



COURSE OUTLINE

EDU216 Teaching HPE in the Early Years

Course Coordinator: Natalie McMaster (nmc масте@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast
USC Caboolture
USC Fraser Coast
USC Gympie

ON CAMPUS

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

This course will introduce you to the pedagogy and curriculum of Health and Physical Education in the early years of schooling to Year 6. There will be a focus on developing skills in planning movement experiences and methodologies of teaching fundamental motor skills; teaching strategies for active participation in physical activities; theoretical and practical aspects of teaching health and assessing learning outcomes expressed in curriculum documents. Emphasis will also be placed on facilitating play-based environments that are inclusive and address children's diverse physical competencies.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times
Tutorial/Workshop – Physical education workshop	2hrs	Week 1	10 times

1.3. Course Topics

Australian Curriculum: Health and Physical Education Foundation to Year 6

The continuum of physical, social, emotional and cognitive development in the early years of schooling

Understand the relevant legislative, administrative and organisational policies

Play-based learning experiences that foster independence, healthy choices, personal and physical development

Movement and physical activity that develops fundamental motor skills, body and spatial awareness, locomotor and non-locomotor movements and manipulative skills

Learning environments that promote inclusive active participation in physical activity, healthy lifestyle choices and self-management

Strategies for differentiating teaching to meet the specific learning needs of students with disability

Behaviour management strategies to engage young learners in the outdoor classroom

Positive parental and professional engagement including reporting, communication strategies, cultural sensitivities and relationship building

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply knowledge of the Australian Curriculum HPE to demonstrate skills in programming, planning, assessment, reporting and evaluating children's health, wellbeing and physical activity in the early years of schooling	Knowledgeable
2 Apply knowledge of physical, social, emotional and cognitive development of children in the early years of schooling to interpret data, inform content, teaching, differentiation and assessment strategies in HPE	Knowledgeable Creative and critical thinker
3 Design learning sequences and lesson plans for HPE which demonstrate the application of play-based curriculum and behaviour management strategies	Creative and critical thinker
4 Apply ethical conduct and practice in the design of safe and inclusive learning environments and communication strategies for positive parental and professional engagement	Ethical
5 Evaluate policy and legislation, curriculum and teaching strategies in relation to the intentional teaching of health for children aged 5 – 8 years including students with disabilities.	Knowledgeable

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 ED303, ED304

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU333

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. This feedback will be provided in the practical workshops leading up to the delivery of the first 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	20%	1000 words	Week 4	Online Assignment Submission with plagiarism check
All	2a	Oral and Written Piece	Group	20%	1 hour lesson plan, risk assessment and 20 minute presentation	Refer to Format	In Class
All	2b	Essay	Individual	25%	1000 word individual reflection	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Quiz/zes	Individual	35%	1 hour online quiz	Week 10	Online Test (Quiz)

All - Assessment Task 1: Essay

GOAL:	Evaluate learning theories, knowledge of the Australian Curriculum content, and assessment, moderation and reporting 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 on-line lecture material and recommended readings that you are provided on Blackboard. From that content, you will evaluate learning theories, knowledge of the Australian Curriculum content, and assessment, moderation and reporting strategies in Primary school HPE. Formal written academic essay with references provided in APA6 format, submitted via Safe Assign in Blackboard.

CRITERIA:	No.	Learning Outcome assessed
	1	Apply knowledge of the concepts, structure and substance of the Australian Curriculum: HPE, including the propositions and focus areas
	2	Apply knowledge of diversity and inclusion strategies to HPE primary schooling contexts
	3	Apply knowledge of assessment, moderation, feedback and reporting strategies to HPE primary schooling contexts
	4	Reference current HPE literature from credible sources to support statements
	5	Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA6 referencing conventions
	6	Assessment criteria are mapped to the course learning outcomes. 1 2 3 4 5

All - Assessment Task 2a: Group Presentation

GOAL:	The goal of this task is to collaborate with peers to prepare and teach a Physical Education lesson in Early Years and complete a risk assessment.
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: Weeks 6,7,8 in practical workshop. In this task you are required to work in a group to prepare one 1 hour Physical Education lesson to teach a variety of fundamental motor skills to a Year 1 class of 25 students. You will be given three fundamental motor skills which will be the focus of your lesson by your tutor in the first practical workshop. Your 1 hour lesson must contain behaviour management strategies, a formative assessment task and reference outcomes from the Australian Curriculum Health and Physical Education. You are also required to assess the risks associated with the lesson and deliver a 20 minute segment of the lesson to your peers in scheduled practical workshops. Your peers will evaluate the lesson and provide the group with feedback at the end of the lesson. You will be assigned a group mark for the presentation of the lesson 20 minute presentation in practical workshop including submission of a hardcopy of the 1 hour lesson plan and a completed risk assessment.

CRITERIA:	No.	Learning Outcome assessed
	1	Design a 1 hour physical education lesson to teach a variety of fundamental motor skills with age appropriate content, skills and sequencing, identifying curriculum outcomes from the Australian Curriculum: HPE
	2	Design lesson content and activities which demonstrate knowledge of the physical, social, emotional and cognitive development of children in the early years of schooling
	3	Create a risk assessment for a physical education lesson
	4	Deliver a professional 20 minute presentation with organised equipment and resources
	5	Teach PE demonstrating a safe and inclusive learning environment, feedback strategies and activity modification to cater for students of all abilities
	6	Demonstrate effective team work strategies when collaborating and completing the lesson plan and presentation

All - Assessment Task 2b: Reflection

GOAL:	Demonstrate knowledge of policy and legislation, curriculum and teaching strategies in relation to catering for students with disability in HPE.												
PRODUCT:	Essay												
FORMAT:	In this task you are required to write a 1000 word reflection on the lesson you presented in Task 2a. You will be given student assessment data for a student with a physical disability and will be required to interpret the data and identify any changes you would make to the lesson plan from Task 2a. Outlining the pedagogical strategies you would use to differentiate teaching to cater for the child in the lesson, including reference to relevant legislation, policy, codes of ethic and conduct. Formal written academic essay with references provided in APA6 format, submitted via Safe Assign in Blackboard exactly one week after the presentation by 5pm												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Interpret student data and apply knowledge of the concepts, structure and substance of the TREE framework and Universal Design for Learning Guidelines</td></tr><tr><td>2</td><td>Select and justify teaching strategies that support participation and learning of a student with a physical disability, demonstrating knowledge of relevant policies and legislation and parental involvement</td></tr><tr><td>3</td><td>Explain modifications to lesson plan from Task 2a, which will enable safe and inclusive learning experiences for all students</td></tr><tr><td>4</td><td>Reference current HPE literature from credible sources to support statements</td></tr><tr><td>5</td><td>Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions</td></tr></tbody></table>	No.	Learning Outcome assessed	1	Interpret student data and apply knowledge of the concepts, structure and substance of the TREE framework and Universal Design for Learning Guidelines	2	Select and justify teaching strategies that support participation and learning of a student with a physical disability, demonstrating knowledge of relevant policies and legislation and parental involvement	3	Explain modifications to lesson plan from Task 2a, which will enable safe and inclusive learning experiences for all students	4	Reference current HPE literature from credible sources to support statements	5	Apply written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions
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All - Assessment Task 3: Online Quizz

GOAL:	Evaluate policy and legislation, curriculum and teaching strategies in relation to the intentional teaching of health for children aged 5 - 8 years.										
PRODUCT:	Quiz/zes										
FORMAT:	In this task you are required to answer quiz questions based on the week 8-10 on-line lecture material and recommended readings that you are provided 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 for children aged 5 - 8 years										
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2	Apply knowledge of legislation and policy in relation to teaching health content in an early childhood context										
3	Apply knowledge of whole school approaches to health education in an early childhood context										
4	Identify strategies for HPE curriculum integration with other learning areas, General Capabilities and Cross Curriculum priorities										

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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	<ul style="list-style-type: none">• Online: Role of the teacher, policy and curriculum• Practical: Setting up the class: Warm up and cool down activities
Week 2	<ul style="list-style-type: none">• Online: Inclusive practices in Health and Physical Education• Practical: Perceptual motor and Sensory motor programs
Week 3	<ul style="list-style-type: none">• Online: Assessing Health and Physical Education• Practical: Fundamental movement skills
Week 4	<ul style="list-style-type: none">• Online: Implementing learning in HPE• Practical: Fundamental movement skills
Week 5	<ul style="list-style-type: none">• Online: Risk assessment in Health and Physical Education• Practical: Sports Ability
Week 6	<ul style="list-style-type: none">• Online: Health benefits of physical activity• Practical: Fundamental movement skills
Week 7	<ul style="list-style-type: none">• Online: Learning 'in, about and through' movement• Practical: Assessment
Week 8	<ul style="list-style-type: none">• Online: Intentional teaching of health education• Practical: Assessment
Week 9	<ul style="list-style-type: none">• Online: Health literacy• Practical: Assessment
Week 10	<ul style="list-style-type: none">• Online: Relationships and Sexuality Education• Practical: Minor games

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 Blackboard 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	PUBLISHER
Required	McMaster, Natalie	2019	Teaching health and physical education in early childhood and the primary years	Oxford Press

8.2. Specific requirements

It is compulsory for all students to wear suitable exercising clothing and covered footwear appropriate for physical activity in practical classes and for 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?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. 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 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

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. 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.

10.5. 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.

10.6. 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.

10.7. 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>

10.8. 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