

# PHYSICAL EDUCATION AND SPORT STRATEGY FOR YOUNG PEOPLE

## Professional Development Work Strand

**LDA: NORTHUMBERLAND**

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<b>What was the improvement area of your professional development work that has been effective? (include improvement area title, lead officer's name and LDA)</b>
<ul style="list-style-type: none"> <li>○ To develop the roles of Adults Supporting Learning (ASL) within Physical Education and school sport</li> </ul>
<b>Why was there a focus for this area of work? (background and rationale)</b>
<ul style="list-style-type: none"> <li>○ To satisfy a perceived need to raise the quality of ASLs to raise whole school standards and to increase their involvement in PESSYP, the health agenda and Physical Activity. The purpose was to increase their knowledge, expertise and understanding and to develop their confidence.</li> <li>○ To develop another workforce. An increased number of ASL working in our schools were unable to access specific training and development to develop their potential and support the development of Physical Education in schools.</li> <li>○ To support schools that had increased provision under the PESSYP strategy and identified a need to provide adequate expertise to add to the delivery of Physical Education and School Sport.</li> <li>○ To clarify roles of ASLs (HTLS and TAs) and their relationship with head teachers</li> </ul>
<b>What was the LDA setting out to achieve? (impact and difference expected)</b>
<ul style="list-style-type: none"> <li>○ The development of a modular professional development opportunity for ASLs in physical education</li> <li>○ By achieving the outcomes of the programme it was expected that participants would: <ul style="list-style-type: none"> <li>○ improve their knowledge and understanding of Physical Education, School Sport and Physical Activity within the context of their role.</li> <li>○ feel more confident and effective in their role to support teachers work and improve the quality of teaching and learning within the school.</li> <li>○ demonstrate a substantial contribution towards achieving the professional standards for HLTA status, with specific reference to Physical Education, School Sport and Physical Activity</li> <li>○ increase their awareness of how learning through PESS can contribute to whole school improvement</li> </ul> </li> <li>○ Ultimately the increased number of ASL working in our schools would have <ul style="list-style-type: none"> <li>○ the knowledge, understanding and confidence to support the development of HQ PE in our schools.</li> <li>○ the ability to support improvement in quality</li> <li>○ a better understanding of how their work contributes to delivering national curriculum for Physical Education and whole school improvement</li> </ul> </li> </ul>
<b>What was the baseline position for the improvement area of work?</b>
<ul style="list-style-type: none"> <li>○ No professional development was available to support the development of ASLs in Physical Education and School Sport</li> <li>○ Some HLTAs/TAs were being asked to deliver/lead on Physical Education (especially within small first schools)</li> <li>○ There was a lack of clarity regarding the roles of HLTA/TAs</li> </ul>
<b>Which significant actions/activities have been undertaken?</b>
<ul style="list-style-type: none"> <li>○ Development of a programme consisting of 5 X 4 1/2 hour modules.</li> <li>○ Each Module lasting one day included some practical elements.</li> <li>○ The programme was delivered with a non-threatening ethos but an expectation that delegates would <ul style="list-style-type: none"> <li>▪ wear appropriate clothing</li> <li>▪ participate in the activities which were key parts of each module.</li> </ul> </li> <li>○ The development of increased partnership working to develop the initial modular course in collaboration with NCC workforce Development team</li> <li>○ 125 TAs have completed the modular course to date involving in seven cohorts since 2007- the present</li> </ul>
<b>In what way have these actions/activities had the impact that was identified? Has there been any unplanned impact?</b>
<ul style="list-style-type: none"> <li>○ The success of this course has acted as a pilot/catalyst and has initiated the development of further modular courses in other areas of specialism for HLTAs</li> </ul>

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- Materials and format have been used as a successful template
- Invitation was made to present at the 2008 Regional HLTA Conferences highlighting the fact that there were few opportunities available outside Northumberland for the development of ASLs.
- There has been increased confidence and higher self esteem of ASLs
- There has been a clarification of individual roles in school
- The programmes have supported the future development of individuals by raising individual's awareness of the benefits of further professional development opportunities through the LDA
- Additional funding has been acquired from Workforce Development which made a substantial contribution towards sustaining the post of Local Authority Physical Education Consultant

### How do you know that the actions/activities had the impact that was identified? What evidence is there?

- The perceived need has been confirmed by the overwhelming response from schools and HLTAs 2007 - 09.
- The ongoing feedback from delegate evaluations (module by module) confirmed the appropriateness of the content and the ongoing guidance met needs of the delegates
- The Workforce Development Impact and Writing workshop confirmed the modules contributed towards meeting HLTA standards ([Refer to impact writing workshop powerpoint slides and evaluations](#))
- Feedback from the afPE Impact study
  - *'At LDA level there is a strategic plan to work with a range of providers to deliver the PESSYP programmes alongside a range of other centrally managed initiatives that have a focus on improved teaching and learning. The workforce development programme involving Physical Education training for Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) is worthy of wider recognition.'*

### What are the key fundamental principles that contributed to success, progress and impact on the improvement area?

- The identified need was confirmed by several sources
- The content and delivery was relevant and pitched appropriately
- The content included a blend of practical activities and resources (some could be used immediately others provided useful guidance for later use)
- The programme was supported and promoted by key partners
- The 'drip-fed' modular programme was designed to gradually build a bank of resources, develop confidence and increase knowledge and understanding of delegates

### Our case study work demonstrated an impact on adult learning

- **Our case study work demonstrated an impact on professional development and its:**
  - **audit and self-evaluation**
  - **strategic planning and development**
  - **design and delivery**