

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	HPE CURRICULUM STUDIES 1 (JUNIOR YEARS)
<b>Course ID:</b>	EDHPE2000
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## Description of the Course:

This course 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)

## Program Level:

Level of course in Program	AQF Level of Program					
	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.

**Course Content:**

Topics may include:

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

**Values:**

- V1.** Appreciate differences in learners, including learning styles, and the need to use a range of teaching approaches to cater for difference.

- V2.** Accept, respect and respond to peer and mentor feedback.
- V3.** Work collaboratively with peers to achieve goals with appropriate time frames.
- V4.** Reflect on professional identity and competence to further develop strengths and up-skill areas of concern.

### 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, K4, S1, A1	AT1
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.	S1, S2, S4	AT2 AT3
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.	K3, S2, A2	AT2 AT3
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.	K2, S1, S4, A1, A2, A4	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.	A1, A2	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4 S2, S3 A2 APST 2.1, 3.3, 3.4	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 APST 1.5, 2.1, 2.2, 2.5, 2.6, 3.3, 3.4, 4.5	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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4 APST 1.5, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.4, 4.2, 5.1	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](#)