



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	DIVERSITY IN EDUCATION: HEALTH AND PHYSICAL EDUCATION
<b>Course ID:</b>	PHSED4004
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBPE2000)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	70303

## Description of the Course:

Students will explore diversity in education and specifically health and physical activity (HPE) from various perspectives; diverse teaching practices, teaching diverse learners, teaching in diverse settings and teaching about diversity. They will revisit diverse teaching practices and will develop strategies to identify, teach and assess diverse learners. Working collaboratively with a peer, students will undertake an extensive study into a diverse group (e.g. Indigenous Australians, students with a disability) exploring background factors such as history, culture and language, and how these factors shape learning in general, and specifically in HPE. They will also explore how educational policy, curriculum and practices support and constrain learning. Opportunities and strategies for teaching in diverse settings will be studied. Students will participate in a diverse teaching experience, either in a diverse setting, or teaching a diverse learner in a school setting. Additionally, students will also explore curriculum guidelines and develop curriculum to teach diversity awareness and acceptance in HPE.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

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

**Placement Component:** No

## Program Level:

Level of course in Program	AQF Level of Program					
	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"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Understand the role of exercise science principles in physical education (PE) curriculum, with a specific focus on senior level PE. Know and understand the background of Indigenous Australians and other peoples, and how this impacts on their learning
- K2.** Know and understand the characteristics, strengths, challenges and special learning needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds and those with specific disabilities
- K3.** Know and understand legislation requirements, education policies, and appropriate curricula, learning theory and practice relevant to teaching Indigenous Australians, students with a disability and other diverse learners
- K4.** Understand the diversity of education settings from a local and global perspective
- K5.** Understand a strengths-based approach to education
- K6.** Know and demonstrate a range of effective teaching skills and strategies, and student behaviour management strategies that support inclusive student participation and engagement

#### Skills:

- S1.** Research relevant literature to increase understanding of learners with special needs and/or learners in diverse settings.
- S2.** Differentiate teaching to meet the specific learning needs of diverse learners across a range of abilities and backgrounds and support inclusive student participation and engagement
- S3.** Communicate and work cooperatively and effectively with others to ensure the best outcomes for students
- S4.** Develop curriculum to address specified learning needs and objectives

#### Application of knowledge and skills:

- A1.** Use research to support the development of curriculum for diverse teaching experience
- A2.** Develop, deliver, assess, modify and reflect on a sequence of lessons that meet legislation requirements, education policies, and appropriate curricula, learning theory and practice relevant to a learner with diverse and or special needs
- A3.** Manage a safe, positive and productive learning environment in a diverse setting, or for a learner with special needs, by demonstrating effective teaching skills and student behaviour management strategies
- A4.** Critically reflect on diverse teaching experiences and class presentations
- A5.** Develop HPE curriculum to teach diversity awareness and acceptance
- A6.** Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teaching standards

#### Course Content:

- What is diversity?
- Attitudes towards diversity, disability and learners with special needs
- Philosophical differences between inclusion, integration, segregation and exclusion in education settings

- Teaching diverse learners in the school setting
  - Understanding learners from backgrounds which differ according to ability, ethnicity, culture, language, religion, gender and socio-economic status; e.g. Indigenous Australians, students with a learning disability, gifted and talented students, students for who English is an additional language or dialect (EAL/D).
  - Policy, legislative requirements, curriculum, learning theory, and teaching practices relevant to diverse learners, for example
    - Melbourne Declaration on Educational Goals for Young Australians
    - Disability Standards for Education 2005
    - Disability Discrimination Act 1992
  - Identifying and catering for diverse learners
    - Managing diversity - e.g. streaming, vertical learning groups, universal design for learning, and differentiated instruction
    - Assessment of diverse learners
    - Individual learning and behaviour plans
    - Team-based approach
    - Modification approaches towards inclusive education and specifically HPE
      - TREE: teaching approach, rules, equipment, environment
      - Strengths-based approach
    - Inclusive practices
  - Meeting professional teacher standards
- Teaching in diverse settings
  - A global perspective on education and HPE
  - Teaching HPE in local diverse settings e.g. Specialist School, Community Education
  - Fostering positive learning environments
- Teaching learners about diversity
  - Explore curriculum guidelines and develop curriculum to teach diversity awareness and acceptance in schools and specifically HPE

### Values:

- V1.** Accept and embrace individual difference
- V2.** Respect Indigenous Australians and other peoples histories, cultures and languages
- V3.** Recognise and respect the need and responsibility to carefully select teaching practices to cater for difference

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, K6, S1, A4,	Asst Task 2, Asst Task 3, Asst Task 4, Asst Task 5.
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, S4, A1, A2, A5,	Asst Task 2, Asst Task 3.
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S2, S3, A2, A3,	Asst Task 2, Asst Task 4.
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S3, A2, A3, A5,	Asst Task 2, Asst Task 4.
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K5, S3, A1, A3	Asst Task 2 Asst Task 4

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K6, S2, S3	In preparation for the diverse teaching experience, 90% active participation is expected	Active participation in learning activities and reflection on class presentations	S/U
K1-6, S1-4, A1-4	Participate in a diverse teaching experience Students plan, deliver, assess and reflect on a series of lessons that demonstrate knowledge of legislative requirements and teaching strategies that support participation and learning of students with disability	Diverse teaching experience folio	30-60%
K1, K4, A5	Explore and plan HPE curriculum to teach secondary school students about diversity	Curriculum planning document	20-40%
K1-6, S1-4, A1-4	Collaboratively research the background and learning strengths and needs of learner with a specified disability. Plan curriculum for the learner, demonstrating knowledge and understanding of legislation requirements, education policies, and appropriate curricula, learning theory and practice appropriate to the learner. Present findings to the class.	Class presentation (in pairs)	20-40%
A6	LANTITE Test (external)	Hurdle	S/UN

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)