

Using the NSW Physical Literacy continuum - Thomas Reddall High School

Thomas Reddall High School is a comprehensive, co-educational 7 to 12 school located in the Macarthur district. The school population of more than 600 in 2015 includes: 30% Language Background Other Than English (LBOTE) and 8% Aboriginal students and a Support Unit for students with Autism and mild intellectual disability (IM).

All 6 members of the PDHPE faculty were involved in the Physical Literacy continuum pilot. Each teacher identified a class from their teaching load to focus their continuum implementation. Between the six teachers, classes from Years 8, 9 and 10 PDHPE were involved.

As a faculty, aspects from the Physical Literacy continuum were identified as a focus. Movement Competencies and Tactical Movement were a focus for all staff as they were most relevant to the units implemented during the pilot. Some staff added Personal and Social Attributes to the aspects they were focused on based on the student group and units for delivery.

Professional learning was conducted as a faculty to build understanding of the Physical Literacy continuum and how it could be used as an assessment and feedback tool. The faculty reflected on existing programming, teaching and assessment practice to identify the most effective way to incorporate the aspects of the Physical Literacy continuum to meet both teacher and student needs.

Professional learning and mentoring was led by the Head Teacher PDHPE.

The Head Teacher PDHPE assigned coding references to the Physical Literacy continuum, which were used by staff as a reference point for their future planning.

Teachers placed students on the continuum for their focus aspect/s, based on their professional judgements. Teachers developed assessment tool/s to use with their class to support their judgements, using the coding references.

Teachers designed teaching and learning strategies to enable students the opportunity to develop their physical literacy within the focus aspect and allow them to progress along the continuum. These also utilised the coding references and allowed staff to draw direct links with assessment tool/s. Assessment tool/s were used again to allow teachers to reassess student placement on the continuum following their participation in targeted teaching and learning activities.

After 6 months of continuum use and data collection, teachers increased their awareness of student capabilities and physical activity levels. The following was observed and identified by school staff:

- The continuum provided a benchmark for students and provided guidance to observe and monitor student achievement.
- Assessment across different physical activity contexts and different games and sports initiated collegial discussions about placement of students on the continuum clusters. It became obvious that some students could demonstrate markers at a cluster level in one activity (e.g. invasion games or netball), however did not demonstrate markers in that cluster in other activities (e.g. target games or golf).
- Consistent judgement and collaborative practice were key outcomes of these collegial discussions.
- Opportunities to work with the feeder primary schools would assist with student progression and physical literacy development for their students.
- Opportunities to share experiences and work with other schools would assist with continuum use and professional development in the future.

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