

## EDUC90442 Learning Area Health Education 2

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013. Parkville, On Campus						
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 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.						
<b>Prerequisites:</b>	<p>You must have successfully completed the following subject/s prior to enrolling in this subject</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90441 Learning Area Health Education 1</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90441 Learning Area Health Education 1	Not offered 2013	12.50
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EDUC90441 Learning Area Health Education 1	Not offered 2013	12.50					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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						
<b>Contact:</b>	<p>Education Student Centre  234 Queensberry Street  Phone: +61 3 8344 8285</p>						
<b>Subject Overview:</b>	<p>This subject extends teacher candidates' thinking about what is best practice in health education. Teacher candidates will continue to formulate a personal teaching/learning philosophy as they think critically about the relationship between various models of health and theories of human development. A focus on community and global health allows teacher candidates to consider the changing nature of national health debates and the role of the teacher in offering a variety of perspectives around these debates.</p> <p>Teacher candidates will explore in detail the mandated curriculum and will develop a range of student-centred programming, planning and teaching strategies specific to VCE Health and Human Development. Emphasis is placed on the importance of quality assessment to effective pedagogy. The subject will explore requirements for assessment and assists teacher candidates in designing and implementing an array of authentic, student-centred assessment strategies that cater for a variety of learning levels and styles.</p> <p>Teacher candidates will continue to formulate strategies for helping secondary students become active agents of their own health and promoters of 'good health' within their individual communities.</p>						
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Show a broad understanding of the role that health education plays in creating health-promoting schools.</li> <li># Critically explore a number of global health- related issues and policies that impact on the lives of young people today and discuss strategies for harm minimisation.</li> <li># Explore a range of theories and critiques around the topic of human development.</li> </ul>						

	<ul style="list-style-type: none"> <li># Analyse and design student-centred health education teaching resources and assessment tasks that cater for the learning needs of students at all levels.</li> <li># Integrate the tenets of the health promotion and social justice into both curricular programming and classroom praxis.</li> </ul> <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <ul style="list-style-type: none"> <li>2.1 Content and teaching strategies of the teaching area</li> <li>2.2 Content selection and organisation</li> <li>2.3 Curriculum, assessment and reporting</li> <li>2.5 Literacy and numeracy strategies</li> <li>2.6 Information and Communication Technology (ICT)</li> <li>3.1 Establish challenging learning goals</li> <li>3.2 Plan, structure and sequence learning programs</li> <li>3.3 Use teaching strategies</li> <li>3.4 Select and use resources</li> <li>3.5 Use effective classroom communication</li> <li>3.6 Evaluate and improve teaching programs</li> <li>4.1 Support student participation</li> <li>4.2 Manage classroom activities</li> <li>4.4 Maintain student safety</li> <li>5.1 Assess student learning</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: Case Study (2000 words), due early semester, 50% Presentation (2000 words equivalent), due mid semester, 50%
<b>Prescribed Texts:</b>	None
<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 have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Work cooperatively in teams, skilled in communication and negotiation; effectively articulating the importance of Health Education;</li> <li># Plan, implement and critique mandated curriculum, drawing on a range of teaching practices to extend individual students' learning and development</li> <li># Explain the role of literacy, numeracy and language in Health Education</li> <li># Be a self reflective teacher who can work constructively and innovatively through relationships with students, parents, colleagues and the community across a range of contexts</li> <li># Develop their teaching practice on the basis of research evidence; Be independent of mind, responsible, resilient, self-regulating and have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)