



Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: HPE Curriculum Studies I (Junior Years)

Unit ID: EDHPE2000

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070301

Description of the Unit:

This unit provides students with an introductory exploration of the current Health & Physical Education (HPE) curriculum focusing on the junior years (7 and 8). Students will investigate the integrated learning area of HPE and begin to develop their pedagogical beliefs, professional values and identity. Working under the current curriculum framework students will develop their knowledge and skill in planning, delivering and assessing various learning outcomes required in Years 7 and 8 HPE. Students will consider the requirements for teaching learners from a range of cultural backgrounds, abilities and learning needs.

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.** Develop a sound knowledge and understanding in pedagogic practices in junior HPE.
- K2.** Understand and interpret contemporary curriculum, relevant to teaching and assessing junior HPE.
- K3.** Develop a sound knowledge and understanding of a range of resources and tools, including ICT, and how they may be drawn upon to teach and assess junior HPE and engage students in their learning.
- K4.** Demonstrate critical, creative, reflective and practical understandings relating to teaching junior HPE.
- K5.** Identify how literacy and numeracy skills can be developed among students in HPE

Skills:

- S1.** Develop a sequential unit plan to meet junior HPE curriculum guidelines for an area of study.
- S2.** Design engaging student-centred lessons that utilize a range of teaching strategies, incorporate ICT to expand curriculum opportunities for students, and meet the specific learning needs of across the full range of abilities.
- S3.** Make informed decisions on pedagogical and teaching approaches.
- S4.** Develop assessment criteria and grading procedures.
- S5.** Apply literacy and numeracy teaching strategies in HPE teaching area.

Application of knowledge and skills:

- A1.** Investigate a contemporary pedagogical approach to HPE and justify how it can be used to deliver engaging student-centred learning in the context of the current junior HPE curriculum.
- A2.** Develop a bank of resources, including examples of ICT, to support the teaching of Junior HPE to engage students in their learning and demonstrates an understanding of strategies that support the safe, responsible and ethical use of ICT in teaching and learning.
- A3.** Plan a sequential unit of work based on current HPE Junior Curriculum that meets the needs of students across a range of abilities.
- A4.** Deliver a Junior HPE learning activity with an assessment task which meets curriculum guidelines, and demonstrates the ability to organise classroom activities and provide clear directions.

Unit Content:

Topics may include:

- Current years 7- 8 HPE curriculum and planning strategies.
 - o Planning sequential lessons informed by student learning, content requirements and effective teaching strategies.
 - o Exploring a range of resources, including ICT, that engage students in their learning.
 - o Exploring the issues and strategies available to support the safe and responsible and ethical use of ICT in learning and teaching.
 - o Organising classroom activities and providing clear instructions.
- Assessment

- o Role in informing lesson planning and sequencing.
- o 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.
 - Professional identity
 - 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**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 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 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 attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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, K4, S2, S3, A2	Investigate a contemporary pedagogical approach to HPE. Explain how this approach can be used to deliver engaging student-centred learning in the context of the current junior HPE curriculum.	Assignment	20-40%
K1, K2, K3, K4, K5, S2, S3, S5, A2	Investigate the current HPE curriculum framework. Compile some useful resources which incorporate ICT that can be used to help you teach junior HPE and engage students in their learning. Justify how these resources can help you deliver engaging lessons that cater for a range of abilities and needs. Additionally, evaluate how the resource demonstrates strategies that support the safe, responsible and ethical use of ICT in learning and teaching.	Resource Bank	30-50%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	Plan a sequential unit of work that aligns with the current junior HPE curriculum. Deliver a learning activity from that unit that caters for the specific learning needs of students across a range of abilities and includes an assessment task and related assessment criteria.	Curriculum Design/Presentation	30-50%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)