

## 460-572 Learning Area Health Education 2

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	460-571 Health Education 1
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt;         &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Kellie Burns
<b>Subject Overview:</b>	<p>This subject extends teacher candidates thinking about what is best practice in health education. Teacher candidates will continue to formulate a personal teaching/learning philosophy as they think critically about the relationship between various models of health and theories of human development. A focus on community and global health allows teacher candidates to consider the changing nature of national health debates and the role of the teacher in offering a variety of perspectives around these debates.</p> <p>Teacher candidates will explore in detail the Victorian Certificate of Education (VCE), Health and Development study design and will develop a range of student-centred programming, planning and teaching strategies specific to VCE. Emphasis is placed on the importance of quality assessment to effective pedagogy. The subject outlines the current Victorian Essential Learning Standards (VELS) requirements for assessment and assists teacher candidates in designing and implementing an array of authentic, student-centred assessment strategies that cater for a variety of learning levels and styles.</p> <p>Teacher candidates will continue to formulate strategies for helping secondary students become active agents of their own health and promoters of 'good health' within their individual communities.</p>
<b>Assessment:</b>	There are 2 assessment tasks: VCE Unit of Work due end of semester, with individual components due throughout the semester. (2500 words equivalent, 60%) Critical rationale for unit of work, due end of the semester (1500 words, 40%)
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject, teacher candidates will be able to:

	<ul style="list-style-type: none"> <li># Show a broad understanding of the role that health education plays in creating health-promoting schools.</li> <li># Critically explore a number of global health-related issues and policies that impact on the lives of young people today and discuss strategies for harm minimisation.</li> <li># Explore a range of theories and critiques around the topic of human development.</li> <li># Analyse and design student-centred health education teaching resources that cater for the learning needs of students at Level 6.</li> <li># Apply VELS requirements to design and implement creative and effective assessment tasks suitable for a variety of different learning styles.</li> <li># Integrate the tenets of the health promotion and social justice into both curricular programming and classroom praxis.</li> </ul> <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"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change;</li> <li># Be flexible and able to adapt to change thorough knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)