

Checklist for effective PDHPE programming, teaching and evaluating

Reflect on your teaching beliefs and practices.

Standard 1: Know students and how they learn

- What are your beliefs about how students learn?
- Do you know and understand your students' learning needs?
- Do you know and understand your students' background, experiences, and the implications for teaching and learning?
- How do your beliefs about student learning influence your instruction and approach to PDHPE?
- Can you identify and differentiate teaching strategies to cater for the range of learners in your class?
- Does your program focus on the identified needs, interests and backgrounds of students, connecting to their life outside of school and in the future?
- Do students have input into the learning experiences they undertake, including assessment?
- Do you provide students with opportunities to become competent, informed, safe and creative users of ICT as they work towards achieving the syllabus outcomes?

Standard 2: Know the content and how to teach it

- Do your lessons include current health, safety and wellbeing issues and contexts?
- Do learning experiences recognise and reflect the broad continuum of student experiences?
- Do your lessons provide accurate and reliable information and aim to dispel myths about health, safety and wellbeing?
- Do your lessons incorporate interactive learning approaches to develop understanding, reflect on values, attitudes and behaviours and practise skills?
- Do you design learning experiences to develop skills to empower students to take positive action across a range of PDHPE content areas, such as relationships, games and sports, sexuality education, safety and drug education? Skills include communication and interpersonal skills, decision making and critical thinking skills, coping and self-management skills.
- Are there any aspects of the key learning area that you are ignoring out of fear of change, application of personal values or lack of knowledge?

- Does your program incorporate authentic opportunities for embedding cross curriculum priorities within PDHPE, e.g. literacy, numeracy, ICT?
- Do you challenge and extend all students in your classes?

Standard 3: Plan for and implement effective teaching and learning

- What data do you need to make an informed decision about student needs, student learning and teaching effectiveness?
- How can you incorporate authentic student voice to increase involvement?
- Does your program promote spiral curriculum where knowledge, understanding and skills develop as key concepts are introduced, revisited and built on each Stage?
- Does your scope and sequence and teaching program:
 - identify clearly the essential learning for each Stage?
 - address all outcomes in each Stage?
 - include contemporary health, safety and wellbeing issues and contexts?
 - map values and skills outcomes to the various health and personal development contexts e.g. decision making in relationship situations?
 - reflect students' needs and interests?
- Is there balanced coverage of values and skills outcomes across each Stage?
- Does your program reflect integration of content from each strand and within syllabus strands in a meaningful manner? Are the links clear?
- Does your program integrate knowledge, understanding and skills that are common across syllabus strands?
- Does your program include a broad range of learning experiences that cater for all students?
- Does your program include evidence based strategies and resources to deliver the PDHPE syllabus content?

Standard 4: Create and maintain supportive and safe learning environments

- Do you establish and implement inclusive and positive interactions to engage and support all students in classroom activities?
- Do you establish and negotiate clear expectations with students and address issues or concerns promptly, fairly and respectfully?
- Do you model and reinforce inclusive and respectful language, behaviour and relationships?
- Have you done enough to foster a respectful relationship with your students?
- Do you model a focus on health, safety and wellbeing?
- Do you promote human rights and address discrimination in your classroom?

- Are you familiar with the Department policies that are most relevant to delivery of PDHPE, e.g?
 - Curriculum planning and programming, assessing and reporting to parents K-12 policy
 - Sport and Physical Activity Policy
 - Sport and Physical Activity in Schools Safe Conduct Guidelines
 - Controversial Issues in School Policy
 - Protecting and Supporting Children and Young People Policy
 - Audiovisual material in schools – procedures for use
 - Engaging external providers for curriculum implementation guidelines

Standard 5: Assess, provide feedback and report on student learning

- Do your lessons, activities and assessments clearly identify the learning intentions, expected outcomes and levels of student achievement?
- Do your learning experiences allow all students to demonstrate achievement of outcomes?
- Do you use learning progressions (e.g. Physical Literacy continuum) to track and monitor student progression and provide feedback to students and parents/carers?
- Do you develop, select and use 'assessment for learning' strategies to identify, monitor and plan for student learning progression?
- Do you develop, select and use a variety of appropriate strategies for assessment of student learning?
- Do you understand and participate in assessment activities to support consistent and comparable teacher judgements of student learning?
- Do you provide timely, effective and appropriate feedback in a variety of ways to students about their achievement relative to their personal learning goals?
- Do you use student assessment data to analyse and evaluate what students know, understand and can do to modify teaching and learning practice and identify interventions to support progression?

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

- Do you participate in self and peer reflection in order to discuss your teaching and assessment practices with other colleagues?
- Do critical reflection and an understanding of effective practice and current research inform your practice?

PDHPE

- Do colleagues at your school support each other to trial and implement new and innovative teaching, learning and assessment strategies?
- Are there opportunities for colleagues to observe and provide feedback on your teaching practices?
- Are there opportunities for you to observe others to gain ideas about how to enhance your teaching practices?
- Do you use teacher and student evaluation processes to review and renew teaching and learning programs and practice?
- Do you broaden your knowledge and improve your practice by being an active member of a professional learning network or professional association?