

EDU200 Teaching HPE Birth to Year 6

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Adelaide

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course will introduce you to the pedagogy and curriculum of Health and Physical Education from birth to Year 6. There is a focus on developing skills in planning movement experiences and methodologies of teaching fundamental movement skills; teaching strategies for active participation in physical activities; theoretical and practical aspects of teaching health education and assessing learning outcomes expressed in curriculum documents. Emphasis will also be placed on facilitating inclusive play-based environments that support health, wellbeing and safety for diverse learners.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The tutorial for this course is synchronous and involves on-campus engagement and application of learning materials. This course will also involve participation in physical activities to explore the implementation of the Australian Curriculum for HPE.	2hrs	Week 1	10 times

1.3. Course Topics

- Australian Curriculum: Health and Physical Education Foundation (Prep) to Year 6
- Early Years Learning Framework (EYLF)
- The continuum of physical, social, emotional and cognitive development of children
- Acquire, apply and evaluate movement skills, concepts and strategies across a range of physical activity contexts
- Supporting wellbeing and emotional health and safety through participation in HPE
- Behaviour management and positive guidance strategies to engage children in outdoor activities
- Understand the relevant legislative, administrative and organisational policies associated with HPE
- Intentional teaching, lesson planning and risk management in HPE
- Inclusive learning environments that support diversity and promote active participation and cooperation in HPE
- Whole school approaches to teaching personal, social and community health education contexts
- Positive parental and professional engagement including reporting, communication strategies, cultural sensitivities and relationship building

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Apply knowledge of curriculum and curriculum frameworks in HPE to demonstrate skills in programming, planning, assessment, reporting and evaluating children's health, wellbeing, safety, and physical activity.	Knowledgeable	1.2, 2.1, 2.2, 2.3, 4.4, 5.1, 5.2, 5.3, 5.5
2 Apply knowledge of children's physical, social, emotional and cognitive development to inform content, teaching, adjustments and assessment strategies in HPE to meet the needs of individual children.	Knowledgeable Creative and critical thinker	1.1, 1.2, 1.3, 1.5, 2.1
3 Designing intentional teaching learning sequences and lesson plans for HPE to demonstrate the application of play-based curriculum, behaviour management and positive guidance strategies.	Creative and critical thinker	1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 4.3, 5.1
4 Critically analyse policy and legislation on safety and risk management to develop appropriate risk assessment documentation.	Ethical	4.4, 7.1, 7.2
5 Research health education initiatives to develop socially constructed approaches for encouraging parent, carer and community engagement.	Knowledgeable	1.1, 1.2, 2.1, 3.4, 3.7, 4.4, 7.2, 7.3, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

CODE	COMPETENCY
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.5	Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED303, ED304 or UB009

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU333, EDU216, EDU317

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will be provided with feedback on their academic progress in the course in the first third of the teaching weeks for the semester. This feedback will be provided in the practical workshops leading up to the delivery of the first assessment task.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	Two quizzes - Quiz 1 in week 4 and Quiz 2 in week 9.	Refer to Format	Online Test (Quiz)
All	2	Oral and Written Piece	Group	30%	1 hour lesson plan, risk assessment and 20 minute presentation of teaching segment	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	3	Report	Individual	50%	2000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Health and Physical Education Quizzes

GOAL:	To demonstrate knowledge and understanding of the main concepts in Health and Physical Education presented in learning materials weeks 1 - 9.																
PRODUCT:	Quiz/zes																
FORMAT:	<p>Quiz 1 is due on Friday week 4 by 5pm. After completion of the week 1, 2, 3, and 4 online modules and attending the tutorials, you will complete the quiz to demonstrate knowledge and understanding of the main concepts in Health and Physical Education.</p> <p>Quiz 2 is due on Friday week 9 by 5pm. After completion of the week 6, 7, 8 and 9 online modules and attending the tutorials, you will complete the quiz to demonstrate knowledge and understanding of the main concepts in Health and Physical education.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application of knowledge of the concepts, structure and substance of the Early Years Learning Framework and Australian Curriculum V9: HPE, including the propositions and focus areas</td> <td>1</td> </tr> <tr> <td>2</td> <td>Application of knowledge of assessment, moderation, feedback and reporting strategies in HPE</td> <td>1</td> </tr> <tr> <td>3</td> <td>Application of knowledge of age appropriate skill development when teaching fundamental movement skills and sports specific skills in HPE</td> <td>2</td> </tr> <tr> <td>4</td> <td>Application of knowledge of health literacy and intentional teaching of health in the focus areas of the Australian Curriculum V9: HPE</td> <td>1 2 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application of knowledge of the concepts, structure and substance of the Early Years Learning Framework and Australian Curriculum V9: HPE, including the propositions and focus areas	1	2	Application of knowledge of assessment, moderation, feedback and reporting strategies in HPE	1	3	Application of knowledge of age appropriate skill development when teaching fundamental movement skills and sports specific skills in HPE	2	4	Application of knowledge of health literacy and intentional teaching of health in the focus areas of the Australian Curriculum V9: HPE	1 2 5	
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GENERIC SKILLS:	Communication, Problem solving, Information literacy																

All - Assessment Task 2: Physical Education lesson- Group Presentation

GOAL:	The goal of this task is to collaborate with peers to prepare and teach a Physical Education lesson and complete a risk assessment.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>Submit: Lesson plan and risk assessment Monday week 6 by 5pm. Presentation date is negotiated with your tutor and will be delivered to peers in Weeks 7, 8, 9, 10 in practical workshops.</p> <p>In this task you are required to work in a group to prepare a 1 hour Physical Education lesson to a class of 25 students. In week 1, you will be given a year level and movement skill/ concept/strategy which will be the focus of your lesson. Your 1 hour lesson must contain behaviour management strategies, a formative assessment task and reference outcomes from the Australian Curriculum V9: HPE. You are also required to assess the risks associated with the lesson in a risk assessment and deliver a 20 minute segment of the lesson to your peers in scheduled practical workshops. Your peers will evaluate the lesson and provide the group with feedback at the end of the lesson.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Design a 60 minute physical education lesson to teach movement skills/concepts/strategies, applying age appropriate content, skills and sequencing, identifying curriculum outcomes from the Australian Curriculum V9: HPE and assessment strategies 1 2 3
	2	Application of safety protocols in the creation of a risk assessment for a physical education lesson 4
	3	Delivery of a PE lesson demonstrating application of knowledge of safe and inclusive learning environments, feedback strategies, activity modification to cater for students of all abilities, and organised equipment and resources 2 3
GENERIC SKILLS:	Communication, Collaboration, Organisation	

All - Assessment Task 3: Implementing a whole school health initiative

GOAL:	The goal of this task is to demonstrate your ability to design an implementation plan for a whole school approach to a health topic.																
PRODUCT:	Report																
FORMAT:	In this task you are required to write a report which outlines an implementation plan for a whole school or whole early childhood education and care setting approach to a health topic. You will be provided with a focus area from the Australian Curriculum V9: HPE or Early Years Learning Framework and a health topic by your tutor. The template provided must be used for this assessment. This is a differentiated task. Four-year degree students (ED304 Primary and ED303 Early Childhood) and three-year degree students (UB009) may use different curriculum and contexts. Please discuss this with your tutor.																
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GENERIC SKILLS:	Communication, Problem solving																

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Oral and Written Piece	Physical Education lesson- Group Presentation	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			1.5	Practiced, Assessed
			2.1	Practiced, Assessed
			2.2	Practiced, Assessed
			2.3	Practiced, Assessed
			3.1	Practiced, Assessed
			3.3	Practiced, Assessed
			3.4	Practiced, Assessed
			4.4	Practiced
			5.1	Practiced, Assessed
			5.2	Practiced, Assessed
			Quiz/zes	Health and Physical Education Quizzes
	1.2	Assessed		
	1.5	Assessed		
	2.1	Assessed		
	4.1	Assessed		
	4.4	Assessed		
	5.1	Assessed		
	5.2	Assessed		
	5.3	Assessed		
	5.5	Assessed		
	Report	Implementing a whole school health initiative	7.1	Assessed
			7.2	Assessed
			1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			1.5	Assessed
			2.1	Assessed
			3.7	Assessed
			4.4	Practiced, Assessed
			7.1	Assessed
7.2	Assessed			
7.3	Assessed			

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Natalie McMaster	2019	Teaching Health and Physical Education in Early Childhood and the Primary Years	n/a	Oxford University Press, USA

8.2. Specific requirements

It is compulsory for all students to wear suitable exercising clothing and covered footwear appropriate for physical activity in practical workshops and for all practical sessions. Appropriate sun protection and hydration strategies for all outdoor and practical activities are also the responsibility of the student.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au