

EDUC90467 Learning Area Physical Education 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	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.
Prerequisites:	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx), for entry into this subject.
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
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	<p>This subject provides teacher candidates with the knowledge and skills required to effectively use current Health and Physical Education curricula (such as VELS PPSL strand) to plan and safely implement sport and health related physical activities, designed to meet their pupils' needs. In order to accomplish this teacher candidates will be encouraged to promote the physical, social, moral and cultural development of pupils through student-centered and inquiry-based pedagogical approaches to physical education.</p> <p>Teacher candidates will be introduced to subject-specific requirements around programming, assessment and the organisation and management of the learning environment for year 7-10. They will also be expected to create a variety of teaching and learning resources that will demonstrate a clear understanding of mandated (H)PE curricula requirements and illustrate an awareness of opportunities to make provision for literacy (e.g. reporting on games; maintaining fitness logs and diaries; creating information pamphlets) and numeracy (e.g. measuring distance, time, calculating speed; recording and analyzing statistical data; developing scoring systems) strategies in physical education.</p>
Objectives:	<p>On the completion of this subject graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Demonstrate sound content knowledge in physical education in order to effectively plan, teach and assess pupil learning. # Utilise diverse pedagogical strategies in physical education to provide learning environments that empower learners. # Demonstrate an understanding of the way in which theory and research in physical education can be used to inform practice. # Be highly skilled physical education teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners.

	<p># 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</p> <p>Learning area Physical Education 1 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> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>2.3 Curriculum, assessment and reporting</p> <p>2.5 Literacy and numeracy strategies</p> <p>3.1 Establish challenging learning goals</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p> <p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p> <p>4.3 Manage challenging behaviour</p> <p>4.4 Maintain student safety</p> <p>5.1 Assess student learning</p> <p>5.2 Provide feedback to students on their learning</p> <p>5.4 Interpret student data</p>
Assessment:	Annotated lesson plan (800 words), due early semester, 20 per cent Microteaching (1200 words), individually scheduled, 30 per cent Unit of work (2000 words), end of semester, 50 per cent
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 able to intelligently and creatively plan, implement and critique mandated curriculum; # Be able to use data to identify and address the learning needs and capacities of individual students; # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development; # Develop in-depth knowledge of the complexity and diversity of secondary students' learning and development.
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>