

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PHYSICAL EDUCATION CURRICULUM 1
Unit ID:	EDMAS6015
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)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This course is designed to prepare students to teach Physical Education (PE) with an emphasis on junior and middle secondary years learning. Students will develop knowledge, skills and understanding of all aspects of contemporary curriculum design and delivery of inclusive, student-centred learning experiences in PE. Students will critically engage with evidence-based approaches to teaching, learning and assessment in the PE discipline through both theoretical and practical experiences.

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

Work Experience:

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

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	<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"/>

Learning Outcomes:

Knowledge:

- K1.** Connect research and practice related to student development and the impact this has upon learning and engagement in Physical Education.
- K2.** Illustrate a depth of understanding of current curriculum approaches and requirements for Physical Education.
- K3.** Compare and contrast contemporary pedagogical approaches in Physical Education.
- K4.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in PE.
- K5.** Identify and appraise strategies to support inclusive student participation, safety and engagement in Physical Education.
- K6.** Develop understanding of reliable, evidence-based resources suitable for use in Physical Education.

Skills:

- S1.** Design an effective Physical Education learning sequence, informed by current curriculum requirements and knowledge of student learning.
- S2.** Apply assessment and reporting knowledge and frameworks to design effective learning sequences, lesson plans and assessment tasks.
- S3.** Select and implement a range of contemporary teaching and assessment strategies.
- S4.** Coordinate Physical Education activities to ensure a safe, effective learning environment for students with a range of abilities.
- S5.** Model core teaching practices, including verbal and nonverbal communication strategies to support student engagement and learning.

Application of knowledge and skills:

- A1.** Design and evaluate a sequential unit of work using the junior/middle school (H)PE curriculum.
- A2.** Research a contemporary PE teaching model.

Unit Content:

Topics may include:

- Middle years school PE class structured observations
- Physical activity behaviours and needs of young people and the role of PE and sport in their world
- Factors that affect engagement and learning in PE
- What should be taught in school and when? PE programme models
- Exploring (H)PE curriculum, policies and resources
- Contemporary assessment approaches in education and PE.
- Developing safe, inclusive, engaging and educative PE

- Unit and lesson planning for learning in PE

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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K5, S4, S5, A3	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	S4, S5, A3	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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 to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1-5, S1-5, A1-3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	K1, K3, K5, K6,	AT1, AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K1, A1	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S3, A1, A2. ASPT 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 7.2	Develop, and reflect upon, a sequential unit of work that aligns with the current junior/middle years (H)PE curriculum, is informed by contemporary pedagogical approaches, includes an effective assessment plan, a range of reliable resources and caters for students with a range of abilities.	Curriculum Design	40-60%
K1, K2, K3, K4, K5, S3, S4, S5, ASPT 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.4, 5.1, 7.2	Research a contemporary PE teaching model. Based on the model, design and teach a lesson, and plan an assessment task for a specific cohort.	Curriculum Design and Teaching Performance	40-60%

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](#)