



## COURSE OUTLINE

# EDU744 Teaching Senior Secondary HPE

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

2021 | Semester 2

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

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Health and Physical Education (HPE) curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within HPE.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
<b>Tutorial/Workshop 1</b> – 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
<b>Lecture</b> – 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

### 1.3. Course Topics

Senior secondary Health and Physical Education Curriculum and Pedagogies  
Learning and teaching requirements in senior secondary Health and Physical Education  
Assessment planning and reporting in senior secondary Health and Physical Education  
Engaging learners with the use of the inquiry-based approach in senior secondary 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?

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
<p>1 Apply and explain the Senior Health and Physical Education curriculum in the designing of appropriate learning objectives, authentic learning activities and assessment.</p>	<p>Knowledgeable Creative and critical thinker Empowered</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3 - Plan for and implement effective teaching and learning 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 4 - Create and maintain supportive and safe learning environments 5.1 - Assess student learning 5.3 - Make consistent and comparable judgements</p>

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
<p>2 Create safe, inclusive and sequential learning experiences and assessments underpinned by evidence-based practice which cater for diversity including Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives.</p>	<p>Knowledgeable Creative and critical thinker Ethical Engaged</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2 - Know the content and how to teach it 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 3 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.4 - Select and use resources 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 5.1 - Assess student learning</p>
<p>3 Analyse effective teaching and assessment strategies which utilise ICT for assessment reporting and feedback in Health and Physical Education</p>	<p>Knowledgeable Creative and critical thinker Ethical</p>	<p>1 - Know students and how they learn 1.2 - Understand how students learn 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2.6 - Information and Communication Technology (ICT) 3 - Plan for and implement effective teaching and learning 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 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning</p>

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
<p>4 Develop and apply interpersonal and communication skills to articulate knowledge, understandings and skills in the Health and Physical Education learning area.</p>	<p>Knowledgeable Creative and critical thinker Empowered Engaged</p>	<p>2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.3 - Curriculum, assessment and reporting 3.3 - Use teaching strategies 3.5 - Use effective classroom communication 4 - Create and maintain supportive and safe learning environments 4.1 - Support student participation 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements</p>

## 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

You will receive formative feedback in relation to lesson sequence planning (assessment 1) in your week 3 tutorial.

### 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	Plan	Group	30%	2000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Examination	Individual	20%	25 minute online quiz	Week 6	Online Test (Quiz)
All	3	Creative Performance, and Written Piece	Individual	50%	Maximum 6-8minute presentation and maximum of 10 PowerPoint slides	Week 10	Online Assignment Submission

#### All - Assessment Task 1: Lesson sequence

<b>GOAL:</b>	The goal of this task is for you to develop your ability to prepare a sequence of senior secondary Health Education learning experiences (lessons) appropriate for the full range of student ability.	
<b>PRODUCT:</b>	Plan	
<b>FORMAT:</b>	<p>This task involves you to work in groups of three to plan a sequence of three (3) 60 minute lessons for a Year 11 Health Education class. You are to select one (1) of the following units as the focus for your lesson sequence:</p> <p>Health Units</p> <ul style="list-style-type: none"> <li>- Unit 1: Resilience as a personal health resource</li> <li>- Unit 2: Peers and family as resources for healthy living</li> </ul> <p>Your lesson sequence should include:</p> <ul style="list-style-type: none"> <li>- Identify and apply relevant components of the QCAA senior syllabus with links to learning outcomes, learning activities and teaching strategies.</li> <li>- Explain the purpose of the learning sequence</li> <li>- Create safe and inclusive learning activities and identify relevant teaching strategies</li> <li>- Inclusion of at least one ICT activity in the lesson sequence</li> <li>- Inclusion of at least one activity that enhances students understanding of Aboriginal or Torres Strait Island histories, cultures, languages and/or perspectives</li> <li>- Explain and discuss of how you would assess achievement of learning outcomes</li> </ul> <p>These plans will be reviewed, and you will receive formative feedback from your tutor during tutorial time before the due date.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Apply the senior secondary Health Education curriculum in the designing of learning objectives, learning activities, assessment. <b>1</b>
	2	Design safe, inclusive and sequential learning experiences and assessments to cater for diversity including Aboriginal and Torres Strait Islander histories, culture, languages and/or perspectives in Health and Physical Education contexts <b>2</b>
	3	Develop strategies for the use of ICT to enhance assessment and feedback in senior secondary Health Education <b>3</b>

### All - Assessment Task 2: The Senior Secondary Quiz

<b>GOAL:</b>	The goal of this task is to demonstrate your knowledge and understanding of the senior secondary curriculum.												
<b>PRODUCT:</b>	Examination												
<b>FORMAT:</b>	<p>You will participate in a 25 -minute online Quiz during your lecture in week 6 to demonstrate your understanding of senior secondary curriculum. 20 questions will cover topics from the Senior Secondary Lecture Series including:</p> <ul style="list-style-type: none"><li>- History of senior schooling in Queensland</li><li>- Types of senior secondary syllabuses</li><li>- Role of cognitive verbs in senior secondary syllabuses and assessment</li><li>- Curriculum design and alignment</li><li>- ATAR and QCE processes for senior secondary</li><li>- Access and reasonable adjustment for senior secondary assessment</li><li>- Diagnostic, formative, summative assessment and reporting in senior secondary</li><li>- Summative assessment feedback and moderation practices in senior secondary</li><li>- The role of literacy and numeracy and 21st century skills in senior secondary</li></ul> <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>												
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Apply knowledge and understanding of the senior secondary curriculum</td><td>1</td></tr><tr><td>2</td><td>Apply knowledge of inclusive practices in senior secondary education.</td><td>2</td></tr><tr><td>3</td><td>Examine the use of ICT in senior secondary curriculum to enhance learning, teaching and assessment</td><td>3</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Apply knowledge and understanding of the senior secondary curriculum	1	2	Apply knowledge of inclusive practices in senior secondary education.	2	3	Examine the use of ICT in senior secondary curriculum to enhance learning, teaching and assessment	3
No.		Learning Outcome assessed											
1	Apply knowledge and understanding of the senior secondary curriculum	1											
2	Apply knowledge of inclusive practices in senior secondary education.	2											
3	Examine the use of ICT in senior secondary curriculum to enhance learning, teaching and assessment	3											

### All - Assessment Task 3: Snapshot video presentation

<b>GOAL:</b>	To develop your interpersonal skills so that you can communicate your knowledge and understanding of the Senior Health Education and Physical Education learning areas												
<b>PRODUCT:</b>	Creative Performance, and Written Piece												
<b>FORMAT:</b>	<p>You have been selected by the Head of Department develop a video presentation “snapshot” for Year 10 parents attending an information evening at your secondary school. The video presentation “snapshot” is to highlight to parents and students what they can expect from the Senior Physical Education subject (in year 11 and 12). In the video presentation “snapshot”, you will demonstrate your understanding of the content, underlying philosophy, and pedagogy of the subject, including how it connects with other Australian Curriculum learning areas.</p> <p>In your video presentation you should:</p> <ul style="list-style-type: none"><li>- Articulate your knowledge and understanding of the Health Education or Physical Education senior syllabus and learning area</li><li>- Explain the structure and content of the senior subject and progression of learning</li><li>- Identify and answer any questions that you would expect parents to ask.</li><li>- Describe and analyse assessments types and timepoints.</li><li>- Explain teaching strategies that would potentially be applied to engage all learners</li></ul> <p>Your submission should also include your PowerPoint slides as an attachment.</p>												
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2	Develop strategies for the use of ICT to enhance assessment and feedback in senior secondary Health and Physical Education.	3											
3	Develop and apply interpersonal skills to effectively articulate knowledge, skills and understanding of the Health and Physical Education learning area	4											

## 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

There are no required/recommended resources for this course.

### 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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)