UniSC

COURSE OUTLINE

EDU779 Teaching HPE in Primary School

School: School of Education and Tertiary Access

2022 | Semester 2

UniSC Sunshine 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 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			
Independent Study/Research – During weeks 1 - 10 of Semester - you are required to engage in self-directed learning using the Canvas course modules, associated activities, current research/reading via USC library databases and the required/recommended textbooks and resources.	2hrs	Week 1	10 times
Tutorial/Workshop 1 – Requires on-campus engagement Week 11 - Monday to Friday. 2 hours of practical physical education workshop and then 2 hours of tutorial application of learning materials.	4hrs	Week 11	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

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	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 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 in the first third of the teaching weeks for the semester via their results from an online quiz. Feedback will also be provided in the practical workshops and tutorials in the intensive, leading up to the delivery of the second 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	Essay	Individual	25%	1000 word essay	Week 3	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Group	50%	2500 words and 20 minute teaching segment	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	25%	1000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Importance of HPE

GOAL:	The goal of this task is to apply knowledge of the Australian Curriculum, age appropriate skill development, and assessment, moderation, reporting and feedback strategies in Primary school HPE.
PRODUCT:	Essay
FORMAT:	In this task you are required to write a 1000 word academic essay based on the week 1-3 Canvas modules, current research/reading and required textbook content. Using this knowledge, you will present an essay to current teachers on the importance of HPE in the Primary years linked to curriculum, age appropriate skill development and the importance of authentic assessment, moderation, reporting and feedback in HPE. Formal written academic essay with references provided in APA7 format, submitted via Turnitin in Canvas.

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
	4	Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation. Reference current HPE literature fromcredible sources to support statements using APA7 referencing conventions.	①
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

All - Assessment Task 2: Sequence of Lessons and Teaching Segment

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 teach one 20 minute lesson segment which focuses on the health benefits of physical activity.
PRODUCT:	Oral and Written Piece
FORMAT:	Using the lesson plan template provided on Canvas you will develop a sequence of 3 lessons (2500 words) that promote the health benefits of physical activity 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).You will then select one lesson from your lesson sequence with a health focus and teach a 20-minute portion of it. Through the lesson plan and delivery you will demonstrate mastery of pedagogy to teach HPE content and engage all students in the lesson. 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 Thursday week 12 Presentation in practical workshop on Friday week 12

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
	4	Oral communication skills to deliver a PE teaching segment demonstrating effective teamwork strategies, differentiated approaches and inclusive practices.	③
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation		

All - Assessment Task 3: Enacting a whole school approach

GOAL:	The goal of the task is to demonstrate your ability to outline an implementation plan for a whole school approach to a health topic you are assigned.
PRODUCT:	Essay
FORMAT:	In this task you are required to write a 1000 word academic essay based on the week 7, 8, 9 and 10 Canvas modules, current research/reading and required textbook content. Using this knowledge, you will outline an implementation plan for a whole school approach to a health topic you are assigned. Formal written academic essay with references provided in APA7 format, submitted via Turnitin in Canvas.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Synthesis of advanced knowledge and understanding of strategies in the domain of practice in a whole-school approach to a health topic in a primary years context.	2
	2	Synthesis of advanced knowledge and understanding of strategies in the domain of environment in a whole-school approach to a health topic in a primary years context.	2
	3	Synthesis of advanced knowledge and understanding of strategies in the domain of partnerships in a whole-school approach to a health topic in a primary years context.	2
	4	Identify strategies for HPE curriculum integration with other learning areas, General Capabilities and Cross Curriculum priorities when teaching a health topic in a primary years context.	2
	5	Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation. Reference current HPE literature from credible sources to support statements using APA7 referencing conventions.	1

GENERIC SKILLS:	Communication, Problem solving, 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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Online: Role of the teacher, policy and curriculum
Week 2	Online: Assessing Health and Physical Education
Week 3	Online: Age appropriate skill development
Week 4	Online: Implementing learning in Health and Physical Education
Week 5	Online: Inclusive practices in Health and Physical Education
Week 6	Online: Games based pedagogies in PE
Week 7	Online: Intentional teaching of health education
Week 8	Online: Relationships and sexuality education
Week 9	Online: Alcohol and other drugs education
Week 10	Online: Mental health and wellbeing education and food and nutrition education
Week 11	Face-to-face - Monday to Friday each day this week 10am - 12noon Practical workshop at Sports Stadium 2 - 4pm Tutorial in classroom
Week 12	All students required to attend/participate in all presentations face-to-face 10am - 2pm Friday week 12 Task 2 presentations

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 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?

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