

Course Outline (Higher Education)

School:	School of Education
Course Title:	HEALTH CURRICULUM 1
Course ID:	EDMAS6010
Credit Points:	15.00
Prerequisite(s):	Students wishing to undertake this course must have completed the required level of undergraduate study in the appropriate discipline areas as specified in Specialist Area Guidelines published by the Victorian Institute of Teaching
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070301

Description of the Course :

This course is designed to prepare students to teach and coordinate health education and promotion in secondary schools. They will explore the development of health education and promotion from an historical and cultural perspective, and will develop an awareness of the health and human development needs of young people, and an appreciation of the impact health education can have on young people and their communities. Pre-service teachers (PSTs) will identify and critically review policies, curriculum, and student centred pedagogies relevant to health education, and apply this knowledge when critiquing and creating health curricula and resources. They will also explore whole school health promotions, and explore educational rationales for Health and personal development education whilst understanding and implementing health outcomes in schools. PSTs will develop teaching strategies and skills relevant to developing a safe, inclusive and supportive health education learning environment.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
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 checked="" type="checkbox"/>	<input type="checkbox"/>

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Learning Outcomes:

Knowledge:

- K1.** Interpret student learning behaviours in terms of physical, social and intellectual development and other diverse characteristics.
- K2.** Comprehend and question the evolution, structure of, and rationale for the Health education learning area and whole-school health promotion programmes.
- K3.** Articulate the concepts, content and teaching strategies of Health Education.
- K4.** Explore and address the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching, and everyday life.
- K5.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in Health Education
- K6.** Interpret and apply policies and processes required for teaching sensitive topics in Health Education.
- K7.** Consider the role of external professionals and community representatives in developing and supporting a Health Education programme and a whole-school health promotion.
- K8.** Know and understand literacy and numeracy teaching strategies and their application in teaching areas

Skills:

- S1.** Organise Health Education content into an effective learning and teaching sequence
- S2.** Apply curriculum, assessment and reporting knowledge and frameworks to design effective learning sequences, lesson plans and assessment tasks.
- S3.** Construct learning goals and activities that provide achievable challenges for students of varying abilities and characteristics.
- S4.** Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- S5.** Analyse a range of teaching approaches and strategies
- S6.** Critically analyse and incorporate a range of Health Education teaching and learning resources, including ICT, that support teaching and learning, and engage students in their learning.
- S7.** Identify strategies to support inclusive student participation and engagement in Health Education classroom activities and a whole-school health promotion.
- S8.** Demonstrate the capacity to organise classroom activities and provide clear directions.
- S9.** Ability to critique a variety of Health Education academic literature.

Application of knowledge and skills:

- A1.** Select, critically evaluate and present a published year 7 - 10 Health Education resource.
- A2.** Design curriculum (unit plan, learning sequence, assessment strategies) consistent with current whole school Health curriculum, policies and framework and which incorporates the teaching of literacy and/or numeracy strategies, and teach a lesson trialling a range of teaching approaches and strategies.
- A3.** Write a position paper on a significant Health education issue that draws on recent peer reviewed scholarly publications.

Course Content:

- Evolution of the HPE learning area and health promotion from an historical, cultural and political

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perspective

- Health and human development needs of young people and the role of HE in their world
- What should be taught in school and when? - Legal, ethical, religious and cultural constraints; safe, responsible and ethical use of ICT
- The health educator - dispositions, knowledge and skills, values and hidden messages - how do I fit?
- Developing a safe, inclusive, engaging and educative HE classroom
- Contemporary teaching approaches and course teaching practices in Health Education - e.g. strengths-based, harm-minimisation, critical inquiry, health literacy
- Exploring Health Education curriculum, policies and resources
- Selecting and using appropriate Health Education teaching and learning resources including digital technologies
- Unit and lesson planning for learning in Health Education
- Assessment and feedback in HE
- Whole-school health promotion and the place of HE and the health educator

Values:

- V1.** Appreciate the potential impact of whole-school health promotion, health curriculum and the health educator on young peoples health.
- V2.** Appreciate the role and value of on-going professional development to the health educator.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Students will reflect, evaluate and develop their subject content throughout the course. Coursework will create awareness of the scope and level of content knowledge and skills expected of a HE teacher. Learning activities will further develop and apply existing knowledge, and develop pedagogical knowledge and skill, which will increase students competence and confident in the HE teaching environment.	High
Critical, creative and enquiring learners	Students will question taken-for-granted assumptions and their own perceptions of health topics and HE, explore other ways of doing HE, and create innovative, inclusive, engaging, student-centred, inquiry-based HE curriculum, and a safe, inclusive and engaging HE learning environment.	High

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Attribute	Brief Description	Focus
Capable, flexible and work ready	Students will become work-ready through participating in regular school-based classroom observations, and applying their knowledge and skills to authentic learning and activities and assessment tasks. Participation in independent and team, cooperative and collaborative problem-solving experiences will develop students' flexibility in the workplace. Their ability to meet these expectations and challenges will provide them with the confidence and assurance to be successful health education professionals.	High
Responsible, ethical and engaged citizens	Students will understand the significant role the health educator plays in young people's lives, and will reflect on their suitability and developmental needs to effectively undertake this responsibility. They will also understand policies governing the teaching of HE and the legal, ethical, religious and cultural constraints that determine health behaviours for particular communities.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K4, K6; S5, S6, S7, S8; A1. APST 1.1, 2.1, 3.4, 3.5, 4.1, 4.2, 4.5; 7.2	Select, critically evaluate and present a published year 7 - 10 Health education resource	Resource evaluation and learning activity presentation	10-20%
K1, K2, K3, K4, K5, K6, K7, K8; S1, S2, S3, S4, S5, S6, S7, S8; A2. APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.1, 7.2, 7.4;	Design curriculum (unit plan, learning sequence, assessment strategies) consistent whole school Health curriculum, policies and framework and which incorporates the teaching of literacy and/or numeracy strategies, and teach a lesson trialling a range of teaching approaches and strategies.	Curriculum unit plan and teaching performance	40-60%
K2, K4, K6, K7; S9 A3 APST 4.4, 4.5	Write a position paper on a significant Health education issue that draws on recent peer reviewed scholarly publications.	Position Paper	25-35%

Adopted Reference Style:

APA