



# EDST8210

## Teaching Quality Health and Physical Education in Primary Schools

Session 2, Infrequent attendance, North Ryde 2021

*Macquarie School of Education*

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#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).



Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff

Unit Coordinator

Raewyn Burden

[raewyn.burden@mq.edu.au](mailto:raewyn.burden@mq.edu.au)

Contact via Dialogue action on iLearn

Credit points

10

Prerequisites

EDST8200

Corequisites

Co-badged status

Unit description

This unit consists of lectures and practical workshop experiences that develop discipline content knowledge of Health and Physical Education (HPE) with specific attention to pedagogical application of the NSW primary years Personal Development, Health and Physical Education (PDHPE) syllabus. The content covered in this unit covers four broad fields of inquiry. First, we explore how intervention research is conducted in health and education settings. We also learn to interpret and action the finding of meta-analytic studies in these fields. Second, we critique interpretations of Quality Health and Physical Education followed by learning how to assess it. Third, we compare and contrast ways in which we can teach personal, social and community health to children. Finally, we critique the pedagogies associated with teaching meaningful movement and physical activity in school-based settings. This overall goal for students is for them to construct strategies that allow for the design and delivery of authentic learning experiences in the HPE context. It also incorporates exploration of strategies in differentiating learning of HPE within an inclusive classroom and applying independent research knowledge to improve teaching practices.

## 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:

**ULO1:** Develop knowledge of and apply the key concepts in NESAs & ACARA syllabus

documents for PDHPE/HPE Key Learning Areas.

**ULO2:** Design and critique a sequence of learning experiences for NESA PDHPE syllabus content across diverse K-6 contexts.

**ULO3:** Apply existing and innovative curriculum approaches to support assessment knowledge and evidence-based teaching strategies.

**ULO4:** Constructively align and design quality assessment learning experiences for K-6 students in PDHPE.

**ULO5:** Critically reflect on HPE practices and research in K-6 contexts.

**ULO6:** Develop knowledge of research methods and conduct small-scale inquiry into issues relevant to teaching.

## **General Assessment Information**

### **Assessment Presentation and Submission Guidelines**

Specific information in regards to exact submission criteria for each individual assessment task and related marking criteria are available on the EDST8210 iLearn site.

### **Draft Submissions & Turnitin Originality Reports**

Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit. Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

Generally, one Originality Report is generated every 24 hours up to the due date.

*Please note:*

Students should regularly save a copy of all assignments before submission,

Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: [students.mq.edu.au/study/my-study-program/special-consideration](https://students.mq.edu.au/study/my-study-program/special-consideration)

Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations

policy and are submitted via [ask.mq.edu.au/](http://ask.mq.edu.au/). This will ensure consistency in the consideration of such requests is maintained.

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received. You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### **Requesting a re-assessment of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

*Note:* Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process. The outcome of a re-mark may be a higher/lower or unchanged grade.

Grades are standards referenced and effort is not a criterion.

### **University policy on grading**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy.

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: [staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016)

The following generic grade descriptors provide university-wide standards for awarding final grades:

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

## **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](http://ask.mq.edu.au).

## **Withdrawing from this Unit**

If you are considering withdrawing from this unit, please seek academic advice via [ask.mq.edu.au](http://ask.mq.edu.au) before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Design an Assessment Tool for Health &amp; Physical Education</a>	50%	No	23:59 08/10/2021
<a href="#">Micro teaching</a>	50%	No	Week 13: date TBC in iLearn

### Design an Assessment Tool for Health & Physical Education

Assessment Type <sup>1</sup>: Design Task

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **23:59 08/10/2021**

Weighting: **50%**

To develop an assessment tool based on outcomes from NES A K-10 PDHPE syllabus that promotes authentic learning and captures defensible evidence. (1000 words)

On successful completion you will be able to:

- Constructively align and design quality assessment learning experiences for K-6 students in PDHPE.
- Critically reflect on HPE practices and research in K-6 contexts.

### Micro teaching

Assessment Type <sup>1</sup>: Simulation/role play

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 13: date TBC in iLearn**

Weighting: **50%**

Using the tool designed in Task 1, students teach a health or physical education activity from a larger lesson plan to their peers for up to 20 minutes. Students need to submit a lesson brief to their peers and tutor which outlines the following 1. A detailed 60-minute lesson plan 2. A two-page research brief that informs their peers and tutor of the impetus and evidence supporting the activity being taught 3. In class application of Task 1 Assessment tool

On successful completion you will be able to:

- Develop knowledge of and apply the key concepts in NESAs & ACARA syllabus documents for PDHPE/HPE Key Learning Areas.
  - Design and critique a sequence of learning experiences for NESAs PDHPE syllabus content across diverse K-6 contexts.
  - Apply existing and innovative curriculum approaches to support assessment knowledge and evidence-based teaching strategies.
  - Develop knowledge of research methods and conduct small-scale inquiry into issues relevant to teaching.
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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

Before commencing EDST8210, please read this outline very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment requirements.

### Structure

This unit is offered via infrequent mode and comprises of seminars / lectures, required and recommended readings and four on-campus face-face workshops over the semester. In 2021, classes for this unit begin in **Session 2, Week 1.**

In the workshops students will discuss issues and questions arising from the seminars/lectures and prescribed readings. Students may be required to participate in small group activities and whole class discussions, as well as independently complete activities for submission.

Students are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to read the module material in advance, and may complete brief tasks either as individuals or in pairs/groups. The module program for the course with the accompanying readings/ preparation is available on the unit iLearn site

Activities completed during workshops are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards requirements]. Completion of all workshops and attendance at the on-campus days is expected with completion recorded.



## **Unit Expectations**

Students are expected to read the module material before completing tasks and attending workshops. Each module requirement, with accompanying readings/preparation is available on the unit iLearn site.

Students are expected to listen to the assigned module seminars / lectures before completing tasks and attending workshops. Workshops will build upon the knowledge gained from the readings/seminars/lectures.

Students are required to participate in small group activities, whole class discussions, and to complete tasks either as individuals or in pairs.

Completion of workshops and assessment tasks is expected. Attendance will be recorded.

## **Workload**

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies. Study includes listening to lectures, completing set readings and background readings, completing assignments and using the unit's iLearn site.

Independent study is strongly encouraged in EDST8210. Some students may wish to spend more time on the unit, particularly if attempting to achieve high grades or if problems are encountered understanding the material or meeting unit requirements.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

## **Practical Session Requirements**

Students are expected to participate in all practical components of the unit and complete all activities as required.

For the face-face practical session, students must wear appropriate clothing and footwear for participation in sporting activities. Appropriate clothing is deemed as shorts, leggings, and tracksuit pants with footwear being joggers/running shoes. Students who do not present appropriately attired (i.e. skirts, jeans, inappropriate footwear) will not be eligible to participate and will be marked as absent. Failure to complete workshops may result in a Fail grade being awarded.

## **Pregnancy and Injury**

If you are pregnant or injured please be realistic and responsible in relation to both your health and the health of your developing child. PDHPE is a physically demanding unit of study

(for example, it may require you to run, jump, throw and catch balls, complete gymnastic and athletic movements, and stand for extended periods of time). Your fitness to undertake it must be considered. Please feel free to discuss your circumstances with the unit coordinator if you are concerned about certain aspects. If you are unsure of your ability to fully participate, please speak with your medical practitioner for guidance.

### **Required texts/readings**

1) Dudley, D., Telford, A., Peralta, L., Stonehouse, C. & Winslade, M. (2021). *Teaching quality health and physical education*. **2nd edition**. Cengage Learning, South Melbourne, Australia.

2) Students are also expected to purchase or download the following syllabus AND any support documents:

- NSW K-10 PDHPE syllabus and support documents: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe>

3) Additional recommended readings for this unit are noted in full in each module placed on iLearn, as well as in Leganto.

### **Support resources**

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have support within the university. Please refer to the comprehensive list of support services [here](#).

### **iLearn / Electronic Communication**

This unit has a full web presence through iLearn and students will need regular access to a computer and the Internet to complete this unit.

Access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials to assist your studies.

Lectures and seminars are available on the web through the ECHO360 lecture component. You must listen to all lectures/seminars.

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address

- The Dialogue function on iLearn
- Other iLearn communication functions

## Unit Schedule

Due to the practical nature of this unit and various content, a complete schedule will be posted on the EDST8210 iLearn page for your convenience.

Content included in this unit:

- NSW K-10 PDHPE syllabus
- K-6 PDHPE Pedagogy
- Practical PE elements (e.g. Games, Fundamental Movement Skills, Expressive and Rhythmic Movement)
- Quality Health Education
- Assessment and Learning
- Inclusive Practice

## Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](#) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### Attendance for Postgraduate Students

Attendance at all synchronous activities (such as scheduled in person or Zoom tutorials), viewing of lectures, completion of class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional NESA accredited qualification. **All MTeach students must meet 80% of this attendance requirement.**

## 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](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## 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](#)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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.

## 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

**Resilient:** Many students lack confidence to teach HPE and may find some content within this unit challenging and new. You are encouraged to support each other and share experiences on the understanding that there is no judgement from staff and peers.

**Reflexive:** Students will be asked to reflect upon their understanding of content and how their values, attitudes, understanding and experiences may be reflected in their classrooms. Through this reflection and critical engagement with research literature you will make meaningful connections between research and your own professional decision-making.

**Responsive:** During workshops, students are expected to be responsive to the ideas of peers and new ideas presented, through active participation as well as providing thoughtful responses and meaningful feedback. You will be asked to demonstrate and respond to the needs of students with diverse knowledge and abilities as part of workshop activities and assessment tasks.

**Ready to learn:** Students will display their readiness to learn through active participation in all required tasks and a willingness to pursue knowledge in areas they may be unfamiliar with.

**Research engaged:** The importance of research-based practice and making evidence based decisions on pedagogy is embedded throughout the unit. Assessment tasks will be informed by a critical examination of research literature to provide an analysis of, and selection of relevant classroom material, as well as their justification of choices.

## On-Campus Workshops

There will be four on-campus workshop days. All are essential to student engagement and learning with **attendance and participation expected**. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

**Workshop 1 + 2** (PE practical focus): Week 1 and Week 2 of Session 2

**Workshop 3** (PDHPE classroom focus): Week 8 of Session 2

**Workshop 4:** Assessment 2 Presentation. Day and time to be confirmed. Please check iLearn for exact details.

Please refer to your individual timetable and iLearn for specific times and venues for each Workshop.

Prior to the on-campus sessions, you should have read the prescribed readings, listened to the

lectures/seminars, summarised the main points, and made a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Further information about these workshops will be available on the EDST8210 iLearn page.