



Deakin University – Waurn Ponds

August 1 2019

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Professional Learning Manager

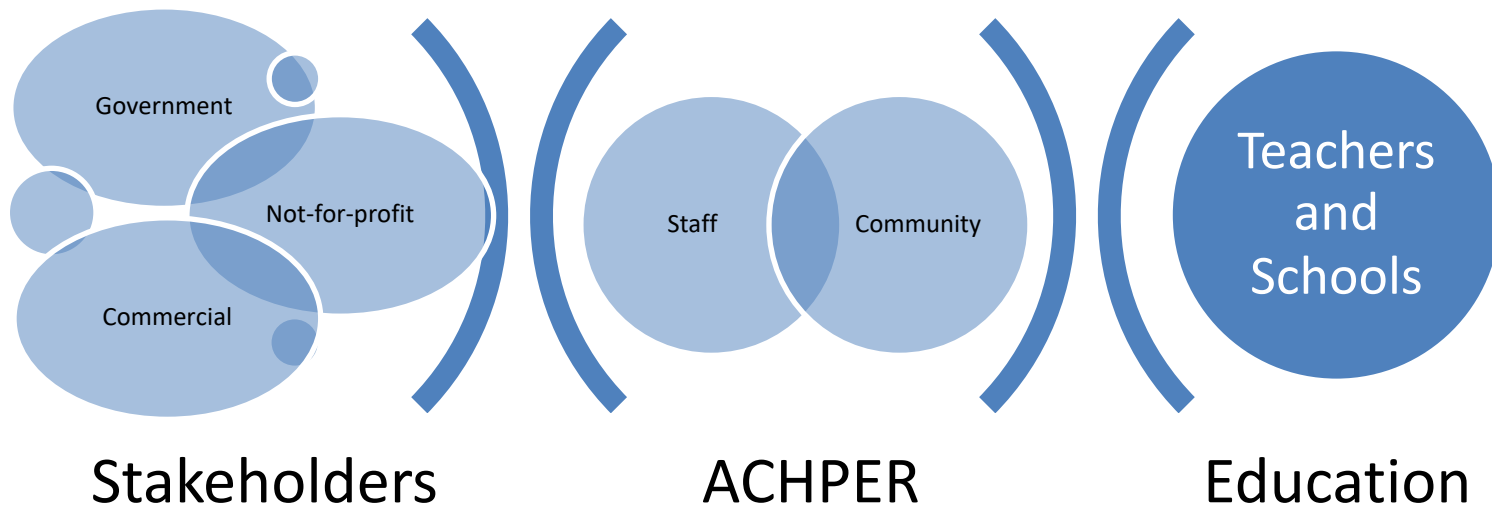
The Australian Council for Health, Physical Education and Recreation

www.achper.vic.edu.au

Purpose of this Presentation



For students to understand ACHPER's role and how we can support you as a teacher



ACHPER: Professional Teaching Association

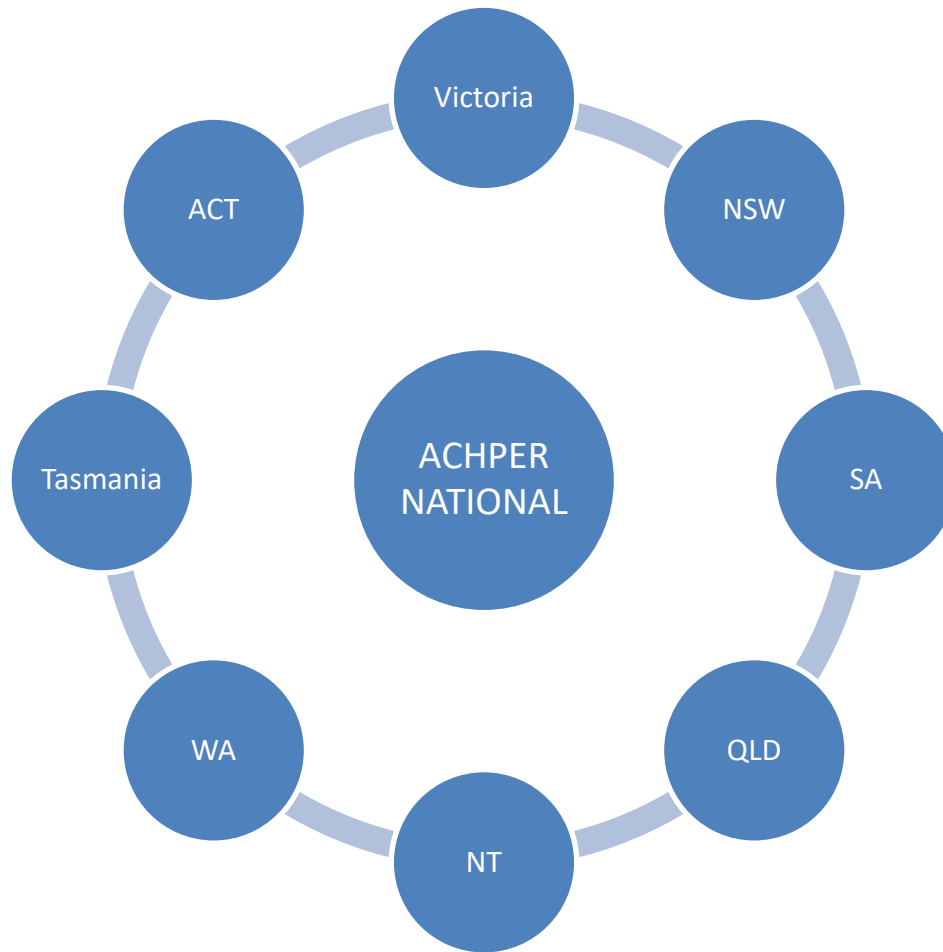


- ACHPER is a membership based, not-for-profit organisation with a significant profile
- Represents teachers and professionals working in
 - Health and Physical Education
 - Sport
 - Outdoor Education
 - Recreation/Physical Activity
- Approximately 2,900 members
- 1,300 Victorian members
- Around 10,000 contacts





ACHPER Structure



www.achper.vic.edu.au

What we do



Advocate

- Advocate for high quality HPE on behalf of teachers
- Empower teachers to build HPE learning area and advocate for positive change in their schools

Educate

- Teacher Professional Development
- Teacher Resources
- Leadership opportunities and mentoring
- Stakeholders – what is best practice and what is happening in schools?

Collaborate

- Teacher/HPE network - to advocate and advise in HPE area
- Stakeholders (Govt., not-for-profit, commercial) to advocate and advise in HPE area

Advocate



- We advocate to the wider community and school leadership the importance of a strong HPE program?
- Represent teachers in discussions with stakeholders around this topic
- Provide advice to teachers who need support in this space



Educate



- Be a lifelong learner – teacher training doesn't stop at university!
- Professional Learning activities:
 - State Conference (November)
 - Workshops (Teaching PE 1st time)
 - Webinars
 - Individual teacher support
 - School/network consultancy
 - NEW – graduate teacher events!



Opportunities for Teachers to Engage with ACHPER



- Presenting at ACHPER Events
- Resource Development (writing and reviewing)
- Provide content specific advice to ACHPER
- Mentoring of other teachers in the network
- Represent ACHPER/educators in advocating high quality HPE



Educate



- Resources to support teachers:
 - [#TipOfTheWeekHPE](#)
 - Resource Charts – designed to assist teachers interpreting VC to plan and implement curriculum (resources to support this to come soon)
 - Trial Exams and SACs for VCE (4 subjects)
 - VET Sport & Rec Teacher Resources
 - Provide input into HPE texts

ACHPER
Victorian Curriculum Inc.

INVASION GAME IDEA- END ZONE

PRIMARY PHYSICAL EDUCATION • LEVEL 3-4

TIP of the WEEK
#TipOfTheWeekHPE

VC CONTENT DESCRIPTORS

- Practice and refine fundamental movement skills in different movement situation in indoor, outdoor and aquatic settings (VCHPEM097)
- Practice and apply movement concepts and strategies (VCHPEM099)

LEARNING INTENTIONS

- Students successfully pass and receive ball in game play
- Students learn to move into space to receive ball
- Students pass the ball forward to create scoring opportunities

ACTIVITY OUTLINE

- Attacking team (3-4 students) pass the ball from start to end zone without dropping the ball and using the minimal number of passes so that all players touch the ball once
- Start with no running with ball/player contact (adjust these to be sport specific)
- If ball is dropped (or there are defenders who intercept), go back to the start and try again
- If the attacking team make it to the end line, they score a point (count number of points scored in a certain time)
- When defenders are added, they score a point for intercept

GAME CONSTRAINTS

- Playing area - longer/shorter or wider/narrower
- Defenders - none through to same number as attackers
- Change ball used/rules associated with passing and moving with ball (can be sport specific)
- Add in another end zone for the defensive team (when possession changes passes go the other way)

TEACHING POINTS

- Step and pass
- Look forwards (to end zone) and run into space after you pass
- When you have the ball, look forward (to the end zone) to pass
- Move like buzzing bees and spread out!
- Call for the ball

STUDENT QUESTIONING

- What are three things you need to do to pass the ball to a team mate?
- What is the best type of pass to use?
- Where do you need to move to get the ball to the end zone with fewer passes?
- Where do you move to if you would like a team mate to pass the ball? to you
- Where should you look when you want to pass the ball?

Source: Developing Game Sense through Tactical Learning, Ray Breed & Michael Spittle



ACHPER Victoria Charts

LEVELS 5 AND 6

BEING HEALTHY, SAFE AND ACTIVE

EXPLORE HOW IDENTITIES ARE INFLUENCED BY PEOPLE AND PLACES
FOCUS AREA MH, RS, CA
CAPABILITY OUTCOME ICC 1; PSC 2,3,5,6,8; CCT 1
QUESTIONS AND ACTIVITIES What is identity? What makes up the identity of a person? (e.g. physical features, personality traits, individual abilities, skills, hobbies, interests, cultural background, beliefs and values, aspirations and goals, sexual orientation, environment, birth country, religion, health needs, family make-up). What are characteristics of good teamwork? How might different people approach the completion of a physical activity? Human beings are complex, diverse and unique. Explore the statement 'everybody is the same but everyone is different'. Complete a project on your culture and how this has shaped your identity. Explore different cultures from around the world. How do their traditions differ from your culture?
ACHIEVEMENT STANDARD Understand the influences people and places have on personal identities.

LEVELS 7 AND 8

MOVING THE BODY

USE FEEDBACK TO IMPROVE BODY CONTROL AND COORDINATION WHEN PERFORMING SPECIALISED MOVEMENT SKILLS
FOCUS AREA GS, LLPA
CAPABILITY OUTCOME CCT 10 PSC 2
Demonstrate selected sport specific skills (SSS) in one or more of: gymnastics, swimming, dance, net/wall games, invasion games, striking and fielding games. Students choose a FMS or SSS relevant to a unit (e.g. shoulder pass – invasion unit, tennis serve - net/wall unit) and complete peer assessments and provide feedback using a suitable app and/or a skills checklist/rubric - supplied by the teacher or student created. Participate in activities where vision is compromised (blindfold or blackout goggles), one student relies on their partner for instructions and feedback to highlight auditory feedback. Use kinaesthetic feedback to evaluate and describe how a movement felt as it was performed e.g. perform a punt kick, forward roll and describe how the movement felt. Develop proficient swimming techniques in freestyle, backstroke, breaststroke and/or survival backstroke by responding to feedback provided by teacher and peers. Using a combination of strokes, swim continuously over an achievable distance.
ACHIEVEMENT STANDARD Demonstrate control and accuracy when performing specialised movement skills.

Collaborate



- ACHPER act as ‘gatekeepers’, for many organisations wanting to work in schools:
 - What do they leave behind for teachers
 - Quality of their resources – linked to curriculum?
- External providers are common in HPE space
- Make sure what you are using is worth using and will benefit you and your students (KPI)



ACHPER 2019: Function within wider community



PL Program	Collaboration	Organisations	Resources
VCE Webinars	Physical Literacy Project	Life Saving Victoria	VCE Trial Exams
PE for the 1 st time	SRV grant	Skateboarding	VCE SACs
FMS/Games sense	School Consultations	Tennis Australia	TOTW
Primary PE Conference	VCAA	Cancer Council	PS&CH charts
Secondary Conference	DET	Cricket Victoria	M&PA Charts
VCE Exam Prep	Sport Australia	Badminton Victoria	P4L Cards
Regional Workshops	Obesity Statement	Healthy Eating Advisory Group	TAC Resources
November State Conference	IPAN - Deakin	Victorian Responsible Gambling Foundation	ACHPER Vic teacher support
	LGBTI Inclusion Project	Netball Victoria	Period Talk

ACHPER Conference



Health, Physical Education, Sport & Recreation

28-29 November 2019

Monash University, Clayton

- Over 1000 HPE professionals at the largest HPE conference in Australasia
- Annual PL and networking event for HPE teachers
- Over 180 elective sessions; lectures, workshops & practicals
- 3 x 90 minute presentations on each day
- New – 10 feature presentations
- Trade Display Exhibition
- We need conference volunteers! See website

www.achper.vic.edu.au



ACHPER Victorian State Conference

Why should students and graduates get involved with ACHPER?



- New graduate teacher networking and support events
- Make connections with other teachers
- Get access to high quality resources and information
- Better understand your field before/when you start
- Find PD opportunities to better prepare you for teaching
- Support network
- Ability to volunteer and start making connections with your field

How to engage with ACHPER



- Become a member of ACHPER:
 - Student Membership \$50 per year. Via Membership tab on website (gives you free access to curriculum charts and more!)
 - Access to all issues of newsletter, updates and e-alerts about HPE news
 - Discounted prices for ALL PL events and resources
- Sign up for The Pulse newsletter and Tip of the Week
- Follow on Twitter and Facebook
- Volunteer for the November conference through <https://forms.gle/3CKz6hKiYYhdwdCt9>.
- Communicate with ACHPER – what do you want as a graduate/student?

Contact Us



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