



COURSE OUTLINE

EDU369 Teaching Senior Secondary HPE

School: School of Education and Tertiary Access

2022 | Semester 2

USC Sunshine Coast
USC 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 the USC website 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

In this course, you will develop knowledge and skills for implementing the Queensland Senior Secondary Health and Physical Education (HPE) curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and analyse a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within HPE.

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 – On campus	2hrs	Week 3	3 times

1.3. Course Topics

Senior secondary Health and Physical Education Curriculum and Pedagogies
Learning and teaching requirements in senior secondary Health and Physical Education
Assessment planning and reporting in senior secondary Health and Physical Education
Engaging learners with the use of the inquiry-based approach in senior secondary 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 the Senior Health and Physical Education curriculum in the designing of learning objectives, learning activities and assessment.	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 2, 2.1, 2.2, 2.3, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4, 4, 5.1, 5.3
2 Design safe, inclusive and sequential learning experiences and assessments to cater for diversity including Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives in Health and Physical Education contexts.	Knowledgeable Creative and critical thinker Ethical Engaged	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.4, 3, 3.1, 3.2, 3.3, 3.4, 3.6, 4, 4.1
3 Develop strategies for the use of ICT to enhance assessment and feedback in senior secondary Health and Physical Education.	Knowledgeable Empowered Ethical	1.2, 1.5, 1.6, 2.1, 2.6, 3, 3.1, 3.3, 3.4, 4, 4.1, 4.5
4 Develop interpersonal skills to communicate knowledge and understanding of the Health and Physical Education learning area	Knowledgeable Empowered Engaged	2, 2.1, 2.3, 3.3, 3.5, 4, 4.1, 5.2, 5.3

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students
1.2	Understand how students learn
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students
1.5	Differentiate 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
2	Know the content and how to teach it
2.1	Content and teaching strategies of the teaching area
2.2	Content selection and organisation
2.3	Curriculum, assessment and reporting

CODE	COMPETENCY
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
2.5	Literacy and numeracy strategies
2.6	Information and Communication Technology (ICT)
3	Plan for and implement effective teaching and learning
3.1	Establish challenging learning goals
3.2	Plan, structure and sequence learning programs
3.3	Use teaching strategies
3.4	Select and use resources
3.5	Use effective classroom communication
3.6	Evaluate and improve teaching programs
4	Create and maintain supportive and safe learning environments
4.1	Support student participation
4.5	Use ICT safely, responsibly and ethically
5.1	Assess student learning
5.2	Provide feedback to students on their learning
5.3	Make consistent and comparable judgements

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Enrolled in Program 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

You will receive formative feedback in relation to lesson sequence planning (assessment 1) in your week 3 tutorial.

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	Plan	Group	30%	2000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Examination - not Centrally Scheduled	Individual	20%	30 minute online quiz	Week 6	Online Test (Quiz)
All	3	Creative Performance, and Written Piece	Individual	50%	Maximum 6-8 minutes and maximum of 10 PowerPoint slides	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Lesson Sequence

GOAL:	To develop your ability to prepare a sequence of Health Education learning experiences (lessons) appropriate for the full range of student ability.	
PRODUCT:	Plan	
FORMAT:	<p>This task involves you to work in groups of three to plan a sequence of three (3) 60 minute lessons for a Year 11 Health Education class. You are to select one (1) of the following units as the focus for your lesson sequence:</p> <p>Health Units</p> <ul style="list-style-type: none"> - Unit 1: Resilience as a personal health resource - Unit 2: Peers and family as resources for healthy living <p>Your lesson sequence should include:</p> <ul style="list-style-type: none"> - Identify relevant parts of the QCAA senior syllabus links and learning outcomes. - Describe the purpose of the learning sequence - Design safe and inclusive learning activities and identify relevant teaching strategies - Inclusion of at least one ICT activity in the lesson sequence - Inclusion of at least one activity that enhances students understanding of Aboriginal or Torres Strait Island histories, cultures, languages and/or perspectives - Description of how you would assess achievement of learning outcomes <p>These plans will be reviewed and you will receive formative feedback from your tutor during tutorial time before the due date.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply the Senior Health and Physical Education curriculum in the designing of learning objectives, learning activities, assessment. 1
	2	Design safe, inclusive and sequential learning experiences and assessments to cater for diversity including Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives in Health and Physical Education contexts 2
	3	Develop strategies for the use of ICT to enhance assessment and feedback in senior secondary Health and Physical Education. 3

All - Assessment Task 2: Senior Secondary HPE Quiz

GOAL:	To deepen your knowledge and understanding of the senior secondary Health curriculum, teaching strategies, assessment, moderation and reporting practices used in senior secondary Health and Physical Education.	
PRODUCT:	Examination - not Centrally Scheduled	
FORMAT:	<p>You will participate in a 30minute online Quiz in Week 6 to demonstrate your knowledge and understanding of the senior secondary Health curriculum. 20 questions will cover topics including:</p> <ul style="list-style-type: none"> - Week 1-5 Canvas online module material including teaching senior secondary HPE and the QCAA senior syllabus, HPE pedagogy and assessment in the senior years, inclusion lesson planning and sequencing, assessment in senior secondary HPE. - Week 1-5 Tutorial content (The QCAA health syllabus Units 1-4) - Content from required readings including the textbook (optional/recommended readings or additional resources will not be assessed) - Instructions and additional information on the quiz will be provided on Canvas. 	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply knowledge and understanding of the senior secondary curriculum 1
	2	Apply knowledge of inclusive practices in senior secondary education. 2
	3	Examine the use of ICT in senior secondary curriculum to enhance learning, teaching and assessment 3

All - Assessment Task 3: Snapshot video presentation

GOAL:	To develop your interpersonal skills so that you can communicate your knowledge and understanding of the Senior Physical Education subject.	
PRODUCT:	Creative Performance, and Written Piece	
FORMAT:	<p>You have been selected by the Head of Department develop a video presentation “snapshot” for Year 10 parents attending an information evening at your secondary school. The video presentation “snapshot” is to highlight to parents and students what they can expect from the Senior Physical Education subject (in year 11 and 12). In the video presentation “snapshot”, you will demonstrate your understanding of the content, underlying philosophy, and pedagogy of the subject, including how it connects with other Australian Curriculum learning areas.</p> <p>In your video presentation you should:</p> <ul style="list-style-type: none"> - Articulate your knowledge and understanding of the Health Education or Physical Education senior syllabus and learning area - Explain the structure and content of the senior subject and progression of learning - Identify and answer any questions that you would expect parents to ask. - Describe and analyse assessments types and timepoints. - Explain teaching strategies that would potentially be applied to engage all learners <p>Your submission should also include your PowerPoint presentation slides as an attachment.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply knowledge and understanding of the the Senior Health and Physical Education curriculum in the designing of learning objectives, learning activities, assessment. 1
	2	Develop strategies for the use of ICT to enhance assessment and feedback in senior secondary Health and Physical Education. 3
	3	Develop interpersonal skills to communicate knowledge and understanding of the Health and Physical Education learning area 4

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. Directed study hours may vary by location. 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

There are no required/recommended resources for this course.

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. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC 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:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au