

Course Outline (Higher Education)

School:	School of Education
Course Title:	SCHOOL SPORT AND HPE
Course ID:	HMALS4010
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	70303

Description of the Course :

Students will explore the place and purpose of sport in schools and will examine and experience the management roles and process involved in organising school sport and a Health and Physical Education learning area team. They will participate in and critique examples of school sport programmes. Students will apply fundamental motor skills and biomechanical knowledge to improve their performance and knowledge when participating in athletic events. They will further develop their practical teaching skills and strategies by planning and teaching a track and field class that also addresses interdisciplinary student learning outcomes and caters for a range of learners and abilities.

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

Learning Outcomes:

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Knowledge:

- K1.** Understand the global discourses which have shaped and justified school sport in the past and present and from this knowledge, predict the future
- K2.** Explore and discuss the place and impact of sport in the school curriculum from a sociological and wellbeing perspective
- K3.** Analyse the student learning outcomes gained from participating in school sport and link these outcomes to the curriculum guidelines
- K4.** Understand the roles and responsibilities of HPE and school sport staff and the challenges and possibilities associated with dual roles.
- K5.** Understand the roles and responsibilities involved in organising and officiating in school sport and sport carnivals
- K6.** Describe the program management process, including program evaluation, required to run a successful sport carnival
- K7.** Understand the relevant legislative, administrative and organisational policies and processes involved in organising school sport events in diverse settings
- K8.** Understand and demonstrate safe practices when participating in, teaching and supervising sport events
- K9.** Understand and implement teaching approaches and strategies appropriate to safely teaching track and field events to students with different and special learning needs
- K10.** Demonstrate technical and tactical knowledge of track and field events
- K11.** Understand the physiological and biomechanical principles involved in performance in track and field events.

Skills:

- S1.** Research and design a school physical activity/sporting event that caters for diverse student populations and addresses curriculum guidelines and relevant policies
- S2.** Design a lesson to develop numeracy and sport performance learning outcomes
- S3.** Seek, apply and learn from constructive feedback to improve teaching practices
- S4.** Adopt reflective practice to inform further learning and professional advancement

Application of knowledge and skills:

- A1.** Apply fundamental motor skills and biomechanical knowledge when participating in athletic events
- A2.** Understand and demonstrate safe practices when participating in, teaching and supervising sport events
- A3.** Work collaboratively with a team to research, plan and work in a hypothetical HPE/sport department
- A4.** Participate in and critique examples of school sport programs and track and field drills and activities
- A5.** Using appropriate teaching approaches and strategies, safely teach a range of track and field events to students with different learning needs
- A6.** Demonstrate understanding of correct technique in track and field performance by identifying and correcting faults in performance examples

Course Content:

- Theoretical concepts to be considered, mostly through a practical learning environment
 - Sociological exploration of school sport

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- Student learning outcomes and links to curriculum guidelines
- Sport coaching in schools Winners or Grinners: Elitism versus participation
- Sport for all - specialist sport programs e.g. Special Olympics
- Responsibilities of PE/sport roles challenges and possibilities
- Sport and PE management
 - Organisation of a sport carnival or event
 - Planning and coordinating an excursion
 - The program management process
 - Legislation requirements that support safe participation and learning for all students, including those with disability.
 - Organisational factors
 - Policy, risk management, catering, supervision, programming, evaluation
 - Officiating events
 - Rules and safe practices
- School sport programs participation and critique
 - e.g. Sport Education
 - Track and field events
 - Technique and tactical knowledge analysis and feedback
 - Application of sport science discipline knowledge
 - Appropriate teaching approaches and strategies

Values:

- V1.** Understand and demonstrate the practice of fair play and being a good sport.
- V2.** Appreciate of the role of sport in promotion of physical activity and health
- V3.** Respect that some people do not value, nor wish to participate in sport
- V4.** Understand learning is influenced by the different communities to which each person belongs and the different discourses within which they operate

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 be guided and encouraged to build on prior athletics skill learning, sports experiences and pedagogical knowledge, and research new areas of knowledge. This experience will set an expectation and establish behaviour patterns to construct new meaning and skill application to adapt to different settings.	Medium
Critical, creative and enquiring learners	Student will develop self reliance through constructing their own meaning to learning and successfully adapting to independent team learning situations, and student-centred information assessment strategies. Students' ability to meet these expectations and challenges will provide them with the confidence and assurance to be successful as learners and teachers.	High

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Attribute	Brief Description	Focus
Capable, flexible and work ready	Students will engage with their peers through participating in peer teaching and learning experiences. They will also form an hypothetical HPE/sport department whereby they will work collaboratively with team members and engage with the needs and expectations of a school community	Medium
Responsible, ethical and engaged citizens	Students will understand their responsibilities as a teacher of track and field and as an organiser of sport and the HPE learning area, including relevant legislative administrative and organisational policies and processes. They will also question from a socio-critical perspective, the place and meaning of school sport, and explore inclusive practices appropriate for diverse learners.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1-K11, S3-S4, A1, A2, A4, A6	Participation and involvement in practical sessions. Critique examples of school sport sessions and track and field drills and activities.	90% class attendance required Written critique	S/U
K2 - K7, S1	Research and design a physical activity/sporting event to cater for diverse interests and abilities explained in a specific case study	Presentation of findings to class and written report	30-50%
K3 - K6, S2, A3	Research, plan and work in a hypothetical HPE/sport department to develop a HPE/Sport program and measures to evaluate the effectiveness of the program	Group problem-based learning assignment	30-50%
K1, K8 - K11, S1 - S4, A1 - A2, A4, A5, A6	Research, design, teach, and reflect on, a track and field lesson using an appropriate teaching approach and effective strategies than incorporates the development of numeracy skills. Demonstrate understanding of correct technique by providing appropriate corrective feedback.	Student teaching experience lesson plan and reflection	20-40%

Adopted Reference Style:

APA