

EDUC90711 Foundations of Physical Education

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2016, 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: 170 hours									
Prerequisites:	Admission to the Master of Teaching (Secondary) or Master of Teaching (Primary)									
Corequisites:	None									
Recommended Background Knowledge:	None									
Non Allowed Subjects:	<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>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90468 Learning Area Physical Education 2</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90467 Learning Area Physical Education 1	February	12.50	EDUC90468 Learning Area Physical Education 2	Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:								
EDUC90467 Learning Area Physical Education 1	February	12.50								
EDUC90468 Learning Area Physical Education 2	Semester 2	12.50								
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>									
Coordinator:	Ms Jane Dawson									
Contact:	jer@unimelb.edu.au (mailto:jer@unimelb.edu.au)									
Subject Overview:	<p>This subject explores the planning, teaching and assessing of physical education for years foundation to 10. Teacher candidates will use theories of physical education and relevant areas of AusVELS to engage in planning, assessing and understanding health and physical activity. Tutorials and practical classes will enhance teacher candidates' knowledge and understanding about opportunities for developing students' knowledge and skills in physical education.</p> <p>Learning and assessment activities will engage teacher candidates in a mixture of group and individual activities. Specific modules of this course will include: the intended and the enacted PE curriculum, program planning, pedagogical models, assessment, differentiation, inclusivity, and health issues.</p> <p>Broader issues of student development will include physical, social, moral and cultural concepts associated with the promotion of a student-centred approach to teaching. All of these issues will be explored and analysed within the physical education context.</p> <p>By the end of this subject teacher candidates will have foundational skills and knowledge of physical education that will enable them to plan and deliver an effective program.</p> <p>Please note that this subject does not provide sufficient points to enable students to be classified as physical education specialists according to the Victorian Institute of Teaching guidelines.</p>									

Learning Outcomes:	<p>Students should be able to:</p> <ul style="list-style-type: none"> # Analyse links between research and current practices in physical education. # Demonstrate knowledge of AusVELS HPE applied to primary and secondary settings. # Demonstrate the skills and knowledge to plan an effective physical education curriculum. # Apply the concept of clinical practice teaching to a physical education context. # Develop strategies to support the physical, emotional, social, moral and cultural needs of learners.
Assessment:	<p>Four academic quizzes will be undertaken in class following the Team Based Learning methodology and based on weekly readings and on-line learning resources (equivalent to 400 words per quiz, 1600 words in total); scheduled Weeks 2,3,4 & 5 (40%) A research paper on a student selected issue within the topic of physical education (2400 words in total); due final week of teaching (60%) Hurdle Requirements: a minimum of 50% must be achieved for both the quizzes (an aggregate percentage over the 4 quizzes) and the research paper in order to obtain an overall pass in the subject a minimum of 80% attendance at all tutorials, seminars and workshops</p>
Prescribed Texts:	A reader will be available from the University bookshop.
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>Academically excellent:</p> <ul style="list-style-type: none"> # have a strong sense of intellectual integrity and the ethics of scholarship # have in-depth knowledge of Physical Education to reach a high level of achievement in writing, generic research activities, problem-solving and communication # be critical and creative thinkers, with an aptitude for continued self-directed learning # be adept at learning in a range of ways, including through information and communication technologies <p>Knowledgeable across disciplines:</p> <ul style="list-style-type: none"> # examine critically, synthesise and evaluate knowledge across a broad range of Victorian Education Learning Standards # expand their analytical and cognitive skills through learning experiences in PE # have the capacity to participate fully in collaborative learning and to confront unfamiliar problems # have a set of flexible and transferable skills for different types of employment <p>Leaders in communities:</p> <ul style="list-style-type: none"> # initiate and implement constructive change in their communities, including professions and workplaces # have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations # mentor future generations of learners # engage in meaningful public discourse, with a profound awareness of community needs <p>Attuned to cultural diversity:</p> <ul style="list-style-type: none"> # value different cultures # be well-informed citizens able to contribute to their communities wherever they choose to live and work # have an understanding of the social and cultural diversity in our community # respect indigenous knowledge, cultures and values
Related Course(s):	<p>Master of Teaching (Primary) Master of Teaching (Secondary)</p>