

## Course Outline

**Code: EDU317**

### **Title: Teaching HPE in Primary School**

<b>School of:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Natalie McMaster Tel: 5456 5705 Email: nmc масте@usc.edu.au
<b>Course Moderator:</b>	Dr Sharon Louth

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**

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 Course topics**

- Use of curriculum documents to design learning experiences and assess learning outcomes
- 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 and 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 approach
- 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 - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Apply knowledge of Australian Curriculum HPE to demonstrate skills in programming and planning students' health, wellbeing and physical activity in the Primary years of schooling	Task 1: Online Quiz Task 2: Lesson Plan and 20 minute presentation Task 3: Essay	Knowledgeable. Empowered.
Design a lesson plan in HPE demonstrating knowledge of age appropriate content, skills and sequencing	Task 2: Lesson plan and 20 minute presentation	Empowered.
Research and critically analyse policy, legislation and strategies designed to reduce risks both physical and emotional in health and physical education	Task 1: Online Quiz Task 3: Essay	Knowledgeable
Acknowledge the value of engagement with parents/carers and the wider community and identify opportunities for authentic engagement	Task 3: Essay	Engaged

#### 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 Enrolment restrictions

Enrolled in ED304 Bachelor of Primary Education or UU301 or XU301

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 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.

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – 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 second assessment task.

### 6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Online Quiz	Individual	20%	20 quiz questions	Friday Week 4 by 5pm	Blackboard safe assign
2	Lesson plan and Group presentation	Group	30%	1 hour lesson plan (1500 words) and 20 minute presentation	Weeks 7,8,9 in tutorial	In tutorial
3	Essay	Individual	50%	2000 words	Friday Week 10	Blackboard safe assign
			100%			

#### Assessment Task 1: Online Quiz

<b>Goal:</b>	The goal of this task is to reflect on the online content and recommended readings presented in the course materials on Blackboard and practical workshops for Weeks 1 – 4.
<b>Product:</b>	Answer 20 x quiz questions online in Blackboard
<b>Format:</b>	In this task you are required to answer 20 x quiz questions on the online content and recommended readings presented in the course materials on Blackboard and practical workshops for Weeks 1 – 4.
<b>Criteria</b>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of the concepts, structure and substance of the Australian Curriculum: HPE, including the propositions and focus areas</li> <li>• Apply knowledge of safe and inclusive learning environments and activity modification to cater for students of all abilities in HPE contexts</li> <li>• Apply knowledge of Assessment in HPE</li> <li>• Apply knowledge of teaching sports specific skills and quality school sport programs to HPE contexts in Years 3 - 7</li> </ul>

#### Assessment Task 2: Lesson Plan and 20 minute Presentation

<b>Goal:</b>	Demonstrate your ability to prepare and teach a health lesson in Upper Primary.
<b>Product:</b>	Group 1 hour Lesson plan and 20 minute lesson delivery
<b>Format:</b>	<p>In this task you are required to work with a partner to prepare a 1 hour health lesson for a Year 6 class of 25 students. Your group will be given a topic for the lesson by your tutor in the first practical workshop. Your 1 hour lesson must contain behavior management strategies, a formative assessment task and reference outcomes from the Australian Curriculum health and physical education.</p> <p>Your group must also deliver a 20 minute segment of the lesson to your peers in scheduled tutorials. Your peers will evaluate the lesson and provide the group with feedback at the end of the lesson.</p> <p>You will be assigned a group mark for the presentation of the lesson.</p> <p><b>20 minute presentation in tutorial including submission of a 1 hour lesson plan prior to the presentation.</b></p>
<b>Criteria:</b>	You will be assessed on your ability to:

	<ul style="list-style-type: none"> <li>• Design and present a health lesson in HPE demonstrating age appropriate content, skills and sequencing</li> <li>• Deliver a professional 20 minute presentation with organised equipment and resources</li> <li>• Teach health demonstrating a safe and inclusive learning environment, feedback strategies and teaching strategies to cater for students of all abilities</li> <li>• Demonstrate effective team work strategies when collaborating and completing the lesson plan and presentation.</li> </ul>
--	--

### Assessment Task 3: Essay

<b>Goal:</b>	Evaluate policy and legislation, curriculum and teaching strategies in relation to the intentional teaching of health in Upper Primary school contexts.
<b>Product:</b>	Essay
<b>Format:</b>	<p>In this task you are required to write a 2000 word academic essay based on the week 6-10 on-line lecture material and recommended readings that you are provided with each week on Blackboard. From that content, you will evaluate policy and legislation, curriculum and teaching strategies in relation to the intentional teaching of health in Upper Primary school contexts.</p> <p><b>Formal written academic essay with references provided in APA6 format, submitted via Safe Assign in Blackboard.</b></p>
<b>Criteria</b>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of the concepts, structure and substance of the Australian Curriculum: HPE, including the propositions and focus areas</li> <li>• Utilise a whole school approach to a Alcohol and other drugs education, identifying curriculum and teaching, partnerships, environment and school ethos strategies</li> <li>• Apply knowledge of student mental health, wellbeing, physical activity, food and nutrition education in Upper Primary school contexts.</li> <li>• Identify opportunities for engagement activities for parents/carers and the wider community in health education</li> <li>• Identify external agencies and teaching resources (including ICT) used to broaden teachers' professional knowledge and practice in relationships and sexuality education</li> <li>• Reference current HPE literature from credible sources to support statements</li> <li>• Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA6 referencing conventions</li> </ul>

## 7. What are the course activities?

### 7.1 Directed study hours

The directed study hours in this course are a portion of the workload for this course. 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.

### 7.2 Course content

Week # / Module #	What key concepts/ content will I learn?
1.	<ul style="list-style-type: none"> <li>• Online: HPE policy, curriculum and assessment</li> <li>• Practical: Warm up and cool down activities and target games</li> </ul>
2.	<ul style="list-style-type: none"> <li>• Online: Inclusive practices in HPE</li> <li>• Practical: Net and wall games</li> </ul>
3.	<ul style="list-style-type: none"> <li>• Online: Sports Specific Skills and school sport programming</li> <li>• Practical: Invasion and Fielding games</li> </ul>

4.	<ul style="list-style-type: none"> <li>• Online: Rhythmic and Expressive movement</li> <li>• Practical: Dance/Traditional Indigenous Games</li> </ul>
5.	<ul style="list-style-type: none"> <li>• Online: Benefits of Lifelong Physical Activity</li> <li>• Practical: Fitness and benefits of physical activity</li> </ul>
6.	<ul style="list-style-type: none"> <li>• Online: Implementing learning in HPE</li> <li>• Tutorial: Intentional teaching of health education</li> </ul>
7.	<ul style="list-style-type: none"> <li>• Online: Relationships and Sexuality Education</li> <li>• Tutorial: Presentations</li> </ul>
8.	<ul style="list-style-type: none"> <li>• Online: Alcohol and Other Drugs Education</li> <li>• Tutorial: Presentations</li> </ul>
9.	<ul style="list-style-type: none"> <li>• Online: Mental Health and Wellbeing</li> <li>• Tutorial: Presentations</li> </ul>
10.	<ul style="list-style-type: none"> <li>• Online: Food and Nutrition Education</li> <li>• Tutorial: Challenge and Adventure Activities</li> </ul>

Please note that the course content may be subject to variation.

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
McMaster, N.	2019	Teaching health and physical education in early childhood and the primary years	Oxford University Press

### 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. Risk management

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

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 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%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

## 10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

## 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#). Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 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:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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](mailto:studentcentral@usc.edu.au)

### 10.7 School specific information

The assessment tasks in this course support pre-service teachers to *explicitly* demonstrate the following Australian Professional Standards for Teachers (Graduate).

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Online Quizz	1.1, 1.2, 1.3, 1.5, 1.6
Task 2: Lesson plan and group presentation	1.1; 1.2, 2.3; 3.1, 3.2, 3.3
Task 3: Essay	1.1, 1.6; 3.4; 7.1, 7.3, 7.4