Health and movement science Stage 6 (Year 11)

Collaboration in our classrooms

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This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Introduction

## What is collaboration?

Collaboration is not just group work. Through the NSW Education Standards Authority (NESA) Health and Movement Science 11–12 Syllabus, collaboration is a skill which requires explicit teaching and assessment.

Collaboration involves working together to achieve a common purpose or goal. This may include:

* allocating resources and responsibilities to optimise all group members’ strengths
* recognising and supporting diverse perspectives
* using personal and social skills to positively interact with and influence others.

As part of the Health and Movement Science Syllabus and the collaborative investigation in Year 11, the following syllabus outcome is to be assessed:

* Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts **HM-11-05**

Based on this Year 11 skill outcome, students are expected to demonstrate strategies to both:

* interact positively with others
* build a shared understanding of health and movement concepts.

[Health and Movement Science 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

The Australian Council for Educational Research (ACER) 2020 Collaboration: Skill development framework defines collaboration as ‘the capacity of an individual to contribute effectively in a group. This involves perseverance, contributing to team knowledge, valuing contributions of others and resolving differences. Effective collaboration involves a division of labour with participants who are engaged in active discourse that results in a compilation of their efforts.’ (ACER, 2020:2).

Meaningful collaboration promotes the building of peer relationships and fosters peer interactions. By involving students in different discussions, they are able to collaborate which enables them to understand different perspectives, and to give and receive feedback.

Through collaboration, students not only become more skilled at working with their peers but also working with other adults. Collaboration can occur online and offline.

## Why is collaboration important?

Working well with others is a key feature of future employment, education and engagement in the community. Increasingly students are expected to graduate with strong interpersonal skills, knowledge of group dynamics, the flexibility to work in teams, the ability to lead, solve problems and communicate effectively.

The skill of collaboration is clearly visible in the PDHPE K–10 Syllabus through the interpersonal skill domain and is supported through the skills attributed to self-management. Collaboration is a sub domain in the personal and social capability as one of the general capabilities in NSW syllabuses.

The skill of collaboration has been identified as significant for the teaching, learning and assessment of the Health and Movement Science 11–12 Syllabus. There is a strong focus on applying the skill of collaboration to Health and movement science concepts. Content should provide opportunities for students to engage in practical experiences and develop the skill of collaboration in each core.

## Which skills support successful collaboration?

Research shows a clear link between successful collaboration and other skills embedded in the interpersonal and self-management skill domains of the PDHPE K–10 Syllabus.

These skills are listed below.

### Self-management skills

Personal identity:

* resilience
* perseverance
* adaptability.

Self-awareness:

* developing control and responsibility for actions
* awareness of rights and responsibilities
* awareness of strengths and weaknesses
* awareness of influences, values and attitudes
* reflective practice.

Emotion and stress management:

* recognise emotions
* optimistic thinking
* coping.

Decision-making and problem-solving:

* information-gathering
* finding solutions to problems
* analysis
* time management
* goal setting and tracking.

Help-seeking:

* recognising when help is needed
* accessing support and support networks.

### Interpersonal skills

Communication:

* verbal and non-verbal communication
* listening
* expressing feelings, thoughts and opinions
* giving and receiving feedback
* negotiation and conflict management
* assertiveness.

Collaboration, inclusion and relationship-building:

* expressing respect for others’ contributions
* fostering connectedness
* recognising and using own abilities and strengths
* recognising and using abilities and strengths of others
* assess own abilities
* contribute back to the group.

Empathy building:

* understand others’ views needs and circumstances.

Leadership and advocacy:

* influencing and persuading
* restorative practices
* networking
* motivation.

Social awareness:

* respecting difference and diversity
* perspective forming
* perspective taking.

Other higher order thinking skills also complement learning when collaboration is a focus. These include discussing, negotiating, interpreting, organising, application and transference, clarifying, trial and error and problem solving.

## How do we explicitly teach collaboration?

Collaboration is not automatic. It requires explicit teaching. Putting students into groups is not collaboration. The key is to structure the activities collaboratively so that learners are mutually dependent on each other yet are held individually accountable.

In the Health and Movement Science 11–12 Syllabus, there are a number of opportunities to develop and teach collaboration authentically and meaningfully. This allows for a variety of situations and learning contexts.

### Use collaborative learning strategies

Collaborative learning is a [high impact teaching strategy [PDF 860KB]](https://www.education.vic.gov.au/Documents/school/teachers/support/high-impact-teaching-strategies.pdf) (Hattie 2009) focused on teachers providing opportunities for students to participate in flexible groups that collaborate on meaningful tasks, and respond to questions that support achievement of learning goals.

Collaborative learning is the process where 2 or more learners interact with each other to complete a common task. Each learner has individual and group accountability to complete the task.

This type of learning is not just about the product or the part of the syllabus that is to be learnt. It is equally about the process, and the personal and social skills that are learnt, developed and applied to positively interact with and influence others throughout the collaborative learning cycle.

The result of this type of learning should be a strengthened and heightened level of understanding about a topic and process that could not be achieved by an individual on their own.

For collaborative learning to be effective, the teacher should:

* clearly articulate learning objectives including knowledge, content application and process skills such as specific communication skills
* carefully plan activities to ensure students can achieve the objectives and access resources available to suit student and task needs
* explicitly define and scaffold tasks
* clearly explain expectations and assessment requirements such as evidence of collaboration
* identify tasks which allow specific skills to be developed and applied.

A range of strategies can be embedded into the classroom to support students to develop, apply and evidence their collaboration through learning. Some examples have been listed below.

* Teach and/or co-construct group norms and contracts. This teaches skills in expressing respect for the contributions of others, active listening, respecting difference and diversity, being resilient and giving and receiving feedback.
* Use timelines, project plans and student checklists to teach skills in establishing common goals, determining and assigning responsibility, negotiation and compromise and taking responsibility for producing high quality work.
* Allow time for students to unpack the requirements of the task in their group so they can clarify and plan with each other and with the teacher. Encourage students to take on and share the roles, for example, facilitator, note taker, timekeeper, presenter, observer.
* Build in checks along the way such as self, peer or teacher assessment to make sure everyone is on the right track and contributing to the work and the group. Use plans, contracts and group norms to facilitate reflection of self and the group in working towards mutual goals.

### Promote accountability

Accountability contributes to success in collaboration. Accountability grows a sense of ownership for tasks, roles, goals and outcomes across a group.

Table 1 outlines a range of strategies that can be put in place to increase accountability within groups.

Table 1 – overview of sample strategies and activities to increase accountability within groups

|  |  |
| --- | --- |
| Strategy description | Suggested activity |
| Use a group contract   * Understand clearly what the group is to do * Support students to be accountable for themselves * Support students to have discussions with team members about roles | * **Teach and/or co-construct a group contract** * **Refer to the group contract during group dysfunction** |
| Use a tracking system   * Monitor group goals and individual responsibilities | * **Create a tracking sheet** * Use a tracking sheet to record and monitor tasks, roles and completions |
| Keep a logbook   * A personal journal which records contributions to the work of the group | * **Develop a logbook** * **Use a logbook to reflect on contributions and process each lesson or each week** |
| Engage in review and feedback   * Regularly review work to maintain consistency and performance expectations * **All done at regular, pre-determined time periods throughout the collaborative investigation** | * Peer feedback * Self-feedback * Teacher feedback |
| Students and teachers communicate frequently | * Schedule regular check-ins |

# Establish the group for authentic collaboration

Collaboration is most effective and observable when all members of a group are working towards the group outcomes or goals. The effectiveness of this collaboration is increased through the use of the following group formation and management strategies.

## Create a group contract

A group contract is an agreement developed by a group to create the most effective environment or conditions for all members to operate or work in. A group contract can bring people together and ensure everyone fully understands what is expected and accepted as a member of the group. It should be created immediately upon formation of the group.

All members should come to a consensus when developing the contract and need to agree to all terms of the contract.

Teachers can:

* design a contract used by all students
* co-design a contract with students
* allow students to decide on the core expectations they have of each other and themself as part of the collaborative investigation.

A group contract should also consider specific aspects of the task, such as a collaborative investigation. This includes challenging tasks or steps, pacing of the project, resources required, strengths of group members and anticipated workload.

Keep in mind, as collaboration develops throughout the task or the course of a collaborative investigation, students may want to revise the contract to reflect more accurately what the collaboration looks like or to re-evaluate some decisions that could be negatively influencing the group’s collaboration as they work towards their goals.

Contracts can support the success of the group by determining:

* what is important for each step of a task including a collaborative investigation
* what needs to be done, how it will be done, who will do it and when it will be done
* how the group will find, share, store, record and communicate information
* how the group will assess and reflect on information
* how the group will share the workload and delegate tasks and roles
* how the group will resolve conflict that may arise
* how the group will work ethically and ensure their work and research is valid, reliable and credible.

### Components of a group contract

#### Goals

Group goals should be discussed in the context of each group member’s personal goals and assumptions about the group. This allows everyone to contribute. Everyone should ask themselves questions. Examples might include:

* What do I hope to get out of the investigation and process?
* Does everyone in the group want to achieve the same thing?
* What does everyone bring to the investigation?
* How can we access people’s strengths and skills to maximise our outcomes as a group?

Group goals should create expectations of individual members and the group as a whole. To set group goals, the tasks, responsibilities and outcomes should be clarified. This discussion shapes the timelines and roles.

SMART is a great way to clarify and document goals.

* Specific: what are you working towards as a group and as individuals?
* Consider who, what, where, which, when and why.
* Measurable: What resources do you need to do this?
* Achievable: What needs to be done to complete this investigation?
* Relevant: Is this important to complete?
* Timebound: How long will this take? How long will you spend on each task? When do you plan to do this?

#### Communication

Planning how individuals will communicate as a group includes establishing processes, roles and norms for meetings, check-ins, work updates and decision making. Communication can involve:

* an online space to track and monitor files and conversations. This also allows a teacher to assess levels of collaboration and input from group members
* face to face discussions
* a combination of online and offline communication.

Regardless of the preferred mode of communication, it is useful to establish some agreements and norms within the class and the group.

The [High Tech High School tuning protocol norms](https://www.edutopia.org/blog/tuning-protocol-framework-personalized-professional-development-jess-hughes) are a great starting place.

* Be hard on content, soft on people. Students should ask questions, challenge opinions, perspectives and decisions, but not frame the comments personally. They should challenge and question the work or the content, not the person. In a sporting metaphor – ‘play the ball, not the player’.
* Be kind, specific and helpful. Feedback or questioning should promote improved understanding or improved quality of the work. All comments, therefore, should be framed in a way that helps the group and individual to move forwards and be solutions focused. Some starters might include:
* Is there a reason you ...?
* Can you unpack for me ...?
* Can you please explain why you ...?
* Can you provide some more detail on ...?
* Share the air or step up and step back. This norm reminds students to allow for balanced discussion and input from all members of a group. Avoid people dominating the conversation and invite in members of the group who may be quiet or unwilling to share their perspectives.

The other consideration with communication is the frequency. The group should agree on which type of communication mode or platform they will use, what will be communicated via that mode or platform and how often that communication is required.

#### Decision making

A process should be established to allow every group member to have input, share their opinion or perspective and be heard. A simple but consistent process will help the group to make quick but effective decisions. Decision making might be added to a meeting plan or might be only permitted when a consensus or majority of the group has input and comes to an agreement.

#### Resolving conflict, challenge or dysfunction

A process for identifying and addressing conflict, challenge or dysfunction should be identified to promote feelings of safety for group members. Resolving conflict, challenge or dysfunction quickly and respectfully within the group can prevent negative impacts on group morale.

Table 2 – causes of conflict, challenge or dysfunction and solutions when working in groups

|  |  |
| --- | --- |
| Causes | Possible solution(s) |
| Inequitable student contribution | * Explicitly teach collaborative skills * Use co-operative strategies and structures * Refer to group contract for roles and responsibilities * Encourage peer and self-assessment * Use a tracking system * Reflect on contributions through a logbook |
| Interpersonal conflicts which interfere with productivity | * Support group building * Survey students before group formation and during group work to collect information * Support problem solving |
| Off-task behaviour that wastes time | * Organise regular check-ins and feedback processes * Use a timer or timelines for task tracking * Refer to group contract * Refer to tracking system * Match responsibilities and roles to strengths |
| Student absenteeism resulting in an imbalance in productivity and group equilibrium | * Plan and add to group contract * Leverage technology |
| Student dominating discussion with their own opinions and perspectives impacting group morale and feelings of safety for members | * Refer to group contract * Allocate timers for people to speak and contribute, allowing all members equal time |
| Group member submits work or takes credit for work which is not their own | * Explicitly teach copyright, referencing and plagiarism to the class * Establish a class process and consistent consequences |

#### Attendance

Attendance is important to keep students on task and aware of what is happening in the group. The contract should address what the expectations are when a member of the group is absent or late once or on a regular basis. Groups should also consider alternative ways of attending meetings, connecting or communicating virtually to reduce the impact of attendance issues.

Things to consider may include:

* each group member agrees to show up to class and to outside group meetings on time
* if a group member is less than 5 minutes late, they may quietly join the group without disrupting it to ask what they’ve missed. It is optional for the group members to fill in the late comer
* group members who are avoidably late must: (group decides consequence and adds here).

#### Sharing of work

**Team members should agree upon a collective storage system for all work related to the project. This is to ensure all students have access to resources and work. The chosen system should be one that all team members are comfortable with and can access. There should also be decisions made and protocols established to ensure safe storage of all data and regular backups to avoid loss of work completed.**

#### Agreed group roles and responsibilities

Assigning group roles can be a useful way to monitor and enhance group dynamics. Decisions are required by the group about which roles to have, who will have them, for how long and how they will be managed. Examples of roles are included in Table 3.

Table 3 – individual roles and responsibilities in a group

|  |  |
| --- | --- |
| Role | Role description |
| Facilitator | Moderates team discussion, keeps the group on task and distributes work. |
| Recorder | Takes notes summarising team discussions and decisions and keeps all necessary records. |
| Devil’s advocate | Raises counterarguments and (constructive) objections, introduces alternative explanations and solutions. |
| Mediator | Strives to create a harmonious and positive team atmosphere and reach consensus (while allowing a full expression of ideas). |
| Planner | Makes sure the group focuses on the most important issues and does not get caught up in details. |
| Explorer | Seeks to uncover new potential in situations and people and explore new areas of inquiry. |
| Innovator | Encourages imagination and contributes new and alternative perspectives and ideas. |
| Checker | Checks to make sure all group members understand the concepts and the group’s conclusions. |

Before allocating group members to roles, the group should have established the norms, processes and what roles are required. Each member should be able to identify their strengths and weaknesses. Discussing strengths and weaknesses within the group also helps to develop a deeper relationship among team members.

Group consensus should allow for group members to be matched to roles based on their strengths, expertise and interests. Being honest about weaknesses means that group members are not set up for frustration or disappointment in the roles they are allocated. Weaknesses can reflect opportunities where a group member that lacks a particular strength or skill might be able to learn from another group member.

# Track and monitor work progress and completion

Tracking sheets, group check-ins and check-ins with a teacher are useful for keeping students on task. They also allow individuals and the group to ask questions, seek feedback and share challenges and successes as they work towards their goals.

Students may use a [sample tracking sheet](#_Sample_tracking_sheet) like the sample in Table 4 to monitor group work progress and completion.

## Sample tracking sheet – group

Project name:

Group members:

Table 4 – sample collaborative investigation tracking sheet for group tasks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task | Who is responsible? | Due date | Status | Done |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Or individuals may choose to use the following structure to monitor individual work progress and completion.

## Sample tracking sheets – individual

Project name:

Group members:

Date:

### Goals

During this time, I had the following goals for project work…

Table 5 – sample collaborative investigation tracking sheet for goals and progress

|  |  |
| --- | --- |
| Goal | Details of progress |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

### Tasks

During this time, I accomplished…

Table 6 – sample collaborative investigation tracking sheet for tasks and progress

|  |  |
| --- | --- |
| Task | Details of progress |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

### Next steps

What will I do next?

Table 7 – sample collaborative investigation tracking sheet for next steps

|  |  |
| --- | --- |
| Step | Details |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

Outline any concerns or questions you might have.

# What does collaboration look like in our classrooms?

There are a number of frameworks which unpack collaboration. They offer us guidance on what to expect to observe in our classrooms when students are engaged in genuine collaboration.

## Australian Council for Educational Research (ACER)

The Australian Council for Educational Research (ACER) offers a [skill development framework](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1043&context=ar_misc) which describes collaboration within strands (core elements) that are then further qualified as aspects (sub-elements). Specifically, a strand refers to the overarching conceptual category for framing the skills and knowledge addressed by collaboration assessments.

### Strand 1 – Building shared understanding

Students communicate to exchange information, share perspectives and convey values. The purpose of the communication within the group is to reach a common goal. Students can ask and answer questions to facilitate learning within the group and build mutual understanding as they complete the task or activity. They pool resources such as knowledge, expertise and skills and recognise and use the strengths of each group member. For effective collaboration, students define and negotiate roles and responsibilities based on strengths to complete the task.

### Strand 2 – Collectively contributing

**Once a shared understanding of the group, task and roles has been established, each group member needs to contribute their agreed responsibilities to the group, and recognise the contributions of others, for collaboration to occur.** The ability to recognise and value the contributions of others and their perspectives through listening, acknowledging, understanding or critiquing is crucial to the process of collective contribution along with being able to take responsibility for one’s actions and adhere to group aims and objectives. Proficient collaborators take responsibility for the actions determined by their role and understand the role of others in the task.

### Strand 3 – Regulating

**Monitoring individual contribution to the group is important for effective collaboration. Proficient collaborators will ensure their contributions are relevant and helpful to the task, as well as supporting the shared understanding of the group throughout the task. Students use a combination of peer and self-assessment to monitor individual** contributions and reflect on group progress. The resolution of difference is important. This requires the use of negotiation skills to discuss differences of opinions and perspectives.

## Cambridge Life Competencies Framework

This [framework](https://www.cambridge.org/gb/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework) outlines 6 key areas of competency that are important for development: creative thinking, critical thinking, learning to learn, communication, collaboration and social responsibilities. These competency areas are linked to 3 foundation layers – emotional development, digital literacy and subject knowledge. The framework gives a complete view of transferable skills, all detailed within one system, and shows how these skills develop across different stages of the learning journey.

Cambridge divides collaboration into 4 core areas.

### Core area 1 – taking personal responsibility for own contribution to a group task

Refers to a learner’s ability to participate actively in group activities through taking on a variety of roles, to share their own ideas freely with others and demonstrate a willingness to provide explanations for their own contributions as required.

### Core area 2 – encouraging effective group interaction

This includes a learner’s ability to listen carefully to others and to acknowledge their views, even when conflicting with their own. Learners are thus able to take turns appropriately in a group task, provide constructive feedback and also put forward their own solutions and ideas in a way that helps the group progress towards completing it. It also involves groups establishing effective ways of working together and offering mutual support to one another.

### Core area 3 – managing the sharing of tasks in a group activity

Refers to a learner’s ability to identify tasks and sub-tasks in a group activity and to share them fairly among group members.

### Core area 4 – working towards task completion

Related to a learner’s ability to ensure the group is making progress towards their goals. This might include evaluating multiple options and points of view during a group activity and recognising the most suitable solution for the resolution of the task. It also involves effectively identifying and resolving issues that may arise during the course of an activity.

# A framework for assessing collaboration through Health and movement science

The following collaboration framework has been developed by the NSW Department of Education’s PDHPE Curriculum team to support teachers to assess outcome HM-11-05 as part of Health and movement science, after reviewing a range of research and guidance for collaboration.

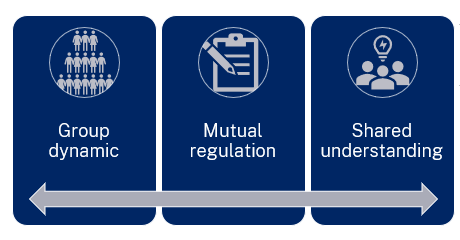
The framework splits collaboration into 3 elements which are interrelated and link closely to the components of outcome HM-11-05.

* Element 1 is based around group dynamic.
* Element 2 is based around mutual regulation.
* Element 3 is based around shared understanding.

For each element, a range of strategies have been identified. These strategies can be applied by students as part of effective collaboration. Strategies are listed in order of complexity within the sub-elements with accompanying evidence of learning.

These strategies are a guide. Teachers can determine their own strategies or evidence of learning for assessment.

Figure 1 – the 3 elements of the collaboration framework



To use the framework to teach or assess collaboration (outcome HM-11-05), teachers should select a minimum of one strategy from each element. This strategy could be assessed 3 or 4 times across a task through checkpoints to give observable measures and valid evidence of achievement or progress.

Teachers should make modifications and adjustments based on evidence of student strengths and areas for growth. A combination of assessment strategies can be used to make judgements on student collaboration and collect evidence of learning for each strategy, including peer assessment, self-assessment, teacher observation and logbooks or reflection journals.

## Element 1 – group dynamic

This element focuses on the effective interactions within the group. Group members become oriented with each other by recognising personal motivations, strengths, weaknesses, boundaries and communication needs. Working together and group cohesion can support individual members to feel respected and valued, leading to efficient and effective performance throughout an investigation.

Skills which support this element include, but are not limited to:

* self-awareness
* recognises own abilities and strengths
* understanding own needs
* awareness of others
* inclusion
* communication with others
* conflict resolution
* negotiation.

Table 8 – group dynamic strategies and evidence of learning

|  |  |
| --- | --- |
| Strategy | Evidence of learning |
| * Communicate needs and how they can be met * Identify and apply own strengths to participate in the group * Assess own ability and contributions back to the group | * Shares information about own ability and needs * Identifies and applies own strengths to contribute to the group * Participates in the group with confidence * Demonstrates adaptability and flexibility to promote group cohesion and task completion |
| * Assess the ability, needs and strengths of others for group success | * Recognises contributions of others verbally and non-verbally * Discovers others’ abilities * Recognises the needs and strengths of others * Supports others to apply their abilities and strengths to work towards group goals * Assesses the type of interaction needed and makes adjustments * Encourages and supports others to communicate and contribute to discussions |
| * Initiate communication with others suitable to the purpose of the task * Actively listen to understand others * Modify communication style where necessary * Tailor explanations for different group members * Provide constructive feedback on other’s participation and communication in the group | * Expresses ideas with confidence and clarity * Asks questions or clarification * Responds to requests or questions verbally and non-verbally * Acts on messages received appropriately * Listens attentively * Uses verbal and non-verbal communication to validate or show understanding of messages received * Adapts tone when contributing towards discussion (online or offline) * Participates in the group respective to their role * Communicates respectfully during monitoring and resolution of group work * Evaluates how others are communicating and participating in the group * Offers feedback to maintain or improve a member’s contribution and participation in the group |
| * Establish clear boundaries and expectations * Discuss difference of opinion or perspective * Come to an agreement where opinions differ, or conflict arises * Negotiate the most effective approach to completing the task for the greater good of the group | * Establishes group and individual processes or ways of working together * Contributes to the development of group expectations and boundaries * Identifies differences of opinion or perspectives * Shows respect for the differing opinion or perspectives of others * Incorporates and addresses differences of opinion and perspectives into discussion * Works towards compromise where conflict or disagreement occurs * Addresses and manages conflict in the group to maintain a productive group dynamic |

## Element 2 – mutual regulation

This element encompasses self and social management, acknowledging that for collaboration to be effective, all individuals in a group need to contribute to team knowledge, value the contributions of others, perform tasks assigned to roles and work within the group boundaries and meet expectations. Accountability to self and others is a key feature of this element.

Skills which support this element include, but are not limited to:

* recognising abilities and strengths
* reflective practice
* self-monitoring
* recognising and managing emotions
* optimistic thinking
* time management
* goal setting
* motivation
* negotiation
* seeking help.

Table 9 – mutual regulation strategies and evidence of learning

|  |  |
| --- | --- |
| Strategy | Evidence of learning |
| * Evaluate own strengths and weaknesses in relation to the group * Share responsibility for the tasks to reach a common goal * Match responsibilities with expertise where possible | * Recognises limits of own personal knowledge or skills * Contributes to development of role descriptions, including allocation of tasks to roles * Nominates or adopts roles suitable to strengths and expertise * Discusses the allocation of roles within the group * Applies knowledge of strengths and abilities of self and others to role allocations * Encourages or supports others to adopt roles based on their expertise |
| * Make quality and relevant contributions * Persist with tasks when challenged * Monitor own and others’ contributions to the group and overall progress | * Makes contributions that support or progress the investigation towards the group goal or a deeper understanding of the investigation focus * Identifies what has and has not been contributed to progress the investigation * Adapts behaviour for task completion * Provides constructive updates on own progress * Monitors and evaluates the work and contributions of self and others through self and peer assessment * Assesses the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives * Acknowledges own and others’ successes and areas for improvement in relation to the investigation process and outcomes |
| * Take personal responsibility * Perform responsibilities assigned by the collective group * Set goals based on individual responsibility and group progress | * Meets deadlines and works within the group boundaries and expectations * Demonstrates that they are prepared for group tasks * Performs the actions of an assigned role * Creates and works towards individual short term and long term goals to complete required tasks for each role * Contributes to the development, monitoring and achievement of group goals |
| * Discuss individual and group responsibilities at different steps of the investigation * Share roles between group members * Adapt roles or group composition if necessary | * Identifies tasks and sub tasks at different points of investigation * Contributes constructively to discussions about roles and responsibilities, including task allocation and change of roles at different points of the investigation * Understands and communicates who does what, how, why and when in line with the group goals and investigation process |
| * Access assistance or feedback where required | * Asks group or teacher for clarification on role, task progress or responsibilities * Seeks feedback to improve performance or progress a task * Accepts useful feedback and adopts this for task understanding or completion |

## Element 3 – shared understanding

This element focuses on the active engagement of all members to contribute to the collective knowledge and understanding of the group and the progress towards a common goal. Specifically, the actions of group members to develop an understanding of health and movement concepts applicable to the goals of the collaborative investigation.

Skills which support this element include, but are not limited to:

* information gathering
* critical thinking
* analysis
* perspective forming
* perspective taking
* understanding others’ views
* finding solutions to problems
* creative thinking
* influencing and persuading.

Table 10 – shared understanding strategies and evidence of learning

|  |  |
| --- | --- |
| Strategy | Evidence of learning |
| * Pool resources and information, including * tangible resources such as equipment, space, technology * primary and secondary knowledge and understanding, skills, expertise | * Shares information and resources with others * Contributes relevant points and ideas throughout a discussion or group task * Asks for perspectives and input from group members * Discusses the investigation and data to facilitate deeper analysis and understanding * Challenges or critiques different perspectives or ways of working to advance the work or draw conclusions |
| * Acknowledge others’ perspectives * Comprehend others’ understanding * Enhance own understanding as a result of the perspectives, understanding or contributions of others | * Identifies differences of opinion or perspectives in relation to the investigation process, research, findings or conclusions * Asks relevant questions to deepen individual and group understanding of the content, findings or investigation processes * Considers perspectives, opinions and contributions from others in relation to group goals * Discusses different opinions and perspectives to enhance their own learning * Makes links and connections between ideas to include the contribution of others * Critiques perspectives, opinions and contributions from others to enhance the learning in the group |
| * Identify and evaluate different options and pathways towards the common goal | * Suggests improvements in methods used for investigations or communication of findings * Offers solutions and either an explanation of how or why it works or the benefit or consequences of the solution for the group or the task * Recognises the most suitable solution for the resolution of the task * Demonstrates flexibility in how they work for the benefit of the group or progress the investigation |
| * Support others to understand the task or perform their role | * Directs the conversation or seeks clarification about the task or discussion * Provides constructive feedback * Shares ideas and solutions in ways that help group progress |

# Using student logbooks to assess student collaboration

A combination of assessment strategies can be used to reflect on and make judgements on student collaboration. These may include:

* peer assessment
* self-assessment
* teacher observation
* logbooks or journals.

## Student logbook

A logbook is a tool to record and monitor collaboration in a group work context. Students can use a logbook to reflect on their learning and record observations throughout a Health and movement science collaborative investigation.

By the end of the collaborative investigation, a logbook should be filled with reflective writing, evaluation, ideas and opinions. These could include:

* responses and reflections on draft work, including research, plans and analysis in relation to a student’s role or the group’s progress
* images, diagrams, verbal responses or other ways to communicate creatively about aspects of the collaboration and group work
* reflections and evaluations of group cohesion, decision making, risks, challenges and solutions throughout the process.

A logbook is a working record of student’s reflections, evaluations, ideas and opinions. It is also a way for teachers to collect evidence and make judgements about how students are developing and applying the skills needed to positively interact with others and work together to develop their understanding of the Health and movement science concepts.

Teachers may use structured questions, statements or sentence starters for students to respond to in their logbook at certain points in the collaborative investigation. The best way for students to use a logbook is to contribute to it in the last 10 minutes of the lesson or for homework on the same day.

Using a logbook allows students to:

* develop their skills in speculating, critiquing, analysing, interpreting and constructing possible meanings for their own and others’ health, physical activity levels and performance
* record and reflect on their experiences to positively interact with others and work collaboratively to reach agreements and decisions
* record and reflect on their ability to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers
* record and reflect on their experiences to negotiate plans and tasks, distribute leadership, and create and maintain a positive group environment
* record and reflect how they can work with others and maintain the academic integrity of their own work
* offer constructive feedback and critical analysis of their own work and the work of others
* keep track of the development of their collaborative investigation
* celebrate their achievements in the collaborative investigation product and process
* share their feelings and experiences as they progress in the collaborative investigation.

Logbooks can help teachers to:

* get to know how students learn and work with others
* gain insight into student contributions to the collaborative investigation product and process
* get another perspective on the collaborative process across and within groups
* assess strategies and actions that may not always be visible in lessons
* identify student strengths and areas for improvement in their writing and work with others
* learn from honest evaluation of the learning experiences and make adjustments
* celebrate student and group strengths – even those they may not see themselves.

The evidence collected should assist students to show working towards outcome HM-11-05 – demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts.

Sample logbook guides for teachers and students can be accessed on the [Planning, programming and assessing PDHPE 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) curriculum webpages.

# Additional information

The information below can be used to support teachers when using this teaching resource for Health and movement science.

## Support and alignment

**Resource evaluation and support:** all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the PDHPE Curriculum team by emailing [PDHPEcurriculum@det.nsw.edu.au](mailto:PDHPEcurriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model.](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework:** this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards:** this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.2.2, 3.3.2.

**Consulted with:** Curriculum and Reform and subject matter experts

**NSW syllabus:** Health and Movement Science 11–12 Syllabus

**Syllabus outcomes:** HM-11-05

**Author:** PDHPE Curriculum Team

**Publisher:** State of NSW, Department of Education

**Resource:** Learning program

**Related resources:** further resources to support Stage 6 Health and movement science can be found on the [Planning, programming and assessing PDHPE 11-12](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) curriculum webpage and the [HSC hub](https://hschub.nsw.edu.au/).

**Professional learning:** relevant professional learning is available through the [PDHPE statewide staffroom](https://teams.microsoft.com/l/team/19%3a93bb42a54e4b4779b28ab5b737b9e642%40thread.tacv2/conversations?groupId=d759a943-a680-4d0b-bdfe-88a8998f709e&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991).

**Universal Design for Learning:** [Curriculum planning for every student in every classroom](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

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[Health and Movement Science 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

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