10

STEPS TO PDHPE PROGRAMMING

1

COLLECT LOCALISED EVIDENCE

Identify the priorities for your students and your community, data collection methods and sources.

2

COMPARE NATIONAL & STATE RESEARCH TO LOCAL EVIDENCE

What information does the evidence provide and how does it compare to local evidence collected?

3

PRIORITISE THE STRENGTHS AND NEEDS OF YOUR STUDENTS

Consult with your students to check evidence matches their priorities and needs.

4

CREATE A UNIT OF LEARNING FRAMEWORK

Choose a stage of learning, identify suitable key inquiry questions and map relevant outcomes to create a framework. Identify a learning focus.

5

MAP RELEVANT SYLLABUS CONTENT

Map stage appropriate syllabus content to the framework and contextualise by adding the learning context by which to explore content to meet student needs.

6

EMBED SKILLS WITHIN AND ACROSS DOMAINS

Review the skill domains mapped to content and identify the specific skills which will be a focus of learning. Consider the interrelationship with the learning across the curriculum content.

7

DEVELOP MEANINGFUL LEARNING EXPERIENCES

Record teaching and learning experiences to develop, refine and apply knowledge, understanding and skills within the learning context(s) reflective of the five propositions.

8

PLAN FOR QUALITY ASSESSMENT

Identify opportunities for purposeful assessment using a combination of assessment for learning, assessment as learning and assessment of learning strategies

9

REVIEW AND EVALUATE

Evaluate programs by reviewing student learning and progression and use the unit audit tool to critique the effectiveness of program objectives.

10

REPEAT THE PROCESS

The programming process is one step in the teaching and learning cycle and should be repeated for regular review of learning and teaching.