**Alicia Farrell:** Good afternoon, everybody, and welcome to today’s webinar, Introducing the Victorian Curriculum: Health and Physical Education F–6. My name is Alicia Farrell, and I’m the project officer in the Victorian Curriculum F–10 Unit, here at the Victorian Curriculum and Assessment Authority. It is my great pleasure to introduce you to the curriculum manager for Health and Physical Education, Dr Rachael Whittle, who will be leading our presentation today.

Before we begin, though, we will start with an acknowledgement of country.

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples’ spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to elders past and present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.

So, before we begin, we will... Sorry, before we get started, I’ll briefly go over some housekeeping. Firstly, please note that the chat function is only being used to share relevant information and links from the VCAA. You will notice that a Q&A box has been set up, so please use this to put your questions and comments in as this will help us ensure all your queries are attended to and we do not miss any questions. When you use the Q&A box, please make sure you select all presenters so that all panellists can see your questions as they come in. We will answer these questions in a few ways. Firstly, we may type a response directly into the Q&A box, which all participants will be able to view, or we will have a dedicated Q&A session at the end of the presentation, where Rachael will address these queries. The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording and the PowerPoint, plus a transcript, will be loaded onto the VCAA’s F–10 Resources web pages under the Professional Learning section.

So, without further ado, Rachael, I’ll hand over to you for today’s presentation.

**Rachael Whittle:** Thanks, Alicia, and welcome, everybody, this afternoon to today’s presentation, which, as you can see on the screen, the intent this afternoon is to give you an overview of the Victorian Curriculum for Health and Physical Education in the F–6 space, and, through doing that overview, to enhance your understanding of the role of the propositions, the focus areas, and we will also have a look at how we use these important documents in forming our assessment. As Alicia said, please ask questions as we go, or if you have something you would like clarified, please pop that into the chat or into the Q&A – sorry, into the Q&A – and we will get to that as we go through.

So, one of the things that I think is really important when we start to look at using the curriculum to plan our teaching and learning program is to understand the purpose of the different components. So, when you access the Health and Physical Education Curriculum on the VCAA’s website, the first page that you’ll come to under Health and Physical Education is the rationale and aims. Now, these are often really useful if, for example, you’re, you know, justifying the inclusion of Health and Physical Education in your program, or if you’re presenting to the broader community, your parents groups, to other staff – you want to really highlight the importance of Health and Physical Education in the curriculum. And the information contained in the rationale and aims will help you do that. The next thing that – if you keep looking through our page – you’ll see are the propositions. Now, the propositions are used as, if you like, pedagogical signposts. They help you direct your teaching in a way that supports the intended implementation or the intended enactment of our curriculum. So, we’re going to have a chat about the propositions today as well.

Then there’s the really basic structures around the curriculum. But understanding these allows us to understand how we, first of all, go about planning our program, which aspects are important... Important? I’m going to use a different word there. Which aspects are actually mandated – those that have to be taught – which are there as organising structures and which are there to provide examples for you, as a teacher, to develop your teaching and learning activities. So, the Victorian Curriculum for Health and Physical Education is divided into strands – two strands. And this becomes really important in Health and PE, because our strands are Personal, Community and Social Health, and Movement and Physical Activity. Now, essentially, we can have a look at those strands as what we might call Health Education and Physical Education. And I’ll talk more around how that becomes important in your planning as we go through today’s session. We then have the sub-strands, which then organise the content for us. Now, the sub-strands can be organising elements for you. They can be, if you like, broader, or concepts that you might assess against or report against. But essentially, they’re an organising element. And the final area that we’ll have a close look at today, and this is unique to Health and Physical Education, are the focus areas. Now, the focus areas are really important, because they provide a lens through which we’re going to deliver the content within our curriculum.

So, first of all, if I can get the page to change, as I said, we have our introduction and the rationale, the aims, the structure of the whole learning area, the scope and sequence charts... So, these are screenshots from our website. And I think Alicia’s put in the chat the link to the HPE Curriculum for you. One of the things that are really nice are the scope and sequence charts, because when we think about the Victorian Curriculum, we need to start considering it in terms of a learning continuum. And the scope and sequence charts allow us to see that continuum at a glance – so, rather than just honing in on a particular level. So, if you’re looking specifically at Levels 3 and 4, then you may lose picture of what students who haven’t yet achieved at Level 4 are doing and those who have already achieved at Level 4 should be doing. So, the scope and sequence charts provide a really good visual for you to be able to see, “What does that progression of learning look like for any student from F–6 and beyond?” So, the scope and sequence charts are really, really beneficial.

We also have a glossary of terms for Health and Physical Education, but we also have hyperlinks throughout the curriculum. And if you’re looking for a definition of something, if you click the link, it will eventually take you there. So, for example, if you click the link on the FN hyperlink, which is food and nutrition, it’ll take you to a definition of that. If you then would like a definition of something such as, you know, “What is a movement concept? What are the fundamental movement skills we’re talking about?”, each of the hyperlinks allows you to then get that information.

We talked about the structure of the curriculum. The level and band descriptions I think sometimes people just gloss over, but they provide a big-picture, if you like, description of what it is we’re really trying to get our students to do at that level. So, the band descriptions can be useful in helping you do some big-picture thinking in terms of your planning. And then, as we go down, the content descriptions are far more specific – the content that has to be delivered. And then, of course, the achievement standards are the standards against which we assess our students. What we are looking for is whether or not a student has achieved at that level or if they are still progressing towards the level. So, we’ll talk about assessment a little bit more later this afternoon.

There’s some definitions there around the achievement standards – you know, “What should students typically be able to do?” And they are the basis of reporting. So, one of the questions that came through earlier, before the webinar started, was, you know, “What do we assess in Health and Physical Education?” Well, we assess students against the achievement standard. That’s the very broad term. And what that actually looks like, we can talk about as we go through.

As I said, the content descriptions provide the information, the knowledge, the content, that students are expected to learn. The elaborations – they are examples. They provide examples of how you may deliver the content in your teaching and learning program. I spoke about the level and the band descriptions providing that big-picture structure for you, and the strands and the sub-strands.

So, when we look specifically at the actual information where you’ll find it – and I know Alicia has been providing these links for you – you’ll see a home page on the Health and Physical Education Curriculum and you’ll see where you can find the information in the left-hand side. So, scrolling through there, you’ll be able to access any of those documents that I just spoke about.

Now, as I said earlier, one of the things that I wanted to spend a little bit of time on this afternoon is an understanding of the propositions. So, Physical Education...Health and Physical Education is underpinned by five interrelated propositions. The first is to focus on educative purposes. The second – to take a strengths-based approach. The third – to value movement. The fourth – to develop health literacy. And the fifth – to include a critical inquiry approach. So, as I said to you, these act as pedagogical signposts. Now, one of the things that... And you can do some more reading on each of the propositions. We have explained each of those, again, on the website. But the propositions, they’re based in research. So, they are an evidence-based, if you like, framework for our curriculum. When we think about each of them individually, we can think about what they allow us to do in our teaching and learning programs. So, “Focus on educative purpose” might sound like or seem like a really obvious thing to say. However, one of the things that we want to make sure is that all of the teaching and learning activities that we develop in order to implement and enact the curriculum have an educative purpose.

Now, this may be something along the lines of you’re doing an activity with your students, and the activity itself is a warm-up activity. One of the... The proposition will then ask you to consider, “What is the educative purpose of that warm-up?” Now, it might be that you’re doing... You know, at Foundation level, part of the curriculum talks about students naming body parts. It could be that you integrate that content within the warm-up activity. As students progress along the continuum, by the time they’re at Level 5 and 6, students should be able to identify, you know, changes in their body as a response to exercise or to physical activity. So, if you have...each time, if you ask yourself, “What is the purpose of the activity that I am doing?” Whether it be a practical activity or a theoretical activity, it doesn’t matter. So, keeping in mind always that we have an educative purpose to the things that we are doing with our students.

The next is to take a strengths-based approach. So, one of the things we do know about Health and Physical Education is that if we work with what our students already have and continue to build that, then we are going to have greater outcomes for them, greater health outcomes for them. So, taking a strengths-based approach means that we start with what our students can already do and we build from there. So, rather than taking, if you like, a deficit model – for example, rather than saying to students, “You need to be physically active so that you don’t get type-2 diabetes or you don’t get cardiovascular disease or you don’t develop obesity or become overweight” – rather than that approach, a strengths-based approach is saying, “Do you know what? 96% of our kids in Australia actually experience really good health. So, what can we do to build on that?” So, we’re going to talk to our students about, “We need to be physically active because it enhances our physical health, it builds our mental health, it helps with our resilience, it allows us to develop social connections.” So, this whole notion of a strengths-based approach is saying to your students and to yourself, “Let’s start with what we’ve got and build on that,” rather than that very negative deficit model. And the whole curriculum is framed in that way. And when you start looking at things like our content descriptions, you know, it’s about building skills and capacities to stay healthy. OK? So, it’s in the language that we use. And that should start to frame some of the teaching and learning activities that we use.

I know it should be an absolute given that we value movement. But, you know, a lot of the research will suggest that even in any physical education class, students are only active for about 50% of the time. So, keeping in mind that we value movement, we want to keep kids moving. We want to keep them participating in activities, a broad variety of activities, and show them how important it is that we value movement in our everyday lives.

We also want to continue to build our students’ health literacy. Now, when we think about this and we think about what decisions students need to make from a very young age, right through their life span, in terms of understanding, you know, “What is a good decision for me to stay healthy?” And this might be around, you know, food supplementation, it might be around forms of physical activity, it might be around medications that they are taking or risks that they are taking. And we want students to have the knowledge that when they are confronted with a message, regardless of what the message is, regarding their health, they need to have the skills, knowledge and understanding to interpret that message correctly. It’s not just as simple as being able to identify, you know, fake news or fads on the internet that are being promoted, you know, as the latest go-to for, you know, health-related things such as, you know, weight loss, or the physical activity trend, whatever it might be. It’s more about students being able to identify what the message is and to understand what the health message is in terms of the impact it will have on their own health, on the health of others, and the health of the broader community. So, developing health literacy underpins much of what we do in Health and Physical Education.

And the final proposition is to include a critical inquiry approach. And again, this is a...an underpinning concept which will help in the development of your teaching and learning program – so, asking students questions and allowing them to find the answers, asking students to consider, you know, investigating and forming questions themselves, and getting them to ask questions of their peers. So, allowing students the opportunity to use a critical inquiry approach in their understanding of many of the concepts in Health and Physical Education, and not just those which would sit in the Personal, Social and Community Health strand.

So, the next element, if you like, of the curriculum that assists us in our planning, assists us in the implementation of the curriculum and, again, is unique to Health and PE, are the focus areas. So, the table you can see on the screen highlights each of the focus areas, and where it needs to be included for your teaching and learning program across each level. So, I think the best way to describe the focus areas is that they’re a lens through which you teach. OK? But the intention is that you would teach across a number of focus areas for any given content. So, for example, if you are looking at food and nutrition... Um, sorry, let me rephrase that. So if, for example, you’re looking at, you know, inclusivity and cultural diversity, you might have a look at it through the lens of food and nutrition and how different cultures use foods and different foods in their celebrations. You might also look at it from the perspective of mental health and wellbeing, and how important it is to stay connected to your culture and your social setting for your mental health and wellbeing. You know, it might be that you look at it from the perspective of alcohol and other drugs, and the use of alcohol in different cultures and different celebrations. So, the idea of the focus areas is that they provide a lens through which we can teach our content.

Now, you will notice that not all focus areas are addressed at every level. So, for example, we don’t do challenge and adventure activities with our Foundation and Level 1–2 students. We don’t actually do games and sport with our Foundation or Level 1–2 students. And there’s a really good reason for that. Same as lifelong physical activities is not covered in Foundation and Level 1–2. But you’ll notice that fundamental movement skills are. And that’s because, developmentally, we know that students need to develop fundamental movement skills first before we can open them up to a whole range of different physical activities. So, the focus really should be, at Foundation, 1, 2, 3, 4 and even into 5, 6...is absolutely refining those fundamental movement skills before progressing students on to sport-specific skills, to adventure and challenge activities, to different movement concepts, etc.

The other thing that you will note in terms of our focus areas is that, in alcohol and other drugs, and relationships and sexuality, they are included from Foundation right across to Level 10, but they have a slight caveat on them. So, alcohol and other drugs, it’s really important at those lower levels to think about the safe use of medicines, to think about how we store those medicines, to start to get kids to understand that, you know, you don’t self-medicate at that age, and why it’s important to ask a trusted adult. So, we are teaching alcohol and other drugs at these lower levels, but it’s age-appropriate, specific content. Same with relationships and sexuality. Relationships, and particularly respectful relationships, is included at every level of the curriculum. And Foundation to Level 2 students are certainly able to start thinking about, you know, “What makes a good relationship?” because that relationship might be with their friends at school, it might be with their grandparents or their parents or their siblings, or anybody else who they come into contact with. So, having a focus on relationships all the way through and building those skills and capacities for students to understand what contributes to respectful relationships, is something that we need to focus on across all years of schooling.

So, this slide shows you our two strands and our sub-strands, So, as I said before, essentially, our sub-strands are organising elements, so they place the content within an umbrella term, if you like. So, our Personal, Social and Community Health sub-strands look at “Being healthy, safe and active”. And that sub-strand has, you know, so much scope to teach across a whole range of areas. So, the content in there, you might deliver it through, as we talked about before, the use of...safe use of medicines. But it could also be about the safe...you know, being safe in aquatic environments or being road safe and all of those things. “Communicating and interacting for health and wellbeing” – it’s about building those skills that students need to work with others and to be able to communicate those feelings, to develop the capacity to have some resilience when things don’t...go wrong, to identify their own personal strengths and weaknesses. So, that all is sort of housed, if you like, under the umbrella sub-strand of “Communicating and interacting for health and wellbeing.” And then we have “Contributing to health...” It should say, “..healthy and active communities.” So again, that notion that students start to understand – that being physically active is not just about being on the sports field, or it’s not just about being in the PE class. It’s about our community being active. It’s about opportunities for understanding how different cultures are active in different ways. It’s about using our indoor, outdoor and aquatic environments to their full potential in terms of being active.

The Movement and Physical Activity strand – broken into “Moving the body”, “Understanding movement” and “Learning through movement”. And the intent there, obviously, is that we are valuing movement in every aspect of the Movement and Physical Activity strand of the curriculum. Now, I said earlier that one of the things that has happened, and I’m going to touch on this now, because the visual works really well, much of the content in Personal, Social and Community Health is colloquially, if you like, called Health Education. And then the content in Movement and Physical Activity is very much your PE content, if you like. Now, the requirements around reporting, particularly if you’re in a government or Catholic school, are that you must report on Physical Education in every semester of every year, from F–10. OK? So, therefore, every single student should be doing Physical Education every year, every semester, F–6. And that is reportable. It’s assessable and reportable. So, what tends to happen is that we report on the content associated with Movement and Physical Activity, and that’s perfectly acceptable to do that.

The other side of the coin is our Health Education. And in Health Education, the requirement is that you assess and report against student achievement in Health when it is taught in a two-year band. So, for example, you must teach the Health component – or the Personal, Social and Community Health component – of the curriculum at Foundation level. If you do that in one semester, then you would only report on that in one semester. As students go through their years of schooling, if, for example, your school offers two units of Health across...I’m going to say Years 3 and 4, then you would report on the Personal, Social and Community Health achievement of your students wherever it is taught. So, if that happens to be in semester one of Year 3 and semester two of Year 4, then that’s where you would report on it. If you are teaching Health in every semester of every year, fantastic – that’s great to hear. And, obviously, you would report on it in every semester of every year. But the requirement is you report on the Health component when it is taught in a two-year band, and Physical Education every semester of every year.

Just going to take a drink and just see if anyone’s got any questions on that so far.

Alright, I shall keep going. Alright, so, now we’re really down to... You know, I often get, “Well, what do I teach? What do I teach?” So, in Health and Physical Education, as I said, it’s the content descriptions that tell us the content that we need to teach. So, here you can see, on the screen, we’ve got the content description in... this example is coming from “Learning through movement” and we can see the achievement standard at Levels 1 and 2. Now, it’s really important that we read these two pieces of information together, because it’s not intended that they sit separately. So, theoretically, what we want to do is look at the achievement standard and we say, “By the end of...” When students have achieved at Level 2, they should be able to do these things. They should be able to “recognise how strengths and achievements contribute to identities.” They should be able to “examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.” That’s what students need to be able to demonstrate that they can do. We then go back and have a look at the content description, and say, “OK, so these are the skills, knowledge and understanding that students need to have in order to demonstrate that achievement.”

This one here is specifically about “Learning through movement”. So, students need to “Use strategies to work in group situations when participating in physical activities”. Now, that’s quite, um...quite broad. So, “Use strategies to work in group situations”. OK? And the context is in physical activity. So, that could be that you are looking at using a model where students are, for example, in Levels 5 and 6, it might be that you’re getting kids to work on a CPEP unit and they take on different roles. So, they’re looking at strategies to work together in that group to achieve the outcome, which might be your grand finale for your CPEP unit, or something like that. But it can also be that you have students working in a small group at Levels 1 and 2, if you like, where students have to work in a group to come up with a movement sequence that incorporates different fundamental movement skills, or incorporates elements of dance, if you like. And they have to work together to bring that performance to life. It could be that students are working on a tumbling routine or they could be working on a...you know, an obstacle course. There’s lots of opportunities and the curriculum doesn’t tell you how to deliver that. The curriculum says, “This is what the kids need to be able to do.” Then we hand it over to you, as teachers and professionals, to come up with what you think is going to be the most appropriate learning context for your students in the situation in which you teach. OK?

We do help a little bit. And you can see the circle there around the code. And if you click on the code within the curriculum, it will take you to the elaboration. So, the elaborations provide you with some ideas of how you may deliver the content description. So, there are examples there. But please note that the elaborations are just examples. There’s plenty of other opportunities that you could use to deliver the content. So, the content descriptions, the achievement standards, are mandated. These are the things we have to do. The elaborations are examples of how you may do that, and you certainly don’t need to do them all.

When you do, then, go into the elaboration... So, in this one, it... “Propose a range of alternatives and test their effectiveness when solving movement challenges.” So. we want kids to do trial and error. Essentially, that’s what this...this content description is saying. Get them to test things out. It’s got to be in a movement context, but get them to test things out. Now, we’ve provided some ideas of how you might get kids to do that, OK? And then we’ve shown the focus areas which would apply. Now, remembering that the focus areas are not discrete little topics, if you like. You’ll see that we have here that fundamental movement skills, rhythmic and expressive movement and active play would all be appropriate contexts through which to teach this elaboration. So, “asking for and responding to feedback from peers or teachers on their performance.” So, it could be that they have done a dance or a gymnastics routine or a tumbling routine. It could be that they have played a game. It could be that they have demonstrated their fundamental movement skills. It could be that they’ve done all three of those things in one context.

So, again, it doesn’t need to be this very discrete little packet of information. It can be far broader. So, it might be that you are doing... Let’s say, for example, at units 1 and 2, you have a circus unit of work. So, your unit is a circus unit. And through that circus unit, your students are developing fundamental movement skills. They’re doing...you know, they might be doing some active play. They might be doing some rhythmic and expressive movement, whether it be through... you know, they’re using scarves or they’re using hula hoops, they’re manipulating objects. All of that can be taught through that one unit. So, it’s not like we say, “Fundamental movement skills is the unit of work” or “Active play is the unit of work.” No, the unit of work is that other context – as I said, the circus school or the...we’re doing a dance unit or we’re doing an invasion games unit. And then we start thinking about the focus areas that we’ll use to deliver on that.

Then, if you keep clicking, as I said, all the hyperlinks in the curriculum will lead you further and further to information. So, in this aspect, if you click on any of the hyperlinks for the...for the focus areas, it’ll then give you a description of the focus area. OK, so, this one is about “Active play and minor games”. And you can see there what we mean by “Active play and minor games”. So, it’s about providing as much information as we can to teachers to support them in their implementation of the curriculum.

Earlier, I spoke to you about the beauty of the scope and sequence charts. So, you can see, this is the Foundation right through to Level 4 scope and sequence chart. You can see that when you come across, there is clearly an increase in the complexity of what students are doing. But you can...you can actually, if you like, draw a line and show how the concept that is being delivered in the content is actually developing as students go...students progress along the learning continuum. So, while students might be considering...they’re identifying their own personal strengths, as they move up through the levels, it’s how they can actually describe those. So, they might be able to say, “I’m good at sport.” And then, as they go up the levels, they can identify what it is that they are good at. And it might be that, you know, children are able to describe to you, the reason that they think they are good at sport is because they get along nicely with everyone and everyone gets a turn and they’re very inclusive. But somebody else might describe to you that the reason they think they’re good at sport is because they can kick the football a long way. So, what we’re trying to do is get kids to identify, “What do you see as your personal strength? Now describe it to me.” So, they’ve got to actually think about what it is that they do really well and why they think they can do that really well. There’s obviously more in there. There’s a very, very brief example for you. And then that continues on. OK?

So, the idea is that we build a concept – we build a concept across our levels of the curriculum. There are some that start a little bit later than others. And you’ll see that particularly at Foundation level. We have less content in Foundation level, because, you know, they’re little, they’re preppies and they’ve got lots going on. Generally, they’re preppies and they’ve got lots going on. So, we have less content at Foundation level.

The other thing to note, and I think this is really a reason why I quite like the scope and sequence charts, is that if you are teaching at Level... Let’s go with Year 2. So, let’s say you’re teaching your Year 2 students, then, theoretically, yes, you will be pitching your teaching and learning program at the Level 1–2 curriculum. However, as we all know, there are going to be students in your class who are not ready yet for that content, and there are going to be other students in your class who are well and truly beyond that content. Now, what the scope and sequence charts allow us to do is to see what it is we could be doing for those students to allow them all to progress somewhere. So, for example, if we have a student in our class and you’re looking at moving your students towards Level 2, and the student is not yet there, then you might rethink the teaching and learning activity, or tweak the teaching and learning activity, so that the student can actually achieve at Foundation level first. So, you’re looking at what it is they’re expected to do at Foundation level and going, “OK, I’m going to provide them with the opportunity to do that, and when they’ve done that, when they can achieve that at that Foundation level, then I will continue to progress them towards the Level 1–2 content.”

And same for those students who are already achieving at Level 2. What can you do to continue to progress the student? Well, the scope and sequence chart means it’s quite easy to look across and say, “Well, if they can explain it here, at Level 2, they have to be able to describe, they have to be able to...” It might be evaluate, it might be that they have to participate in something different. So, we can have a look across the scope and sequence to see what it is we can start to do to cater for all of the students within our class. Because, once again, what the intention is is for every student to progress, OK? So, every student should be provided with the opportunity to progress towards the level they are working towards. So, if your students are working towards Level 2, fantastic – that’s great. Your teaching a learning program should reflect that. But we have to remember the students on either side of those levels. You can obviously then go Levels 5, 6, 7, 8, 9 and 10. So, we can have the whole continuum in front of us.

To go through that, or to provide a better visual, hopefully, of that, what I’ve done is I’ve pulled out one aspect of what students need to be able to do. OK? So, for example, at Level...at Foundation level, students need to be able to “perform fundamental movement skills”. OK? I think one of the things that we have to acknowledge here is, too, that it doesn’t say...firstly, it doesn’t say which fundamental movement skills students have to be able to perform. It doesn’t say how well they have to perform them. It doesn’t say how accurately they have to perform them. They just need to be able to perform them. So, I think we need to remember that, when we’re assessing our students, those types of decisions are very much up to us, as teachers and as professionals. So, it might be that when you’ve done your planning, you’ve decided, at Foundation level, that students are going to focus on balancing, running, leaping, catching and throwing. And that would be enough for those students, because then, as they move into Levels 1 and 2, they start to demonstrate those in different situations. So, if you have to throw a ball in a different situation, it might be that you have them doing a... At Level 1 and 2, you wouldn’t be doing that. It might be that you’re using different implements or they started with throwing and catching scarves or balloons, and now they’re moving on to, you know, a bigger ball, or those students who are actually really competent at throwing and catching a bigger ball might be moving on to a smaller ball. So, we can start to work within these broad descriptions to make sure that what we’re providing for our students is very, very specific to their learning needs.

As we continue on the continuum, you’ll see that students then start to refine those fundamental movement skills. So, it’s an interesting concept. When you actually look at the curriculum, the expectation is that if students have achieved at Level 4, then they are demonstrating fundamental movement skills in a fairly refined manner. Because when we move on to Levels 5 and 6, we see that they are then expected to start performing specialised movement skills. And, hence, the reason you see the transition, then, from games and active play, from fundamental movement skills as a focus area, into your more, if you like, traditional games and sports as a focus area as you go up the levels. So, you can see – and you can do this for any aspect of the curriculum – how it is increasing across the levels.

This...the achievement standards, then. So, if we were... Sorry. The achievement standards need to be read in conjunction with the content descriptions. So, previously, that’s one statement out of the achievement standard that I’ve pulled out to have a look at. Now, when we look more specifically at the content that underpins that aspect of the achievement standard, we start to see what it is we have to teach students in order for them to demonstrate the achievement standard. So, if a student is going to demonstrate that they can perform fundamental movement skills at Foundation level, then we read the accompanying content description, and it says that students “practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings.” So, for a...for your teaching and...your program planning and your unit planning, you need to start thinking about, “OK, well, let’s break that down.” They have to have the opportunity to practise their fundamental movement skills. OK? We also have to provide students with the opportunity to develop movement sequences using different body parts. OK? So, we want to do a variety of things. And then, the last little piece of that puzzle is “indoor outdoor and aquatic settings”. So, at Foundation level, we need to provide students with the opportunity to be moving and enjoying and participating in a whole range of physical activities in three different settings. OK?

Now, one of the things that you will notice as we go across – and these obviously increase in complexity from Foundation to Level 5–6 and beyond – you’ll notice that at each level, we talk about aquatic settings. And, obviously, that is why...or where, sorry, our swimming and water safety comes into the curriculum. So, when you’re thinking about the development of your program and how that might look, then it is this content description that is the one you would use in terms of developing your swimming and water safety program within your school. But again, it’s the increasing complexity. It’s acknowledging that if a student can’t, or is not ready to, practise and refine, then we need to give them the opportunity to perform those skills in different situations. OK? So...and, again, if they are able to refine their fundamental movement skills in different movement contexts, then we need to allow them the opportunity to do more specialised skills. And as I said, this, this occurs in all aspects of the content descriptions and the achievement standards. We see that increasing complexity.

Alright, I’m just having a quick look at my questions, to see if there’s something else or something I need to highlight to you before we move on to assessment. One of the questions that came through is, you know, “How do we support students with additional learning needs?” And I’m hoping that that description or that understanding of the curriculum as a continuum does aid in that discussion. But one of the things about the Victorian Curriculum is that it is not tied to a year level. So, every student in Grade 2 is not necessarily working towards Level 2. So, therefore, if you have students with additional needs, there’s nothing that is stopping them from achieving at, for example, Foundation level, and providing opportunities for them to achieve at Foundation level. If their learning needs are greater than what would be in the F–6 or F–10 curriculum, then you could have a look at the A–D curriculum, which has been developed for students with quite significant additional needs. But it might be that you just need to provide an opportunity for your student to achieve firstly at Foundation level, and then continue to grow them from that point on. So, the idea of the continuum means that it doesn’t matter where the student starts, we can give them or provide them with the opportunities to continue to progress their learning.

One of the other questions was around planning advice, and I’ve given you a snapshot, if you like, of the entire curriculum and how it’s structured and how that will impact on your planning. The other thing that the VCAA are currently developing is a series of online modules for teachers in the F–6 space, particularly...with a particular focus on Physical Education and planning your program, from big-picture two-year planning right down to your individual unit planning. Those modules are very, very close to being published. And as soon as they are ready, it will be an opt-in, so you can opt in to one module or the other. You don’t have to do them sequentially. You only go in... So, you guys might not do the Introduction to the Curriculum module, because you’ve attended this one, or you’ve listened to this...this webinar. But you might go straight into the Unit Planning, How to Use the Propositions in Your Planning and, finally, Assessment. So, those modules are coming and they will...when they are published, we’ll put a notice in the F–10... I was going to say subscriber, but it’s not called that anymore. The F–10 Update I think it is called. Alicia might put the link, so that if you haven’t signed up to that, that you might like to. So, that’s where we share lots of our information around...around any professional learning that we’re offering, or new resources that we have.

Abby’s asked a question – “Will they do modules for Health as well or just PE?” Abby, the modules are generic enough that, if you are planning a program, the principles for planning will remain the same. The specific examples in these modules are actually more PE-based, and I think that’s one of the difficulties with F–6 Health and Physical Education, is who is actually responsible for delivering on the Personal, Social and Community Health aspect of our curriculum. I suppose, in that space, the one thing I will say is that if your school is meeting the mandate for Sport and Physical Education, it’s really important to note that the delivery of the Health component of the curriculum sits outside that time frame. So, there is an expectation that the Personal, Social and Community Health strand of the curriculum is delivered outside the mandate for Physical Education and Sport Education. And in most cases, it would be delivered by the classroom teacher, maybe in conjunction with the Physical Education specialist, if you’re lucky to have one, or in consultation with. But it certainly isn’t intended to be taught within that allocated PE time.

OK, so, moving on to assessment... The most basic, I suppose, um...the most basic thing about assessment and the Victorian Curriculum is that we assess against the achievement standards. OK? So, the achievement standard describes typically what the students are able to understand and do. And, therefore, it is that statement that we want to know if kids can actually do or not, OK? Any assessment is the measurement of how well a student has then demonstrated, you know, the knowledge, skills and understandings within the achievement standard. And, regardless of the type of assessment, it is a point-in-time measure. So, if you are assessing your students now and you say they are progressing towards Level 2, then when they get to the next assessment, then they should be given the opportunity to demonstrate that they’ve either achieved at Level 2 or maybe they are still progressing towards Level 2, or they’ve achieved Level 2 and they’re progressing towards Level 4. So, it’s important to remember that our students are either achieving at our levels or they’re progressing towards the next level.

One of the things that that then impacts on is, “What evidence do we actually collect and how do we use that evidence to determine where our students are?” So, for example...when we think about assessment and we think about putting the student at the centre of what we do, we’ve talked about the curriculum. The curriculum is WHAT – OK, what it is the students have to know. Your pedagogical approach, or your instruction, or your teaching and learning activities, that...that’s the HOW – so that’s what you’re going to do, how you best see fit to deliver the curriculum. When we assess our students, that’s about HOW WELL the student has learnt that specific content. And then, when we report on that, we’re going to be reporting on WHERE the student is on that learning continuum. So, when we think about the assessment, it’s the HOW WELL. It’s the...very much about collecting the evidence to determine how well a student has done something.

So, in terms of how this all fits together, assessment, curriculum and pedagogy all sort of go hand in hand. You can’t have one without the other. So, the achievement standard talks to us about what students have to be able to do. So, again, I’ve picked out the fundamental movement skill example here, OK? That’s what students have to be able to do. The content is the WHAT. So, “What is it you’re going to teach to allow students to demonstrate that?” And then the activity that you use is...the pedagogy you choose, the approach you adopt, is going to be what you actually do with your students. So, if a student has to try and move through a range of obstacles... This is...this one’s actually in water. So, the idea is that they have to swim through a hoop and under a mat and then come back up the other side. So, that activity is allowing them to perform fundamental movement skills in aquatic settings, which is allowing them to demonstrate the fact that they can actually use different fundamental movement skills to solve a challenge. The challenge is to get through the obstacle course. So, you have allowed your students, through this activity, the opportunity to demonstrate their knowledge and skills, and to demonstrate achievement of the standard. So, the three things need to tie together. So, you should always start with the achievement standard – this is what kids need to be able to demonstrate. This is the content that they have to...they have to develop the knowledge, skills and understandings about. And then, finally, the activity that you use is the last piece of the puzzle. It’s the thing that you are going to determine after you’ve worked out, “What do they have to do? What do they have to know in order to do that? And how am I going to give them the opportunities to do that as well?” So, the activity is where you have all the choice, and that’s where all your creativity and your flexibility and the autonomy of teaching comes into it. We’ll mandate both the achievement standard and the content descriptions, and then give you the fun bit – the creativity of how you’re going to do that.

So, when students are demonstrating achievement – I quite like this, I think it’s really straightforward – what can the student do, say, make or write? We use...we rely on ‘write’ an awful lot. But in Physical Education we have the opportunity to really hone in on what they can do. So, a student can demonstrate to you that they can...that they can achieve the standard in a myriad of ways. They can perform something. They can do the actual skill. They can talk to you about it. They can do an oral presentation. They can have a debate. They can answer your questions. They can make something. You know, it might be that they’re making an obstacle course for their peers to go through. It might be that they’re making a model of something. It might be that they’re making a pyramid or they’re making a balance. There’s lots of things that students can do. But essentially, when we are collecting evidence of student achievement – do, say, make or write. Show me what you can do, what you can say, what you can make, what you can write. So, we give those students every opportunity to demonstrate achievement.

We also then want to think about, in terms of what a student is demonstrating, the amount of feedback we give them, so that they can continue to progress. So, we don’t say...we don’t say to our student, “You’ve achieved at Level 6 in Grade 3, Well done. Let’s not do anything else with you.” What we say is that “That’s fantastic. You’re demonstrating specialised movement skills in a range of contexts. What is the next thing I can...what can I give you else to do? How can I progress your learning? Because you’ve achieved at Level 6, I need to think about what you can do, say, make or write to demonstrate at the next level,” which would be progressing towards Level 8.

Something to keep in mind that, um, particularly...not just in our learning area of Health and Physical Education, but anywhere, assessment needs to be part of our regular teaching and learning program. It should be ongoing. It should be low-risk. It should be continuous. So, we want to constantly be looking at where our students are, and providing them with those opportunities to continue to progress. Assessment can clearly improve student learning, but we have to provide them with the feedback of what they’re doing well, what they need to improve on, and what it is they should continue to practise. There’s no set assessment method. There are many, many tools for assessment.

One of the questions that did come through was, you know, “Where do I find formal or standardised assessment?” Well, we don’t have formal or standardised assessment in the F–10 curriculum. You know, we have many tools that you can use. So, you know, you can use something as simple as a traffic-light system. You can ask your students to do an exit slip when they’re leaving your class. You can ask them to do a...you know, perform something for you. You can use a checklist to have a look at their fundamental movement skills and whether or not they are actually demonstrating those by ticking off each of the different phases. You know, if you are looking at fundamental movement skills, the CAMSA tool is an objective measure of fundamental movement skill capacity. But again, as a teacher, what you’re essentially doing is watching the student perform and making a judgement on how well they are doing that. Remember, we’re collecting evidence on how well the student demonstrates the skill. So, there are a range of methods used.

You know, again, the VCAA are in the process of developing our Digital Assessment Library for Health and Physical Education, and that will have a bank of assessment items, which currently are being developed for the Personal, Social and Community Health strand of the curriculum. So, you will have items that have been reviewed and piloted in order to support your assessment – particularly, as I said, in that Personal, Social and Community Health strand. So, they are coming.

But other types of assessment – you know, you can do...you can ask students to develop or to do an inquiry task or a research task. Or they might be doing, you know, a visual representation. The method that you use will be specific to the students that you have in front of you, to the resources that you have available, to the unit or the context of which you’ve chosen to deliver the curriculum. The important thing is that the assessment does align to the curriculum outcomes and we’ve talked about the alignment between the achievement standards and the content descriptions. That’s really important. Good assessment is real-world, so it doesn’t put kids into a situation where they think, “This is completely unrealistic.” So, we want authentic, real-world challenges for students and, obviously, we provide feedback to our students after the assessment has been done.

One of the things that we get a lot of questions about at the VCAA is, “What does it look like in between achievement standards?” So, you know, you’ve got a student who’s achieved at Foundation level but they haven’t achieved at Level 2. What does it look like in between? And a question did come through prior to today about, “How do we report against progression points?” And the simple answer is we don’t. We haven’t used progression points for many, many years in the Victorian Curriculum. But what we do do... ‘Cause we do acknowledge that because our curriculum spans a two-year band, students are going to be in between for a period of time. So, when you are partially through teaching a level and a student hasn’t yet achieved the next level, we use what is called indicative progress. Now, we’ve developed a whole range of templates to help you with determining what progress a student is making. And these are available on our website, which I’m sure Alicia will throw into the chat for you. And essentially, what we’re saying is... The curriculum area, that’s a given. We’re talking about Health and Physical Education. The context – this is you. This is what context you are going to use. So, is it an invasion games unit? Is it a healthy me unit? Is it water safety? Is it a circus unit, a dance unit, whatever it might be? Or a CPEP unit? That’s your context. Then you identify the content descriptions that relate to the area that you are looking for, and the achievement standards above and below. So, if a student has already achieved at Foundation level and are working towards Level 2, what we want to identify is what it looks like in between – that indicative progress in between the levels.

So, this is an example of... It is actually a swimming and water safety example. The content descriptions have been pulled out for you. You’ll notice here that there are four. Now, the reason... Often.. I’m going to take a step back. Often, I would suggest you’re probably only going to have one or two content descriptions for each unit, because you don’t want to try and do everything in every unit. You don’t have to teach the entire curriculum and every content description and every aspect of the achievement standard in every unit. You can pick out the bits which are most appropriate. But with swimming and water safety, we’re going to draw on the Personal, Social and Community Health strand and the Movement and Physical Activity strand because we’re looking at swimming and water safety. And there’s a whole heap of resources on our website, and a tool kit that we’ve developed in conjunction with LSV, around the alignment of the curriculum requirements for Health and Physical Education with the National Framework for Swimming and Water Safety. So, that’s a really useful resource as well for swimming and water safety in F–10.

But, as you can see here, once you’ve identified the learning area, the context, the content description, you then start looking at what it looks like in between. So, if a student can do and achieve the achievement standard – I used “achieve” twice – at Level 4, they haven’t quite successfully achieved at Level 6, what does it look like in the middle? And the indicative progress templates can help you to articulate that. And I think I saw, Alicia’s put those in the chat.

So, as I said, we do have those swimming and water safety activities that you can access. We also have a series of posters for F–10. And if you’d really like a hard copy of them, you can either email me or the F–10 Unit and we can send them out. But the assessment posters break down each of the sub-strands in the Movement and Physical Activity strand of the curriculum, and give specific examples of what you might actually be assessing students against. So, they are available on the website and you can download and print them – that’s fine. But if you’d like a hard copy, just let us know.

We also have cross-curricular resources around Respectful Relationships, which is very topical at the moment, Home Economics and Dance. And what I will say is that if you are...if you are...if you are...if you are delivering the HPE curriculum in its entirety, then you will address all aspects of the Respectful Relationships program. It shouldn’t be seen as an additional thing that you have to do. It is embedded in Health and Physical Education. Victoria was one of the only states who actually put Respectful Relationships in their curriculum. So, those resources will show you how you can...and in terms of personal and social capability as well, how you can deliver Respectful Relationships through a Health and PE program.

Our Home Economics resources are units of work, and they are now accompanied by the assessment tasks to go with those. And they have just been published in the last month, and we’re currently collecting some work samples to go with them. So, they will be coming soon as well. And the Dance ones are looking at the cross-curricular relationship between the arts and Health and PE.

The indicative progress templates, Alicia put the link in and it’ll be there for you. Formative assessment resources – there’s some fantastic Health and PE ones. There’s videos, there’s rubrics, there’s tasks. There’s the formative assessment guide. All of those things are on our website for you. And, of course, frequently asked questions.

Alright. So, just a snapshot. The Victorian Curriculum for Health and PE is underpinned by five propositions. It is separated into two strands and...it has... Sorry, the five propositions are there for you, the two strands, and then all of that is underpinned by the 12 focus areas – so the lens through which we look. So, that’s just a visual of what the Health and PE Curriculum actually looks like.

I have placed...and I think we’ve placed there the links to the F–10 Curriculum. My role is curriculum manager. I won’t be in this role for very much longer. So, until we have a new contact for you, please forward all queries to the F–10 Unit. And, also, the link to the F–10 Curriculum Update has been placed there as well for you. And I think Alicia put that in the screen. I’m having a quick look, ‘cause I know I’m nearly out of time, in terms of questions that were asked. I think I’ve covered off on everything. So, it was about assessment and about planning and about reporting. And we’ve talked about all of those things.

So, unless there are any other questions, I am going to say thank you very much for your time this afternoon. And please let us know if there’s anything else we can do to support your teaching and implementation of the F–6 Curriculum in Health and Physical Education.

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