

EDUC3004 *Motor Active* task

Text type	Report & Task Cards	Weighting 30%	Due	See below
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Purpose

Motor Active is a physical activity program for 3-12 year old children with motor control and coordination difficulties, physical disabilities, learning disabilities, developmental coordination disorders, confidence and motivation issues. *Motor Active* provides a unique, fun, non-threatening, inclusive environment for children to pursue long term improvement of their physical, mental and social wellbeing while gaining confidence and competence to enjoy physical activity with their friends.

Motor Active provides a practical opportunity for you to develop a range of capacities in the AITSLs (2012) *Australian Professional Standards for Teachers* (especially Standards 1, 2, 3 and 7; see *Motor Active* Handbook for details).

Task There are 4 key components to your *Motor Active* task:

a. Activity task cards & HomeFUN **10%** **Due Weekly**

Each week, you are responsible for planning 1 circuit activity or group activity.

You must create a task card that describes your circuit activity, including possible modifications to the task and the equipment required. This card will demonstrate an understanding of the principles of adaption, modification and inclusive physical activity, and demonstrate safe practice.

Each activity & group task must:

- Identify the specified focus skill (as listed in Blackboard)
- Include technical cues for how to complete the focus skill
- Be engaging for the children's ongoing motivation (5 minute stations)
- Demonstrate a safe working environment
- Demonstrate an understanding of the principles of adaption, modification and inclusive physical activity (including regression and progression variations).

An electronic template and activity rosters for allocated focus skills are available on Blackboard.

Weekly task cards must be submitted by 3pm the day prior to your *Motor Active* session by email to your *Motor Active* supervisor.

HomeFUN

HomeFUN activities are short, fun activities that *Motor Active* children can perform at home with minimal equipment or caregiver expertise. These activities should reflect each child's individual needs, and be enjoyable and challenging.

Each week, each you will plan and provide 2 - 3 *HomeFUN* activities for your child (and caregiver). You will explain these activities to the child and parent at the end of each session and provide them in a written format (using the template provided on Blackboard).

b. Weekly Reflective Notes

10%

Due Weekly

You will reflect on your weekly teaching strategies and interactions with your *Motor Active* child. An electronic template will be available on Blackboard.

Weekly reflective notes must be submitted by 3pm the day prior to your Motor Active session by email to your Motor Active supervisor.

c. Progress Report to Parents

10%

Due Friday 26 May, 11.59pm

You will provide the parents/guardians of children in Motor Active with a written progress report and a final verbal report.

You will write a short report (1-2 pages) for the parents of your *Motor Active* child. The reports will provide feedback on your child's overall engagement with, and development through, *Motor Active*. Specifically, you will address your child's physical, social and cognitive domains of development through the 7 or 8 week *Motor Active* program.

A template and example are available in Blackboard.

d. Professionalism

Satisfactory/Unsatisfactory

Ongoing

You must adopt the **highest professional standards** regarding personal presentation, interactions with children caregivers and Motor Active staff, attendance, punctuality and preparation. *An unsatisfactory rating for these requirements will result in an automatic failure for Motor Active despite achievement in other components.*

Upon successfully completing this assessment, the following Graduate capabilities of the AITSL (2012) Australian Professional Standards for Teachers will be demonstrated:

Standard 1 Know students & how they learn

1.1 Physical, social and intellectual development and characteristics of students

Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.6 Strategies to support full participation of students with disability

Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

Standard 2 Know content and how to teach it

2.1 Content and teaching strategies of the teaching area

Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

2.2 Content selection and organisation

Organise content into an effective learning and teaching sequence.

Standard 3 Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

3.2 Plan, structure and sequence learning programs

Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

3.3 Use teaching strategies

Include a range of teaching strategies.

3.4 Select and use resources

Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

3.5 Use effective classroom communication

Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.

3.7 Engage parents/carers in the educative process

Describe a broad range of strategies for involving parents/carers in the educative process.

Standard 7 Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.3 Engage with parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

1-2	3	4	5	6	7	Mark
0 - 3.4 marks	3.5 – 4.9 marks	5 – 6.4 marks	6.5 – 7.4 marks	7.5 – 8.4 marks	8.5 - 10 marks	
<p>1. Selection of activities has no connection to focus skill.</p> <p>2. Fails to mention technique of focus skill.</p> <p>3. Selection of activities is inappropriate for the children.</p> <p>4. Activities are not motivating.</p> <p>5. Selected activities are unsafe.</p> <p>6. Variations to the task are absent.</p> <p>7. Task cards are poorly structured and presented.</p> <p>8. Does not present group activities.</p> <p>9. Submission deadlines for task cards are not met.</p> <p>10. Submission deadlines for reflective notes and home fun are not met.</p> <p>11. Template for reflective notes and home fun is not followed.</p>	<p>1. Selection of activities has little connection to focus skill.</p> <p>2. Rarely mentions technique (how to complete the skills/activities).</p> <p>3. Selection of activities is unoriginal or repetitious, or are not always appropriate for the children.</p> <p>4. One element that is not motivating or that is poorly motivating is provided.</p> <p>5. Activities do not always consider physical safety.</p> <p>6. Variations to the task are inappropriate to client group.</p> <p>7. Task cards are poorly structured and presented with unclear instructions and shows poor use of images, white space, font selection and size.</p> <p>8. Presentation of group activities demonstrates a lack of planning. Instructions for group activities are inadequate in multiple ways (length and/or volume and/or timing) and are confusing to participants.</p>	<p>1. Selection of activities has some connection to focus skill.</p> <p>2. Includes some mention of technique (how to complete the skills/activities).</p> <p>3. Selection of activities is sound but lacks creativity or originality. Activities are appropriate for children.</p> <p>4. One fairly motivating element is provided.</p> <p>5. Activities consider physical safety.</p> <p>6. Limited variations to the task are provided. One mode of variation only is usually provided.</p> <p>7. Task cards are poorly structured and presented, and demonstrate weak use of images, white space, font selection and size unevenly.</p> <p>8. Presentation of group activities demonstrates limited /poor planning. Instructions are too long, too soft (volume), ill timed or somewhat confusing to participants.</p> <p>9. Most submission deadlines for task cards are met.</p>	<p>1. Teaches specified focus skill.</p> <p>2. Includes mention of technique (how to complete the skills/activities).</p> <p>3. Selection of activities is sound but shows limited creativity or originality. Activities are appropriate for children.</p> <p>4. More than one motivating element is provided.</p> <p>5. Activities consider physical safety, and some emotional safety.</p> <p>6. Sound variations to the task are provided, which are mostly appropriate to the children and provide more than one mode of variation.</p> <p>7. Task cards are fairly well structured and presented with instructions of activities and demonstrate adequate use of images, white space, font selection and size.</p> <p>8. Group activities are presented satisfactorily. Instructions are adequate and understood by participants. Some lapses</p>	<p>1. Clearly teaches specified focus skill in an interesting manner.</p> <p>2. Discusses technique well (how to complete the skills/activities)</p> <p>3. Selection of activities is creative, original, appropriate, and engaging for children.</p> <p>4. Adequate elements for children’s motivation are provided.</p> <p>5. Activities demonstrate a physically and emotionally safe work environment.</p> <p>6. Variations clearly adjust the task difficulty and are appropriate for children, and are multi-modal.</p> <p>7. Task cards are well structured and presented with clear instructions of activities and demonstrate good use of images, white space, font selection and size.</p> <p>8. Group activities are presented in an interesting manner. Instructions are clear, use correct language and are supported by demonstrations.</p>	<p>1. Clearly teaches the specified focus skill in a motivating manner.</p> <p>2. Clearly discusses technique (how to complete the skills/activities).</p> <p>3. Selection of all activities is highly creative, original, appropriate, and engaging for children.</p> <p>4. More than adequate elements for children’s ongoing motivation are provided.</p> <p>5. All activities demonstrate a physically and emotionally safe working environment.</p> <p>6. Variations are innovative, clearly adjust task difficulty, are highly appropriate for children, and are multi-modal.</p> <p>7. Task cards are well structured and presented with clear instructions of activities and demonstrate excellent use of images, white space, font selection and size.</p> <p>8. Group activities are presented in a highly interesting manner; elicit a motivated response from children. Instructions are clear, logically</p>	

	<p>9. Some submission deadlines for task cards are met.</p> <p>10. Some submission deadlines for reflective notes and home fun are met.</p> <p>11. Some reflective notes and home fun follow template.</p>	<p>10. Most submission deadlines for reflective notes and home fun are met.</p> <p>11. Most reflective notes and home fun follow template.</p>	<p>in correct language are evident.</p> <p>9. Majority of submission deadlines for task cards are met.</p> <p>10. Majority of submission deadlines for reflective notes and home fun are met.</p> <p>11. Majority of reflective notes and home fun follow template.</p>	<p>9. All submission deadlines for task cards are met.</p> <p>10. All submission deadlines for reflective notes and home fun are met.</p> <p>11. All reflective notes and home fun follow template</p>	<p>presented, use correct language and are supported by demonstrations.</p> <p>9. All submission deadlines for task cards are met.</p> <p>10. All submission deadlines for reflective notes and home fun are met.</p> <p>11. All reflective notes and home fun follow template.</p>	
<p>Comments</p>						

1-2	3	4	5	6	7	Mark
0 - 3.4 marks	3.5 – 4.9 marks	5 – 6.4 marks	6.5 – 7.4 marks	7.5 – 8.4 marks	8.5 - 10 marks	
<p>1. Poor reflections on personal performance.</p> <p>2. Strategies for maximising child’s potential are flawed, with no links to child’s condition and/or behaviours.</p> <p>3. Writing is marred with errors in paragraphing, sentence structure, grammar and/or spelling.</p> <p>4. Submission of weekly reflections do not meet deadline.</p>	<p>1. Weekly reflections are completed but do not demonstrate an understanding of personal performance or the work undertaken in Motor Active or EDUC3004.</p> <p>2. Strategies for maximising the child’s potential are weak or flawed, with poor links or consideration of child’s condition and/or behaviours.</p> <p>3. Writing is inconsistent with errors in paragraphing, sentence structure, grammar and/or spelling.</p> <p>4. Submission of reflection does not meet deadline.</p>	<p>1. Weekly reflections adequately describe personal performance in the sessions undertaken and demonstrate some understanding of the work undertaken in Motor Active and EDUC3004.</p> <p>2. Adequate strategies are provided for maximising the child’s potential, with some consideration of the child’s condition and/or behaviours.</p> <p>3. Writing is satisfactory and contains some errors in paragraphing, sentence structure, grammar and spelling.</p> <p>4. Submission of reflection meets deadline.</p>	<p>1. Weekly reflections are thoughtful and demonstrate a moderate understanding personal performance in the sessions undertaken and demonstrate a moderate understanding of the work undertaken in Motor Active and EDUC3004.</p> <p>2. Sound strategies are provided for maximising the child’s potential, with some consideration of the child’s condition and/or behaviours.</p> <p>3. Writing is satisfactory and contains some errors in paragraphing, sentence structure, grammar and spelling.</p> <p>4. Submission of reflection meets deadline.</p>	<p>1. Weekly reflections are and demonstrate a good understanding of personal performance and the work undertaken in Motor Active and EDUC3004.</p> <p>2. Good strategies are provided for maximising the child’s potential, with consideration of the child’s condition and/or behaviours.</p> <p>3. Writing is strong and contains few errors in paragraphing, sentence structure, grammar and spelling.</p> <p>4. Submission of reflection meets deadline.</p>	<p>1. Weekly reflections are highly insightful and demonstrate a thorough understanding of personal performance and the work undertaken in Motor Active and EDUC3004.</p> <p>2. Excellent, innovative strategies are provided for maximising the child’s potential, with links to, and consideration of, aspects of the child’s condition and/or behaviours.</p> <p>3. Writing is articulate and succinct with flawless paragraphing, sentence structure, grammar and spelling.</p> <p>4. Submission of reflection meets deadline.</p>	
Comments						

1-2	3	4	5	6	7	Mark
0 - 3.4 marks	3.5 – 4.9 marks	5 – 6.4 marks	6.5 – 7.4 marks	7.5 – 8.4 marks	8.5 - 10 marks	
<p>1. Reporting on aspects of child’s domains (social, cognitive or physical) is missing.</p> <p>2. Report provides an incomplete and/or incorrect summary of the child’s initial abilities.</p> <p>3. Report provides an incomplete and/or incorrect summary of the child’s progression (or maintenance or regression) during term.</p> <p>4. Report provides incorrect or no suggestions for further practice.</p> <p>5. Writing is marred with errors in paragraphing, sentence structure, grammar and/or spelling.</p> <p>6. Report structure and tone is not appropriate for the target audience.</p> <p>7. Submission of report does not meet deadline.</p>	<p>1. Reporting on aspects of child’s domains (social, cognitive or physical) is poorly considered or missing, demonstrating a lack of evidence, or very limited evidence of understanding of each domain.</p> <p>2. Report provides a weak summary of the child’s initial abilities.</p> <p>3. Report provides a weak summary of the child’s progression (or maintenance or regression) during term.</p> <p>4. Report provides poor suggestions for further practice.</p> <p>5. Writing is inconsistent with errors in paragraphing, sentence structure, grammar and/or spelling.</p> <p>6. Report structure is weak or tone not written appropriately to the target audience.</p>	<p>1. Reporting on aspects of child’s domains (social, cognitive or physical) is limited or weak, demonstrating limited evidence of understanding of each domain.</p> <p>2. Report provides a moderate summary of the child’s initial abilities.</p> <p>3. Report provides a moderate summary of the child’s progression (or maintenance or regression) during term.</p> <p>4. Report provides limited suggestions for further practice.</p> <p>5. Writing is satisfactory with errors in paragraphing, sentence structure, grammar and/or spelling.</p> <p>6. Report structure and tone is satisfactory for the target audience.</p>	<p>1. Majority of aspects of child’s domains (social, cognitive or physical) are considered and described, demonstrating an understanding of each domain.</p> <p>2. Report provides an adequate summary of the child’s initial abilities, including mention of technical skills</p> <p>3. Report provides an adequate summary of the child’s progression (or maintenance or regression) during term, including mention of technical skills.</p> <p>4. Report provides some appropriate suggestions for further practice.</p> <p>5. Writing is good but contains some errors in paragraphing, sentence structure, grammar and spelling.</p> <p>6. Report structure is good and is written appropriately to the target audience.</p>	<p>1. All aspects of the child’s social, cognitive and physical domains are well considered and described, demonstrating a good understanding of each domain.</p> <p>2. Report appropriately summarises the child’s initial abilities, including some discussion of technical skills.</p> <p>3. Report appropriately summarises the child’s progression (or maintenance or regression) during term, including some discussion of technical skills.</p> <p>4. Report provides some relevant and appropriate suggestions for further practice, including some technical aspects.</p> <p>5. Writing is strong and contains few errors in paragraphing, sentence structure, grammar and spelling.</p> <p>6. Report structure is strong and is written appropriately to the target audience.</p>	<p>1. Report is extensive, relevant and meaningful. All aspects of the domains are thoroughly considered and described, demonstrating a deep understanding of each domain.</p> <p>2. Report appropriately summarises the child’s initial abilities, including discussion of technical skills.</p> <p>3. Report appropriately summarises the child’s progression (or maintenance or regression) during term, including discussion of technical skills.</p> <p>4. Report provides relevant and appropriate suggestions for further practice, including technical aspects.</p> <p>5. Writing is articulate and succinct with flawless paragraphing, sentence structure, grammar and spelling.</p> <p>6. Report is impeccably written to the target audience.</p> <p>7. Submission of report meets deadline.</p>	

Comments

