

UNIT INFORMATION

CU625

Primary Health and Physical Education

Master of Teaching (Primary)

One Semester

Level 9

Core

Unit credit points 10 (0.125 EFTSL)

Course credit points:

160 - Master of Teaching (Primary)

Internal/On Campus

Weekly lecture

Weekly tutorial (where applicable)

Plus, Learning Portal

External/Online

Weekly virtual lecture/ tutorial

Plus, Learning Portal

Learning Portal (Moodle™)

Power Point presentation and resources

Weekly readings

Study guides

Collaborative forums: Student forums and News forum.

Turnitin assessment and feedback tool

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

Contact hours/Directed Online study	30 hours
Reading, study and preparation	50 hours
Assignment preparation	70 hours
Total	150 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.

Nil

RATIONALE

Enduring Understanding:

By exploring and engaging with Health and Physical Education, primary (Years Prep-6) pre-service teachers will appreciate the opportunities provided for the holistic development of the child.

This unit provides the theoretical, practical and Christ-centred, Bible-based worldview to plan curriculum, assess understanding and report on learning in the curriculum area of Health and Physical Education (HPE). Pre-service teachersducae112(tow.)me112(1(n)-1()-10 me112(1(2r2a3-1(s)1()-pore)1(ti00(Phys)1(ww.)1(ch)-1(c.)1(educ.10.1709)-99(Pre)11

4. Exploration of the specific Australian Curriculum Sub-strands and Focus areas related to personal, social and community health to enhance safety, well-being and relationships; exploring functional, interactive and critical dimensions.
5. Age appropriate teaching strategies in HPE: planning skills-based learning and a critical inquiry approach and resilience interventions for positive mental health.
6. Inclusive approaches for HPE: Aboriginal and Torres Strait Islander perspectives, social justice for equity and differentiated and experiential learning experiences.
7. Assessment and reporting on learning in HPE specific to Years Prep-2 and Years 3-6 contexts.
 - 7.1. Physical education experiences: appropriate to Years Prep- 6 including:
 - 7.1.1. Fundamental movement skills
 - 7.1.2. Rhythmic and expressive movement activities
 - 7.1.3. Active play and minor games
 - 7.1.4. Games and sport
 - 7.1.5. Lifelong physical activities and
 - 7.1.6. Challenge and adventure activities.

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. synthesised Christ-centred, Bible-based worldviews relating to holistic teaching and learning of HPE in primary (Years Prep-2 and Years 3-6) contexts for life-long healthy choices;
Graduate Teacher Standards: 1.1, 1.5, 2.2, 3.3, 4.1, 5.1
Graduate Attributes: 2, 4, 5, 7
2. critically evaluated current national imperatives for teaching, learning and assessment in HPE in primary contexts;
Graduate Teacher Standards: 5.1, 7.1
Graduate Attributes: 2, 4, 5, 7
3. synthesised and applied age appropriate teaching and learning goals, strategies and resources (including

6. designed pedagogical practices for teaching, learning and assessment of HPE in primary contexts considering the application of the AITSL Graduate Teacher Standards; and
Graduate Teacher Standards: 2.2, 5.1
Graduate Attributes: 2, 7

- (Slide 9) Include inclusive learning considerations and development through engagement, support and assessment in your topic.
- (Slide 10-11) References (APA) Any diagrams/resources need to be referenced (References can be font 14).

PRESCRIBED TEXTS

McMaster, E. (Ed.). (2019). Teaching Health and Physical Education in Early Childhood and the Primary Years. Oxford.

<https://www.oup.com.au/books/higher-education/education/9780190311476-teaching-health-and-physical-education-in-early-childhood-and-the-primary-years>

RECOMMENDED READINGS

Currie, J. (2013).

New Learning: Transformational Design for Pedagogy and Assessment:

<http://newlearningonline.com/multiliteracies>

One Portal Not Now, Not Ever: Response to domestic and family violence page – Qld Department of Education and Training: <https://oneportal.deta.qld.gov.au/about/PrioritiesandInitiatives/Pages/NotNowNotEver.aspx>

Queensland Curriculum and Assessment Authority (QCAA): <https://www.qcaa.qld.edu.au/senior>

White Ribbon:

http://www.whiteribbon.org.au/uploads/media/updated_factsheets_Nov_13/Factsheet_6_Family_and_domestic_violence.pdf

RUBRIC

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS
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LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
5	Inclusion of ethical, administrative, and organizational requirements or considerations in planning (Rationale).	Perceptive, accurate and clearly detailed and articulated considerations.	Accurate and clearly detailed and articulated considerations.	Clear and appropriately detailed and articulated considerations.	Appropriately articulated considerations.	Limited or no inclusion of appropriate considerations.
1	Integration of a Christ-centred, Bible-based worldview related to holistic practices in HPE contexts.	Perceptive integration that is deeply meaningful and relevant in the lesson, assessment task and rationale	A relevant and meaningful integration in the lesson, assessment task and rationale	An appropriate focus is provided in a number of areas of the task	Appropriate inclusions in at least one of the elements	Limited or no attempts at integrating a Christian worldview in the lesson, assessment task and rationale
7	Communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.	Consistently controls conventions of academic writing to create meaning and effect. Comprehensive and accurate referencing across a comprehensive range of sources.	Control's conventions of academic writing to clearly convey meaning. Comprehensive referencing across of wide range of sources with very few minor inconsistencies.	Very few minor lapses in controlling the conventions of academic writing. Adequate referencing across a range of sources with minor inconsistencies.	Some minor lapses in controlling the conventions of academic writing. Some minor referencing omissions or some minor lapses in control of conventions.	Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing or inappropriate adherence to the conventions.

