

Appendix A: Management of portfolios

The school's management of SCPE portfolios will be very much context based. A method of construction—for example, folders, notebooks, hanging files, digital files—should be chosen, and how and where to store the portfolios should be determined. It is important that the location should be accessible to students. Learners should be encouraged, in whatever way is feasible, to take responsibility for the management and safe keeping of their own portfolios. The presentation of the portfolio will be agreed with the students. For example, students could submit their showcase portfolio as a display book of plastic 'poly pockets' or in digital format.

Appendix B: Sample items for inclusion in a portfolio

Model	Evidence of learning	Reason for inclusion (Related learning outcome/outcomes)
Health-related physical activity	Goal-setting template and plan to improve health-related fitness	<ul style="list-style-type: none"> ▪ Use their personal physical fitness results to plan and implement an effective, enjoyable and balanced fitness programme which aims to improve their health-related physical fitness
Sport education	Photographs of culminating physical activity event including a video/audio reflection about the experience	<ul style="list-style-type: none"> ▪ Organise a culminating event for the selected physical activity ▪ Reflect on their own experience of organising and participating in a culminating event from an individual and/or group perspective
Contemporary issues in physical activity	Presentation about physical activity opportunities within and beyond the school including a critique of same	<ul style="list-style-type: none"> ▪ Critique opportunities for physical activity for students within and beyond the school ▪ Critique facilities for physical activity in and beyond the school from a number of perspectives including cost, attractiveness, gender, age and special needs
Adventure education	Photographs/ video of adventure tasks they designed and a reflection of their experience of doing them	<ul style="list-style-type: none"> ▪ Develop their own adventure tasks including organising them for an individual or group ▪ Participate in individual and group adventure activities which challenge them physically, mentally and/or emotionally ▪ Reflect on the different adventure challenges, including consideration of how their learning might be applied in future challenges
Personal and social responsibility	Evidence and reflection about their physical activity participation beyond physical	<ul style="list-style-type: none"> ▪ Plan to participate in physical activity outside of physical education class ▪ Apply their learning about taking personal and social responsibility beyond physical

	education class	education class
Teaching games for understanding	Video clips and/or photographs of a new game being taught to class mates: include a video/audio of a group reflection on the experience	<ul style="list-style-type: none"> ▪ Create a new game with their peers which demonstrates an understanding of the main tactics and principles of the games category being studied ▪ Refine the game through a series of practices ▪ Teach the new game to their peers, including refining it as necessary

Appendix C: Item selection for showcase portfolio

Items for inclusion in the showcase portfolio will be generated by learners. For each of these items, learners will include a reflection on why they chose this piece of evidence and how it reflects their learning. The teacher may identify mandatory pieces for inclusion, particularly those related to the organisation of the portfolio. These pieces might include:

- a contents page
- item registry, including reasons for the selection of particular pieces of evidence
- records of participation in physical education class
- summary statements of students' learning in each unit of work; these statements could refer to the important learning for the student in the block of work, the experiences they enjoyed most and how they might apply what they had learnt in the future
- reflection on their overall experience of senior cycle physical education.

The showcase portfolio can also be compiled following a conversation between the learner and the teacher and/or the learner and their peers. Parents can also have a role in the selection of pieces for inclusion. For example, parents may be asked to select a piece for inclusion that they found particularly impressive, surprising, reflective of improvement, etc.

Learners might also be assigned a 'portfolio partner' who assists them in selecting appropriate pieces of work following conversation and collaboration. A peer might also provide some reflection on a piece of work to be included in the portfolio.

References

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