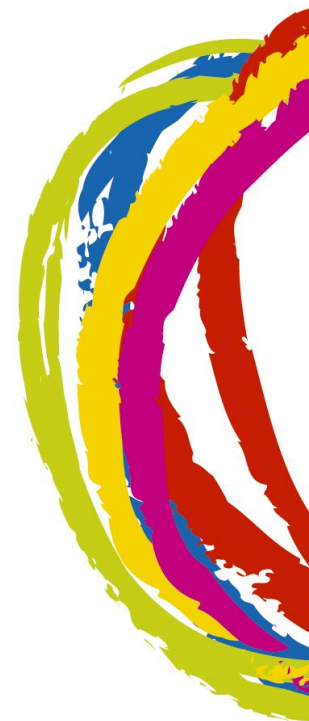
Modelis paremtas prielaida, kad studentai pradeda mokytis TFV ir IFU turėdami žinių, įgūdžių ir kompetencijų kūno kultūros srityje. EIPET modulis skiriamas vyresnių kursų studentams.



Specializuotose klasėse studentai įgyja darbo su žmonėmis, turinčiais įvairiausias negalias, patirties

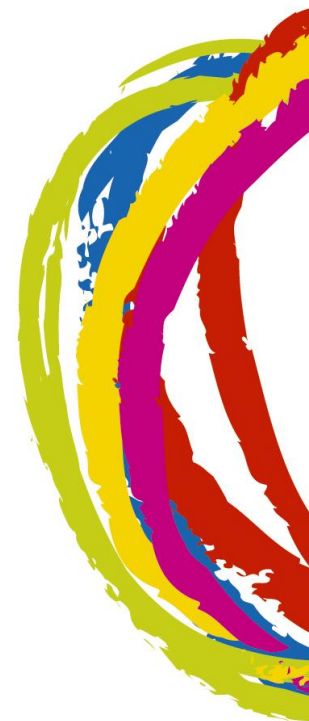


Įgiję pasitikėjimo ir kompetencijos specializuotose klasėse, studentai geriau supras svarbiausius inkluzinio fizinio ugdymo dalykus.



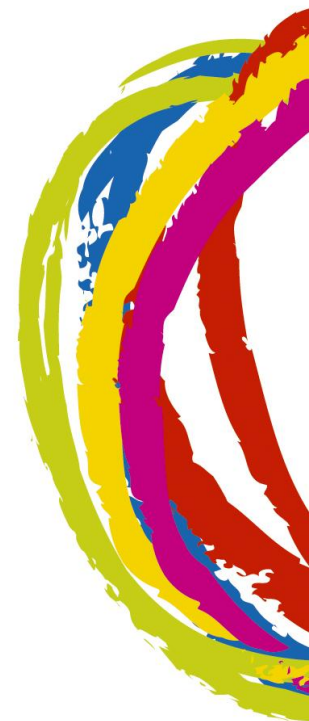
UNDERPINNING THE MODEL

- A functional map of a PE teacher in an inclusive setting
- A knowledge, skills and competences framework for a PE teacher in an inclusive setting
- Both presume pre-requisite knowledge of physical education and the physical education curriculum



MODULE DESCRIPTION

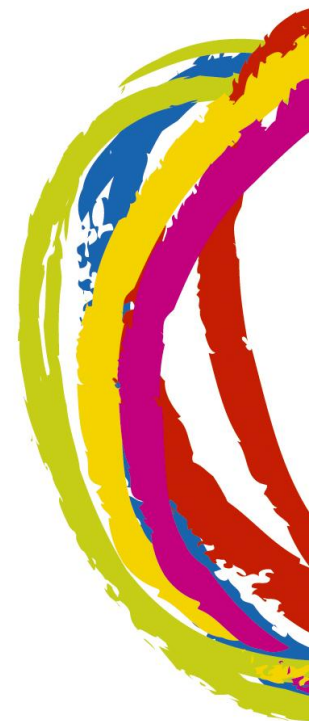
- The module aims to give students the knowledge, skills and competences to design, implement and assess physical education sessions for people with disabilities in both inclusive and segregated settings



MODULE AIMS

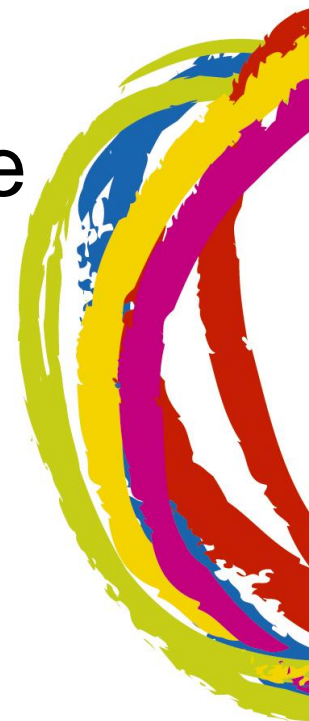
On completion of the module students should be able to:

- Plan developmentally appropriate learning experiences in physical education, which are also suitable for students with special educational needs (with disabilities)
- Teach students with special educational needs in an inclusive setting
- Evaluate progress of learning of students with special educational needs
- Advocate for the needs and rights of students with special educational needs



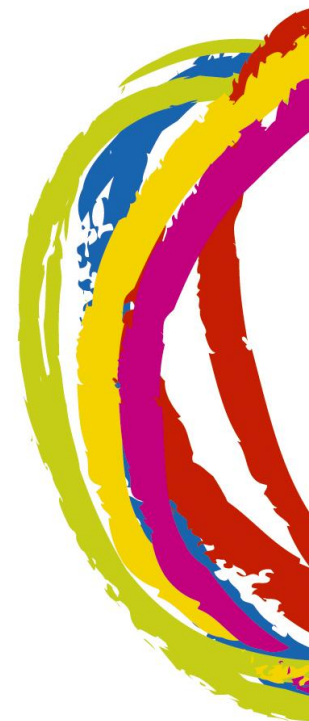
MODULE OVERVIEW

- 48 hours
- 12 weeks x 4 hours
- 2 hours lectures/1 hour tutorial/1 hour practicum
- DVD/worksheets/activity cards/sample lesson plans



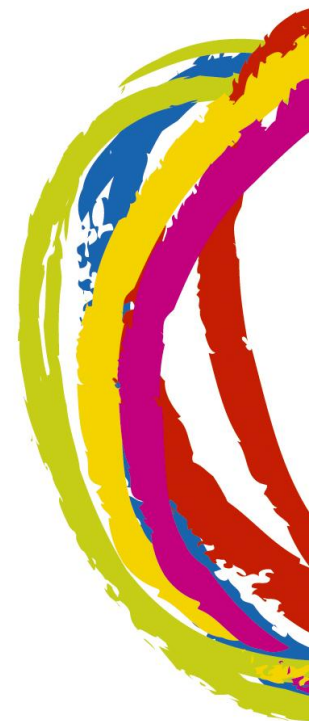
MODULE STRUCTURE

- Disability awareness
- Adapted physical education
- Inclusive planning and practise
- Specific pathologies
- Community sport and advocacy



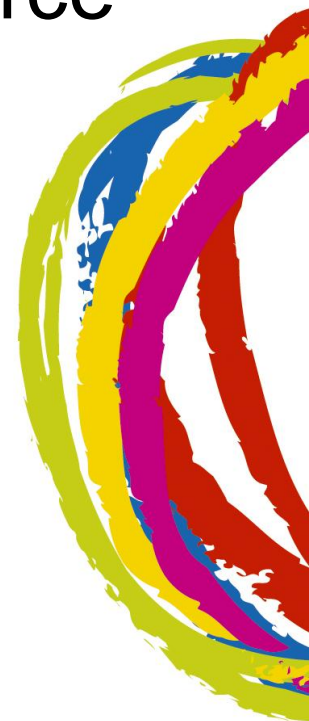
MODULE DELIVERY

- Adaptable
- Flexible, including online learning
- The whole module
- Segmented
- Single sessions



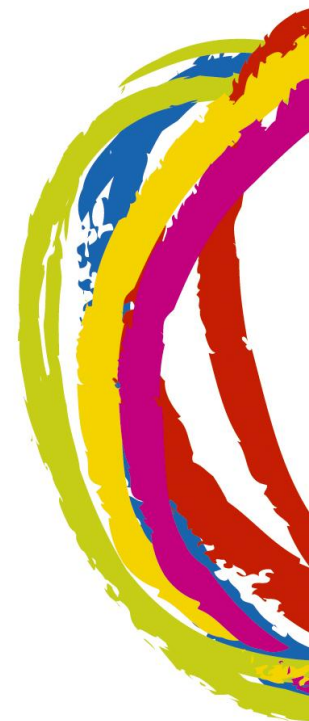
EIPET MODULE ACCREDITATION

- Awarding body approval
- Module is NQAI Level 8, EQF Level 6
- Templates vary but guidance in resource pack
- Europass Diploma Supplement



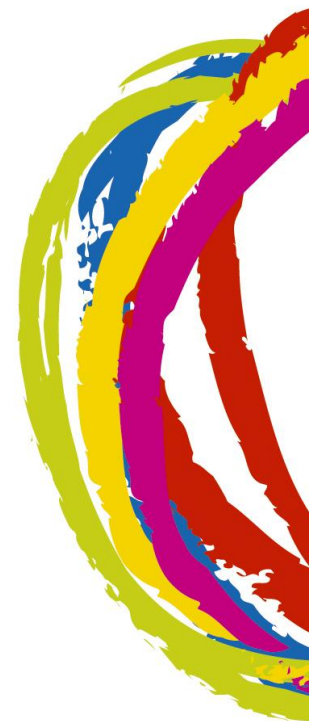
LECTURE AIMS

- To cover the knowledge base identified on the knowledge, skills and competencies framework
- Utilise references from your own country



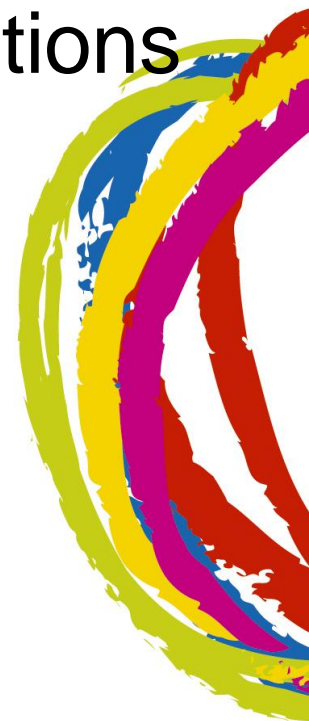
TUTORIAL AIMS

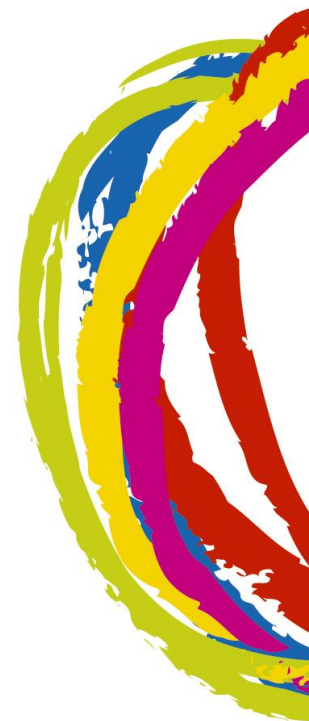
- To assist student in planning
- To discuss specific needs
- To encourage sharing of ideas
- To encourage reflective practice

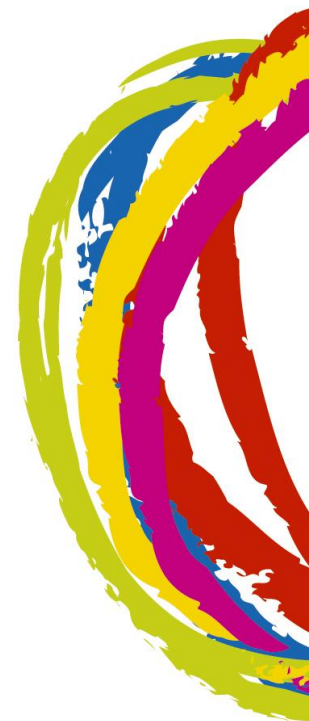


PRACTICAL AIMS

- To give students a positive experience
- To provide progression which will increase student confidence
- To provide for local disability organisations







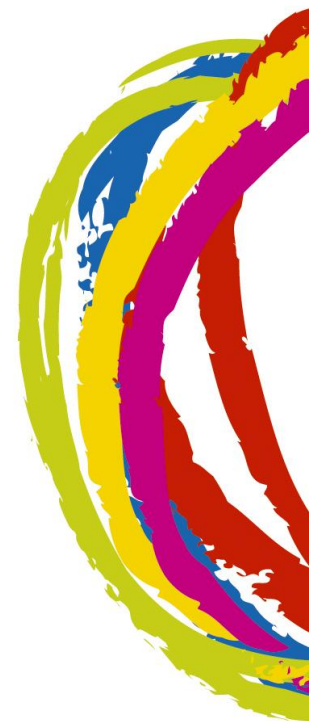
Education and Culture DG

Lifelong Learning Programme

ASSESSMENT

- Practical 30%
- Log book 15%
- Assignment 15%
- Exam 40%

Emphasis on practical competencies and engagement with tutorials and practicals



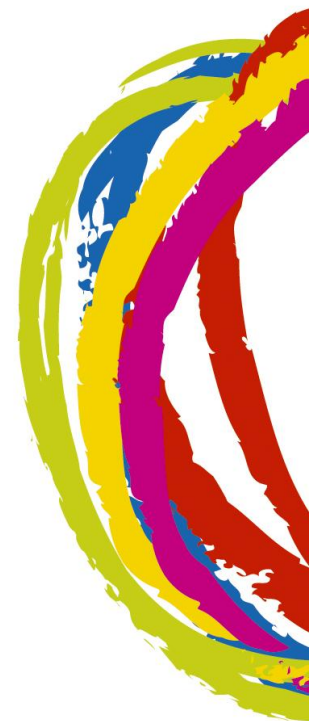
INITIAL TEACHER TRAINING STUDENTS

- Primary or secondary
- The module should be delivered in the final year of the undergraduate course
- Could be delivered over a number of years
- Pre-requisite knowledge of PE and the PE curriculum



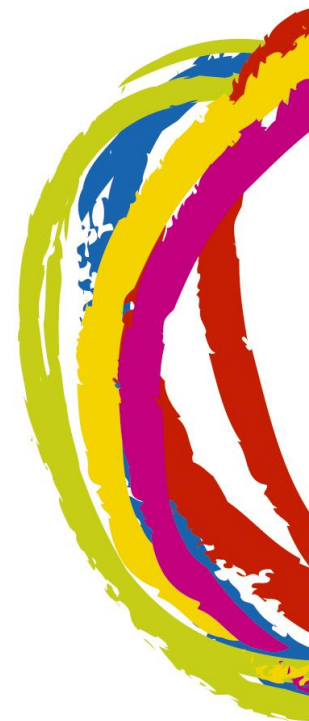
LIFELONG LEARNING

- Post-graduate accredited module
- In-service education, in blocks or single sessions
- Teachers might choose particular interest areas



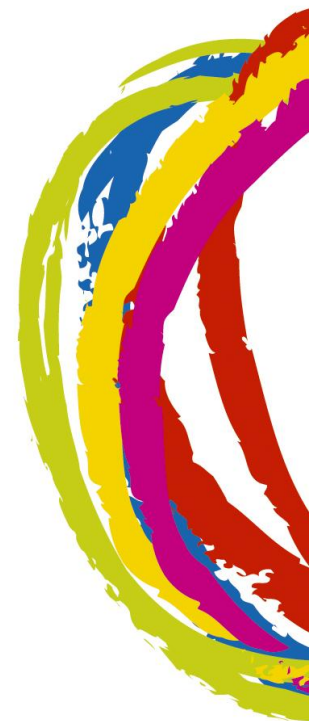
PRIMARY TEACHERS (non-specialist)

- Ideally after some PE training and teaching practice
- Specific areas for delivery at different times
- Practical experience and discussion / simulated activities



OTHER APPLICATIONS (ASLs)

- Teaching assistants
- Sports coaches
- Disability studies
- Social care
- Early childhood education
- Youth work



Thank you

