USC

C O U R S E   O U T L I N E

EDU743 Teaching Junior Secondary HPE

Course Coordinator: Joseph Scott (jscott4@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast	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 builds capacity to design and discern effective pedagogy within Health and Physical Education (HPE) for Years 7 -10. You organise and plan lessons using the Australian Curriculum for HPE, apply your knowledge, understanding and skills to interpret, evaluate and adapt learning, in order to engage Junior Secondary students. You will develop deep knowledge of how to integrate Aboriginal and Torres Strait Islander perspectives into learning activities and critically reflect on your developing teaching practice

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – You are required to engage with a weekly 2 hour lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times
Tutorial/Workshop – A blended learning approach is used to deliver this course. This course requires participation in physical activities to explore the HPE school curriculum. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times

1.3. Course Topics

Topics in this course include:

- Australian Curriculum HPE syllabus
- HPE pedagogical practices for classrooms and field/practical sessions.
- Safety in HPE
- Lesson planning amnd alignment with syllabus objectives.

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?

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 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.	Knowledgeable	1.1 - Physical, social and intellectual development and characteristics of students 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 3.7 - Engage parents / carers in the educative process 4.1 - Support student participation 4.2 - Manage classroom activities 5.1 - Assess student learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement

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
2 Demonstrate a high degree of safe, responsible and ethical use of ICT in teaching and/or assessment.	Ethical	1.1 - Physical, social and intellectual development and characteristics of students 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 2.1 - Content and teaching strategies of the teaching area 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 3.3 - Use teaching strategies 3.4 - Select and use resources 3.6 - Evaluate and improve teaching programs 3.7 - Engage parents / carers in the educative process 4.3 - Manage challenging behaviour 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement
3 Research and interrogate HPE literature and collaborative processes, providing evaluative feedback and/or accepting feedback on own work or performance.	Empowered	2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities

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
4 Deepen your understanding of, and demonstrate ethical conduct and practice in, the design of safe and inclusive learning environments.	Ethical	1.1 - Physical, social and intellectual development and characteristics of students 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 3.7 - Engage parents / carers in the educative process 4.1 - Support student participation 4.2 - Manage classroom activities 4.3 - Manage challenging behaviour 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement

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 ED706 and an HPE Teaching area

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. 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 Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback offered within Task One, in preparation for lesson delivery (Task 1b).

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	1a	Creative Performance, and Written Piece	Group	30%	Max 5 pages (using lesson plan template)	Week 4	Online Assignment Submission
All	1b	Written Piece	Individual	30%	1000 words	Week 7	Online Assignment Submission
All	2	Written Piece	Individual	40%	1500 words	Week 10	Online Assignment Submission

All - Assessment Task 1a: PE lesson planning and mini teach

GOAL:	The goal of this task is for you to develop your ability to prepare a PE lessons appropriate for the full range of student ability.
PRODUCT:	Creative Performance, and Written Piece
FORMAT:	This component of the assessment will be completed in groups of four. For this part of the assessment you will select one of the four games categories and plan a 70minute a practical lesson to be delivered outside for a Year 7 - 10 secondary class of 25 students. Your lesson must include: • at least one literacy, numeracy and ICT capability • Aboriginal and Torres Strait Islander histories or cultures. • Ways you would cater to the diversity of physical ability • PE protocols, safety considerations and learning activities. • Formative and/or assessment You are also required to plan an indoor (classroom) wet weather alternative to teach the same content. This does not have to be all practical but should provide the students with the same knowledge, skills and understanding as the outdoor practical lesson. In your week 5 tutorial you and your group will teach an abbreviated version of one of your lessons that you designed. This experience will assist you in completion part B of this assessment. You will be provided with a lesson plan template which will be provided on blackboard. More details on the lesson plan template requirements. Your group must submit your lesson plan in week 4 via Blackboard.

CRITERIA:	No.		Learning Outcome assessed
	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.	
	4	Assessment criteria are mapped to the course learning outcomes.	① ② ③ ④

All - Assessment Task 1b: Critical reflection and adaption of lesson plan

GOAL:	To critically reflect on lesson planning, experience and professional development.
PRODUCT:	Written Piece
FORMAT:	This component of the assessment will be completed individually. You will use the feedback your received from your peers and your own perceptions to reflect on your lesson overview and your teaching experience. You will then write a personal reflection using the literature (at least 8 sources) to justify your statements. You will also need to comment on how you have professionally grown as a result of this experience and what you would change in the future. Submission online via blackboard

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding of Health and Physical Education curriculum	
	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.	

All - Assessment Task 2: Health Promotion Assessment

GOAL:	To demonstrate your knowledge and understanding of curriculum, pedagogy and assessment in relation to health education in the junior phase of secondary schooling.
PRODUCT:	Written Piece
FORMAT:	For this assessment you are required to design an assessment item that is a culminating activity for a Year 9 class who have been completing a Health unit on Public Health Promotion. Your assessment item requires the students to develop a health promotion campaign for the school and the local community to address a pandemic. The campaign should include a range of promotional items to reach, and appeal to, the wider school and local community through a variety of mediums. You should identify the Year 9 content descriptors and elaborations for the public health promotion unit and use the language within the assessment item. You will justify your assessment by relating it to each of the approaches to health education listed: • The health promoting schools framework, • Strengths based approach, • Whole school approach to health and • The development of health literacy in Year 9 students. You also need to produce a range of items that you would expect the Year 9 students to create as a response for your assessment item. Be creative – remember the promotional campaign must reach and appeal to a wide range of the school and local community. Submission online via blackboard.

CRITERIA:	No.		Learning Outcome assessed
	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.	

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.

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	Deborah Callcott,Judith Miller,Susan Wilson-Gahan	2015	Health and Physical Education	Cambridge University Press

8.2. Specific requirements

Not applicable

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 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:

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