



ECHE3300

PDHPE/HSIE

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

Contact via Please contact via Dialogue action on iLearn

Credit points

10

Prerequisites

(ECH130 or ECHE1300) and (ECHE340 or ECHE3400)

Corequisites

Co-badged status

Unit description

This unit will introduce students to the NESA website and the resources available to support teachers in planning, scoping and implementing curriculum effectively. Assessment systems, including NAPLAN will be examined and students will practice analysing assessment data effectively. In particular, students will be reviewing the Key Learning Areas of: Mathematics; Personal Development, Health and Physical Education (PDHPE); Human Society and its Environment (HSIE). This unit will develop students' understandings of effective teaching and assessment, including literacy and numeracy learning, across curriculum areas in the K-6 context.

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: Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups.

ULO2: Explain the multiple historical and cultural perspectives and viewpoints - focussing on childhood, environments, societies and histories in global contexts and in Australia.

ULO3: Plan and assess learning experiences focusing on historical content, skills,

values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students.

ULO4: Examine learning of 'shared heritage' with students, families and community - identifying strategies for extending learning beyond the classroom.

ULO5: Identify the five essential skills that students develop from PDHPE.

ULO6: Promote students' positive healthy decision making and the engagement of all students in an active lifestyle.

ULO7: Participate in programs that develop the pre-service teacher's skills in human movement and sports skills, gymnastics, aquatics and interpersonal skills.

ULO8: Plan and assess health focused experiences in the areas of personal development, health and physical activity.

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 ECHE3300 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

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/. 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

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

Grade	Descriptor
HD (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.
D (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.
Cr (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.
P (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
F (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.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via 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
K-6 PDHPE Assessment Design	35%	No	23:59 27/08/2021
K-6 HSIE Lesson Plan	35%	No	23:59 27/10/2021
Designing a school excursion	30%	No	23:59 5/11/2021

K-6 PDHPE Assessment Design

Assessment Type ¹: Design Task

Indicative Time on Task ²: 30 hours

Due: **23:59 27/08/2021**

Weighting: **35%**

Design an assessment task that addresses at least TWO K-6 PDHPE outcomes. Within the design process you must justify how you are influencing health or physical literacy and how you would prepare students based on evidence-based pedagogy. (Pages: 4)

On successful completion you will be able to:

- Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students.
- Identify the five essential skills that students develop from PDHPE.
- Promote students' positive healthy decision making and the engagement of all students in an active lifestyle.
- Participate in programs that develop the pre-service teacher's skills in human movement and sports skills, gymnastics, aquatics and interpersonal skills.
- Plan and assess health focused experiences in the areas of personal development, health and physical activity.

K-6 HSIE Lesson Plan

Assessment Type ¹: Lesson plan

Indicative Time on Task ²: 30 hours

Due: **23:59 27/10/2021**

Weighting: **35%**

Develop one Geography OR History lesson based on outcomes from the NSW K-10 Geography syllabus or the NSW K-10 History syllabus. This lesson will also display elements of the NSW Quality Teaching Framework (QTF) and a justification statement about the elements you are meeting. (Pages: 4)

On successful completion you will be able to:

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups.
- Explain the multiple historical and cultural perspectives and viewpoints - focussing on childhood, environments, societies and histories in global contexts and in Australia.
- Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students.
- Examine learning of 'shared heritage' with students, families and community - identifying strategies for extending learning beyond the classroom.

Designing a school excursion

Assessment Type ¹: Plan

Indicative Time on Task ²: 30 hours

Due: **23:59 5/11/2021**

Weighting: **30%**

Propose an excursion opportunity for primary school aged children that addresses at least two HSIE and two PDHPE syllabus outcomes. (Pages:6-8 based on specific requirements)

On successful completion you will be able to:

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups.
- Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students.
- Examine learning of 'shared heritage' with students, families and community - identifying strategies for extending learning beyond the classroom.

¹ 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.

² 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 ECHE3300, 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 various online workshops to be completed in a module format. There are also two on-campus face-face workshops over the semester. Each module has a due date for at-home tasks to be completed. 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.

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 ECHE3300. 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. There will also be physical activity tasks set as part of some module workshop activities. Students are expected to be dressed appropriately when

completing these tasks, and take care to perform the set activities in a safe space, to the best of their ability. 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

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) There is no recommended set text for the HSIE component of this unit; however, there are set journal readings for each week. These are named in the module schedule on iLearn, and available via Leganto.

3) 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>
- NSW K-10 History syllabus and support documents: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>
- NSW K-10 Geography syllabus and support documents: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

4) 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

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.

Access and technical assistance

Information for students about access to the online component of this unit is available at 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. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Unit Schedule

Due to the practical nature of this unit and content delivered by various academics a complete schedule will be posted on the ECHE3300 iLearn page for your convenience.

Content included in this unit:

- K-6 PDHPE Pedagogy and syllabus
- K-6 History and Geography
- Practical PE elements (Games, Athletics and Gymnastics)
- Assessment and Learning
- Risk Assessment within the school environment
- 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

School of Education Procedures

Attendance for undergraduate units

In 2021, classes for this unit begin in **Session 2, Week 1.**

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 and/or ACECQA 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.

Note: 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

Electronic Communication

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

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 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

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.

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 some aspects of History and Geography 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, as part of assessment, to reflect upon and justify why they included various aspects of teaching and learning elements within their tasks. Through this critical engagement with research literature and your own understandings 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: 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 two on-campus workshop days. Both are essential to student engagement and learning with **attendance on both days 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 (HSIE focus): Monday 20 September, 2021: 9am - 1pm

Workshop 2 (PDHPE focus): Wednesday 22 September, 2021: 8:30am - 12:30pm

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 made available on the ECHE3300 iLearn page.