

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** HEALTH CURRICULUM 1

**Unit ID:** EDBED3031

**Credit Points:** 15.00

**Prerequisite(s):** (The required level of undergraduate study in the appropriate discipline areas as specified in Specialist Area Guidelines published by the Victorian Institute of Teaching.)

**Co-requisite(s):** Nil

**Exclusion(s):** (EDDDE3010 and EDMAS6010)

**ASCED:** 070301

**Description of the Unit:**

This unit is designed to prepare students to teach and coordinate health education and promotion in secondary schools. They will explore the development of health education and promotion from an historical and cultural perspective, and will develop an awareness of the health and human development needs of young people, and an appreciation of the impact health education can have on young people and their communities. Pre-service teachers (PSTs) will identify and critically review policies, curriculum, and student centred pedagogies relevant to health education, and apply this knowledge when critiquing and creating health curricula and resources. They will also explore whole school health promotions, and explore educational rationales for Health and personal development education whilst understanding and implementing health outcomes in schools. PSTs will develop teaching strategies and skills relevant to developing a safe, inclusive and supportive health education learning environment.

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

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final

mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Interpret student learning behaviours in terms of physical, social and intellectual development and other diverse characteristics.
- K2.** Comprehend and question the evolution, structure of, and rationale for the Health Education learning area and whole-school health promotion programmes
- K3.** Articulate the concepts, content and teaching strategies of Health Education.
- K4.** Explore and address the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching, and everyday life.
- K5.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in Health Education
- K6.** Interpret and apply policies and processes required for teaching sensitive topics in Health Education.
- K7.** Consider the role of external professionals and community representatives in developing and supporting a Health Education programme and a whole-school health promotion.
- K8.** Know and understand literacy and numeracy teaching strategies and their application in teaching areas

**Skills:**

- S1.** Organise Health Education content into an effective learning and teaching sequence
- S2.** Apply curriculum, assessment and reporting knowledge and frameworks to design effective learning sequences, lesson plans and assessment tasks.
- S3.** Construct learning goals and activities that provide achievable challenges for students of varying abilities and characteristics.
- S4.** Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- S5.** Analyse a range of teaching approaches and strategies
- S6.** Critically analyse and incorporate a range of Health Education teaching and learning resources, including ICT, that support teaching and learning, and engage students in their learning.
- S7.** Identify strategies to support inclusive student participation and engagement in Health Education classroom activities and a whole-school health promotion.
- S8.** Demonstrate the capacity to organise classroom activities and provide clear directions.
- S9.** Ability to critique a variety of Health Education academic literature.

**Application of knowledge and skills:**

- A1.** Select, critically evaluate and present a published year 7 - 10 Health Education resource.

- A2.** Design curriculum (unit plan, learning sequence, assessment strategies) consistent with current whole school Health curriculum, policies and framework and which incorporates the teaching of literacy and/or numeracy strategies, and teach a lesson trialling a range of teaching approaches and strategies.
- A3.** Write a position paper on a significant Health education issue that draws on recent peer reviewed scholarly publications.

### Unit Content:

#### Topics to be covered

- Evolution of the Health Education learning area and health promotion from an historical, cultural and political perspective
- Health and human development needs of young people and the role of Health Education in their world
- What should be taught in school and when? - Legal, ethical, religious and cultural constraints; safe, responsible and ethical use of ICT
- The health educator - dispositions, knowledge and skills, values and hidden messages - how do I fit?
- Developing a safe, inclusive, engaging and educative Health Education classroom
- Contemporary teaching approaches and unit teaching practices in Health Education - e.g. strengths-based, harm-minimisation, critical inquiry, health literacy
- Exploring Health Education curriculum, policies and resources
- Selecting and using appropriate HE teaching and learning resources including digital technologies
- Unit and lesson planning for learning in Health Education
- Assessment and feedback in Health Education
- Whole-school health promotion and the place of Health Education and the health educator

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K4, K6; S5, S6, S7, S8; A1. APST 1.1, 2.1, 3.4, 3.5, 4.1, 4.2, 4.5; 7.2	Select, critically evaluate and present a published year 7 - 10 Health Education resource	Resource evaluation and learning activity presentation	10 - 20%
K1, K2, K3, K4, K5, K6, K7, K8; S1, S2, S3, S4, S5, S6, S7, S8; A2. APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.1, 7.2, 7.4;	Design curriculum (unit plan, learning sequence, assessment strategies) consistent whole school Health curriculum, policies and framework and which incorporates the teaching of literacy and/or numeracy strategies, and teach a lesson trialling a range of teaching approaches and strategies.	Curriculum unit plan and teaching performance	45 - 55%
K2, K4, K6, K7; S9 A3 APST 4.4, 4.5	Write a position paper on a significant Health Education issue that draws on recent peer reviewed scholarly publications.	Position Paper.	25 - 35%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment

### 7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

#### **Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)

**Professional Standards / Competencies:**
**Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial**

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Advanced
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced

3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Advanced
4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Yes	Advanced
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
Professional Engagement		
7. Engage professionally with colleagues, parents/carers and the community		
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Advanced
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Advanced