

EDUC90378 Health and Physical Education

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 85 hours
Prerequisites:	Admission to the Master of Teaching (Primary)
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Dr John Quay
Contact:	jquay@unimelb.edu.au (mailto:jquay@unimelb.edu.au)
Subject Overview:	This subject engages primarily with the two VELs domains Health and Physical Education, and Interpersonal Development. Teacher candidates will work through a Physical education unit that embraces five models of teaching in physical education as detailed in Quay and Peters (2012). They will be expected to comprehend the pedagogy and content encompassed in this unit and evaluate it via their written work. Teacher candidates will design a unit of work in Health Education based on analysis of both student need and curricular content. They will present this unit in class and provide a written unit plan that details the underpinning theory.
Learning Outcomes:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Articulate ways in which they can confidently address the major aspects of the PE curriculum in their future teaching; # Explain how many of the challenges of teaching physical education can be satisfactorily overcome; # Design a health education unit grounded in analysis of student need as well as relevant curriculum content and policy information, and communicate this unit to other teachers via a presentation and resource book.
Assessment:	<p>There are two assessment tasks: Analysis of Teaching PE, 1000 words, due 3/4 of way through semester, 50% Design and construction of a Health Unit , 1000 words, end of semester, 50% There is one hurdle task: Group design of a Health Unit and 15 minute presentation in class All tasks must be satisfactorily completed for the subject to be passed. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>
Prescribed Texts:	Collection of Readings. Quay and Peters (2012). Creative Physical Education. Human Kinetics.

Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes in both curriculum and pedagogy relevant to health and physical education; # Be flexible and able to adapt to change through knowing how to learn and therefore how students learn in health and physical education, where knowledge is closely entwined with practice; # Understand the significance of developing their practice on the basis of research evidence gathered in the teaching setting; # Work in teams with skills in cooperation, communication and negotiation and to teach these same skills; # Be independent of mind, responsible, resilient, self-regulating, and to engender these same skills in students; # Have a conscious personal and social values base and to explicitly incorporate the achievement and maintenance of such a values base with students.
Related Course(s):	Master of Teaching (Primary)