



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

### Description: HPE Curriculum and Pedagogy

| Subject | Cat-nbr | Class | Term    | Mode | Units | Campus    |
|---------|---------|-------|---------|------|-------|-----------|
| EDX     | 1450    | 96306 | 3, 2009 | WEB  | 1.00  | Toowoomba |

|                                   |                            |
|-----------------------------------|----------------------------|
| <b>Academic group:</b>            | FOEDU                      |
| <b>Academic org:</b>              | FOE002                     |
| <b>Student contribution band:</b> | National Priority Teaching |
| <b>ASCED code:</b>                | 070100                     |

### STAFFING

Examiner: Kenneth Edwards  
Moderator: Helmut Geiblinger

### RATIONALE

Since the Hobart Declaration on Schooling in 1989 and more recently as a product of the Adelaide Declaration (1999), Health and Physical Education (HPE) has been acknowledged as one of the eight key learning areas on school curricula. Unfortunately, in light of such national recognition the Health and Physical Education fraternity has failed to address concerns of professional integrity. Apart from an obvious paucity of systematic development, one of the major flaws in modern HPE has been the lack of contextual continuity between syllabus and curriculum outputs. Health and Physical Education syllabus documents are the very foundations on which revolutionary practices that embrace sociological interpretations of health, contextual movement experiences and a confirmation and exploration of the self as a social participant can be implemented. It is important for primary teachers to understand the philosophical tenets of the syllabus, the directions it seeks to take and for dominant discourses of sport, fitness, exercise and competition to be challenged. Closer scrutiny of current tenets of health reveals that it means different things to different people. Based on Evans and Clarke's (1989) premise that physical education makes as many enemies of children as it does friends, the course explores why it is important to understand just how physical education is experienced by children and how our actions as teachers influences this.

### SYNOPSIS

Borrowing from the sociological underpinnings of the Queensland 1-10 health and physical education syllabus (see Strands 1 and 3) and Early Years Curriculum, this course purposefully examines the social constraints of traditional Physical Education. Students will be encouraged to critically challenge their interpretations of dated yet conventional models of health and physical activity and to elucidate on inherent problems by engaging the social justice principles of equity, diversity and supportive environments. While the major themes of the syllabus will be explored, health is identified and analysed, as a one of number of potential curriculum organiser and accordingly physical activities that reflect this perspective will be examined. Central to this notion of sociological underpinnings and curriculum organisers (Health) will be the tenets of an inclusive curriculum one that open seeks to enhance the learning opportunities for all children. NOTE:

Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. identify the key concepts of physical and health education as a Key Learning Area (Assignment 1 and 2)
2. understand how the syllabus promotes the key learning area as a medium for the enhancement of sociological practices in health and physical education (Assignment 1 and 2)
3. appreciate that movement exploration can embrace risk without physical social and emotional danger (Assignment 1 and 2)
4. recognize the relationship between recreation, physical activity and physical education (Assignment 1 and 2)
5. recognize the inherent dangers associated with dominant discourses such as sport education and skills based physical education programs (Assignment 1 and 2)
6. developed skills and competencies in a range of movement settings and environments (Assignment 1 and 2)
7. an appreciation of how every day language can be used to create meaning in movement (Assignment 1 and 2)
8. understand how physical and health education can be integrated across the curriculum (Assignment 1 and 2)
9. demonstrate skills and competencies for delivering movement education in aquatic environments (Assignment 1 and 2)
10. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Assignment 1 and 2)

## TOPICS

|    | Description                 | Weighting (%) |
|----|-----------------------------|---------------|
| 1. | H&PE curricula Studies      | 20.00         |
|    | 1.1. Early Years            |               |
|    | 1.2. Primary Years          |               |
|    | 1.3. Middle Years           |               |
|    | 1.4. Multi-age Environments |               |

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|----|--|-------|
| 2. | H&PE Pedagogies  | 20.00 |
|    | 2.1. Approaches to pedagogy                                  |       |
|    | 2.2. Mosston's Teaching Spectrum                             |       |
|    | 2.3. Teaching Games for Understanding                        |       |
|    | 2.4. Games Centred Approach                                  |       |
| 3. | Foundations of Health and Physical Education                 | 30.00 |
|    | 3.1. Bio-medical and Sociological models of Health           |       |
|    | 3.2. Deconstructing dominate discourse in Physical Education |       |
|    | 3.3. Traditional hindrances in H&PE                          |       |
|    | 3.4. Contemporary initiatives in H&PE                        |       |
| 4. | Movement as a medium for learning                            | 30.00 |
|    | 4.1. Understanding movement as PBL                           |       |
|    | 4.2. Physical Literacies                                     |       |
|    | 4.3. Integrating the curricula                               |       |

### **TEXT and MATERIALS required to be PURCHASED or ACCESSED**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

### **REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information

<http://www.usq.edu.au/library>. The gateway to education resources is here ...

<http://www.usq.edu.au/library/faculties/education/default.htm>

Doherty, J & Brennan, P 2008, *Physical education and development 3 - 11*, Routledge, New York.

Green, K 2008, *Understanding physical education*, Sage Publications, Singapore.

Mosston, M & Ashworth, S 2002, *Teaching physical education*, 5th edn, Merrill, New York.

Siedentop, D 2000, *Developing teaching skills in physical education*, 4th edn, Mayfield Pub, Mountain View.

## STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY          | HOURS |
|-------------------|-------|
| Directed Study    | 70.00 |
| Independent Study | 70.00 |

## ASSESSMENT DETAILS

| Description              | Marks out of | Wtg (%) | Due date    | Objectives assessed | Graduate skill | Level assessed |
|--------------------------|--------------|---------|-------------|---------------------|----------------|----------------|
| ASSIGNMENT 2 - UNIT PLAN | 50.00        | 50.00   | 29 Jan 2009 |                     |                |                |
| ASSIGNMENT 1 LESSON PLAN | 50.00        | 50.00   | 22 Jan 2010 | 2, 5, 6, 8          | U1, U3, U5     | 1, 1, 1        |

## GRADUATE QUALITIES AND SKILLS

Elements of the following Graduate Skills are associated with the successful completion of this course.

| Graduate skill assessed                     | Level assessed         |
|---|------------------------|
| Ethical Research & Enquiry (Skill U1)       | Introductory (Level 1) |
| Academic & Professional Literacy (Skill U3) | Introductory (Level 1) |
| Interpersonal Skills (Skill U5)             | Introductory (Level 1) |

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
ONC: It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:

To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.

- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm>

### **ASSESSMENT NOTES**

- 1 APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The APA style to be used is defined by the USQ Library's referencing guide. <http://www.usq.edu.au/library/help/referencing/default.htm>

### **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
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