

Course Outline (Higher Education)

School:	School of Education
Course Title:	PHYSICAL EDUCATION CURRICULUM 1
Course 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 Code:	070301

Description of the Course :

This course is designed to guide students questioning of the place, role, and established practices of middle-years Physical Education (PE). Working closely with our partnership school, Pre-service Teachers (PSTs) will participate in structured observations of middle years PE classes, and research, question, and propose new ways of engaging students in physical activity. Based on research frameworks, current curriculum, and educational policies, PSTs will critique a schools PE programme and design alternative curriculum aimed at engaging students in student-centered, inquiry-based learning. PSTs will also explore contemporary PE teaching models and associated assessment strategies, and design and apply learning and assessment tasks.

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

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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■

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AQF Level of Program						
	5	6	7	8	9	10
Level						
Advanced					✓	

Learning Outcomes:

Knowledge:

- K1.** Interpret students engagement behaviours in physical education (PE) in terms of physical, social and intellectual development and other diverse characteristics.
- K2.** Research factors that affect student engagement and learning in PE and the implications for teaching.
- K3.** Review research literature to develop a deep understanding of a range of student centered PE teaching approaches; their underpinning learning theory and implications for teaching.
- K4.** Comprehend and question the evolution and structure of, and rationale for, the health and physical education learning area (HPE).
- K5.** Articulate the concepts, content and teaching strategies of PE.
- K6.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in PE.
- K7.** Interpret and apply policies and processes required for safe delivery of PE and sport.

Skills:

- S1.** Organise PE 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.** Identify strategies to support inclusive student participation and engagement in PE.

Application of knowledge and skills:

- A1.** Research and design a whole-school PE programme to increase student engagement and learning.
- A2.** Trial a range of teaching approaches and strategies.
- A3.** Model core teaching practices, including verbal and non-verbal communication strategies to support student engagement and learning.
- A4.** Coordinate classroom activities and guide student learning.
- A5.** Employ appropriate strategies that support students safety, participation and engagement in PE.

Course Content:

Topics may include:

- Middle years school PE class structured observations
- Evolution of the HPE learning area, PE and sport from an historical, cultural and political perspective
- The physical educator dispositions, knowledge and skills, values and hidden messages how do I fit?

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- 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 HPE curriculum, policies and resources Connecting the H to the P
- Contemporary teaching approaches and practices in PE e.g. student-centered, strengths-based, critical inquiry, physical literacy, educative
- Developing safe, inclusive, engaging and educative PE
- Unit and lesson planning for learning in PE
- Assessment and feedback in PE.

Values:

- V1.** Appreciate the potential impact of school based physical education and sport, and the physical educator on young peoples health and wellbeing
- V2.** Recognise the links between physical activity and health, and promote these within physical education
- V3.** Appreciate the role and value of on-going professional development to the physical 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 PE 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 PE teaching environment	High
Critical, creative and enquiring learners	Students will question taken-for-granted assumptions and their own perceptions of PE, explore other ways of doing PE, and create innovative, inclusive, engaging, student-centred, inquiry-based PE curriculum, and a safe, inclusive and engaging PE learning environment	High
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 physical education professionals	High

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Attribute	Brief Description	Focus
Responsible, ethical and engaged citizens	Students will understand the significant role the physical 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 schoolsport, 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
K1, K2, K4, S6, A1, ASPT 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 7.2	Undertake an in-depth investigation and critical analysis of an issue which commonly impacts on student engagement in PE	Research Report	20-40%
K2, K3, K5, K7, S1, S4, A1, A3, ASPT 1.2, 2.1, 2.2, 2.3, 3.2, 7.2	Critically analyse a schools PE programme, and redesign to increase engagement of the current school cohort. Present a revised programme plan and rationale, and an innovative unit plan	Team Problem-based Project and Curriculum Design	20-40%
K3, K5, K6, K7, S1, A2, A3, A4, A5 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	20-40%

Adopted Reference Style:

APA