

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Physical Education Curriculum 2

Unit ID: EDMAS6115

Credit Points: 15.00

Prerequisite(s): (EDMAS6015)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

In this course, pre-service teachers will focus on senior school studies relevant to physical education. PSTs will develop an understanding of the various senior school certificates and question the place and scope of PE relevant studies. They will explore pathways from middle years curriculum, and to post-school studies and careers. PSTs will research and develop innovative, inclusive, student-centred, practical and inquiry-based curriculum and teaching strategies relevant to these certificates; including unit, lesson and assessment task plans. In teams, they will question the place of whole-school physical activity promotions, such as school sport, and propose alternatives.

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.** Review literature to develop a critical understanding of the theoretical foundations (e.g. societal discourses and learning theories) that underpin physical education (PE) and school sport.
- K2.** Build on and apply deep content knowledge relevant to teaching senior PE curriculum.
- K3.** Question and describe the nature and structure of VCE study design, and explore the senior PE course, content and teaching strategies relevant to each.
- K4.** Define the concept of, and requirements for inclusive, engaging, student-centred, practical- and inquiry-based senior PE and school sport.
- K5.** Comprehend and classify assessment types, functions and strategies to evaluate student learning, and provide feedback in senior PE.

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.** Select 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, practical- and inquiry-based senior PE and school sport.
- S5.** Evaluate student performance on a summative assessment task and critically assess the task.

Application of knowledge and skills:

- A1.** Design and provide rationale for learning materials, including assessment, for senior physical education with a focus on embedding practical activities according to a HE curriculum framework.
- A2.** Critically analyse and assess an assessment piece, participating in and critiquing a grade moderation process.

Unit Content:

Topics may include:

1. Senior school PE class structured observations
2. Describe senior PE learners and teachers' dispositions and aspirations
3. Developing an effective senior year PE learning environment
4. Reviewing of senior PE content knowledge setting personal learning goals
5. Working with senior PE curriculum documents
6. Connections with the middle year and post school studies and careers
7. Nature and structure
8. Content analysis

9. Programming and assessment requirements
10. Teaching and learning approaches and core practices in the senior years
11. Inclusive, engaging, student-centred, practical- and inquiry-based approaches
12. Catering for students of varying abilities and characteristics
13. Design effective learning sequences taking a meaningful, thematic approach keeping the physical in PE
14. Critical evaluation of teaching and assessment resources
15. Assessment and feedback in PE designing, critiquing, marking, and moderation
16. Research and debate the place of physical activity promotions, such as school sport, in schools
17. Exploration of theoretical and social underpinnings, observations, personal experiences and assumptions.

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: • 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.	K5, S5, A2	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • 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.	K3, K4	AT1
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: • 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.	S5, A2	AT2

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: • 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: • 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, K3, K4 S1, S2, S3, S4 A1, APST: 1.2, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5, 4.2	Design a senior PE unit that focuses on practical activity, and plan and present one lesson from the unit plan	Curriculum Design and Teaching Performance	50% - 70%
K2, K3, , K5 S1, S2, S4, S5 A2 APST: 1.5, 2.1, 2.3, 3.1, 5.1, 5.3	Individually mark senior year students PE assessment task and critically analyse the assessment task. Participate in, critique and report on a grade moderation process Plan a learning task based on the student needs identified through the moderation process.	Assessment Analysis	30%-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)