

EDUC90378 Health and Physical Education

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 9 hours Total Time Commitment: 62.5 hours total commitment. 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.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr John Quay
Contact:	Education Student Centre
Subject Overview:	This subject engages primarily with the two VELs domains Health and Physical Education, and Interpersonal Development. Teacher candidates will work through a Physical education unit that embraces five models of teaching in physical education as detailed in Quay and Peters (2008). They will be expected to comprehend the synthetic and analytic aspects of the pedagogy and content encompassed in this unit and introduce it formally via their written work. Teacher candidates will design a unit of work in Health Education based on analysis of both student need and curricular content. They will present this unit in class and provide a written resource book that details their unit and the underpinning theory.
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # Articulate ways in which five models of physical education can be synthesised in order to construct a comprehensive unit in physical education and communicate this to other teachers; # Explain how, within this physical education unit, data on student performance can be collected and analysed in order to structure specific and general interventions that are meaningful for students; # Design a health education unit grounded in analysis of student need as well as relevant curriculum content and policy information, and communicate this unit to other teachers via a presentation and resource book.
Assessment:	Analysis of a PE unit via the creation of a Teacher's Introduction - essay (50 per cent) due in the first half of semester Design and presentation of a Health Unit - presentation (25 per cent) due in class during the semester. Design and construction of a Health Unit resource book - resource book (25 per cent) due at the end of the semester
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 have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # 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)