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

Participant workbook

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## About this workbook

This workbook is designed to guide your thinking, reflections and plans for future action. In the workbook, you will find **note-taking** **pages** that complement the presentation and **activity templates** to help you engage with the content.

The note-taking pages feature focus questions specific to the content of the presentation. They also provide you with the opportunity to record your key take-aways and ideas.

The activity pages support you to collaborate with colleagues and consider how you can apply the content in your school context. Your facilitator will guide you through the activities.

This workbook can be printed double-sided or used digitally. If you have questions about the presentation, please connect with your [Statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) or 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.

## Presentation notes

**Focus questions**

* What is the difference between group work and collaboration in Health and Movement Science?
* How can you prepare your students for collaboration in Health and Movement Science?
* How will students use the skill of collaboration beyond the Health and Movement Science classroom?

| **Key points** | **Notes** |
| --- | --- |

| **Key points** | **Notes** |
| --- | --- |

**Summary**

The 3 key ideas that I would like to apply to my practice:

1.

2.

3.

## Activity 1

What is your definition for group work?

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| --- |
|  |

What is your definition for collaboration?

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| --- |
|  |

Explain the difference between group work and collaboration.

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| --- |
|  |

## Activity 2

1. CONNECT: In what ways does the NESA definition of collaboration connect with your own understanding of this skill?

|  |
| --- |
|  |

1. EXTEND: In what ways does the NESA definition of collaboration extend your own understanding of this skill?

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| --- |
|  |

1. CHALLENGE: In what ways does the NESA definition of collaboration challenge your own understanding of this skill?

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| --- |
|  |

## Activity 3

Reflect on your current PDHPE 7-10 programs. Describe what opportunities you are currently offering to build the skill of collaboration for students, or the interpersonal and self-management skills which support collaboration.

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| --- |
|  |

## Activity 4

Use the table below to identify:

1. which collaboration supports you could implement in your classroom
2. the reasons for choosing those supports
3. the impact for your students if those supports were implemented.

Table 1 – collaboration supports and their impact in your classroom

|  |  |  |
| --- | --- | --- |
| Collaboration supports to be implemented in your classroom | Why these supports have been chosen | The impact of these supports for your students |
|  |  |  |
|  |  |  |
|  |  |  |

## Activity 5

Multiple choice: choose the correct answer from the options below.

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

Grouping, learning, regulating

Communication, negotiation, application

Group dynamic, mutual regulation, shared understanding

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

List some assessment strategies which could be used to reflect on and make judgements on student collaboration.

|  |
| --- |
|  |

## Activity 6

Use the table below to complete a SWOT analysis that reflects on existing practice in the teaching and assessment of collaboration.

|  |  |  |  |
| --- | --- | --- | --- |
| 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

Access the Health and Movement Science support materials provided.

* Use a See, Think, Wonder routine to record reflections on each resource.
* What are 3 things you see in the resource?

|  |
| --- |
|  |

* What are 2 things you think about the resource?

|  |
| --- |
|  |

* What is one thing you wonder about the resource?

|  |
| --- |
|  |

* Discuss with colleagues, where possible how and why have these resources been developed in the way they have?
* Assess the suitability of the resources for your context.
* Explain how they can be modified or adapted to suit your context and students.

|  |
| --- |
|  |

* Reflect on the evidence-based practice these resources are promoting and modelling.
* How does it align to the Quality Teaching Framework?
* Compare to your own practice. Review your SWOT analysis and add any new thinking in relation to how you could better promote collaboration in your classroom or opportunities that teaching and assessment of collaboration may bring for staff and students.

## Activity 8 – optional extension activity

* 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 is not the collaborative investigation sample content). Write an activity or teaching strategy you could use to teach or assess collaboration for the content you have selected. Ensure the activity or teaching strategy allows students to work towards or show evidence of outcome **HM-11-05**. In your example 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.

## 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)

## Evaluation

We value your feedback. Please complete the [Assessing collaboration in Health and Movement Science evaluation](https://forms.office.com/r/RzzfzjZUpn) to help us provide further support.



## 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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