

WHAT IS INFLUENCING YOUR EXPECTATIONS?

The purpose of this Tip of the Week HPE (TOTW) is to consider the expectations we have for ourselves, our students and their families in delivering physical education in this term's challenging climate.

The current teaching landscape has resulted in many of our practices being altered or removed altogether. Something which is hopefully remaining the same is setting expectations of ourselves and for our students. The phrase, "high, realistic expectations" is often used when setting learning intentions for our students.

In setting expectations, it is important they are relative to the learner and the context in which the learning will occur. In the current environment it is essential to consider the teachers. Both your capacity, the mediums through which you are delivering and the parent or carer who is supporting your teaching at home. Although expectations at this time will be different, it remain important expectations are set to help motivate those involved in the remote learning process and to know exactly what we want to see happen.

We have heard many stories over the past few weeks of teachers having to shift their expectations based on principal requests, parent comments and students being successful, or not as successful, at tackling learning goals.

HPE teachers are known to be adaptable, so we aren't surprised at how quickly and easily you have been able to take your original plans and adjust them based on the many factors you have to work with. The bar has been set very low by some, and very high by others – doesn't mean it is right or wrong, it just shows us that everyone's expectations will be different because of their unique context.

You are the best person to know what is appropriate for your students at this point as you know your students and the school /community / home context you are working within.

Like any goal, we have a greater chance of it being met if the expectation is somewhat challenging, but not too far out of reach. Break down the larger goal into smaller, more achievable steps. It is okay if, after setting a goal, you take a step backwards – every step forwards, sideways and backwards can be a learning experience. What is important is for you to take the learning and use it to plan a different path moving forwards.

Over the past month, you have been able to plan remote lessons and observe how the school community responds. Have students met your expectations? Have they gone beyond your expectations? Have they fallen short? What help do they need to meet your expectations? Could your expectations be adjusted?

Moving into the second half of term two, think about these questions and consider if you need to revise your expectations. If you have had some trouble getting students to complete lessons / tasks you've set, how can you shift the goal posts so they are more likely to learn and succeed?

If they have taken all your learning activities as well as the extra options, how can you step it up and challenge them a little more? Set your own expectations, continually review whether students are meeting them, and lift the bar up just a little when they meet it.

As an example, let's use the scenario encountered by a primary physical education teacher who contacted our office last week...

The teacher was asked by his principal to consider his learning intentions and success criteria for his Level 1 and 2 students, and how he would assess them.

Initial Learning intention:

To be able to move regularly while at home. To reduce stress and anxiety levels during this uncertain time. To replicate students being active during recess and lunchtimes if they were back at school.

Initial Success Criteria:

Every student to commit to at least 30 minutes of activity each day during the school's remote learning period.

Essentially his principal wanted the success criteria to have greater educative value. In discussion with the teacher we were able to highlight that through 30 minutes of activity there was the opportunity for him to link this to the Level 1 and 2 Content Description, "Discuss the body's reactions to participating in physical activities." We simply encouraged him to link the activity of being active with a few questions such as:

- Did they feel warmer / colder, breathe faster, have to take their jumpers off?
- Did they feel calmer, were they able to concentrate better?
- What activities did they like doing? Draw a picture, take a photo of their favourite activity.
- What is their favourite piece of equipment (i.e.: ball, jump rope, bike) they like to use when being active?
- Is being active good for their heart / muscles, does it make them feel better, sleep better?

Previously, the expectation was that the students would only be active. We recognise that this in itself, would have been a tremendous outcome. However, the teacher initially had no expectation that any other learning could occur. He perceived what he was doing as similar to recess or lunch. This would have been selling himself, some of his students and some of the parents short.

In discussions with numerous teachers we have received feedback about their student's engagement in physical education while at home. One teacher generalised his students into four categories:

- 1) Minimal to no engagement in physical education
- 2) Try 1 or 2 times, but tend to drop out without teacher feedback and / or input
- 3) Will do what needs to be done (e.g.: cap at 30 minutes)
- 4) Do everything asked of them and look for more

These student categories are not dissimilar to what occurs with many students during school physical education. What do we do when we have minimal student engagement at school?

First, we work to motivate them to be engaged. We don't necessarily expect them to jump from no engagement to "doing everything asked of them". We look for small, but realistic steps towards greater engagement. If we take this mindset and approach in the current environment we are confident many students and parents will move along the scale towards greater engagement. We wish you well!

Please share with us 😊

As we continue to support you in your remote learning, we would love for teachers to share with us their triumphs and their tears. Also thank you to everyone who has shared with us so far!

If you have any remote learning activities to contribute to our [Google Drive Resources](#), please email them through to a member of our Professional Learning Team, [Bernie Holland](#), [Dr Trent Brown](#) or [Adriana Pinder](#).

Find all TOTWs in the series released to date [here](#) and to access all ACHPER Victoria's HPE at Home Resources please [click here >>](#)