Safe Practice In Physical Education And Sport

This is a comprehensive yet accessible guide to the teaching and learning of physical education in the primary school. By taking a developmental approach, readers are encouraged to plan lessons that are individually relevant, worthwhile and exciting for children, and to ensure that learning is at the heart of the physical education experience. In addition to covering all activity areas of the physical education curriculum, the authors provide guidance to ensure that the subject is planned, delivered, assessed and managed effectively. Teachers are encouraged to consider a range of issues that impact on subject delivery, and reflect on strategies and skills required for effective subject leadership. This book is invaluable reading for all in-service and trainee primary teachers, and those who work within wider school sports partnerships. It provides a theoretical and practical focus for those wishing to deliver high quality physical education in the primary school.

This book begins with an overview of the first months of a child's life, with an indication of the major movement milestones which all children should reach before they enter the pre-school phase. The rest of the book gives information about developing
children's physical skills in dance, games and gymnastics throughout the pre-school and infant school phase. It also addresses many of the contemporary issues surrounding the delivery of the PE curriculum in schools including the assessment of pupil's performance. This book will help students, teachers and curriculum leaders deliver a sound PE education to children aged 3-7, and will also prove useful to all those involved in early years education. Pauline Wetton is currently a lecturer in education and an assistant director of sport at the University of Durham. The Teaching and Learning in the First Three Years at School series is edited by Joy Palmer.

Focused on physical literacy and measurable outcomes, empowering physical educators to help students meet the Common Core standards, and coming from a recently renamed but longstanding organization intent on shaping a standard of excellence in physical education, National Standards & Grade-Level Outcomes for K-12 Physical Education is all that and much more. Created by SHAPE America — Society of Health and Physical Educators (formerly AAHPERD) — this text unveils the new National Standards for K-12 Physical Education. The standards and text have been retooled to support students’ holistic development. This is the third iteration of the National Standards for K-12 Physical Education, and this latest version
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features two prominent changes: • The term physical literacy underpins the standards. It encompasses the three domains of physical education (psychomotor, cognitive, and affective) and considers not only physical competence and knowledge but also attitudes, motivation, and the social and psychological skills needed for participation. • Grade-level outcomes support the national physical education standards. These measurable outcomes are organized by level (elementary, middle, and high school) and by standard. They provide a bridge between the new standards and K-12 physical education curriculum development and make it easy for teachers to assess and track student progress across grades, resulting in physically literate students. In developing the grade-level outcomes, the authors focus on motor skill competency, student engagement and intrinsic motivation, instructional climate, gender differences, lifetime activity approach, and physical activity. All outcomes are written to align with the standards and with the intent of fostering lifelong physical activity. National Standards & Grade-Level Outcomes for K-12 Physical Education presents the standards and outcomes in ways that will help preservice teachers and current practitioners plan curricula, units, lessons, and tasks. The text also • empowers physical educators to help students meet the Common Core standards; • allows teachers to see...
the new standards and the scope and sequence for outcomes for all grade levels at a glance in a colorful, easy-to-read format; and • provides administrators, parents, and policy makers with a framework for understanding what students should know and be able to do as a result of their physical education instruction. The result is a text that teachers can confidently use in creating and enhancing high-quality programs that prepare students to be physically literate and active their whole lives.

The Really Useful Physical Education Book provides training and practising teachers with guidance and ideas to teach physical education effectively and imaginatively across the seven to fourteen age range. It is underpinned by easy-to-understand theory and links to the curriculum and presents a wide range of high quality, fun lessons alongside engaging teaching examples and methodologies. With practical advice to ensure pupils exercise safely and enjoyably, it is a compendium of ideas for learning and teaching a range of activities: games, gymnastics, dance, swimming and water-based activities, athletics, on-site outdoor and adventurous activities, exercise and healthy lifestyles, thematic learning and teaching through physical education using ICT in physical education. The Really Useful Physical Education Book is for all secondary school physical education teachers responsible for the new
Key Stage 3 (eleven to fourteen age range) curriculum as well as those working with primary and junior schools within school sport partnerships, providing them with ideas and advice to help all pupils participate in and enjoy physical education lessons. Primary and junior school teachers will also find a range of relevant and innovative ideas for making their physical education lessons more appealing and engaging for their pupils at Key Stage 2 (seven to eleven age range).

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Grade level: 1, 2, 3, 4, 5, 6, 7, k, p, e, i, t.

What skills are required of secondary student physical education teachers? What are the key areas that these student teachers need to understand? How can current challenges be addressed by these student teachers? Learning to Teach Physical Education in the Secondary School combines underpinning theory and knowledge with suggestions for practical application to support student physical education teachers in learning to teach. Based on research evidence, theory and knowledge relating to teaching and learning and written specifically with the student teacher in mind, the authors examine physical education in context. The book offers tasks and case studies designed to support student teachers in their school-based experiences and encourages reflection on practice.
and development. Masters level tasks and suggestions for further reading have been included throughout to support researching and writing about topics in more depth. This fully-updated third edition has been thoroughly revised to take into account changes in policy and practice within both initial teacher education and the National Curriculum for Physical Education. The book also contains a brand new chapter on the role of reflective teaching in developing expertise and improving the quality of pupil learning. Other key topics covered include; lesson planning, organisation and management observation in physical education developing and maintaining an effective learning environment inclusive physical education assessment developing wider community links using ICT to support teaching and learning in physical education Learning to Teach Physical Education in the Secondary School is an invaluable resource for student physical education teachers.

Physical education and sport in schools is undergoing renewed emphasis and the primary sector key stages are rightly seen as fundamental elements in the new initiatives. The majority of primary school teachers are non-specialists and there is, therefore, a particular need for information on safe planning and practice in physical education to be designed to meet their specific requirements. Safety is a central issue in P.E. and as risk
assessment is now a statutory part of Health and Safety at Work requirements, it is vitally important that all staff have a clear understanding of their responsibilities. As all schools are now obliged to undertake risk management, this book addresses a very real need. Safety and Risk in Primary Physical Education gives a comprehensive coverage of all aspects of safety in P.E. in primary schools, including: * legal responsibilities * policies on good practice and risk * pupil readiness * equipment and the environment * each subject area included in the National Curriculum - gymnastics, games, dance, athletics, outdoor and adventurous activities and swimming * checklists of key points for safe practice. Designed for all trainee and newly qualified teachers, teacher trainers and mentors, this volume provides a contemporary handbook for the teaching of physical education, covering Key Stages 2, 3 and 4 in line with current DfEE and TTA guidelines.

Safety and Risk in Primary School Physical Education is curriculum-specific, following Key Stages 1 and 2 (including foundation level), and offering good guidelines on policy, practice, planning and assessment.

Regular physical activity is proven to help prevent and treat noncommunicable diseases (NCDs) such as heart disease, stroke, diabetes and breast and colon cancer. It also helps to prevent hypertension, overweight and obesity and can improve mental
health, quality of life and well-being. In addition to the multiple health benefits of physical activity, societies that are more active can generate additional returns on investment including a reduced use of fossil fuels, cleaner air and less congested, safer roads. These outcomes are interconnected with achieving the shared goals, political priorities and ambition of the Sustainable Development Agenda 2030. The new WHO global action plan to promote physical activity responds to the requests by countries for updated guidance, and a framework of effective and feasible policy actions to increase physical activity at all levels. It also responds to requests for global leadership and stronger regional and national coordination, and the need for a whole-of-society response to achieve a paradigm shift in both supporting and valuing all people being regularly active, according to ability and across the life course. The action plan was developed through a worldwide consultation process involving governments and key stakeholders across multiple sectors including health, sports, transport, urban design, civil society, academia and the private sector.

Praise for previous editions: 'A wealth of advice on generic aspects of teaching and learning in Physical Education ... The accessibility of the text, and constant reference to ways of adapting suggestions to different situations, make this book particularly
"user-friendly" and suitable for student-teachers in diverse settings' – European Physical Education Review ‘Essential reading for teachers who pride themselves on being "critically reflective"' – Times Educational Supplement The fourth edition of Learning to Teach Physical Education in the Secondary School has been revised and updated in light of the latest research evidence and practice in relation to teaching and learning, and changes in policy and practice within initial teacher education. Key topics covered include: Starting out as a teacher Planning and evaluation for effective learning and teaching Communication in PE Lesson organisation and management Motivating pupils for learning in PENEW Assessment for and of learning Inclusive approaches to teaching PE Learner-centred teaching and physical literacyNEW Teaching safely and safety in PE Accredited Qualifications in PE Teacher beliefsNEW Developing your own knowledge, skills and understandingNEW This core text guides you to become competent in basic teaching skills, enabling you to cope in a wide range of teaching situations. It emphasises the development of your own professional judgement, your ability to reflect critically on what you are doing, and on your beliefs about teaching PE. Written with university and school-based initial teacher education in mind, Learning to Teach Physical Education in the Secondary School is an essential source of support
and guidance for all student teachers of PE embarking on the challenging journey to becoming an effective, successful teacher.

Meeting the Needs if Your Most Able Pupils in PE/Sports Studies provides specific guidance on:
- recognizing high ability and multiple intelligences
- planning, differentiation and extension/enrichment
- teacher questioning skills
- support for more able pupils with learning difficulties
- homework recording and assessment beyond the classroom: visits, residential camps, competitions, summer schools, masterclasses, links with other institutions. The book features comprehensive appendices and an accompanying CD with:
  - useful contacts and resources
  - lesson plans
  - liaison sheets for teaching assistants
  - homework activities and monitoring sheets. For secondary teachers, subject heads of departments, Gifted and Talented co-ordinators, SENCoS and LEA advisers.

Safe Dance Practice bridges the gap between research and application for dancers and dance educators at all levels. The book presents integrated guidelines and principles that will maximize physical and mental well-being without compromising creativity and expression.

If you want to know how to be the best, you learn from the best. Two SHAPE America Physical Education Administrators of the Year share what it takes to be an outstanding administrator in Organization and
Administration of Physical Education: Theory and Practice. Jayne Greenberg and Judy LoBianco, veteran leaders in the field with decades of successful administration experience, head a sterling list of contributors who have taught at the elementary, middle school, high school, and college levels in urban, suburban, and rural settings. Together, these contributors expound on the roles and responsibilities of physical education administrators through both theoretical and practical lenses. The result is a book that will be highly useful to undergraduate students looking to enter the field, as well as a resource for administrators in physical education leadership positions who are looking to acquire new skills and innovative ideas in each of the five areas of responsibility covered in the book. Part I covers leadership, organization, and planning. It explores leadership and management styles and presents practical theories of motivation, development, and planning. It also looks at how to plan for the essential components of an effective, quality physical education program. In part II, readers examine various curriculum and instruction models and navigate through curriculum theory and mapping. This section also offers guidance on planning events, including special programs and fundraising projects, and how to build a team and secure community connections for those special events. Part III helps administrators plan and design new school sites or renovate existing ones, and it presents contemporary concepts in universal design and sustainable environmental design. It also offers ideas on how to incorporate technology to meet the needs of 21st-century
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learners, including the use of social media and robotics in delivering instruction and communication. Part IV explores written, verbal, and electronic communication issues, as well as legal and human resource issues. Administrators learn how to lobby and advocate for physical education, how the legal system affects schools, and how to examine personnel issues, bullying, and harassment. Part V explains the fiscal responsibilities inherent in administrative positions, including budgeting, bidding, and purchasing. It also shows how administrators can secure funding independent of district or local funding, offering many examples of grants and fundraising opportunities with sample grant applications. Throughout the text, special features—Advice From the Field and Leadership in Action—share tips, nuggets of wisdom, and examples of administrators excelling in their various responsibilities. The book also comes with many practical examples of forms that are useful in carrying out responsibilities, and each chapter offers objectives, a list of key concepts, and review questions to facilitate the learning. In addition, the text comes with a web resource of supportive materials and documents. Organization and Administration of Physical Education: Theory and Practice, published with SHAPE America, offers the solid foundational theory that administrators need and shows how to put that theory into daily practice. A Practical Guide to Teaching Physical Education in the Secondary School is written for all student teachers on university and school-based initial teacher education courses. It offers a wealth of tried and tested strategies together with practical activities and materials to support
both your teaching and your pupils’ learning. It is
designed for you to dip in and out of, to enable you to
focus on specific areas of teaching or foci on your
course. This second edition is fully updated with the most
recent research and developments in the field and
includes brand new chapters. Key topics covered
include: Understanding your own views about your
subjectNEW Lesson planning and schemes of work
Physical Education and Key Skills Using ICT Cross-
curricular teaching and learningNEW Safe practice, risk
assessment and risk management Applying theories of
learning to your practice Helping pupils meet intended
learning outcomesNEW Promoting positive
behaviourNEW Overcoming barriers and maximising the
achievement of all pupilsNEW Assessing learning
Working with others Reflective practice and action
research. Photocopiable resources offer easy assistance
in lesson observation, planning, preparation, delivery and
evaluation. An annotated further reading section at the
end of each chapter provides advice about selection of
the best resources on the web and elsewhere. Illustrated
throughout with examples of existing good practice, this
highly practical resource offers valuable support and
inspiration to all student teachers as well as those in the
early years of their teaching career. A Practical Guide to
Teaching Physical Education in the Secondary School,
2nd edition is a companion to Learning to Teach
Physical Education in the Secondary School, 3rd edition
and can be used to reinforce the basic teaching skills
covered in that core textbook. The book can also be
used equally successfully on its own.
This book includes information on all six areas of the PE National Curriculum (games, gymnastic activities, dance, swimming, outdoor and adventurous activities, athletic activities), to increase subject knowledge and to develop teaching, management and planning skills. This book provides professional development for generalist primary teachers and student-teachers and also offers support to subject leaders charged with the responsibility for other colleagues. It will build on current practice and aim to increase knowledge, understanding, confidence and enthusiasm in an area of the curriculum which often receives a very short time allocation during initial teaching training courses. Teaching Physical Education in the Primary School is a comprehensive guide to the subject for primary educators. It deals with not only the teaching and learning of PE, but also everything that is relevant to co-ordinating the subject. This book aims to put right the fact that there is a dearth of texts written specifically for primary school teachers, which provides information about key issues and current research evidence in ways which are comprehensible to a non-specialist and which guide practice. The ability to use research evidence to improve and inform practice is now a requirement for the award of QTS. Mastering Primary Physical Education introduces the primary physical education curriculum and helps trainees and teachers learn how to plan and teach inspiring lessons that make physical education irresistible. Topics covered include: · Current developments in physical education · Physical education as an irresistible activity · Physical education as a practical activity · Skills to
develop in physical education · Promoting curiosity · Assessing children in physical education · Practical issues This guide includes examples of children's work, case studies, readings to reflect upon and reflective questions that all help to exemplify what is considered to be best and most innovative practice. The book draws on the experience of four leading professionals in primary physical education, Kristy Howells, Alison Carney, Neil Castle and Rich Little, to provide the essential guide to teaching physical education for all trainee primary teachers.

Updated to the new Curriculum, this book offers a balanced and comprehensive overview of primary PE. Written by a team of experienced teacher educators, this textbook is designed for initial teacher training and for newly qualified teachers in physical education for five- to 11-year-olds. It covers the range of activities, from gymnastics to dance, adventurous activities to health education. It blends theory and practice, providing worksheets, sample documents and reports, and it covers pedagogical concepts, such as progression, differentiation, assessment and inclusive education. There is advice not only on teaching and learning but also on subject leadership and co-ordination. The treatment, which includes local authority and inspectoral perspectives, should show students how to meet requirements for qualified teacher status in this subject. There are many teaching skills and issues covered in initial teacher education which student PE teachers must apply to their own subject. However, the complexity of teaching PE can make this difficult
to do. This book focuses, therefore, on the requirements of student PE teachers in relation to teaching skills and issues covered in initial teacher education courses. Throughout the book the theory underpinning those skills and issues is interlinked with tasks which can be undertaken alone, with another student or with a tutor. The book is designed to help student PE teachers to develop teaching skills, knowledge and understanding of the wider context of PE, along with the ability to reflect critically and to develop professional judgement.

This book is about the PE lesson at key stages 3 and 4. It serves to enhance teaching and learning in physical education by showing trainee teachers how to understand and apply the concepts fundamental to planning, teaching and learning and how they can apply theory to their own practice in order to become a successful teacher, and to develop successful learners. Each chapter explores important aspects of PE pedagogy and relates them directly to pupil learning within the lesson.

'Trainee teachers will welcome the concise and reader-friendly format this book offers. Julia Lawrence has taken great care to provide a balanced and relevant overview of the major topics trainee teachers often lack confidence in, when planning and delivering lessons. A particularly useful and welcome feature for trainee teachers is the book's companion website with helpful links to
teaching resources. This book provides essential reading for all trainee primary teachers.' Nigel Clarke, Senior Lecturer in Physical Education, University of Cumbria. Physical Education is an important part of the primary curriculum and one that provides unique challenges for those involved with its teaching. Teaching Primary Physical Education provides a concise overview of the knowledge, skills and understanding required for the confident teaching of physical education in primary schools. This book offers a balanced and comprehensive overview of the subject, covering issues such as safe practice in PE, inclusion, subject leadership and cross-curricular approaches to physical education supported by an accessible theory-informed approach. Teaching Primary Physical Education is supported by a companion website www.sagepub.co.uk/lawrence, which includes further practical examples of applications, links to relevant literature and teaching resources, offering further student-friendly material for use across different physical disciplines. This is essential reading for all students studying primary physical education on primary initial teacher education courses including undergraduate (BEd, BA with QTS), postgraduate (PGCE, SCITT), and employment-based routes into teaching, and also for those on Sports Studies courses with a Primary PE component. Dr Julia Lawrence is Subject Leader of Physical Education at
Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine’s Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and
physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

This text examines the National Curriculum Physical Education to Key Stage 1 in the light of recent changes. It identifies six basic principles which provide the foundation for the rationale, curriculum
content, the teaching and the planning processes required in providing a balanced programme for children aged 3 to 7 years. Special attention is paid to movement education for children of nursery age, providing as it does a sound foundation for later work in the early years. Games, gymnastics, dance and swimming are covered in detail and sample units of work for each group provide students in initial teacher training and teachers with valuable materials for use in schools. The final chapter looks at the role of the curriculum leader or co-ordinator for physical education at Key Stage 1, offering guidance on how to agree and implement a common school policy. This physical education curriculum guide for kindergarten through twelfth grade has two main components. The first is a program overview that includes information relating to program organization and implementation for early, middle, and senior grades. The second section contains suggested activities and teaching notes for realizing specific program objectives. The overall goals are that students should: (1) develop physical wellbeing; (2) develop desired movement patterns through the neuromuscular system; (3) express ideas, thoughts, and feelings with confidence through physical activity; (4) develop independence in pursuing physical activity throughout life; (5) develop safety and survival practices; and (6) develop positive social interactions through a variety of physical activities. These goals remain constant throughout the entire program, although the objectives which prepare students to reach the goals
vary according to stages of maturation and learning. Developmental characteristics, time allotments, lesson plans, activities, class organization, and evaluation methods are outlined for early, middle, and senior grades. Appendixes contain an equipment list, a safety checklist, a sample lesson plan, a discussion of legal liability, and a bibliography. (JD)

This book is a comprehensive summary of the recommendations for best practice, and current evidence, for physical activity and rehabilitation of functional deficits in individuals with end-stage diseases. While advances in technology have afforded us the opportunity to live longer lives, it has also demanded an expansion of focus of medical interventions towards palliative care to enhance the quality of life. Exercise and healthcare professionals must strive to broaden their perspectives to provide for the unique needs of these individuals, and to successfully engage with them, to achieve the most positive outcomes throughout the entire continuum of care. Healthcare providers play a critical role in advocating for care to allow individuals to remain physically active for as long as possible, even in the face of declining health. Finally, due to the increasing and progressively emergent healthcare utilization required by these individuals, a significant cost burden is experienced by healthcare systems, patients, families, and payers. There is evidence of substantial protective effects of physical activity, prevention, safety, and rehabilitative procedures to reduce hospital readmissions, reduce length of stay, and assist in avoiding unwarranted or unnecessary diagnostic tests or
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procedures. Physical activity has been proven to have a substantial impact and protective effects on virtually all medical conditions. During curative management, but especially during transitional phases to palliative care, other strategies need enhanced consideration to complement the existing plan of care and help to improve patient’s quality of life. Ideally, physical medicine would be at the forefront of allowing individuals to live their best life until the very end. Physical Activity and Rehabilitation in Life-threatening Illness is key reading for academics and policy makers in physical activity, international exercise, wellness and rehabilitation, and related disciplines, as well as research-focused clinicians in settings where patients with advanced illness are frequently encountered.

A book that has long been a standard for developmental physical education returns in a new, thoroughly updated edition with a sharpened focus on preparing tomorrow’s physical educators to deliver developmentally appropriate lessons and activities for children in pre-K through grade 5. Developmental Physical Education for All Children, now in its fifth edition and available in both print and e-book versions, takes a student-focused, comprehensive approach in preparing future teachers to create programs that enable children to gain the knowledge, skills, and dispositions vital to leading a physically active lifestyle. This new edition is the first in more than a decade, with revisions and updates that make it like a brand-new book—one that maintains its solid foundations and instruction while equipping teachers for success in the 21st century. How This Text
Prepares Teachers Developmental Physical Education for All Children, Fifth Edition, features the following benefits: • Shows teachers how to translate child development theory and research from the psychomotor, cognitive, affective, and fitness domains into practice • Offers teachers the understanding they need to create developmentally appropriate lessons that align with the new SHAPE America National Standards for Physical Education with grade-level outcomes, assessments, and instructions on implementing learning goals for students in pre-K through grade 5 • Provides multiple standards-based movement experiences for pre-K through grade 5 learners that include movement tasks and extensions, scaled learning environments, skill cues, practice strategies, teaching style choices, and formative assessments aligned with goals • Supplies learning goal blueprints that integrate specialized skills, movement concepts, and tactics for developmental games, dance, and gymnastics Content Overview Future and current teachers will learn the research and theory behind this developmentally sound approach, which emphasizes movement skills and increased physical competence based on the developmental levels of pre-K through fifth-grade students. The first half of the book covers the learner, the movement content, the learning environment, and the instructional design; the second half provides detailed standards-based learning experiences, which are now organized by developmental level. The concluding section offers two chapters on professionalism in the 21st century, giving teachers a conceptual framework to prepare and implement a
developmental, standards-based scope and sequence for pre-K through grade 5 physical education and offering advice on staying current, being professionally involved, and advocating for comprehensive school physical activity. Practical Ancillaries Developmental Physical Education for All Children also provides a robust lineup of online ancillaries: • A student web resource with reproducible forms that can be printed along with learning aids from the book and additional learning activities, some of which are enhanced by more than 20 video clips that demonstrate concepts in action • An instructor guide that features in-class activities, answers to chapter review questions, chapter overviews, and the “Big Ideas” from each chapter • A test package featuring more than 445 questions from which teachers can create their own quizzes • A presentation package offering more than 246 PowerPoint slides that highlight the key points while offering essential visual elements to augment understanding 

Equipped to Provide High-Quality Education The result of this comprehensive overhaul of a standard classic is that both future and current teachers will be prepared and equipped to provide high-quality developmental physical education that can help children be physically active now and throughout their lives.

Litigation and alleged cases of educational malpractice are on the rise. Headteachers and governors are more
aware of legal requirements, but this new book addresses the needs of teachers. The book introduces a framework for safe practice, then the 'high risk' subjects of Science, ICT, Design and Technology, and PE and outdoor activities in separate chapters. The implications for classroom practice of recent legal developments are examined, and three more chapters look at what can be expected in the process of litigation. Sound advice for those wishing to make schools safer, and useful guidance for those having to deal with the aftermath of a safety problem.

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