

# 460-597 Learning Area Physical Education 1

<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 1, - Taught on campus. Parkville Campus
<b>Time Commitment:</b>	Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<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: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></p>
<b>Coordinator:</b>	Melanie Nash
<b>Subject Overview:</b>	This subject combines theoretical and practical issues in teaching and learning based on the Physical, Personal and Social learning strand of the Victorian Essential Learning Standards (VELS). Through student centred and inquiry-based approaches to physical activity and sport pedagogy, we will explore the VELS strand and develop strategies to integrate Physical Education and the other domains within this strand (Interpersonal learning, Personal learning and Civics & Citizenship). Specific areas we will focus on in this physical education subject are planning & programming; unit development & assessment (for years 7-10); integration & implementation of VELS; organisation & management of the learning environment; and an exploration of student centred & inquiry based pedagogy. Teacher candidates will also be required to critically reflect on their experiences in their practicum and their own background in physical activity and suggest how one's values and life histories impact upon curriculum decisions, the pedagogies employed in schools, and the expectations that one has of students.
<b>Assessment:</b>	There are 2 assessment tasks: Critical reflection paper (2, 000 words) due mid semester (50%) A unit of work and rationale (2, 000 words) due end of semester (50%) There is 1 hurdle requirement : Participation in online forum
<b>Prescribed Texts:</b>	Collection of readings VCAA Victorian Essential Learning Standards Board of Studies VCE Physical Education study design (2006-09)
<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># demonstrate a sound understanding of the discipline and the links between planning, teaching and evaluating for learning;</li> <li># display a variety of teaching skills, strategies and styles necessary to conduct Physical Education programs;</li> <li># use inquiry based and problem solving pedagogies in Physical Education;</li> </ul>

	<p># identify student specific issues and create solutions in order to improve students' learning;</p> <p># 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> <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)