PDHPE unit evaluation tool

Use the tool as a guide to critique and evaluate units of work.

## **Effective practice**

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| Criteria | Rating – strength (S), needs improvement (I) or unsure (U) Not applicable (N/A) | Explanation of rating | Action required |
| The unit of work includes the following NESA recommendations:   * unit title * stage/class * term/duration * unit description * outcomes * content * teaching and learning experiences * resources * assessment * evaluation |  |  |  |
| The template includes the following syllabus features that are optional to explicitly identify in a unit of work:   * learning across the curriculum content * PDHPE skills * Five propositions |  |  |  |
| Identifies appropriate syllabus outcomes and content. |  |  |  |
| Prior learning, knowledge and skills are built on. |  |  |  |
| Includes a range of learning experiences that cater for all students. |  |  |  |
| Includes a range of appropriate resources to support learning, teaching and assessment. spot |  |  |  |
| Relevant and purposeful formative and summative assessment, related to key concepts and skills, integrated into unit. |  |  |  |

## **Educative purpose**

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| Criteria | Rating – strength (S), needs improvement (I) or unsure (U) Not applicable (N/A) | Explanation of rating | Action required |
| The learning intentions and success criteria of learning experiences can be easily identified. |  |  |  |
| The learning in this unit has value beyond the classroom. |  |  |  |
| The content can be delivered flexibly to meet the broad needs of all students and promotes active learners. |  |  |  |

## **Develop health literacy**

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| Criteria | Rating – strength (S), needs improvement (I) or unsure (U) Not applicable (N/A) | Explanation of rating | Action required |
| There are opportunities for students to:   * develop their capacity to access, use and critique relevant and meaningful health information and support networks * apply their health knowledge or skills in a variety of contexts for themselves and for others * advocate, respond to or take health enhancing action for themselves or for others in relation to a health issue. |  |  |  |
| Teaching and learning activities lead to deeper knowledge, understanding and skills to engage with health issues now and in the future. |  |  |  |

## **Value movement**

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| Criteria | Rating – strength (S), needs improvement (I) or unsure (U) Not applicable (N/A) | Explanation of rating | Action required |
| The unit promotes moving, types of movement or reasons for engaging with movement. |  |  |  |
| The unit creates opportunities for students to choose how, under what circumstances and for what purposes they move. |  |  |  |
| The unit provides a variety of movement challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing. |  |  |  |

## **Include a critical inquiry approach**

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| Criteria | Rating – strength (S), needs improvement (I) or unsure (U) Not applicable (N/A) | Explanation of rating | Action required |
| Students are encouraged to use different modes of communication, technologies and media, to engage with the school and wider community about issues they are exploring and to share their findings. |  |  |  |
| Students explore ‘real-life’ situations and problems to develop deep understandings and respond creatively regardless of their prior knowledge or skill level. |  |  |  |
| Students are provided opportunities to question taken for granted assumptions and continue to take a critical stance on views expressed in society. |  |  |  |

## **Take a strengths-based approach**

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| Criteria | Rating – strength (S), needs improvement (I) or unsure (U) Not applicable (N/A) | Explanation of rating | Action required |
| Students are empowered and enabled to identify and celebrate their strengths, capacities and capabilities. |  |  |  |
| Students are provided opportunities to identify, articulate and develop a set of personal strengths, skills and resources within and beyond the classroom. |  |  |  |
| There is a clear focus on health enhancing behaviours. |  |  |  |