

UNIT INFORMATION

UNIT CODE	CU625
UNIT NAME	Primary Health and Physical Education
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Teaching (Primary)
DURATION	One Semester
LEVEL	Level 9
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 160 - Master of Teaching (Primary)

LEARNING DELIVERY

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.

STUDENT WORKLOAD

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.

**PREREQUISITES /
COREQUISITES /
RESTRICTIONS**

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 teachers will have the opportunity to research the assumptions behind the placement of HPE in primary school contexts to assist learners to explore the value of health and physical activity to flourish personally and as a community. Christ-centred Bible-based worldview encourages health in all dimensions of being, including the body, mind and spirit. Pre-service teachers will explore the five Australian Curriculum Health and Physical Education areas; focus on educative purposes, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach in health and movement practices. This unit will provide opportunity to gain a working knowledge of the current Australian Curriculum AITSL Graduate Teacher Standards for teaching HPE.

CONTENT

1. Theoretical underpinnings and Christ-centred Bible-based worldview for teaching HPE holistically for life-long quality personal and community health outcomes.
2. Current, cultural and critical societal contexts for HPE including:
 - 2.1. Domestic and family violence (what it is and its forms, the prevalence of domestic and family violence in Australian society)
 - 2.1.1. Signs/indicators
 - 2.1.2. Appropriate response,
 - 2.1.3. The teacher's role in promoting attitudinal change,
 - 2.1.4. Connections to the sub-strands of the HPE curriculum
 - 2.2. Mental health (developing resilience and empathy for their own, others and the community's health- Beyond Blue 'Building resilience in children aged 0-12':
 - 2.2.1. Child, family, community and societal factors
 - 2.2.2. Educating for resilience
 - 2.2.3. Autonomy and responsibility
 - 2.2.4. The teacher's role in resilience interventions
 - 2.2.5. Connections to the sub-strands of the HPE curriculum
3. Australian Curriculum: Two HPE strands of personal, social and community health and movement and physical activity in Primary school (Years Prep-2 and Years 3-6) contexts shaped by the five interrelated propositions:
 - 3.1. Educative purposes
 - 3.2. A strengths-based approach
 - 3.3. Valuing movement
 - 3.4. Developing health literacy and a critical inquiry approach
 - 3.5. critical inquiry approach

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 ICTs) to engage, support and assess inclusive learning and development in HPE in primary contexts;
Graduate Teacher Standards: 5.1, 7.1
Graduate Attributes: 2, 4, 5, 7
4. critically analysed theoretical propositions and conclusions regarding pedagogies and assessment relating to Years Prep-2 and Years 3-6 contexts in HPE, in the light of contemporary theory, research and achievement data;
Graduate Teacher Standards: 4.1
Graduate Attributes: 2, 4, 5
5. critically reflected on ethical conduct, necessary sensitivity and confidentiality of working with parents and the relevant legislative, administrative, and organisational requirements, policies and processes involved in the teaching of HPE at the different stages of the primary school. (E.g. Child Protection, duty of care and privacy, domestic and family violence).
Graduate Teacher Standards: 7.1, 7.2, 7.3
Graduate Attributes: 3, 4, 6

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

7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.

Graduate Teacher Standards:

Graduate Attributes: 2, 6

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

TASK 1: LESSON PLAN AND ASSESSMENT TASK

Collaboratively plan a lesson plan and assessment task, and present as if to a parent and teacher audience using the strategy of team teaching.

Word Length/Duration: 2,000 words

Weighting: 40%

Assessed: Week 6

TASK 2: JOURNAL ARTICLE

Prepare a journal article analysing developmental age appropriate methodologies and ethical considerations in creating a safe, holistic and inclusive learning environment in HPE for a Christian Teaching Journal. Demonstrate deep knowledge of the legal and ethical issues and the need to work sensitively and confidentially with parents.

Word Length/Duration: 3,000 words

Weighting: 60%

Assessed: Week 11

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1-7	1-4, 8	1.5, 2.2, 3.3, 3.4, 4.1, 5.1	2-7
Task 2	1, 2, 4-7	3-7	1.1, 1.5, 3.3, 4.1, 5.1, 7.1, 7.2, 7.3	2-7

ASSESSMENT ELABORATION

Task 1: Lesson Plan and Assessment Task

Part A: Lesson Plan, Assessment Task including Rationale and 'Media Summary (Power point summary)

Part B: Video Presentation to mock Parent/teacher audience

While the Unit Outline suggests a collaborative approach for Task #1, due to current numbers, this task will be completed independently for all students.

Plan a lesson plan and assessment task and present an explanation of these elements through media as if to a parent/ teacher audience.

You are presenting via video, to your colleagues (who will be a 'mock' audience of fellow teachers and parents) **an Overview and Rationale for a lesson plan and assessment task** that your students in your 'mock' class will be completing for HPE. **The videos of these presentations will then be able to be viewed by internal and external students.**

Part A:

1. Include all these elements in one-word document submission.

Lesson plan, Assessment Task and Rationale. (Rationale 1500 words approximately).

You will need to:

- Design a **lesson plan and assessment** activity to be used with school students that is matched to a personal, social or community health topic from a list of **options** by the lecturer.
- Include a **Rationale** that will form much of the basis for your presentation that explains the:
 - **Context:** considering national imperatives for learning, teaching and assessment.
 - **Christ-centred, Bible-based worldviews** relating to holistic teaching and learning of HPE in primary contexts for this lesson.
 - **Ethical and legislative, administrative and organizational considerations** in the selection of content and the assessment task
 - **Pedagogies and assessment:** theoretical propositions and conclusions related to contemporary theory, research and achievement data in your chosen topic. (Including **resources and ICTs** to engage students in their learning)
 - **Engagement, support and assessment of inclusive learning and development** for this lesson and assessment.

2. Include Media Summary as a word document

Media summary suggestions: *Design a media summary (Power point etc.) to support your media presentation.*

(Font no smaller than 20, except for Reference slide)

- (Slide 1) Select a Lesson **topic** from lecturer or discuss other options for possible topics; Title and author of lesson/assessment on this slide.
- (Slide 2) Include topic and relevant syllabus links (Content Descriptors- Australian Curriculum, Queensland Curriculum & Assessment Authority and appropriate AITSL standards addressed); Enduring Understanding; the year level for this topic.
- (Slide 3) A brief description of your topic/vital statistics/information/ considering national imperatives for learning, teaching and assessment that will help colleagues understand and appreciate the context of your topic.
- Slide 4) Include an explanation of how a **Christ-centred, Bible-based worldview** relating to holistic teaching and learning of HPE in primary (Years Prep-2 and Years 3-6) relates to this lesson.
- (Slide 5) Include ethical, legislative, administrative and organizational considerations related to your topic.
- (Slide 6) Lesson plan summary. This doesn't mean you need to include the whole lesson plan on this slide. Include highlights of key elements.
- (Slide 7) Assessment task explanation and 'Guide to making judgments' (rubric).
- (Slide 8) Include a summary of pedagogies and assessment: theoretical propositions and conclusions related to contemporary theory, research and achievement data in your chosen topic. (Including resources and ICTs to engage students in their learning).

- (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).**
- Submit PDF (to assist with space) via Turnitin

Part B:

Share your One Drive link for your video

Video Presentation:

You will need to:

- Present your topic and record with your media summary either in the background or on your computer with your video image inserted.
- Save as an MP4 File in your One Drive Folder and share this link on our Moodle Turnitin site.
- Your assessment rubric and feedback will be returned via Turnitin.

Task 2: Journal Article

Prepare a journal article analysing developmental and age-appropriate methodologies and ethical considerations in creating a safe, holistic and inclusive learning environment in HPE for a Christian Teaching Journal. Demonstrate knowledge of the legal and ethical issues and the need to work sensitively and confidentially with parents.

You are to prepare a journal article that follows the conventions of a professional academic journal. Select a topic or theme related to HPE primary contexts.

This article should then respond to the following in the chosen HPE context:

1. Identify and evaluate the national imperatives for learning, teaching, assessment, and reporting
2. Critically analyse the theoretical propositions and conclusions regarding pedagogies and assessment
3. Identify the ethical considerations in creating a safe, holistic, and inclusive learning environment
4. Suggest developmentally age-appropriate pedagogies and methodologies to engage students according to AITSL standards 2.2 and 5.1 that include considerations of contemporary theories, ethical considerations, and national imperatives.
5. Reflect on the importance and challenges of providing a holistic Christ-centred, Bible-based learning and teaching experience in health education imperatives.

View some academic journals to appreciate the key features needed. The library holds several different journals, but a good one to start with is the Journal of Christian Education. You will need to look at the way that the page is set up, the different parts of the article, the use of headings, and the style of writing to enhance your article.

Even though this may be presented in a journal format, ensure that all direct quotes are include in double inverted commas and page or paragraph numbers included.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

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

CURRICULUM READINGS

Currie, J. (2013). *Teaching physical education in primary school: An integrated health perspective*. Acer Press.

Gallahue, D., & Ozmun, J. (2012). *Understanding motor development: Infants, children, adolescents, adults* (7th ed.). McGraw Hill.

Haywood, K., & Getchell, N. (2014). *Life span motor development*. (2nd ed.). Human Kinetics.

Leahy, D., Burrows, L., McCuaig, L., Wright, J. & Penney, D. (2016). *School health education in changing times: Curriculum, pedagogies and partnerships*. Routledge.

Pangrazi, R. (2014). *Dynamic physical education for elementary school children*. (17th ed.). Pearson Education.

Sumich, K. (2014). *Coaching children: Sports science essentials*. Acer Press.

Walters, P., & Byl, J. (2013). *Christian paths to health and wellness* (2nd ed.). Human Kinetics.

Winnick, J. (2017). *Adapted physical education and sport* (6th ed.). Human Kinetics.

JOURNALS

Curriculum Studies in Health and Physical Education

Journal of Teaching in Physical Education

Physical and Health Education Journal

Teaching Elementary Physical Education

The Journal of Physical Education, Recreation & Dance

WEBSITES

Australian Curriculum Assessment and Reporting Authority (Australian Curriculum):

<https://www.acara.edu.au/curriculum>

Australian Institute for Teaching and School Leadership (AITSL): <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

Curriculum into the Classroom (C2C): <http://education.qld.gov.au/c2c/>

Department of Communities, Child Safety and Disability Services - Your Instinct campaign:

<https://www.communities.qld.gov.au/communityservices/violence-prevention/trust-your-instinct/domestic-andfamily-violence>

National Plan to Reduce Violence against Women and their Children 2010-2022: <https://www.dss.gov.au/our-responsibilities/women/programs-services/reducing-violence/the-national-plan-to-reduce-violence-against-women-and-their-children-2010-2022>

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

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1: LESSON PLAN AND ASSESSMENT TASK

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
2, 4, 6	Selection and description of Lesson, Assessment and Rationale as they relate to National imperatives and contemporary theory, research, and achievement data (Rationale).	Lesson, assessment, and overview are: <ul style="list-style-type: none"> creatively and clearly articulated expertly constructed and linked to relevant National imperatives and provide quality, authentic contextual considerations. 	Lesson, assessment, and overview are: <ul style="list-style-type: none"> clearly articulated, and constructed and linked to relevant National imperatives and provide authentic contextual considerations. 	Lesson, assessment, and overview are: <ul style="list-style-type: none"> well-constructed with links to relevant national imperatives and provide authentic contextual considerations. 	Lesson, assessment, and overview are: <ul style="list-style-type: none"> appropriately constructed and articulated with links to relevant National imperatives that provide some contextual considerations. 	Lesson, assessment, and overview are constructed and articulated with: <ul style="list-style-type: none"> challenges and/or inadequate or incorrect links to relevant National imperatives and/or little or no consideration of contextual considerations.
3, 6	Integrated pedagogical practices, resources and ICT relevant for learning experiences and assessing school students' demonstrations in HPE (Lesson plan and Assessment Task).	Perceptive, accurate and succinct evidence of engagement with: <ul style="list-style-type: none"> pedagogical practices, resources and ICT technologies relevant to the HPE learning area. 	Accurate and succinct evidence of engagement with: <ul style="list-style-type: none"> pedagogical practices, resources and ICT technologies relevant to the HPE learning area. 	Accurate and appropriate evidence of engagement with: <ul style="list-style-type: none"> pedagogical practices, resources and ICT technologies relevant to the HPE learning area. 	Appropriate evidence of engagement with: <ul style="list-style-type: none"> pedagogical practices, resources and ICT technologies relevant to the HPE learning area. 	Limited or no evidence of engagement with: <ul style="list-style-type: none"> pedagogical practices, resources and ICT technologies relevant to the HPE learning area.
1, 2, 4	Design and description of age-appropriate and inclusive elements related to Lesson plan and Assessment Task (Lesson plan, Assessment Task and Rationale).	Insightful, clearly articulated and expertly constructed Lesson plan and Assessment Task considering: <ul style="list-style-type: none"> age-appropriateness and inclusive elements 	Logical and clear construction and description of Lesson plan and Assessment Task considering: <ul style="list-style-type: none"> age-appropriateness and inclusive elements 	Clear and appropriate construction and description of Lesson plan and Assessment Task considering: <ul style="list-style-type: none"> age-appropriateness and inclusive elements 	An appropriate construction and description of Lesson plan and Assessment Task considering: <ul style="list-style-type: none"> age-appropriateness and inclusive elements 	Inadequate or inappropriate construction and description of Lesson plan and/or Assessment Task considering: <ul style="list-style-type: none"> age-appropriateness and inclusive elements



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.	<ul style="list-style-type: none"> Consistently controls conventions of academic writing to create meaning and effect. Comprehensive and accurate referencing across a comprehensive range of sources. 	<ul style="list-style-type: none"> Control's conventions of academic writing to clearly convey meaning. Comprehensive referencing across of wide range of sources with very few minor inconsistencies. 	<ul style="list-style-type: none"> Very few minor lapses in controlling the conventions of academic writing. Adequate referencing across a range of sources with minor inconsistencies. 	<ul style="list-style-type: none"> Some minor lapses in controlling the conventions of academic writing. Some minor referencing omissions or some minor lapses in control of conventions. 	<ul style="list-style-type: none"> Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing or inappropriate adherence to the conventions.

COMMENT



RUBRIC

TASK 2: JOURNAL ARTICLE

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
2	Selection of Topic, theme and content that is related to national imperatives for teaching, learning and assessment in HPE contexts.	Insightful, expertly framed and linked for clearly articulating contexts.	Well framed and linked for identifying specific or clear contexts.	Clear and linked elements that have appropriate contexts.	Appropriately inked elements to contexts.	Inadequate, incorrectly, or inappropriately elements that do not provide clear contexts.
4	Analysed the theoretical implications regarding pedagogies and assessment related to contemporary theory, research, and achievement data in HPE contexts.	Logical, expertly framed and clearly linked analysis.	Logical and clearly linked analysis.	Appropriate and clear analysis.	Appropriate analysis.	Limited or inappropriate analysis of the required elements.
5	Reflected on the topic, theme, and context as they relate to ethical issues and relevant legislative, administrative, and organisational elements related to teaching HPE in primary contexts.	Insightful, accurate and clearly linked reflections.	Accurate and clearly linked reflections.	Appropriate and clearly linked reflections	Appropriate and linked reflections.	Limited or no reflections that connect with the required elements and contexts.
2, 4, 5, 6	Design of a future proposal to address quality pedagogical practices to relate to the AITSL standards considering contemporary theory and research, ethical considerations, and national imperatives for HPE contexts.	Perceptive, creative, and well- linked design for contexts.	Perceptive, and well-linked design for contexts.	Appropriate and well-linked design for contexts.	Appropriate and linked design for contexts.	Limited/unsuccessful or no evidence of proposal to link required contexts.



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1	Integration of Christian worldview/values related to the topic, context, and inclusive elements of HPE.	Perceptive integration that is coherent, meaningful, and relevant.	Clear integration that is meaningful and relevant.	An appropriate focus is provided that is relevant.	A focus is evident and has some relevance to topic and context.	Limited/unsuccessful or no attempts at integrating a Christian worldview or values perspective.
	Communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.	<ul style="list-style-type: none"> Consistently controls conventions of academic writing to create meaning and effect. Comprehensive and accurate referencing across a comprehensive range of sources. 	<ul style="list-style-type: none"> Control's conventions of academic writing to clearly convey meaning. Comprehensive referencing across of wide range of sources with very few minor inconsistencies. 	<ul style="list-style-type: none"> Very few minor lapses in controlling the conventions of academic writing. Adequate referencing across a range of sources with minor inconsistencies. 	<ul style="list-style-type: none"> Some minor lapses in controlling the conventions of academic writing. Some minor referencing omissions or some minor lapses in control of conventions. 	<ul style="list-style-type: none"> Writing demonstrates frequent lapses of control of language conventions. Lack of adequate referencing or inappropriate adherence to the conventions.

COMMENT

