

## 460-598 Learning Area Physical 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
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	460-599 Learning Area Physical 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>	Melanie Nash
<b>Subject Overview:</b>	<p>This subject aims to advance teacher candidates' understanding of the development of the Physical Education curriculum, by raising their awareness of historical and political factors that have influenced the structure of the PE curriculum and its enactment in schools. Teacher candidates will be expected to critically reflect on literature covering a range of contemporary issues based on the notion of difference in physical education. Through group discussion in workshops and investigation in the school setting, teacher candidates will suggest how these issues might contribute to the development of programs which will cater for the diversity of ability and culture evident in current school populations. In conjunction with this, teacher candidates will engage in an in-depth exploration of the VCE study design and develop a range of student-centered teaching strategies and assessment materials for VCE. These materials will cater for students' interests and, where possible, be enhanced by the integration of new technologies.</p>
<b>Assessment:</b>	<p>There are 2 assessment tasks: Literature review (3, 000 words) due end of semester (70%) Poster presentation (1, 000 words equivalent) due end of semester (30%) There are 2 hurdle requirements: AustSwim certification Level 2 first aid</p>
<b>Prescribed Texts:</b>	Collection of readings
<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>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># explain key aspects of the Physical Education curriculum, assessment systems, and resource materials;</li> <li># demonstrate the inter-relationship of Physical Education curriculum study and teaching;</li> <li># appreciate the diversity of ability and culture evident in student populations in schools;</li> </ul>

	<ul style="list-style-type: none"> <li># develop strategies, programs and resources that cater for the range of student abilities and interests in schools;</li> <li># engage with technologies to enhance the quality of learning experiences in Physical Education.</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; • Understand the significance of developing their practice on the basis of research evidence; • 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>	<p>Master of Teaching (Secondary)  Master of Teaching (Secondary)</p>