

## EDUC90711 Leadership in Physical Education

DECEMBER 11 Leadership in Physical Education

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 Hours Total Time Commitment: 125 hours								
Prerequisites:	Students must have completed the following subject: <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90378 Health and Physical Education</td><td>March</td><td>6.25</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90378 Health and Physical Education	March	6.25
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EDUC90378 Health and Physical Education	March	6.25							
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 Overview, Objectives, Assessment and Generic Skills sections of this entry. 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 the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>								
Coordinator:	Ms Jane Dawson								
Contact:	Education Student Centre								
Subject Overview:	<p>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 &amp; Citizenship).</p> <p>Specific areas we will focus on in this physical education subject are planning &amp; programming; unit development &amp; assessment (for years P-6); integration &amp; implementation of VELS; organisation &amp; management of the learning environment; service learning; administration of whole of school sport and physical activity program; inclusive physical activity; and an exploration of student centred &amp; inquiry based pedagogy.</p>								
Objectives:	<p>Students should be able to:</p> <ul style="list-style-type: none"><li># Demonstrate knowledge of VELS applied to the primary PE setting</li><li># Develop PE specific class management skills relevant to teaching PE</li><li># Develop whole of school management skills to deliver extra-curricular sport and physical activity programs and events</li><li># Understand a range of pedagogical styles required for teaching PE in primary schools</li><li># Understand health and safety issues and procedures</li><li># Demonstrate understanding of issues relating to equity and social inclusion in PE, sport and physical activity</li><li># Demonstrate knowledge of service learning and inclusive practices in PE</li></ul>								

<b>Assessment:</b>	There are two assessment tasks: Candidates will plan, implement and reflect on an integrated unit of work that aims to achieve at least one aspect from the Movement and Physical Activity standards at the level they are working at in their placement school. This unit will be designed for the children that the candidates are working with in their placement school. This unit will be submitted in week five as a unit outline with unit overviews, assessment details and lesson overviews. Students will submit a reflection on the teaching of this unit in week eleven, including assessment data on students in relation to the standard from Movement and Physical Activity. (2000 words in total worth 50%). Candidates will work in groups of three to develop a poster presentation for week 12 of semester. Posters will aim to demonstrate theories of leadership in relation to specific areas of physical education, both from the perspective of developing leadership amongst students, and from the perspective of developing leadership in PE within and across school communities. The posters will be presented orally to the group in this last week of semester. Marking will be based on the content of the posters and the group's ability to present and respond to questions on their topic. Peer assessment will be a contributing component in the feedback to groups. (2000 words in total worth 50%) 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.
<b>Prescribed Texts:</b>	A reader will be available from the University bookshop.
<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>Academically excellent:</p> <ul style="list-style-type: none"> <li># have a strong sense of intellectual integrity and the ethics of scholarship</li> <li># have in-depth knowledge of Physical Education to reach a high level of achievement in writing, generic research activities, problem-solving and communication</li> <li># be critical and creative thinkers, with an aptitude for continued self-directed learning</li> <li># be adept at learning in a range of ways, including through information and communication technologies</li> </ul> <p>Knowledgeable across disciplines:</p> <ul style="list-style-type: none"> <li># examine critically, synthesise and evaluate knowledge across a broad range of Victorian Education Learning Standards</li> <li># expand their analytical and cognitive skills through learning experiences in PE</li> <li># have the capacity to participate fully in collaborative learning and to confront unfamiliar problems</li> <li># have a set of flexible and transferable skills for different types of employment</li> </ul> <p>Leaders in communities:</p> <ul style="list-style-type: none"> <li># initiate and implement constructive change in their communities, including professions and workplaces</li> <li># have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations</li> <li># mentor future generations of learners</li> <li># engage in meaningful public discourse, with a profound awareness of community needs</li> </ul> <p>Attuned to cultural diversity:</p> <ul style="list-style-type: none"> <li># value different cultures</li> <li># be well-informed citizens able to contribute to their communities wherever they choose to live and work</li> <li># have an understanding of the social and cultural diversity in our community</li> <li># respect indigenous knowledge, cultures and values</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Primary)