

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Physical Education Curriculum 2

Unit ID: EDDDE3108

Credit Points: 15.00

Prerequisite(s): (EDBED3044)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

In this unit, pre-service teachers will focus on senior school studies relevant to physical education. PSTs will develop an understanding of the various senior school certificates and question the place and scope of PE relevant studies. They will explore pathways from middle years curriculum, and to post-school studies and careers. PSTs will research and develop innovative, inclusive, student-centred, practical and inquiry-based curriculum and teaching strategies relevant to these certificates; including unit, lesson and assessment task plans. In teams, they will question the place of whole-school physical activity promotions, such as school sport, and propose alternatives.

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

Work Experience:

No work experience

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.** Review literature to develop a critical understanding of the theoretical foundations (e.g. societal discourses and learning theories) that underpin physical education (PE) and school sport.
- K2.** Build on and apply deep content knowledge relevant to teaching senior PE curriculum.
- K3.** Question and describe the nature and structure of VCE study design, and explore the senior PE course, content and teaching strategies relevant to each.
- K4.** Define the concept of, and requirements for inclusive, engaging, student-centred, practical- and inquiry-based senior PE and school sport.
- K5.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in senior PE.

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.** Select 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, practical- and inquiry-based senior PE and school sport.
- S5.** Evaluate student performance on a summative assessment task and critically assess the task.

Application of knowledge and skills:

- A1.** Design and provide rationale for learning materials, including assessment, for senior physical education with a focus on embedding practical activities according to a HE curriculum framework.
- A2.** Critically analyse and assess an assessment piece, participating in and critiquing a grade moderation process.

Unit Content:

- Senior school PE class structured observations
- Describe senior PE learners and teachers Dispositions and aspirations
- Developing an effective senior year PE learning environment
- Review of senior PE content knowledge setting personal learning goals
- Working with senior PE curriculum documents

- Connections with the middle year and post school studies and careers
- Nature and structure
- Content analysis
- Programming and assessment requirements
- Teaching and learning approaches and core practices in the senior years, inclusive, engaging, student-centred, practical- and inquiry-based approaches
- Catering for students of varying abilities and characteristics
- Design effective learning sequences taking a meaningful, thematic approach keeping the physical in PE Critical evaluation of teaching and assessment resources
- Assessment and feedback in PE designing, critiquing, marking, and moderation
- Research and debate the place of physical activity promotions, such as school sport, in schools
- Exploration of theoretical and social underpinnings, observations, personal experiences and assumptions

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 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 Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act 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. 	Not applicable	Not applicable
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 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		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: <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. 	Not applicable	Not applicable
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. 	Not applicable	Not applicable
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. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1	Design a senior PE unit that focuses on practical activity, and plan and present one lesson from the unit plan.	Curriculum Design and Teaching Performance	50-70%
K2, K3, K5, S1, S2, S4, S5, A2	Individually mark senior year students PE assessment task and critically analyse the assessment task. Participate in, critique and report on a grade moderation process Plan a learning task based on the student needs identified through the moderation process.	Assessment Analysis	30-50%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)