Implementing the PDHPE K-10 Syllabus in K-6

A suggested plan for schools to follow when implementing the PDHPE K-10 Syllabus.

## Initial planning

School leaders should consult all key stakeholders to develop a plan for whole-school implementation that best meets the needs of their local school community. The steps outlined below have been designed to build the capacity of teachers to lead implementation and include an understanding of and rationale for:

* syllabus requirements
* key syllabus changes
* the 5 propositions
* creating evidence-based teaching and learning unit frameworks.

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| Task | Who | Actions | Completed by |
| 1. Establish a school based PDHPE implementation team
 | Principal | * identify relevant staff to form school PDHPE implementation team to lead whole school implementation
 | for example Term 3 2020 |
| 1. Estimate cost to form a budget.
2. Brief school team
 | Principal | * budget for implementation
* identify professional learning opportunities for PDHPE implementation team
* brief implementation team on commencing plan
* establish opportunities for PDHPE implementation team to provide feedback on progress of the plan
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| 1. Access the syllabus
 | School PDHPE implementation team | * access the online [PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe) or [purchase copies through NESA](http://shop.nesa.nsw.edu.au/en/bostes/search/personal-development--health-and-physical-education-%28pdhpe%29#facet:&productBeginIndex:0&orderBy:&pageView:grid&minPrice:&maxPrice:&pageSize:&)
	+ quick access to the syllabus is important when providing effective support to staff
	+ bookmarks, highlighting and sticky notes are effective strategies for finding information quickly.
* distribute copies of the syllabus to all staff members
	+ every staff member must have access to the PDHPE K-10 Syllabus
	+ encourage staff to begin exploring the syllabus
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| 1. Develop routines and structures
 | School PDHPE implementation team | * establish a meeting schedule to support the work of the implementation team – or example, every Wednesday at 3:30pm
* We agree to meet every \_\_\_\_\_ at \_\_\_\_\_\_.
* maintain records of PDHPE implementation team meetings, plans and decisions – distribute as necessary.
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| 1. Engage in professional learning
 | School PDHPE implementation team | Register and complete these courses in the following order:* 1. [‘Getting to know the PDHPE K-10 Syllabus’ (Primary) (NR25619) 1 hour online](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/9ff5813a-e867-e911-b49c-0003ff154b8b)
	2. [‘Unpacking the PDHPE K-10 Syllabus propositions’ online course (RG04325) 1-hour prerequisite](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/00aeea04-ed1d-e911-9f29-0003ff153fe7).
	3. [‘Unpacking the PDHPE K-10 Syllabus’ workshop (RG02979) 7 hours](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/3e4a8202-911a-e811-80c0-0003ff155d32)
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| 1. Facilitate ‘Getting to know the PDHPE K-10 syllabus’ online course
 | School PDHPE implementation team whole school staff  | * consult with the principal and staff about the most effective and preferred way to facilitate this course – options may include
	+ delivery of course by a team member with whole staff
	+ staff members enrol in the course and complete individually in a professional learning session. [‘Getting to know the PDHPE K-10 Syllabus’ (Primary) (NR25619) 1 hour online](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/9ff5813a-e867-e911-b49c-0003ff154b8b)
* establish time frame for completion
* communicate details and time frame to all staff
* lead staff reflection upon completion of the professional learning. Questions to consider for whole staff discussion
	+ What changes in the syllabus did you notice?
	+ How may the changes to the syllabus enhance our learning in PDHPE?
	+ What was similar to other key learning areas?
	+ What implications will the new syllabus have on our school?
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| 1. Complete self-assessment
 | All staff | * staff complete self-assessment of own PDHPE practices to inform future professional learning and areas of needs within the school.
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| 1. Collate data
 | School PDHPE implementation team | * analyse data from self-assessment
* identify school’s strengths and areas for support in PDHPE
* celebrate schools' strengths
* leverage expertise of staff
* develop targeted professional learning to support staff
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| 1. Facilitate ‘Unpacking the PDHPE K-10 syllabus propositions
 | School PDHPE implementation team lead school staff | * consult with the principal and other staff about the most effective and preferred way to facilitate this course – options may include
	+ delivery of course face to face
	+ staff members enrol in the course and complete individually in a PL session. ‘[Unpacking the PDHPE K-10 syllabus propositions’ online course (RG04325)](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/00aeea04-ed1d-e911-9f29-0003ff153fe7)
	+ establish time frame for completion
* Communicate details and time frame to all staff
* Lead staff reflection upon completion of the professional learning. Questions to consider for whole staff discussion
	+ Can you describe how the propositions are embedded in the syllabus content? (As a whole staff, consider selecting one or two dash points and identify the relevant propositions that are embedded. Discuss as a whole staff).
	+ How will the propositions influence and guide teaching and learning activities in your PDHPE programs?
	+ Should all 5 propositions be included in each teaching and learning programs? Discuss embedding the propositions authentically within teaching and learning programs.
* PDHPE implementation team may use propositions cards from their teacher pack if they have attended the face to face syllabus workshop.
* For more information on the propositions refer to the syllabus and access the [infographics outlining syllabus key features](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/infographics) on the PDHPE website.
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| 1. Identify strengths in current practice
 | School PDHPE implementation team  | * Evaluate existing PDHPE units of work (whole staff) using the unit evaluation tool. Consider:
	+ alignment with NESA advice for features of a unit of work
	+ effective practice embedded in the unit
	+ evidence of the propositions.
* Engaging whole school staff in reflection of the unit evaluations. Questions for whole staff discussion
	+ Which of the propositions should be the focus of this unit based on the learning?
	+ Use the statements in the unit evaluation tool, how did you identify evidence of the 5 propositions?
	+ What does this evidence looks like in the unit?
	+ How could you refine the unit to be reflective of the appropriate proposition/s?
	+ What are the strengths of this unit and other units in your school?
	+ What areas for improvement exist?
	+ How could you use this tool going forward?
* Use a traffic light system to evaluate the suitability of teaching and learning activities.

**Green light = Adopt** – can be used ‘as is’. This activity has strong evidence of the propositions. Suitable for use in programming the PDHPE K-10 Syllabus.**Orange light = Adapt** – modifications required. Addresses relevant concepts and/or content but needs some refinement before incorporating this activity into your PDHPE K-10 programming.**Red light = Archive** - outdated content, pedagogy and/or resources. Develop new activities fit for purpose that meet syllabus requirements. |  |
| 1. Identify and interpret student data that can be used to inform programming in PDHPE
 | School PDHPE implementation team | * Lead whole staff professional learning on interpreting data in PDHPE.
* Brainstorm in stages: Questions to consider:
	+ What drives your decision making when programming?
	+ How do you determine the needs of your students?
* Lead whole staff discuss their responses.
* Watch the video [Modelling the PDHPE programming process (4:16)](https://www.youtube.com/watch?v=6uIx4Jfq10A)
* Review the ‘Interpreting student data in PDHPE’ document to consider and list the data available to inform programming at your school.
* Questions to consider to drive whole school discussion:
	+ What does the data tell us about students? (strengths, needs, decisions, behaviours and attitudes)
	+ What influences students in relation to the data?
	+ What does this mean for student learning? (Knowledge, understanding, skills and attitudes).
* Discuss with staff what the student needs are as represented by the data and knowledge of students.
* Discuss the concept of ‘a big idea’ - the ‘big idea’ is the over-arching concept that is being addressed or challenged throughout the unit. For example, “risk-taking impacts my health”.
* Provide opportunities for staff to provide feedback about the ‘big ideas’ identified.
* Lead staff reflection on the concept of creating ‘big ideas. Questions to consider for whole staff discussion:
	+ Can we identify any ‘big ideas’ that are present across multiple stages?
	+ How can the PDHPE team plan these units collaboratively to ensure a logical progression of learning across stages?
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| 1. Design and build multiple learning frameworks to create draft stage-based scope and sequence.
 | School PDHPE implementation team | * Introduce and familiarise the process of creating learning frameworks to members of the school PDHPE implementation team that did not attend the ‘Unpacking the PDHPE K-10 syllabus’ professional learning.
* Use the data collected from the professional learning session and the learning framework document to create enough big ideas for personal development and health and physical education to create a stage scope and sequence. Adapt the number of big ideas and the unit duration as appropriate.
* Identify relevant syllabus content that aligns with the ‘big idea’ and fits under the key inquiry questions and outcomes you’ve identified.
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| 1. Present sample scope and sequence/s to staff
 | School PDHPE implementation team | * Present the learning framework process (outlined in Step 12) to whole school staff.
* Provide opportunities for staff to provide feedback about ‘the big ideas’ identified. Questions to consider for whole staff discussion:
	+ What additional data and knowledge of students needs to be considered?
	+ Can we identify any ‘big ideas’ that are present across multiple stages?
	+ How can staff plan these units collaboratively to ensure logical progression of learning across stages?
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