



Collaboration

SHANE HILL



Government
of South Australia



SACE
BOARD
SOUTH AUSTRALIA

A2 Application of collaborative skills in physical activity contexts



Application: The action of putting something into operation.



Collaborative skills: Can be defined as the interpersonal and intrapersonal qualities and competencies we leverage to collectively solve a problem or make progress toward a common goal.

A2: Application of collaborative skills in physical activity contexts

A2	Performance Standard	Some examples of how students may demonstrate this
A	Highly effective and focused application	Student tailors the use of specific and identified collaborative skill/s toward achieving an intended purpose for the physical activity context and the participant/s involved. The student adapts the use of the skill/s according to the context of the person/s they are collaborating with and the context of the situation. There may be multiple collaborative skills used according to the needs of the situation and/or there is evidence of the skill/s being used and modified across multiple situations in order to achieve the intended outcomes related to the physical activity and participant/s.
B	Mostly effective application	Student identifies the collaborative skill/s they are using and how they are intended to impact the outcomes for the physical activity and/or participant/s. There may be multiple collaborative skill/s used. The student may adapt the skill/s used according to the person/s they are collaborating with and the situation.
C	Generally effective application	Student uses collaborative skill/s within a physical activity context . The collaborative skill/s may be broad or general in nature, but their use by the student achieves an outcome for the participant/s and/or physical activity.
D	Some application	Student generalises their use of collaborative skill/s. The skill/s are used within a physical activity context.
E	Attempted application	Student references collaborative skill/s. There is minimal evidence of how the skill/s were used within a physical activity context.

5 Suggestions for effective application of A2

1. Be Authentic
2. Don't isolate the feature
3. Be explicit
4. Use a framework
5. Feedback is king

Suggestion 1: Be Authentic

- For collaboration to be effective, it needs to be authentic
- Collaboration needs to be purposeful and intentional for the person you are applying the collaborative strategies with
- The implemented skills of collaboration that are applied need to be chosen for a reason, and that is generally because of some information you have
 - This can be initial data you have on a team or individual or
 - In the moment decision making with the information being presented to you

Suggestion 2: Don't isolate the feature

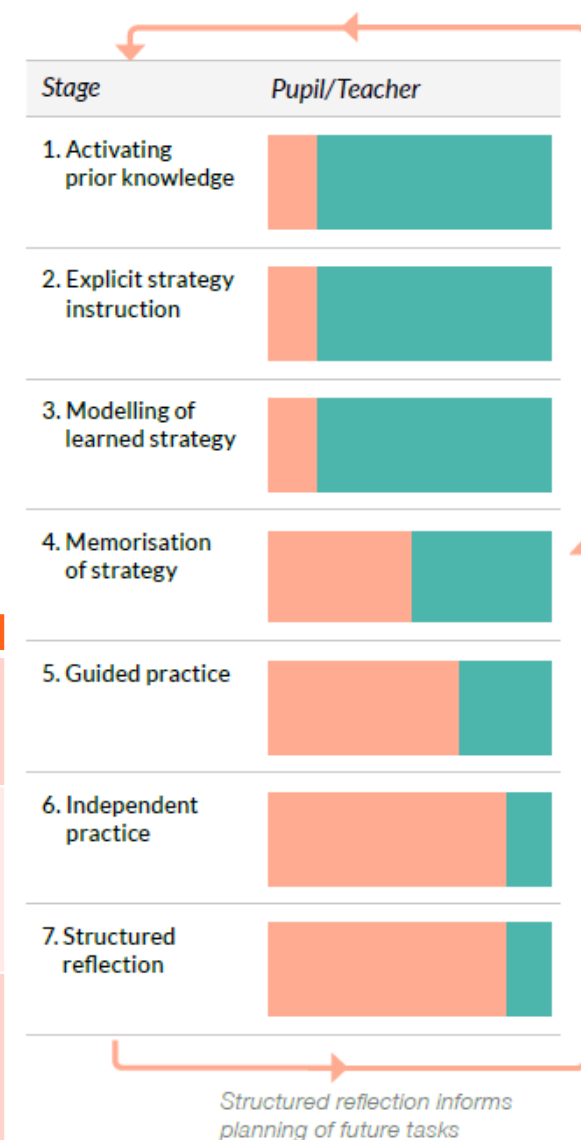
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- **When we unpack A2, collaboration is:**
 - **Tailored:** based on data and feedback (AE1 / A3 – can be an implemented strategy)
 - **Specific for purpose:** Textbook evidence on the implemented skills of collaboration (A1 / A4)
 - **Used according to the needs of the situation:** Collaboration is applied for a specific purpose and is catered to the individual or the scenario presented
 - I.e. Are we in performance or learning mode? Each requires different types of feedback (A3)

Suggestion 3: Be explicit

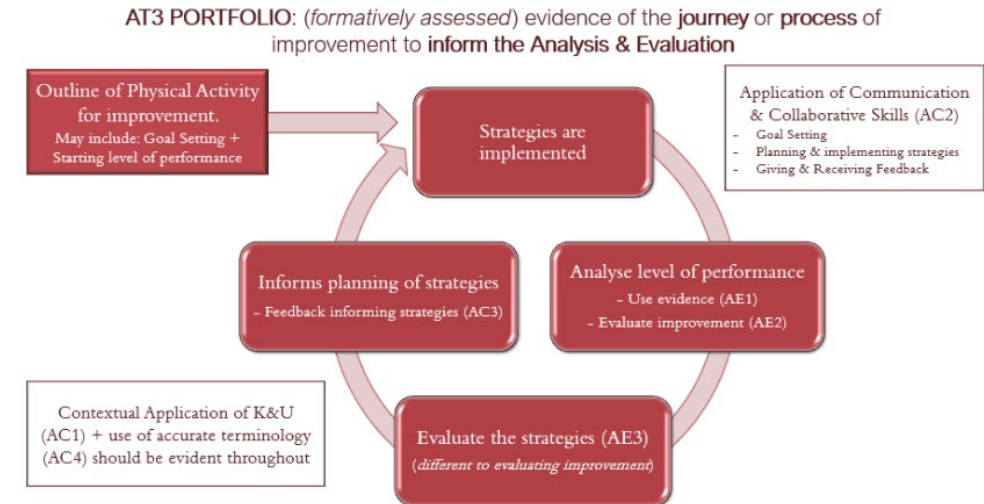
- Teachers: Teach the skills of collaboration
- Students: Name the skills of collaboration being applied
 - I.e. here I am **active listening**, you can see that I'm involved with the conversation and using **non-verbal cues such as smiling and nodding** to demonstrate my engagement
- Use the language of the feature
 - I.e. here you can see I **applied** an open-ended question using visual feedback. The response was an opportunity to **gather feedback** to identify if my **implemented strategy** was successful

Key Idea	Consideration
Psychology of sporting performance	<ul style="list-style-type: none"> • the role of feedback and its effect on learning and performance • giving and receiving feedback
Collaboration for physical activity purposes	<ul style="list-style-type: none"> • application of collaborative skills to suit the physical activity context, e.g. communication, building shared understanding, collectively contributing, regulating behaviour. • utilising collaborative strategies to achieve common goals related to physical activity
Barriers and enablers to physical activity	<ul style="list-style-type: none"> • personal strategies, e.g. enabling choice of activities to suit personal preference; acknowledging individual attitudes, values, and beliefs • social strategies, e.g. grouping and team selection, performance environment modifications, manipulation of rules and constraints in physical activity



Suggestion 4: Use a model or framework

- Scaffolds are an essential part of this course
- Provide the tools necessary for students to succeed
- This will allow opportunities for students to address this feature in a structured way
- Tools include:
 - AT3 feedback cycle
 - METACOGNITION - The seven-step model
 - ACER Collaboration Framework
 - 7 norms of collaboration



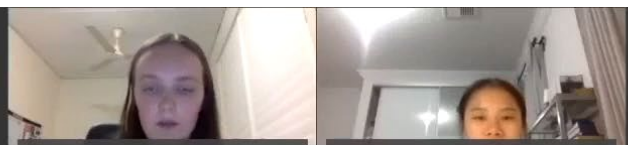
Suggestion 5: Feedback is King

- The only way we can get better at anything is through feedback
 - Feedback can be internal or external (KOR/KOP)
- Allow feedback to drive the collaborative process
 - I.e. ask open ended questions about how it felt when a player executed a skill proficiently (this is eliciting internal feedback, or ask what a player thinks when looking at some stats or video footage)

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Bringing it all together



ELITE DATA

OPPONENT MOVEMENT

PLAYER 1'S MOVEMENT

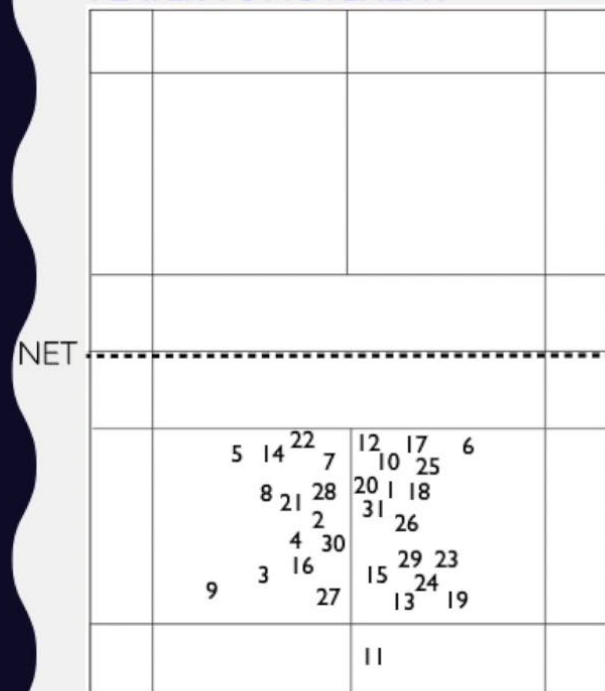


Figure 1: Number of shots taken and where they were played on the court (from a 4-minute video).

PLAYER 2'S MOVEMENT

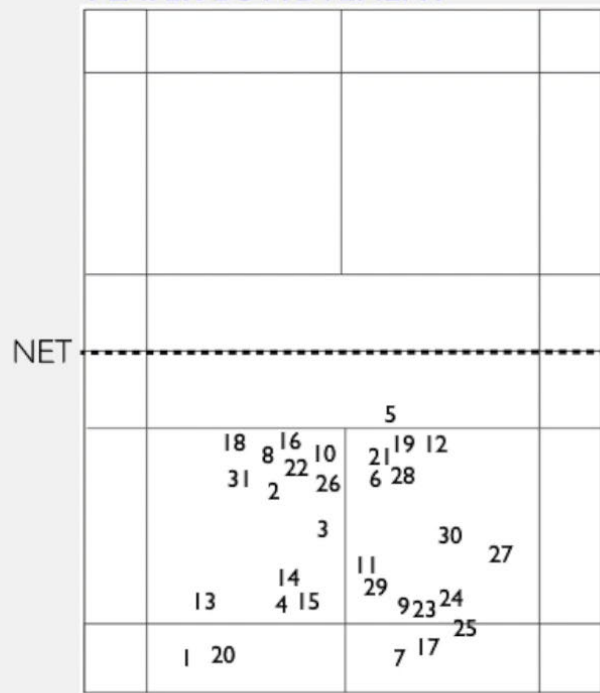


Figure 2: Number of shots taken and where they were played on the court (from a 4-minute video).