

Course Outline

Code: EDU743

Title: Teaching Junior Secondary HPE

School:	Education
Teaching Session:	Semester 1
Year:	2019
Course Coordinator:	Dr Ruth Greenaway Email: rgreenaw@usc.edu.au
Course Moderator:	TBA

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 course will focus on the development and application of pedagogy and discipline specific curriculum in Health and Physical Education for Year 7–10 learners. You will develop deep knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and languages through the Australian Curriculum and Queensland Curriculum Health and Physical Education. You will design and evaluate effective programs and teaching environments that are safe, inclusive and encourage parental, school and wider community engagement.

1.2 Course topics

- Australian Curriculum Health and Physical Education, including key reports, policy and initiatives in relation to HPE and Years 7–10 learners
- Pedagogical strategies for the teaching of movement and physical activity, including teaching in, about and through movement
- Pedagogical strategies for the teaching of health, including health literacy and a strengths-based approach
- Designing safe and 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
- Aboriginal and Torres Strait Islander histories, cultures and languages in health and physical education contexts
- Literacy, numeracy and ICT applications in teaching, learning and communication in Health and Physical Education

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?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Apply knowledge 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 including effectively catering for students with a disability.	Task 1. Task 2. Task 3.	Knowledgeable.
Demonstrate a high degree of safe, responsible and ethical use of ICT in teaching and/or assessment.	Task 3	Ethical.
Research and interrogate HPE literature and collaborative processes, providing evaluative feedback and/or accepting feedback on own work or performance.	Task 1. Task 2.	Empowered.
Deepen your understanding of, and demonstrate ethical conduct and practice in, the design of safe and inclusive learning environments.	Task 1. Task 2. Task 3.	Ethical.

Students may attend combined lectures with ED315 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate criteria that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.

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

This course is only available to students enrolled in ED706 Master of Teaching (Secondary) who have a HPE teaching area.

5.2 Pre-requisites

N/A

5.3 Co-requisites

N/A

5.4 Anti-requisites

N/A

5.5 Specific assumed prior knowledge and skills (where applicable)

Specialist knowledge of Health and Physical Education from previous undergraduate studies.

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 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1a	Sequence of lesson plans	Group	30%	1500 words + 500 word rationale	Friday 4pm Weeks 4	Blackboard (SafeAssign)
1b	Teaching segment	Group	0%	15-20 minutes	Weeks 5-7	In tutorial
2	Critical reflection and adapted lesson plan	Individual	30%	1200 word reflection	Friday 4pm week 8	Blackboard SafeAssign
3	Examination	Individual	40%	90 minutes	Week 10	In tutorial
			100%			

Assessment Task 1: a. Lesson plan, b. Teaching segment

Goal:	The goal of this task is for you to develop your ability to (1a) prepare a sequence of HPE lessons appropriate for the full range of student ability, (1b) teach a segment of the lesson to peers
Product:	a. Sequence of Lesson Plans, b. Teaching segment
Format:	<p>A sequence of 2 practical lessons plans to be taught outside. You will also include a 500-word rationale.</p> <p>a: In pairs, you are required to develop a sequence of two practical lessons delivered outdoors, 70-minute lesson plans for a Year 7 – 10 secondary class of 25 students. Your rationale and/or lesson plan must include:</p> <ul style="list-style-type: none"> • At least one of literacy, numeracy, ICT capability, or Aboriginal and Torres Strait Islander histories or cultures • Safety considerations • How you will cater to the diversity of physical ability • Considerations for voice projection • How you will manage the students outside • Formative assessment in the lesson <p>The lesson plan requirements will be provided on blackboard. Your group must submit your lesson plan in week 4 to Blackboard.</p> <p>b: Then team teach a 15 - 20-minute segment with the same group with whom you collaborated to create the lesson plans. The teaching sequence will be video-recorded.</p>
Criteria:	<ol style="list-style-type: none"> 1. Knowledge and understanding of Health and Physical Education curriculum, teaching and learning, applied in lesson planning 2. Knowledge and understanding of assessment and incorporation of Literacy, numeracy, ICT or Aboriginal and Torres Strait Islander histories or cultures in learning and teaching 3. Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.
Generic skill assessed	Skill assessment level
Communication	Specialised
Collaboration	Specialised

Assessment Task 2: Critical reflection and adaption of lesson plan

Goal:	To reflect on the lesson taught and adapt the lesson plan .	
Product:	Individual reflection and adapted lesson plan	
Format:	You will use the video from task 1 to reflect as a group on your teaching performance. You will then write a personal critical reflection using the literature to justify your statements, revise one lesson plan from your sequence in response to your reflection, and upload your reflection and revised lesson plan to Blackboard.	
Criteria:	<ol style="list-style-type: none"> 1. Knowledge and understanding of Health and Physical Education curriculum 2. Critical and collaborative reflection of lesson plan using the literature. 3. Use of evidence and sources 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. 	
Generic skill assessed		Skill assessment level
Collaboration		Specialised
Information literacy		Specialised

Assessment Task 3: Examination

Goal:	To demonstrate your knowledge and understanding of curriculum, pedagogy and assessment in relation to health and physical education in the junior phase of secondary schooling.	
Product:	Scenario based examination	
Format:	<p>A 90-minute examination with short answer and scenario questions. You may bring in two A4 pages of notes. The following topics will be included:</p> <ul style="list-style-type: none"> • Junior secondary health education teaching and learning • Assessment (informal and formal, diagnostic, formative and summative and their application), reporting (to students and parents/carers) and feedback strategies in HPE • Strategies for differentiating teaching to meet the specific learning needs of student in HPE • Ethical use of ICT strategies and resources in curriculum, assessment and reporting • Literacy, numeracy, Aboriginal and Torres Strait Islander histories and culture. 	
Criteria:	<ol style="list-style-type: none"> 1. Deep knowledge and understanding of teaching and learning strategies, concepts and processes in HPE. 2. Deep knowledge and understanding of assessment strategies, concepts and processes in HPE. 3. Knowledge of Junior Secondary learners. 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. 	
Generic skill assessed		Skill assessment level
Problem solving		Specialised

7. What are the course activities?**7.1 Directed study hours**

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2 Course content

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?		
		Directed Study Activities	Independent Study Activities	
Week Monday Date	Lecture Focus	Tutorial Focus	Assessment	Readings
1 26/2	Introduction to HPE	Course intro/outline; Introduction to HPE	none	Chapter 1 & 2 in Dudley et al. (2018); Melbourne Declaration; Keeping Qld schools safe
2 5/3	Australian Curriculum: HPE	Australian Curriculum: HPE related activities	none	Chapter 3 in Dudley et al. (2018) AC document
3 12/3	ICT, formative assessment and lesson plan; Designing appropriate activities	Assessment Task 1a: Writing lesson plan – alignment with curriculum content and assessment requirements	none	Chapter 7 & 8 in Callcott, Miller, & Wilson-Gahan (2015)
4 19/3	Pedagogy for PE – The Spectrum of Teaching	Practical PE demonstration Types of feedback		Chapter 5 in Callcott, Miller, & Wilson-Gahan (2015)
5 26/3	Pedagogy for PE – models-based practice	Peer teaching	Task 1a: Lesson plans Task 1b: Peer teaching	Chapter 5 in Callcott, Miller, & Wilson-Gahan (2015); Chapter 10 in Dudley et al. (2018) p. 262-275
BREAK				
6 9/4	Teaching inclusivity	Peer teaching		Chapter 3 in Callcott, Miller, & Wilson-Gahan (2015) QLD 'Closing the gap' report; Yulunga Traditional Games resource
7 16/4	Pedagogy for Health	Practical – teaching inclusivity	Task 1b: Peer teaching	Chapter 9 in Callcott, Miller, & Wilson-Gahan (2015)
8 23/4 Anzac Day	Assessment, moderation, reporting and feedback in HPE	Practical – inclusion of assessment and feedback in teaching; Critical moment reflection discussion		ACARA policy documents on assessment, moderation and reporting
9	30/4	Planning for teaching and learning	Exam preparation; Review of course	Task 2: Reflection
10 7/5	No Lecture	Exam	Task 3: Exam	

Please note that the course activities 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)

1. Dudley, D., Telford, A., Peralta, L., Stonehouse, C., & Winslade, M. (2018). *Teaching Quality Health & Physical Education* (First Edition). Victoria, Australia: Cengage Learning Australia Pty Limited.
2. Callcott, D., Miller, J., & Wilson-Gahan, S. (2015). *Health and Physical Education Preparing educators for the future* (Second Edition). Victoria, Australia: Cambridge University Press.

8.2 Specific requirements

N/A

9. Risk management

Health and safety risks 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

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 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

Tel: +61 7 5430 2890

Email: 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: Lesson Plan, Teaching Segment	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 4.5 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
Task 2: Reflection and adapted lesson plan	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 4.5 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
Task 3 Examination	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.3 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 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres

	<p>Strait Islander backgrounds.</p> <p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>3.7 Describe a broad range of strategies for involving parents/carers in the educative process.</p> <p>4.1 Identify strategies to support inclusive student participation and engagement in classroom activities</p> <p>4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>
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Overview of the Master of Teaching (Secondary) Program

	<p>Phase 1 - Orientation to the profession:</p> <p>EDU764 Quality Teaching and Learning</p> <p>EDU765 Professional Experience: Orientation to the Profession</p> <p>First two curriculum courses</p> <p>Phase 2 - Enhancing professional knowledge and skills:</p> <p>EDU712 Diversity and Inclusion</p> <p>EDU713 Individual Learner Needs</p> <p>EDU715 Literacy and Numeracy across the Curriculum</p> <p>EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning</p> <p>EDU766 Assessing Learning</p> <p>EDU714 Professional Experience: Managing Learning Environments</p> <p>Second two curriculum courses</p> <p>Phase 3 - Synthesis of professional knowledge in practice and research:</p> <p>EDU717 Using Data for Learning</p> <p>EDU718 Teacher as Researcher</p> <p>EDU719 Teacher as Global Practitioner</p> <p>EDU720 Professional Experience: The Professional Teacher</p>
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