Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	HPE CURRICULUM STUDIES 2 (MIDDLE YEARS)
Course ID:	EDCEL3000
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDHPE3000 and EEZED3721)
ASCED:	070199

Description of the Course:

Students continue to explore current Health & Physical Education (HPE) curriculum in this course. Students will expand their knowledge of the integrated learning area of HPE and continue to develop their pedagogical beliefs, professional values and identity. Working under the current curriculum framework students will continue to improve their knowledge and skill in planning, delivering and assessing various learning outcomes with a major focus on the Middle Years (9 and 10). Students will cater for a range of individual learner differences including cultural backgrounds, abilities and learning needs.

This course supports the third year professional experience in the Bachelor of Education in which students complete 15 days in the education setting specified below for their particular program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher/Supervisor in the setting in which in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor.

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

Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

Placement Component:	Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this course.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Explore contemporary pedagogic practices in Middle Years HPE.

K2. Review and interpret contemporary curriculum policies and guidelines relevant to the teaching and assessing of Middle Years HPE.

K3. Compare and contrast a range of resources and tools, including ICT, and how they may be used to teach and assess Middle Years HPE.

K4. Justify the role of critical reflection as a component of the teaching/learning cycle.

K5. Explain how literacy and numeracy skills can be developed through HPE.

K6. Connect theoretical learning with the practice of teaching in an authentic education environment

K7. Receive and reflect on critical and meaningful feedback

K8. Inquire into their own and others teaching practice appropriate to the professional experience setting

Skills:

S1. Develop a unit of study to meet Middle Years HPE curriculum guidelines.

S2. Design engaging HPE lessons, that incorporate ICT to expand curriculum opportunities for students, and meet the needs of learners across a range of abilities.

S3. Implement a range of teaching strategies based on contemporary pedagogical understandings of Middle Years HPE.

S4. Establish assessment and feedback opportunities, assessment criteria and grading procedures.

S5. Identify literacy and numeracy learning opportunities in HPE lessons.

S6. Negotiate professional duties and teaching and learning tasks with the supervising mentor

S7. Set personal goals for future learning and research

S8. Reflect on strengths and future needs as a learner and as a teacher

S9. Document learning specific to diversity (learning styles and strategies)

Application of knowledge and skills:

A1. Nominate, complete and document personal learning tasks that are relevant to the placement setting

A2. Reflect-on-action related to personal learning in an on-line journal

A3. Continue to develop an online resource folder that includes tasks based on the Professional Standards, as well other learning

A4. Deliver a curriculum based Middle Years HPE activity which is student-centred, includes assessment opportunities and meets the needs of learners across a range of abilities.

A5. Design Middle Years HPE curriculum that is inclusive, incorporates appropriate resources (including ICT), includes a variety of contemporary teaching strategies, provides numerous assessment opportunities, and addresses literacy and numeracy skills.

A6. Appraise, using critical reflection skills, developed assessment tasks and assessment criteria.

A7. Display appropriate interpersonal and communication skills when working with colleagues and students.

Course Content:

Topics may include:

- Current years 9-10 HPE curriculum and planning strategies.
- Planning sequential lessons informed by student learning, content requirements and effective teaching strategies.
- Assessment
- Role in informing lesson planning and sequencing.
- Nature of assessment, including formal and informal, diagnostic, formative and summative. Pedagogical approaches in HPE
- Range of teaching approaches, strategies and resources in HPE
- Differing abilities, backgrounds and learning needs of HPE students and how to differentiate for a full range of student abilities.
- Teaching literacy and numeracy, in and through, HPE. Becoming a reflective practitioner

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K5, K6, K8, S3, S6, A4, A7	AT1, AT2, AT5
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	K4, K7, K8, S7, S8, A2, A6	AT2, AT3, AT4, AT5

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K2, K3, K6, S2, A1, A3, A5, A6,	AT1, AT2, AT4, AT5
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	K1, K3, K6, S2, A2, A5	AT1, AT2
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	K6, S2, A4,	AT1, AT5

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A4. APST 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 5.1	Plan a sequential unit of work that aligns with current Middle Years HPE curriculum. Deliver a learning activity from that unit that caters to a range of abilities and includes ICT and assessment opportunities. Critically reflect upon task.	Multimodal Task	40%-70%
K2, K4, S4, A3. APST 1.5, 2.1, 3.3, 3.4	Critically reflect upon developed assessment tasks and assessment criteria for HPE.	Written Task	30% - 60%
APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0.	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in Pre-Service Teacher Learning Log (Form B)	Hurdle	S/U

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0.	Completion of 15 days placement in the education setting specified for their particular program	Hurdle	S/U

Adopted Reference Style:

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
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Advanced
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Yes	Advanced
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
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	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
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	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
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Advanced
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	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
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	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
5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Yes	Advanced
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced
5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Yes	Advanced

Professional Engagement

6. Engage in professional learning

6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Advanced
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Advanced
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Advanced
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Yes	Advanced

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

7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Advanced
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
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	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