Unpacking the PDHPE K-10 syllabus

## Accreditation requirements

To gain the 7 hours of NESA registered professional learning towards maintaining accreditation at Proficient, participants are required to complete the following tasks to demonstrate their understanding of and ability to apply the workshop learning goals:

* Identify student needs and what students need to learn through PDHPE.
* Understand and use the new features of the PDHPE K-10 syllabus.
* Apply understanding of the features of the new syllabus to review and plan for teaching and learning programs.

Task 1

Unpacking the PDHPE K-10 syllabus course (5 hours)

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| Requirements | Evidence of learning |
| Attend and be actively involved in the Unpacking the PDHPE K-10 syllabus course via the 5 hour face to face workshop OR 5 hour online course. | Notes to show evidence of participation in the Unpacking the PDHPE syllabus K-10 workshop to update knowledge and practice. |

### Task 2

Create ONE of the post-event teaching and learning resources. (90 minutes)

NOTE:

* Participants must submit a separate teaching and learning resource to colleagues from their school.
* Save the task as one document and title with your name, school, Stage and task title, e.g. R.West-DiamondPS-S2unit

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| Requirements | Evidence of learning |
| Option 1Develop a complete unit of learning. The unit should meet NESA compliance requirements and include the educative purpose (learning intentions, success criteria/ evidence of learning), formative assessment strategies and reflect the PDHPE programming framework. | Completed unit of learning which meets NESA compliance requirements:* Unit title
* Unit duration
* Unit description/overview
* •Syllabus outcomes addressed
* Stage/class
* Syllabus content addressed
* Teaching and learning experiences
* Resources required
* Assessment of learning
* Evaluation of unit
* Incorporation of 5 propositions
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| Option 2Develop a scope and sequence which meets NESA compliance requirements and maps outcomes. All scope and sequences must include both year levels in a stage of learning. For example, a Stage 2 scope and sequence will be inclusive of Years 3 and 4. | * Completed scope and sequence which follows NESA advice
* Stage
* Unit titles
* Unit description
* Duration of units
* Sequence of units
* Syllabus outcomes addressed in each unit - all outcomes will need to be addressed over the stage of learning.
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| Option 3Develop a sequence of 3 teaching and learning activities for a unit/ year group. Identify the focus propositions, skills, and learning across the curriculum for the activities. All resources must be included. | * Completed sequence of teaching and learning activities including resources
* Unit title
* Brief overview of unit
* Year/Stage of learning for the unit
* 3 teaching and learning activities with resources supplied
* Propositions that are focused on
* PDHPE skills addressed
* Learning across the curriculum areas identified
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### Task 3

Critique another participant’s post event submission (the other person should be external to your own school). (30 minutes)

NOTE: Save the task as one document and title with your name, school, feedback task title, e.g. R.West-DiamondPS-review-GoldPS-S4unit.

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| Requirements | Evidence of learning |
| Use one of the critiquing tools (unit audit tool or SWOT analysis) to review:* another participant’s unit of learning, scope and sequence or sequence of learning activities.

Provide constructive and respectful feedback and upload into the Edmodo online environment to assist the participant to improve or amend the submission. | * Completed unit audit tool showing analysis and reflection on a teaching and learning program.
* Completed SWOT analysis showing analysis and reflection on the strengths, weaknesses, opportunities and threats in relation to the teaching and learning program.
* Record of feedback to another participant on their post event task.
* Screen shot of sharing and discussion in the online environment
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### Standard descriptors met by the course

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| Standards addressed by course | How the course content addresses the standard | Sample evidence |
| Proficient 2.2.2 - Organise content into coherent, well-sequenced learning and teaching programs.Proficient 2.3.2 - Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. | Participants will:* explore information, videos and resources to build their understanding of PDHPE K-10 syllabus features requirements
* build and strengthen knowledge and understanding of key features of the new PDHPE syllabus
* demonstrate their understanding by explaining how the key features work together to operationalise the syllabus, e.g. propositions, skills domains, key inquiry questions
* apply understanding of syllabus features and effective practice to plan learning sequences and teaching and learning programs which meet requirements and promote student learning
* select inquiry questions, syllabus outcomes and related content to create a meaningful sequence of teaching and learning programs for a stage of learning.
 | An annotated photograph of a visual representation of the function of syllabus features and how they work together.Completed unit audit tool showing analysis and reflection on your teaching and learning program.Completed SWOT analysis showing analysis and reflection on the strengths, weaknesses, opportunities and threats in relation to your teaching and learning program.Completed unit of learning frameworks sequenced into a scope and sequence for a stage of learning. Completed unit of learning that reflects curriculum requirements and sequence of learning experience to develop understanding of content. |
| Proficient 3.2.2 - Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning. | Participants will:• review research to build and strengthen their understanding of behaviours, attitudes and influences on student health, safety, wellbeing and physical activity participation• use this understanding to identify student needs and reflect on their own context to evaluate current programs and identify what their students need to learn through PDHPE• identify sources of info to collect evidence and consider strategies they could use to gather this information and evidence for their student cohort• apply the research to identify and cater for student needs through PDHPE• plan for PDHPE programs, considering the implications of the research for PDHPE programming, delivery and assessment• apply this information to determining student needs and programming for those needs as well as local school context• combine this knowledge with their understanding of syllabus features and effective practice to plan learning sequences and teaching and learning programs which meet requirements and promote student learning. | Sequence of lesson plans that display flexibility, logic, sequencing and variety in activities and resources.Completed unit of learning that reflects teaching and learning cycle and different models of learning. |
| Proficient 6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.Proficient 6.3.2 - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. | Participants will:• engage in online discussion, activities, reflection and key questions designed to strengthen understanding of the PDHPE K-10 syllabus and programming for PDHPE• submit their own work in an online environment• critique the work of others • receive feedback from colleagues to improve their practice in PDHPE. | Online critique of the work of others.Evidence of sharing and discussion in the online environment, e.g. snapshots of online posts. Notes to show evidence of participation in the Unpacking the PDHPE syllabus K-10 workshop to update knowledge and practice. |
| Proficient 7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice. | Participants will:• use interactive tools to reflect on their current practice, critique their own work and the work of others and upload into a shared online environment• apply their new understanding of syllabus features and programming to create materials to implement the new syllabus and improve their existing practice. | A personal reflection that shows how your knowledge has been broadened and/or practice has been improved as a result of the workshop. |