

Title: Differentiated Instruction through Task Design in Gymnastics PE (Primary)

Task design for effective Physical Education (PE) should take into consideration the psychomotor developmental level and the cognitive and affective stage of students' learning. It is critical for learning tasks to be pitched at students' varying capabilities to perform the required skills; and to allow for differentiated instructions. Tasks matching students' individual capabilities not only will enhance students' learning but also increase their motivation and engagement level. With inclusiveness in mind, Rovegno (2017) suggested that there are seven ways to differentiate instructions through task design.

A PE Project by Fairfield Methodist School (Primary) and PESTA explored the impact of the strategies in ten Gymnastics lessons. The project aimed to find out the effectiveness of the strategies used in task design to enhance students' learning experiences and the development of an independent learner. The findings showed a positive relationship between the seven strategies used in task design and students' learning. At this interactive webinar, participants will be engaged in an enriching professional discourse. We will share on the project with the focus of how differentiated instructions through task design accommodated the individual differences in a class of thirty students.