



Course Outline (Higher Education)

School:	School of Education
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 reflect a consideration of the Australian Qualifications Framework and the Australian Professional Standards for Teachers. Through the activity-based and students-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 young people. 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 the content, processes and skills of HPE teaching and learning with one of the major purposes of developing students' competency, confidence and enthusiasm in providing developmentally appropriate learning activities in HPE classes.

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

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	<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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:**Knowledge:**

- K1.** Have a critical understanding of 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 classroom/Gym/playground
- K3.** Demonstrate knowledge and understanding of 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 work with students during HPE class activities
- A2.** Work collaboratively and effectively with colleagues to improve students learning
- A3.** Utilise research and literature to construct appropriate unit and lesson plans in HPE learning area

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 individuals' needs and developing strategies to cater for children with special needs in HPE classes
- Assessing, recording and reporting in HPE

Values:

- V1.** Appreciate the role of HPE in contributing to a whole school approach in promoting physical, mental, emotional, social and spiritual health of young people
- V2.** Appreciate the role of HPE in school curriculum to contribute to lifelong activity and lifelong healthy life style
- V3.** Recognition of and respect for the diversity of social circumstances and backgrounds of students when teaching in HPE

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K4; A3;	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2; S1; A3	AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3; S2	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K4; S3; S4; A1; A2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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 Reflection Demonstrating and reflecting 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	Group in-depth investigation and presentation on one aspect of the course content	Presentation of investigation and research	20-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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 plan 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	30-60%

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>	<p>Yes</p>	<p>Intermediate</p>
<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>	<p>Yes</p>	<p>Intermediate</p>
<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Intermediate</p>
<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>	<p>Yes</p>	<p>Intermediate</p>
<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>	<p>Yes</p>	<p>Intermediate</p>
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Yes</p>	<p>Intermediate</p>