

### Evidence Summary 3.1.5

Many of the students wrote in their feedback, especially for renditions of units 9916 and 9893, how they valued opportunities for consolidating theoretical learning by engaging in practical workshops (please see Williams and Ovens (2024) in section 3.1.9 for a more detailed account of this deliberate approach in my teaching – especially ‘Phase one: The experience of unit design’ in pages 6-8).

Students also provided evidence of how I have tried to develop an optimal learning environment through a concerted effort to make all my students feel welcome. For example, by getting to know them through making the effort to quickly learn all their names, and by allowing them to have a voice in their learning. Also, I continually reflect upon, and devise opportunities or experiences to add value to my teaching. For example, excursions to local schools, ‘Voices from the Profession’ (section 3.2.1), providing access to my publications about research conducted locally with teachers and students about real-world issues relating to my students. See for example, Williams and Pill (2019) about what quality PE means for ACT HPE teachers, and Williams et al. (2021) about assessment approaches in games and sports (section 3.4.3 – Publishing research related to teaching pdf). About my personal qualities, students commented (see 3.1.5 - Inspiring and motivating students through effective communication presentation and interpersonal skills pdf) about that I ‘took the extra time to build relationships’ with them, and that I bring humour to my teaching. Also, that I was ‘firm and honest’ which was attributed to motivating my students to learn.

The strength of my communication and presentation, is suggested by student statements about the relevance of my teaching, and how I was able to balance what should, and should not be taught in contemporary PE/HPE. Also, words like ‘clear’, ‘clarity’ and ‘engaging’, serve to demonstrate the skilfulness and effectiveness of my communication. Further, about my communication, students noted how I diligently keep in contact through Canvas and other means, such as by direct email and that I provide feedback in a timely fashion. One noted how I went as far as communicating on public holidays, which is something I do, as I often write on those days, and therefore I am ‘on board’. About my presentation of units, some students commented how I purposefully split workshops in two, to enhance the student learning experience by having optimal class sizes.