



ECH 332

PDHPE: Wellness and Wellbeing

S2 External 2016

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

This unit addresses the eight strands that cover knowledge and understanding of personal development, health and physical education (PDHPE). The five skills are also examined to ensure the pre-service teacher unpacks strategies for developing positive healthy attitudes in children. The unit develops the pre-service teacher's interpersonal skills and skills in human movement and sports, and growth and development. It involves participation in active movement, dance and games experiences. Skills and knowledge in planning, teaching and evaluating PDHPE programs are examined, including modifications to the curriculum to meet the needs of diverse learners.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate developing knowledge of content for the PDHPE Key Learning Area.

Integrate PDHPE with other Key Learning Areas.

Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

Critically evaluate educational resources and link them to appropriate learning outcomes.

Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment Tasks

| Name | Weighting | Due |
|------------------------------|-----------|---------------------|
| <u>Curriculum</u> | 25% | Wednesday 24 August |
| <u>Lesson Planning</u> | 45% | Various |
| <u>Summation of learning</u> | 30% | Friday 11 November |

Curriculum

Due: **Wednesday 24 August**

Weighting: **25%**

This assessment provides students with the opportunity to demonstrate their understanding of lectures and readings from Weeks 1- 4 of the unit.

On successful completion you will be able to:

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Lesson Planning

Due: **Various**

Weighting: **45%**

Assessment 2 comprises of three interrelating tasks:

- Part A is a group teaching task

- Part B is a lesson plan for your given sport/activity (individual task)
- Part C is a reflection on your group presentation (individual task)

This assessment provides students with the opportunity to demonstrate their understanding of planning, teaching and reflection surrounding a practical unit of work.

On successful completion you will be able to:

- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Summation of learning

Due: **Friday 11 November**

Weighting: **30%**

This assessment provides students with the opportunity to demonstrate their understanding of lectures and module readings from Weeks 5-13 of the unit.

On successful completion you will be able to:

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Critically evaluate educational resources and link them to appropriate learning outcomes.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Delivery and Resources

Required and recommended texts and materials

Internal and external students are required to purchase the following text from the University Co-op Bookshop:

- ECH332 PDHPE Wellness and Wellbeing

Students are expected to purchase or download the **NSW K-6 PDHPE syllabus and support documents**. The Board of Studies website is:

<http://k6.boardofstudies.nsw.edu.au/go/personal-development-health-and-physical-education-pdhpe>

Delivery: Lectures: pre-recorded lectures found in iLearn within the ECHO block **Internal Student Tutorials:** Tuesday (per timetable.mq) **Practical sessions:** These sessions will be held in a variety of locations including the Macquarie Sports & Aquatic Centre. Please refer to the class timetable.

External Students: two on-campus days to complete tutorial and practical sessions.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Integrate PDHPE with other Key Learning Areas.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Critically evaluate educational resources and link them to appropriate learning outcomes.

Assessment tasks

- Curriculum
- Lesson Planning

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate developing knowledge of content for the PDHPE Key Learning Area.
- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching

strategies and be able to critically reflect on these.

- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

Assessment tasks

- Curriculum
- Lesson Planning
- Summation of learning

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Integrate PDHPE with other Key Learning Areas.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

Assessment task

- Curriculum

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.

- Critically evaluate educational resources and link them to appropriate learning outcomes.

Assessment task

- Summation of learning

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Design and implement lessons that are engaging and motivating for students by incorporating technology into the learning environment.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment tasks

- Lesson Planning
- Summation of learning

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Integrate PDHPE with other Key Learning Areas.
- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment tasks

- Curriculum
- Lesson Planning

- Summation of learning

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Ensure that PDHPE is promoted within the early years of education to ensure a future healthy and active lifestyle.

Assessment tasks

- Lesson Planning
- Summation of learning