



EDST4140

Health and Physical Education in the Primary School

Session 2, In person-scheduled-infrequent, North Ryde 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>Changes from Previous Offering</u>	12
<u>5Rs Framework</u>	12

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

Sonja Maric

sonja.maric@mq.edu.au

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 and learning experiences for K-6 students in PDHPE.

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

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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 format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).

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

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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.
-------------	--

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

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 your course progression.

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
AT1	50%	No	23:55pm, 48hrs after tutorial, weekly
AT2	50%	No	23:55pm 13/10/2024

AT1

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 30 hours

Due: **23:55pm, 48hrs after tutorial, weekly**

Weighting: **50%**

Reflective Blog Posts each week plus synopsis (2000 words)

On successful completion you will be able to:

- Explain the key concepts in NESAs & 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.

AT2

Assessment Type ¹: Design Task

Indicative Time on Task ²: 30 hours

Due: **23:55pm 13/10/2024**

Weighting: **50%**

Design of assessment tool (2000 words)

On successful completion you will be able to:

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

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

The required reading for this unit is:

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

Students should acquire this textbook for the semester as content for classes derives directly from the required text (hence the blog posts assessment task draws on the textbook), and the exam will call for familiarity with and application of textbook content.

Lectures

Lectures will be available on the web through the ECHO360 lecture component. You must listen to all lectures. Strong engagement with lecture content supports success in the reflective blog posts and the exam as well as your success as a teaching professional.

Lecture slides will be available in iLearn and/or Echo360.

Tutorials- Practical sessions - participation and physical activity

This unit will only feature four tutorials of four hours. Each tutorial will feature an assessment task.

Students will need to be prepared to participate in physical activity during each session. Students must check timetable for weekly tutorials as rooming may be different week to week.

Students must ensure that they are dressed in appropriate attire, including enclosed shoes and activewear which allows free movement in a range of activities. Students should also note that they may be exposed to the elements if engaging in outdoor spaces.

Students for whom reasonable adjustments are relevant for reasons related to health or other conditions should be registered with Accessibility Services.

Tutorials in this unit are organised according to availability of the MQ Aquatic Centre and are therefore immovable. Failure to attend tutorials may result in missing out on important content.

iLearn

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.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially encouraged to use this web component. Electronic links and suggested references will be included on iLearn or provided in Leganto. Please check the iLearn unit regularly.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

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

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

Timetable and schedule

All students in this unit, no matter which mode of enrolment they have chosen, will have **four x 4-hour practical classes**. Timetable information about classes and also the weekly program for the course with the accompanying readings/ preparation are available on the unit iLearn site.

This unit's scheduling is planned bearing in mind that most students also have a professional experience placement in another unit of study during this session. **Attendance at all practical classes is compulsory** as students will gain valuable insights and information required to complete assessment blog posts as well as the exam. Students taking EDST4140 while also taking EDST3000 (a waiver is required for this) *MUST* enrol in EDST4140's 'Infrequent' mode and commit to attending all classes.

Due to timetabling constraints, practical classes do not all follow the same schedule and may not be held at the same times of day. Students should refer to information provided via iLearn about their class times and dates.

Topics

The four areas that will be covered will be as per the required reading and will feature:

1. An Introduction to Health and Physical Education
2. Pedagogies and issues in teaching Health
3. Movement and Physical Activity
4. Dance, Gymnastics and small sided games.

Both practical and theoretical demonstrations of how to teach Health and PE will be covered.

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](#)
- [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) (<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 connect.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](#).

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), 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.

School of Education Procedures

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

Attendance for undergraduate units

Activities completed during practical classes (internal/DAY or ONLINE DAY mode) and on-campus days (external/INFQ mode) 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). Attendance at all tutorials/practical classes or on-campus days is expected and the roll will be taken. Make-up tasks may be given if attendance is missed due to reasons

covered by the Special Consideration policy, to ensure all content is covered to meet accreditation requirements.

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

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

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable and/or on iLearn. <https://timetables.mq.edu.au/2023/>

- The on-campus sessions are essential to student engagement and learning and attendance on all days is 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.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make 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 specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Changes from Previous Offering

Part of the assessment structure in this unit has changed from the previous offering. In 2024, there will be an exam in place of a second assignment.

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:

Resilience and reflexivity: overcoming preconceived bias/experience and developing in self-efficacy for teaching health and physical education in the primary school.

Ready to learn and responsive: engaging in weekly journaling and articulating learning processes, including for design of learning experiences for children.

Research-engaged: using meta-analytic studies and other scholarship to identify and apply appropriate strategies for learning and assessment in health education and physical education.

Unit information based on version 2024.02 of the [Handbook](#)