Description: Curriculum and Pedagogy Studies in Health and Physical Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>EDU</td>
<td>4461</td>
<td>66485</td>
<td>2, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070100

STAFFING
Examiner: Lee Wharton

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html.

RATIONALE
Specialist teachers of health and physical education in the primary school need to have deep understanding of curriculum and pedagogical issues and reform associated with that key learning area. They are called upon to provide leadership within this KLA through knowledge of both subject matter and sound pedagogical practices. Moreover, specialist teachers of HPE need a full understanding of contemporary social and political conditions under which such knowledge is shaped and produced. This course considers these issues and takes the student beyond the view of pedagogy as purely a socially driven vehicle.

SYNOPSIS
This course is the concluding course in the physical education specialisation. It builds on curriculum and pedagogical knowledge established through the completion of previous courses in the physical education specialisation through detailed exploration of contemporary curriculum and pedagogical issues. Central to this will be a detailed investigation of curriculum issues that relate directly to the teaching of HPE in Queensland schools under a KLA model as well as other curriculum organisers. Students will be asked to critique traditional methods of pedagogy and develop an understanding of socially just pedagogical practices that may be applied in HPE settings.

OBJECTIVES
On completion of this course students will be able to:
1. analyse the nature of health and physical education in Queensland primary schools in historical, social and philosophical contexts
2. demonstrate an advanced understanding of the Queensland 1-10 health and physical education syllabus and its relationship to the national statement on health and physical education
3. display knowledge of contemporary socially just pedagogical practices that may be applied to HPE activities in the primary school setting
4. recognise, synthesise and utilise knowledge for, of and about health and physical education for the professional setting
5. plan, assess and evaluate HPE curricula in the 1-10 setting
6. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. What is this thing called physical education?</td>
<td>5.00</td>
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<tr>
<td>2. Choosing to become a PE teacher: teachers lives in physical education</td>
<td>5.00</td>
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<td>3. Sport, physical activity and physical education</td>
<td>15.00</td>
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<td>4. Teaching and learning in physical education: towards an emancipatory agenda</td>
<td>15.00</td>
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<tr>
<td>5. Pedagogical models within HPE, including Mosston's spectrum; Thorpe and Bunker's games for understanding model; Kirk's situational learning model</td>
<td>15.00</td>
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<td>6. Curriculum development in Queensland HPE, including the National Statement and the Queensland 1-10 health and physical education syllabus; the new basics agenda</td>
<td>15.00</td>
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<td>7. Whole-school planning: where HPE fits in a multiliteracies agenda</td>
<td>10.00</td>
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<tr>
<td>8. Assessment and evaluation - locating the difference</td>
<td>10.00</td>
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<td>9. Becoming a reflective practitioner in HPE: beyond the technocratic</td>
<td>5.00</td>
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<tr>
<td>10. Preparing for a career in HPE</td>
<td>5.00</td>
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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).

Tinning, R et al 2001, Becoming a physical education teacher, Pearson Education Australia, French's Forest, NSW.
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.

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
<td>40.00</td>
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<tr>
<td>Tutorials</td>
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</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT: PART 1 (RATIONALE)</td>
<td>40.00</td>
<td>40.00</td>
<td>23 Jul 2007</td>
</tr>
<tr>
<td>ASSIGNMENT: PART 2 (PLANNING)</td>
<td>60.00</td>
<td>60.00</td>
<td>23 Jul 2007</td>
</tr>
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NOTES

1. The course examiner will advise the due dates for all assessment items.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) 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 10% of the total marks available for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and 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 or in the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

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

2 Students are to use a recognised referencing system a specified by the course examiner.
IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.