



Course Outline (Higher Education)

School:	School of Education
Course Title:	HEALTH AND PHYSICAL EDUCATION CURRICULUM
Course ID:	EDBED1018
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED1005)
ASCED:	070301

Description of the Course:

This course will develop an understanding of the role of health and physical education (HPE) in promoting physical, mental, emotional and social health for young people within the school setting. The course provides the opportunity for students to explore and navigate recent developments and social issues in primary HPE. Students will explore the importance of understanding the different backgrounds that contextualize HPE and how to make curricular and pedagogical choices to address all of the children's learning strengths and needs in a class. The learning activities will enable students to master basic knowledge, concepts and skills to teach HPE in schools including effective planning and reflective practice. The course also emphasizes developing students understanding and application of curriculum, pedagogy and assessment models and practices.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Explore recent developments and current social issues associated with primary HPE teaching and learning
- K2.** Develop a sound knowledge and understanding of pedagogic practices in primary HPE.
- K3.** Understand and interpret contemporary curriculum relevant to teaching and assessing primary HPE.
- K4.** Develop a sound knowledge and understanding of how to develop HPE activities that cater to a range of student learning strengths and needs.

Skills:

- S1.** Apply contemporary curriculum and assessment practices to design HPE content.
- S2.** Design engaging student-centred lessons that utilize a range of pedagogic practices to address the learning strengths and needs of students from diverse backgrounds
- S3.** Analyze how recent developments and social issues impact HPE teaching and learning.
- S4.** Develop assessment criteria and grading procedures relevant to primary HPE

Application of knowledge and skills:

- A1.** Evaluate and address a range of social issues that have the potential to impact a primary HPE class.
- A2.** Plan a sequential unit of work based on HPE primary curriculum that incorporates assessment practices and caters for the learning strengths and needs of students from diverse backgrounds.
- A3.** Plan and implement HPE lessons that incorporate a range of pedagogical approaches to address the learning strengths and needs of students from diverse backgrounds.
- A4.** Work collaboratively and effectively with colleagues to improve student learning HPE

Course Content:

Topics will include:

- Examining Health and Physical Education as a social construct
- Understanding the importance of delivering quality health and physical.
- Exploring the different levels of physical activity engagement that children bring to class
- Examining the social barriers to active PE engagement
- Creating HPE lessons that cater to the learning strengths and needs of students from diverse backgrounds.
- Understanding and applying the Australian curriculum: Health and PE
- Exploring different pedagogical approaches to deliver HPE content.
- Developing strategies for inclusion in HPE
- Authentic learning and assessment in HPE.
- Purposefully connecting health and PE
- Health education in the twenty-first century
- Health education vs health promotion
- Whole-school approaches to promoting health
- Developing effective HPE unit plans

Values:

- V1.** Appreciate the diverse range of backgrounds that can influence children's HPE engagement
- V2.** Understand the importance of making curricular and pedagogical decisions to address a range of learning strengths and needs.
- V3.** Appreciate the role of health and physical education in contributing to a whole school approach in promoting physical, mental, emotional and social health of young people

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; K2; K3; S3; A1	AT1; AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2; K4; S1; S2; S3; S4; A1; A2; A3	AT1; AT2; AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2; K4; S2; S3; S4; A1; A2; A3	AT1; AT2; AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1; K3; S4; A3; A4	AT1; AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1; S3; A1	AT1; AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S3, A1, APST 1.2, 1.3, 1.5, 2.1, 2.2, 2.6, 3.4, 3.5,	Students explore recent developments and current issues in teaching primary HPE by engaging in online activities.	Online engagement	20 - 30%
K1, K2, K3, K4, S1, S2, A1, A3. APST 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.3, 5.1	Students must evaluate an HPE case study and make informed curricular and pedagogical decisions to ensure that the learning strengths and needs of all of the students are being addressed.	Case study	30 - 40%
K2, K3, K4, S1, S2, S4, A1, A3, A2, A4. APST 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 3.3, 3.4, 3.5, 5.1	Students plan a sequential unit of work that aligns with the current primary HPE curriculum, caters for the specific learning needs of students across a range of abilities, and includes assessment tasks and related assessment criteria.	Curriculum design	30 - 40%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)