

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	LEARNING THROUGH MOVEMENT IN HEALTH AND PHYSICAL EDUCATION
Course ID:	EDCEL4003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDHPE4003 and EEZED4711)
ASCED:	070199

Description of the Course:

This course explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise. Particular attention is directed toward building the capacity of students to identify opportunities for assessment for, as, and of learning within a movement context. Students will examine strategies for obtaining high-quality data, and how this can be applied to improve student learning, inform classroom practice, and evaluate teaching and learning programs in Health and Physical Education.

This course supports the fourth year professional experience in the Bachelor of Education in which students complete 15 days in the secondary education setting as per the focus 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 school-based Mentor Teacher in the education setting 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. They will also record reflections on their learning by completing the reflective Self-Evaluation Report (Form C).

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	<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.** Critically evaluate the key anatomical, biomechanical, physiological and skill acquisition principles associated with a variety of physical activities and sports
- K2.** Review pedagogical approaches and techniques to teach and analyse movement skills identified in the health and physical education curriculum.
- K3.** Explain strategies for obtaining high-quality movement-based data, and how this can be applied to improve student learning and ensure valid reporting
- K4.** Appraise a range of resources, including ICTs and teaching approaches that engage students in learning through movement.
- K5.** Connect theoretical learning with the practice of teaching in an authentic education environment
- K6.** Receive and reflect on critical and meaningful feedback
- K7.** Inquire into their own and others teaching practice appropriate to the professional experience setting

Skills:

- S1.** Critically examine pedagogical approaches and plan learning experiences using resources that engage learners and enhance learning.
- S2.** Implement appropriate assessment approaches to reliably analyse, interpret and report on student learning/performance of movement skills.
- S3.** Design assessment rubrics and construct explicit criteria for assessing learner achievement in physical activity and sport.
- S4.** Read for meaning, critically evaluate research and make thoughtful connections between theory, practice, and experience.
- S5.** Negotiate professional duties and teaching and learning tasks with the supervising mentor
- S6.** Set personal goals for future learning and research
- S7.** Reflect on strengths and future needs as a learner and as a teacher
- S8.** Document lesson planning and teaching to assume full classroom responsibilities

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.** Develop an online resource folder that includes tasks based on the Professional Standards, as well other learning related to the Graduate Teacher Performance Assessment.

Course Content:

- Key concepts concerning the sub-disciplines of anatomy and physiology, biomechanics, and motor learning. Pedagogical approaches and techniques to teach and analyse movement skills.
- Movement analysis principles.
- Influences on movement including individual, task and environmental constraints on motor skill development. Biomechanical principles for analysis of human movement.
- Sociocultural factors that influence skill development, and the characteristics of the three stages of learning (cognitive, associative and autonomous).
- Assessment approaches to reliably analyse, interpret and report on student learning/performance of movement skills.
- Assessment rubrics and construct explicit criteria for assessing learner achievement in physical activity and sport.
- Practice strategies to improve movement skills including amount, distribution (massed and distributed) and variability (blocked and random).
- Feedback including type (intrinsic, augmented, knowledge of results and knowledge of performance) and frequency.

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**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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: <ul style="list-style-type: none"> • 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. 	K1-K5; S1-S3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K1-K5; S1-S3	AT1, AT2
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: <ul style="list-style-type: none"> • 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 	K1-K5; S1-S3	AT1, AT2
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: <ul style="list-style-type: none"> • 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-K5; S1-S3	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: <ul style="list-style-type: none"> • 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. 	K3, K5; S2, S3	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S3, S4	Investigate biophysical principles associated with physical activities and sports. Design assessment tasks to measure student learning/performance within these activities/sports.	Written task	40% - 60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, K5, S2, S3	Students will conduct a qualitative and/or quantitative video analysis of a physical activity and create valid and reliable tools to measure student learning/performance.	Video Analysis	40% - 60%
K6, K7, S5, S6, S7, S8, A1, A2, A3 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	Hurdle	S/U
K6, K7, S5, S6, S7, S8, A1, A2, A3 APST: 1.0,2.0,3.0,4.0,5.0, 6.0,7.0	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
K6, K7, S5, S6, S7, S8, A1, A2, A3 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
K6, K7, S5, S6, S7, S8, A1, A2, A3 APST: 1.0,2.0,3.0,4.0,5.0, 6.0,7.0	Complete Reflective Self-Evaluation Report (Form C)	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

<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>
<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p>	<p>Yes</p>	<p>Advanced</p>
<p>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.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5. Assess, provide feedback and report on student learning</p>		
<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>
<p>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.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Yes</p>	<p>Advanced</p>
<p>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.</p>	<p>Yes</p>	<p>Advanced</p>

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