UniSC

COURSE OUTLINE

EDU779 Teaching HPE in Primary School

School: School of Education and Tertiary Access

2025 | Semester 2

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

In this course, you will use a critical lens to analyse literature, programs and principles that underpin current Health and Physical Education (HPE) issues and initiatives, and use this analysis to plan for implementation. Through the application of advanced technical skills, you will design, plan and reflect on teaching HPE in specific primary school contexts. You will also learn to create learning experiences and solutions that ensure environments are safe and inclusive, and that encourage parental, school and wider community engagement to support the primary school 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 2	5 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 2	5 times

1.3. Course Topics

- Principles underpinning HPE
- HPE topics and Initiatives in the primary school environment
- Socially constructed health initiates for community engagement
- Pedagogies for student engagement in HPE initiatives
- Australian Curriculum: HPE and General Capabilities
- Lesson planning and risk management in HPE
- Motor skill development for specific movement contexts
- Inclusive approaches to HPE

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

6 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 Synthesise knowledge and understanding of the HPE curriculum, theory, pedagogy and practice demonstrating academic literacies.	Creative and critical thinker Engaged	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 7.1, 7.2
2 Critically analyse initiatives that support health issues in primary education and propose socially constructed approaches to encourage authentic engagement from the whole school community.	Creative and critical thinker Empowered	3.7, 7.1, 7.2, 7.3
3 Design, plan, teach and reflect on lesson sequences demonstrating mastery of age appropriate content, differentiated approaches and inclusive practices.	Creative and critical thinker Empowered	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1
4 Interpret policy, determine risk and compose risk management assessment documentation.	Knowledgeable Ethical	3.4, 4.2, 4.3, 4.4, 7.1, 7.2
5 Develop opportunities for the transfer of fundamental motor skills into movement contexts.	Knowledgeable Engaged	1.1, 1.2, 1.5, 1.6, 2.1, 2.2, 2.3

* 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.
1.4	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.
2.1	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.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
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.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
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.
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.

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 ED707

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

Students will be provided with feedback on their academic progress in the course via the results of the online quiz.

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%	20 minute quizzes due fortnightly on Friday by 11:59pm	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2a	Written Piece	Group	30%	2500 words	Week 9	Online Assignment Submission with plagiarism check and in class
All	2b	Oral	Individual	50%	20 minute lesson segment.	Week 10	In Class

All - Assessment Task 1: Learning material quizzes

GOAL:	To consolidate your learning of the concepts presented in learning materials as nested assessment.
PRODUCT:	Quiz/zes
FORMAT:	Complete 4 quizzes; one in each fortnight during weeks 2, 4, 6, 8. Each quiz is due by Friday 11:59 pm each fortnight.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Synthesis of knowledge of the concepts, structure and substance of the Australian Curriculum: HPE, including the propositions and focus areas.	①
	2	Analysis of physical, social, emotional and cognitive development of children in the primary years of schooling to identify age appropriate skill development in PE.	①
	3	Justification of why authentic assessment, moderation, reporting and feedback is important in HPE in primary schooling contexts.	① ② ③ ④
	4	Analyse initiatives that support health education in primary education utilising a whole school approach.	②

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2a: Sequence of Lessons and risk assessment

GOAL:	The goal of this task is to draw upon your knowledge of HPE pedagogies for student engagement to plan a sequence of lessons and construct a risk assessment.
PRODUCT:	Written Piece
FORMAT:	Develop a sequence of 3 lessons (2500 words) in HPE for primary school aged students. The sequence should: Include school and wider community connections; be aimed at a specific year level with curriculum outcomes from both the Health and Movement strands of the Australian Curriculum;Include a documented risk assessment, within an Appendix, supporting the safety of all participants (students, colleagues, wider community members and organisations). In this task you will also plan for diverse groups using inclusive practices. This experience will also showcase your strategies for working effectively with supporting adults (colleagues, parents/carers and the wider community) and strategies for effectively reporting progress to students and parents/carers. Submit lesson sequence to Turnitin via Canvas by Friday week 9

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Designs an integrated lesson sequence demonstrating age appropriate content, skills, HPE pedagogies and academic referencing of resources used to develop the lessons.	① ③ ⑤
	2	Alignment of curriculum outcomes from the Movement and Physical Activity strand and Personal, Social and Community Health strand, lesson objectives and assessment is evident in the lesson sequences.	③
	3	Organisation and management skills as seen through preparation of risk management assessment documentation for a PE lesson.	④

GENERIC SKILLS:	Communication, Collaboration, Problem solving

All - Assessment Task 2b: Teaching Segment

GOAL:	The goal of this task is to draw upon your knowledge of HPE pedagogies for student engagement and teach a 20 minute lesson segment.
PRODUCT:	Oral
FORMAT:	Deliver a 20-minute PE segment aligned with your lesson plan, using inclusive strategies, instant activity, clear instruction, demonstration, and feedback. Ensure all group members contribute equally. Create a safe, supportive environment that maximises student participation, demonstrates content mastery, and uses effective behaviour management to keep students actively engaged throughout.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Oral communication skills to deliver a PE teaching segment demonstrating effective teamwork, differentiated and inclusive strategies, using instant activity, instruction, demonstration, and feedback aligned with the submitted lesson plan.	③

GENERIC SKILLS:	Communication, Organisation

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 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:
(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 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