EDST8210

Teaching Quality Health and Physical Education in Primary Schools

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

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
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Contact via Email
23 Wally's Walk

Credit points
10

Prerequisites

Corequisites
EDST8200

Co-badged status

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

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Develop knowledge of and apply the key concepts in NESA & ACARA syllabus documents for PDHPE/HPE Key Learning Areas.

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

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

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

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

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

General Assessment Information

- 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
Design an Assessment Tool for Health & Physical Education	40%	No	23:55pm 18/08/2024
Applied teaching	60%	No	23:55pm 14/10/2024

Design an Assessment Tool for Health & Physical Education

Assessment Type [1]: Design Task
Indicative Time on Task [2]: 30 hours
Due: **23:55pm 18/08/2024**

Weighting: **40%**

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

On successful completion you will be able to:

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

Applied teaching

Assessment Type [1]: Simulation/role play
Indicative Time on Task [2]: 40 hours
Due: **23:55pm 14/10/2024**
Weighting: **60%**

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

On successful completion you will be able to:

- Develop knowledge of and apply the key concepts in NESA & ACARA syllabus documents for PDHPE/HPE Key Learning Areas.
- Design and critique a sequence of learning experiences for NESA PDHPE syllabus content across diverse K-6 contexts.
- Apply existing and innovative curriculum approaches to support assessment knowledge and evidence-based teaching strategies.
- Develop knowledge of research methods and conduct small-scale inquiry into issues relevant to teaching.

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[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

Students will need regular access to a computer and the Internet to complete this unit.

Students will also need to be prepared to participate in physical activity during each session. Students must ensure that they are dressed in appropriate attire, including enclosed shoes and activewear which allows free movement ina range of activities. Students also note that they may be exposed to the elements if engaging in outdoor spaces.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

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 in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://il earn.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

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2023/ In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

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). 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 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.

Changes from Previous Offering

Assessment tasks and assessment schedule has been changed due to rooming and bookings.

5Rs Framework

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:

- overcoming preconceived bias/experience

- weekly journaling and articulated learning processes

- we use meta-analytic studies to sort appropriate strategies to experiment with links to A1

Unit information based on version 2024.03 of the Handbook