



Course Outline (Higher Education)

School:	School of Education
Course Title:	HPE CURRICULUM STUDIES 2 (MIDDLE YEARS)
Course ID:	EDHPE3000
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course:

Students continue to explore current Health & Physical Education (HPE) curriculum in this course. Students will expand their knowledge of the integrated learning area of HPE and continue to develop their pedagogical beliefs, professional values and identity. Working under the current curriculum framework students will continue to improve their knowledge and skill in planning, delivering and assessing various learning outcomes with a major focus on the Middle Years (9 and 10). Students will cater for a range of individual learner differences including cultural backgrounds, abilities and learning needs.

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

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

Learning Outcomes:

Knowledge:

- K1.** Develop a sound knowledge and understanding of pedagogic practices in Middle Years HPE.
- K2.** Interpret and critically analyse contemporary curriculum policies and guidelines relevant to teaching and assessing of Middle Years 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 Middle Years HPE
- K4.** Demonstrate critical, creative, reflective and practical understandings relating to teaching Middle Years HPE.
- K5.** Identify how literacy and numeracy skills can be developed among students in HPE

Skills:

- S1.** Develop a sequential unit plan, using knowledge of student learning, to meet Middle Years HPE curriculum guidelines for an area of study.
- S2.** Design engaging student-centred lessons that incorporate ICT to expand curriculum opportunities for students, and meet the needs of learners across range of abilities.
- S3.** Apply a range of teaching strategies based on pedagogical understandings of Middle Years HPE.
- S4.** Develop assessment criteria and grading procedures.
- S5.** Apply literacy and numeracy teaching strategies in HPE teaching area.

Application of knowledge and skills:

- A1.** Deliver and critically reflect on a Middle Years HPE learning activity and assessment task which meets curriculum guidelines.
- A2.** Deliver engaging student-centred curriculum that ICT, and meets the needs of learners across a range of abilities.
- A3.** Develop a set of assessment criteria to demonstrate achievement of the desired outcomes of an HPE Middle Years assessment task.
- A4.** Display appropriate interpersonal and communication skills when working with colleagues and students.

Course Content:

Topics may include:

- Current years 9-10 HPE curriculum and planning strategies.
 - Planning sequential lessons informed by student learning, content requirements and effective teaching strategies.
- 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.	K1, K2, K3, K4, K5	AT1, AT2
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.	S4, S5, A3	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.	A4	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.	A1, A2	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.	S1, S2, S3	AT1, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, S2, S3, A1, A2 APST 2.1, 3.3, 3.4	Explore the impact of individual teaching philosophies on the delivery and assessment of Middle Years HPE curriculum.	Assignment	20-40%
K1, K2, K3, K4 S2, S3 A1, A2, A4 APST 1.5, 2.1, 3.3, 3.4	Critically analyse a teaching and assessment resource that is used in Middle Years HPE.	Assignment	30-50%
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4 APST 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 5.1	Plan a sequential unit of work that aligns with the current Middle Years HPE curriculum. Deliver a learning activity from that unit that caters to a range of abilities and needs includes ICT and 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](#)