

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	HEALTH AND PHYSICAL EDUCATION CURRICULUM
Course ID:	EDMAS6040
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course:

The learning outcomes of this course have been designed to embed the Australian Professional Standards for Teachers. Through the activity-based and student-centred approach, this course will develop a deep understanding of the role of health and physical education (HPE) in promoting physical, mental, emotional, social and spiritual health for children. Furthermore, the course aims to enhance students' professional knowledge, skills and practice to teach HPE in primary settings. Students will explore not only a range of pedagogical and theoretical approaches but also strategies in planning and assessing students learning based on the current HPE curriculum documents. The course focuses on developing students' competency, confidence and enthusiasm in providing developmentally appropriate learning activities in primary HPE.

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.

Does Recognition of Prior Learning apply to this course? No

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:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

Learning Outcomes:
Knowledge:

- K1.** Explore and critique the content, processes and skills associated with HPE teaching and learning in primary settings.
- K2.** Demonstrate an awareness of students' developmental stages, how they learn and how to teach them effectively in HPE learning settings such as the gymnasium, the playground and the classroom.
- K3.** Consider physical, mental, emotional, social and spiritual development of students and how these may affect HPE learning
- K4.** Critically appraise recent developments and current issues in HPE learning area, especially the issues related to primary education

Skills:

- S1.** Integrate a range of pedagogical approaches and resources to support and assess students learning within HPE learning area
- S2.** Appreciate and identify differences in learners and develop competencies and skills to cater for individual differences and needs in HPE classes
- S3.** Demonstrate effective management and teaching skills and incorporate reflective practices into the planning, assessing and teaching of HPE lessons
- S4.** Demonstrate a range of verbal and non-verbal communication strategies to assist students engagement in HPE class activities
- S5.** Incorporate ICT to support HPE teaching and learning

Application of knowledge and skills:

- A1.** Confidently and competently teach HPE and reflect on teaching performance and lesson design for student learning.
- A2.** Work collaboratively and effectively with colleagues to investigate factors that impact on teaching and learning in primary HPE.
- A3.** Utilise research literature and effective teaching practice to construct appropriate unit and lesson plans in primary HPE.

Course Content:

Topics may include:

- The content, processes and skills associated with teaching HPE in primary settings
- Safe and positive learning environment for HPE teaching and learning including strategies of developing PE class rules and routines
- A variety of instructional approaches to teach HPE and design effective HPE unit and lesson plan
- HPE Curriculum documents
- Characteristics of primary students development and the variables that influence physical activity levels

- Physical, mental, emotional, social and spiritual domains of children's health and some sensitive issues related to health education
- Wellbeing, resilience, sexuality education, current health issues and the Australian Dietary Guidelines for Children and Adolescents
- Critically reflecting and analyzing teaching and learning in HPE
- Understanding individual's needs and developing strategies to cater for children with special needs in HPE classes
- Assessing, recording and reporting in HPE

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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		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. 	S4 A1	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 	K1, K2 S1, S3 A2	AT1 AT2 AT3
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 	K3, K4 S5 A3	AT2 AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		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 	Not applicable	Not applicable
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. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S3, S4, A1, A2 APST 1.5, 2.1, 3.5, 3.6, 4.1, 4.2, 5.2	Peer teach an activity class and reflect on pedagogical approaches, resources and technologies for supporting and assessing student learning within PE	Teaching demonstration and a written reflection	20-40%
K1, K3, K4, S1, S3, S4, S5, A1, A2 APST 1.3, 1.5, 2.1, 2.2, 3.4, 3.5, 4.1, 4.2	Conduct group in-depth investigation and present on one aspect of the course content	Presentation of investigation and research	20-40%
K1, K2, K3, S1, S2, S3, S5, A2, A3, APST 1.3, 2.1, 2.2, 2.3, 3.2, 3.5, 4.1, 4.2, 5.1, 5.2, 5.4	Develop health and physical education unit plan and lesson based on the current curriculum framework	Unit plan incorporating a series of specific lesson plans for HPE in a selected class in the P-6 range	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 program level. Although courses must undertake MiCS mapping, there is NO expectation that courses 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 program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate

<p>3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	Yes	Intermediate
<p>4. Create and maintain supportive and safe learning environments</p>		
<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	Yes	Intermediate
<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	Yes	Intermediate
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	Yes	Intermediate
<p>5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>	Yes	Intermediate
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	Yes	Intermediate