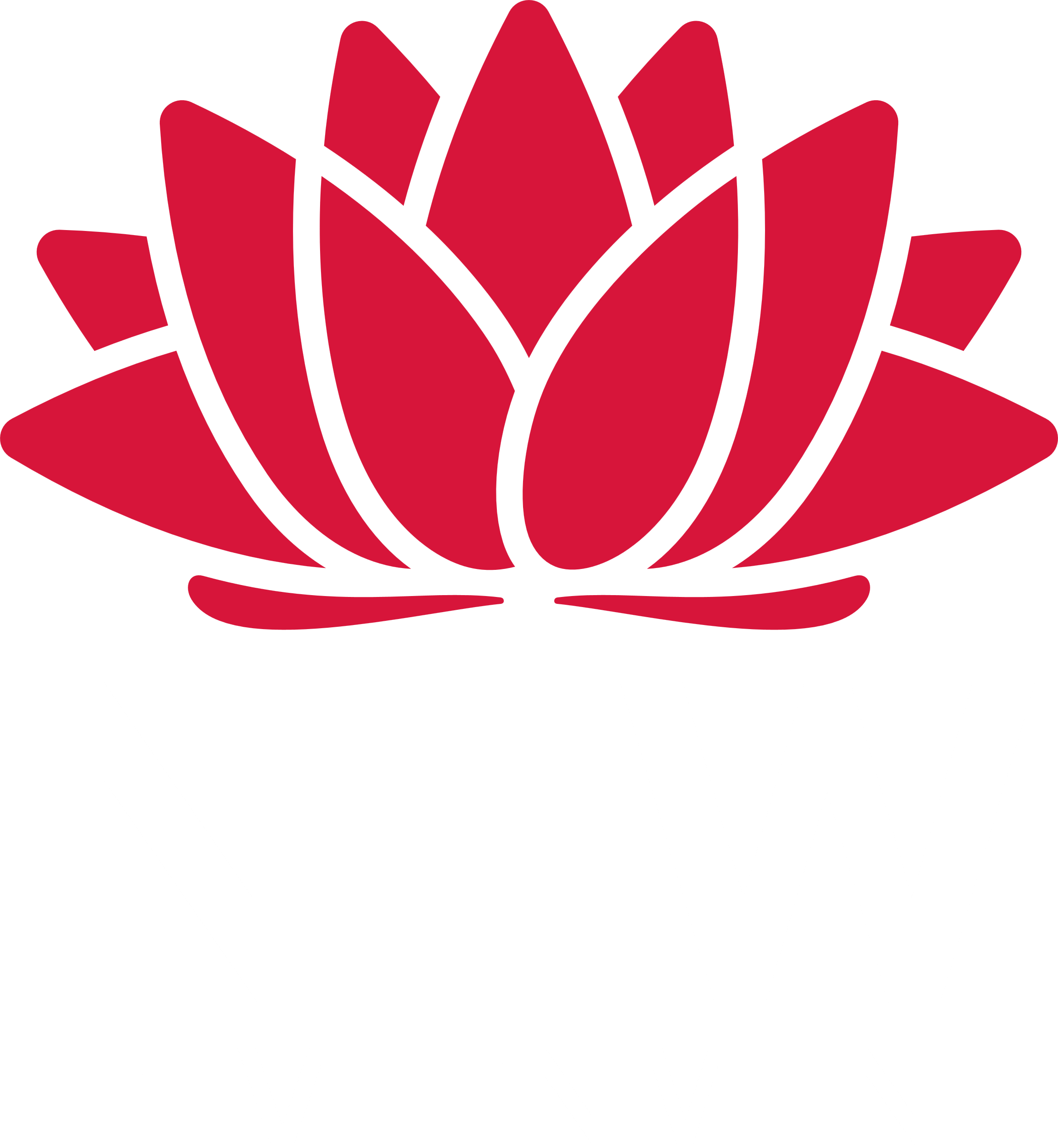
# **Assessing collaboration in Health and Movement Science**

Facilitator guide

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## About this guide

This guide has been developed to assist leaders in facilitating the ‘Assessing collaboration in Health and Movement Science’ professional learning session. The guide will explore:

* how the presentation supports the NSW Curriculum Reform
* how the session aligns with the Australian Professional Standards for Teachers and the School Excellence Framework
* how to structure the session to help your team effectively engage with the presentation content
* recommended activities to promote collaboration, reflection and plans for future action
* additional resources to support further professional development.

If you have questions about the session, please email [PDHPEcurriculum@det.nsw.edu.au](mailto:PDHPEcurriculum@det.nsw.edu.au).

## Presentation overview

This session explores the definition and opportunities for collaboration through the Health and Movement Science 11–12 Syllabus. You will analyse the framework for valid collaboration assessment and use the support and samples to reflect on existing practice and plan for implementation in 2025.

### Learning intentions and success criteria

By the end of the presentation, participants will:

* understand how to assess the collaboration outcome **HM-11-05**
* plan for implementation of collaboration in their PDHPE and Health and Movement Science classrooms.

To demonstrate learning, participants will:

* define collaboration
* identify opportunities for teaching and learning collaboration in the Health and Movement Science 11–12 Syllabus
* recognise how to use the framework for valid collaboration assessment
* access support available for syllabus implementation, specifically the tools and samples for collaboration.

### Alignment to the Australian Professional Standards for Teachers

This presentation aligns with the following standards:

* 6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.
* 7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.

### Alignment to the School Excellence Framework

This professional learning session aligns with the following elements of the School Excellence Framework:

* Curriculum
* Effective classroom practice

## Preparation

It is recommended that you are familiar with the course structure and content prior to the professional learning session. You should guide participants through the learning by:

* playing video and audio files
* reading content when required (for example, activity instructions)
* leading activities and discussions
* managing time.

### Prior to the session

* Ensure all participants will have access to:
* the participant workbook (either printed or downloaded and completed electronically on a device)
* [Collaboration in our classrooms [DOCX 4.03 MB]](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fen%2Fhome%2Fschooling%2Fcurriculum%2Fpdhpe%2Fpdhpe-health-and-movement-science-s6-collaboration-in-our-classrooms.docx&data=05%7C02%7CCaitlin.Pace1%40det.nsw.edu.au%7Cbcebbc05c70c4e512e7d08dc1c5e87a2%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638416439522425882%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=egHZF7pDjRegCf3GcA%2BYQS2uYy9aE7nT%2BTe64qnu%2Fc8%3D&reserved=0) (required for Activity 7)
* [Support – a framework for assessing collaboration [DOCX 3.04 MB]](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fen%2Fhome%2Fschooling%2Fcurriculum%2Fpdhpe%2Fpdhpe-health-and-movement-science-s6-support-framework-for-assessing-collaboration.docx&data=05%7C02%7CCaitlin.Pace1%40det.nsw.edu.au%7Cbcebbc05c70c4e512e7d08dc1c5e87a2%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638416439522435265%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=8t9vq1033CG2hcP6oi%2BAKGI3XIBgSBmAcB%2F%2FW%2Bzn%2BPU%3D&reserved=0) (required for Activity 7)
* [The collaborative investigation process [DOCX 3.1 MB]](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fen%2Fhome%2Fschooling%2Fcurriculum%2Fpdhpe%2Fpdhpe-health-and-movement-science-the-collaborative-investigation-process.docx&data=05%7C02%7CCaitlin.Pace1%40det.nsw.edu.au%7Cbcebbc05c70c4e512e7d08dc1c5e87a2%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638416439522440364%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=LlA7nQBY7WeKw%2B2z8ZPSX%2BzNrG9FQTrJEfUvgoylWSQ%3D&reserved=0) (required for Activity 7)
* [Health and Movement Science 11–12 syllabus](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcurriculum.nsw.edu.au%2Flearning-areas%2Fpdhpe%2Fhealth-and-movement-science-11-12-2023%2Foverview&data=05%7C02%7CCaitlin.Pace1%40det.nsw.edu.au%7Cbcebbc05c70c4e512e7d08dc1c5e87a2%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638416439522445328%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=73jdEsDysLYUlvEYwITfloiBu4U%2BUbsTHcmrbkV38TQ%3D&reserved=0) (required for Activity 8 – optional extension activity).
* Play any video or multimedia on your browser to ensure they have loaded for your session.
* Consider room or equipment set up for the day.

### After the session

* Direct participants to complete the evaluation survey using the QR code in their participant workbook.

## Session structure

This session should take approximately 90 minutes to complete. We recommend following the structure below.

|  |  |
| --- | --- |
| Item | Duration |
| Welcome and Acknowledgement of Country | 2 minutes |
| Activity 1 | 5 minutes |
| Introduction to collaboration through Health and Movement Science | 5 minutes |
| Activity 2 | 5 minutes |
| Activity 3 | 5 minutes |
| Collaboration supports | 5 minutes |
| Activity 4 | 10 minutes |
| A framework for collaboration | 10 minutes |
| Activity 5 | 5 minutes |
| Collaboration support and resources | 3 minutes |
| Activity 6 | 15 minutes |
| Activity 7 | 15 minutes |
| Where to next? | 5 minutes |

## Session activities

Learning in this session is supported by the Participant workbook, 7 collaborative activities and 1 optional extension activity. These activities are designed to help your team reflect on the presentation and consider how the information can be applied to your school context.

### Participant workbook

The Participant workbook can be printed double-sided or used digitally. There are note-taking pages that complement the presentation and activity templates to guide engagement with the content.

The **note-taking pages** are to be used while watching the presentation. They provide your team with an opportunity to reflect and think critically about the information being shared. The note-taking pages feature 3 main sections:

* Focus questions – these are questions to keep in mind while engaging with the session. They encourage your team to consider how the content in the presentation can inform their practice.
* Key points and notes – in this section, your team can record any concepts or ideas that resonate with them. The left column is for staff to write down the main points of the presentation for future reference. The right column provides them with space to expand on their thinking and provide additional detail.
* Summary – at the end of the presentation, staff can write down 3 key ideas they would like to apply to their practice. You may like to conclude the session by having your team share the reflections they have recorded.

The **activity templates** provide a scaffold for the ‘pause and reflect’ slides in the presentation. Further information about these activities is provided below.

### Activity 1

Before watching ‘Section 1 – Introduction to collaboration through Health and Movement Science’, discuss the following prompts as a group. Allocate time for teachers to record their reflections in their workbook.

* What is your definition for group work?
* What is your definition for collaboration?
* Explain the difference between group work and collaboration.

### Activity 2

Allocate time for teachers to answer the following questions in their workbook:

1. CONNECT: In what ways does the NESA definition of collaboration connect with your own understanding of this skill?
2. EXTEND: In what ways does the NESA definition of collaboration extend your own understanding of this skill?
3. CHALLENGE: In what ways does the NESA definition of collaboration challenge your own understanding of this skill?

Discuss the answers to the questions as a group.

### Activity 3

Encourage teachers to reflect on their current PDHPE 7–10 programs. In pairs or small groups, discuss and record what opportunities are currently being offered to build the skill of collaboration for students, or the interpersonal and self-management skills which support collaboration.

### Activity 4

After watching the second section of the video, allocate time for teachers to use the table in their workbook to reflect on:

* which collaboration supports they could implement in their classroom
* the reasons for choosing those supports
* the impact for students if those supports were implemented.

Discuss the responses as a group.

### Activity 5

Use the questions below to check understanding of the group. You could use a heads and tails strategy to seek responses.

**Q1. The 3 elements of the Department’s collaboration framework are:**

Grouping, learning, regulating

Communication, negotiation, application

Group dynamic, mutual regulation, shared understanding (Correct answer)

Positive interaction, mutual regulation, learning application

**Q2. When assessing outcome HM-11-05, teachers are required to collect evidence on all strategies across the elements of the framework.**

True

False (Correct answer). Teachers are advised when assessing outcome HM-11-05, they should select a minimum of one strategy and maximum of 3 strategies from each element. Not all strategies within each element are required to be assessed or identified. Use your discretion based on student prior experience, evidence required and time available to determine the most suitable strategies.

As a group, discuss some assessment strategies which could be used to reflect on and make judgements on student collaboration.

Examples might include:

* observation
* online transcripts
* logbooks
* reflections
* portfolios.

### Activity 6

Use the table below to complete a SWOT analysis that reflects on existing practice in the teaching and assessment of collaboration. A copy of the table can also be found in the Participant workbook.

|  |  |  |  |
| --- | --- | --- | --- |
| Strengths | Weaknesses | Opportunities | Threats |
| What are the strengths of your 7–12 PDHPE teaching, learning and assessment practices?  How do you promote collaboration and the skills that complement collaboration for students? | What aspects of your 7–12 PDHPE teaching, learning and assessment practices need review and improvement? | How could you increase opportunities for development and application of collaboration skills?  What opportunities exist or could exist for teaching, learning and assessment of collaboration through implementation of a new Stage 6 Health and Movement Science 11–12 Syllabus? Consider both staff and students in your answer. | What might impact your capacity to prepare and effectively implement authentic collaboration opportunities through the Health and Movement Science 11–12 Syllabus? |

### Activity 7

Have teachers access the Health and Movement Science collaboration support materials provided. Provide the group with time to explore the resources. Where group size allows, share the resources across the group and ask groups to report back on one resource. The resources below 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#Health0) webpage:

* [Collaboration in our classrooms [DOCX 4.13 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/pdhpe/pdhpe-health-and-movement-science-s6-collaboration-in-our-classrooms.docx)
* [Support – a framework for assessing collaboration [DOCX 3.04 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/pdhpe/pdhpe-health-and-movement-science-s6-support-framework-for-assessing-collaboration.docx)
* [The collaborative investigation process [DOCX 3.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/pdhpe/pdhpe-health-and-movement-science-the-collaborative-investigation-process.docx)

Invite participants to use a [See, Think, Wonder](https://pz.harvard.edu/resources/see-think-wonder) thinking routine to record reflections on each resource in their workbooks.

As a group, share what teachers see, think and wonder about the resources.

* Discuss how and why these resources have been developed in the way they have.
* As a group, assess the suitability of the resources for your context.
* As a group, identify how the resources can be modified or adapted to suit your context and students.
* Reflect on the evidence-based practice these resources are promoting and modelling.
* Discuss how the resources align to the Quality Teaching Framework.

Teachers should compare the evidence-based practices to their own practice.

* Encourage teachers to review their SWOT analysis and add any new thinking in relation to how they could better promote collaboration in their classroom or opportunities that teaching and assessment of collaboration may bring for staff and students.
* Discuss their reflection as a group.

### Activity 8 – optional extension activity

The following activity is designed for a future faculty meeting, or where time allows to extend on the learning from this session.

As a group:

* review the Year 11 syllabus content and map where collaboration can be incorporated against the syllabus content
* select one piece of Year 11 content which promotes collaboration (which is not the collaborative investigation sample content)
* write an activity or teaching strategy which could be used to teach or assess collaboration for the content selected. Ensure the activity or teaching strategy allows students to work towards or show evidence of outcome **HM-11-05**.
* In the activity, include:
* the syllabus content
* the outcomes to be assessed
* the teaching strategies, instruction and resources
* at least one strategy from each element of the framework for assessing collaboration which would be evident in the activity
* the evidence of learning you would collect or observe from students through the activity, which maps to the strategies you have selected from each element.

Where the group is of a larger size, ask individuals or pairs to develop a different activity each for different content. On completion of development of the activity, swap with another pair or colleague and provide feedback.

Where possible, plan to test the activity with students to seek student feedback.

## Health and Movement Science support material

The following resources 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#Health0) webpage:

* Collaboration in our classrooms
* Support – a framework for assessing collaboration
* The collaborative investigation process

## Where to next?

Would you like to learn more? The links below provide additional learning and resources.

* NSW Department of Education – [Health and Movement Science support material](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12#Health0)
* [Health and Movement Science content, links and implications video](https://schoolsnsw.sharepoint.com/:v:/s/PDHPENSWStatewideStaffroom/ERf_5hdnAD5KqPuqDW7FG2wBG4nqZD73Y06HCUoJuLoBvg?e=Jgpuff) – (similarities, difference, implications)
* [Critical thinking in the PDHPE classroom [PDF 559 KB]](https://schoolsnsw.sharepoint.com/:b:/s/PDHPENSWStatewideStaffroom/EWBi1Zqb09xCpG2E74Mj-eIBsbCv4itAgwvIVZIL82rdLw?e=wpOIcY)
* [PDHPE statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms)

## References

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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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