EDST4140

Health and Physical Education in the Primary School

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

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
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via appointment

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Credit points
10

Prerequisites
160cp and (EDST3000 or EDST300)

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 interpretations of Quality Health and Physical Education followed by learning how to assess it. Second, we compare ways in which we can teach personal, social and community health to children. Finally, we discuss 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.

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: Explain the key concepts in NESA & ACARA syllabus documents for PDHPE/ HPE Key Learning Areas.

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

ULO3: Use curriculum to support assessment knowledge and appropriate teaching strategies.

ULO4: Constructively align (design) assessment an learning experiences for K-6 students in PDHPE.

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

General Assessment Information

Design task

Assessment Type 1[1]: Design task (2000 words max.)

Indicative Time on Task 2[2]: 51 hours

Due: 10/10/22, 09:00am

Weighting: 50%

On successful completion you will be able to:

- Explain the key concepts in NESA & ACARA syllabus documents for PDHPE/HPE Key Learning Areas.
- Design a sequence of learning experiences for NESA PDHPE syllabus content across diverse K-6 contexts.
- Use curriculum to support assessment knowledge and appropriate teaching strategies.
- Constructively align (design) assessment and learning experiences for K-6 students in PDHPE.
- Critically reflect on HPE practices in K-6 contexts.

Students may receive feedback from the tutor prior to the census date on the development of their draft iteration.

Reflective writing

Assessment Type 2[1]: Reflective Writing

Indicative Time on Task 2[2]: 40 hours

Due: 25/10/22, 23:59pm

Weighting: 50%

Reflective Blog posts plus synopsis (2000 words)

On successful completion, you'll be able to:

- Explain the key concepts in NESA & ACARA syllabus documents for PDHPE/HPE Key Learning Areas.
- Design a sequence of learning experiences for NESA PDHPE syllabus content across diverse K-6 contexts.
- Use curriculum to support assessment knowledge and appropriate teaching strategies.
- Constructively align (design) assessment and learning experiences for K-6 students in PDHPE.
- Critically reflect on HPE practices in K-6 contexts.

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 regarding exact submission criteria for each individual assessment task and related marking criteria are available on the EDST4140 iLearn site.

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.

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.

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: 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 https://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.**

Please note:

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that the correct file has been uploaded, that their submission has been successful, and that it has been submitted by the due date and time.

University policy on grading

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-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.

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
AT2	50%	No	9:00am: 10/10/2022
AT1	50%	No	23:59pm: 25/10/2022

AT2

Assessment Type [1]: Design Task
Indicative Time on Task [2]: 30 hours
Due: **9:00am: 10/10/2022**
Weighting: **50%**

Design of assessment tool (2000 words)

On successful completion you will be able to:

- Constructively align (design) assessment an learning experiences for K-6 students in PDHPE.
- Critically reflect on HPE practices in K-6 contexts.

AT1

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 30 hours
Due: **23:59pm: 25/10/2022**
Weighting: **50%**

Reflective Blog Posts each week plus synopsis (2000 words)

On successful completion you will be able to:

- Explain the key concepts in NESA & ACARA syllabus documents for PDHPE/HPE Key Learning Areas.
- Design a sequence of learning experiences for NESA PDHPE syllabus content across diverse K-6 contexts.
- Use curriculum to support assessment knowledge and appropriate teaching strategies.

- Critically reflect on HPE practices in K-6 contexts.

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[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 EDST4140, please read this outline very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment requirements. Learning in this unit begins Session 1, Week 1 via iLearn. This unit is offered via participation in two on-campus Blocks. In the workshop, students will discuss issues and questions arising from the prescribed readings and videos. Workshops may include practical, hands-on tasks, participating in small peer-led group activities and whole class discussions. Students are expected to base their reflective arguments and discussions on evidence from published research and other relevant material. Activities completed during the initial workshop is 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]. Participation in all workshop learning tasks is expected.

Unit Expectations

Students are required to read workshop material in advance. The study 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 readings/tasks. Students are required to participate in small group activities, whole class discussions, and to complete tasks either as individuals or in pairs. 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 EDST4140. 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

Since this is a practical based unit, there will be physical activity tasks set as part of workshop activities. Students are expected to be dressed appropriately (e.g. running shoes, shorts, leggings) when completing these tasks, and take care to perform the set activities in a safe

space, to the best of their ability.

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 might include running, dancing, jumping or standing for extended periods of time.

Recommended texts

The recommended text for this unit is

Teaching quality health & physical education

by Dudley, Dean, Telford, Amanda, Stonehouse, Claire, Peralta, Louisa, Winslade, Matthew, (Authors).

2nd edition. South Melbourne, Victoria, Australia : Cengage Learning Australia 2021

available via the MQ Library electronic resource collection.

Recommended readings for this unit are noted in full and available via the iLearn site.

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

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

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.

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.

Any pre-recorded seminars are available on the web through the ECHO360 lecture component or iLearn. You must listen to all prescribed seminars.

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 and 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.

Unit Expectations

- Students are expected to read any readings before completing tasks and attending tutorials
- Students are expected to listen/attend any lectures before completing tasks and attending tutorials
- To wear appropriate clothing and participate in physical activities during workshops.

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/

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

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:

Reflexive: The participation in the reflective writing process will allow all students to reflect on their current teaching practices and consider adaptations to pedagogy and assessment that supports a range of diverse student abilities. During discussions and the writing process, students will engage in convesations and reflexive thinking and describe the relevancy and application of issues in education, including any changes in response to individual evaluation and research.

Research engaged: Students will research and present evidence-based arguments and arguments regarding use of assessment, physical literacy and pedagogical approaches to PDHPE.