



Course Outline (Higher Education)

School:	School of Education
Course Title:	HEALTH AND PHYSICAL EDUCATION CURRICULUM STUDIES II
Course ID:	EDBPE3003
Credit Points:	15.00
Prerequisite(s):	(EDBPE2000)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070300

Description of the Course :

Students will explore the learning area of health and physical education (HPE) in the senior school context. They will explore all senior curriculum pathways and will particularly examine health and human development (H&HD) and PE curriculum frameworks. Students will develop a unit plan, learning activity and assessment task to meet the appropriate curriculum guidelines. They will participate in a group task of marking and moderating an assessment task. They will also consider incorporation of ICT and student-centred activities to engage a range of learner types and abilities. A critical analysis of learner and teacher resources currently available to support H&HD and PE senior curriculum will also be undertaken. To ensure students feel confident teaching the senior subject knowledge, students will undertake a content audit reflective task and will develop a personal learning contract to further develop subject knowledge.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

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"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Understand the rationale, requirements, structure and content of senior curriculum frameworks
- K2.** Understand and interpret current relevant senior health and human development (H&HD) and physical education (PE) curriculum frameworks
- K3.** Demonstrate deep content knowledge relevant to teaching senior H&HD and PE
- K4.** List and critically evaluate resources, including ICT, currently available to support senior H&HD and PE curriculum, teachers and learners
- K5.** Understand the aims and applications of different types of assessment and their relevance to senior H&HD and PE

Skills:

- S1.** Develop a sequential unit plan to meet H&HD or PE curriculum guidelines for an area of study
- S2.** Design a senior H&HD or PE learning
- S3.** Design engaging student-centred curriculum that incorporates ICT, and caters for a range of learners
- S4.** Develop assessment criteria and grading procedures

Application of knowledge and skills:

- A1.** Deliver and critically reflect on a senior H&HD or PE learning activity and assessment task which meets current curriculum guidelines
- A2.** Deliver engaging student-centred curriculum that incorporates ICT, and caters for a range of learners
- A3.** Critically reflect on learning activities, assessment tasks and teacher and learner resources
- A4.** Apply assessment criteria to assess senior H&HD and PE student work and participate in a group activity to moderate students' grades
- A5.** Display appropriate interpersonal and communication skills when working with students and colleagues
- A6.** Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teacher standards.

Course Content:

- Understanding the senior school curriculum structure, pathways and the connections to middle years HPE curriculum
 - Senior H&HD and PE curriculum review
 - Similarities and differences
 - Content analysis
 - Programming and assessment requirements
 - Place of HPE in alternate senior school curricula
- Senior H&HD and PE teaching
 - Development and delivery of sequential student-centred learning and assessment tasks
 - Developing assessment criteria, grading assessment and moderating of marks
 - Catering for a range of abilities, learning styles and interests
 - Critical evaluation of teaching and assessment resources including computer generated

- Me as a HPE teacher
 - Reflect on professional identity
 - Reflect on level of confidence and competence to teach subject knowledge of H&HD and PE senior curriculum, and develop strategies to up-skill on areas of concern

Values:

- V1.** Appreciate difference in learners and the need to use a range teaching approaches and assessment strategies
- V2.** Work collaboratively with peers to achieve goals within appropriate timeframes
- V3.** Reflect on level of confidence and competence to teach subject knowledge of H&HD and PE senior curriculum, and develop strategies to up-skill on areas of concern
- V4.** Reflect on professional identity

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.	K2, K4, A1, A3	B	AT1, AT2, AT4	B
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.	K4, S3, A2, A5	B	AT 2, AT4	C
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.	K3, K5, S3, A2, A5	A	AT3, AT5	B
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.	K2, K5, S4, A1, A2, A4	A	AT2	C

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 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.	K4, S1, S2, A1, A4, A6	A	AT1, AT2, AT3	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2, A3, A4, A5	Attendance and participation at tutorials and lectures is expected. Critical reflect on learning activities and assessment tasks presented in tutorials	1a.Critical reflections on peer presentations	S/U
K1, K2, K3, K4, S1, S2, S3, A2	Design an H&HD or PE sequential unit that corresponds to a designated curriculum framework. Develop, deliver and reflect on a learning activity from the unit, that incorporates ICT and caters for a range of learners	2.Senior H&HD or PE curriculum document and learning task presentation (in pairs)	40-60%
K3, K5, S4, A1, A4	Design (or source and modify an existing) an assessment task that corresponds to a designated curriculum framework.	3. Senior H&HD or PE assessment task presentation project	30-50%
A3	Reflect on level of confidence and competence to teach subject knowledge of H&HD and PE senior curriculum, and develop strategies to up-skill on areas of concern	4. Personal learning contract	10-20%
A6	Sucessful Completion of Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)	Test	S/N

Adopted Reference Style:

APA