



# Active Insight: Evidence in Action



## Tip #852: Building Staff Readiness Through Collaborative Movement

### Overview

Active professional development where staff physically experience the movement activities they will deliver to students, builds teacher confidence, deepens pedagogical understanding, and creates a shared language for HPE across the school. When teachers participate in modified games, movement circuits, and skill-based tasks together, they develop a direct understanding of the physical and social dimensions of the activities they are expected to teach. This experiential approach to professional learning is more effective than passive observation or lecture-based instruction.

### Key Teaching Ideas

Staff readiness through movement works best when the professional development experience mirrors the student experience as closely as possible. Teachers who have played a modified game themselves are better equipped to facilitate it, anticipate challenges, and respond to student questions. Active professional development also builds collegial relationships, teachers who have laughed, struggled, and succeeded together in a physical challenge are more likely to collaborate and support each other in the classroom. The physical experience creates a shared reference point that makes subsequent pedagogical discussions more concrete.

### Practical Application

- **Active Staff Icebreakers:** Begin professional development sessions with a modified game or physical challenge that staff will later use with students, giving them a direct experience of the activity before discussing how to teach it.
- **Active Circuit Walkthroughs:** Have teachers physically walk through a proposed active circuit, pausing at each station to discuss potential bottlenecks, safety considerations, and modification options for diverse learners.
- **Cross-Curricular Movement Challenges:** Pair teachers from different subject areas to co-design and demonstrate a cross-curricular movement task, building shared understanding of how physical activity can support learning across the curriculum.



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- **Fundamental Skill Practice Sessions:** Dedicate fifteen minutes of a staff meeting to learning and practising three movement skill cues that teachers can use in class, building confidence in HPE delivery across the whole staff.
- **Adaptive Participation Options:** Ensure all staff professional development movement activities offer varying levels of physical intensity, from gentle stretching to active gameplay, so that every staff member can participate comfortably.

## Next Steps

[Anywhere PD](#) offers resources on active professional development and staff movement experiences. Visit [Active Education Australia](#) for tools on building staff confidence in delivering HPE across the school.

## References and Research

1. Timperley, H. (2011). *Realizing the Power of Professional Learning* – Explains how collaborative, evidence-informed professional learning builds teacher capability and improves student outcomes through active engagement and reflection.
2. Australian Professional Standards for Teachers – Provides the national framework for ongoing professional learning, effective teaching practice and collaboration to improve student learning.
3. Knight, J. (2018). *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching* – Demonstrates how instructional coaching, modelling, observation and reflective practice strengthen teacher confidence and implementation of effective teaching strategies.
4. Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner* – Describes how cycles of planning, action, observation and reflection help educators refine teaching practices through collaborative professional inquiry.