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**Interview for the PGCE in Physical Education**

Congratulations on having been offered an interview for a place on the PCGE course for September 2024. As you will have read from the pre-interview information online, the interview process provides an insight into the course and an opportunity for you to ask questions. The interview will comprise of several different activities that enable you to demonstrate a variety of attributes and skills that successful teachers draw upon to enable learning to happen in the classroom and therefore is fair and rigorous.

This document provides an overview of the subject element of the interview and should be read in conjunction with the main webpage. There are two key processes that make up the subject element of the selection process:

**THE SUBJECT INTERVIEW**

In the specialist subject interview, you will explore with me a range of topics; these are likely to include:

* A discussion about your creative lesson planning task from the morning’s Group interview – remember this should not be based on your specialist subject. See notes about the Group interview
* your previous experience of working with young people in educational settings
* your subject knowledge in a minimum of two activity areas
* the nature of the subject and your graduate knowledge of an aspect of PE and/or education
* possible scenarios that you might encounter in the PE classroom and how you might deal with them

**THE INITIAL SUBJECT KNOWLEDGE AUDIT IN PHYSICAL EDUCATION**

With this information you will find a copy of the Initial Subject Knowledge Audit in Physical Education which will help you and I to assess your current level of readiness for the course. This will also be used as a reference point for discussions during the subject interview. I would be grateful if you would return your completed version of this document to me via email at least two days prior to the interview day at Canterbury. Should this not be possible, I would ask you to contact me in advance. My email address is [matthew.light@canterbury.ac.uk](mailto:matthew.light@canterbury.ac.uk)

I wish you luck with your preparations for the interview and look forward to meeting you on the day.

Best wishes,

Matthew Light

Matthew Light

Secondary subject lead for Physical Education in Initial Teacher Education

Canterbury Christ Church University



**Secondary Initial Subject Knowledge and Pedagogical Content Development Audit in PE**

**Name:**

Before starting the course you are required to undertake an Initial Subject Knowledge Audit.

The audit both addresses subject content knowledge and ask you to reflect on pedagogical subject knowledge (i.e. how you teach a subject to young people) and how young people learn.

Good subject knowledge is of course a pre-requisite of good teaching. However, all teachers, new and experienced, will have subject knowledge gaps. Thus the audits are intended to be instructive in helping you to identify subject knowledge development targets.

**Important note:**

*The level descriptions should be used as a guide rather than a check list, to aid you. We are not expecting you to be able to demonstrate many areas at level 3 or 4 at this stage, therefore do not worry about ticking any of the boxes as this audit is used as a tool to help support and develop your subject knowledge rather than a judgement tool.*

**Indicate your knowledge, skills and understanding of different activity areas in Physical Education using the 1-4 key shown below.** Please use the descriptions provided and be frank and honest in your self-assessment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | I have limited (or no) knowledge of rules and teaching strategies in the activity. No idea or unsure, insecure knowledge. Need to look it up or refresh knowledge; need to refresh knowledge/skills. | | | | |
| **2** | I have some awareness of the rules/knowledge (conventions); and can demonstrate some competence in the activity. I know and can do: Quickly recall, answer exam style questions without a prompt. Know the key information, meanings and have the knowledge | | | | |
| **3** | I have some knowledge and understanding of teaching strategies and can explain why they might be appropriate to the activity. I can use analogies, models or similar. I can link prior knowledge and next development stages. I understand the progression in a topic. | | | | |
| **4** | I have a secure understanding of the rules/knowledge (conventions) & teaching strategies; can make effective assessments; and adapt my teaching for all learners in the activity. I can help others to learn: Focus on individual learning and understanding: I can interconnect and link to other topics. I can use relevance and everyday applications to motivate. I can anticipate problems and difficulties through use of common misconceptions and other strategies. I can understand conceptual structure. I can deconstruct learning into manageable chunks. I can enable meta-cognition. | | | | |
| **ACTIVITY AREAS** | | 1 | 2 | 3 | 4 |
| **ATHLETICS** | |  |  |  |  |
| **DANCE** | |  |  |  |  |
| **OUTDOOR AND ADVENTUROUS ACTIVITIES** | |  |  |  |  |
| **SWIMMING** | |  |  |  |  |
| **GAMES** | | | | | |
| Basketball | |  |  |  |  |
| Football | |  |  |  |  |
| Rugby | |  |  |  |  |
| Netball | |  |  |  |  |
| Hockey | |  |  |  |  |
| Handball | |  |  |  |  |
| Rounders | |  |  |  |  |
| Softball | |  |  |  |  |
| Cricket | |  |  |  |  |
| Tennis | |  |  |  |  |
| Badminton | |  |  |  |  |
| Volleyball | |  |  |  |  |
| OTHER: | |  |  |  |  |
| OTHER: | |  |  |  |  |
| **GYMNASTIC ACTIVITIES** | | | | | |
| Gymnastics | |  |  |  |  |
| Trampolining | |  |  |  |  |
| OTHER: | |  |  |  |  |