ECHE3300

PDHPE/HSIE

Session 2, In person-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Lecturer
Janet Currie
janet.currie@mq.edu.au
Contact via via email
29WW, Rm 264
via appointment

Fay Hadley
fay.hadley@mq.edu.au

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ULO3: Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of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 â€˜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

K-6 PDHPE Assessment Design

Assessment Type [1]: Design Task Indicative Time on Task [2]: 30 hours Due: **23:59 5/08/2022** 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.

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.

Designing a school excursion

Assessment Type [1]: Plan Indicative Time on Task [2]: 30 hours Due: **09:00 6/10/2022**
Weighting: **30%**

In small groups students propose an excursion opportunity for primary school aged children that addresses at least two HSIE and two PDHPE syllabus outcomes.

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.

K-6 HSIE Lesson Plan

Assessment Type [1]: Lesson plan Indicative Time on Task [2]: 30 hours Due: **09:00 6/10/2022**
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.

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.

More detailed information about assessment tasks is provided on your iLearn site including the rubric / marking scheme, detailed instructions, etc.

[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

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.

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.

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, **a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted**, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). **Late submission of time sensitive tasks** (such as tests/ exams, performance assessments/presentations, scheduled practical assessments/labs etc) **will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.**

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.

<u>**University policy on grading**</u>

Criteria for awarding grades for assessment tasks: Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit: 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: https://staff.mq.edu.au/ work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-i n-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.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
K-6 PDHPE Assessment Design	35%	No	23:59pm: 5/8/2022
Designing a school excursion	30%	No	9:00am: 6/10/2022
K-6 HSIE Lesson Plan	35%	No	9:00am: 6/10/2022

K-6 PDHPE Assessment Design

Assessment Type [1]: Design Task
Indicative Time on Task [2]: 30 hours
Due: **23:59pm: 5/8/2022**
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.

Designing a school excursion

Assessment Type [1]: Plan
Indicative Time on Task [2]: 30 hours
Due: **9:00am: 6/10/2022**
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 â€˜shared heritage' with students, families and community - identifying strategies for extending learning beyond the classroom.

K-6 HSIE Lesson Plan

Assessment Type [1]: Lesson plan
Indicative Time on Task [2]: 30 hours
Due: **9:00am: 6/10/2022**
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 â€˜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

Learning for this unit begins in Session 1, Week 1 for all students via iLearn. This unit is offered via participation in two on-campus block workshops. In the workshops students will discuss issues and questions arising from any prescribed stimuli material including activities, readings and videos. Students may participate in small group activities and whole class discussions. Students are expected to base their arguments/discussions on evidence from published research, visitations and other relevant material gained from their own exploration and investigations.

Activities completed via iLearn build the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Completion of all workshop tasks, and attendance at the on-campus days is expected with completion marked.

Unit Expectations

Students are required to read any workshop material in advance. The program for the course with the accompanying readings/ preparation is available on the unit iLearn site. Workshops will build upon the knowledge gained from the weekly readings/tasks.

Students are required to participate in small group activities, whole class discussions, and to

complete tasks either as individuals or in pairs.

It is expected students attend both blocks. Students must attend the second block to propose the outcomes of their investigations into excursions (task 2).

Attendance at all prescribed workshops on-campus is required. 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, completing set readings and background readings, completing assignments and using the unit's iLearn site.

Independent study is strongly encouraged in ECHE3400. 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.

Required and recommended texts

There is no requirement to purchase any set texts for the completion of this unit however, Students are expected to download or access the following syllabus documents:

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

NSW K-10 History syllabus and support documents: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10

NSW K-10 Geography syllabus and support documents: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

The required and recommended readings for this unit are noted in full and will be available via the iLearn site.

Information about the iLearn site / 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.

Weekly 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.

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.

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

Please see iLearn for details.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Assessment Procedure
- Complaints Resolution 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). 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) 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing an d maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by General Coursework Rules, and the Academic Progression Policy and is supported by the Inherent Requirements Framework. It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/

Activities completed during weekly tutorials (internal) or on campus days (external) 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 and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Students are required to attend the second block workshop as they will participate in Task 2, proposing an excursion activity.

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support

- Safety support to respond to bullying, harassment, sexual harassment and sexual assault

- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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

In this subject, students pursue aspects of the Macquarie School of Education's 5Rs in the following ways:

- ***Resilience*** practiced inside and outside of the classroom.

Students are challenged with designing a safe and suitable school excusrsion and are able to venture out and draw on community and personal resources and the social and structural supports around them to do so.

- ***Reflexive*** in their teaching practice.

To design an effective lesson plan, students will take on board, reflect and understand multiple and changing ecologies of learning. The lesson will encompass individual students' needs, safety, the affordances of learning spaces inside and outside the classroom, student and teacher relationships, curriculums, school culture, parental expectations, community demographics and needs and expectations of the profession, departmental policy and student learning.

- ***Ready*** to learn.

Students will be ready to research and design an approriate assessment task for PDHPE using appropriate resources and information. Students will be ready to evaluate appropriate excusrion venues and materials.

- ***Research engaged.***

The evidence utilised for the assessment task, details and suitability of excursion and research underpinning sound lesson plan development can come from student's own research.