# Unit Outline (Higher Education)

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| **Institute / School:** | Institute of Education, Arts & Community |
| **Unit Title:** | HPE CURRICULUM STUDIES 1 (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:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**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.

**CourseLevel:**

| 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.
  - 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

**Learning Task and Assessment:**

| Learning Outcomes Assessed | Assessment 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% |
| 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% |

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**          No

Date:

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)