Health and movement science Stage 6 (Year 11)

Support – a framework for assessing collaboration

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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.

# Overview

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 the strengths of all group members
* 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.

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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, build a shared understanding, and to give and receive feedback.

Collaboration is not automatic. It requires explicit teaching. Putting students into groups is not collaboration. Collaboration should be a considered and strategic part of how activities and tasks are designed. The key is to structure activities 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 the variety of situations and learning contexts.

# Using the framework

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.

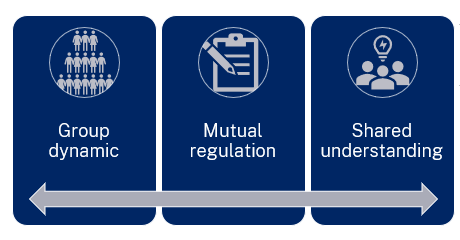
The framework splits collaboration into 3 elements which are interrelated and link closely to the components of outcome HM-11-05.

* 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 1 – 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 to different group members * Provide constructive feedback on other’s participation and communication in the group | * Expresses ideas with confidence and clarity * Asks questions for 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 2 – 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 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 their 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 3 – 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 * Enhances 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 in 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 |

# 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 curriculum webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) 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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Scoular C, Duckworth D, Heard J and Ramalingam D (2020) [*Collaboration: Skill development framework* [PDF 518 KB],](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1043&context=ar_misc) Australian Council for Educational Research (ACER), accessed 27 October 2023.

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