



NCCA

An Chomhairle Náisiúnta
Curraim agus Measúnachta
National Council for
Curriculum and Assessment

Consultation Report on the Background Paper and Brief for the review of Junior Cycle Physical Education

June 2021

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1. Introduction

1.1 Overview

The consultation on the Background Paper and Brief for the review of Junior Cycle Physical Education was undertaken from January 14th to February 12th, 2021. The paper provided a background and context for the development of a 135-hour (minimum duration) course for Junior Cycle Physical Education. The early insights review of the enactment of the Junior Cycle Physical Education short course, developed by NCCA, was encompassed in the paper, which concluded with a proposed brief for the development of the Junior Cycle Physical Education specification.

The aim of the consultation was to seek the views of the public on considerations which would guide the re-development of the Junior Cycle Physical Education curriculum specification.

The consultation focused on the following areas:

- Junior Cycle Physical Education curriculum
- The experience of Junior Cycle Physical Education
- Considerations for the Junior Cycle Physical Education Specification.

1.2 Consultation process

Feedback from the consultation was provided via an online survey, through written submissions and through focus group discussions which were facilitated to support the participation of students.

There were 226 responses to the online survey, and 9 written submissions (see Appendix 1 for a list of organisations). Of those who responded to the online survey, 209 identified themselves as Physical Education teachers. The remaining 17 identified as principals, teacher educators, non-Physical Education teachers, third level or second level students. The student focus groups were conducted with students in three schools via an online platform to align with public health guidelines at the time of the consultation.

The following report is based on an analysis of the views on the background paper expressed in the online survey, in the written submissions and the student focus groups.

2. Consultation Findings

Overall, the Background Paper was well received by respondents. Following an analysis of the online survey, the views expressed in the written submissions and the student voice consultations, the following themes emerged:

- A desire for a consistent 3-year Junior Cycle Physical Education experience
- The importance of retaining autonomy and flexibility
- The competing agendas of Physical Education
- How best to support the experience of Physical Education.

These four themes will be explored further in the following sections, and selected quotations from respondents are used, where appropriate, to illustrate and clarify the views being expressed.

2.1 A desire for a consistent 3-year Junior Cycle Physical Education experience

One of the main themes emerging from the consultation is the desire for the development of a curriculum specification that would provide the basis for curriculum planning in schools, instead of the range of options currently available to schools. Schools must provide for a minimum time allocation of 135 hours spread over the 3 years of Junior Cycle. Currently, there are four options available to inform the provision of physical education at Junior Cycle.

The theme of consistency was dominant throughout the consultation. Findings demonstrated a desire for consistency in terms of curriculum planning and expectations of learning. In terms of curriculum planning, teachers highlighted a desire to have a single three-year curriculum in lieu of different curricular options in order to assist their planning. Strong support emerged for the alignment of Physical Education to other specifications in junior cycle, that is a specification for the three years that sets out the essential learning in Physical Education and is aligned to the structure of other Junior Cycle specifications.

Teachers and students expressed a desire for consistency in terms of expectations for learning so that there would be a focus on students developing a consistent base of knowledge and experience regardless of what school they were in.

Currently there are 4 curricular options available to Physical Education Teachers, Boards of Management and students. This has proven confusing for students because in different schools in neighbouring surroundings the students are experiencing different Physical Education programmes in that some students are doing CBA's whilst others are not. We as an Executive welcome the fact that there will only be one option for students to study..... We feel that the 135 hour Physical Education Programme is a programme to be taught over the three years of Junior Cycle. This would lead to a coherent and well-thought out plan being devised by Physical Education Teachers and Departments. We would not welcome the creation of a First Year Physical Education Programme that just transitions into the PE Short Course for Second and Third Years. – PEAI written submission

There was broad general agreement that the learning offered in both the Junior Cycle Syllabus (2003) and the NCCA short course (2016) capture what is identified as essential learning in Physical Education, although specific issues were raised.

The responses emphasised the individual school context as being the biggest contributing factor to a positive learning experience of Physical Education. The nature of the curriculum options at junior cycle facilitated schools developing worthwhile, relevant learning experiences. However, respondents expressed the view that the experience depends significantly on teachers' motivation and expertise. Respondents further suggested that where supports were not in place for teachers, students' experiences were negatively impacted. Where supports were not in place for teachers then the students' experience declined significantly. Some of the supports included access to resources and CPD. By contrast, respondents suggested that a supportive school culture which values and promotes Physical Education has a positive impact on student experiences. The lack of consistency of expectations, due to the options at Junior Cycle, seen as a contributory factor impacting negatively on experiences of junior cycle Physical Education, for both teachers and students.

It is impossible to fully comment on what the short course in PE captures as its development, roll out and delivery was a mess from start to finish. Having two options (which was extended to four at a later date) was ambiguous, unclear and difficult to interpret. – Physical Education Teacher

The relevance comes down to each schools PE department and how they plan their program. – Physical Education Teacher

Students experience of Junior Cycle Physical Education is very dependent of context of school; resources and facilities available. – Physical Education Teacher

Very much so depending on the school students are in and the curriculum being delivered in that school there is a very varying level of PE that students are accessing. Facilities, student numbers, importance placed on PE by principals all have massive affects on the degree and quality of PE being delivered to students. - Physical Education Teacher

In 2020, 640 schools were following the 2003 syllabus compared to 90 schools who were using the NCCA short course. Feedback from teachers on both options was generally positive. However the limited number of schools engaged in the short course should be noted.

The Junior Cycle PE curriculum (2003) was an excellent programme that standardised and raised the bar for PE in Ireland. In terms of format it is obviously not in keeping with a learning outcome based approach that our education system as adopted and so needs updating – Teacher Educator

The Short Course curriculum was a welcomed change and provided an opportunity for teachers and departments to review their practice and really challenged them to put the student at the centre of the experience. – Physical Education Teacher

I feel there are elements of the JCPE curriculum which lend themselves to quality learning experiences for students but do not align with the current Framework for JC - the range of areas of activity allow a lot of scope for a broad and balanced programme but there is a lack of emphasis on assessment and reporting which are really important in ensuring that there is continuity across the student experience across all schools and therefore for all students. – Physical Education Teacher

The NCCA short course was seen to provide a shift in emphasis from a skills-based approach to that of a more holistic approach, this shift was received positively by those who participated in the consultation.

The PE Junior Certificate Syllabus (2003) is more concentrated on sports/activities where the new Junior Cycle PE Short Course more so provides a high-quality learning experience by providing more of a holistic approach and gives teachers autonomy to design a programme to suit students in their context. – Physical Education Teacher

The consultation reported a reluctance by many to implement the short course in its entirety. Evidence emerged illustrating a hybrid approach using both the Junior Cycle Syllabus and the short course combined.

Currently students follow the 7 strands of the 2003 curriculum with use of the PE short course learning outcomes and assessment methods. – Physical Education Teacher

I have found the New PE Short Course way too restrictive. It was not an option for our school simply because there was not enough variety included in it. The 2003 course allows for more variety but within that it's old and outdated. For students to be catered for they must have a very broad range of activities to keep them interested. - Physical Education Teacher

We currently offer the 2003 syllabus to all students and the Short Course is an additional option. We believe that a combination of the two is the best option. – Physical Education Teacher

Although the positive elements of this combined approach were noted, there was also a sense of frustration relating to a lack of recognition or formal structure for reporting outside of the short course.

The danger with schools continuing to choose this curriculum and delivering it without a centralised, structured, relevant and suitable assessment and reporting procedure will lead to completely different learning experiences and assessments depending on the school a student attends even within the same area of activity – Physical Education Teacher

Feedback from the consultation indicates that there is a need for flexibility in terms of curricular provision, which will be explored later in this report but there is a clear desire for a consistent foundational base of knowledge and experience regardless of setting. This was a recurring theme throughout the consultation. Respondents emphasised the importance of a broad and balanced Physical Education curriculum, one that facilitates the teaching of essential knowledge and skills for all students. Curricular alignment of the physical education programme with the Junior Cycle Framework and Wellbeing guidelines, was noted as essential by respondents to the consultation.

The first-year physical education programme should be integrated into a three-year Junior Cycle programme, with a 'touch, stone and layer' approach to non-linear, experiential learning throughout the three years. The three-year programme should be rooted in the physical competencies across a wide variety of physical activity areas, to ensure that students are provided with the opportunities to develop as lifelong participants in physical activity. – Department of Education Inspectorate

.....presenting a range of curricular options including an option which pre-dates the Framework was untenable, and the development of this 135-hour specification is an extremely welcome development for PE. There was a strong call from JCT PE associates

during the preparation of this submission that the 135-hour specification be the only document within the system to form the basis of planning a Junior Cycle PE program – Junior Cycle for Teachers written submission

Flexibility for schools to design PE programmes is important however there should be clear guidelines and requirements so that the standard of programs remains high across the board. – Physical Education Teacher

People really enjoy when they learn new things and they feel accomplished if they try to do something new in PE class – Student voice consultation

Team building exercise and group [work] is really important especially for first, second and thirds years...team building makes PE better for everyone, everyone is more friendly and cooperate with each other – Student voice consultation

Respondents reported a desire for a learning experience that builds on students' prior knowledge from Primary school and supports the transition to Physical Education at senior cycle.

Some level of autonomy is necessary but greater alignment between schools would be far better. An approach which is largely common across schools will become more easily embedded with greater recognition as a programme which is used across the country – Physical Education Teacher

There are currently 4 curriculum options available for students to study at Junior Cycle Physical Education which has caused a lot of confusion across the PE community. I feel that there could be an opportunity to looking at creating a new 135 hour PE programme for all of our students which would encapsulate the best bit of the 2003 PE curriculum and the 2016 PE Short course. – Physical Education Teacher

The uncertainty of where PE fits on the JCPA meant the value students and teachers placed on CBA's and PE at Junior Cycle was minimal. In order for any new Specification to succeed this needs to change – Physical Education Teacher

Due to the flexibility and autonomy of the subject planning, the experiences of the students can vary widely from school to school; even within schools from class to class depending on the nature of the teacher. While I think autonomy and flexibility are needed - there also should be some concrete guidelines of outcomes to be met. The current piecemeal nature of the subject as exemplified the "2nd Class" status of the subject within some schools. I think clear guidelines on what needs to be covered and ensuring that ALL schools in the

country meet these same standard will give unity and clarity to the subject, in turn raising its profile. – Physical Education Teacher

These statements illustrate two recurring points of feedback that are threaded throughout the consultation: there are significant benefits to be achieved from providing clarity on the expectations of learning in Physical Education, and this should focus on developing a broad and balanced foundation of knowledge and skills for students at junior cycle.

2.2 The importance of autonomy and flexibility

The high level of flexibility and autonomy afforded to schools under the current provisions was recognised and retention of autonomy and flexibility were reported as important during the consultation. However, it should be noted, as outlined above, that a balance needs to be struck between flexibility and consistency.

Flexibility in choosing activities, learning outcomes and pedagogies needs to remain. In doing so, it needs to be considered that the level of structure needs to facilitate the desired non-linear learning trajectory where different students can achieve the learning outcomes at different times, with different activities and competences – PEPAYS written submission

The new specification needs to provide the clarity around the objectives that we want our students to have achieved over the 3 years - whilst giving the school the autonomy to best facilitate these skills within their own context. – Physical Education Teacher

Flexibility and autonomy for schools to plan individual programmes of study in Physical Education is important. It gives them the opportunity to utilise their local facilities/amenities and skills assets possible – Physical Education Teacher

[on the importance of having lots of options] Some people are better at basketball than they are at soccer and that just not everyone is good at that sport that you do, and you need to give them a chance to, you know, learn how to do that as well – Student voice consultation

The importance of affording teachers the flexibility to design teaching and learning experiences that will develop a comprehensive and deep understanding of physical education was reiterated throughout the consultation. Reasons cited for why it is important to afford teachers the flexibility to design teaching and learning experiences included ensuring the inclusion of all learners; tailoring the experience to the cohort of students; planning in relation to a specific

context; developing student agency; supporting links to the community; and lifelong physical activity participation, as well as the ability to develop relevant and worthwhile assessment structures.

Including choice options will increase buy-in from teachers and create an accessible PE curriculum. – IPARC written submission

All content being approached with a focus on using it as an avenue to achieve these core capacities. Whatever content allows for breadth and balance, autonomy, experience and development of competence and confidence - should be included - and what content will achieve this will vary considerably school to school - hence why it can't be too content specific bar to say there must be breadth and balance (individual activities, team activities, competitive activities, cooperative activities, aesthetic activities, indoor activities, outdoor activities etc). – PETE Ireland written submission

These findings were reinforced in the online survey responses to the question gauging respondents' level of agreement to statements related to considerations to inform the development of a new specification. 77.7% strongly agreed and 20.5% agreed with the statement, *The Junior Cycle Physical Education specification should be flexible and inclusive to accommodate a range of school contexts.* In responding to the statement, *The Junior Cycle Physical Education specification should provide flexibility for schools to design Physical Education programmes based on local amenities and previous experiences,* 69.5% strongly agreed and 27.3% agreed.

Providing schools with flexibility to design their own programmes is an approach that has both advantages and disadvantages. Schools should be afforded the opportunity to reshape a programme specific to their own context, students and facilities, but this must be scaffolded with the appropriate support, structures and guidance – Teacher Educator

Provide a clear structure and outline the progression of learning for 1st, 2nd and 3rd year of Junior Cycle - I think that teachers should have the flexibility to provide a programme and deliver activities at a time in the 3 years when it suits them – Physical Education Teacher

Emerging from the consultation was a desire for a flexible approach to support schools in planning in their own context that ensures consistency of standard, knowledge and skills within the junior cycle programme.

2.3 The competing agendas of Physical Education

Competing agendas of Physical Education emerged during the consultation, these included those who felt Physical Education should focus primarily on the health agenda, those who felt it should focus primarily on the wellbeing and mental health agenda and those whose view was that it should primarily focus on the sport agenda. There was general consensus that physical education should place significant emphasis on the holistic development of the young person. The themes of lifelong learning, promoting wellbeing, leading healthy lives and participating in sport were evident in all areas of the consultation.

Promotion of lifelong PA is the most important for the young people, enough research highlights this importance. There should be a big emphasis on this and assessment should reflect. – Physical Education Teacher

Some teachers are more focused on just getting students active in any form which is good considering not many reach their WHO guidelines. Other teachers are more focused on the development of cognitive, psychomotor and affective which obviously has its benefits too. – Physical Education Teacher

...we believe Wellbeing as a philosophy to teaching and learning. Make explicit in the specification the relationship between student learning and achievement and Wellbeing - PEPAYs written submission

We believe that an outcomes-based approach that nurtures physical literacy should inform the development of the new Junior Cycle Curriculum. Sport Ireland also suggests that the new curriculum should be dedicated to implanting ethics and values in children by teaching fairness, integrity, responsibility, and respect as they are key influencers on people's lifelong involvement in sport and physical activity. - Sport Ireland written submission

There was broad agreement in the findings that physical education should support young people to develop knowledge and skills relating to inclusive, informed and sustained physical activity participation.

Introduction of a 'lifelong activity strand' or learning outcomes based on lifelong activity or mental/emotional health and students & teachers select the activities through which they wish to approach those learning outcomes - a Wellbeing Strand specific to physical education Great to see words like appreciation of physical activity, meaningful activity, motivation, enjoyment, lifelong learning in the background document as all these align with the development of a positive wellbeing. – PETE Ireland written response

*Focus on making a sustainable behaviour change towards living a physically active and healthy lifestyle outside of the PE hours this would align PE and the health and wellbeing.....
The current syllabus does not appear to take into account the drop off in PA and sports participation at post primary level particularly among girls, children from lower socio-economic groups and individuals with a disability – IPARC written submission*

Say for mental wellbeing...if you are playing a game of soccer, it clears your mind and helps you focus and not on anything else – Student voice consultation

[On the importance of the environment in Physical Education] People are not confident in PE because they are afraid people will make fun of them in the class... but if I can do it I get more confident – Student voice consultation

Responses noted the important role of linking to the community and developing pathways for physical activity and sport participation outside of physical education.

In developing physical literacy, the Junior Cycle Physical Education Curriculum should provide children with the skills, encouragement, and supports to find, contact and engage with a variety of community-based sport and physical activity opportunities after school. - Sport Ireland written submission

[To encourage a capacity for lifelong learning, enjoyment, and engagement in physical activity].. Providing opportunity for student centred activities/pedagogy - encouraging more inclusion from students..... Linking in with community - challenge students to create a link with local amenities in the area as opposed to the teacher – PME Physical teachers written submission

[On what makes physical activity more appealing] important to have your friends around you when you are doing physical education – Online student consultation

[On why it's better to know why they are doing something] It can give you insight into movement and why you are doing the movement, and what works if you were to do sports outside of school

It was emphasized in the consultation feedback that physical education plays an important role in increasing physical activity rates among young people and promoting health and wellbeing in society.

In addition to maintenance of good health, the key impacts of a lifelong involvement in sport and physical activity include, planting seeds for ethics and values and on teaching fairness, integrity, responsibility and respect – IPARC written submission

A new, well designed and resourced Specification has the potential to cement the place of PE in our post primary schools. The Specification should feed into both SCPE and LCPE, while addressing the Statements of Learning and Wellbeing Indicators of Junior Cycle. Key elements should include movement analysis, reflection, goal setting and project work/portfolios. An overarching lens of Physical Literacy could also provide a more modern approach, in keeping with international best practice – Physical Education Teacher

There was strong support expressed to ensure the active or 'physical' nature of Physical Education was retained and strengthened if possible. Theoretical underpinning was welcomed but not at the expense of time for young people to be physically active. Views advocating for the practical application of theoretical underpinning were expressed. A small number of responses referred to the desire to see theory-based elements included at junior cycle.

Focus on movement and learning through movement. There is a theoretical underpinning anyway. I would not like to see valuable time being taken for theory. The emphasis should remain on physical activity learning experiences. We need more time to deliver better programs – Physical Education Teacher

I feel like in the Leaving Cert years, if you want to pursue PE, you need to learn stuff but I feel like in the Junior years it should be about having fun and not about learning. I think it would encourage people to enjoy fitness and PE more if we don't have to write a load of stuff down -Student voice consultation

Nature of PE has become too theoretical at JC level. More active participation during class activities sought after. Exposure to and participation in a wide variety of learning experiences should be encouraged, especially in context of student sedentary rates in modern society – Physical Education Teacher

[on the theoretical underpinning] its like the 'behind the scenes' of what you are doing in what you are doing outside [practical experiences] so it is good to know like what is happening as you are doing the activity outside [practical experiences]...it is good to learn about what is happening to your muscles and what is happening to you as you are doing the outside activity – student voice consultation

2.4 Supporting the experience of Physical Education

Facilities and resources, continuing professional development (CPD), time allocation, the role of ICT and supporting transitions were all reported as essential to the physical education experience.

Responses from the online survey stressed the importance of ensuring that all schools had access to the necessary resources and facilities. The variance of resources amongst schools was noted, while equity of opportunity and experience was emphasised.

Huge inequality in schools in relation to facilities in schools which really hinders continuity. Im in school with two outdoor courts and a hill for a green area with a large classroom for gymnastics and dance. Creativity and a broad range of experiences can be severely hampered by these inequalities – Physical Education Teacher

Facilities Play a massive role in your programme and with some of us potentially not having a PE hall for the future Its so hard to keep PE fun and interesting – Physical Education Teacher

Schools access to facilities and resources is a big factor in the PE programme that can be delivered. – Physical Education Teacher

The role of CPD in supporting the curriculum was reported. Views relating to necessary structures to support curriculum planning, achievement of expectations and teacher agency were expressed. Specific approaches such as supporting teachers in planning with learning outcomes, as well as supporting the assessment literacy of teachers in physical education were reported as *of great importance* to supporting any curriculum development in Physical Education.

Support for Teachers will be crucial especially for those Teachers who have not been used to teaching Physical Education through the medium of Learning Outcomes – PEAI written submission

Teacher agency should be promoted as well to facilitate teachers' enactment of the new specification. Communities of practice and professional dialogues might be helpful in helping teachers to achieve agency. Creating safe spaces within the schools to discuss pedagogy (teaching, learning, assessment and curriculum) might improve teacher agentic decisions. - PESS department UL written submission

Its also vital that a proper CPD programme is put in place before this Specification is introduced to 1st years and is further supported with at least an annual face to face CPD throughout the first 3 years of the roll out. – Physical Education Teacher

Teachers expressed deep disappointment with the lack of examples of student work associated with the NCCA short course to support teachers' professional development to introduce Classroom-Based Assessment.

More resources are required for the new short course. Especially exemplars of CBA work for teachers that are new to teaching this short course. To show examples of different gradings and more instructions that can be given to students. – Physical Education Teacher

There is a need for exemplifications to support teachers. Teachers have been waiting for NCCA developed exemplifications for current Short Course CBA's – PEPAYS written submission

With the development of a new Physical Education Programme we implore you to ensure that a range of resources and exemplifications be developed. This, backed up by professional Continuous Professional Development for teaching, learning and assessment practices using learning outcomes, will ensure that there will be increased 'buy-in' from Physical Education Teachers. – PEAI written submission

The time allocation of 135 hours over three years was referenced multiple times throughout both the written submissions and the online survey with many respondents wanting an increase to 200 hours timetabled tuition. The necessity of the increase was cited as due to the importance of the subject as well as parity of esteem to the other subjects at Junior Cycle.

At the moment, the full JC PE experience includes 135h so, in reality, there is no expansion of the curricular provision. The time is already assigned to PE under the Wellbeing hours. An expansion should be considered in moving PE to a full subject to include 200h – PETE written response

An expansion should be considered in moving PE to a full subject to include 200h, as this is one of the few identified compulsory subjects from Aistear to Senior level along with Maths, English and Irish. Having PE as a subject at all educational levels, except for the JC compromises the full educational experience of the students and the aim of the subject. – PEPAYs written response

Can PE be given full subject status at junior cycle please? This opportunity was lost back when the short course was decided as an option. This needs to be reviewed and changed now. 135 hours is not good enough! - Physical Education Teacher

Responses noted the importance of transition from early years, primary and progression to senior cycle as of vital consideration. Successful progression to both Physical Education options at Senior

Cycle (the Senior cycle Framework for Physical Education and Leaving Certificate Physical Education), by providing a strong base of knowledge and skills at junior cycle, was emphasised as being a very important consideration in the design of the 135-hour Physical Education specification.

It is important to create a link also to LCPE as many schools will now be in a position to offer it. I myself teach LCPE (phase 1 school, teaching it since 2018) and while the short course has certain elements which are related I feel it does not give enough information to provide students with a solid foundation as is the case in other JC subjects. I am not suggesting an exam, simply to look at the LCPE spec when designing certain elements of the JC – Physical Education Teacher

Feedback from various LCPE and SCPE CPD events has highlighted concerns from teachers that there needs to be more content in a Junior Cycle Specification to scaffold the learning as students build towards Senior Cycle PE. Opportunities and experiences through the Junior Cycle PE need to be expanded to enhance the overall clarity and understanding for students – Teacher Educator

Provide opportunities for student consultation in designing learning and assessment experiences- We feel this is not something that would happen over night. Once we feel that we can manage to provide a wide range of learning experiences and assessment types over the 3 years we do not see the importance of senior cycle - Physical Education Teacher

Provide a clear structure and outline the progression of learning for 1st, 2nd and 3rd year of Junior Cycle" this is very important but now there should be a clear progression within Junior Cycle itself, but also a link from Junior Cycle to Senior Cycle PE - Physical Education Teacher

There was broad and general agreement of the benefits of the integration of technology into teaching and learning. Considered approaches to the integration of technology were reported to have the potential to significantly enhance students' experiences. Suggested approaches varied from technologies to support students' progression by using software that would support the capture of skills, supporting reflection on learning, via digital portfolios. It was noted that schools' access to ICT is a vital consideration.

We also feel that would be an opportunity to imbed digital technologies into the teaching of Physical Education. This could definitely assist teachers with assessment and would enhance the teaching and learning that takes place in the Physical Education Classroom – PEAI written submission

3. Conclusion

Overall, the consultation generated much useful and thoughtful feedback from various participants and perspectives. The level of engagement of the respondents must be acknowledged and the NCCA are very grateful for the open and honest feedback received, and deep gratitude is extended to teachers and school leaders who kindly facilitated the focus group conversations with students despite the difficulties inherent in organising such events due to Covid 19 restrictions.

It was evident from the consultation findings that the deliberations of the development group considered many of the issues identified by the respondents to the process, such as:

- the need to provide clear expectations of in terms of assessment and reporting need to be provided.
- how the specification can support the 3-year learning experience of Physical Education
- how to ensure the specification offers the necessary consistency relating to knowledge and skills while ensuring teacher and school autonomy is retained
- developing assessment arrangements to support the holistic development of students' knowledge and skills in Physical Education
- developing a young person's intrinsic motivation and commitment to lifelong physical activity engagement should be a priority within the new specification.
- how the specification can focus on developing a young person's motor skills and ensure, where possible, that students are physically active while developing knowledge and skills through practical application.

This report has attempted to present the range of views and perspectives on the issue raised in the consultation process. The thoughtful and considered opinions and suggestions offered indicate the extent to which Physical Education is valued and regarded by participants in the consultation process.

Appendix 1

WRITTEN SUBMISSIONS

Department of Education Inspectorate - (DE Inspectorate)

Junior Cycle For Teachers - (JCT)

Irish Physical Activity Research Collaboration - (I-PARC)

Physical Education, Physical Activity, and Youth Sport Research Centre – (PEPAYS)

Physical Education Association Ireland – (PEAI)

Physical Education Teacher Education Ireland - (PETE)

Sport Ireland

University of Limerick Department of Physical Education and Sport Sciences – (UL PESS)

University of Limerick Professional Masters of Education - Physical Education (PME PE)