COURSE OUTLINE

EDU317 Teaching HPE in Primary School

School: School of Education and Tertiary Access

2026 | Semester 2

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 is a discipline-specific curriculum course in Health and Physical Education with a focus on developing skills in planning movement experiences and methodologies of teaching fundamental motor skills and their transfer to sports specific contexts in the primary school. You will learn to facilitate environments that are safe, inclusive and encourage parental, school and wider community engagement to support the Primary school-aged learner.

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

- Use of curriculum documents to design learning experiences and assess learning outcomes in health and physical education
- Movement and physical activity for primary school aged learners that develops fundamental motor skills and their transfer into sports specific contexts
- Pedagogical strategies for the teaching of movement and physical activity in the primary school, including teaching in, about an through movement
- Whole school approaches to teaching personal, social and community health contexts
- Pedagogical strategies for the teaching of health in the primary school, including health literacy and a strengths-based approac
- Designing inclusive learning environments in health and physical education
- Strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
- Parental and wider community engagement in health and physical education

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 Australian Curriculum HPE to demonstrate skills in programming, planning and assessing students' health, wellbeing and physical activity in the Primary years of schooling	Empowered	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 3.2
2 Design a lesson plan in HPE demonstrating knowledge of age appropriate content, skills and sequencing	Empowered	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3, 3.4
3 Research and critically analyse policy, legislation and strategies designed to reduce risks both physical and emotional in health and physical education	Knowledgeable	4.4, 7.1
4 Acknowledge the value of engagement with parents/carers and the wider community and identify opportunities for authentic engagement	Engaged	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.
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.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

CODE	COMPETENCY
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
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.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.3	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 ED304

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

ED304 students (Bachelor of Primary Education) will have successfully completed minimum of 12 Education Courses, not including school placement courses.

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 and the results 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%	A single quiz	Week 4	Online Test (Quiz)
All	2a	Oral and Written Piece	Group	30%	1 hour lesson plan 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 Quiz

GOAL:	To demonstrate knowledge and understanding of the main concepts in the Health and Physical Education curriculum area presented in learning materials weeks 1 - 4.
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	This assessment task 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.
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 in relation to Upper Primary	1
2	Application of knowledge of safe and inclusive learning environments and activity modification to cater for students of all abilities in HPE contexts including policy and legislation	3
3	Application of knowledge of teaching and assessing sports specific skills and quality school sport programs to HPE contexts in Upper Primary	1
4	Application of knowledge of teaching and assessing health contexts in Upper Primary	1

GENERIC SKILLS:	Communication, Organisation

All - Assessment Task 2a: Group Presentation

GOAL:	The goal of this task is to collaborate with peers to prepare and teach a health lesson in Upper primary.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Submit: Lesson plan in Week 6 and presentations in practical workshop weeks 7, 8, 9, 10. In this task you are required to work in a group to prepare a 60 minute health lesson for a class of 25 students. Your group will be given a topic for the lesson by your tutor in the first practical workshop. Your 60 minute lesson must contain behavior management strategies, a formative assessment task and reference outcomes from the Australian Curriculum health and physical education. You are also required to 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 health lesson demonstrating the application of age appropriate content, skills and sequencing, identifying curriculum outcomes from the Australian Curriculum: HPE	1 2
2	Use a whole school approach to health education, identifying curriculum and teaching, partnerships, environment and school ethos strategies, identifying opportunities for authentic engagement with parents/carers and the wider community	4
3	Delivery of a health lesson which engages students and demonstrates application of health teaching strategies in a safe and inclusive learning environment with organised equipment and resources.	1 3

GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy

All - Assessment Task 2b: Enacting a whole school approach

GOAL:	The goal of the task is to demonstrate your ability to reflect on the health lesson designed and delivered in Task 2a and outline an implementation plan for a whole school approach to the health topic you were assigned.
PRODUCT:	Essay
AUTHORSHIP STATEMENT:	
FORMAT:	Using your health topic from Task 2a, outline an implementation plan for a whole school approach to the health topic. Submitted exactly two weeks after the Task 2a presentation, by 5pm.
CRITERIA:	

No.		Learning Outcome assessed
1	Analysis and explanation of policy, legislation, frameworks and credible resources used in the design and content of health education	3
2	Describe the Health promoting schools framework used to create a safe, caring, and positive school culture which values health education.	3
3	Explanation of the value of engagement with parents/carers and the wider community and outline strategies used to share understandings about the health topic with families and the broader community	4
4	Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation. Reference current literature from credible teaching resources in HPE to support statements using APA7 referencing conventions.	1

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 all practical workshops. 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?

Health and safety risks for this course have been assessed as low. 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: 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

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