

Course Outline (Higher Education)

School:	School of Education
Course Title:	PHYSICAL EDUCATION CURRICULUM 2
Course ID:	EDMAS6115
Credit Points:	15.00
Prerequisite(s):	(EDMAS6015)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

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 alternative ways.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

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:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory						
Intermediate						
Advanced					✓	

Learning Outcomes:

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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.** Research and interpret the meaning in which students from diverse backgrounds consider physical activity and sport.
- K3.** Build on and apply deep content knowledge relevant to teaching senior PE curriculum.
- K4.** Question and describe the nature and structure of various senior school certificates, and explore the senior PE course, content and teaching strategies relevant to each.
- K5.** Define the concept of, and requirements for inclusive, engaging, student-centred, practical- and inquiry-based senior PE and school sport.
- K6.** 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 a senior PE unit that focuses on practical activity, and plan and present one lesson from the unit plan.
- A2.** Individually mark senior year students PE assessment task and critically analyse the assessment task. Participate in, critique and report on a grade moderation process.
- A3.** Research and participate in a class debate based on the place of physical activity promotions in schools.

Course Content:

Topics may include:

- Senior school PE class structured observations
- Describe senior PE learners and teachers Dispositions and aspirations
- Developing an effective senior year PE learning environment?
- Review of my senior PE content knowledge setting personal learning goals
- Working with senior PE curriculum documents including
- Connections with the middle year and post school studies and careers
- Nature and structure
- Content analysis
- Programming and assessment requirements
- Teaching and learning approaches and core practices in the senior years
- Inclusive, engaging, student-centred, practical- and inquiry-based approaches
- Catering for students of varying abilities and characteristics

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- Design effective learning sequences taking a meaningful, thematic approach keeping the physical in PE
- Critical evaluation of teaching and assessment resources
- Assessment and feedback in PE designing, critiquing, marking, and moderation
- Research and debate the place of physical activity promotions, such as school sport, in schools
- Exploration of theoretical and social underpinnings, observations, personal experiences and assumptions.

Values:

- V1.** Appreciate the potential impact of school based physical education and sport, and the physical educator on young peoples health and wellbeing
- V2.** Recognise the links between physical activity and health, and promote these within physical education
- V3.** Appreciate the role and value of on-going professional development to the physical educator
- V4.** Resist marginalisation practices of traditional PE and exhibit a determination towards inclusive practices.

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, evaluate and develop their subject content throughout the course. Coursework will create awareness of the scope and level of content knowledge and skills expected of a PE teacher. Learning activities will further develop and apply existing knowledge, and develop pedagogical knowledge and skill, which will increase students competence and confidence in the PE teaching	High
Critical, creative and enquiring learners	Students will question taken-for-granted assumptions and their own perceptions of PE and school sport. They will explore other ways of doing PE, and create innovative, student-centred, practical- and inquiry-based PE curriculum, and a safe, inclusive and engaging PE learning environment	High
Capable, flexible and work ready	Students will become work-ready through successfully adapting to independent, team, competitive 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 professional	High

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Attribute	Brief Description	Focus
Responsible, ethical and engaged citizens	Students' work within partnership schools will develop understanding of behaviours and expectations of a responsible and ethical teacher. Students will understand the significant role the physical educator plays in young people's lives, and will reflect on their suitability and developmental needs to effectively undertake this responsibility. They will also question the place programmes, such as school sport, and consider ways to engage Australian citizens from diverse backgrounds and interests, in physical activity	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, K5 S1, S2, S3, S4 A2, A3, A4	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	40-60%
K3, K4, K5, K6 S1, S2, S4, S5 A3, A4, A5	Individually mark senior year students PE assessment task and critically analyse the assessment task. Participate in, critique and report on a grade moderation process	Assessment Task including Moderation	20-40%
K1, K2, K5 S2, S4 A1, A3, A4	Research and participate in a class debate based on the place of physical activity promotions in schools	Team problem-based project; Written report and Debate	20-40%

Adopted Reference Style:

APA