

Peak Phys Ed presents

Discovery

Register now!

**Thursday
24th March
2022**

Australian Physical, Health and Sport Education Conference



New Twilight Format 4-9pm

Due to COVID restrictions on Victorian teachers attending face2face professional learning in February 2022, we have rescheduled the DISCOVERY conference to Thursday 24th March, 2022 from 4-9pm. After consultation with teachers and educational leaders this conference will occur during 'twilight hours' to maximise accessibility whilst minimising the impact on school programs.

The conference will now be conducted online with each participant able to attend multiple electives 'live' on the evening. Participants will have the opportunity to send in questions and areas they'd like presenters to consider and have these addressed during the 'live' presentation. Anytime access will be granted for three months after the conference to allow delegates ample time to access the resources and incorporate into their own teaching and learning.

BENEFITS OF A TWILIGHT ONLINE FORMAT:

- Delegates can participate with minimal disruption to own evening/time
- No geographic barriers to attendance - increased regional/remote accessibility & decreased environmental impact
- Ability to engage with 'live' presenters and other delegates during sessions
- No disruption to school programs and thus decreased pressure on school staffing and no need for classes to be covered
- Possibility of delegates being provided with in-lieu time release by own schools

Schools who purchase the 'School Registration Option' option will gain access to all live sessions for unlimited staff, all resources and recordings in addition to the full suite of on demand sessions. This access will provide over 45 hours of HPE recordings from over 35 dynamic, high-quality presenters via live and on demand sessions.

The conference program focuses on the contribution Health, Physical Education and Sport make to student achievement, engagement and wellbeing, in particular:

- Student centred pedagogies and creativity
- Meaningful integration of ICT in HPE
- Developing excellence in Teaching and Learning
- Student engagement and well-being
- Curriculum planning and assessment
- Personal and social learning

Discovery 2022 gives teachers from primary, secondary and special schools the opportunity to:

- Choose from 20 high quality 'live' elective workshops, which will all be recorded and available on demand post conference for 3 months
- Engage in 4 live, interactive sessions throughout the twilight conference
- Access the latest update and resources from the Victorian Curriculum and Assessment Authority
- Participate in contemporary, inclusive and practical aspects of health, physical education and sport education.
- Access sessions tailored to the Australian and Victorian Curriculum or the VCE study designs

Plus for School registration option:

- Access to a world-renowned presenter delivering a keynote address on the latest evidence relating to learning in physical education
- Access an additional 27 pre-recorded sessions available 'on demand' post conference for 3 months
- Unlimited number of staff access to all sessions



Keynote Address*

Associate Professor Dean Dudley (PhD)

Teaching strategies that drive learning in physical education

UNESCO's Kazan Action Plan calls for physical education to be frequent, varied, inclusive, challenging, and meaningful for all students. This presentation unpacks the evidence supporting this premise of the Kazan Action Plan and draws on recent meta-analytic research showing high yield teaching strategies that teachers can utilise in achieving these objectives. It is the objective of this lecture to provide physical education teachers with the clarity needed to make informed pedagogical choices about their programs and the skills to advocate for quality physical education within their schools and systems.

Associate Professor Dean Dudley is a lecturer and researcher of Health and Physical Education at Macquarie University. He is also an Adjunct Senior Fellow of The University of the South Pacific and an Honorary Associate Professor of the University of Queensland. Associate Professor Dean Dudley is a 2012 Churchill Fellow and was an Expert Consultant for the United Nations Educational, Scientific, and Cultural Organization's Quality Physical Education Guidelines for Policy Makers (2015) and the Kazan Action Plan ratified at MINEPS VI in 2017. In 2018, Associate Professor Dean Dudley was appointed as an Independent Specialist in Health and Physical Education by UNESCO's International Bureau of Education.

Associate Professor Dean Dudley has held numerous funded grants, totalling more than \$1.4M in research grants and contracts as a Principal Investigator. He has published over 70 peer-reviewed publications since 2010. He currently serves on the editorial board of 'BMC Public Health' and is a Guest Editor of the 'Journal of Teaching in Physical Education' and UNESCO's education journal 'Prospects'. Associate Professor Dean Dudley has a multidisciplinary program of research, involving physical literacy, school-health, learning assessment, physical activity, and nutrition. Broadly, he is interested in the association between health and education, with a specific interest in the role that learning plays in the health and quality of life of children. Internationally, he is recognised for his work in physical education, pedagogy, and physical literacy.

*Available to School registration option

“Discovery” Australian Physical, Health and Sport Education TWILIGHT Conference : 20 x 2022 Live Sessions

Session	Elective A	Elective B	Elective C	Elective D	Elective E
Session 1 4:00pm – 5:05pm	1A VCE PE Unit 1 and 2 – Ideas & resources for teaching Tabitha Southey	1B VCE PE Unit 3 Biomechanics- Why is it so? Rob Malpeli	1C Planning and assessment in VCE HHD Units 1-4 Sonia Goodacre	1D Deeper learning through technologies Michael Ha	1E Engaging Units & Curriculum Mapping for 7-10 Health and physical education Airlie Tudhope
Session 2 5:15pm – 6:20pm	2A VCE PE Unit 1 Engaging, student-centred physical activity ideas Karri Butterworth & Lauren Wynne	2B Putting it into Practice VCE Physical Education Rob Malpeli	2C Planning, Implementation and Assessment considerations for VCE PE Unit 3 and 4 Paul Seery	2D VCE Health & Human Development Units 3&4 Exam Review Katherine Jones	2E Getting creative in Physical Education Dr Jacqui Peters
Session 3 6:30pm – 7:35pm	3A Ideas for participating in contemporary issues associated with physical activity & sport (VCE PE U2 AOS 2) Chris Clark & Monique Sharp	3B VCE HHD, PE & OES: School-based assessment: the teaching, the tool and the task Dr Rachael Whittle	3C Game show-based Learning in VCE Physical Education Rob Malpeli	3D Student agency: The answer we have been looking for to achieve success in our VCE classes? (with a focus on HHD) Sonia Goodacre	3E Unpacking the game sense model/ideas for curriculum, pedagogy and assessment Ray Breed
Session 4 7:45pm – 8:50pm	4A The Human Body investigated using innovative ICT Dr Carl Ridgeway	4B VCE Physical Education Units 3&4 Exam Review Chris Clark & Rob Malpeli	4C Innovative Literacy and Numeracy strategies in secondary HPE Alexandra Pavlidis & Lara Tierney	4D Helping our students conquer the HHD Unit 3 and 4 exam Ash Mills	4E Game sense- how to teach each game category Ray Breed



Session 1 (4:00–5:05pm)

Descriptions 2022

Session 1A: **VCE PE Units 1 & 2 ideas & resources for teaching**

This session will run through the various ways you can approach teaching VCE PE Units 1 & 2, this includes resources that you can apply and use in and out of the classroom, an overview of assessment requirements and approaches to how you can assess your students. If you are teaching Units 1 & 2 for the first time or need some ideas to freshen up your teaching or haven't taught Unit 1 & 2 in a while then this session is perfect for you.

Session 1B: **VCE PE Unit 3 Biomechanics- Why is it so?**

Looking for real world / sporting examples that can help explain how biomechanical principles are used to make movements more efficient, reduce injury, generate more force to kick, throw or strike objects further – this session is for you. Rob will use multiple sporting examples and discuss practical activities (in and out of class) that can help develop the key knowledge and application required to 'demystify' biomechanics. Students often 'don't get it' and by using some of these simple analogies, short/punchy activities teachers will be better able to explain 'why it is so' when it comes to biomechanics.

Session 1C: **Planning & assessment in VCE HHD Units 1-4**

This will be an interactive session where participants will be provided with some guidelines and resources to produce quality assessment tasks and then provided time to network and produce assessment tasks that can be used as formative assessments or SACs. You won't walk away empty handed as a range of sample assessment tasks will be shared with participants.

Session 1D: **Deeper learning through technologies**

As we move through this decade, we will continue to be challenged by the fast pace of technology adoption in an increasingly interconnected and complex world. The rapidly changing technological world in which our children are growing up is a vastly more complex one than previous generations. Information on any given topic is now freely available. Our ability to visually communicate with people, anywhere and anytime, is available at our fingertips. This session explores the notion of deeper learning and how to design rich learning experiences for all learners with the aid of technologies. Putting learning at the forefront of the classroom and making technologies invisible, the session will go through tools which foster creativity, collaboration, and problem solving. Participants will walk away with strategies to create learning and teaching with endless possibilities, frameworks for teams to dig deep into the concepts that are most pertinent to them, and personalised, innovative tools to capture rich professional discussions.

Session 1E: **Engaging units & curriculum mapping for 7-10 health & physical education Planning & assessment in VCE HHD Units 1-4**

In this session you will gain an understanding of how to map your curriculum and modify it in order to meet the 7-10 Health & Physical Education curriculum. You will be provided with tips to make your program more engaging and tools to ensure all curriculum requirements are met. You'll be provided with ideas and resources including unit outlines, assessment tasks and rubrics.

Tabitha Southey

[Canterbury Girls' Secondary College](#)

VCE PE UNITS 1&2

Rob Malpeli

[Peak Phys Ed](#)

VCE PE UNITS 3&4

Sonia Goodacre

[Hazelglen College](#)

VCE HHD UNITS 1-4

Michael Ha

[Hillcrest Christian College QLD](#)

ICT/ENGAGEMENT HPE

Airlie Tudhope

[PE Made Easy](#)

HPE 7-10 CURRICULUM



Session 2 (5:15–6:20pm)

Descriptions 2022

Session 2A:

VCE PE Units 1 Engaging, student-centred physical activity ideas

Are your students disengaged and fidgety within your VCE PE Units 1 lessons? In this session we will share ideas on how to promote physical activity in our Units 1 classes. Spice up your theory lessons with some applied learning activities from models to role plays, there is something for everyone in this session. This session will provide you with loads of ideas for teaching VCE PE Units 1 Area of Study 1 and 2 in addition to ideas for laboratories and practical activities to enhance learning and engagement.

Session 2B:

Putting it into practice VCE PE Units 3 & 4

Practical activities for each key teaching area of Unit 3 and 4 VCE PE. Rob will cover multiple practical suggestions for each week of the Unit 3 & 4 course.

Session 2C:

Planning, implementation & assessment considerations for VCE PE Units 3 & 4

This session will provide you with timelines, practical and strategic resources and assessment ideas, for VCE PE Units 3 and 4. You will be provided with ideas and resources to implement into your setting/program.

Session 2D:

VCE Health & Human Development Units 3 & 4 Exam Review

The end of year Health and Human Development examination is a significant part of the assessment for the course. This session will break down the previous year's examination using the examiner's report and consider the high achieving responses. The session will also provide suggestions for learning activities to support students to develop the skills and knowledge required to successfully tackle the HHD exam.

Session 2E:

Getting creative in Physical education

The positioning of the teacher as the expert happens often in the teaching of games in PE. Creative PE (CPE) draws on the naturally creative ideas and skills of students (as is evident in any schoolyard) to take on that role, yet maintains a strong focus on achieving curriculum outcomes through developing students' skills, strategies and personal and social responsibility. This session will guide PE teachers (or generalist teachers) through the CPE pedagogical model that has proven engaging in both primary and secondary schools.

Karri Butterworth &

Lauren Wynne

[Luther College](#)

VCE PE UNITS 1&2

Rob Malpeli

[Peak Phys Ed](#)

VCE PE UNITS 3&4

Paul Seery

[Victorian Academy of Teaching and Leadership](#)

VCE PE UNITS 3&4

Katherine Jones

[Penola Catholic College](#)

VCE HHD UNITS 3&4

Dr Jacqui Peters

[Deakin University](#)

PE 3–10 CREATIVITY



Session 3 (6:30–7:35pm)

Descriptions 2022

Session 3A: **Ideas for participating in contemporary issues associated with physical activity & Sport (VCE PE U2 AOS 2)**

Common topics of conversation raised around the VCE Physical Education 'drink cooler' are; 'How do I bring Unit 2 to life?' and 'What experiences can I offer to enhance engagement in Unit 2?'. This session aims to answer both questions by provoking thought around the methods in which meaningful practical activities can be used to enhance student understanding. Delivered by teachers working collaboratively in two different school settings, this session will focus on the varied ways in which accessible practical activities can complement AOS 1 and inform the delivery of contemporary issues in AOS 2.

Session 3B: **VCE PE, OES & HHD – School-based assessment: the teaching, the tool & the task**

This session will help teachers in understanding the role that school-based assessment plays in the teaching of the key knowledge and skills and allowing students to demonstrate the Outcomes in VCE PE, OES and HHD. Teachers will look at the tools used to determine students' level of achievement and how a good assessment tool can be used across multiple tasks. Teachers will have the opportunity to ask questions, clarify understanding around SBA and ensure that their assessment practises in VCE reflect the intention of the study design and meet VCAA requirements.

Session 3C: **Game show- based learning in VCE PE for Units 1-4**

Rob will take teachers through multiple engaging and fun 'game show-based strategies' that can be used in VCE PE classes throughout the year to assist student learning, application and revision. These can be used as either diagnostic or formative assessment as a significant part of the learning journey.

Session 3D: **Student agency – The answer we have been looking for to achieve success in our VCE classes? (with a focus on HHD)**

Student agency is an area of focus and potential growth for many schools, but what actually does student agency mean? How can we integrate student agency into the VCE classroom and will it promote student outcomes? These are some of the issues that will be explored in this session. A range of ideas and resources will be presented and participants will be challenged to design programs that go beyond student choice to promote true student agency in their classrooms.

Session 3E: **Unpacking the game sense model/ideas for curriculum, pedagogy and assessment**

Whether you are simply looking at ways to improve your current curriculum or completely restructuring, you will develop plenty of ideas around thematic units and where they could fit in the curriculum. A key emphasis will be exploring the content and methodology of game sense and discussing how it integrates into a practical PE sequence (focus predominantly on years 3–10), including how you can move from traditional sport-based to thematic game-sense curriculum. This theoretical session will investigate content, developing unit plans and assessment, with plenty of discussion and opportunity to share ideas.

Chris Clark &

Monique Sharp

Victorian Curriculum &
Assessment Authority &
Melbourne Girls Grammar School

VCE PE UNIT 2

Dr Rachael Whittle

Victorian Curriculum &
Assessment Authority

VCE PE/HHD/OES

Rob Malpeli

Peak Phys Ed

VCE PE UNITS 1–4

Sonia Goodacre

Hazelglen College

VCE HHD, PE & OES UNIT 1–4

Ray Breed

Swinburne University

PE 3–10 GAME SENSE



Session 4 (7:45–8:50pm)

Descriptions 2022

Session 4A: **The human body Investigated using innovative ICT**

Compliment the use of your textbook with a range of practical and interactive ICT activities to teaching about the human body. This session will provide a range of activities; from a few fun, easily accessible ideas, through to the use of a 3D visual product that is an engaging way to introduce or reinforce knowledge. As a hands-on, interactive session, participants will need access to a smartphone or tablet to engage with some of the various activities.

Session 4B: **VCE Physical Education Exam Review**

The end of year physical education examination is a significant part of the assessment for the course. This session will break down the previous year's examination using the examiner's report and consider the high achieving responses. The session will also provide suggestions for learning activities to support students to develop the skills and knowledge required to successfully tackle the PE exam. Delegates are encouraged to bring a copy of the 2021 exam and examiners report.

Session 4C: **Innovative literacy & numeracy strategies in secondary health & education**

This session aims to provide teachers with some fresh and creative strategies that will assist incorporating literacy and numeracy within Health and Physical Education teaching. As a general capability that assists students both in school and throughout life, this session will support embedding literacy and numeracy into your HPE classes. Lexi and Lara are part of our young gun presenter program.

Session 4D: **Helping our students conquer the HHD Units 3 & 4 exam**

As HHD teachers we are always looking for new and innovative ways to improve student performance in their end of year exam. In order to do this, we need to increase the subject specific vocabulary of each of our students and ensure they know how to respond to questioning words and of course marks allocated for each question, along with knowing how to tackle data questions, case studies, infographics and the much feared extended response questions. In this session we will look at a few ways to improve this and tap into the collective genius in the room to share ideas, resources and strategies that have worked in the past to maximise student performance.

Session 4E: **Game sense- how to teach each game category**

In this session we will explore the pedagogy as applied to each game category. For example, Ray will provide several game examples for each category, and demonstrate how to apply the pedagogy to each, including how to organise the group and change task-constraints/progress/regress the activities.

Dr Carl Ridgeway

RMIT University

HPE 7-12 ICT

Chris Clark &

Rob Malpeli

Victorian Curriculum &
Assessment Authority &
Peak Phys Ed

VCE PE UNITS 3&4

Alexandra Pavlidis

Lara Tierney

Canterbury Girls Secondary
College & OLMC

HPE 7-10

Ash Mills

Iona College

VCE HHD UNITS 3&4

Ray Breed

Swinburne University

PE 3-10 GAME SENSE

10 x 2022 ON DEMAND RECORDINGS AND RESOURCES*

Presenters	Session title & description
Keynote: Dr Dean Dudley	Teaching strategies that drive learning in physical education UNESCO's Kazan Action Plan calls for physical education to be frequent, varied, inclusive, challenging, and meaningful for all students. This presentation unpacks the evidence supporting this premise of the Kazan Action Plan and draws on recent meta-analytic research showing high yield teaching strategies that teachers can utilise in achieving these objectives. It is the objective of this lecture to provide physical education teachers with the clarity needed to make informed pedagogical choices about their programs and the skills to advocate for quality physical education within their schools and systems.
VCAA Update: DR Rachael Whittle & Chris Clark	Rachael & Chris will take HPE teachers through updates to teacher advice, FAQ's and areas in the study design receiving most enquiries NB. This session will be made available to all participants.
Nev Down	Running technique drills used by elite athletes to improve speed & efficiency Running is an important and necessary component to nearly every sport, yet it is a skill that is rarely taught. Having an efficient running technique is paramount for increased running performance and to decrease the potential for injury. Nev Down as a lecturer and successful Level 4 Track and Field coach will share his extensive knowledge of correct running mechanics and will teach you five essential running drills that you can easily incorporate into your classes. Learn the why, what and how to develop good form through sprint drills and proper movement patterns
Airlie Tudhope & Shane Hart	Student success in VCE VET Sport & Recreation You will explore innovative ideas for student success in VCE VET Sport & Recreation including: Practical experiences and assessments. Applying theory to real world settings and modifications for online learning.
Dr Rachael Whittle	F-10: Understanding the Victorian Curriculum for Health and Physical Education: what, how & why? This session will provide early career teachers with greater understanding of the Health and Physical Education curriculum. Using a constructive alignment model, teachers will explore the curriculum content descriptions (what), teaching and learning activities (how) and assessment of the achievement standards (why). VCAA resources and support materials will be highlighted and teachers will be invited and encouraged to ask questions and share ideas. NB. This session will be made available to all participants
Chrissy Collins	Meet the needs of all of your students-Differentiating in VCE HHD Units 1-4 We all teach a range of students, different learning styles, different abilities. In this session we will focus on different activities and strategies to differentiate VCE HHD in your classroom.
Shay Cosgrave	Activities to build the social connection between students COVID has been isolating for our students. In this session, delegates will participate in fun, inclusive, and engaging activities that can be used either in a pastoral care context, as a classroom activator or in a practical class to connect students to one another. The goal is for educators to build their repertoire of interactive activities that develop student's initiative, problem solving, communication, creative thinking, and awareness of what is common to one another rather than what is different. Students who feel connected and safe can maximise their learning. Let's build the connection first before exploring content.
Nikki Visaj	Well-being concert Our instructors come to your school to help create the ultimate mind-body experience for your students – combining passionate dance energy, collaborative fitness fun and irresistible rhythms with the calm, relaxing winding-down energies of mindfulness. In a concert format, our energetic instructors will lead you through the 1-hour session, creating an unforgettable experience that you can book for your students.
Glen Widdicombe	VCE strategies and tools aimed at simplifying the study design & preparing students for assessment/ exam style questions in the lead up to exams This session will focus on VCE strategies and tools aimed at simplifying the study design and preparing students for assessment/exam style questions in the lead up to exams. Participants are asked to bring along tasks they have previously developed, a copy of the study design and an open mind ready to collaborate!
Chrissy Collins	Let's get interactive 7-10 in health BYO laptop this will be a hands-on session! We will play and explore a range of interactive online resources and programs that you can see today and use tomorrow in your Junior Health program. Taking digital capacity beyond Kahoot and Quizlet, focusing in student engagement and outcomes.

*Available to School registration option

19 x 2021 ON DEMAND RECORDINGS AND RESOURCES*

Presenters	Session title & description
Paul Gear	<p>Everyday wellbeing initiatives for physical education</p> <p>Effective teachers are supportive and inclusive. They create a positive school climate to meet students learning and wellbeing needs. In this session, we will be discussing strategies and participating in activities that are short, fun and easy to administer. The aim is to make a wellbeing activity incorporated into every lesson. You will walk away from this session with tangible strategies that you can incorporate into your PE classes. The strategies being shared have been used with great success in PE classes (both theory and practical) from Year 7 to Year 12.</p>
Natalie Still	<p>Engaging student-centred activities & teaching strategies for VCE HHD Units 1&2</p> <p>This session provides the opportunity to learn a variety of student-centred, engaging, higher order thinking and practical teaching strategies that can be adopted within a teacher's pedagogical approach within VCE HHD Units 1&2.</p>
Christina Polatajko	<p>Flipped Learning and Student Voice in Physical Education</p> <p>Time to flip your classroom and allow your students to voice their learnings. During this theory/hands on session you'll be exposed to various ways to flip your classroom, to enhance your student learning. A flipped classroom is an instructional strategy and a type of blended learning focused on student engagement and active learning. This gives you, the teacher a better opportunity to deal with mixed levels, student difficulties and differentiated learning during practical teaching. To add in some flavour into our session, Christina will show you the power of student voice during Physical Education. To ensure you walk away confident in flipping your classroom, please make sure you have a device (iPad/Laptop) with the following free apps - IMGPlay, Edmodo, Google Slides.</p>
Sarah Hogan	<p>Enhancing Student Thinking and Adaptability through Game Sense Strategies</p> <p>We often hear teachers or coaches say "more than one option to the ball", but does this result in many players converging on the space around the ball? This session will see a number of game-sense strategies and set-ups practised in netball transferred and adapted to other invasion sports, helping to create more game awareness. This session aims to enable teachers and coaches to empower not just the members of their class that excel when it comes to skills, but also the thinkers, that may not always stand out when participating in games. By-products of this approach may include enhanced team cohesion, a greater depth of understanding of attacking and defensive structures, and greater class buy-in and confidence when they are equipped with skills that can be reinforced across many units of invasion sports.</p>
Dr Rachael Whittle	<p>Tactics and strategies for responding to an extended response question</p> <p>VCE students in Health and Human Development, Outdoor and Environmental Studies and Physical Education are required to complete internal and external assessment tasks that require an extended written response. In this session participants will look at strategies to support students in unpacking extended response questions and to plan their response.</p>
Chris Clark	<p>Physical activity; 'Inside the 4 walls'. Unit 3&4 physical activity ideas for the classroom</p> <p>One of our greatest challenges as a VCE Physical Educator is to 'walk the fine line' to deliver the required theoretical content whilst providing the practical activity opportunities students 'sign up' for. Rather than seeing the 'theory' and 'practical' as competing and separate components of the course, teachers are encouraged to 'integrate' the theoretical understandings 'through' and 'in' physical activity experiences, whilst not adding time pressure in getting through the course. This session will provide physical activity ideas for the Unit 3 and 4 course that can be seamlessly merged into the classroom experience and not require a designated 'prac' lesson, an oval or a gymnasium.</p>
Dr Tetyana Rocks & Jackie Bell-Warren	<p>Food & Mood: Health Class application</p> <p>Depression and anxiety are highly prevalent in young people and can have profoundly negative effects on adolescents' social relationships, academic performance, and future life outcomes. A healthy diet has been shown to help both prevent and manage some mental health conditions, for example, depression, and is consistently linked to brain health, particularly a part of the brain that is critical to learning and memory. Dr Tetyana Rocks will highlight the role of diet and gut health in mental health and provide specific evidence-based examples in relation to children and young adults. Jackie Bell-Warren will discuss how this information has been used to create an engaging unit of work for Yr 9 & 10 Health students. Her formative and assessment tasks will be discussed and shared in the session.</p>

*Available to School registration option

19 x 2021 ON DEMAND RECORDINGS AND RESOURCES*

Presenters	Session title & description
<p>Paul Seery</p>	<p>Planning, implementation & assessment considerations for VCE PE Units 1&2</p> <p>This session will provide you with practical and strategic resources, timelines and assessment ideas for VCE PE Units 1&2. You will be provided with key take away ideas ready to implement into your setting/program.</p>
<p>Laura Taylor Payne</p>	<p>Interactive, fun & creative ideas for VCE HHD Unit 1</p> <p>This session will include practical hands-on activities for each dot point that will have your students engaging in outside of the square activities that will help cement their learning of the key knowledge. Be prepared to embrace your creative side! This session never disappoints.</p>
<p>Chrissy Leahy</p>	<p>HHD in the interactive space – going beyond Kahoot</p> <p>BYO laptop this will be a hands on session! We will play and explore a number of interactive online resources and programs that you can see today and use tomorrow in your VCE HHD program. Application and content ideas for both Units 1/2 and 3/4. Taking digital capacity beyond Kahoot and Quizlet, focusing on student engagement and outcomes.</p>
<p>Rebecca Westwood</p>	<p>Easy to use engaging ICT tools in both prac & theory classes to maximise participation & student engagement</p> <p>In this session be prepared to be exposed to a bunch of ICT tools that will help students to analyse, assess and improve their own personal performances both inside the health and physical education theory classroom and also outside in the practical environment. The first section of the session will be focusing on skill analysis in the practical classroom. Then we explore a variety of other tools to assess student learning. This session will be a hands-on, interactive session where participants will be able to practise and experience these ICT tools in action. These tools are super easy to implement even if ICT isn't your strong point. All delegates to this session must bring along a laptop, ipad or phone with their own connectivity and the free app Hudl Technique uploaded.</p>
<p>Natalie Still</p>	<p>Interactive ideas to maximise engagement and thinking skills in VCE PE Unit 1.</p> <p>This session will provide participants with an array of interactive, innovative and challenging activities to engage your students within VCE Physical Education Unit 1 The Human Body in Motion. The activities are designed to foster critical thinking, collaborative skills, communication and metacognition. This interactive session will allow you to participate in a range of these activities and provide you with many more ideas to take away and implement immediately in your classroom.</p>
<p>Tasha Lawton</p>	<p>Education that gets kids talking!</p> <p>Think back to what it was like when you learned about sex, periods, suicide, drugs, gender-based violence, sexuality, alcohol and eating disorders. Exactly! Now come and experience it like it 'should' be taught in 2021! Be prepared to get out of your comfort zone and learn how to revolutionise the way kids learn about health messages through interactive activities and videos delivered by kids to make it more engaging, focusing on proximal peers giving advice. This has been found to be a more effective way of delivering health messages rather than the usual perception that teachers are "just another adult telling them what not to do!" The activities and lesson plans have been designed specifically to introduce, extend and then finally expand on key issues for deeper and richer understanding.</p>
<p>Shay Cosgrave</p>	<p>Connection before content – Pedagogical practices to engage learners</p> <p>COVID19 has challenged all educators. This session provides practical tools that can be used in a face to face or online forum. Delegates will experience a variety of ways to deliver engaging lessons where connection is made before content. Activities presented allow learners to activate, explore and integrate their understanding. Content will include VCE PE Units 3&4 knowledge and skills however the strategies can be applied to any course.</p>
<p>Dr Rachael Whittle</p>	<p>It's more than just a test! Developing school-based assessment tasks</p> <p>In this session participants will discover the benefits of developing school-based assessment tasks that not only meet VCAA requirements but engage students and provide opportunities for them to demonstrate knowledge, skills and understandings through less traditional task types. Drawing on samples of innovative assessment from pre-service/graduate teachers from Monash University, this session will allow participants to broaden their understanding of the purpose of school-based assessment, tools and strategies to develop tasks and examples of what these tasks might look like.</p>

*Available to School registration option

19 x 2021 ON DEMAND RECORDINGS AND RESOURCES*

Presenters	Session title & description
Emily Lockhart & Jennie Bickmore-Brand	<p>Google, parties and friends – preparation for a health teacher</p> <p>Being a health teacher brings with it the opportunity to make a genuine difference in another person's life. This can be incredibly satisfying while reminding the teacher of their significant responsibility. The formation of a health teacher includes the development of their personal values, beliefs and worldview. This presentation will raise the awareness of the health teacher about the impact of their personal worldview on their teaching.</p>
Dr Rachael Whittle	<p>(w)riting really robust rubrics – using the performance descriptors in VCE HHD, OES and PE</p> <p>Performance descriptors provide advice and support for teacher judgments in school-based assessments. They provide a way for teachers to differentiate between levels of student achievement. In this session the performance descriptions will provide the foundation for the development of rubrics that are task specific in VCE Health and Human Development, Outdoor and Environmental Studies and Physical Education. This session will allow for participants to collaborate to develop and refine assessment rubrics that reflect the Outcome statements in each of the three VCE studies.</p>
Sonia Goodacre	<p>Units 3&4 HHD Taking a year-long approach to exam preparation</p> <p>This session is designed to help teachers to develop a curriculum for Units 3&4 Health and Human Development that promotes active learning and encourages your students to develop a deep working knowledge of the course. The focus is on starting to prepare students for the end of year exam from the very first lesson. A range of teaching strategies and resources will be shared with participants to help you increase student engagement.</p>
Glenn Widdicombe	<p>Simplifying VCE Curriculum using ICT</p> <p>The session focuses on using a simple drag and drop web domain to set out and simplify VCE study designs. The session will educate teachers how they can use Weebly, Wix or Google sites to deliver their entire curriculum, making it visual and accessible 24/7 for students to access.</p>

*Available to School registration option

CONFERENCE PRICING

	OPTIONS	COST
SINGLE REGISTRATION	<ul style="list-style-type: none"> SINGLE STAFF MEMBER ACCESS TO 4 X LIVE SESSIONS 20 X LIVE RECORDINGS & RESOURCES 	\$250 inc. GST
SCHOOL REGISTRATION	<ul style="list-style-type: none"> UNLIMITED STAFF ACCESS TO 4 X LIVE SESSIONS UNLIMITED STAFF ACCESS TO 20 X LIVE RECORDINGS AND RESOURCES UNLIMITED STAFF ACCESS TO 10 X 2022 ON DEMAND RECORDINGS AND RESOURCES UNLIMITED STAFF ACCESS TO 19 X 2021 ON DEMAND RECORDINGS AND RESOURCES 	\$600 inc. GST

REGISTRATION FORM / INVOICE

ABN: 28423617946

Please complete the **registration form and the elective selection sheet and submit via preferred option.**

Cheque payable to Peak Phys Ed can accompany mailed registrations

School/Organisation Details

School/Org Name:	
School/Org Email:	
Mailing Address:	
State:	Postcode:
Acc. Payable Manager's Name:	
Acc. Payable Manager's Email:	
Total \$:	Order No.:

Please note registrations **will not be processed without a school order number provided.** Schools will be invoiced prior to the conference. All schools GST Included in all registration Fees. Pre-service teachers must present a full-time student card upon registration on the day.

Cancellation Policy

If you are unable to attend this event, a replacement delegate may be sent in your place at no extra charge. We do not provide refunds for cancellations made more than 7 days after your registration is received therefore, the invoiced fee remains payable in full. Should you wish to cancel your registration within the 7-day cooling off period, an administration fee of \$75 per delegate (GST inclusive) remains payable. Any cancellation must be made in writing and sent by email. Peak Phys Ed will make available conference resources to any delegate who is unable to attend and who has paid in full. Conference organisers reserve the right to modify the mode of delivery and or cancel specific sessions based on government restrictions at any time. In the event of a pivot to online only in lieu of catering provided on the day, delegates will instead have access to all digital recordings of sessions made for this conference. Refunds are not provided for a change of mode nor a change in the number of delegates to attend once registered and thus all registrations remain payable. Contact information provided will only be for the use of Peak Phys Ed and will not be shared with any other organisation.

DISCOVERY, Australian Physical, Health & Sport Education Conference

**Thursday 24th March 2022
4-9pm**

General information

Please photocopy for additional delegates OR register groups online

Registration Options

Online

www.peakphysed.com.au

Scan & Email

admin@peakphysed.com.au

Mail

PO Box 4033
Balwyn East VIC, 3103

More Info

For Peak Phys Ed events, consultancy, and other services, newsletters and resources check out

www.peakphysed.com.au

SELECT REGISTRATION OPTION:

SINGLE REGISTRATION	\$250 inc.GST	✓
SCHOOL REGISTRATION*	\$600 inc.GST	✓

*To ensure you access all on demand resources and recordings from 2022 and 2021 you must select the SCHOOL REGISTRATION OPTION. When selecting the school registration option, you must provide all staff details to ensure they receive access to a certificate of professional learning with their name, access to live sessions, all on demand recordings of live sessions and on demand 2022 and 2021 recordings and resources.

Teacher One

Please ensure you have approval from your school before registering and read the cancellation policy

First name:	Surname:
Email:	

Select two preferences per sessions		
Session	1 st Pref.	2 nd Pref.
Example	1D	1E
Session 1		
Session 2		
Session 3		
Session 4		

Please note:

Recordings of sessions and digital images of conference participants may be used by Peak Phys Ed for newsletters and/or promotion materials. These materials might be used in printed or electronic publications, professional learning, the internet, and other publicly accessible Australian educational websites.

Teacher Two

Please ensure you have approval from your school before registering and read the cancellation policy

First name:	Surname:
Email:	

Select two preferences per sessions		
Session	1 st Pref.	2 nd Pref.
Example	1D	1E
Session 1		
Session 2		
Session 3		
Session 4		

Please note:

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Teacher Three

Please ensure you have approval from your school before registering and read the cancellation policy

First name:	Surname:
Email:	

Select two preferences per sessions		
Session	1 st Pref.	2 nd Pref.
Example	1D	1E
Session 1		
Session 2		
Session 3		
Session 4		

Please note:

Recordings of sessions and digital images of conference participants may be used by Peak Phys Ed for newsletters and/or promotion materials. These materials might be used in printed or electronic publications, professional learning, the internet, and other publicly accessible Australian educational websites.

Teacher Four

Please ensure you have approval from your school before registering and read the cancellation policy

First name:	Surname:
Email:	

Select two preferences per sessions		
Session	1 st Pref.	2 nd Pref.
Example	1D	1E
Session 1		
Session 2		
Session 3		
Session 4		

Please note:

Recordings of sessions and digital images of conference participants may be used by Peak Phys Ed for newsletters and/or promotion materials. These materials might be used in printed or electronic publications, professional learning, the internet, and other publicly accessible Australian educational websites.

Teacher Five

Please ensure you have approval from your school before registering and read the cancellation policy

First name:	Surname:
Email:	

Select two preferences per sessions		
Session	1 st Pref.	2 nd Pref.
Example	1D	1E
Session 1		
Session 2		
Session 3		
Session 4		

Please note:

Recordings of sessions and digital images of conference participants may be used by Peak Phys Ed for newsletters and/or promotion materials. These materials might be used in printed or electronic publications, professional learning, the internet, and other publicly accessible Australian educational websites.

Teacher Six

Please ensure you have approval from your school before registering and read the cancellation policy

First name:	Surname:
Email:	

Select two preferences per sessions		
Session	1 st Pref.	2 nd Pref.
Example	1D	1E
Session 1		
Session 2		
Session 3		
Session 4		

Please note:

Recordings of sessions and digital images of conference participants may be used by Peak Phys Ed for newsletters and/or promotion materials. These materials might be used in printed or electronic publications, professional learning, the internet, and other publicly accessible Australian educational websites.