



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	PHYSICAL EDUCATION CURRICULUM 2
<b>Course ID:</b>	EDDDE3108
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBED3044)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Course:

In this course, 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 alternative ways.

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

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

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

**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.** Research and interpret the meaning in which students from diverse backgrounds consider physical activity and sport.
- K3.** Build on and apply deep content knowledge relevant to teaching senior PE curriculum.
- K4.** Question and describe the nature and structure of various senior school certificates, and explore the senior PE course, content and teaching strategies relevant to each.
- K5.** Define the concept of, and requirements for inclusive, engaging, student-centred, practical- and inquiry based senior PE and school sport.
- K6.** 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 a senior PE unit that focuses on practical activity, and plan and present one lesson from the unit plan.
- 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.
- A3.** Research and participate in a class debate based on the place of physical activity promotions in schools.

**Course Content:**

Topics may include:

- 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 my senior PE content knowledge setting personal learning goals
- Working with senior PE curriculum documents including
- 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

### Values:

- V1.** Appreciate the potential impact of school based physical education and sport, and the physical educator on young people's health and wellbeing
- V2.** Recognise the links between physical activity and health, and promote these within physical education
- V3.** Appreciate the role and value of on-going professional development to the physical educator
- V4.** Resist marginalisation practices of traditional PE and exhibit a determination towards inclusive practices.

### 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)	Assessment task (AT#)
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, S1	AT1, AT3
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.	S5, A2	AT2
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.	S3, A1	AT1
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.	K5, A3	AT3
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, S2, A1	AT1

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, K5 S1, S2, S3, S4 A1 APST: 1.5, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5 4.2	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	40-60%
K3, K4, K5, K6 S1, S2, S4, S5 A2 APST: 5.1, 5.2	Individually mark senior year students PE assessment task and critically analyse the assessment task. Participate in, critique and report on a grade moderation process	Assessment Task including Moderation	20-40%
K1, K2, K5 S2, S4, A3 APST: 1.2, 1.3, 3.1, 3.5, 4.1	Research and participate in a class debate based on the place of physical activity promotions in schools	Team problem-based project; Written report and Debate	20-40%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)