



Course Outline (Higher Education)

School:	School of Education
Course Title:	HEALTH CURRICULUM 2
Course ID:	EDBED3131
Credit Points:	15.00
Prerequisite(s):	(EDBED3031)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3022 and EDDDE3110)
ASCED:	070301

Description of the Course :

In this course, pre-service teachers (PSTs) will focus on secondary school studies relevant to Health Education. Through coursework and classroom observations, PSTs will develop an understanding of the secondary school learners and Health Education relevant subjects. Deep curriculum content analysis will guide the choice of assessment topics to further develop subject content knowledge. PSTs will research and develop innovative, inclusive, student-centred, and inquiry-based curriculum and teaching strategies relevant to Health Education; including unit, lesson and assessment task plans.

Grade Scheme: Graded (HD, D, C, etc.)

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Build on and apply deep content knowledge relevant to teaching secondary Health Education curriculum.
- K2.** Explore the secondary Health Education curriculum, content and teaching strategies.

- K3.** Define the concept of, and requirements for inclusive, engaging, student-centred, and inquiry-based secondary Health Education .
- K4.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in health education.
- K5.** Interpret and apply policies and processes required for teaching sensitive topics in Health Education.
- K6.** Consider the role of external professionals and community representatives in developing and supporting a Health education programme and a whole-school health promotion.
- K7.** Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

Skills:

- S1.** Apply curriculum, assessment and reporting knowledge and frameworks to design and organise effective learning and teaching sequences, lesson plans and assessment tasks.
- S2.** Using knowledge of student learning, content and effective teaching strategies, construct learning goals, lesson sequences and activities that provide achievable challenges for students across a full range of abilities and diverse characteristics.
- S3.** Critically reflect on a range of resources, including ICT, that support teaching and learning, and engage students in their learning.
- S4.** Identify strategies to support inclusive, engaging, student-centred, and inquiry-based secondary education.
- 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.

Application of knowledge and skills:

- A1.** Design, teach and evaluate a secondary Health Education learning activity based on student use of digital technology and inquiry-based learning.
- A2.** Design a unit plan appropriate to a specified cohort, according to a Health Education curriculum framework and detailing teaching and learning resources.
- A3.** Create a summative assessment task that would be applicable to your unit plan design in AT2, and allow accurate teacher judgment of student achievement.

Course Content:

Topics may include

- Developing a safe, inclusive, and effective secondary Health Education learning environment
- Critical evaluation of Health Education teaching and learning resources and professional learning
 - Digital technology - options, benefits and limitations
- Review of Health Education content knowledge through setting personal learning goals
- Working with secondary Health Education curriculum documents including;
 - Rationale and pathways
 - Content analysis;
 - Programming and assessment requirements;
- Designing effective learning sequences taking a meaningful, thematic approach
- Teaching approaches and core practices in the secondary years
 - Engaging, student-centred, and inquiry-based approaches
 - Catering for students of varying abilities and characteristics.
- Assessment and feedback in Health Education - designing, critiquing, and implementing

Values:

- V1.** Appreciate the potential impact of health education on own, and students' health and wellbeing.
- V2.** Respect diversity of learners' background, values, opinions and their right to learn
- V3.** Appreciate the role and value of on-going professional development to the health educator.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	S1, A1	A	AT1	A
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.	S3, S6, A2	A	AT2	A
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.	K6, S7	A	AT2	A
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.	S8, A2	A	AT2	A
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.	K2, A3	A	AT3	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3; S1, S2, S3, S4, S6 A1, A3 APST 2.1, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2.	Design, teach and evaluate a secondary Health Education learning activity based on student use of digital technology and inquiry-based learning.	Teaching Performance	20-40%
K1, K2, K3, K4; K5, K6, K7 S1, S2, S3, S4; S6, S7, S8; A2 APST 1.5, 2.1, 2.2, 2.3, 2.5 3.1, 3.2, 3.3, 3.4, 4.1; 5.1., 7.2, 7.4	Design a unit plan and assessment task, appropriate to a specified cohort, according to a Health Education curriculum framework and detailing teaching and learning resources.	Curriculum Design	30-50%
K1, K2; K4 S1; A3 APST 2.3, 5.1	Create a summative assessment task that would be applicable to your unit plan design in AT2, and allow accurate teacher judgment of student achievement.	Assessment Task	20-30%

Adopted Reference Style:

APA

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

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	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
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

<p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Yes</p>	<p>Advanced</p>
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4. Create and maintain supportive and safe learning environments

<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<p>Yes</p>	<p>Advanced</p>
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<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Advanced</p>
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5. Assess, provide feedback and report on student learning

<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Yes</p>	<p>Advanced</p>
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Professional Engagement

7. Engage professionally with colleagues, parents/carers and the community

<p>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.</p>	<p>Yes</p>	<p>Advanced</p>
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<p>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.</p>	<p>Yes</p>	<p>Advanced</p>
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