

EDUC90467 Learning Area Physical Education 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Miss Melanie Nash
Contact:	Education Student Centre
Subject Overview:	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.
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # demonstrate a sound understanding of the discipline and the links between planning, teaching and evaluating for learning; # display a variety of teaching skills, strategies and styles necessary to conduct Physical Education programs; # use inquiry based and problem solving pedagogies in Physical Education; # identify student specific issues and create solutions in order to improve students' learning; # 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.
Assessment:	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
Prescribed Texts:	Collection of readings VCAA Victorian Essential Learning Standards Board of Studies VCE Physical Education study design (2006-09)
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:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:

	<ul style="list-style-type: none"># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change.# Be flexible and able to adapt to change through 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.# Be independent of mind, responsible, resilient, self-regulating.# Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)