

Supporting professional judgement in physical education – text for exemplification videos

Personal Qualities	
Level	Motivation
Early	In this clip a group of learners move about the gym using different ways of travelling. At a signal from the teacher the learners must observe the postural shape the teacher makes, and then make a different shape. The learners are clearly engaged in this task and motivated to succeed.
First	In this clip the learners follow the instructions painted on the playground. They demonstrate high levels of motivation in their efforts to meet the challenge of the course.
Second	In this clip the learner demonstrates a determined effort to traverse the obstacle course. The course is challenging him physically and his classmate is encouraging him throughout the task.
Third	In this clip the 'learner in the middle' demonstrates a high level of motivation to win the ball, as he works consistently to put pressure on the other three.
Fourth	In this clip the learner in the blue shirt demonstrates a high level of motivation to succeed in the task of scoring a basket. He works his way around the shooting key, giving each attempt the same amount of attention, before finally scoring on the sixth play.

Personal Qualities	
Level	Confidence and Self Esteem
Early	In this clip the learners are engaged in a game called 'fishes'. The boy at the front of the screen in particular, demonstrates high levels of confidence in performing the actions of the game.
First	In this clip the learner moves about the gym confidently, while manipulating the ball around her body before tossing and catching it underhand. She then repeats the initial sequence and catches the ball overhand.
Second	In this clip the learner shows confidence in attempting then completing the upward circle using the ropes. His partner is instructing and encouraging him and they celebrate his success together.
Third	In this clip the learner demonstrates confidence and self-esteem as she performs a challenging pirouette routine.
Fourth	In this clip the group perform a choreographed dance, involving a wide range of movements, and rhythm and timing, with confidence. The success of the performance comes in part from the self-esteem of the dancers.

Personal Qualities	
Level	Determination and Resilience
Early	In this clip the learner demonstrates determination when working at the task he has been given. When the ball rolls away from the marker he chases and retrieves it, before going on to complete the task.
First	In this clip the learner demonstrates determination in working at the task she has been given. When the ball rolls off the racquet, she chases and retrieves it before going on to complete the task.
Second	In this clip the learner is attempting to achieve a balanced and stable handstand. One of the key elements of this is to ensure her hips are placed immediately above the base of her hands. She demonstrates determination as she attempts to achieve this position several times before she makes some progress.
Third	In this clip the learners demonstrate determination and resilience as they work hard to maintain the rally and keep the ball from landing on the floor.
Fourth	In this clip the two learners establish a rally using two shuttles. They demonstrate determination as they work hard at keeping both shuttles in the air, then resilience in quickly starting again when the rally breaks down.

Personal Qualities	
Level	Responsibility and Leadership
Early	In this clip the learner in the blue T-shirt demonstrates leadership skills by initiating the sequence of actions and taking responsibility for selecting the different shapes.
First	In this clip the learner in the bright green T-shirt demonstrates his leadership skills by taking responsibility for sharing his choreography with the other group members. He provides clear instructions and a strong visual picture which encourages success in the task.
Second	In this clip the learner who begins the sequence with her back to the camera demonstrates her leadership skills by taking responsibility for supporting the others in the group through the choreography. She gives clear and concise time counts while performing her own part of the routine.
Third	In this clip we see the learner who is not standing on the mat, helping to lead her partner through the exercise, giving corrective feedback and praise where appropriate.
Fourth	In this clip we see and hear the exchanges at a time-out where one learner takes responsibility for adapting his team's strategy. He identifies an alternative strategy for them to try and justifies why this could work.

Personal Qualities	
Level	Respect and Tolerance
Early	In this clip two learners are engaged in a 'touch and lift' exercise. Their calm and focused approach to the task demonstrates respect and tolerance for the work and for each other.
First	In this clip there are four groups of learners who are busy building a gymnastic sequence. They demonstrate respect and tolerance for each other as they negotiate suggestions and ideas, and copy movements on the mat.
Second	In this clip the two teams are competing in a game of bench ball. When one of the learners in the yellow team accidentally trips and falls over, a member of the opposite team demonstrates respect by offering him a hand up.
Third	In this clip the learner on the right of the screen becomes involved in an attacking move, when she commits a travelling violation. She acknowledges the foul, and demonstrates respect for the umpire's decision, by raising her arm.
Fourth	In this clip a group of learners work through a piece of choreography. When one of the learners is struggling with one section, the leader patiently works through that section again, before phasing it back into the choreography.

Personal Qualities	
Level	Communication
Early	In this clip the learners are playing a game of 2 plus 1 tig. The original 'chasers' hold hands to form a pair. When the pair of chasers tig one additional learner the pair becomes a three. When the line of three chasers tig an additional learner the line breaks to become two pairs. The learners organise this situation during their game.
First	In this clip the two learners can be heard planning how they will begin the 1-2-3-hop sequence, then re-enforcing their understanding of what is expected by continuing to talk all the way through their attempt. The 'hi-five' at the end communicates that they feel they have been successful
Second	In this clip the learner who is leading the group uses her voice as a strategy to keep the group in time with each other. She uses both verbal and non-verbal communication to lead them through the performance.
Third	In this clip the two learners communicate both verbally and physically when working on the various moves that will be part of their dance sequence.
Fourth	In this clip the communication between the learners is clear, but non-verbal. They both feint to create space, then move together to pass the ball, before the learner from the left completes a successful lay-up.