

# Health & Physical Education (HPE)

## ACHPER PL Network Geelong

Tuesday 17 February 2015



# Overview of session



- Welcome activity- Move to different spaces based on questions
- Who teachers at a school with more than 300 children? Who teachers at a school with less than 300 children?
  - Who is a Primary Teacher? Who is a Secondary Teacher? Who is both?
  - Do you classify yourself as a experienced or beginning teacher?
  - Do you classify yourself as a director or a facilitator?
  - Is your program based on VELS, AusVELS, AC:HPE?
  - When was the last time you had a conversation with your Principal about how well you do your role? 0-6mths ago, 6-12 mths ago, 1-5yrs ago, Never?

# Introduction



- Do you know what your students are looking for?
  - [Show Video](#)
- What is this group formation so important to Geelong
- Where did it start?
  - GPET- 12 members, 4 years ago
- Share my passion
  - Give an overview of my passion for PE
  - The making of a 3D PE teacher. Teach, Sport, and Curriculum
- Making PE Transparent
- Share the Google sheet that members filled out
  - [What are people looking for](#)
- Who is wanting to be a mentor- Stand up
  - [First timers can select their mentor, make contact, start the conversation](#)
- My vision for what we can achieve
  - Strong PE networks, rich conversations, an overview Geelong PE curriculum

# 2015 SUGGESTED GEELONG FOCUS



## → Assessment focus: outcome of clear planning

- Can you name 6 FMS? Yes or No
  - Identify one you are teaching?
    - Can you state the components
- Can you name the four TGFU foundations?
  - Is your curriculum planned by themes or individual sports
  - How long are your units

# 2015 SUGGESTED GEELONG FOCUS



→Scaling your assessment focus.

→Knowing what part of the action to assess at what year level

Fundamental Motor Skill	Prep	Year 1	Year 2
Catch	Introduced		Mastered



## Skill Components

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.

# 2015 SUGGESTED GEELONG FOCUS



→ If you were teaching balls skills:

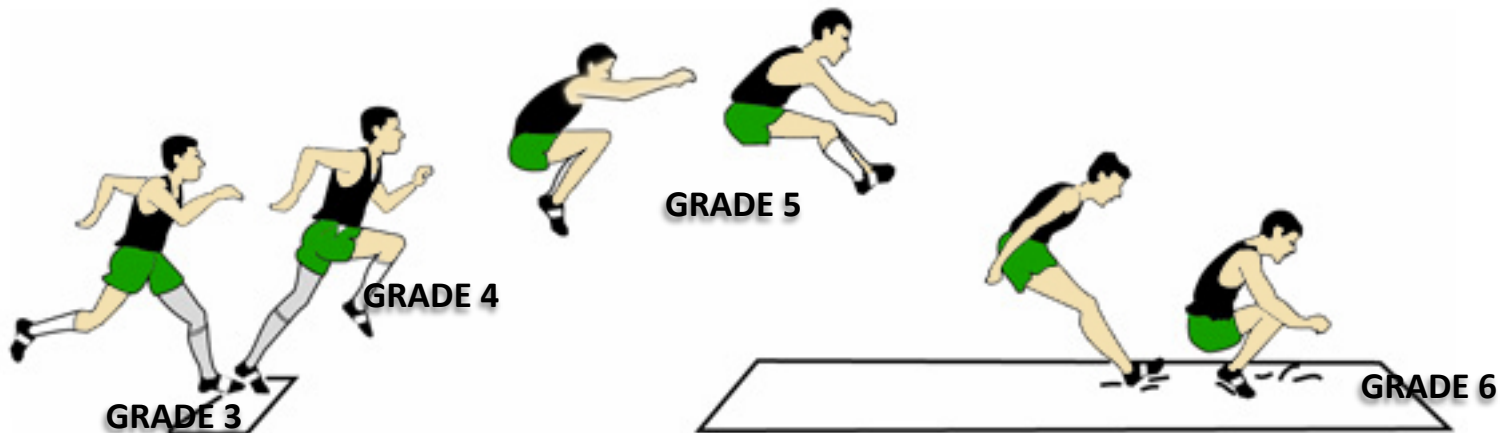
- Grade 3: Throwing and catching in lead up skills (specific components)
- Grade 4: Throwing to a moving target, catching different types of balls
- Grade 5: Moving into space to receive a ball in invasion games
- Grade 6: Defending space in invasion games

# 2015 SUGGESTED GEELONG FOCUS



→ If you were teaching the Long Jump

- Grade 3- Hitting the take off board during the run phase
- Grade 4- Take off at 45 degree angle
- Grade 5- Flight phase, hands and feet forward
- Grade 6- Landing phase- Two feet together, feet in front of body, body moving forward



# 2015 SUGGESTED GEELONG FOCUS



- Teach the skill as your would normally teach it. (As a whole) but make focus of the skill that you want to emphasis.
- Break it down and layer the learning...





# The five propositions that have shaped the HPE AC



- Focus on educative purposes
- Strengths based approach
- Value movement
- Develop health literacy
- Include critical inquiry approach



# Focus on educative purposes



How does this translate in your HPE curriculum?

- Can you **clearly** identify and define what you are wanting to achieve in your program?
- Are the outcomes observable in your teaching?
- Is your planning directly linked to your assessment & reporting?
- Do the following examples **clearly** identify...

# Focus on educative purposes



Year 1 & 2 (content descriptor & **example** elaboration)

→ Perform fundamental movement skills in different movement situations

- *Performing locomotor movements using different body parts to travel in different directions, or:*
- Demonstrate running with bent arms moving in opposition to legs while changing directions and speed, or
- Catching and controlling the ball using their hands only

→ Which outcome is clearer?



# Focus on educative purposes



Year 3 & 4 (content descriptor & **example** elaboration)

→ Practise and [apply movement concepts and strategies](#)

- *Participating in physical activities which require problem-solving to achieve a goal, or;*
- Moving into space to receive a ball
- Return to the centre court position after after striking the ball in different racquet sports

→ Which outcome is clearer?



# Food for thought?



Can you articulate what **knowledge**, **understanding** and **skills** your students will leave your school with?



# Geelong Network: Outcomes



- Number of teachers engaged
- Change in your teaching
  - Reflection about your teaching
    - Goal setting, change practice, reflect
  - Peer interaction
    - Communication
      - Email, phone, social media
      - Face to face
    - Observation
    - Mentoring
- Change in your students
  - Observed change in students
  - Anecdotal observations