Planning and assessing the Australian Curriculum: HPE

ACHPER Queensland
April 16, 2018
Before we begin...

What do you most want to learn today?

1. Use a sticky note to record your thoughts
2. Post on the wall
I acknowledge the Traditional Owners of the lands on which we gather.

I pay my respects to their Elders, past, present and emerging.
Introductions
- about me

Believe me, my young friend, there is nothing — absolutely nothing — half so much worth doing as simply **messing about in boats**

Kenneth Grahame - Wind in the Willows
Introductions - about you

Teaching:
- 0-5 yrs?
- 6-10 yrs?
- 11-15 yrs?
- 16-20 yrs?
- >21 yrs?

Band:
- 7-10 HPE?
- 11-12 Health?
- 11-12 PE?

Professional learning:
- AC-HPE
- Health (2019)
- PE (2019)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Session One</td>
<td>Engaging with AC:HPE</td>
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<tr>
<td>9:00 am - 11:45 am</td>
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<tr>
<td>Lunch</td>
<td>11:45 am - 12:15 pm</td>
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<td>Session Two</td>
<td>Planning and gathering evidence for assessment</td>
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<td>12:15 pm - 3:00 pm</td>
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<td>Close</td>
<td>3:00 pm</td>
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</table>
Learning goals

Use the syllabus document as a resource for informing and supporting practice.

Explore the features and opportunities of the AC:HPE

Success criteria

You will know you are successful if you:

• develop supportive strategies for implementation
• gain and build confidence in using AC:HPE
• build understanding of how to gather evidence of student achievement
Progress, enablers and barriers
Twitter task

Construct 3 'tweets'

1) progress
2) enablers
3) barriers

- 280 characters
- @acara
- @achperqld
- #achperqld_pd
- #hpe
- #progress - Yellow
- # enablers - Blue
- # barriers - Red
Gallery walk
Re-visitng the key ideas of AC:HPE

- Strength-based approach
- Include critical inquiry
- Develop health literacy
- Educative purposes
- Value movement

Educative purposes
Jigsaw task - key ideas
Key ideas

Your task:

• Read both sides of the card
• Synthesise the information
• Develop a sentence or two to describe the key idea
• Brainstorm an idea or example of what this might look like in a unit of work this year
• Discuss at your table.
Focus on educative purposes

Focusing on educative purposes prioritises progression and development alongside meaning making and application in contemporary movement contexts.
Valuing movement is about providing a variety of movement challenges and opportunities for students to enhance a range of personal and social skills that contribute to health and wellbeing.
Take a strength-based approach

Taking a strength-based approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.
Develop health literacy

Developing health literacy is building the knowledge, understanding and skills to research, apply and assess health information and services.
Including a critical inquiry approach involves deeply analysing and evaluating the contextual factors that influence the ways that people live, including health and movement behaviours.
3:2:1 Task

• 3 things you learned
• 2 things you were reminded of
• 1 thing you still have a question about
Alignment in the AC:HPE
Alignment

Key ideas

Achievement standard
The achievement standard describes the learning expected of students across a band of schooling. e.g. Year Nine and Ten.

The Australian Curriculum content and achievement standards are the mandatory aspects of the Australian Curriculum.

Teachers use the achievement standard to make on-balance judgments about the qualities of learning that students demonstrate.

In Queensland, the achievement standard represents the 'C' standard - a sound level of the knowledge and understanding, as well as the application of skills.
By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours.

They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.

They evaluate the outcomes of emotional responses to different situations.

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

They examine the role physical activity has played historically in defining cultures and cultural identities.
Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts.

They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing.

They apply and transfer movement concepts and strategies to new and challenging movement situations.

They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances.

They work collaboratively to design and apply solutions to movement challenges.
Key ideas and the achievement standard
Knowledge and understanding

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.
**Educative purposes**

**Valuing movement**

**Developing health literacy**

**Strength-based approach**

**Critical inquiry**

**Application of skills**

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.
Alignment

Key idea
Achievement standard
Content Descriptor
Elaborations
Curriculum overview

2 Strands

• Personal, social and community health
• Movement and physical activity

6 Sub-strands

• e.g. Moving our body

19 Threads

• e.g. Refining movement skills
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</table>
Focus areas to be addressed in Years 9 and 10 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).
Check for understanding

I don’t get it! I need some help understanding.

I think I understand but I need a little support.

I understand and can try this on my own.
Unpacking the Content Descriptors
Content descriptors

- Content descriptors are constructed using two components:
  - the ‘element’ — the content or particular knowledge, understanding or skill
  - the ‘action’ — what students are expected to do with the element.
- ‘knowing’ and ‘doing’
Critically analyse and apply health information from a range of sources to health decisions and situations

What will students need to know?
What will students need to do?
Strand: Personal, social and community health

Sub-strand: Communicating and interacting for health and well being

Element

Critically analyse and apply health information from a range of sources to health decisions and situations

(ACPPS095)
What is the content or particular knowledge, understanding or skill required?

‘knowing’

‘KNOWING’

• Elaborations:
  • critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made
  • examining actions to take greater responsibility in relation to their own health
  • critiquing services that provide advice and support on health-related issues, and investigating ways to store and share contact information of these services with other young people
  • evaluating strategies and actions to increase personal safety and planning to promote these in the school and community
Strand: Personal, social and community health

Sub-strand: Communicating and interacting for health and well being

**Actions**

Critically analyse and apply health information from a range of sources to health decisions and situations

(ACPPS095)
Critically analyse

- To *analyse* an issue, information or data to form a judgement.

- It can involve asking questions, identifying problems and solutions, applying knowledge, stating an argument and supporting it with evidence, or making comparisons and evaluating in Health and Physical Education.
Personal, social and community health

Communicating and interacting for health and well being

**Critically analyse and apply** health information from a range of sources to health decisions and situations

(ACPPS095)
Apply

• To use in a particular situation
Personal, social and community health

Communicating and interacting for health and well being

Critically analyse and apply health information from a range of sources to health decisions and situations

(ACPPS095)
Over to you...

Strand: Movement and physical activity
Sub-strand: Moving our body
Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations
• Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations
Elaborations

- adapting and responding to changes in equipment that increase the complexity of a movement task or performance
- transferring skills learnt in one movement situation to a different situation
- performing specialised movement skills in situations where the rules or conditions have been modified to vary complexity
- using knowledge of results feedback to support another student in performing a skill with greater accuracy or control
- responding to teacher and peer feedback to enhance performance
- using ICT to record others' performance, and providing feedback on synchronicity and timing of movements in relation to other people, objects or external stimuli
- providing constructive feedback on their own and others' performance by using movement-analysis software to break down a skill or sequence
How’s your progress?
Ideas for unit planning
Begin with the end in mind…

- Backward mapping
- Where do we want students to be by the end of the unit?
- What evidence about the achievement standard needs to be collected?

(Wiggins and McTighe, 2004)
Unit planning

- What statement(s) of the achievement standard are you gathering evidence about?
- Which content descriptions might be covered in the unit?
- Which elaborations might assist to provide ideas?
- What learning experiences might be developed?
By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours.

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They work collaboratively to design and apply solutions to movement challenges.
Key ideas

Educative purposes

Strength-based approach

Include critical inquiry

Value movement

Develop health literacy
Table 1: Overview of sub-strands and threads in the Australian Curriculum: Health and Physical Education

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Mission Australia Youth Survey (2017)
Top issues identified in Australia today
all have increased since 2015

- Mental health 33.7%
- Alcohol and drugs 32.0%
- Equity and discrimination 27.3%

From 2015 to 2017 the proportion of those indicating mental health as a national concern rose from 14.9% to 33.7%
Personal, social and community health

Content descriptors
What will students need to know and do?
Inquiry process

Define
- Identify issues and problems
- Ask questions
- State an argument
- Plan the investigation
- Collect health and physical activity data/information from different sources

Analyse
- Interpret data/information to describe patterns or trends, establish meaning or relationships
- Apply health and physical activity data/information
- Identify barriers and enablers to finding solutions

Synthesise
- Draw conclusions about data/information
- Design and propose strategies for improving health and physical activity outcomes

Communicate
- Present ideas and opinions for the identified purpose and audience
- Use specific terminology in health and physical activity contexts
- Use appropriate interpersonal skills in a range of contexts

Evaluate
- Make informed judgments or decisions about the worth, validity and reliability of strategies and outcomes

Reflecting
- Have I made healthy, safe and active choices that will enhance my own and others health and wellbeing?
- Do new questions arise?
- What have I learnt that can inform future learning?

Critical thinking/reflecting throughout the process (QCAA, 2015)
Share your ideas...

Share your ideas with others across the room
Strand: Movement and physical activity
Movement and physical activity: Three sub-strands
Arnold’s framework (1979)

(Source: Newbold, 2018)
Movement and physical activity

Content descriptors

Movement

Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)

Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)

Understanding movement

Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (ACPMP102)

Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)

Learning through movement

Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)

Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)

Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)
Warp speed

Initiative game
Sub-strand: Moving our body

- Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment
Elaborations

• using established criteria to apply and evaluate the effectiveness of movement concepts and strategies
• developing and implementing appropriate movement concepts and strategies for selected movement scenarios
• reviewing, proposing and implementing alternative responses to movement situations based on the outcome of previous performances
Sub-strand: Understanding movement

- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences.
Elaborations

- experimenting with the manipulation of force and speed applied to an object to examine the difference created in movement paths
- demonstrating and describing how the body can absorb force
- creating a group performance that demonstrates synchronous and individual movements
- using ICT to analyse movements and enhance movement sequences and performances
<table>
<thead>
<tr>
<th>Quality of movement</th>
<th>Body awareness</th>
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(QCAA, 2018)

Links to Physical Education (2019)
Movement concepts and strategies

These provide a framework for enhancing movement performance. Movement concepts (or elements of movement) explored in the curriculum include body awareness; spatial awareness; effort awareness; and relationship to/with objects, people and space. Movement strategies refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal. Movement strategies include moving into space to receive a pass from a teammate or hitting a ball away from opponents to make it difficult to retrieve or return the ball. Different games and sports may require similar activities or goals and will therefore use similar movement strategies to achieve success.
Strategy

A method or combined plan of actions devised to bring about a determined outcome; the strategy emerges from the integration of a scientific base (biophysical, sociocultural, psychological) and physical activity context to optimise the performance and engagement of self and others.

(QCAA, 2018)
Body and movement concepts
ABOUT MOVEMENT
- Quality of movement
- Body awareness
- Space awareness
- Relationships

Principles of play
THROUGH MOVEMENT
- Executing movement
- Decision making
- Creating space
- Interacting

Body and movement strategies
IN MOVEMENT
- Efficiency
- Effect
- Effort
- Outcome
- Attack
- Defend
- Space
- Outcome
- Support
- Using space
- Outcome
- Implements
- Space
- Team
- Opposition
What are movement concepts and strategies?
What role do they play in understanding movement?
Moving our body (ACPMP101)
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(QCAA, 2018)

**Which movement concepts?**
Over to you: inquiry and problem solving
Solve a problem

At your table, design a learning experience to solve a problem in an invasion game.
INVASION GAME

- How do we set up an attack in an invasion game?
- How do we best defend against an attack?
- How do we create, defend and exploit space?
- How do we attack the opposition goal to score?
Begin with the end in mind...

• Backward mapping
• Where do we want students to be by the learning experience?
• What evidence about the achievement standard do students need to collect?
What statement(s) of the achievement standard are you gathering evidence about?

Which content descriptions might be covered in the unit?

Which elaborations might assist to provide ideas?

What learning experiences might be developed?
Inquiry process

Define
- Identify issues and problems
- Ask questions
- State an argument
- Plan the investigation
- Collect health and physical activity data/information from different sources

Analyze
- Interpret data/information to describe patterns or trends, establish meaning or relationships
- Apply health and physical activity data/information
- Identify barriers and enablers to finding solutions

Synthesize
- Draw conclusions about data/information
- Design and propose strategies for improving health and physical activity outcomes

Communicate
- Present ideas and opinions for the identified purpose and audience
- Use specific terminology in health and physical activity contexts
- Use appropriate interpersonal skills in a range of contexts

Evaluate
- Make informed judgments or decisions about the worth, validity and reliability of strategies and outcomes

Reflecting
- Have I made healthy, safe and active choices that will enhance my own and others health and wellbeing?
- Do new questions arise?
- What have I learnt that can inform future learning?

Critical thinking/reflecting throughout the process
Your task

Brainstorm a learning experience to support the inquiry process to enable students to develop evidence of the achievement standard.
Gathering evidence: Strategies for assessing movement
Strategies for assessing movement

OBSERVATION

A valuable tool to make judgements about what students can or can’t do to identify the point at which you should target your teaching. When observing students’ movement competence, you can use the information you collect to:

- plan and program lessons or activities for the whole class, small groups or individuals
- assist individual students by providing feedback about their performance
- evaluate the effectiveness of your teaching program.

Observation should be part of the natural teaching and learning situation so that students do not alter their movement pattern. When observing students performing movement skills:

- focus on how the movement looks or which components are evident in the performance, rather than on the final outcome of the movement, such as how fast the student ran or the accuracy of the throw.
- be objective
- work with a colleague to promote discussion and consistency
- use a variety of contexts and over a period of time.

(NSW Department of Education, 2018)
Strategies for assessing movement

CHECKLISTS
Checklists can help with observation and making judgements about students’ proficiency in movement skills.

SPOTLIGHTING
A process of focusing attention on a few students each lesson instead of trying to critically observe everyone. Promotes systematic and ongoing observation.

Observe behaviours that students might display when working towards the syllabus outcome.

At the end of the stage, make a professional judgement about the achievement of the outcome. Assessment evidence is collected over time and in a variety of contexts.

( NSW Department of Education, 2018)
Strategies for assessing movement

PEER AND SELF ASSESSMENT
Provides invaluable feedback for students by allowing them to develop a better understanding of themselves as learners and develop responsibility for their own learning. Students observe themselves and their peers to reflect on their own learning by providing appropriate feedback.

(NSW Department of Education, 2018)
Game Performance Assessment Instrument

(GPAI)

- Decision making
- Movement execution
- Support
- Guard/mark
- Adjust
- Cover
- Base

(Adapted from Amezdroz et.al., 2016)
Game Performance Assessment Instrument (GPAI)
Design a GPAI to observe:

1. Decision making
2. Movement execution

**Decision making:**
- Appropriate
- Inappropriate

**Movement execution:**
- Effective
- Ineffective
Dartfish Easytag Note app ($7.99)
Trialling and testing
Making judgments: Using QCAA resources
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td><strong>The folio of student work has the following characteristics:</strong></td>
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<tr>
<td><strong>discerning</strong> critical analysis of contextual factors that influence identities, relationships, decisions and behaviours</td>
<td><strong>informed</strong> critical analysis of contextual factors that influence identities, relationships, decisions and behaviours</td>
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<td><strong>discerning</strong> analysis of the impact that attitudes and beliefs about diversity have on community connection and wellbeing</td>
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<td><strong>discerning</strong> evaluation of the outcomes of emotional responses to different situations</td>
<td><strong>informed</strong> evaluation of the outcomes of emotional responses to different situations</td>
<td><strong>evaluation of the outcomes of emotional responses to different situations</strong></td>
<td><strong>explanation</strong> of the outcomes of emotional responses to different situations</td>
<td><strong>statements</strong> about emotional responses</td>
</tr>
<tr>
<td><strong>discerning</strong> access to, and synthesis and application of health information from credible sources to propose and justify discerning responses to health situations</td>
<td><strong>informed</strong> access to, and synthesis and application of health information from credible sources to propose and justify informed responses to health situations</td>
<td><strong>access to, and synthesis and application of health information from credible sources to propose and justify responses to health situations</strong></td>
<td><strong>access to, and application of health information from sources to explain responses to health situations</strong></td>
<td><strong>access to health information from sources to make statements about responses to health situations</strong></td>
</tr>
<tr>
<td><strong>discerning</strong> proposition and evaluation of interventions to improve fitness and physical activity levels in communities</td>
<td><strong>informed</strong> proposition and evaluation of interventions to improve fitness and physical activity levels in communities</td>
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<td><strong>explanation</strong> of interventions that improve fitness and physical activity levels in communities</td>
<td><strong>statements</strong> about fitness and physical activity levels in communities</td>
</tr>
<tr>
<td><strong>discerning</strong> examination of the role physical activity has played historically in defining cultures and cultural identities</td>
<td><strong>informed</strong> examination of the role physical activity has played historically in defining cultures and cultural identities</td>
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<td><strong>description</strong> of the role physical activity has played historically in defining cultures and cultural identities</td>
<td><strong>statements</strong> about the role physical activity has played historically in culture and cultural identities</td>
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<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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</tr>
<tr>
<td>**A</td>
<td><strong>Purposeful application of decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing</strong></td>
<td><strong>Effective application of decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing</strong></td>
<td><strong>Application of decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing</strong></td>
<td><strong>Partial application of decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing</strong></td>
</tr>
<tr>
<td>**B</td>
<td><strong>Purposeful demonstration of leadership, fair play and cooperation across a range of movement and health contexts</strong></td>
<td><strong>Effective demonstration of leadership, fair play and cooperation across a range of movement and health contexts</strong></td>
<td><strong>Demonstration of leadership, fair play and cooperation across a range of movement and health contexts</strong></td>
<td><strong>Partial demonstration of leadership, fair play and cooperation across a range of movement and health contexts</strong></td>
</tr>
<tr>
<td>**C</td>
<td><strong>Purposeful application and transfer of movement concepts and strategies to new and challenging movement situations</strong></td>
<td><strong>Effective application and transfer of movement concepts and strategies to new and challenging movement situations</strong></td>
<td><strong>Application and transfer of movement concepts and strategies to new and challenging movement situations</strong></td>
<td><strong>Partial application of movement concepts and strategies to new movement situations</strong></td>
</tr>
<tr>
<td>**D</td>
<td><strong>Purposeful application of criteria to make informed judgments about and refinement of their own and others’ specialised movement skills and movement performances</strong></td>
<td><strong>Effective application of criteria to make informed judgments about and refinement of their own and others’ specialised movement skills and movement performances</strong></td>
<td><strong>Application of criteria to make judgments about and refinement of their own and others’ specialised movement skills and movement performances</strong></td>
<td><strong>Partial application of criteria to their own and others’ specialised movement skills and movement performances</strong></td>
</tr>
<tr>
<td>**E</td>
<td><strong>Purposeful design and application of solutions to movement challenges through collaboration.</strong></td>
<td><strong>Effective design and application of solutions to movement challenges through collaboration.</strong></td>
<td><strong>Design and application of solutions to movement challenges through collaboration.</strong></td>
<td><strong>Partial design and application of solutions to movement challenges through collaboration.</strong></td>
</tr>
</tbody>
</table>
Concluding the workshop …

What do you most want to learn about today?

At the start of the workshop, we asked this question.
Have we achieved all or part of this goal?
Gallery walk
Thank you.

Contact details:

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Twitter: @GAmezdroz