

# Unit Outline (Higher Education)

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

**Unit Title:** PHYSICAL EDUCATION CURRICULUM 1

**Unit ID:** EDBED3044

**Credit Points:** 15.00

**Prerequisite(s):** (At least 3 Physical Education content units)

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

**Exclusion(s):** Nil

**ASCED:** 070105

**Description of the Unit:**

This unit is designed to guide student's questioning of the place, role, and established practices of middle years Physical Education (PE). Working closely with our partnership school, Pre-service Teachers (PSTs) will participate in structured observations of middle years PE classes, and research, question, and propose new ways of engaging students in physical activity. Based on research frameworks, current curriculum, and educational policies, PSTs will critique a schools PE programme and design alternative curriculum aimed at engaging students in student-centred, inquiry-based learning. PSTs will also explore contemporary PE teaching models and associated assessment strategies, and design and apply learning and assessment tasks.

**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

**Course Level:**

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

### Learning Outcomes:

#### Knowledge:

- K1.** Interpret student engagement behaviours in physical education (PE) in terms of physical, social and intellectual development and other diverse characteristics.
- K2.** Research factors that affect student engagement and learning in PE and the implications for teaching.
- K3.** Review research literature to develop a deep understanding of a range of student-centred PE teaching approaches; their underpinning learning theory and implications for teaching.
- K4.** Comprehend and question the evolution and structure of, and rationale for, the health and physical education learning area (HPE).
- K5.** Demonstrate knowledge and understanding of concepts, substance and structure of the content and teaching strategies relevant to PE.
- K6.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in PE.
- K7.** Interpret and apply policies and processes required for safe delivery of PE and sport.
- K8.** Know and understand literacy and numeracy teaching strategies and their application in PE

#### Skills:

- S1.** Organise PE 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, strategies and a range of resources, including ICT, that engage students in their learning.
- S6.** Identify strategies to support inclusive student participation and engagement in PE.

#### Application of knowledge and skills:

- A1.** Research and design a whole-school PE programme to increase student engagement and learning.
- A2.** Trial a range of teaching approaches and strategies.
- A3.** Model core teaching practices, including verbal and non-verbal communication strategies to support student engagement and learning.
- A4.** Coordinate classroom activities and guide student learning.
- A5.** Employ appropriate strategies that support student safety, participation and engagement in PE.

#### Unit Content:

Topics Include:

- Explore the concepts, substance and structure of the content of PE curriculum.
- Know and understand literacy and numeracy teaching strategies as applied to HPE.
- Knowledge of a range of resources, including ICT, that engage students in their learning.
- Middle years school PE class structured observations
- Evolution of the HPE learning area, PE and sport from an historical, cultural and political perspective
- The physical educator dispositions, knowledge and skills, values and hidden messages how do I fit?
- Physical activity behaviours and needs of young people and the role of PE and sport in their world
- Factors that affect engagement and learning in PE
- What should be taught in school and when? PE programme models
- Exploring HPE curriculum, policies and resources Connecting the H to the P
- Contemporary teaching approaches and practices in PE e.g. student-centred, strengths-based, critical inquiry, physical literacy, educative
- Developing safe, inclusive, engaging and educative PE
- Unit and lesson planning for learning in PE
- Assessment and feedback in PE.

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S6, A1, ASPT: 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 7.2	Undertake an in-depth investigation and critical analysis of an issue which commonly impacts on student engagement in PE.	Research Report	20-40%
K2, K3, K5, K7, S1, S2, S4, S5, A1, A3, ASPT: 1.2, 2.1, 2.2, 2.3, 3.2, 3.4, 7.2	Critically analyse a school's PE programme, and redesign to increase engagement of the current school cohort. Present a revised programme plan and rationale, and an innovative unit plan.	Team Problem-based Project and Curriculum Design	20-40%
K3, K5, K6, K7, K8, S1, S2, S3, S5, A2, A3, A4, A5 ASPT 1.2, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.4, 5.1, 7.2	Research a contemporary PE teaching model. Based on the model, design and teach a lesson, and plan an assessment task for a specific cohort	Curriculum Design and Teaching Performance	20-40%

### 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](#)