

Evidence Summary 3.1.3

This section provides two sources of evidence. First, a university award I received from the University of Canberra Student Association in recognition of how I support my students' learning needs. The award citation is 'for reaching out to include the diverse needs of all students who appreciate his enthusiastic dedication to future visions of health and physical education'. This award means a lot to me, because it came from my students rather than being self-nominated. Also included in this section are four student testimony case studies:

Case Study 3.1.3-Student 1 is about how I supported one of my students' learning during very challenging personal circumstances, when they were subject to domestic violence and became a single parent.

Case Study 3.1.3-Student 2 is concerned with a former student from Regional New South Wales and how I supported them in their academic writing and in valuing evidence-based learning. The version of Health and Physical Education (HPE) I introduced them to, was very different to how they had learned the subject as a child and young person. Now as a teacher, they are using this knowledge to help students, also from Regional Australia learn quality HPE. This example also shows evidence of the impact of my teaching.

Case Study 3.1.3-Student 3 is a conversation with a former student of colour about my 9893 unit, where I taught them about racism in PE and sport. The student comments how I helped them understand why Eurocentric content persists in PE, and how PE can be more inclusive.

Case Study 3.1.3-Student 4 is about the experiences of a former student who is permanently in a wheelchair, and how I supported them in becoming a qualified HPE teacher and made them feel included because of my personable disposition and approach.