



Course Outline (Higher Education)

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|-------------------------|---|
| School: | School of Education |
| Course Title: | CRITICAL AND REFLECTIVE PRACTICE IN HEALTH AND PHYSICAL EDUCATION |
| Course ID: | PHSED4006 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (Current Working with Children Check) |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED: | 70199 |

Description of the Course :

A physiological inquiry approach will be taken for all aspects of this course. Students will use discourse analysis to explore and question contemporary issues and professional practice in sport physical education and education. They will clarify personal values, attitudes and beliefs about such issues, and will professionally communicate their opinion from a consistent perspective. Issues to be considered will relate to; underpinning discourses, marginalisation, change, ethics, policy, sustainable and future approaches to education, sport and physical education. Students will develop their critical and reflective practice in a professional setting through mentoring a first year preservice teacher in a primary school teaching experience, they will provide role modelling and feedback support to the preservice teacher and will reflect on their own experience and professionalism as a mentor.

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

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"/> |
| 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:**Knowledge:**

- K1.** Understand divergent philosophical perspectives on contemporary issues
- K2.** Understand the ethical implications of professional work in education and health and physical education (HPE)
- K3.** Examine current contemporary issues in education, HPE and sport from a consistent perspective
- K4.** Understand the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- K5.** Understand characteristics and responsibilities of an effective mentor

Skills:

- S1.** Use discourse analysis to consider and explain particular patterns of behaviour
- S2.** Critically analyse professional and ethical practice within education and HPE
- S3.** Work effectively with others
- S4.** Demonstrate coherent argument and communication skills

Application of knowledge and skills:

- A1.** Critically reflect on personal mentoring experience
- A2.** Develop and implement a systematic method to assess teaching performance and provide timely, constructive and supportive feedback

Course Content:

- Setting the scene
 - The nature of philosophical inquiry in education and HPE
 - Knowledge structure and rationales for HPE
- Critical issues in education, HPE and physical activity including;
 - Discourses - expectations and pressures
 - Change
 - Marginalisation or inclusion - from a cultural, ethnic, religion, ability, gender perspective
 - Impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds - presented by member of a local Aboriginal educational program
 - Capital academic, sporting
 - Commercialisation of education - critical consumerism
 - outsourcing the program
 - sources of professional learning - external professional bodies and community representatives
 - Ethical issues
 - ICT - place and purpose
 - Curriculum aims versus outcomes, facilitators and constraints, cross-curricular initiatives and general capabilities
 - Researching teaching and learning
 - Futures and possibilities
 - Sustainable practice, Australia's engagement with Asia, ICT, alternative curriculum structures, pedagogies, sites and delivery modes

- Me as a competent, critical and reflective practitioner
 - Literacy and numeracy standards required of a graduate teacher
 - Reflective practice
 - Ongoing professional learning - evaluation personal professional learning needs
 - Mentoring and role modelling
 - Assessment and feedback - responsibilities, purpose, collaborative, effective strategies
 - Preparation and participation in student teaching experience mentoring (STEM) program

Values:

- V1.** Appreciate the role that sport and physical activity play in education and Australian Society
- V2.** Examine and clarify personal values and attitudes towards issues in education, HPE, physical activity and sport
- V3.** Value the importance of the teacher mentoring role in supporting the emergence of effective beginning teachers
- V4.** Appreciate the role of research in effecting positive change in education, and consider themselves as a teacher researcher

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) | Code A. Direct B. Indirect N/A Not addressed | Assessment task (AT#) | Code A. Certain B. Likely C. Possible N/A Not likely |
| 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, K3, S1, A1 | A | AT1, AT2, AT 3, AT4, | B, A, B, A |
| 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. | A2, S2 | A | AT1, AT4 | B, A |
| 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. | K2, K4, S2 | A | AT1, AT2, AT3, AT4 | B, A, A, A |

| Graduate attribute and descriptor | | Development and acquisition of GAs in the course | | | |
|-----------------------------------|--|--|---|-----------------------|--|
| | | Learning Outcomes (KSA) | Code A. Direct B. Indirect N/A Not addressed | Assessment task (AT#) | Code A. Certain B. Likely C. Possible N/A Not likely |
| 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. | K4, S4 | A | AT1, AT3, AT4, | B, A, A |
| 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 | A | AT1, AT4 | B, A |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|---|---|---|-----------|
| K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2, | Active participation in Learning Activities Participation in class discussions and debates | Active Participation in Learning activities Written and verbal feedback to peer presenters | S / U |
| K1, K2, K3, K4, S1, S2 | Review and completion of philosophical writing on all theoretical content material | Autoethnographical written report | 20-40% |
| K1, K2, K3, K4, S2, S3, S4 | Group in-depth research into a critical issue in education or HPE and present findings in a debate format to the tutorial class | Tutorial group presentation Participation in debate and reflection on personal stance on the presented issue | 20-40% |
| K5, S2, S3, A1, A2 | Mentoring of a first year PST within a primary school setting. Provide demonstration, preparation guidance, assessment and feedback to PST, and reflect on the mentoring experience | Written report | 30-50% |

Adopted Reference Style:

APA