

460-514 Health and Physical Education

Credit Points:	6.250
Level:	Graduate/Postgraduate
Dates & Locations:	This subject is not offered in 2008. Parkville, On Campus
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment
Prerequisites:	None
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:	John Quay
Subject Overview:	<p>This subject engages teacher candidates with the two VELS domains Health and Physical Education, and Interpersonal Development. In relation to Physical Education, teacher candidates will work closely with a group of their peers to plan a unit that incorporates key aspects of five models of teaching in physical education: taking personal and social responsibility in physical education (Hellison, 2003), sport education (Siedentop, 2003), creating and developing games (Almond, 1983), teaching games for understanding (Thorpe & Bunker, 1982), and fundamental motor skills (Department of Education, Employment & Training, 1996). The pedagogy underpinning this unit will gather together these models into a coherent whole that affords significant opportunity for school student engagement as well as teacher analysis and intervention. In relation to Health Education, teacher candidates will collect data pertaining to the physical, social and emotional health of students in a school setting via a personal health diary (Bolger, Davis & Rafaeli, 2003). The results obtained during ongoing analysis of this personal health diary will inform the identification of particular topics relevant to health education. Teacher candidates will develop a lesson plan that focuses on a relevant health education topic in a way that contributes informatively to content pages of the personal health diary</p>
Assessment:	<p>There are 2 assessment tasks: An analysis of a unit plan in Physical Education (1000 words) due mid semester (50%) A lesson plan for a Health Education topic associated with the personal health diary unit (1000 words) due late semester (50%) There are 2 hurdle requirements: Unit plan for Physical Education developed in a small group Personal health diary unit for Health Education conducted with school students</p>
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 be able to:</p> <ul style="list-style-type: none"> # Describe in detail the key points of five models of teaching in physical education - taking personal and social responsibility in physical education, sport education, creating and developing games, teaching games for understanding, and fundamental motor skills;

- # Articulate possible ways in which these models can be brought together in order to construct a comprehensive unit in physical education;
- # Explain how, within this physical education unit, data on student performance can be collected and analysed in order to structure specific and general interventions;
- # Describe and implement a personal health diary unit that can be used to collect data on student physical, social and emotional health;
- # Articulate ways in which this personal health diary can be analysed in order to inform practice in relation to the planning and teaching of units in health education;
- # Explain how lessons can be developed as additions to the content of the personal health diary in order to address issues identified.

On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:

- # 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)