

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Health and Physical Education Curriculum

Unit ID: EDMAS6040

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070301

Description of the Unit:

The learning outcomes of this unit have been designed to embed the Australian Professional Standards for Teachers. Through the activity-based and student-centred approach, this unit 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 unit 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 unit 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:

No work experience

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 | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ■ | ■ | ✓ | ■ |
| Advanced | ■ | ■ | ■ | ■ | ■ | ■ |

Learning Outcomes:

Knowledge:

- K1.** Explore and critique the content, processes and skills associated with HPE, along with current issues, and its impact on teaching and learning in primary settings.
- K2.** Demonstrate an awareness of students' health and physical 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.** Critically appraise traditional and contemporary pedagogical approaches to teaching and learning in the HPE context.

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 classroom management and teaching skills including ICT to support HPE teaching and learning
- S4.** Incorporate reflective practices into the planning, assessing and teaching of HPE lessons

Application of knowledge and skills:

- A1.** Confidently and competently teach HPE and reflect on teaching performance and assessment 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 planning and assessing in primary HPE.

Unit Content:

Topics may include:

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

6. Physical, mental, emotional, social and spiritual domains of children's health and some sensitive issues related to health education
7. Wellbeing, resilience, sexuality education, current health issues and the Australian Dietary Guidelines for Children and Adolescents
8. Critically reflecting and analyzing teaching and learning in HPE
9. Understanding individual's needs and developing strategies to cater for children with special needs in HPE classes
10. 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 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. | Not applicable | Not applicable |
| 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. | Not applicable | Not applicable |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the Unit | |
|---|--|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| 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. | Not applicable | Not applicable |
| 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, K3, S1, S3, S4, A1 | Conduct group in-depth investigation and present on one aspect of the unit content | Presentation of investigation and research | 20-40% |
| K1, K2, K3, S1, S2, S3, A2, A3 | Develop a whole-school health exhibition planner and peer presentation | Exhibition planner and presentation | 30-60% |

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)

