UniSC

COURSE OUTLINE

EDU368 Teaching Junior Secondary HPE

School: School of Education and Tertiary Access

2023 | Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

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 builds capacity to design and recognise effective pedagogy within Health and Physical Education (HPE) for Years 7 - 10. You will organise and plan lessons using the Australian Curriculum for HPE, apply your knowledge, understanding and skills to interpret, implement and adapt learning, in order to engage Junior Secondary students. You will integrate Aboriginal and Torres Strait Islander histories, culture or languages into learning activities and reflect on your developing teaching practice

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	10 times
Tutorial/Workshop 1 – The workshop for this course is synchronous and involves on-campus engagement and application of learning materials. This course will also involve some participation in physical activities to explore the implementation of the Australian Curriculum for HPE.	2hrs	Week 1	10 times
Seminar – Online synchronous	1hr	Week 1	6 times

1.3. Course Topics

Topics in this course include:

- Australian Curriculum for Health and Physical Education (HPE)
- Pedagogical models for teaching HPE in junior secondary years
- Unit and lesson planning in junior secondary HPE
- Safety, protocols and inclusion in junior secondary HPE

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 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, understanding and application of Australian Curriculum HPE, General Capabilities and Cross Curriculum Priorities to demonstrate skills in programming, planning and assessment of students' health, wellbeing and physical activity in years 7-10.	Empowered	1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 5.1, 5.3, 5.4
2 Demonstrate safe, responsible and ethical use of ICT in teaching and/or assessment.	Ethical	1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 3.3, 3.4, 3.6, 3.7, 4, 4.1, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4
3 Engage with HPE literature and collaborative processes, providing evaluative feedback and/or accepting feedback on own work or performance.	Empowered	2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.6
4 Demonstrate ethical conduct and practice in the design of safe and inclusive learning environments.	Ethical	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.4, 3, 4, 4.1, 4.2, 4.3, 4.4, 4.5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
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.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander 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.

CODE	COMPETENCY
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	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
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.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
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.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student 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	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
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.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student 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. 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

This course is only available to students enrolled in ED315.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

During tutorials in weeks 1-3 you will be provided with formative feedback on your HPE planning which relate to tasks 2 and 3. You will also complete a quiz in week 4 (Task 1) where you will receive additional formative feedback.

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	30%	Online quiz (30 minutes)	Week 4	Online Test (Quiz)
All	2	Creative Performance, and Written Piece	Group	30%	Max 5 pages excluding references and appendices (using lesson plan template)	Week 7	Online Submission
All	3	Written Piece	Individual	40%	1000 words	Week 10	Online Submission

All - Assessment Task 1: Online Quiz

GOAL:	To demonstrate your knowledge and understanding of HPE curriculum, pedagogy and assessment in relation to the junior phase of secondary schooling.		
PRODUCT:	Quiz/zes		
FORMAT:	This assessment will be an online quiz accessed and completed through Canvas. The quiz will focus on weekly online module content and tutorial content covered in weeks 1-4 including course readings. Additional information on the quiz will be provided in the tutorials and on Canvas.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of teaching and learning strategies, concepts and processes in HPE	①
	2	Knowledge and understanding of assessment strategies, concepts and processes in HPE	① ②
	3	Knowledge of the Australian Curriculum for HPE, Inclusion in HPE and Health Education and Health promotion in secondary schools (approaches, frameworks and theories).	① ③ ④
GENERIC SKILLS:	Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: PE lesson planning and mini teach

GOAL:	The goal of this task is for you to develop your skills in creating and practically implementing inclusive junior secondary PE lessons
PRODUCT:	Creative Performance, and Written Piece
FORMAT:	This component of the assessment will be completed in groups of three/four. Your group will be allocated one of the four games categories and a secondary year (i.e. 7-10) and are required to plan a 70minute a practical Physical Education (PE) lesson to be delivered in an outdoor environment for a class of 24 students. Your PE lesson plan must include: • Learning goals and curriculum alignment • Ways you would cater for different learning needs • Learning activities, teaching strategies, PE protocols and safety considerations • How you would assess student learning formatively • Inclusion of Aboriginal or Torres Strait Islander histories/cultures/language and reference to the general capabilities You are also required to plan an indoor (classroom) wet weather alternative lesson to teach the same content. This should provide the students with the same knowledge, understanding and skills as the outdoor practical lesson, activities should be modified to suit the classroom environment. In your allocated tutorial, your group will teach an abbreviated version (max 10-15mins) of the practical lesson that your group designed to your peers. This experience will assist you in completion of Task 3 of this assessment. You will not be required to teach the wet-weather alternative lesson. You will be provided with a lesson plan template which will be provided on Canvas.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge and understanding of Health and Physical Education curriculum, teaching and learning, applied in lesson planning	① ② ③ ④
	2	Knowledge and understanding of planning, teaching and assessment in Health and Physical Education	①
	3	Understanding of ways to incorporate of safe and inclusive practices, literacy, numeracy, ethical use of ICT and Aboriginal and Torres Strait Islander histories or cultures in learning and teaching into Health and Physical Education lessons.	① ② ④

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 3: Critical reflective report

GOAL:	To critically analyse, evaluate and reflect on lesson planning, experience and professional development.
PRODUCT:	Written Piece
FORMAT:	This assessment task will be completed individually. You will use the feedback your received from your peers and your own perceptions to reflect on your lesson planning and your teaching experience. Your written personal reflection should include: • Discussion of how theory, research or pedagogical frameworks informed the design of your lessons. • Discussion of success of strategies and PE protocols used in your teaching. • Analysis of inclusive approaches and how ICT would be safely and ethically used in your teaching. • Evaluate how you have professionally grown as a result of this experience and what you would change in the future. • Reference to existing Physical Education literature and recommendations (you can use course readings in your reflection).

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Knowledge and understanding of Health and Physical Education curriculum	① ③
	2	Critical reflection utilising relevant literature and recommended safe, inclusive and quality practices.	① ② ③ ④
	3	Discussion of how theory, research or pedagogical frameworks informed the design of your lessons and will inform future practice.	① ③

GENERIC SKILLS:	Problem solving, Organisation, Applying technologies

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	Judith Miller,Susan Wilson-Gahan,Robyne Garrett	2018	Health and Physical Education	(3rd Edition)	Cambridge University Press

8.2. Specific requirements

Not applicable

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. 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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