



28 – 29 November 2019 #achpervic19

Monash University, Clayton

2019 ACHPER CONFERENCE ELECTIVE DETAILS

In 2019 you will not only choose from more than 20 elective sessions in 3 time slots, but you will also be able to select one of five amazing Feature Presentations. This format aims to give you, our delegates, a greater choice in putting together two days of professional learning tailored to your specific needs.

SCHEDULE

DAY ONE: Thursday 28 November 2019		DAY TWO: Friday 29 November 2019	
7.30am	Registration Opens	7.30am	Registration Opens
8.45am	FEATURE PRESENTATIONS	8.00am	ACHPER Breakfast
10.00am	Morning Tea	8.45am	Elective D
10.45am	Elective A	10.15am	Morning Tea
12.15pm	Lunch	10.45am	FEATURE PRESENTATIONS
1.15pm	Elective B	11.45am	Elective E
3.00pm	Elective C	1.15pm	Lunch
4.30pm	Networking Happy Hour	2.00pm	Elective F
		3.30pm	CONFERENCE ENDS

REGISTRATION FEES

TWO DAY REGISTRATION	
Member *	\$515
Non Member (includes New/Renewing ACHPER Membership)	\$645
Non Member (no membership inclusion)	\$595
ONE DAY REGISTRATION	
Member *	\$415
Non Member (includes New/Renewing ACHPER Membership)	\$495
Non Member (no membership inclusion)	\$445

* Member Registration is available to financial members at the time of the Conference, 28 – 29 November 2019.

Pre-service teachers may attend the conference for a flat fee of \$200

PARTNERS AND SPONSORS






DAY ONE: THURSDAY 28 NOVEMBER 2019



- FP01 THE WONDERFUL TROUBLE OF AN IPHONE IN MY POCKET**
Dr Beau Miles, Monash University
 Modern phones are portals, tools, lifelines, cameras. Filmmaker–outdoor educator, Beau Miles takes a behind the scenes look at his first iPhone film, shot during a sea kayaking expedition to Hinchinbrook Island National Park. In an open discussion, Beau will question some of the strengths, warnings and unknowns about being recordable and online with limitless battery, yet present, in a wild space.
- FP02 NUTRITION FOR EXERCISE: WHAT'S HOT AND WHAT'S NOT?**
Prof John A Hawley, Exercise & Nutrition Research Program, Mary MacKillop Institute for Health Research, Australian Catholic University, Melbourne
 Diet affects multiple facets of human health as well as athletic performance. This feature presentation will dissect contemporary nutritional approaches to help fight the growing epidemic of obesity, while also showcasing the contribution of modern sports science to gold medals and world titles.
- FP03 A CHAMPION OF CHANGE**
Eileen Berry, Eileen Berry Media Pty Ltd
 Resilience is the latest buzz word. But what is it? Why do we need it? And does it inspire us to help others? Eileen Berry has resilience in spades, following a childhood and early adulthood featuring alcoholism, addiction, sexual and physical assault, mental health issues and illness. Now a champion of change on a mission to help young people embrace adult life, did this dysfunctional upbringing decide her fate? This is her story.

- FP04 IMPROVING PHYSICAL ACTIVITY THROUGH A WHOLE-OF-SCHOOL APPROACH TO PHYSICAL LITERACY**
Pierre Comis, Sport Australia
 It is obvious we have a pattern of increasing inactivity, sedentary behaviours and physical and mental health issues among young Australians. This feature presentation will identify eight components to be addressed when developing a strong physical literacy culture in schools to increase physical activity, enhance student wellbeing and improve academic attainment. Find out how these components combine to create the ideal whole-school approach to developing children's physical literacy and get this generation moving for life.
- FP05 TEACHING A QUALITY PE PROGRAM IN A PRIMARY SCHOOL**
Rick Baldock, ACHPER SA
 Quality Physical Education programs enable students to acquire movement skills and concepts that enable them to participate confidently, competently and creatively in a range of physical activities throughout the life span leading to the development of a physically literate person. Through a quality PE program students can learn in, through and about movement to enhance performance, acquire an understanding of how the body moves while developing positive attitudes towards physical activity participation. Movement is also a powerful and increasingly important medium for learning which places the role of a teacher of a quality PE program as central to the success of each student as a learner.

ELECTIVE SESSION A

10.45 am – 12.15 pm

- A01 VCE: FOUNDATIONS FOR DEVELOPING SCHOOL-BASED ASSESSMENT TASKS IN VCE PE, HHD AND OES**
Dr Rachael Whittle, VCAA

 This session will assist teachers of VCE Physical Education, Health and Human Development and Outdoor and Environmental Studies to understand VCAA requirements around developing school-based assessment tasks. The session is tailored specifically for first time teachers of VCE, however, will also provide more experienced teachers with information around changes to assessment in VCE more broadly. The session will include information of the key principles underpinning all VCE assessment practice that ensure the assessment instruments enable teachers to make judgments about the demonstration of the outcomes and student levels of achievement.
- A02 VCE PE: DESIGN AND EVALUATE TRAINING PROGRAMS**
Dr Melissa Arkinstall and Nick Meehan, Exercise Research Australia

 Using a unique approach to deliver key knowledge and skills for Unit 4 AOS 1 and 2, the session will breakdown content into concise, easy to deliver steps that cover the training continuum. This includes data collection, program design, and evaluation. We will combine relevant sports science concepts with effective teaching methodology to enhance the delivery of this topic area.
- A03 VCE HHD: ENGAGING IDEAS TO TEACH UNIT 3**
Allira Howe, Koonung Secondary College

 This workshop will examine the HHD Study Design for Unit 3, with the emphasis on strategies to teach this new material to better engage students and enhance their learning. Participant involvement is encouraged as the focus will be on active learning.

- A04 VCE HHD: PLANNING UNITS 1 AND 2 FOR NEW TEACHERS**
Dot Georgiou, Camberwell Girls Grammar School

 Teaching Units 1 and 2 HHD for the first time? Come along to this session where you will walk away with an understanding of the course, ideas for covering the key knowledge and skills, useful resources and how to assess student understanding. Participants should bring a copy of the current Study Design to the session.
- A05 VCE OES: DEVELOPING HIGH QUALITY ASSESSMENT TASKS IN UNITS 3 AND 4**
Belinda Dalziel, Consultant

 This engaging session is targeted at both new and experienced teachers of VCE Outdoor and Environmental Studies, looking to improve the development of questions and tasks for assessment. Explicit demonstration and guidance will be provided to develop high quality questions and activities to use in School Assessed Coursework and classes in accordance to the Study Design. Relevant key knowledge and key skills will also be unpacked in relation to specific outcomes and assessment tasks.
 Seminar
- A06 VCE VET: VET SPORT AND RECREATION – UPDATES TO PROGRAM STRUCTURE AND SWL RECOGNITION FOR STUDENTS**
Daryl Sutton, VCAA

 VCE VET Sport and Recreation has a couple of minor unit changes for 2020, find out what they are and learn how to put together a program for your students. Structured Workplace Learning and Volunteering are valuable ways to develop skills for your students. Find out about SWL Recognition for VCE VET Sport and Recreation for your VCE or VCAL students and what your role is as the teacher of the VET program.

KEY:



= Practical: Active



= Seminar



= Lecture

A07 HEALTH IN YOUR F-6 CLASSROOM

Sapna Sachdeva, Momentum Education Consulting and Gina Oliver, St Mary of the Cross Catholic Primary School



Are you finding it difficult to work through and cover the Health curriculum? Or is it falling upon you as the PE teacher? We can give you some practical strategies and ideas on how to embed Health into your program and get your school on board to ensure the students are getting what they need through the Health curriculum.

A08 DEVELOPING UNITS FOR YEAR 10 HEALTH AND HUMAN DEVELOPMENT

Sarah Slykerman, St Peter's College



This session will provide an overview of the Personal, Social and Community Health strands of the Victorian Curriculum and appropriate links will be made to prepare students for VCE Health and Human Development. Designed for new and experienced teachers, a unit outline, teaching strategies and assessment tasks along with rubrics will be explained to meet the content descriptions within this strand. Reference within this session will also be made to the general capabilities which can be assessed within Year 10 Health and Human Development.

A09 DEVELOPING WELLBEING AND RESILIENCE TO PREVENT CHILD AND ADOLESCENT SOCIAL, EMOTIONAL AND MENTAL HEALTH DISORDERS

Dr Joshua Symes, Singapore American School



One of the growing challenges for schools is in finding ways to successfully combat the problem of social, emotional, and mental health disorder. This workshop will explore the latest academic research asserting that wellbeing and resilience can contribute to positive mental health outcomes, and provide valuable tools, proactive strategies and resources to apply in school settings. We will also explore the Well Schools Project (WSP), which consists of five essential elements of holistic wellness, and provides strategies and structures for school-wide implementation and approaches in re-thinking wellness in schools.

A10 A QUALITATIVE EXPLORATION OF SECONDARY SCHOOL TEACHERS' VIEWS OF HEALTHY EATING

Gail Boddy, Deakin University



Secondary school teachers' views of healthy eating in curricula were explored through one-on-one, semi-structured interviews. The teachers were articulate about the purpose of teaching healthy eating in curricula. The teachers sourced nutrition information from online and print sources. The findings suggested that the effectiveness of teaching healthy eating in secondary schools may be compromised by 'learning area' curricula structures, school priorities and resource allocation. The research findings have implications for education policy, teacher education, professional development, and classroom lessons.

A11 TEACHING CONTRACEPTION, STIS AND BBVS

Bonnie Lee and Sue Moreira, Family Planning Victoria



Teaching Relationships and Sexuality Education (RSE) takes confidence, knowledge and skills. Family Planning Victoria (FPV) has over 50 years' experience in supporting teachers from across the state to deliver comprehensive, age- and developmentally appropriate programs in Primary, Secondary and Specialist School settings. Participants of this workshop will explore contemporary pedagogical practices and updates in the field of Contraception, Sexually Transmissible Infections and Blood Borne Viruses. The session will include access to free teaching and learning resources to support teachers in their classrooms.

A12 CHANGING THE CULTURE

Chloe Dew and Vanessa Belsar, Black Hill Primary School



Have you ever wondered how to have greater reach and impact with your Health and Physical Education Program? How can you stretch the learning beyond the four walls of your gym or the fences around your oval? In this session we will be sharing the steps we have taken to engage staff in what we do, motivate student leaders to share the journey and most importantly use flipped learning to drive our HPE curriculum into the classrooms.

A13 ICT IN HPE: SIMPLE AND EFFECTIVE

Laura O'Reilly, South Oakleigh College



This session will share ICT activities and tools that complement and enhance your curriculum and classroom content, not overtake it with loading times and logins. Primarily based on Office365 and G Suite applications, the activities can be accessed using your work laptop and tablet, or mobile phone. Make sure to bring a device along.

A14 TEN TIPS FOR PLANNING A QUALITY PRIMARY PE PROGRAM

Annie Kay, Geelong Grammar School and Sarah Mangan, Kyabram P-12 College



Are you looking for ideas to develop your PE programme scope and sequence? Do you want to improve your PE programme links with Victorian Curriculum? Do you want to explore ideas on how to incorporate assessment into your unit planning? In this session, we will cover my ten tips for PE teachers to consider when planning a quality primary PE programme. While covering these tips, you will be given examples of planning documents and will have the opportunity to collaborate with other teachers to apply these tips to your programme.

A15 CO-DESIGNING A WHOLE-OF-SCHOOL PHYSICAL LITERACY APPROACH IN SECONDARY SCHOOLS

Matthew Calf, Sport Australia



In partnership with ACHPER Victoria, Sport Australia has designed a Schools Physical Literacy Framework to help schools create the ideal whole-school environment to develop children's physical literacy. In this interactive seminar share and learn examples of how school culture, teaching and learning, and community links can help support objectives of fostering a positive attitude towards physical activity for life. Come along to discuss the barriers and opportunities to establish whole-of-school physical literacy in your school.

A16 CHANGING THE GAME: LESSONS LEARNED FROM IMPLEMENTING CHANGE IN TEACHING PRACTICE

Laura Alfrey and Dr Justen O'Connor, Monash University and Jess Wade, Elisabeth Murdoch College



Innovation and improvement in HPE is exciting but challenging work. For those teachers looking to make changes in their programs, this workshop will provide insights into what worked and what didn't for staff at Elisabeth Murdoch College. It explores approaches to assessment, developing personal and social capabilities and units of work that closely align with the Victorian Curriculum for HPE. You will leave ideas you can put into practice in your own school/s.

A17 GAME SENSE IN THE CURRICULUM

Ray Breed, Swinburne University



Come along to explore the content and methodology behind game sense and discuss where and how it fits into a practical school curriculum (focus predominately on years 3-10). We will investigate content and assessment in line with the Victorian Curriculum with plenty of discussion and you'll be able to relate the concepts covered to your own school curriculum

A18 WHAT CAN RECIPROCAL STYLE DO FOR ME?

Brendan SueSee, University of Southern Queensland



This session will outline what is Reciprocal Style and how two teachers applied to practical and theoretical situations and the effects it had on feedback and social interaction. It will also show elaborations which can be met by using Reciprocal Style. Finally, participants will have the opportunity to create, teach and participate in their own Reciprocal Style episode.

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A19 STRATEGIES FOR INCLUDING CHILDREN WITH AN INTELLECTUAL DISABILITY INTO YOUR LESSON

Robyn Percy Goulding, Sunshine Special Developmental School



This session will look at strategies for inclusion; how to be proactive and have strategies in place to keep all your students engaged and how to reengage students once they have become uninterested or dysregulated. Resources, communication, teaching practice, lesson structure are all examples of some of the topics that will be covered.

A20 PROACTIVE AND POSITIVE BEHAVIOUR MANAGEMENT IN P.E!

Sally Donaldson, Plenty Valley Christian College and Rachel Watson, Mill Park Heights Primary



For Primary PE teachers who understand that to use more positive and proactive behaviour management strategies results in greater engagement and personal success for their students. We will be looking at some of the typical undesirable behaviours seen in Primary P.E lessons and come away with a variety of practical strategies to encourage your students toward more positive behaviour, without (hopefully) needing to yell! We will also look at supporting students with different learning styles and motivation levels to help them be active participants in the class community.

A21 LOCOMOTOR AND FUNDAMENTAL MOVEMENT SKILLS: CREATIVE AND ACTIVE

Lucy Van Ballegooy, Our Lady of the Way School – Kingsbury



This interactive session will provide a multitude of practical activities in a fun, active and creative way. Emphasis will be on locomotor skills and fundamental movement skill development, whilst maximising physical activity levels and equipment use. We will demonstrate an array of techniques to assist with classroom organisation, aiming to establish effective formations and minimise distractions.

A22 HOW TO MODIFY AND ASK GREAT QUESTIONS IN A GAME SENSE APPROACH

Rachel Yue and Edmund Connor, Laburnum Primary



This practical session aims to help teachers use guided questioning in PE to improve students' decision making and problem-solving skills when playing games. We will explore how questioning can encourage students to transfer previously learnt tactics and strategies to different games and how to challenge students to modify games so they are more inclusive.

A23 FUN WARM UP AND COOL DOWN ACTIVITIES

Anthony Carroll, Swan Hill Primary School and Warrick McDermott, Mildura Primary School



Teachers will be actively involved in 15 engaging, fun, entertaining and educational primary activities. These games will be easy to organise and require minimal equipment. Lots of fun and huffing and puffing guaranteed.

A24 CREATIVE PHYSICAL EDUCATION (CPE): FLIPPING PHYSICAL EDUCATION FOR GREATER STUDENT ENGAGEMENT

Assoc Prof John Quay, Graduate School of Education – University of Melbourne and Dr Jacqui Peters, Deakin University



A challenge many PE teachers face is teaching games in ways that are student centred rather than teacher directed – and yet still achieve outcomes concerning skills, strategies, sport and social responsibility. This practical session will guide primary/middle school teachers through an approach which uses a pedagogical model called Creative PE (CPE). Searching for ways to enliven your games units for all students? This is a session you should definitely check out.

A25 TECH TIME IN SCHOOL SWIMMING AND WATER SAFETY

Kaitlyn Greenhill and Michelle Ling, Life Saving Victoria



Want to take your school swimming and water safety program into the future? From VR to drones; sphero balls to robotics; learn what can be done in the classroom, on pool deck and in the water to teach swimming and water safety education to a tech savvy generation.

A26 GYMNASTICS – YOU CAN DO IT!

Gary Black and Jake Chapman, Gymnastics 4 Hire Pty Ltd



This session focuses on teaching basic fundamental gymnastics skills, with and without equipment, and utilising circuits to create a constant learning environment. Learn how to break down skills into easily obtainable steps (regressions) and progressions (suggestions and tips to keep advanced students engaged), to enable students to achieve. Parts of the session will be directly influenced by participant feedback and questions throughout.

Practical: Active

A27 PARKOUR IN PE? YOU BETCHA!

Michael Chapple, Bannockburn P-12 College



If you're looking for that little extra spark and searching for fresh ideas for your PE program, then you don't want to miss this! Designed to capture the excitement and fast pace of Ninja Warrior. Parkour is an exciting combination of gymnastics, obstacle training and freestyle movement. This practical session will guide primary teachers through a range of engaging parkour activities to maximise student participation through a mixture of dynamic games, skills, progressions and challenges, students will develop their co-ordination, strength and agility.

Practical: Active

A28 RACQUET SPORTS EXTRAVAGANZA: THE FUN WAY TO PLAY!

Andres Olascoaga, Sportandi and Kate Frances, Valkstone Primary School



Played indoors or outdoors, racquet sports help develop overall fitness, mental strength, tactical thinking and reasoning, and helps to develop speed, agility and hand-eye co-ordination. Come to our session to learn games, activities and personal challenges. Learn the Why/How and a few secrets of engaging students in fun racquet sports!

Practical: Active

A29 RETHINKING INVASION GAMES

Simon Calbert, Melbourne Grammar School- Grimwade House



Come and actively engage in a session that seeks to use game-play to both explore and consolidate student understandings. Help your students develop strategies to thrive in what can be a highly enjoyable and ultimately rewarding area of the primary curriculum. A thematic and differentiated approach that looks to meaningfully combine both larger and smaller activities, to provide opportunities for students to develop concepts focusing on movement, skill execution, attacking and defending.

Practical: Active

A30 DISCOVER GAME SENSE THROUGH NETBALL

Megan Obst, Netball Victoria



Game Sense is a motivating and engaging environment that encourages critical thinking, creativity and learning through decision making, tactics and targeted questioning. This session will offer a variety of easy, engaging practical activities that will develop not only fundamental skills, but engaging game sense activities in Netball with a focus on the Change it model and Inclusion. This practical session will cater for primary and lower secondary school students. Presented with activities from the Sporting Schools Netball program.

Practical: Active

A31 HOCKEY – A GAME SENSE APPROACH

Andrew Smith, Maribyrnong College



This practical session will guide secondary HPE teachers through a range of engaging activities that are specifically designed to maximise student participation and skill development within a game sense framework. Come along to this session and give yourself the confidence to teach hockey in a fun and safe environment and ensure that hockey is part of your schools PE curriculum every year!

Practical: Active

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B01 VCE PE: DECONSTRUCTING SCHOOL ASSESSED COURSEWORK*Mark Corrie, Camberwell Girls Grammar School*

Targeted at newer teachers to VCE Physical Education, this session will provide teachers with a breakdown of Unit 3 and 4 SACs and their requirements to meet VCAA assessment criteria. With primary data being a key component of assessment, participants will leave with concrete examples of how to gather data and use it to assess student understanding.

B02 VCE PE: IMPROVING WRITTEN RESPONSES IN PE*Chris Cafiso and Paul Gear, Balwyn High School*

To some students, PE and Writing don't mix. However, during this session we will aim to provide you with a range of tangible strategies you could implement within your VCE PE classes to improve your student's ability to structure and formulate written responses without the pile upon pile of marking. Most of the strategies we discuss and trial in the session will aim to improve student agency and decrease teacher talk.

B03 VCE PE: PLANNING UNITS 1 AND 2 PE FOR NEW TEACHERS*Tabitha Chan, Canterbury Girls' and Oliver Maddison, Kingswood College*

If you are new to teaching VCE PE, this session is for you! This presentation will focus on what you need to know to set up your Units 1 and 2 PE course, unpacking the study design areas, assessment requirements, timelines and activity ideas. Resources will also be shared to assist you with planning, classroom activities and assessment tasks.

B04 VCE HHD: PLANNING FOR UNITS 3 AND 4*Sarah Slykerman, St Peter's College*

This session will provide an overview of the current Units 3 and 4 HHD study design for new and experienced teachers, outlining sample teaching strategies, resources and assessment tasks for the key knowledge and skills. Formative strategies will be outlined in order for teachers to determine satisfactory completion of outcomes through well-designed school assessed coursework. An overview of the entire course is provided with reference to the advice for teachers as a vital resource for planning lessons and mapping units.

B05 VCE HHD: EXPLORING VIRTUAL REALITY IN UNITS 1 – 4*Brooke Taylor, Caleb Edwards and Daniel Hem, Western Port Secondary College*

When teaching VCE HHD, we can often fall into the trap of sticking to what we know; presentations, videos and a few creative activities to break up the week. Have you ever considered introducing a topic using Virtual Reality? This session will provide you the opportunity to practically explore VR and the purpose and excitement it can promote in your VCE classroom. Participants will be provided a large collection of resources to explore VR and other forms of ICT specifically designed for all four HHD units.

B06 VCE OES: JOURNAL TASKS – CHALLENGES AND OPPORTUNITIES UNPACKED!*Josh Ambrosy, Federation University – Mt Helen Campus*

Within VCE OES the journal task poses both a unique challenge and opportunity for teachers. Specifically, as a tool to embed the teaching of key knowledge and skills within outdoor experiences. Within this workshop, teachers will workshop and co-design a journal task that aligns with a proposed OES experience. This workshop is designed to build your confidence and competence in developing summative assessment tasks for the OES course; a skill that is highly sought after by schools and subject associations alike.

B07 VCE VET: VET SPORT AND RECREATION – NEW SCORED ASSESSMENT REQUIREMENTS FOR 2020*Daryl Sutton, VCAA*

The VCAA have introduced new requirements for scored assessment of VCE VET programs for 2020. This session will outline the requirements and provide some key tips to producing quality scored assessment tasks.

B08 EXPLORING CHALLENGING, SENSITIVE AND COMPLEX ISSUES IN HEALTH EDUCATION*Natalie Hendry, Deakin University*

What happens when there is no 'right' answer in health education? Changing demands of health (Relationships! Social media! Mental health!) mean teaching new or challenging areas and changing how we teach. We also want our students to move away from 'fixed' ideas about 'being healthy' and instead encourage inquiry-based learning, critical health literacies and research skills. This activity-based session helps secondary teachers explore diversity and uncertainty in teaching. It covers researching complex ideas about mental health, supporting students in group activities about relationships, and encouraging critical inquiry about social media.

B09 EXPLICIT TEACHING AND ASSESSMENT IN HEALTH EDUCATION*Sara Villiers, The Metanoia Movement and Sally Walsh, Carrum Downs Secondary College*

Are your students equipped to make healthy, safe and active choices? Are your current teaching and assessment strategies explicitly addressing the curriculum? Are you able to collect viable data about your students and teaching/learning programs, to make informed decisions for reporting purposes? In this interactive workshop, you will develop your capacity to understand, use and apply the current Health curriculum to your school's context. You will explore with a range of resources to be more explicit in what you teach, how you assess, and empower your students.

B10 TEACHER WELLBEING*Kathy Littlewood, RMIT University*

This session aims to provoke consideration of teachers' wellbeing. how it can impact the work undertaken in schools and ultimately impact the learning outcomes of students. Workshop participants will have the opportunity to map their wellbeing in their teaching journey. Protective factors for wellbeing are examined and participants are encouraged to consider actions they could implement to protect and improve their own wellbeing and that of their teaching colleagues.

B11 EATING DISORDERS EXPLAINED*Rebecca Lister, Eating Disorders Victoria*

Eating disorders affect almost one million Australians and adolescence is a period of development associated with the onset of eating disorders. Intervening early and assisting a young person to get the support they need is vital. This interactive workshop will assist you to understand the risk factors, notice the warning signs in the young people you work with, and support a young person you are concerned about, in the context of the health and physical education environment.

B12 COMBINING PHYSICAL AND MENTAL WELLBEING IN YOUR PE CURRICULUM*Nikki Visaj, The Nikki Visaj Movement*

The Nikki Visaj Movement offers a new direction in Dance, Fitness and Wellness incursions to both Primary and Secondary schools as an alternative to team sports. We believe in the positive influence we can make to your students' physical and mental wellbeing. In this session we will provide you with mindful practices that you can integrate into your own PE lessons.

B13 PROGRESSING THE FIVE PROPOSITIONS IN HPE: CHANGING PRACTICE*Dr Karen Lambert and Dr Justen O'Connor, Monash University*

Across the country, HPE practitioners are ensuring they: have an educative purpose; take a strength-based approach; develop health literacy; value movement and; take a critical inquiry approach in order to innovate their programs. This session explores various ways the propositions are being enacted to progress contemporary approaches to teaching and learning in HPE.



B14 IDOCEO 101

Robyn Percy Goulding, Sunshine Special Developmental School and Scott Zachariassen, Jells Park Primary School

 **F-10**

A beginner's guide to iDoceo. This session will take you through how to set up your iDoceo, your class lists and assessment rubrics. It will cover the basics needed for you to start using iDoceo within your lessons and assessment process. We will open the seminar up to answer any questions and give you time to start inputting data, whilst this is happening, we will move around and help you with your specific needs.

B15 OUTDOOR EDUCATION IN A PRIMARY SCHOOL

Sarah Cockerell and Andrew Hasell, Lynbrook Primary School

 **Primary**

Lynbrook Primary School have developed a comprehensive Outdoor Education program for Primary aged students including innovative approaches to bike education, camping programs, water activities and orienteering. This session will cover how Lynbrook Primary School's program has developed over 10 years and will also provide suggestions on how you can begin to implement small elements of Outdoor Education into your own school's programs.

B16 USING ASSESSMENT DATA TO PLAN FOR DIFFERENTIATION IN 7-10 PHYSICAL EDUCATION

Dr Rachael Whittle, VCAA and Samantha Downward, Kambrya College

 **Secondary**

This session aims to build teacher capacity to unpack assessment data collected through formative assessment to plan for teaching and learning to progress student achievement. This session is about 'next steps' in the formative assessment process where the collected evidence is interpreted and then used to inform practice. By establishing where students are along the learning continuum set out in the Victorian Curriculum F-10, teachers can identify appropriate teaching and learning activities that will allow all students to progress.

B17 TEACHING PERSONAL AND SOCIAL RESPONSIBILITY THROUGH PHYSICAL ACTIVITY

Rick Baldock, ACHPER (SA)

 **F-10**

The first of two sessions on the Teaching Personal and Social Responsibility through Physical Activity (TPSR) curriculum and instructional model. The practical effectiveness of the model and its unique approach to empowering students makes it appealing to many practitioners. TPSR in Physical Education is consistent with aspects of the VC: HPE Achievement Standards and many of the key ideas of HPE. Teachers using this approach have noted that TPSR enables them to conduct lessons that run more smoothly with less need for classroom management.

B18 HOW COULD SEPEP FIT IN YOUR (H)PE PROGRAM?

Liam Tobin, Blackburn High School

 **F-10**

Have you considered using SEPEP in your program but don't know where to start? In this presentation, the key features of the sport education model will be introduced. The basics including: choosing a sport/activity; selection of teams; team roles; season length; culminating event and assessment will all be discussed. There will be plenty of opportunity to ask questions about the model throughout. Presented from a secondary school perspective the model is applicable to upper primary school.

B19 THREE DISCOVERY EPISODES AND THE SPECTRUM OF TEACHING STYLES

Brendan SueSee, University of Southern Queensland

 **F-10**

The Victorian Curriculum HPE uses the words creatively, create, problem solve and new around 60 times. If teachers are to truly meet these aims or objectives what teaching styles will they have to use? Clearly, one style cannot achieve all of these aims. In this session you will: see 3 types of discovery episodes, participate in groups to create 3 discovery episodes, and demonstrate in groups your discovery episodes.

B20 TEACHING CHILDREN FROM CULTURALLY DIVERSE BACKGROUNDS IN PHYSICAL EDUCATION

Aaron Hare, Noble Park English Language School

 **F-10**

Physical education and sport provide a great opportunity to facilitate inclusion of students from diverse cultural backgrounds. This applied workshop will demonstrate how you can draw on the activity experiences of students from culturally diverse backgrounds and use physical education and sport to build connections. This process also provides a natural avenue to build literacy and language skills.

B21 INCLUDING STUDENTS WITH AUTISM IN PHYSICAL EDUCATION

Chloe Dew and Penny Westlake, Black Hill Primary School

 **Primary**

This session will provide a range of practical ideas to include students with autism in your physical education classes. This workshop will highlight specific and effective strategies to create an inclusive, educational and supportive environment to maximise student learning for students in your class with autism.

B22 FUNDAMENTAL MOTOR SKILLS: BALL BOUNCE

Michael Ballantyne, Chairo Christian College

 **Primary**

Developing your children's movement confidence and competence in the early years lays a foundation for future enjoyment and success. This workshop will provide you with clear learning objectives and a range of games and activities to develop the ball bounce skills. Come away with a range of fun and inclusive games which provide maximum participation.

B23 ENGAGE YOUR STUDENTS QUICKLY AND EASILY WITH FUN BRAIN TARGETED MOVEMENT BREAKS

Katharine King, Brain Gym – Katharine King Consulting

 **Primary**

We all know how important movement is for the body and brain, however how can you incorporate brain stimulating exercises into your classroom every day? This practical, informative and fun workshop will guide teachers through a range of simple evidence-based Brain Gym movements to engage students, create a calmer classroom and maximum individual learning and behavioural outcomes. Supporting focus, concentration and memory. If you are looking for some great practical, hands on strategies with brain targeted movements, then you don't want to miss this fun workshop!

B24 GAMES FOR MAXIMUM PARTICIPATION

Dale Carey and Glenn Shaw, Cranbourne East Primary School

 **Primary**

This session will fill your kit bag with an array of games that are designed for maximum participation of your students. These games will not only enhance your program with curriculum focuses but ensure all students have maximum involvement no matter the group size. Come along and be ready to get active and have some fun!

B25 KEEP IT SIMPLE + STYLIN'! PLAYING AROUND WITH DANCE IN PE

Andy Hair, Leopold Primary School

 **Primary**

Remember your first KISS? We guarantee you'll remember this K-I-S-S workshop for educators who want to keep students active with dance! DANCEPL3Y is a new approach to teaching dance in PE that shakes up learning through simplicity and a playful class style! Discover how you can inspire students to claim their "Bubble of Awesome" as they show off their unique moves. Learn how to develop physical literacy and FMS with dance moves set to today's best music.

B26 ROLL UP TO BOWLS

Neil Gray and Darci Tierney, Bowls Victoria

 **Primary**

Roll up, roll up! Let the Bowls Victoria presenters show you a series of fun drills, games and activities you can do to engage boys and girls in the most accessible and social game in the world! See the world-famous wedge, our assortment of coloured bowls and the magical green and yellow mat! Everything presented will be easily transferable to use in your own environment to promote game sense, learning and skill development

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B27 ORIENTEERING: AN OUTDOOR ADVENTURE SPORT WITH A CHALLENGE FOR EVERYONE*Rob Fell, Orienteering Victoria*

F-10

We all have those students who refuse to be engaged with sport; orienteering is an adventure sport that draws on both mental and physical strengths encouraging decisive, strategic thought. Participants "choose their own adventure". This seminar is for primary and secondary teachers, covering the HPE and outdoor education curriculum as well as school sport. You will be guided through Orienteering Victoria's Education Resources which support your ability to organise both on and off campus activities. Fitness, outdoor adventure, variety: three elements which ensure orienteering will benefit your students.

B28 BLOCK STARTS, HIGH SPEED RUNNING, RELAYS – TEACHING SPRINTING*Jill Taylor, Athletics Australia, Mark Reed, Haileybury College and Kathleen O'Connell, Loreto Toorak*

Secondary

Be part of an active learning experience and explore how to effectively teach the correct technical model for block starts, sprints and relays. This practical session will guide Secondary teachers through a range of drills that can be used to ensure that students gain confidence and competence in these complex track skills. Attendance at this session will fulfil the requirements of Athletics Australia's Level 2 Club Coach Sprints module and will commence your path to Track and Field Coach Accreditation with the National Sporting Organisation.

B29 HOW TO RUN ENJOYABLE AND ENGAGING VOLLEYBALL LESSONS*Matt Berry and Scott Davidson, Volleyball Victoria*

F-10

Helping educators with the basic skills of volleyball. Including cues to look for when teaching, as well as drills that cater for primary through to secondary students. The session will also go through basic ways to structure teams, offensive and defensive tactics for varying levels of participants.

B30 DEVELOPING GAME SENSE: INVASION GAMES*Ray Breed, Swinburne University and Chris Roccisano, St Leonard's College*

F-10

Get ready to practically explore game sense methodology through a thematic approach. We will focus on content, through the use of small-sided modified games, and methodology (especially outcomes, task constraints and questioning). Come along ready for plenty of discussion and activity.

B31 AFL: DEVELOPING GAME SENSE WITH YOUNG LEARNERS*Michael Keem and Lisa Kennedy, AFL*

Primary

Tactics and game sense are imperative components of Australian Rules Football at all levels. This session will aim to guide primary teachers through a range of activities which simulate game play and encourage students to adapt and consider their approach to altering scenarios. A great session for those wishing to incorporate Australian rules into their PE classroom in a manner accessible and enjoyable to all students.

B32 QUIDDITCH: USING MAGIC TO EXCITE AND ENGAGE STUDENTS!*Samantha Snow, Old Orchard Primary School*

F-10

Learn the basics of quidditch, the best ways to teach it and ways to adapt the game based on skill level. You will enter the magical world of Hogwarts and learn how you can create an environment for your quidditch unit that will get your students talking about it for ages. Quidditch helps to break down the barriers and assists to engage students that are not normally excited by PE.



C01 VCE PE: A HOLISTIC APPROACH TO TEACHING UNIT 3 AOS 1

Russell Spinks, Consultant



Many teachers are anxious about the imparting of knowledge to students in this area. The VCAA encourages an approach that incorporates a meshing of these areas all taught concurrently and practically. This approach to learning the content of AOS 1 is practically focussed and immerses the students in the application of concepts of Skill Acquisition, Biomechanics and the Direct vs Constraints approaches to teaching skills. (In this case, the volleyball spike as part of a Volleyskills approach) Focussing on all skill levels!

C02 VCE PE: APPLYING ENERGY SYSTEMS TO SPORTS PERFORMANCE

Dr Melissa Arkinstall, Exercise Research Australia



This session is ideal for teachers who are delivering the course for the first time, or those seeking to enhance their applied understanding. Tailored to VCE PE, we cover the physiology of energy systems using theory as well as practical activities to showcase energy system interplay. This session aims to provide teachers with a range of innovative ideas for use within your classroom.

C03 VCE PE: EXPLORING THE SOCIO-ECOLOGICAL MODEL

Dr Justen O'Connor, Monash University



This session will focus on the socio-ecological model and explore the individual, social, policy and physical environmental factors that impact physical activity. We will look at engaging learning activities that can be used to improve student understanding of this important topic.

C04 VCE HHD: DIGITAL TOOLS FOR ASSESSMENT IN HEALTH AND HUMAN DEVELOPMENT

Rachel Crellin, Digital Learning, DET



The Health and Human Development study guide lists a range of suitable tasks for assessment including the use of digital tools such as blogs, podcasts, graphic organisers, mind maps, annotated posters and digital presentations. In this session you will be guided through accessing and using these tools in the classroom. She will also show how to assess the suitability of software and how it can be used to suit different student and teacher confidence levels.

C05 VCE HHD: UNIT 2 PLANNING AND CLASSROOM RESOURCES

Stephanie Ellison and Janelle Cummins, Dandenong High School



This session will assist you with planning Unit 2 Health and Human Development, unpacking key skills and key knowledge, as well as sharing resources and activity ideas to use in your teaching. Seminar

C06 VCE OES: UNPACKING CHALLENGING AREAS IN UNITS 3 AND 4

Adam Hipwell, Penola Catholic College



Come along to this interactive session to gain a better understanding of the tricky key knowledge and key skills within the VCE OES Units 3 and 4 Study Design. Come prepared with a list of questions and challenges you have experienced to better understand the content and how students should be demonstrating their knowledge and skills.

C07 RESPECTFUL RELATIONSHIPS IN MY CLASSROOM

Sapna Sachdeva, Momentum Education Consulting



All schools must have implemented Respectful Relationships by 2020. We can support you to get your school up to date through unpacking the intention behind Respectful Relationships, how it can be taught within your context, the resources that will guide you and how to get your school teams onboard.

C08 EXPLORING VIRTUAL REALITY IN HEALTH 7 – 10

Brooke Taylor, Caleb Edwards and Daniel Herm, Western Port Secondary College



Looking for new strategies to engage students in 7–10 Health? This session explores the wonderful world of virtual reality and the excitement it can bring to your classroom. Secondary teachers will be provided the opportunity to practically explore a range of expeditions as a student and teacher and walk away with all the tips and tricks to ensure you are VR savvy. Participants will also be introduced to a range of other ICT options to spark up your Health lessons. You don't want to miss this one!

C09 EMOTIONAL INTELLIGENCE: MAKE IT THEIR STRENGTH!

Lill Daley, Sacred Heart Primary School (NT)



Emotional intelligence and literacy are learnt behaviours and need to be taught. Give your students the ability to express how they're feeling and to interpret the emotions, motivations and perspectives of others. Learn how a strengths-based approach can assist students to develop self and social awareness, and relationship skills. Help nurture your students (and self!) with new ways of thinking using a bank of easy to use resources and strategies, with minimal preparation required. Everyone has strengths—so let's use them!

C10 WHAT ARE THE RULES OF RELATIONSHIPS?

Michelle Hynson, DET, Matthew Gallagher, Laverton P-12 College and Vincent Shin, Westjustice Community Legal Centre



Would you like to learn more about the enablers and barriers to consent, law and ages of consent, safety and sexual intimacy and how you can incorporate these into classes? Why not come along and hear how a School Lawyer, School Health Promotion Nurse and HPE Teacher deliver this vital information. This engaging, activity-based workshop will provide you with key knowledge, learning tools and supports to teach students this information in a fun, respectful and empowering way. Information regarding the School Lawyer Model explaining how they can work with schools to advise students and deliver legal information will also be provided. Practical examples will be provided so teachers can build on and use this in the development of their school's sexual health and respectful relationships curriculum.

C11 MOTIVATING GIRLS TO BE ACTIVE: RESEARCH AND PRACTICE UPDATE

Zali Yager, Victoria University, Krystina Wallis, University of Queensland and Greg Schneiders, Kidzphyz



Girls' participation in PE and sport is a long-standing issue for many PE teachers. In this seminar, the presenters and participants will work together to brainstorm the common issues that arise in engaging girls in physical education and sport and discuss the research around those issues. Participants and presenters will share evidence- and practice-based suggestions for overcoming some of these issues. Finally, the group will engage in ideation of new approaches to inclusion of girls in PE and sport, ready to implement in schools.

C12 MICROSOFT TEAMS: HOW IT CHANGED OUR HPE DEPARTMENT

Laura O'Reilly, South Oakleigh College



Do any of these sound familiar: 'We don't have time to plan anymore! Who is actually in our KLA/department? Where is that curriculum map? I can't find the updated assignment file?' Attend this session to learn how Microsoft Teams has supported our HPE department to organise content, grow skills and ultimately lighten our workload as a teaching group.



C13 PRACTICAL IDEAS FOR ASSESSMENT IN PRIMARY PHYSICAL EDUCATION

Annie Kay, Geelong Grammar School and Sarah Mangan, Kyabram P-12 College



Gathering formative and summative assessment data on students in a practical primary Physical Education class has its challenges. In this session, you will be provided with practical examples of how to authentically assess your students' skills, knowledge and understandings whilst keeping them active. Videos and resources will be shared of what assessment looks like with students and delegates will participate in some practical assessment tasks.

C14 NAVIGATING YOUR GRADUATE YEARS WITH CONFIDENCE

Eliza Pascall, Mentone Girls Grammar School, Emma Lionello, MacRobertson Girls High School, Tabitha Chan, Canterbury Girls' Secondary College and Adriana Pinder, ACHPER Victoria



This session is targeted at graduate and pre-service teachers who are looking for support and strategies to confidently tackle their graduate teaching years. Delivered by a group of HPE teachers who have recently navigated the challenges of being the 'rookie'. They will share their life lessons and tips, supported by an experienced teacher. You will walk away with practical ideas for survival, planning, attaining resources and support with your VIT.

C15 DEVELOPING CHILDREN'S PHYSICAL LITERACY THROUGH PRIMARY PHYSICAL EDUCATION

Gareth Long, Sport Australia



Physical literacy is the foundation of physical education and a key feature of any physical education curriculum. However, to date, little support has been given to teachers to help them design learning and consider pedagogical skills to effectively develop children's physical literacy. This practical workshop will use a range of games to demonstrate how teachers can teach content descriptors and capabilities whilst enhancing students' integrated learning across the physical, psychological, cognitive, and social domains.

C16 STOP ROCKING ON YOUR CHAIR! ARE YOUR STUDENTS REGULATED? IMPORTANCE OF SENSORY REGULATION ON LEARNING.

Sara Mohamed and Kellie Scott, Broadmeadows Special Developmental School



Do you have special needs students in your classroom? Do you struggle with student engagement? Join Sara Mohamed, a PE specialist, and Kellie Scott, an Occupational Therapist from Broadmeadows SDS as they take you through the research and practical approaches to ensuring your students are ready to learn in your HPE lessons

C17 ENGAGING CHALLENGING STUDENTS

Adam Stevens, Carrum Downs Secondary College



Teaching is not what it used to be. Students are less engaged than ever before. Explore and understand the difficulties faced by educators in engaging young students. Adam will share some practical ideas and strategies which will help you better approach the challenging or disengaged student.

C18 BALLS, BALLS AND MORE BALLS

Grant Weir, Victoria University and Baseball Australia



This session will see you have fun learning how to throw, catch, field, juggle and generally develop your teaching skills in ball handling. Experience new activities you can teach your students to add variety and fun to your ball handling sessions. We are teaching throwing differently to even 5 years ago so come along and 'muck around with balls'.

C19 TIRED OF PLAYING THE SAME OLD GAMES? IT'S TIME TO EXPAND YOUR PE KIT BAG!

Joshua Simpson, Pearcedale Primary School and Nathan Parker, Livingstone Primary School



This practical session will introduce you to new games that we use in order to create connections among our students, along with teaching our students Fundamental Movement Skills. It will give you new ideas on how you can commence your lessons with instant activities, ensure you have time for assessment and will give you fresh games/activities that you can implement into your program the next chance you get. We will be aiming to make this session fun, engaging and beneficial for all that are willing to give it a go.

C20 FOCUSING ON GAMIFICATION: FROM THEORY TO PRACTICAL

Wayne Schultz, Mount View Primary School, Andy Hair, Leopold Primary School and Sean de Morton, Mernda Central College



Gamification is a process for integrating game mechanics into something that already exists to motivate participation and increase engagement when learning. Within this session you will have the opportunity to participate in high energy learning opportunities with multiple activities all linking back to an overall learning objective. You will learn via theory how to set up a learning map that centralises an idea and extends this into multiple practical opportunities that allows students time to consolidate their understanding of the overall goal.

C21 CONNECTION BEFORE CONNECT: A POWERFUL PATHWAY TO DEVELOPING STUDENT WELLBEING

Mark Collard, playmeo



The science is in: educational programs which intentionally develop trusting and healthy relationships out-perform all other curricula – greater participation, improved academic performance, stronger communities and extremely happy students. This interactive session will explore the latest science and research which supports the intentional development of wellbeing as the central focus of group-based programs. Developing and nourishing a student's wellbeing is the heart of education. This session will present a series of group activities which can easily be integrated into HPE programs to help students feel valued, supported and included.

C22 EPIC FAILURE IS OK! CREATING A CHALLENGING PRACTICAL ENVIRONMENT TO ENGAGE STUDENTS

Baden Small and Alana Bratby, Princes Hill Secondary College



This engaging session will show you how you can create a practical classroom environment where fear of failure is diminished, and the focus is on the process rather than the outcome. Boot Camp style activities using minimal equipment and specific language will be used to create challenging activities to help students develop goal setting skills, self-belief and a growth mindset.

C23 NO POOL? NO WORRIES! TRY INNOVATIVE DRY SWIMMING!

Kaitlyn Greenhill and Michelle Ling, Life Saving Victoria



This session will provide a practical guide to incorporating cross-curricular swimming and water safety lessons, utilising the equipment tucked away in your gymnasium storeroom. Included will be strategies for addressing the Swimming and Water Safety component of the Victorian Curriculum within classroom/PE lessons through Fundamental Movement Skills (FMS) and game concepts.

C24 ARE YOU LACKING CONFIDENCE IN HOW TO DELIVER YOU DANCE CURRICULUM?

Nikki Visaj, The Nikki Visaj Movement



The Nikki Visaj Movement offers a new direction in Dance, Fitness and Wellness incursions to both Primary and Secondary schools. In this session we will provide you with basic steps, formations, counts and transitions to give you more confidence in preparing your students to create their own hip hop choreography.

KEY:



= Practical: Active



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= Lecture

C25 WHY NOT GOLF? THE MYGOLF SCHOOL AMBASSADOR PROGRAM

Henry Paye and Tony Collier, Golf Australia



This session aims to showcase the ease of conducting a golf lesson at the school. Just like a lot of the other sports taught during school time, golf works better through a games-based approach. This practical session will be solely focused on 'golf games', guiding both primary and secondary school teachers through a range of options.

C26 GET RUN ACTIVE – FITNESS IN THE SCHOOL SPACE

Mark Reed, Haileybury College and Jill Taylor, Athletics Australia



Come and be Run Active and explore Athletics Australia's latest participation program. Run Active is designed to promote a balanced and healthy lifestyle with an emphasis on physical and mental wellbeing. The philosophy of the program is to uphold the values of physical fitness and movement competencies and deliver these through a safe, fun and inclusive program. Run Active aims to build grassroots participation and ensure that students are more engaged with being more active more often.

C27 APPLYING TEACHING STYLES FROM MOSSTON AND ASHWORTH'S SPECTRUM TO TEACH TENNIS IN PE

Dr Mitch Hewitt, Tennis Australia



In this presentation, participants will practically experience how different teaching styles from Mosston and Ashworth's Spectrum of Teaching Styles promote development in various learning domains (i.e., physical, cognitive, personal, social and emotional) via a series of modified tennis games and play practices.

C28 BREAKING DOWN THE BARRIERS TO PARTICIPATION IN CRICKET

Sophie Crockett, Cricket Victoria and TBC



This practical workshop will explore Cricket Australia's curriculum aligned program. The session is designed to provide teachers with the knowledge and resources to be able to confidently deliver cricket in their school. Participants will be involved in a practical session that highlights how cricket can easily be included in your curriculum in a fun and engaging way. Activities are designed for maximum participation and are fun, engaging and adaptable for all needs and abilities. All games and activities are informed by a game sense approach.

C29 FUTSAL FUNDAMENTALS

Brett Sinnett, Tarneit P – 9 College



Ever wondered what the secret to the success of football powerhouses is? Many believe that the answer is "futebol de salao" commonly known as "futsal". Futsal is a fast paced, highly skilled version of indoor soccer that is played all over the world. In this session we will unpack ways to teach a futsal unit for all levels from Prep to year 9 as well as explore the opportunities available to students through Australian Futsal Association.

C30 GAME-BASED BASKETBALL FOR UPPER PRIMARY

Laura Widdowson, Consultant



Are you needing ideas and strategies to improve the delivery of your basketball units in upper primary and build student confidence? This session will focus on game-based activities and skill challenges to introduce the rules and tactics of basketball, leading to modified games. Resources will be discussed and shared to assist with lesson development and peer assessment.

C31 INCLUSIVE, ADAPTABLE, FUN AND DYNAMIC – ULTIMATE FRISBEE IS A SPORT FOR ALL!

Jack Toebelman, Ultimate Victoria and Tony Castrignano, Bacchus Marsh Grammar



The backbone of Ultimate Frisbee is all about having fun, being positive, and team spirit. Through authentic game play, students will learn key concepts of self-advocacy, respect and social unity. This practical session will provide school teachers with a foundation to introduce Ultimate Frisbee to their students, focusing on key skill delivery, modified activities, rules and gameplay. So, come along and learn the scope of what Ultimate Frisbee is!



D01 VCE PE: UNITS 3 AND 4 PROGRAM PLANNING FOR BEGINNING TEACHERS

Wendy Sheed, Notre Dame College



This session is designed for those new to teaching VCE PE Units 3 and 4. You will be provided with important information to guide your planning of Units 3 and 4, including timeline and assessments, to meet Study Design requirements. Resources will be shared to assist with planning and assessment. Bring a copy of the current Study Design to the session to support.

D02 VCE PE: TRAINING PROGRAMS –TEACHING THE DESIGN AND PRACTICAL APPLICATION

Josh Vassallo, North Geelong Secondary College and Deakin University



During this seminar, we will unpack the necessary teaching and learning aspects of VCE PE Unit 4; AOS 2: How is training implemented effectively to improve fitness. Unpacking the assessments first, we will delve into the 'specifics' of training methods, fitness components and periodised programs before finalising with practical links to the learning content.

D03 VCE PE: TEACHING UNIT 2 THROUGH PRACTICAL ACTIVITIES

Oliver Maddison, Kingswood College



Come along to this practical workshop to gain ideas to deliver in your VCE PE Unit 2 course. Activities will focus on easy and engaging tasks which you can facilitate to help students connect practical experiences to the key knowledge and skills.

D04 VCE HHD: TIPS FOR IMPROVING STUDENT LITERACY IN VCE HHD

Felicity Nagel, Suzanne Cory High School



Do you find your students struggle to write coherent and/or concise answers in their VCE HHD assessments? This session will briefly explore why students don't write the way we want them to and provide teachers with practical tips on improving student responses in their sacs and exams. If you have ever had to 'unravel' your students' SAC answers to find a mark, this session is a good starting place for learning how to influence their writing habits.

D05 VCE HHD: ENGAGING TEACHING IDEAS FOR UNITS 1 AND 2

Vee Anrep, Brentwood Secondary College



This workshop will unpack the new Health Study Design for Unit 1 and 2, with a focus on implementing engaging activities for the 21st century learner. The activities presented will have a strong focus on Unit 1 and 2 however these are flexible to the learning needs of your students. We encourage involvement in the session to get the most out of it as the session will include some active learning.

D06 VCE OES: BUILDING A WRITING CULTURE IN UNITS 1 AND 2

Annika Miesen, Catholic Regional College Sydenham



The ability to write well in VCE OES is an essential skill that often leads to positive outcomes for students. However, it is also a common challenge for OES students. This workshop will help you explore ways to begin to address literacy and writing development in your OES classroom and support your students in forming positive writing habits, particularly in Units 1 and 2. If you would like to expand your literacy toolbox and work towards maximising student performance in OES, then this session might just be for you!

D07 7-10 RESPECTFUL RELATIONSHIPS

Sara Villiers, The Metanoia Movement and Janelle Cummins, Dandenong High School



What is Respectful Relationships, and how can I meaningfully incorporate it into my classroom? This engaging workshop aimed at assisting the implementation of this important area referencing curriculum links and including assessment advice. They will support you with practical ideas and activities for your classroom and the opportunity to talk, share and compare.

D08 SUPPORTING STUDENT WELLBEING IN YOUR CLASSROOM

Sapna Sachdeva, Momentum Education Consulting



Supporting students to traverse through the complexities of school and life happens through an explicit focus on wellbeing in all classes. In this workshop we will explore three key concepts that will support this focus on student wellbeing – strengths, mindset and self-talk. We will consider the benefits of these concepts, whilst also working through some strategies and activities with clear links to the Victorian F-10 Curriculum.

D09 IT TAKES A VILLAGE – WHOLE OF COMMUNITY INTERVENTIONS TO PREVENT CHILDHOOD OBESITY

Claudia Strugnell, Deakin University and TBC



Victoria leads the world in the prevention of childhood obesity through whole of community approaches, with schools being central in these efforts. This engaging, evidenced based workshop will highlight the strategies and findings from community based interventions in Victoria. The perspectives from school teachers will highlight the power of the approaches employed and highlight what you can do in this significant area of need.

D10 BLOKES DOING 'IT' – EMPOWERING MEN TO TEACH RELATIONSHIPS AND SEXUALITY EDUCATION

John Bowles and Rael Belterman, Family Planning Victoria



There is clear guidance on 'why', 'what' and 'when' Relationships and Sexuality Education (RSE) is taught within schools, but there are often unspoken views around 'who' can deliver this. Men are often reluctant to engage in RSE despite their ability to be excellent role models and advocates for young people in this space. This session will challenge the views and expectations around men teaching RSE and will aim to reassure and empower men to deliver comprehensive, age- and developmentally appropriate RSE programs within their schools.

D11 21ST CENTURY LEARNING AND STUDENT AGENCY IN PRIMARY PE

Mark Blundell, Silvertown Primary School



Are you a teacher who is looking to increase student engagement and learn through activities that are meaningful and driven by their own choice and voice? Then this is the session for you! Explore how students can take ownership of their own learning, participants will also discover ways ICT can be used by students to receive and give feedback to their peers, teachers and importantly to help them self-reflect. Participants will consider ways they can integrate the four C's of communication, collaboration, critical thinking and creativity into their own programs.

D12 PLANNING YOUR PRIMARY SCHOOL PHYSICAL EDUCATION PROGRAM

Kirsten Smith, Mernda Primary School



Physical Education programs require specific sequential planning to ensure children's development of the lifelong skills required to participate confidently in mainstream and recreational physical activity. Learn how to develop your school's scope and sequence, year, term and weekly plans whilst encouraging children's passion for movement and physical activity.

D13 HOW TO SIMPLIFY ASSESSMENT

Robyn Percy Goulding, Sunshine Special Developmental School



Within this session, we will look at how to create a skills-based assessment rubric solely based on the achievement standards. The assessment rubric will consider the A-D and F-6 Health and PE curriculum and be a continuum across the levels, allowing you to see the easy progression of your students. We will then talk about how to apply this to your learning intentions and success criteria in order to aid your planning.



D14 TAKE THE LEPE INTO LITERATURE ENHANCED PHYSICAL EDUCATION

Lynn Hefele, LEPE INC – Literature Enhanced Physical Education



Reinvent how you teach PE by taking the LEPE into Literature Enhanced Physical Education. Learn how to motivate and educate your students through their imagination with fictional stories to introduce primary PE units. Innovative physical activities with and emphasis on basic motor skills and maximum participation will be presented. In addition, simple assessments and cross curricular activities will be addressed.

D15 WHO, WHAT, WHEN, WHY, HOW? – THEMATIC CURRICULUM IN SECONDARY HPE

Samantha Barrow, Mentone Girls Grammar School



What does a thematic HPE curriculum look like? Why invest time into thematic approaches to HPE? When can thematic units be used for in HPE? Who can implement a thematic HPE curriculum? How can all of this be put together to achieve a thematic approach to HPE curriculum at your school? This session will guide you through a teacher's experiences of implementing a thematic curriculum in a variety of schools, sharing practical strategies to make this approach work in your context.

D16 EXPERIENCING HOW TO EMBED ASSESSMENT IN SCHOOL PHYSICAL EDUCATION

Prof Ann MacPhail, Dr Deborah Tannehill, Claire Walsh and Dylan Scanlon, University of Limerick



This workshop will allow participants to experience three different 20-minute physical education teaching episodes that convey how to embed assessment in learning experiences informed by the principles of 'instructional alignment'. That is, meaningful learning is achieved through teaching that reflects an alignment between learning objectives, assessments that provide evidence of students reaching those goals, and the instructional practices employed to facilitate students achieving success. Materials used throughout the workshop will be made available to participants.

D17 TEACHING PERSONAL AND SOCIAL RESPONSIBILITY THROUGH PHYSICAL ACTIVITY IN A PE LESSON

Rick Baldock, ACHPER (SA)



This practical session will demonstrate how the Teaching Personal and Social Responsibility through Physical Activity (TPSR) model can be incorporated into your PE classes and coaching. Developed by Don Hellison it has proven effective in school-based physical education. TPSR in Physical Education is consistent with aspects of the VC: HPE Achievement Standards and many of the key ideas of HPE. Educators consistently report that once TPSR has been taught that their classes ran more smoothly and there was less need for class management as the students increasingly self-managed.

D18 WHOLE SCHOOL APPROACH, MANAGING CHALLENGING STUDENT BEHAVIOURS – BUILDING POSITIVE RELATIONSHIPS THROUGH A CONSISTENT APPROACH.

Liza Greaves and Susan Cochrane, Hampton Park Secondary College



Building strong positive relationships is key to managing student behaviour. The focus of this session is on proven whole school strategies to build positive relationships and ensure a consistent approach to student management and engagement. We will present the how, what and why we implemented this change at our current school.

D19 HPE FOR ALL: INCLUSIVE PRACTICES IN MOVEMENT LESSONS

Janice Atkin and Sarah Humphreys, Inclusive Schools Australia



In order to feel confident to adopt inclusive practices teachers require an understanding of learner variability within movement classes and a toolkit of strategies allowing multiple ways for students to access the curriculum and demonstrate their learning. Through this session, teachers will explore the areas of variability and be taken through programming processes that support teachers to plan for a "buffet" of activity options in their movement lessons that allow all students to self-select the supports they require to meet the learning goals of the unit.

D20 DEVELOPING BALL HANDLING AND MANIPULATION SKILLS IN PRIMARY PE

John Hazlett, Consultant



This practical session will provide a multitude of activities to develop ball handling skills in a fun, active and creative way whilst maximising participation and equipment use.

D21 COGNERCISE: HEALTH LITERACY USING POSITIVE MIND–BODY INTEGRATION

Judd Murray, The Cognercise Foundation and Maria Ruberto, Salutegenics



New research from peak bodies such as the WHO, our Federal Health Department and the Black Dog Institute, states that Wellbeing is clearly the product of both Mind and Body Health. HPE teachers are vital links in this process. The Cognercise method has been developed and refined with this in mind; using simple mindful activity to practically strengthen whole-person wellbeing. During this seminar we will introduce Cognercise and provide some practical tools to help you begin integrating this landmark approach.

D22 PRIMARY PHYSICAL EDUCATION. MORE THAN JUST LEARNING SPORT!

Emily Collins and James Will, Milgate Primary School



Primary Physical Education is where you develop a passion for an active lifestyle, learn the fundamentals of sport and make meaningful connections. This practical session will give Primary PE teachers some tips and strategies on developing a successful program that encourages participation, skill development and enjoyment. We will explore elements of a successful program that incorporates differentiation, inquiry-based learning, technology and elements of friendly competition. If you need some inspiration and new ideas, then this is the session for you.

D23 GLITZ AND GLAM MINOR GAMES

Steve Clogstoun and Jarrod Mitchell, Willmott Park Primary School



How can you introduce basic game concepts and strategies to children but also assist in the understanding of having a role in a team and utilizing their strength to gain a positive outcome? Answer – completing fun games that having the intentions of teaching basic game strategies and allowing students to apply and increase their skills. The base structure is to understand and interpret game rules, apply basic FMS, understand roles in a game, specialized skills and basic game strategies in a fun and active setting.

D24 STRENGTH AND CONDITIONING IN 9–10 PE

Sam Owen, McGuire College and Lachlan Wallace, Virtus Performance



This session will consist of implementing a Strength and Conditioning (S/C) unit for Years 9 and 10, focusing on how to teach a larger group of mixed abilities and how to tie in S/C into your curriculum. The session will involve how to teach strength exercises safely whilst incorporating the use of ICT and data to assist with analysis.

D25 ACTIVE YOGA IN PHYSICAL EDUCATION AND SPORT CLASSES

Kerryn Cormick, South Melbourne Primary School



This active and engaging workshop will demonstrate how yoga can effectively address many of the mental health issues facing our students, while improving physical health and fitness. Discover a range of creative activities and develop the confidence to deliver a challenging and fun Prep to Year 9 unit linked to the Victorian curriculum. Understand a number of initiatives students can integrate into their daily life to develop calm and focus. Resources will be available to support implementation into your school.

KEY:



= Practical: Active



= Seminar



= Lecture

D26 FENCING – AN ALTERNATIVE TO MAINSTREAM SPORT
Ernest Simon, Sirius College Keysborough and Monika Simon, Melbourne Fencing Centre



Looking for an exciting sport to engage students in physical activity? This hands-on session will guide you through on how to introduce fencing into your curriculum and is suitable for upper primary and secondary teachers.

D27 SKATEBOARDING PARTICIPATION PATHWAY FOR STUDENTS AND TEACHERS

Rachel Delphin, Victorian Skateboard Association



This session will highlight the key skills, concepts and safety aspects of skateboarding in a fun and dynamic learning environment. Key links will be provided as to how skateboarding can be incorporated into the curriculum.

D28 MODIFIED TENNIS GAMES AND ASSESSMENT TOOLS FOR TENNIS IN PE

Dr Mitch Hewitt, Tennis Australia



Participants will experience a series of modified games and assessment tools from Tennis Australia's Primary and Secondary school's curriculum aligned resources. Aspects of student achievement standards will be considered in these practical play practices to demonstrate how tennis can be used to assess students for both the Movement and Physical Activity and Personal, Social and Community Health strands.

D29 TEACHING INVASION GAMES – MODIFICATIONS FOR DIFFERENT SPORTS AND ABILITY LEVELS

Matt Jones, De La Salle College



Many PE programs utilise invasion games as a major part of their program. Each of these sports have common tactical concepts which can be taught in a variety of forms. These can provide a deeper level of learning for your students and can be applied across a range of activities. This practical session will provide teachers with examples of small sided games which can provide the basis for the teaching of these concepts.

D30 AFL: ENGAGING, AND CATERING FOR ALL ABILITIES IN AUSTRALIAN RULES

Michael Keem, AFL



Increased efforts from sporting bodies in recent years has continued to open various games up to people with both mental and physical disabilities. This session will aim to equip teachers with skills and ideas that will help them engage all abilities learners both in the specialist and non-specialist school setting. A must do practical for those working with all abilities students in any capacity.

D31 HOOKIN2HOCKEY IN SCHOOLS – SAFE AND FUN!

Eliza Caldecott, Hockey Victoria and TBC



This practical session will show you how to teach hockey in a fun, engaging and safe environment. We will cover core skills, game-based activities, safety and modified equipment.

DAY TWO FEATURE PRESENTATIONS 10.45 am – 11.30 am

FP06 FURTHER DEVELOPING PHYSICAL EDUCATION AND SPORT OPPORTUNITIES FOR GIRLS IN YOUR SCHOOL

Prof Clare Hanlon, Victoria University

Girls are moving away from sport, reasons include it is due to their experience of participating in physical education and sport at school, fear of judgement, and it not being fun or socially inclusive. The purpose of this presentation is to identify what facilitates resilience for girls and to provide examples of good practice that is occurring in schools to create enjoyable and inclusive programs and environments.

FP07 ACHIEVING MULTI-DIMENSIONAL CURRICULUM AIMS.....WITHOUT GOING CRAZY

Dr Brendan SueSee, University of Queensland

In the last 15 years physical education (PE) curriculum documents have used terms such as *critical thinkers, critical inquiry, creative thinking, self-directed, problem solvers, independent learners, self-monitor and self-directed learners*. This presentation will highlight how different instructional styles can be implemented to foster the development of different aspects of learning as they relate to the: thinking student.

FP08 KEY ISSUES IN ASSESSMENT IN PHYSICAL EDUCATION

Prof Ann MacPhail, University of Limerick and Dr Rachael Whittle, VCAA

This Feature Presentation will highlight key challenges facing teachers in aligning curriculum, assessment and instruction/pedagogy in a meaningful, effective and efficient manner. Evidence based, practical formative and summative assessment considerations and approaches will be discussed by the panel for teachers to consider as tools to collect evidence of where students are on the learning continuum and how to use this evidence can be interpreted and used to develop a teaching and learning program that will progress student learning.

FP09 MOVING KIDS FROM ANXIETY INTO RESILIENCE

Dr Jodi Richardson, Happier on Purpose

Anxiety is currently taking a heavy toll on Australian children and young people. It's the most common mental health condition among young Australians. It's a treatable condition but often goes unrecognised. Anxiety impacts on learning, behaviour, happiness and wellbeing but it doesn't have to. Teachers are well-placed to recognise the signs of anxiety in young people and to share the skills and tools kids need to manage their anxiety and develop lasting resilience.

FP10 CREATING CULTURES OF HIGH PERFORMANCE

Gavin Mahony, Leading Teams

Do you want to be a high performing leader and learn what it takes to create a high performing team? Responsible for nine of the last fifteen AFL Premiers and proud partner of the Australian Diamonds, Leading Teams has been the industry leader in sustainable culture change that drives performance in the sporting, corporate and educational industries.

KEY:



= Practical: Active



= Seminar



= Lecture

E01 VCE PE: TEACHING ENERGY SYSTEMS

Teresa Cerra and Alicia McHugh, Our Lady of Mercy College – Heidelberg



Designed for teachers new to teaching Units 3 and 4 and for participants who want to explore some new ideas. This session aims to give you practical tips and tricks to engage your students in the Energy Systems. The workshop will highlight simple games, activities and practicals, discuss ways to help your students 'tackle the question' and review the core content in the Units 3 and 4 Study Design.

E02 VCE PE: ABC OF TEACHING BIOMECHANICS – APPLYING BASIC CONCEPTS!

Dr Rachael Whittle, VCAA and Jessica Brooder, Methodist Ladies College



Are you finding it challenging to move biomechanical theory to practical, real-world examples? This session is designed to assist teachers in the unpacking, planning and delivery of Unit 3 AOS 1, with a specific focus on the understanding and application of biomechanical principles. Teachers will be guided through the key knowledge and skills to understand the depth of knowledge required for students to meet the unit Outcome. Teachers will be provided with practical activities to teach basic concepts and application to improve and refine movement skills.

E03 VCE PE: ACTIVE, ENGAGING, FUN UNIT 1 LESSON IDEAS

Karri Butterworth, Luther College



Finding it difficult to engage students in a contemporary manner? Wanting to maximise learning whilst promoting physical activity? This is the session for you. I personally have found teaching in new, contemporary, collaboratively designed classrooms challenging. This session unpacks the barriers to student engagement and a space to share ideas on how to maximise student's engagement in an active, academic manner. I will share some lesson ideas that have worked for me, focusing on student centred, inquiry-based learning.

E04 VCE HHD: CRITICAL AND CREATIVE THINKING FOR DEEPER UNDERSTANDING IN HEALTH AND HUMAN DEVELOPMENT

Emma Craven and Ellen Newton, Hampton Park Secondary College



Is there a magic bullet that allows students to explore issues like obesity, dietary change and global gender issues in a way that results in a very deep understanding, is hands on, student-led, interesting, improves literacy and is actually fun for both the teacher and the students? We think so – and they are called Socratic circles. Come along and try one with us, as well as learn about other effective (and fun!) practical tools for critical and creative thinking.

E05 VCE HHD: BRING ADVOCACY TO LIFE FOR VCE HHD AT ROAD TO ZERO

Katherine Jones, Penola Catholic College and Anne Harris, Transport Accident Commission (TAC)



It is important that we provide students with practical real-life situations to develop and apply advocacy skills. Building on the success of the Year 9 and 10 HPE program offered at the TAC's Road to Zero Education Complex at Melbourne Museum, this session will showcase Road to Zero's new education program addressing Unit 1, Area of Study 3, Youth health and wellbeing. Discover how this free education program empowers students to understand road safety as a youth health issue and plan advocacy to improve road safety in their communities.

E06 VCE OES: DEVELOPING THE PERFECT PRACTICAL EXPERIENCES WHILE MAXIMISING STUDENT LEARNING

Emma Broadbent, Mildura Senior College



New to teaching OES? Overwhelmed by trying to fit in practical experiences? This session will take you through the steps to planning the perfect camps and practical experience to engage students and meet content requirements. If you are looking for some ideas on structuring your camps, choosing the best destinations and linking content to your practicals this session is for you.

E07 VCE VET: ALL THINGS VET SPORT AND RECREATION – PROGRAM DESIGN TO EXAM PREPARATION

Simon Cameron, Frankston High School



If you teach VET Sport and Rec, you won't want to miss this action-packed session with lots of take-home ideas. This session will cover: how to set up your program with the core and elective units, practical ideas on what students can do for their assessment of the Units of Competency, ideas on where to take students and develop industry partnerships, ideas on how to put assessments plans together for scored assessment, and ideas on how to prepare students for the VCAA exam throughout the year.

E08 FORMATIVE ASSESSMENT IN 7–10 HEALTH

Hilary Gilbert, Brunswick Secondary College and Samantha Downward, Kambrya College



This session will look at formative assessment in 7–10 Health in relation to the Victorian Curriculum F–10: Health and Physical Education. Working with the VCAA Guide to Formative Assessment Rubrics, teachers will start to unpack what student progression on a learning continuum looks like, develop a formative assessment rubric and discuss how to use evidence collected to plan for teaching and learning.

E09 TEACHING CAN BE TOUGH – SET YOURSELF UP WITH HEALTHY HABITS FOR TEACHER WELLBEING

Therese Joyce, Peninsula Grammar



You entered teaching to make a difference, share your love of HPE and to TEACH, yet somehow there's always emails, bureaucracy, difficult parents, emotional moments and not nearly enough time! This fun (guaranteed) practical session explores common challenges (plus you are welcome to add your own) and guide participants to consider healthy strategies to set you up for the healthiest approach to minimising stress, managing your wellbeing and allowing you to get back to what you love most in your job. You'll leave with practical, fresh ideas perfect for YOU.

E10 HEALTHLIT4KIDS: BUILDING HEALTH LITERACY FROM THE GROUND UP

Kira Patterson, University of Tasmania and Dr Shandell Elmer, Swinburne University of Technology



HealthLit4Kids is an education package designed for schools to build skills in health literacy and prompt discussions about health among teachers, children, families and communities. HealthLit4Kids is designed to support the requirements of the HPE Curriculum, but it also recognises that health and wellbeing can be taught and supported in many learning areas using a cross-curriculum approach. In this workshop, you will learn more about HealthLit4Kids and you will be provided with a number of ideas/resources that can be used by classroom teachers and/or HPE teachers in the primary-school context.



E12 LASTING COMMUNITY LINKS THROUGH SPORT

Georgia Scott, Richmond High School, John Inglese, Richmond Bowls Club and Members of Bowls Victoria

 F-10

Richmond High has embraced community connections through the sport of Lawn Bowls and it's paying off! This workshop will engage you with key processes required to connect school sport and physical education programs to local community organisations, highlighting the relationships and connections that can come of this. You will experience key practical activities, taking home a unit of work adaptable across the Health and Physical Activity curriculum. If you're looking for a unit that can cross the cultural, generational and physical divides within your community – this is for you!

E13 ONENOTE – DISCOVER A TOOL FOR ENGAGEMENT, ORGANISATION AND COMMUNICATION

Emma Cowan and Daniel Zito, St Michael's Grammar School

 Secondary

Organisation is one of the most highly valued skills of an HPE teacher. How do you collect and collate all the required materials for your classes and share them amongst students and colleagues? OneNote allows you to centralise everything you do in an engaging and efficient way. Victorian government schools and many independent schools have access to this Microsoft program. We will show you how we share course content with our classes and connect students to each other to enhance collaboration, marking and feedback. Bring your laptop or iPad.

E14 IMPLEMENTING AN ATHLETE EXPERIENCE PROGRAM IN THE PRIMARY YEARS

Samantha Snow, Old Orchard Primary School

 Primary

As a primary school teacher and athlete, I have seen how attributes learnt through excelling in sport could be a valuable lesson to aspiring students. In this seminar, you will learn how to implement a program like we have set up at Old Orchard Primary School, running a Sports Academy program for students that are passionate about sport. This program teaches students to be great sports people including topics such as teamwork, coaching and leadership, recovery techniques, anxiety/mental wellbeing, running coaching, injury prevention, and fitness/strength development.

E15 SHIFTING ENGAGEMENT WITH STUDENT VOICE IN PRIMARY PE

Joanne Ritson, Ripponlea Primary School

 Primary

Difficulty engaging all students with an activity? This seminar explores utilising student voice in a theme-based approach to teach and assess game strategy through activity choice. How to build, utilise community connections and free resources to provide an engaging and enjoyable curriculum. Come along to share what has worked and how to keep it simple; don't re-invent the wheel!

E16 CO-DESIGNING A WHOLE-OF-SCHOOL PHYSICAL LITERACY APPROACH IN PRIMARY SCHOOLS

Matthew Calf, Sport Australia

 Primary

In partnership with ACHPER Victoria, Sport Australia has designed a Schools Physical Literacy Framework to help schools create the ideal whole-school environment to develop children's physical literacy. In this interactive seminar share and learn examples of how school culture, teaching and learning, and community links can help support objectives of fostering a positive attitude towards physical activity for life. Come along to discuss the barriers and opportunities to establish whole-of-school physical literacy in your school.

E17 GAME SENSE PLANNING AND DELIVERY – SUCCESSES, CHALLENGES AND WHERE TO NEXT

Matt Jones, De La Salle College

 Secondary

Many HPE teachers and coaches have heard of the Game Sense Approach. Many also implement elements of it within their programs. This information session will guide secondary teachers and those involved in sport coaching through examples of its implementation including the wins, the challenges and the future directions. This will raise thought provoking questions as to how students in your practical classes learn and what they are possibly learning as a result of your teaching approach.

E18 INCLUSION AWARENESS IN PHYSICAL EDUCATION DELIVERY

April Wilson, Gymnastics Victoria and Andre Ascui, Victoria University Polytechnic

 F-10

How inclusive is your teaching of students with additional support needs? This practical session will guide educators through discrimination, the qualities and skills of an inclusive educator, effective communication and how to modify sporting activities to maximize participation for all. Co-presented by students with a disability, this down to earth presentation will help you to understand what true inclusion is all about!

E19 PROMOTING DIVERSITY AND INCLUSION IN SCHOOL AND COMMUNITY SPORT

Karen Block, The University of Melbourne and Mark Wilson, Noble Park English Language School

 F-10

For migrant and refugee-background families, sports participation can be a critical mediator for achieving health, wellbeing, social inclusion and for engaging meaningfully in Australian life, yet participation rates amongst these population groups are typically low. In this interactive seminar we will discuss strategies and outcomes from inclusive sports participation activities that aim to engage recently arrived young people in both school and community settings. The role of partnerships to help develop safe and engaging connections that can bridge the gap between school and community sport will also be explored.

E20 GET YOUR STUDENTS PLAYING GAMES WITH A PURPOSE

John Hazlett, Consultant

 Primary

This practical workshop will provide stimulating ideas for encouraging students to play games with a purpose. A wide range of games will be presented and the importance of games within the context of a comprehensive Physical Education program will be outlined.

E21 A, B, C, EASY AS 1,2,3. ACTIVE LITERACY AND NUMERACY GAMES FOR THE WHOLE SCHOOL

Joshua Simpson and Stephen Crowe, Pearcedale Primary School

 Primary

Despite overwhelming evidence that increased physical activity significantly enhances academic performance, getting classroom teachers enthusiastic about Health and Physical Education is still a significant challenge. This workshop will equip you with easy to run literacy and numeracy games that you can take back to your school and pass on to classroom teachers. Presented by a Leading Teacher and PE teacher, you will actively take part in numerous games that will not only get students active but will work on their numeracy and literacy skills. Perfect for a classroom brain break.

E22 TEACHING FMS WITH POOL NOODLES

Kirsten Smith, Mernda Primary School

 Primary

We will demonstrate how to use a \$2 pool noodle to make a class set of 'land based' games, helping to develop a variety of fundamental motor skills, fine and gross motor skills and eye hand coordination. Games are challenging, creative, cooperative and best of all, affordable.

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E23 FUN AND GAMES IN THE AFFECTIVE DOMAIN*David Rowe, Keysborough College – Acacia* F – 10

My interest is making quick connections with students, focussing on the Affective Domain of psychology. A student having fun and being drawn into an activity is much more likely to get value from what they are doing. Use these short and fun games in almost all classes and make the place buzzy and make the kids happy and switched on so they are the ready to focus on the "meaty" part of the lesson. This session takes it pedagogical basis from: Bandura's Self Efficacy, Bloom's Taxonomy (Affective Domain) and Csikszentmihalyi's Flow Theory.

E24 WILD ABOUT WET WEATHER*Jacqueline Hudson and David Cuzens, Notre Dame College* Secondary

One of the most frustrating challenges for Physical Education teachers are wet weather days. One stadium and possible 3 classes all on at the one time – what can you do? This practical session will guide secondary teachers through a range of engaging, entertaining, yet simple activities to maximize student participation. Minimal equipment, minimal effort and planning but loads of fun!!

E25 THE EXCITEMENT AND CHALLENGE OF CIRCUS*Christine Fiscalini, David Collins and Students from Ararat Primary School* F – 10

Want to find out how Circus can add to your Physical Education program, in a fun and innovative way? Looking for ways to motivate those students who don't seem interested, in Physical Education? Ararat Primary School has taught Physical Education, predominantly from a Circus perspective, for the last 11 years. Come have a Circus class with us, play with our vast array of equipment, discover new ideas and strategies to use with your own students. Our workshop is guaranteed to be a fun filled adventure! Come join us!

E26 TENPIN BOWLING – REAL INCLUSION*Emily Rennes, Tenpin Bowling Australia* Primary

Tenpin Bowling's learn to bowl program, Bowl Patrol, has revolutionised the way people learn to bowl. Together with World Champion Jason Belmonte the program now teaches bowling with 2-hands! There's also a number of new resources to help with communication, lowering anxiety and understanding expectations. In partnership with Autism Spectrum Australia our Wordboard, Visual Schedule and Social Story mean learning a new sport can be more enjoyable than ever before – particularly for those who don't usually enjoy "sport".

E27 GAME SENSE APPROACH TO NET/WALL GAMES*Rachel Yue, Laburnum Primary and Ben Clark, Antonio Park Primary* Primary

This practical net-wall session will focus on learning intentions, success criteria, questioning and providing feedback to students using a variety of methods. The activities and games used will emphasise the tactical and decision-making development for net/wall games while maximising enjoyment and participation for primary school children.

E28 FIRE UP YOUR INVASION GAMES*Travis Stevenson, Chelsea Heights Primary School* Primary

This practical session will provide you with several active, engaging and fun games to support the teaching and learning of Invasion Games at your school. If you are looking for warm-up ideas, lead-up games, small-sided games or games for the whole class then this session has it all. With a focus on helping students develop tactical knowledge, personal/social capabilities, and their critical/creative thinking skills you'll walk away from this session with a number of ideas you can implement into your HPE Program.

E29 LACROSSE WORKSHOP – EXPLORE THE GAME*Alastair Doherty, Lacrosse Victoria* F – 10

Lacrosse is a fun and active game that offers a different set of skills for students. This practical session will breakdown the basics of Lacrosse, help connect your previous knowledge with the new skills and provide you with games to practice the skills. Participants will receive lesson plans for school programs and ideas for engaging students of all abilities. If you are interested in learning more about how to teach Lacrosse, this is the workshop for you!

E30 OLYMPIC HANDBALL IN SCHOOLS – FOR ALL SKILL LEVELS*Kirsten Lange, Good News Lutheran College and Handball Victoria* F – 10

Learn the skills to teach fun and engaging European Handball lessons and introduce your students to one of the fastest indoor sports. This practical session focuses on correct throwing techniques, positions, game tactics and the rules. Come and learn to play this Olympic team sport and get your students moving!



F01 VCE: WRITING HIGH QUALITY QUESTIONS FOR SCHOOL-BASED ASSESSMENT TASKS IN VCE PE, HHD AND OES*Dr Rachael Whittle, VCAA and Katherine Jones, Penola Catholic College*

This session aims to build teacher capacity to write high quality questions for assessment in VCE Physical Education, Health and Human Development and Outdoor and Environmental Studies. Drawing on the key skills within each of the study designs, this hands-on workshop will allow teachers to apply the principles of good question writing to stimulus material in order to develop questions that allow students to demonstrate achievement of a given outcome. The session will focus on writing assessment task that are compliant with VCAA requirements, accessible, rigorous and engaging.

F02 VCE PE: LITERACY FOR VCE PHYSICAL EDUCATION*Ann-Maree Dellorso and Brendan Smith, Penola Catholic College*

This session is designed to support teachers with the application of literacy in the VCE PE curriculum. Teachers will be shown different activities that will support their students in writing, reading and numeracy in Physical Education. These activities are easy to apply within the classroom setting and support a range of student learning styles.

F03 VCE PE: VO₂ MAX/LIP DEMONSTRATION AND BIOMECHANICS IN FITNESS TESTING*Tyler Phillips, Luke McIlroy and Nick Jankovskis, METS Performance Consulting*

VO₂ Max/LIP testing demonstration will be presented as if presenting to a VCE PE class with a focus around Energy System Interplay, Acute Responses and Fatigue and Recovery Mechanisms. Fitness Testing Battery with a Biomechanics focus will be run, where participants will complete a range of Fitness Testing using Sport Science Equipment with discussion around Biomechanical Principles.

F04 VCE HHD: SPICING UP YOUR HHD CLASSROOM*Anna Rossetto, Glen Waverley Secondary College*

Come along and discover and share some different and interesting activities to 'spice up' your HHD classroom. The focus is mainly on units 3 and 4, but activities can be changed to suit units 1 and 2.

F05 VCE HHD: HOW TO DECIPHER DECEPTIVE DIETARY ADVICE*Alison Booth and Dr Gunveen Kaur, Deakin University*

When it comes to interpreting brief snippets of information, we think we know more than we do. Learn how to evaluate the validity of the myriad of nutrition information available to us and help students apply these skills to their every-day lives, including interpreting the health star rating, use of marketing tactics, deciphering mis-information, and understanding the evidence behind our dietary guidelines. This session will combine information delivery with hands-on engaging activities you can use in the classroom.

F06 VCE OES: INTEGRATING SCHOOL-BASED SUSTAINABILITY PROJECTS WITHIN UNITS 1 – 4 OES*Joanna Stackhouse and Sarah Foley, Melbourne Girls' College*

Come along to learn, share and be inspired how big and small sustainability projects run in schools can be brilliant case studies for 1 – 4 VCE Outdoor and Environmental Studies. Explore unique initiatives such as a Zero Waste school model, the re-introduction of locally threatened Murrumbidgee Daisy on school grounds beside the Yarra River and a human powered community cinema event. This session will provide opportunities to develop OES curriculum that links with sustainability initiatives within your school and community.

F07 TEACHING AND LEARNING SENSITIVE HEALTH ISSUES*Sara Villiers, The Metanoia Movement*

Teaching sensitive health issues specific to mental health and wellbeing, sexual health, sexuality and pornography can be rather daunting. In this interactive workshop, you will explore a range of experiential and collaborative learning strategies, that are explicitly linked to the Victorian Curriculum. Through this workshop, you will develop your capacity and confidence to address your mandated responsibilities, and empower your students to make healthy, safe and active choices across a range of social and emotional issues throughout their lifespan.

F08 SMASHING THE TABOO AROUND PERIODS IN THE CLASSROOM*Tasha Lawton, Talk Revolution*

If you appreciate the importance of and want to learn how to successfully support and empower your students around the key changes in their life in a way that encourages effective critical inquiry into a topic that can be uncomfortable for some, Period Talk is for you! Come and experience an Australian first, child presented menstruation education program that is rich in content, inclusive and engaging. The program combines bite-sized videos, hands on activities, animations and comprehensive teaching notes to encourage conversation and create positive long-term change.

F09 CULTIVATING CRITICAL INQUIRY IN HEALTH USING 'FOOD AND NUTRITION' AS AN EXAMPLE*Sharyn Leahy Hatton, Eltham High School*

Rephrasing the questions we ask in Food and Nutrition helps us work with the HPE Propositions and cultivate student critical inquiry. Instead of stigmatising students or feeding an obsession with being healthy, lesson ideas that value intercultural understanding and inquiry recognise that complex contextual factors influence food choices. If you're looking for fresh ideas for Health to integrate Food and Nutrition classes with other areas, like Geography or Cross-Curriculum Priorities, as well as engage students in rich discussions building critical and creative thinking then this session is for you!

F10 GAMES TO GROW RESILIENCE*Scott Jennens and Sally Prickett, Resilient Youth*

Are you ready to add a touch of sparkle to your classroom, reflect on your teaching practice, add to your professional 'Bag of Tricks' and more? This session will provide you with a booklet of games and activities and a framework to create dynamic classrooms where your students can be locked on to creative learning. Students learn best when they are Connected, Protected and Respected. Our aim to send you back to school energised with ideas and games, ready to put into action first thing Monday morning!

F11 IDOCEO ADVANCED*Scott Zachariassen, Jells Park Primary School and Robyn Percy Goulding, Sunshine Special Developmental School*

Within this session we will look at how your iDoceo data can aid your planning and assessment processes. We will look at the links between your units of work and the information that can be gathered through iDoceo and how this app can be an essential tool in your teaching practice.

F12 PURPOSEFUL ASSESSMENT IN PRIMARY PHYSICAL EDUCATION*Michael Hodgson, Heathmont East Primary School*

This session will focus on the importance of clear learning intentions and linking your assessment in a transparent, purposeful and sequential manner. This applied workshop will focus on the importance of assessment and how it links to planning, instruction and student feedback. A variety of formative and summative approaches to assessment will be discussed. Delegates will workshop their current planning documents to ensure they have clear and assessable learning outcomes.

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F13 DEVELOPING CHILDREN'S PHYSICAL LITERACY THROUGH SECONDARY PHYSICAL EDUCATION*Gareth Long, Sport Australia* Secondary

Physical literacy is the foundation of physical education and a key feature of any physical education curriculum. However, to date, little support has been given to teachers to help them design learning and consider pedagogical skills to effectively develop children's physical literacy. This practical workshop will use invasion games to demonstrate how teachers can teach content descriptors and capabilities whilst enhancing students' integrated learning across the physical, psychological, cognitive, and social domains.

F14 WHAT'S IN A MODEL? LOOKING AT HEALTH-BASED PHYSICAL ACTIVITY APPROACHES TO TEACHING*Dr Trent Brown, ACHPER Victoria* F-10

The Victorian Curriculum HPE clearly articulates the importance of the health benefits of physical activity and lifelong physical activity as contexts for learning across all year levels. The purpose of this workshop is to introduce upper primary and secondary teachers with a range of pedagogical models of practice. At its core, this session will orient teachers towards innovative pedagogical practices, including tips and tricks, worksheets and ways forward as well as discussion around implications on curriculum development in schools.

F15 YEAR 9 AND 10 SPORT SCIENCE: DEVELOPING A CURRICULUM*Ray Breed, Swinburne University* F-10

This session will provide you with ideas for developing a sport science course within your curriculum. It would ideally be suited to a year 9 or 10 elective unit. We will look at a topic and curriculum overview, then a suggested sequence expanding on key concepts. We will also investigate practical ideas and activities to help apply and demonstrate concepts to increase your confidence in developing this exciting subject area.

F16 CLASSROOM STRATEGIES – MANAGING CHALLENGING STUDENT BEHAVIOURS – BUILDING POSITIVE RELATIONSHIPS THROUGH A CONSISTENT APPROACH.*Liza Greaves and Susan Cochrane, Hampton Park Secondary College* Secondary

Building strong positive relationships is key to managing student behaviour. This engaging session, built on our experiences as HPE teachers and year level managers, will provide you with proven practical student management and relationship building techniques that can be applied in classroom and physical education settings.

F17 BACK TO BASICS – USING THE RESOURCES YOU HAVE TO DELIVER A QUALITY HPE EXPERIENCE*Casey Young, Exford Primary School* Primary

Opportunities to deliver a Health and Physical Education program to a contemporary society have never been more accessible. However, this engaging session will explore the transition into teaching in a new school with a diverse student population and limited resources, equipment and budget. Sound familiar? Let's explore together how adapting our teaching through growth mindset using a blend of traditional and contemporary methods ways in order to positively influence student learning and provide the best possible HPE learning opportunity for our students.

F18 ASSESSMENT FOR LEARNING: AN EVIDENCED-BASED AND PRACTICAL ALTERNATIVE TO ASSESSING AND ADDRESSING MOTOR COMPETENCE*Dr Natalie Lander, Deakin University, Naomi Symington, Deakin University and Eltham East Primary and Vicki Hoban, Lowther Hall* F-10

This engaging and interactive session will provide: 1. the theoretical underpinnings supporting the importance of motor competence, 2. Assessment applications from the perspective of primary and secondary teachers, 3. An interactive practical session of the assessment and subsequent teaching strategies. You will leave this workshop with both an understanding of the why and strategies to assess and develop your students motor competence.

F19 TAKING TGFU TO THE NEXT LEVEL*Christina Polatajko, Newbury Primary School* Primary

Teaching Games for Understanding (TGFU) is a critical part in our teaching and student learning and it's easy to do those same activities over and over again and forgetting the purpose of why. During this hands-on session we will explore high engaging activities to implement into all TGFU components and examples on collecting data. I'll share with you my secrets, how and why to implement critical thinking into student learning and posing those questions to make your students outstanding learners and thinkers.

F20 ATHLETE DEVELOPMENT PROGRAMS IN SECONDARY SCHOOL*Zac Anderson and Adam Veli, Mernda Central College* Secondary

This session will provide a brief overview of the Athlete Development Program at Mernda Central College and then focus on the strength and conditioning aspect of junior athlete development. The session will be practical in nature and enhance delegates knowledge of engaging athlete warm ups, full body mobility and flexibility training, injury prevention and key strength and conditioning exercisers for emerging athletes.

F21 FUN WARM-UP ACTIVITIES AND FITNESS GAMES FOR SECONDARY YEARS*Heath Hay, Greensborough College and Airlie Tudhope, Northcote High School* Secondary

Join in a number of fun and exciting warm-up activities and fitness games that you can implement in your secondary classes immediately. The session will include our 'best of the best' games and activities! All games are inclusive, engaging, easy to set up and modifiable to suit the needs of your students. If you want to increase your repertoire and deliver amazing warm-up and fitness activities, this session is for you!

F22 FUNDAMENTAL MOVEMENT SKILLS*Chloe Dew and Vanessa Belsar, Black Hill Primary School* Primary

Through this hands-on session we will unpack the Fundamental Movement Skills and explore ways in which they interplay with one another. We will identify different ways in which to introduce, rehearse and refine them, including through the use of music and rhythm. Participants will walk away from this session with an additional lens from which to view the possibilities for teaching Fundamental Movement Skills.

F23 STRIKING SPORTS USING A GAME SENSE APPROACH*Rhys Adams, Carey Baptist Grammar School* Secondary

Using a game sense approach in Physical Education allows the students to develop tactics, decision making and social responsibility while making links to other sports. Within a striking sports unit, a Game Sense approach still allows students to develop their skill/technique but with a greater understanding of how those skills are implemented (provides context) during interchangeable Striking Sports.

F24 TEACHING FOOTBALL (SOCCER) THROUGH SMALL SIDED GAMES*Dr Bernie Holland, ACHPER Victoria* F-10

This practical session targeting upper primary and lower secondary will provide multiple, engaging activities designed to maximise participation, develop skills and game understanding within a football context. Drawing on his 35+ years of football teaching and coaching experience Bernie will focus on key aspects to develop student skills and understanding of this wonderful game. Clear links will be made to how every activity can be applied to other sports in the invasion game category, along with how the learning intentions link to curriculum outcomes.

F25 DEVELOPING CRITICAL THINKERS IN SECONDARY BASKETBALL*Laura Widdowson, Consultant* Secondary

This engaging session will lead you through practical activities designed to maximise participation and improve student confidence in Basketball. We aim to develop strategic and critical thinking in game situations, using small sided games, challenges and skill progressions will be unpacked, with ideas for differentiation. Peer assessment activities and resources will also be shared.

VCE STREAM

THURSDAY 28 NOVEMBER		FRIDAY 29 NOVEMBER	
A01	VCE: FOUNDATIONS FOR DEVELOPING SCHOOL-BASED ASSESSMENT TASKS IN VCE PE, HHD AND OES	D01	VCE PE: UNITS 3 AND 4 PROGRAM PLANNING FOR BEGINNING TEACHERS
A02	VCE PE: DESIGN AND EVALUATE TRAINING PROGRAMS	D02	VCE PE: TRAINING PROGRAMS –TEACHING THE DESIGN AND PRACTICAL APPLICATION
A03	VCE HHD: ENGAGING IDEAS TO TEACH UNIT 3	D03	VCE PE: TEACHING UNIT 2 THROUGH PRACTICAL ACTIVITIES
A04	VCE HHD: PLANNING UNITS 1 AND 2 FOR NEW TEACHERS	D04	VCE HHD: TIPS FOR IMPROVING STUDENT LITERACY IN VCE HHD
A05	VCE OES: DEVELOPING HIGH QUALITY ASSESSMENT TASKS IN UNITS 3 AND 4	D05	VCE HHD: ENGAGING TEACHING IDEAS FOR UNITS 1 AND 2
A06	VCE VET: VET SPORT AND RECREATION – UPDATES TO PROGRAM STRUCTURE AND SWL RECOGNITION FOR STUDENTS	D06	VCE OES: BUILDING A WRITING CULTURE IN UNITS 1 AND 2
B01	VCE PE: DECONSTRUCTING SCHOOL ASSESSED COURSEWORK	E01	VCE PE: TEACHING ENERGY SYSTEMS
B02	VCE PE: IMPROVING WRITTEN RESPONSES IN PE	E02	VCE PE: ABC OF TEACHING BIOMECHANICS – APPLYING BASIC CONCEPTS!
B03	VCE PE: PLANNING UNITS 1 AND 2 PE FOR NEW TEACHERS	E03	VCE PE: ACTIVE, ENGAGING, FUN UNIT 1 LESSON IDEAS
B04	VCE HHD: PLANNING FOR UNITS 3 AND 4	E04	VCE HHD: CRITICAL AND CREATIVE THINKING FOR DEEPER UNDERSTANDING IN HEALTH AND HUMAN DEVELOPMENT
B05	VCE HHD: EXPLORING VIRTUAL REALITY IN UNITS 1 – 4	E05	VCE HHD: BRING ADVOCACY TO LIFE FOR VCE HHD AT ROAD TO ZERO
B06	VCE OES: JOURNAL TASKS – CHALLENGES AND OPPORTUNITIES UNPACKED!	E06	VCE OES: DEVELOPING THE PERFECT PRACTICAL EXPERIENCES WHILE MAXIMISING STUDENT LEARNING
B07	VCE VET: VET SPORT & RECREATION – NEW SCORED ASSESSMENT REQUIREMENTS FOR 2020	E07	VCE VET: ALL THINGS VET SPORT & RECREATION – PROGRAM DESIGN TO EXAM PREPARATION
C01	VCE PE: A HOLISTIC APPROACH TO TEACHING UNIT 3 AOS 1	F01	VCE: WRITING HIGH QUALITY QUESTIONS FOR SCHOOL-BASED ASSESSMENT TASKS IN VCE PE, HHD AND OES
C02	VCE PE: APPLYING ENERGY SYSTEMS TO SPORTS PERFORMANCE	F02	VCE PE: LITERACY FOR VCE PHYSICAL EDUCATION
C03	VCE PE: EXPLORING THE SOCIO-ECOLOGICAL MODEL	F03	VCE PE: VO ₂ MAX/LIP DEMONSTRATION AND BIOCMECHANICS IN FITNESS TESTING
C04	VCE HHD: DIGITAL TOOLS FOR ASSESSMENT IN HEALTH AND HUMAN DEVELOPMENT	F04	VCE HHD: SPICING UP YOUR HHD CLASSROOM
C05	VCE HHD: UNIT 2 PLANNING AND CLASSROOM RESOURCES	F05	VCE HHD: HOW TO DECIPHER DECEPTIVE DIETARY ADVICE
C06	VCE OES: UNPACKING CHALLENGING AREAS IN UNITS 3 AND 4	F06	VCE OES: INTEGRATING SCHOOL BASED SUSTAINABILITY PROJECTS WITHIN UNITS 1 – 4 OES

KEY:



= Practical: Active



= Seminar



= Lecture

F-10 STREAM

THURSDAY 28 NOVEMBER

A09	DEVELOPING WELLBEING AND RESILIENCE TO PREVENT CHILD AND ADOLESCENT SOCIAL, EMOTIONAL, AND MENTAL HEALTH DISORDERS
A11	TEACHING CONTRACEPTION, STIS AND BBVS
A17	GAME SENSE IN THE CURRICULUM
A30	DISCOVER GAME SENSE THROUGH NETBALL
B10	TEACHER WELLBEING
B12	COMBINING PHYSICAL AND MENTAL WELLBEING IN YOUR PE CURRICULUM
B13	PROGRESSING THE FIVE PROPOSITIONS IN HPE: CHANGING PRACTICE
B14	IDOCEO 101
B17	TEACHING PERSONAL & SOCIAL RESPONSIBILITY THROUGH PHYSICAL ACTIVITY
B18	HOW COULD SEPEP FIT IN YOUR (H)PE PROGRAM?
B19	THREE DISCOVERY EPISODES AND THE SPECTRUM OF TEACHING STYLES
B20	TEACHING CHILDREN FROM CULTURALLY DIVERSE BACKGROUNDS IN PHYSICAL EDUCATION
B27	ORIENTEERING: AN OUTDOOR ADVENTURE SPORT WITH A CHALLENGE FOR EVERYONE
B29	HOW TO RUN ENJOYABLE AND ENGAGING VOLLEYBALL LESSONS
B30	DEVELOPING GAME SENSE: INVASION GAMES
B32	QUIDDITCH: USING MAGIC TO EXCITE AND ENGAGE STUDENTS!
C07	RESPECTFUL RELATIONSHIPS IN MY CLASSROOM
C09	EMOTIONAL INTELLIGENCE: MAKE IT THEIR STRENGTH!
C11	MOTIVATING GIRLS TO BE ACTIVE: RESEARCH AND PRACTICE UPDATE
C12	MICROSOFT TEAMS: HOW IT CHANGED OUR HPE DEPARTMENT
C14	NAVIGATING YOUR GRADUATE YEARS WITH CONFIDENCE
C16	STOP ROCKING ON YOUR CHAIR! ARE YOUR STUDENTS REGULATED? IMPORTANCE OF SENSORY REGULATION ON LEARNING.
C18	BALLS, BALLS AND MORE BALLS
C21	CONNECTION BEFORE CONNECT: A POWERFUL PATHWAY TO DEVELOPING STUDENT WELLBEING
C24	ARE YOU LACKING CONFIDENCE IN HOW TO DELIVER YOU DANCE CURRICULUM?
C25	WHY NOT GOLF? – THE MYGOLF SCHOOL AMBASSADOR PROGRAM
C26	GET RUN ACTIVE – FITNESS IN THE SCHOOL SPACE
C27	APPLYING TEACHING STYLES FROM MOSSTON AND ASHWORTH'S SPECTRUM TO TEACH TENNIS
C28	BREAKING DOWN THE BARRIERS TO PARTICIPATION IN CRICKET
C29	FUTSAL FUNDAMENTALS

FRIDAY 29 NOVEMBER

D08	SUPPORTING STUDENT WELLBEING IN YOUR CLASSROOM
D10	BLOKES DOING 'IT' – EMPOWERING MEN TO TEACH RELATIONSHIPS AND SEXUALITY EDUCATION
D11	21ST CENTURY LEARNING AND STUDENT AGENCY IN PRIMARY PE
D16	EXPERIENCING HOW TO EMBED ASSESSMENT IN SCHOOL PHYSICAL EDUCATION
D17	TEACHING PERSONAL & SOCIAL RESPONSIBILITY THROUGH PHYSICAL ACTIVITY IN A PE LESSON
D19	HPE FOR ALL: INCLUSIVE PRACTICES IN MOVEMENT LESSONS
D21	COGNERCISE: HEALTH LITERACY USING POSITIVE MIND–BODY INTEGRATION
D25	ACTIVE YOGA IN PHYSICAL EDUCATION AND SPORT CLASSES
D26	FENCING – AN ALTERNATIVE TO MAINSTREAM SPORT
D28	MODIFIED TENNIS GAMES AND ASSESSMENT TOOLS FOR TENNIS IN PE
D30	AFL: ENGAGING, AND CATERING FOR, ALL ABILITIES IN AUSTRALIAN RULES
E09	TEACHING CAN BE TOUGH – SET YOURSELF UP WITH HEALTHY HABITS FOR TEACHER WELLBEING
E11	CREATE A HEALTHY AND ACTIVE SCHOOL COMMUNITY: INTERACTIVE WORKSHOP AND FORUM
E12	LASTING COMMUNITY LINKS THROUGH SPORT
E18	INCLUSION AWARENESS IN PHYSICAL EDUCATION DELIVERY
E19	PROMOTING DIVERSITY AND INCLUSION IN SCHOOL AND COMMUNITY SPORT
E23	FUN AND GAMES IN THE AFFECTIVE DOMAIN
E25	THE EXCITEMENT AND CHALLENGE OF CIRCUS
E29	LACROSSE WORKSHOP – EXPLORE THE GAME
E30	OLYMPIC HANDBALL IN SCHOOLS – FOR ALL SKILL LEVELS
F08	SMASHING THE TABOO AROUND PERIODS IN THE CLASSROOM
F10	GAMES TO GROW RESILIENCE
F11	IDOCEO ADVANCED
F14	WHAT'S IN A MODEL? LOOKING AT HEALTH–BASED PHYSICAL ACTIVITY APPROACHES TO TEACHING
F15	YEAR 9 AND 10 SPORT SCIENCE: DEVELOPING A CURRICULUM
F18	ASSESSMENT FOR LEARNING: AN EVIDENCED–BASED AND PRACTICAL ALTERNATIVE TO ASSESSING AND ADDRESSING MOTOR COMPETENCE
F24	TEACHING FOOTBALL (SOCCER) THROUGH SMALL SIDED GAMES

KEY:



= Practical: Active



= Seminar



= Lecture

PRIMARY STREAM

THURSDAY 28 NOVEMBER

- A07 HEALTH IN YOUR F-6 CLASSROOM
- A12 CHANGING THE CULTURE
- A14 TEN TIPS FOR PLANNING A QUALITY PRIMARY PE PROGRAM
- A19 STRATEGIES FOR INCLUDING CHILDREN WITH AN INTELLECTUAL DISABILITY IN TO YOUR LESSON
- A20 PROACTIVE & POSITIVE BEHAVIOUR MANAGEMENT IN P.E!
- A21 LOCOMOTOR AND FUNDAMENTAL MOVEMENT SKILLS: CREATIVE AND ACTIVE
- A22 HOW TO MODIFY AND ASK GREAT QUESTIONS IN A GAME SENSE APPROACH
- A23 FUN WARM UP AND COOL DOWN ACTIVITIES
- A25 TECH TIME IN SCHOOL SWIMMING AND WATER SAFETY
- A26 GYMNASTICS – YOU CAN DO IT!
- A27 PARKOUR IN PE? YOU BETCHA!
- A28 RACQUET SPORTS EXTRAVAGANZA: THE FUN WAY TO PLAY!
- A29 RETHINKING INVASION GAMES
- B15 OUTDOOR EDUCATION IN A PRIMARY SCHOOL
- B21 INCLUDING STUDENTS WITH AUTISM IN PHYSICAL EDUCATION
- B22 FUNDAMENTAL MOTOR SKILLS: BALL BOUNCE
- B23 ENGAGE YOUR STUDENTS QUICKLY & EASILY WITH FUN BRAIN TARGETED MOVEMENT BREAKS
- B24 GAMES FOR MAXIMUM PARTICIPATION
- B25 KEEP IT SIMPLE + STYLIN'! PLAYING AROUND WITH DANCE IN PE
- B26 ROLL UP TO BOWLS
- B31 AFL: DEVELOPING GAME SENSE WITH YOUNG LEARNERS
- C13 PRACTICAL IDEAS FOR ASSESSMENT IN PRIMARY PHYSICAL EDUCATION
- C15 DEVELOPING CHILDREN'S PHYSICAL LITERACY THROUGH PRIMARY PHYSICAL EDUCATION
- C19 TIRED OF PLAYING THE SAME OLD GAMES? IT'S TIME TO EXPAND YOUR PE KIT BAG!
- C20 FOCUSING ON GAMIFICATION: FROM THEORY TO PRACTICAL
- C23 NO POOL? NO WORRIES! TRY INNOVATIVE DRY SWIMMING!
- C30 GAME-BASED BASKETBALL FOR UPPER PRIMARY

FRIDAY 29 NOVEMBER

- D09 IT TAKES A VILLAGE – WHOLE OF COMMUNITY INTERVENTIONS TO PREVENT CHILDHOOD OBESITY
- D12 PLANNING YOUR PRIMARY SCHOOL PHYSICAL EDUCATION PROGRAM
- D13 HOW TO SIMPLIFY ASSESSMENT
- D14 TAKE THE LEPE INTO LITERATURE ENHANCED PHYSICAL EDUCATION
- D20 DEVELOPING BALL HANDLING AND MANIPULATION SKILLS IN PRIMARY PE
- D22 PRIMARY PHYSICAL EDUCATION. MORE THAN JUST LEARNING SPORT!
- D23 GLITZ & GLAM MINOR GAMES
- D31 HOOKIN2HOCKEY IN SCHOOLS – SAFE AND FUN!
- E10 HEALTHLIT4KIDS: BUILDING HEALTH LITERACY FROM THE GROUND UP
- E14 IMPLEMENTING AN ATHLETE EXPERIENCE PROGRAM IN THE PRIMARY YEARS
- E15 SHIFTING ENGAGEMENT WITH STUDENT VOICE IN PRIMARY PE
- E16 CO-DESIGNING A WHOLE-OF-SCHOOL PHYSICAL LITERACY APPROACH IN PRIMARY SCHOOLS
- E20 GET YOUR STUDENTS PLAYING GAMES WITH A PURPOSE
- E21 A, B, C, EASY AS 1,2,3. ACTIVE LITERACY & NUMERACY GAMES FOR THE WHOLE SCHOOL
- E22 TEACHING FMS WITH POOL NOODLES
- E26 TENPIN BOWLING – REAL INCLUSION
- E27 GAME SENSE APPROACH TO NET/WALL GAMES
- E28 FIRE UP YOUR INVASION GAMES
- F12 PURPOSEFUL ASSESSMENT IN PRIMARY PHYSICAL EDUCATION
- F17 BACK TO BASICS – USING THE RESOURCES YOU HAVE TO DELIVER A QUALITY HPE EXPERIENCE
- F19 TAKING TGFU TO THE NEXT LEVEL
- F22 FUNDAMENTAL MOVEMENT SKILLS

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= Lecture

SECONDARY STREAM

THURSDAY 28 NOVEMBER		FRIDAY 29 NOVEMBER	
A08	DEVELOPING UNITS FOR YEAR 10 HEALTH AND HUMAN DEVELOPMENT	D07	7-10 RESPECTFUL RELATIONSHIPS
A10	A QUALITATIVE EXPLORATION OF SECONDARY SCHOOL TEACHERS' VIEWS OF HEALTHY EATING	D15	WHO, WHAT, WHEN, WHY, HOW? – THEMATIC CURRICULUM IN SECONDARY HPE
A13	ICT IN HPE: SIMPLE AND EFFECTIVE	D18	WHOLE SCHOOL APPROACH, MANAGING CHALLENGING STUDENT BEHAVIOURS – BUILDING POSITIVE RELATIONSHIPS THROUGH A CONSISTENT APPROACH.
A15	CO-DESIGNING A WHOLE-OF-SCHOOL PHYSICAL LITERACY APPROACH IN SECONDARY SCHOOLS	D24	STRENGTH AND CONDITIONING IN 9-10 PE
A16	CHANGING THE GAME: LESSONS LEARNED FROM IMPLEMENTING CHANGE IN TEACHING PRACTICE	D27	SKATEBOARDING PARTICIPATION PATHWAY FOR STUDENTS AND TEACHERS
A18	WHAT CAN RECIPROCAL STYLE DO FOR ME?	D29	TEACHING INVASION GAMES – MODIFICATIONS FOR DIFFERENT SPORTS AND ABILITY LEVELS
A24	CREATIVE PHYSICAL EDUCATION (CPE): FLIPPING PHYSICAL EDUCATION FOR GREATER STUDENT ENGAGEMENT	E08	FORMATIVE ASSESSMENT IN 7-10 HEALTH
A31	HOCKEY – A GAME SENSE APPROACH	E13	ONENOTE – DISCOVER A TOOL FOR ENGAGEMENT, ORGANISATION AND COMMUNICATION
B08	EXPLORING CHALLENGING, SENSITIVE AND COMPLEX ISSUES IN HEALTH EDUCATION	E17	GAME SENSE PLANNING AND DELIVERY – SUCCESSES, CHALLENGES AND WHERE TO NEXT
B09	EXPLICIT TEACHING AND ASSESSMENT IN HEALTH EDUCATION	E24	WILD ABOUT WET WEATHER
B11	EATING DISORDERS EXPLAINED	F07	TEACHING AND LEARNING SENSITIVE HEALTH ISSUES
B16	USING ASSESSMENT DATA TO PLAN FOR DIFFERENTIATION IN 7-10 PHYSICAL EDUCATION	F09	CULTIVATING CRITICAL INQUIRY IN HEALTH USING 'FOOD AND NUTRITION' AS AN EXAMPLE
B28	BLOCK STARTS, HIGH SPEED RUNNING, RELAYS – TEACHING SPRINTING	F13	DEVELOPING CHILDREN'S PHYSICAL LITERACY THROUGH SECONDARY PHYSICAL EDUCATION
C08	EXPLORING VIRTUAL REALITY IN HEALTH 7 – 10	F16	CLASSROOM STRATEGIES – MANAGING CHALLENGING STUDENT BEHAVIOURS – BUILDING POSITIVE RELATIONSHIPS THROUGH A CONSISTENT APPROACH.
C10	WHAT ARE THE RULES OF RELATIONSHIPS?	F20	ATHLETE DEVELOPMENT PROGRAMS IN SECONDARY SCHOOL
C17	ENGAGING CHALLENGING STUDENTS	F21	FUN WARM UP ACTIVITIES & FITNESS GAMES FOR SECONDARY YEARS
C22	EPIC FAILURE IS OK! CREATING A CHALLENGING PRACTICAL ENVIRONMENT TO ENGAGE STUDENTS	F23	STRIKING SPORTS USING A GAME SENSE APPROACH
C31	INCLUSIVE, ADAPTABLE, FUN AND DYNAMIC – ULTIMATE FRISBEE IS A SPORT FOR ALL!	F25	DEVELOPING CRITICAL THINKERS IN SECONDARY BASKETBALL

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Please note, this program is correct at the time of publication. Information will be updated and may result in amendments to the program outlined at any time.

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