

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** Health Curriculum 2

**Unit ID:** EDMAS6110

**Credit Points:** 15.00

**Prerequisite(s):** (EDMAS6010)

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070105

**Description of the Unit:**

In this course, pre-service teachers (PSTs) will focus on senior school studies relevant to Health Education. Through coursework and classroom observations, PSTs will develop an understanding of senior school learners, certificates and Health Education (HE) relevant subjects. Deep curriculum content analysis will guide PSTs' choice of assessment topics to further develop their subject content knowledge. PSTs will research and develop innovative, inclusive, student-centred, and inquiry-based curriculum and teaching strategies relevant to Health Education; Including unit, lesson and assessment task plans.

**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	<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.** Build on and apply deep content knowledge relevant to teaching senior Health Education curriculum.
- K2.** Question and describe the nature and structure of various senior school curriculum, and explore the content and relevant teaching strategies.
- K3.** Define the concept of, and requirements for inclusive, engaging, student-centred, and inquiry-based senior Health Education.
- K4.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in health education.
- K5.** Interpret and apply policies and processes required for teaching sensitive topics in Health Education.

#### Skills:

- S1.** Apply curriculum, assessment and reporting knowledge and frameworks to design and organise effective learning and teaching sequences, lesson plans and assessment tasks.
- S2.** Using knowledge of student learning, content and effective teaching strategies, construct learning goals, lesson sequences and activities that provide achievable challenges for students across a full range of abilities and diverse characteristics.
- S3.** Critically reflect on a range of resources, including ICT, that support teaching and learning, and engage students in their learning.
- S4.** Identify strategies to support inclusive, engaging, student-centred, and inquiry-based senior education.
- S5.** Identify strategies to support inclusive student participation and engagement in Health Education classroom activities and a whole-school health promotion
- S6.** Demonstrate the capacity to organise classroom activities and provide clear directions

#### Application of knowledge and skills:

- A1.** Design, teach and evaluate a senior Health Education learning activity based on student use of digital technology and inquiry-based learning
- A2.** Design learning materials including assessment, drawing on selected teaching and learning resources and according to a HE curriculum framework

#### Unit Content:

- Developing a safe, inclusive, and effective senior Health Education learning environment
- Critical evaluation of Health Education teaching and learning resources and professional learning
  - o Digital technology - options, benefits and limitations
- Review of senior years' Health Education content knowledge - setting personal learning goals
- Working with senior Health Education curriculum documents including;
  - o Rationale and pathways
  - o Content analysis;
  - o Programming and assessment requirements;
- Designing effective learning sequences - taking a meaningful, thematic approach

- Teaching approaches and core practices in the senior years
  - o Engaging, student-centred, and inquiry-based approaches
  - o Catering for students of varying abilities and characteristics.
- Assessment and feedback in Health Education - designing, critiquing, and implementing

## 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"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	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"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations.</li> </ul>	Not applicable	Not applicable
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"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning.</li> </ul>	Not applicable	Not applicable

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"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities.</li> </ul>	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"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A1	Design, teach and evaluate a senior Health Education learning activity based on student use of digital technology and inquiry-based learning.	Teaching Performance	30%-50%
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, S6, A2	Design a unit plan and assessment task, appropriate to a specified cohort, according to a Health Education curriculum framework and detailing teaching and learning resources.	Curriculum Design	50% - 70%

### Adopted Reference Style:

APA ( )

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

Fed Cite - [referencing tool](#)