

AC:HPE	Foundational skills Criteria (Crap Detector Lens)	Senior Health	Senior Physical Education
EDUCATIVE	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance is measured according to knowledge and skills <input type="checkbox"/> Quality, authentic assessment is critical <input type="checkbox"/> STEM, literacy/numeracy, diversity and inclusion can be identified <input type="checkbox"/> Accountability of student learning is evident <input type="checkbox"/> Importance of generating and interrogating primary data 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance is measure according to knowledge and skills <input type="checkbox"/> ATAR ranking is primary objective <input type="checkbox"/> Not about fixing or building students' health <input type="checkbox"/> Theoretical frameworks and concepts <input type="checkbox"/> Process of inquiry <input type="checkbox"/> Importance of generating and interrogating primary data 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance is measure according to knowledge and skills <input type="checkbox"/> ATAR ranking is primary objective <input type="checkbox"/> Not about fixing or building students' health/sport performance <input type="checkbox"/> Theoretical frameworks and concepts <input type="checkbox"/> Process of inquiry <input type="checkbox"/> Importance of generating and interrogating primary data
STRENGTHS-BASED	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on personal, social and community resources <input type="checkbox"/> Explore factors that underpin healthy living, nurture, flourish, enjoyment <input type="checkbox"/> Pedagogy is important vehicle for the development of problem-solving skills <input type="checkbox"/> Fundamental movement skills as a resource 	<ul style="list-style-type: none"> <input type="checkbox"/> Salutogenic model <input type="checkbox"/> Understanding of the ease/dis-ease continuum and the river of life analogy <input type="checkbox"/> Importance of identifying, critiquing and building resources for healthy living according to theoretical frameworks 	<ul style="list-style-type: none"> <input type="checkbox"/> Sociocritical perspectives <input type="checkbox"/> Importance of movement and physical activity as a resource for personal and community wellbeing <input type="checkbox"/> Units on ethics and equity <input type="checkbox"/>
HEALTH LITERACY	<ul style="list-style-type: none"> <input type="checkbox"/> Functional – vocabulary, terminology, formulae, principles <input type="checkbox"/> Interactive – using information in games, communication, problem-solving and group work/challenges <input type="checkbox"/> Critical – exploring barriers and enablers, vested interests and injustice 	<ul style="list-style-type: none"> <input type="checkbox"/> Health literacy as an overarching framework <input type="checkbox"/> Explore and interrogate strategies that develop own and others' health literacy <input type="checkbox"/> Critiquing digital media, primary and secondary data 	<ul style="list-style-type: none"> <input type="checkbox"/> Theoretical concepts, terms and principles (Max VO2, exercise dosage etc.) <input type="checkbox"/> Exploration of team work and game play strategy through interpersonal communication <input type="checkbox"/> Critical literacy skills for ethics and equity
VALUE MOVEMENT; IN, THROUGH AND ABOUT	<ul style="list-style-type: none"> <input type="checkbox"/> Games, sports and PA as a medium and context for learning <input type="checkbox"/> Data generation in and through movement <input type="checkbox"/> Development of theoretical foundations and process of interrogating games, movement and physical activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Meta-process of primary data collection and application of theoretical concepts to analyse and critique issues 	<ul style="list-style-type: none"> <input type="checkbox"/> Games, sports and PA as a medium and context for learning <input type="checkbox"/> Data generation in and through movement <input type="checkbox"/> Development of theoretical foundations and process of interrogating games, movement and physical activities
CRITICAL INQUIRY	<ul style="list-style-type: none"> <input type="checkbox"/> Students understand socioeconomic forces and their role in shaping life <input type="checkbox"/> Identification of barriers and enables to active healthy living <input type="checkbox"/> Equity, inclusion, diversity and social justice are explored <input type="checkbox"/> Action for change or maintenance of support <input type="checkbox"/> Process of interrogating topics and issues – pedagogy is critical 	<ul style="list-style-type: none"> <input type="checkbox"/> Social justice overarching frameworks <input type="checkbox"/> Students understand socioeconomic forces that influence their own and others' healthy living <input type="checkbox"/> Identification of barriers and enables to active healthy living <input type="checkbox"/> Action for change or maintenance of support – diffusion of innovation <input type="checkbox"/> Process of interrogating topics and issues – pedagogy is critical 	<ul style="list-style-type: none"> <input type="checkbox"/> Students understand socioeconomic forces and their role in shaping life <input type="checkbox"/> Identification of barriers and enables to equity and inclusion within sport and games <input type="checkbox"/> Ethics as a strategy for addressing sociocultural factors that influence sport <input type="checkbox"/> Action for change or maintenance of support <input type="checkbox"/> Process of interrogating topics and issues – pedagogy is critical

