COURSE OUTLINE

EDU216 Teaching HPE in the Early Years

School: School of Education and Tertiary Access

2026 | Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser Coast

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 unisc.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 in the early years of schooling to Year 6. There will be a focus on developing skills in planning movement experiences and methodologies of teaching fundamental motor skills; teaching strategies for active participation in physical activities; theoretical and practical aspects of teaching health and assessing learning outcomes expressed in curriculum documents. Emphasis will also be placed on facilitating play-based environments that are inclusive and address children's diverse physical competencies.

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 to Year 6
- The continuum of physical, social, emotional and cognitive development in the early years of schooling
- Understand the relevant legislative, administrative and organisational policies associate with HPE
- Play-based learning experiences that foster independence, healthy choices, personal and physical development
- Movement and physical activity that develops fundamental motor skills, body and spatial awareness, locomotor and non-locomotor movements and manipulative skills
- Learning environments that promote inclusive active participation in physical activity, healthy lifestyle choices and self-management
- Strategies for differentiating teaching to meet the specific learning needs of students with disability
- Behaviour management strategies to engage young learners in the outdoor classroom
- 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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Apply knowledge of the Australian Curriculum HPE to demonstrate skills in programming, planning, assessment, reporting and evaluating children's health, wellbeing and physical activity in the early years of schooling	Knowledgeable	1.2, 2.1, 2.2, 2.3, 4.4, 5.1, 5.2, 5.3, 5.5
2 Apply knowledge of physical, social, emotional and cognitive development of children in the early years of schooling to interpret data, inform content, teaching, differentiation and assessment strategies in HPE	Knowledgeable Creative and critical thinker	1.1, 1.2, 1.3, 1.5, 2.1, 5.4
3 Design learning sequences and lesson plans for HPE which demonstrate the application of play-based curriculum and behaviour management strategies	Creative and critical thinker	1.5, 2.1, 2.2, 2.3, 5.1
4 Apply ethical conduct and practice in the design of safe and inclusive learning environments and communication strategies for positive parental and professional engagement	Ethical	4.4, 5.5, 7.1, 7.2, 7.3
5 Evaluate policy and legislation, curriculum and teaching strategies in relation to the intentional teaching of health for children in the early years of schooling including students with disabilities.	Knowledgeable	1.1, 1.5, 1.6, 2.1, 4.4, 7.1, 7.2, 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.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
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.

CODE	COMPETENCY
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
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.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
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

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU333

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

Not applicable

5.5. Microcredential Information

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	2a	Oral and Written Piece	Group	30%	1 hour lesson plan, risk assessment and 20 minute presentation of teaching segment	Week 6	Online Assignment Submission with plagiarism check and in class
All	2b	Essay	Individual	50%	2000 words	Refer to Format	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 the Health and Physical Education curriculum area presented in learning materials weeks 1 - 9.
PRODUCT:	Quiz/zes
FORMAT:	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 the Health and Physical Education curriculum area. 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 education.
CRITERIA:	

No.		Learning Outcome assessed
1	Application of knowledge of the concepts, structure and substance of the Australian Curriculum: HPE, including the propositions and focus areas	1
2	Application of knowledge of physical, social, emotional and cognitive development of children in the early years of schooling to identify age appropriate skill development in PE	2
3	Application of knowledge of assessment, moderation, feedback and reporting strategies to HPE primary schooling contexts	1

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2a: Group Presentation

GOAL:	The goal of this task is to collaborate with peers to prepare and teach a Physical Education lesson in Early Years and complete a risk assessment.
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: Lesson plan and risk assessment Monday week 6. Presentations in Weeks 7, 8, 9, 10 in practical workshops. In this task you are required to work in a group to prepare one 60 minute Physical Education lesson to teach a variety of fundamental motor skills to a class of 25 students. You will be given three fundamental motor skills which will be the focus of your lesson by your tutor in the first practical workshop. Your 1 hour lesson must contain behaviour management strategies, a formative assessment task and reference outcomes from the Australian Curriculum Health and Physical Education.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.
CRITERIA:	

No.		Learning Outcome assessed
1	Design a 60 minute physical education lesson to teach a variety of fundamental motor skills, applying age appropriate content, skills and sequencing, identifying curriculum outcomes from the Australian Curriculum: 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 4

GENERIC SKILLS:	Communication, Collaboration, Organisation

All - Assessment Task 2b: Differentiating a PE lesson plan

GOAL:	Demonstrate knowledge of policy and legislation, curriculum and teaching strategies in relation to catering for students with disability in HPE.
PRODUCT:	Essay
FORMAT:	In this task you are required to write an essay on the lesson you presented in Task 2a. You will be given student assessment data for a student with a physical disability and will be required to interpret the data and identify any changes you would make to the lesson plan from Task 2a. Outlining the pedagogical strategies you would use to differentiate teaching to cater for the child in the lesson, including reference to relevant legislation, policy, codes of ethic and conduct. Submitted exactly two weeks after the Task 2a presentation, by 5pm
CRITERIA:	

No.		Learning Outcome assessed
1	Application of knowledge about relevant policies and legislation when creating safe and inclusive learning environments for students with disability in HPE	4 5
2	Interpretation of student data and application of differentiated learning activities to support a child with a disability in HPE	2
3	Evaluation of teaching strategies used to support participation and learning of a student with a physical disability in HPE	4 5
4	Application of written communication skills and academic literacies including English expression grammar, spelling, punctuation, and reference academic sources in the field of HPE using APA7 referencing conventions	2

GENERIC SKILLS:	Communication, Problem solving

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

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

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate: - 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task. - 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task. - A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. 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

10.5. 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.

10.6. 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