NSW GOVERNMENT Education Public Schools

Quality Teaching

Physical Education

Balanced and integrated teaching

Equips students with the full range of knowledge, understandings, skills and values required to access and make sense of the physical world through movement.

The teaching of these capabilities is embedded in real and authentic movement and physical activity contexts.

- Students develop capabilities across the four aspects of physical literacy.
- Equal focus is placed on movement competence, valuing movement and appreciation of the benefits of moving.
- Movement and physical activity contexts are created to offer meaningful and authentic opportunities to develop, practise, apply, adapt and transfer knowledge, understanding and skills.

Explicit and systematic teaching

Involves explanation and demonstration of new learning.

This supports students to identify the expected learning and the point at which each student will access this learning.

- Lessons are planned and sequenced to address student needs, using assessment information.
- Knowledge, understanding and skills are directly and intentionally taught to achieve syllabus outcomes.
- Lessons have a clear focus and purpose and this is identifiable by the teacher and the student.
- Guided practice is provided allowing students to demonstrate new learning and reflect on how this learning could be adapted and transferred within and across movement contexts.

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