

Course Outline (Higher Education)

School:	School of Education
Course Title:	HEALTH CURRICULUM 2
Course ID:	EDMAS6110
Credit Points:	15.00
Prerequisite(s):	EDMAS6010
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

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 the senior school learners, certificates and Health Education 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, etc.)
Placement Component:	No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
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 certificates, and explore the senior Health Education course, content and teaching strategies relevant to each.
- K3.** Define the concept of, and requirements for inclusive, engaging, student-centred, and inquiry-based senior Health Education .

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- 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.
- K6.** Consider the role of external professionals and community representatives in developing and supporting a Health education programme and a whole-school health promotion.
- K7.** Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

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.** Analyse a range of teaching approaches and strategies.
- S6.** Critically analyse and incorporate a range of Health Education teaching and learning resources, including ICT, that support teaching and learning, and engage students in their learning.
- S7.** Identify strategies to support inclusive student participation and engagement in Health Education classroom activities and a whole-school health promotion
- S8.** 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 a unit plan, appropriate to a specified cohort, according to a HE curriculum framework and detailing teaching and learning resources
- A3.** Create a summative assessment task that would be applicable to your unit plan design in AT2, and allow accurate teacher judgment of student achievement

Course Content:

- Developing a safe, inclusive, and effective senior Health Education learning environment
- Critical evaluation of Health Education teaching and learning resources and professional learning
 - Digital technology - options, benefits and limitations
- Review of my senior years' Health Education content knowledge - setting personal learning goals
- Working with senior Health Education curriculum documents including;
 - Rationale and pathways
 - Content analysis;
 - Programming and assessment requirements;
- Designing effective learning sequences - taking a meaningful, thematic approach
- Teaching approaches and core practices in the senior years
 - Engaging, student-centred, and inquiry-based approaches
 - Catering for students of varying abilities and characteristics.
- Assessment and feedback in Health Education - designing, critiquing, and implementing

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Values:

- V1.** Appreciate the potential impact of health education on own, and students health and wellbeing.
- V2.** Respect diversity of learners background, values, opinions and their right to learn
- V3.** Appreciate the role and value of on-going professional development to the health 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 and evaluate their subject content knowledge and establish strategies to address weaknesses throughout the course. Coursework will create awareness of the scope and level of knowledge and skills expected of a Health Education teacher. Learning activities will further develop and apply existing knowledge which will increase students competence and confident.	High
Critical, creative and enquiring learners	Students will question taken-for-granted assumptions and their own perceptions of health, explore other ways of doing Health Education, and create Health Education curriculum that develops students' critical inquiry skills	High
Capable, flexible and work ready	Students will become work-ready through successfully adapting to independent, team, and collaborative learning situations, and authentic learning and assessment strategies. They will also work with students and teachers in a partnership school on a regular basis. Students ability to meet these expectations and challenges will provide them with the confidence and assurance to be successful professionals.	High
Responsible, ethical and engaged citizens	Students will understand the significant role the health educator plays in young people's lives, and will reflect on their suitability and developmental needs to effectively undertake this responsibility.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3; S1, S2, S3, S4; S8, S8 A1 APST 2.1, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2.	Design, teach and evaluate a senior Health Education learning activity based on student use of digital technology and inquiry-based learning.	Teaching Performance	20-40%
K1, K2, K3, K4;K5, K6, K7 S1, S2, S3, S4, S6, S7 A2 APST 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1; 5.1. 7.2, 7.4	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	30-50%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S3 A3 APST 2.3 5.1	Create a summative assessment task that would be applicable to your unit plan design in AT2, and allow accurate teacher judgment of student achievement.	Assessment Task	20-30%

Adopted Reference Style:

APA