

Attn: Secondary Health, Physical Education & Wellbeing Coordinator/Teachers

ACHPER (SA) Secondary Conference



3 & 4 December 2018
Flinders University/ASMS

Conference Program

Register online at
www.achpersa.com.au

Don't miss this outstanding opportunity to upskill in Health & Physical Education, Wellbeing, Social and Emotional learning, STEM and effective pedagogical approaches.
Specific focus on Stage 1 PE 2019

Coordinated by:

ACHPER (SA) - The Australian Council for Health, Physical Education and Recreation, SA Branch

For further information or to register, please contact the ACHPER (SA) office;

tel: (08) 8363 5700 | fax: (08) 8362 9800

email: info@achpersa.com.au | website: www.achpersa.com.au



ACHPER (SA) Conference Supporters:

This ACHPER (SA) Conference is proudly supported by Credit Union SA, Footsteps Dance Company, IDM Sports, Tennis Australia, TriSkills Australia and Mount Lofty Spring Water.



Program, Monday 3 December

Keynote Presentation | 9.00am - 10.00am

Gareth Long, Australian College of Physical Education

Gareth Long is an experienced educationalist, coach, and coach educator. Having qualified from the University of Warwick (UK) Gareth taught Physical Education in a number of schools before becoming a Senior Lecturer in Coaching and Physical Education at the University of St Mark & St John (UK). He then worked for the Football Association as the PE & Coaching in Education Coordinator for the South West of England, and now works at the Australian College of Physical Education on the Sydney Olympic Park.



Gareth is passionate about how Physical Education can successfully contribute to the development of students' cognitive, physical and social development. As part of all of his roles Gareth enjoys designing and delivering professional learning workshops, course and resources for teachers and coaches. In addition, he has co-authored books such as 'Improving Teaching and Learning in Physical Education' and '101 Classroom Games' as well as a series of soccer coaching books.

Gareth holds an MSC in Coaching from Loughborough University and regularly shares his teaching and coaching ideas on @SoccerIQ

Keynote session: Considering variations within the teaching and learning of games.

A look at why and how we teach games in Physical Education. This keynote session will outline the benefits of games in the PE curriculum and explore the variety of ways that games are, and can be, taught in PE. This will include;

- learning intentions of games
- how games are designed
- teacher pedagogy during the teaching of games
- sports/themes chosen
- when games occur in lessons
- time spent on games during units of work, and
- student involvement during games.

We know Gareth will inspire your teaching and we welcome him to Adelaide for his keynote and two workshop sessions.

Morning Tea | 10.00am - 10.30am

Key for Workshops:	MY	Middle Years	Wellbeing	Wellbeing session
	SY	Senior Years	Stage 1 STEM	New Stage 1 PE session STEM Session

Session 1 | 10.30am - 12.00pm**1.1 The Role of Tactical Small-Sided Games in Secondary Physical Education** *Gareth Long, Australian College of Physical Education (MY, SY)*

This workshop will demonstrate how tactical small-sided games are vital to the PE curriculum. In particular it will show how exploring a tactical problem/question through small-sided games can have an important role in the cognitive, physical and social development of students. The workshop will show how small-sided games can be designed and structured to increase students' motivation, enjoyment, and understanding of tactical 'questions and problems'. *Practical*

1.2 Aligning the Australian Curriculum HPE to the Australian Student Wellbeing Framework and Student Wellbeing Hub *Natalie Jonas, ACARA (MY, Wellbeing)*

The critical inquiry and strengths-based approach in the Australian Curriculum HPE and the student voice element in the Wellbeing Framework view students as active participants in the learning process. Participants will be engaged in exploring how the Australian Curriculum HPE learning area compliments the vision of The Australian Student Wellbeing Framework. Participants will also have an opportunity to explore how the Australian Curriculum HPE learning area aligns to the resources on the Student Wellbeing Hub from Years 7-10.

1.3 Data collection for enhancing student capacity to explore and analyse evidence related to physical activity (focus on LR4 of new Stage 1 PE) *Shane Hill and Renee Chatterton, Wilderness School (SY, Stage 1)*

Data collection for enhancing student capacity to explore and analyse evidence related to physical activity (focus on LR4 of new Stage 1 PE). This session will provide examples of and opportunity to evaluate various ways of collecting data for different forms of physical activity. The workshop will be a practical session utilising both manual and technological data collection tools. *Practical*

Lunch 12.00pm - 12.30pm**Session 2 | 12.35pm - 2.05pm****2.1 Differentiation through Tactical Small-Sided Games: Developing Students' Communication, Collaboration and Problem-Solving skills** *Gareth Long, Australian College of Physical Education (MY, SY)*

The small-sided games in this workshop will not only look to demonstrate how to develop tactical awareness, but also provide opportunities for players to develop social and psychological attributes, while trying to challenge and include all students. *Practical*

2.2 Benchmarking assessment session for new Stage 1 PE *Jess Morrish, St Ignatius College and Janelle Morrissey, Marryatville High School (SY, Stage 1)*

This workshop will begin by looking at the performance standards for the new course, including the opportunity to discuss how these standards apply to the assessment design criteria. There will be opportunity to examine samples of student work completed within pilots of the new course and apply the performance standards to the assessment of these samples.

2.3 Improving student achievement in Stage 2 Health Investigation *Graeme Hudson, Marden Senior College (SY, Wellbeing)*

Tips for improving student achievement in the Stage 2 Health external investigation. This session will offer a range of effective ideas and teaching strategies

Session 2 continued

2.4 Exploring Focus Area 1 New Stage 2 Course-Practical Application of learning theory *Shane Pill, Flinders, University (SY, Stage 1)*

New to senior years PE from 2019 is consideration of linear and non linear coaching and game teaching methodology, and the practical application of learning theories. During this session, we will look at the difference between linear 'behaviourist' and non-linear constructivist and ecological understanding of skill learning, and the implications for coaching and teaching methodology. This will be illustrated through a basketball practical to highlight key understandings. *Practical*

Session 3 | 2.10pm - 3.40pm

3.1 Praxis: How "in, through & about" movement translates to a PE pedagogy (new Stage 1 PE focus) *Jess Morrish, St Ignatius College, Shane Hill, Wilderness School (SY, Stage 1)*

An experiential and collaborative session exploring some of the teaching and planning implications for integrating the content of the key ideas in and through practical lessons. Be prepared for practical involvement, discussion and reflection.

3.2 Using practical investigations in Senior School PE: putting theory into practice. Version 2

Andrew MacGregor & Jack Harford, Prince Alfred College (SY, Stage 1)

The Senior School Physical Education Curriculum (both SACE and IBDP) presents many opportunities for genuine hands-on laboratory experiments that can aid student learning and move teaching practice beyond "chalk and talk". This workshop will present several easy to administer laboratory investigations that can be used with senior PE classes. The session covers some of the content delivered at the popular 2017 ACHPER Secondary Conference, plus several new laboratory activities. Topics included feature, how can practical investigations be incorporated into a senior school curriculum, what investigations can be carried out with minimal equipment/expertise and how do laboratory experiments align with the new SACE Stage 1 and 2 course and assessment criteria.

3.3 Game Sense approach - Teaching Secondary Volleyball *Skye Beauchamp, Loxton High School (MY)*

Volleyball is one of many sports where understanding the decisions made by students is often lacking. This session will focus on the fundamental and specialist movement concepts required to play the game successfully at Secondary School and will demonstrate how these concepts can be taught through a game sense approach. *Practical*

Networking Function | 3.40pm - 4.40pm

Join us for a conference happy hour. This **FREE** networking event will feature nibbles and drinks provided by ACHPER (SA).

A great chance to catch up with old friends and make new contacts.

Program, Tuesday 4 December

Keynote Presentation | 9.00am - 10.00am

Brendan SueSee, University of Southern Queensland

Brendan SueSee has been a lecturer at the University of Southern Queensland for just over 2 years after being a secondary school teacher for 21 years. His passion centres around creating learning experiences to maximise involvement and helping people achieve their goals. His research interests are around pedagogical styles, particularly Mosston & Ashworth's Spectrum of Teaching Styles.



Keynote session: Achieving multi-dimensional curriculum aims without going crazy

In the last 15 years a number of physical education (PE) syllabus documents have used terms such as 'critical thinkers', 'creative thinking', 'self-directed', 'problem solvers', 'independent learners', 'self-monitor' and 'self-directed learners'.

Many scholars have highlighted the multidimensional goals of curriculum, suggesting that diverse goals cannot be achieved alone through only one cluster (of teaching) style. Since one teaching style cannot achieve all goals, and based on data that has emerged from research (SueSee, 2012; Hewitt, 2015) the goals of some compulsory curriculum relating more to cognition, creativity, curiosity, problem solving are unlikely to be achieved. So how can these documents be brought to life and achieve all that curriculum writers' and the Australian community desire?

We are delighted to welcome Brendan to Adelaide for his keynote and two workshop sessions.

Morning Tea | 10.00am - 10.30am

Session 4 | 10.30am - 12.00pm

4.1 Benchmarking assessment session for new Stage 1 PE *Eulaly Allen, The Heights School, Danny Gloria, Gleeson College, Brad Snell, Wilderness School (SY, Stage 1)*

This workshop will begin by looking at the performance standards for the new course, including the opportunity to discuss how these standards apply to the assessment design criteria. There will be opportunity to examine samples of student work completed within pilots of the new course and apply the performance standards to the assessment of these samples. Repeat of session 2.2 on Monday!

4.2 Slow Motion Video Analysis to Identify and Evaluate Biomechanical Knowledge of Performance for Skill Learning in Volleyball (or for the fun loving types Popcorn, Dory, Geckos, Eagles, Indiana Jones, Superman and Batman. Smile !) *Alex Whitehead, Tyndale Christian School (MY, SY, Stage 1)*

Using ICT to capture and critically reflect on your own volleyball skill learning progression. Have used this pedagogy in both our Human Performance Sports Science Course (Stage 1 and 2) and Senior PE. Very powerful in decentralising feedback and learning away from the teacher and helping the learner to actively engage in their own learning.. Holistically, develops transferrable capabilities, knowledge and understanding of theory, integrated into practical sessions to promote skill learning. Will provide resource material which you can take away and apply into your current courses and the new SACE PE. Suitable for beginners to experts. Middle School to Senior School. *Practical*

Session 4 continued

4.3 Innovative technology in Secondary Physical Education *Katie Gloede, University of South Australia (MY, SY, STEM)* – CANCELLED

This workshop will look at cross curricular approaches in PE with a major focus on STEM and new innovative technologies. The workshop will have a practical focus on creating your own Sports Code analytical window on AFL football. Participants will gain an insight into Connect workshops that can support their stage 1 and 2 PE subjects. A repeat of the popular 2017 conference session. *Practical*

4.4 Healthy Habits With Hannah Guy *Joss Rankin and Abigail Batten, Flinders University, Hannah Guy, Health Habits (MY, SY, Wellbeing)*

This session will explore trends that suggest an increase in sedentary behaviour as students enter adolescence and beyond and the potential broader impacts on student health and well-being. This builds context to engage in and analyse a practical approach to increasing physical activity levels as one potential avenue to address a range of physical, social and emotional challenges experienced by students. "Healthy Habits with Hannah Guy" was originally created to better prepare adolescent females for an outdoor expedition conducted during year 9 at a metropolitan Adelaide secondary school. We will engage in a practical session from the program and also discuss its evolution beyond a singular focus on physical activity with an opportunity for collaborative conversation to consider broader application in a range of settings. *Practical*

Lunch 12.00pm | 12.30pm

Session 5 | 12.35pm - 2.05pm

5.1 How can our students best explore, collect and analyse evidence of physical activity? *Danny Gloria, Gleeson College, Eulaly Allen, The Heights School and Felicity Newton, St John's Grammar School (SY, Stage 1)*

This session will present a range of technology and non-technology methods to collect data including GPS, heat maps, statistics sheets, Ipad Apps, video analysis and the analysis of drone footage. The session will also present innovative options of data collection that do not involve ipads/gps/heart rate monitors.

5.2 Maximising feedback and improving social skills with the Reciprocal Style C *Brendan SueSee, University of Southern Queensland and Joss Rankin, Flinders University (MY, SY)*

Reciprocal Style – C (from Mosston & Ashworth's Spectrum of Teaching Styles) is a style that can send feedback through the roof. It also allows teachers to meet many aspects of the ACARA HPE Achievement Standards and Content Descriptors relating to personal, social and community health that a typical Practice Style – B do not allow. *Practical*

5.3 Positive Mental Health-where can it fit in to your health program? *George Evreniadis, Adelaide High School (MY, SY, Wellbeing)*

In this workshop teachers will be able to share their experiences, strategies, resources etc. on this important health issue. You will be encouraged to utilize Seligman's Positive Psychology resources, as well as those suggested in Mind Matters, Beyond Blue, headspace and other agencies.

5.4 Assessment of Net & Wall Games using the AC:HPE *Rick Baldock, ACHPER (SA) (MY)* CANCELLED

This practical session will provide you with the opportunity to consider and trial the gathering of evidence of student achievement of movement concepts and strategies as well as social and emotional development. You will be provided with an array of assessment instruments and have the opportunity to work with other teachers to practice using these tools. Come prepared to participate in a modified tennis environment to learn more about these assessment processes. *Practical*

Session 6 | 2.10pm - 3.40pm

6.1 3 Discovery Episodes using a game based approach *Brendan SueSee, University of Southern Queensland (MY, SY)*

Although some may think of game-based teaching as a 'tactical' teaching style instructionally distinctive by an emphasis on one style (guided discovery), we demonstrate that it is more accurate to think of it as a range of teaching styles or a 'toolkit' of styles. Using Mosston and Ashworth's (2008) Spectrum of Teaching styles, we will discover that it is possible for three types of discovery learning to take place when using a game-based approach. In this session you will; See 3 types of discovery episodes, Participate in groups to create 3 discovery episodes, Demonstrate in groups your discovery episodes. *Practical*

6.2 Be You-creating a mentally healthy generation *Cheryl Peat, headspace in Schools (MY, SY, Wellbeing)*

One in seven young people aged between 4 and 17 has experienced a mental health issue in the past 12 months. The National Education Initiative - Be You was launched on the 1st November by Beyond Blue, headspace & Early Childhood Australia to support schools to make it easier for educators to nurture the mental health and wellbeing of all young people. This session will explore the Be You framework and wellbeing tools which are now available free for all schools.

6.3 Tennis for Secondary Schools: Promoting tennis within HPE as an educative experience for large groups of students from 7-10 *Shane Leathem, Tennis South Australia (MY)*

This practical workshop will explore Tennis Australia's Tennis for Secondary schools curriculum program. Participants will experience a select series of modified games and assessment tools from the following sections of the resource: MOVEMENT CONCEPTS AND STRATEGIES Playing the Game; ACTIVE AND HEALTHY Physical Activity, Fun and Fitness; PERSONAL, SOCIAL, AND EMOTIONAL Promoting Personal and Social Competence. These modified games are framed to meet the needs of individual learners and informed by a Game Sense approach. *Practical*

6.4 Learning Journey-The Power of E.F.F.O.R.T. (Errors, Feedback, Fun, Obstacles, Resilience, Repetition and Trying) in Skill Learning *Alex Whitehead, Tyndale Christian School (MY, SY)*

Looking into the design of assessment tasks that incorporate both high and lower order thinking. This session will be inclusive of the 21st century learning skills; creativity and innovation, research and information fluency, problem solving and critical thinking, collaboration and communication. Participants should be prepared for an interactive session. *Practical*

We wish to acknowledge our supporters -

ACHPER (SA) Partners:



Registration Form

Please Note: Registrations cannot be processed unless accompanied by the selection of preferred workshops (1st & 2nd preferences). Please complete this form and fax to 8362 9800 or **register online at www.achpersa.com.au**. Payment is required before the day. Please contact ACHPER (SA) on 8363 5700 or info@achpersa.com.au for any queries.

Cancellation Policy: Notice of cancellation received more than 48 hours before the event will incur a standard \$50 administration processing fee, any registration fees received in addition to this amount will be refunded. For cancellation notice received less than 48 hours before the event, registration fees unfortunately cannot be refunded.

Personal Details:

Name: _____ **School/Organisation:** _____

Email (required for confirmation*): _____

Phone: _____ **Mobile:** _____ **ACHPER Member (please circle):** Yes / No

Dietary Requirements: _____ **I agree to the cancellation policy above**

Fees (incl. GST, catering, handouts)

	1 Day	2 Days
ACHPER Member	<input type="checkbox"/> \$180	<input type="checkbox"/> \$310
Non - Member	<input type="checkbox"/> \$250	<input type="checkbox"/> \$385
Non - Member (incl. membership)	<input type="checkbox"/> \$310	<input type="checkbox"/> \$440
Graduate Teacher Member	<input type="checkbox"/> \$160	<input type="checkbox"/> \$260
Graduate Teacher Non - Member (incl. membership)	<input type="checkbox"/> \$245	<input type="checkbox"/> \$345
Student (incl. membership)	<input type="checkbox"/> \$60	<input type="checkbox"/> \$120

Half day rates are available upon request, please contact the ACHPER (SA) office.

If pre-paying: ACHPER (SA) ABN: 56 064 377 067

ACHPER Membership: Full (\$140), Grad 1st year (\$80), Grad 2nd year (\$110), Student (\$50)

Please note: ACHPER offers substantial discounts on resources and workshops, and many other benefits for teachers of Health and Physical Education. Why not get your school to cover your ACHPER membership? Join now! For further details please call 8363 5700 or [CLICK HERE](#) to download the membership form. **ACHPER membership is tax deductible**

Note: ACHPER does not have school memberships. Only individual teachers and other relevant professionals are eligible for membership.

Session Choices: Please book early to secure your session preferences.

Registration will not be accepted if 1st and 2nd preferences are not made. Please note sessions are subject to change due to the cancellation of speakers or insufficient session numbers. In the space provided please write your first and second preference for each session. When choosing sessions please take note of which sessions contain a practical component and require sporting attire.

					1st	2nd
Monday 3 December						
Session 1 - 10.30am - 12.00am	1.1	1.2	1.3		_____	_____
Session 2 - 12.35am - 2.05pm	2.1	2.2	2.3	2.4	_____	_____
Session 3 - 2.10pm - 3.40pm	3.1	3.2	3.3		_____	_____

Yes, I will attend the Conference Networking Function from 3.40pm - 4.40pm (free of charge)

Tuesday 4 December

Session 4 - 10.30am - 12.00pm	4.1	4.2	4.3	4.4	_____	_____
Session 5 - 12.35pm - 2.05pm	5.1	5.2	5.3	5.4	_____	_____
Session 6 - 2.10pm - 3.40pm	6.1	6.2	6.3	6.4	_____	_____