

## EDUC90468 Learning Area Physical 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								
<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>	You must have successfully completed the following subject/s prior to enrolling in this subject								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90467 Learning Area Physical Education 1</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90467 Learning Area Physical Education 1	Not offered 2013	12.50
Subject	Study Period Commencement:	Credit Points:							
EDUC90467 Learning Area Physical 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>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285								
<b>Subject Overview:</b>	<p>Building on the skills developed in Physical Education 1 teacher candidates will engage in an in-depth exploration of the opportunities available for physical education study in the post-compulsory years, including VCE and vocational curricula. They will be expected to work collaboratively to develop, implement and evaluate teaching resources and authentic assessment materials for post16 students. It is expected that these materials will cater for a variety of learning styles, students' interests, and where appropriate be enhanced by the integration of new technologies.</p> <p>In addition teacher candidates' will be encouraged to advance their understanding of the evolution of the physical education curriculum, through critical reflection on literature covering the historical and political issues that influence its structure and enactment in schools. A range of contemporary literature will be recommended and discussed during lecturers. Specific emphasis will be placed on the notion of difference in physical education and how we might develop programs that cater for the diversity of ability and culture evident in our school populations.</p>								
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Develop in students the practices and attitudes required for critical thinking and the ability to work both independently and cooperatively in physical education.</li> <li># Utilise inclusive teaching practices, which demonstrate an awareness of cultural diversity and its implications for physical education.</li> <li># Utilise digital technologies to expand learning opportunities for students in physical education settings.</li> </ul>								

	<ul style="list-style-type: none"> <li># Demonstrate the ability to maintain effective, ethical and respectful relationships with all involved in the learning community.</li> <li># Effectively engage students, parents, community members, and professional colleagues to support student learning and development in physical education.</li> <li># Demonstrate a capacity for leadership and advocacy in physical education.</li> <li># Understand the impact of legislation, policy and the global human rights principles on their roles and responsibilities as physical education teachers.</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> <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>3.2 Plan, structure and sequence learning programs</p> <p>3.6 Evaluate and improve teaching programs</p> <p>4.1 Support student participation</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>7.4 Engage with professional teaching networks and broader communities</p>
<b>Assessment:</b>	Design assessment task-post 16 (1000 words), due mid semester, 20 per cent Project design and implementation (1500 words), individually scheduled, 40 per cent Project evaluation and report (1500 words, due end of semester, 60 per cent There are 2 hurdle requirements: AustSwim certification Level 2 first aid certification
<b>Prescribed Texts:</b>	Collection of readings VCE study Design for Physical Education
<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># Shape and deliver responsive and inclusive curricula;</li> <li># Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts;</li> <li># Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge;</li> <li># Understand secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>