

Resource review flowchart

The resource review flowchart has been designed to assist teachers when making decisions about the suitability of teaching and learning resources to support curriculum implementation in PDHPE and Life Ready. The questions within the flowchart are intended as a guide to assist the teacher or principal when making decisions about which resources are used to support teaching and learning. These decisions are based on the suitability of the materials or content to student learning and support needs.

It should be noted that any flowchart or checklist to assist with learning resource evaluation may not be able to capture the full range of issues which may arise and as such should only be used as a guide. **Where the user is 'not sure' of the exact response to be a yes or a no, then a no response should be followed.**

For the purpose of this document the term 'resource' is defined as *any learning material, text, video, digital media, software, program, service or other materials that teachers use to assist students to meet the expectations for learning defined by the syllabus.*

On completion of the flowchart, the principal or teacher should have a strong understanding of what needs to be adapted in a resource and/or have sound evidence for using the resource to support curriculum implementation within the context of their school.

Is the publication date less than 5 years ago?

If more than 5 years old enquire through research or by contacting the publishing company to find out if there have been any recent updates.

Select from the answers below.

Yes

No

Do you have the latest edition/version of the resource?

If this is unknown, enquire through research or by contacting the publishing company to find out if there have been any recent updates.

Select from the answers below.

It is suggested that a copy of the latest version of the resource be sought before continuing with this flowchart.



Select from the answers below.

Is the resource published by a reputable source?

A reputable source should include website extensions or organisations such as government (.gov), educational (.edu), or health organisation (.org).

Select from the answers below.

Does the resource reference reliable sources of information?

Refer to the resource reference list/bibliography to ensure that the sources listed are credible.

Select from the answers below.

Is the resource based on current research or evidence?

The research should reflect the present situation, it should be an accurate reflection of what is happening, being used or done now. It should be up to date and represent contemporary issues. Research sources should also be reputable, not just opinion based.

Select from the answers below.

Can experts or other resources confirm the data, trends and/or information found in the resource?

Other research, websites or professionals should be able to back up the evidence or data included in the resource.

Select from the answers below.

Is the data represented accurately in charts, graphs and text?

Consider the key features of charts, graphs or text.

- Do the key features have a clear purpose and add to the information?
- Does the resource include images, headings, subheadings, graphs, key words and tables to support easy navigation?
- Do the colours, textures, labels, or other features on graphs and charts make them easier to read?
- Do graphs and charts have a title?
- Are the axes divided into equal intervals?
- Is the type of graph appropriate for the data?
- Is a key used if necessary?

Adapted from source: <http://sciencenetlinks.com/student-teacher-sheets/whats-graph-assessment/>

Select from the answers below.

Are you able to modify the charts, graphs and text to ensure the information or data is accurate and reliable?

Other charts, data or text can be developed using evidence from reliable organisations/ websites, such as the Australian Bureau of Statistics, to ensure that the data is presented accurately.

Select from the answers below.

Consider using another resource which has a stronger evidence/research base.



Select from the answers below.

Does the resource comply with the relevant NSW Department of Education policies and procedures?

And/or, is the resource content/information consistent with the values of public education?

Access the *department's policy library*.

Visit *Values in NSW public schools*.

Select from the answers below.

Does the resource support achievement of syllabus outcomes and/or curriculum requirements?

For example, does the resource provide assessment opportunities appropriate to syllabus outcomes?

Select from the answers below.

Consider using another resource which is better matched to policy and curriculum.



Select from the answers below.

Can the resource content be matched to the syllabus outcomes within the specific school program/s it is intended to support?

Syllabus outcomes identified within the specific teaching and learning program should be used as a guide in selecting activities or content from the resource. Where outcomes are not matched, activities or content should be adapted/modified to meet syllabus outcomes.

Select from the answers below.

Can the resource content be matched to other whole school objectives embedded within the specific school program/s they are intended to support?

Whole school objectives will be specific to each school and it's context. Examples may link to the:

- *Strategic improvement plan*
- School strategic directions
- *Wellbeing framework for schools*

Select from the answers below.

Does the resource use age-appropriate data, terminology and content that meet the needs of the target audience/group?

Schools must be sensitive to the developmental stage, literacy levels, background and experience of students when selecting resources and materials to support school programs. Such things as scenarios, case studies, storytelling, articles or research must reflect the curriculum subject matter for the relevant stage, capacities and needs of the students.

Select from the answers below.

Are you able to adapt the resource content to meet the needs of students you will be using it with?

The resource should be mapped to syllabus content within the relevant stage of learning.

Select from the answers below.

Does the resource focus on a strengths based approach?

Student's strengths should be the focus rather than individual deficits or risk factors.

“A strengths-based approach focuses on abilities, knowledge and capacities rather than on what people do not know or cannot do. It recognises that the community is a rich source of resources; assumes that people are able to learn, grow, and change; encourages positive expectations of children as learners; and is characterised by collaborative relationships”

(Scerra 2011; Grant and Cadell 2009; Saint- Jacques et al. 2009; Peters 2010).

Select from the answers below.

Do you have access to experts who could assist in adapting the resource to meet student needs?

Do you have access to support staff to assist in reviewing and making modifications to the resource to meet student needs, such as EALD or ESL teachers or Learning Support staff. The *guidelines for engaging external providers in curriculum implementation* could also be used as a reference when using experts outside of NSW Department of Education.

Select from the answers below.

Does the resource allow for differentiated learning opportunities for students? I.e. not a one size fits all model?

An effective resource would provide;

- materials and opportunities for teaching, learning and assessment which can cater for the diversity of learners so that all students can learn effectively
- alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- include a range of activities and resources appropriate for students with different learning needs and levels of achievement
- promote flexible learning experiences and encourage students to work at their own pace to develop their knowledge, understanding and skills

(Adapted from *NSW Education Standards Authority*)

Select from the answers below.

Consider using other resources which are more effective in meeting the needs of students.



Select from the answers below.

Does the resource promote inclusive practices through the inclusion of a range of diverse individuals, groups and families?

A resource should reflect the following key elements of an Inclusive approach;

- feels safe and respectful
- puts equal emphasis on knowledge and skills
- promotes connectedness
- shows relevance to outside world

Select from the answers below.

Does it reflect realistic situations which create connection and meaning for student learning?

The resource should contextualise and reflect the diverse world in which young people live. Young people are not a homogenous group. Issues of socio-economic status, gender, sexual identity, age, ability, religion, culture, and language all impact on young people's motivations and practices. The resource should reflect a broad continuum of attitudes, values and behaviours.

Select from the answers below.

Does the resource provide opportunities for a range of values and beliefs to be explored?

Learning experiences within the resource should provide students with the opportunity to explore their own position and the position or perceived positions of other groups or the community as a whole on a range of topics. This can be extremely useful to introduce a breadth of content, key assumptions and myths with society. Some activities within the resource should enable young people to see that there is a huge continuum of values and beliefs held by people because of age, gender, ethnicity, sexual orientation, race, ability, location and so on.

Select from the answers below.

Will the resource challenge students to be critical, creative, imaginative, inquisitive and reflective?

The resource should provide opportunities for students to be active rather than passive learners.

A key element of active learning is opportunities which allow learners ownership and autonomy to create and contribute.

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis and evaluation of class content. Cooperative learning, problem-based learning and the use of case methods and simulations are some approaches that promote active learning.

Select from the answers below.

Are you able to modify the resource content so that the diverse backgrounds and/or beliefs of students are recognised?

Effort should be made to utilise other activities from different resources or adapt activities in the resource to include in the schools program to ensure this is catered for.

Select from the answers below.

Does the resource provide opportunities for students to become competent, discriminating and creative uses of information and communication technologies in health contexts?

Through aspects of PDHPE, students should be provided with regular opportunities to effectively and safely access online health and physical activity information and services to manage their own health, safety and wellbeing. Students should learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.

Students should explore the nature of ICT and the implications for establishing and managing relationships in the twenty-first century by;

- Understanding ethical online behaviour, including protocols and practices for using ICT for respectful communication.
- Using ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the PDHPE field.
- Using a range of ICT to access and critically evaluate health information, products and services.

Additional guidance on student progression in relation to ICT can be found in the *ACARA K-10 learning continuum* for the Australian Curriculum ICT capability. Resources can be compared to the continuum to check for alignment and suitability.

Select from the answers below.

Consider using other resources which are more effective in engaging students in active learning, are inclusive and celebrate diversity and are connected to a range of student skills and experiences.



Select from the answers below.

Does the resource provide opportunities for students to develop and apply the skills that enable them to adopt and promote healthy lifestyles?

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. Skills for empowering young people should be embedded throughout any teaching and learning in PDHPE.

Select from the answers below.

Are you able to modify the resource materials or activities to provide opportunities for students to develop and enhance their health literacy and ICT skills?

Health literacy is the knowledge, skills and capacities required to find, understand and use information about physical, mental and social wellbeing.

Select from the answers below.

If the resource review has landed at this section of the flowchart, then you have sound evidence for using the resource to support curriculum implementation within the context of your school/programs.

