

EDUC90467 Learning Area Physical Education 1

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| Credit Points: | 12.5 |
| 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: 36 hours Total Time Commitment: 170 hours |
| Prerequisites: | Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx) , for entry into this subject. |
| 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: | Miss Melanie Nash |
| Contact: | mjnash@unimelb.edu.au (mailto:mjnash@unimelb.edu.au) |
| Subject Overview: | <p>This subject provides teacher candidates with the knowledge and skills required to effectively use current Health and Physical Education curricula (such as VELS PPSL strand) to plan and safely implement sport and health related physical activities, designed to meet their pupils' needs. In order to accomplish this teacher candidates will be encouraged to promote the physical, social, moral and cultural development of pupils through student-centered and inquiry-based pedagogical approaches to physical education.</p> <p>Teacher candidates will be introduced to subject-specific requirements around programming, assessment and the organisation and management of the learning environment for year 7-10. They will also be expected to create a variety of teaching and learning resources that will demonstrate a clear understanding of mandated (H)PE curricula requirements and illustrate an awareness of opportunities to make provision for literacy (e.g. reporting on games; maintaining fitness logs and diaries; creating information pamphlets) and numeracy (e.g. measuring distance, time, calculating speed; recording and analyzing statistical data; developing scoring systems) strategies in physical education.</p> |
| Learning Outcomes: | <p>On the completion of this subject graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Demonstrate sound content knowledge in physical education in order to effectively plan, teach and assess pupil learning. # Utilise diverse pedagogical strategies in physical education to provide learning environments that empower learners. # Demonstrate an understanding of the way in which theory and research in physical education can be used to inform practice. |

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| | <ul style="list-style-type: none"> # Be highly skilled physical education teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners. # Critically reflect on the impact of teachers' values and life histories on curriculum practice in PE and understand the implications of what is taught to students and the way in which it is taught <p>Learning area Physical Education 1 covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <ul style="list-style-type: none"> 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.5 Literacy and numeracy strategies 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.4 Interpret student data |
| Assessment: | Lesson observation task (800 words) due beginning of semester, 20% Physical literacy task (1200 word report) due mid-semester, 30% Unit plan (2000 words) due end of semester, 50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. |
| Prescribed Texts: | Collection of readings |
| 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 able to intelligently and creatively plan, implement and critique mandated curriculum; # Be able to use data to identify and address the learning needs and capacities of individual students; # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development; # Develop in-depth knowledge of the complexity and diversity of secondary students' learning and development. |
| Related Course(s): | <p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p> |