School of Education

UNSW Arts, Design and Architecture

EDST6785

Personal Development, Health and Physical Education (K-6)

Term 1, 2023

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Nicholas Johnson	nicholas.m.johnson@unsw.edu.au	By appointment.	Morven Brown Building	Please email.

School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course you will focus on teaching the NSW PDHPE syllabus which covers physical, social, emotional, cognitive and moral development of students across K-6. You will explore key researchers and current findings in child and adolescent development, especially in relation to pedagogical issues and strategies for this age group. Integration of aspects of PDHPE in the other KLAs will be explored, along with the literacy and numeracy demands of the PDHPE syllabus.

The course is complemented by a minimum of 5 days of supervised professional experience.

Course Learning Outcomes

1. Identify physical, social, emotional, cognitive and moral development across K-6
2. Identify and critically examine factors currently affecting the health, safety and well-being of young Australians
3. Design action plans and programs to foster personal responsibility, effective communication and interpersonal skills, resilience, goal setting and lifelong physical activity
4. Compare differences between skills of stability, loco motor and manipulative control of objects and how these contribute to success in sport
5. Justify the inclusion of the interrelationship of strands within PDHPE in the school curriculum
6. Critically analyse theories and research in child and adolescent development and apply to classroom practice and behavioural management.
7. Communicate effectively with community advocates and understand their role in educational settings

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	2

1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	2
2.2	Organise content into an effective learning and teaching sequence.	2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	1
3.2	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3	Include a range of teaching strategies.	2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	2
5.5	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	1

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	1, 2, 4-6, 9	1, 2
B	Classroom Management	2, 3, 5, 7, 10	1, 2
C	Information and Communication Technologies	1-5, 12	1, 2
D	Literacy and Numeracy	5-8, 12	1, 2
E	Students with Special Educational Needs	2, 7, 9	1, 2
F	Teaching Students from Non-English-Speaking Backgrounds	5, 9	1, 2

Teaching Strategies

Teaching strategies

Sessions will require active participation in learning experiences. Activities will model a range of pedagogical approaches to create positive learning environments and participation will provide opportunities to practise effective instruction and organisation. While recognising that not all primary teachers have the inclination or ability to teach physical education, participation in practical, physical activities is required along with intellectual engagement with content and pedagogy.

Rationale

This course integrates theoretical and practical knowledge in the study of physical education pedagogy. It will cover dimensions of movement, inclusive practice and the development of skills within contexts that give it meaning and relevance for learners.

Assessment

Further information on Assessments 1 and 2 will be provided via Moodle.

Please familiarise yourself with APA referencing conventions by completing the following webinar: https://apastyle.apa.org/blog/basics-7e-tutorial

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. E-portfolio	50%	06/04/2023 05:00 PM	1, 2, 3, 6, 7
2. Unit of work	50%	28/04/2023 05:00 PM	3, 4, 5, 6

Assessment 1: E portfolio

Due date: 06/04/2023 05:00 PM

Task 1 - 2500 words

Students will receive written feedback within two weeks of submission

Additional details

Compile an e-portfolio recording your beliefs, experiences and resources. Beliefs will include the importance of PDHPE as a KLA. Experiences include in-school observations. These observations are your own but should be supported with appropriate references. Your collection of resources will include strategies for teaching, organising and sequencing PDHPE lessons. This may include descriptions of helpful websites as well as strategies or resources that you have observed, created or used. If you wish to include a full lesson plan, please place it in the appendix.

Please submit this task as a ***single Word or PDF document.***

PART 1: Your beliefs

750 words

Write a belief statement in which you reflect on the importance of PDHPE as a KLA, how your experiences of PDHPE in school shaped your beliefs about it as a subject area, and your own personal priorities for teaching PDHPE as a subject.

These are you own beliefs but can be supported by appropriate references where applicable**.**

PART 2: Your experiences

750 words

Describe in detail 3 experiences of teaching and/or observing PDHPE lessons while on your placement.

Draw on the research and theory (presented in the articles below) relating to Primary teachers' challenges teaching PDHPE to contextualise/explain your experiences.

1. Bennie, A., & Still, B. (2011). Contemporary benefits, issues and challenges primary teachers face when teaching Physical Education. In *Edited Proceedings of the 27 th ACHPER International Conference* (p. 160). https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.871.8&rep=rep1&type=pdf#page=173
2. Lynch, T., & Soukup Sr, G. J. (2017). Primary physical education (PE): School leader perceptions about classroom teacher quality implementation. *Cogent Education*, *4*(1), 1348925. https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2017.1348925
3. Light, R., & Georgakis, S. (2005). Integrating theory and practice in teacher education: The impact of a Game Sense unit on female pre-service primary teachers' attitudes towards teaching physical education. *New Zealand Physical Educator*, *38*(1), 67. https://www.proquest.com/docview/211243164?pq-origsite=gscholar&fromopenview=true
4. Morgan, P. J., & Hansen, V. (2008). Classroom teachers' perceptions of the impact of barriers to teaching physical education on the quality of physical education programs. *Research quarterly for exercise and sport*, *79*(4), 506-516. https://www.tandfonline.com/doi/pdf/10.1080/02701367.2008.10599517?casa_token=bghvFYlybi4AAAAA:jx8jQ6wlIFQY3pGgfbjkJdhiosOEpQMPW9VHIQK-xaW8Wz8q8srQFRd6dTyaNSG8lNo_s2kwRmWOfeQ
5. Morgan, P., & Hansen, V. (2007). Recommendations to improve primary school physical education: Classroom teachers' perspective. *The journal of educational research*, *101*(2), 99-108. https://www.tandfonline.com/doi/pdf/10.3200/JOER.101.2.99-112?casa_token=dXgVcDsHTbIAAAAA:Eqs7rOoepG5Ye_8qBNSEqZ4ABznB3TNqtgEXkkd_n7tLfUBbuHouh0_95CUlWTcVc4AqXgFSbe6w7RQ

PART 3: Collection of resources

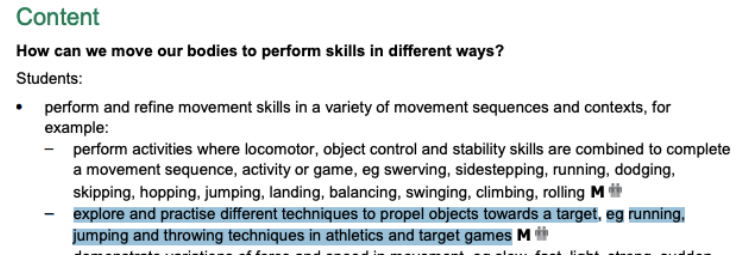
1000 words

Locate between 3-5 resources for teaching, organising and sequencing PDHPE lessons. This may include descriptions of helpful websites, as well as strategies or resources that you have observed, created or used.

For each resource:

- Identify the PDHPE strand, content, key inquiry questions, and outcomes this resource is associated with
- Describe how it could be used
- Using RESEARCH and THEORY, justify why it is useful for teaching PDHPE
- Identify any barriers to its possible use

E.g: (see next page)

Resource	An example of a lesson plan which uses Game Sense to teach target games
Links to syllabus strand, content, outcomes, key inquiry questions	Movement Skill and Performance Stage 2  Content **How can we move our bodies to perform skills in different ways?** Students: • perform and refine movement skills in a variety of movement sequences and contexts, for example: – perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling **M** – explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games **M** Movement Skill and Performance Outcomes A student: › performs and refines movement skills in a variety of sequences and situations PD2-4 › applies strategies to solve movement challenges PD2-5 › demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 › combines movement skills and concepts to effectively create and perform movement sequences PD2-11 *Key Inquiry Questions* How can we move our bodies to perform skills in different ways? How can we demonstrate our understanding of movement to solve challenges?
How it could be used	The activities in this lesson plan could be used as part of the Term 1 Physical Education unit on target games for Stage 2 etc. It teaches students about the skills XXX…
Links with research and theory	This resource draws on Game Sense pedagogy to teach target games. According to XXX Game Sense pedagogy has been shown to…. Which could help students to…
Barriers to use	Games require quite a lot of equipment which not all schools may have etc.

Assessment 2: Unit of work

Due date: 28/04/2023 05:00 PM

Word limit 3500 words

Students will receive written feedback within two weeks of submission.This is the final assessment.

Additional details

Using the provided template, write a Stage 2 PDHPE program titled ‘Safety First’, designed to teach to a class of 30 students over 5 weeks. As per NESA guidelines, it must include a weekly PDH lesson in addition to a weekly PE lesson, each being 45 minutes in duration. Select a specific school context and outline information relevant to programming (e.g. 6 stage 2 classes, high EALD population, stage 2 camp in term 3, etc.). You need to include:

- theory (PDH) and practical (PE) components
- syllabus outcomes for the relevant stage
- a sequence of activities which demonstrates skill development and understanding of concepts
- assessment points and tasks for formative and summative assessment
- strategies for integrating literacy and numeracy development into the curriculum
- opportunities for engagement with parent and the wider community
- guest sessions by the other relevant professionals and role models

Notes: You must use the template provided to scaffold your work. Select relevant content from the syllabus. Safety incorporates strategies to avoid physical, social and emotional harm. Be mindful that stage 2 has 8 terms; the syllabus content should be spread across all of these so do not crowd the content within this one unit of work.

*Please note that relevant outcomes and content from the syllabus will NOT be included in the word count.

Please submit this task as a single Word or PDF document.

RUBRIC/FEEDBACK SHEET
EDST6785 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (K-6)
UNSW SCHOOL OF EDUCATION

Assessment Task 1: E-portfolio

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • Demonstration of the value of PDHPE in the curriculum • Reflection of best practice in teaching Physical Education					
Depth of analysis and critique in response to the task • Self-critique of personal health and fitness status plus confidence in teaching Physical Education in a primary school context • Variety of ideas and resources recorded for teaching Physical Education					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions					

Specific Criteria	(-)——————————>(+)				
• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)** **Weighting:** **50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET
EDST6785 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (K-6)
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • Use of provided program template • Range of engaging teaching strategies and resources • Quality of assessment strategies					
Depth of analysis and critique in response to the task • Differentiation and inclusive practices • Integration of literacy and numeracy					
Familiarity with and relevance of professional and/or research literature used to support response • Appropriate research references to support responses • Sound range of research references					
Structure and organisation of response • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for					

Specific Criteria	(-)——————————>(+)				
quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)** **Weighting:** **50%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date/Module	Type	Content
Module 1: Introduction to the K-6 PDHPE Syllabus	Module	INTRODUCTION TO THE PDHPE CURRICULUM The place of PDHPE in the primary curriculum. Introduction to the K-6 PDHPE NSW syllabus. Strands across PDHPE and their interrelationship. Exploration of personal beliefs about health and fitness, including definitions of health, wellbeing and fitness.
Module 2: Planning and programming for PDHPE	Module	PROGRAMMING FOR PDHPE Developing a Stage scope and sequence, writing a program, lesson planning and appropriate assessment of practice and theory. Linking PDHPE to the broader curriculum: enhancing literacy and numeracy in PDHPE lessons.
Module 3: Teaching Movement Skills and Performance	Module	TEACHING MOVEMENT SKILLS AND PERFORMANCE Physical literacy Fundamental Movement Skills Approaches to teaching in Primary Schoool: Game Sense

Module 4: Teaching Healthy, Safe, and Active Lifestyles	Module	HEALTHY, SAFE, AND ACTIVE LIFESTYLES Strategies and resources to teach the HSA strand: nutrition, drug education, child protection, mental health, dealing with sensitive issues. Locating and evaluating resources appropriate to teaching PDHPE in K-6.
Module 5: Teaching Health, Well-Being, and Relationships	Module	HEALTH, WELL-BEING, AND RELATIONSHIPS Strategies to teach the HWR strand: sex education, diversity, bullying and harassment, dealing with sensitive issues. Teaching PDHPE to promote inclusivity and diversity.
Module 6: Practical Issues and Challenges in teaching PDHPE	Module	CHALLENGES IN TEACHING PDHPE ◆ Teaching in extreme environments: hot, cold, wet weather. ◆ Injury and risk management ◆ Disengagement ◆ Inclusion for students with diverse needs

Note: This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Resources

Prescribed Resources

Required Readings

- NSW DET (2003). *Quality Teaching in NSW Public Schools,* Sydney, NSW.
- NESA (2018). *Personal Development, Health and Physical Education K-1- Syllabus.* Sydney: NSW.

Further Readings

- Brindle, E., Hendrie, G., Thompson, K. And Blunden, S. (2012). How do Australia junior primary school children perceive the concepts of “healthy” and “unhealthy”? *Health Education*, 112, 5:406-420.
- Dinan-Thompson, M.T. (2009). *Health and physical education: Issues for curriculum in Australia and New Zealand*. Melbourne: Oxford University Press.
- Dudley, D., Telford, A., Peralta, L., Stonehouse, C., & Winslade, M. (2018). *Teaching quality health and physical education*. (1st ed.) Cengage Learning.
- Duffy, B., Fotinatos, N., Smith, A. and Burke, J. (2013). Puberty, health and sexual education in Australian regional primary schools: Year 5 and 6 teacher perceptions. *Sex Education*, 13, 2: 186.
- Hunter, L., Tinning, R. & McCuaig, L.A. (2006). *Teaching health and physical education in Australian schools*. Frenchs Forest, NSW: Prentice Hall.
- Lynagh, M., Gilligan, C., & Handley, T. (2010). Teaching about, and dealing with, sensitive issues in schools: How confident are pre-service teachers?. *Asia-Pacific Journal of Health, Sport and Physical Education*, *1*(3-4), 5-11.
- NESA (2018). PDHPE. https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe

Useful Websites

- Australian Bureau of Statistics. http://www.abs.gov.au/
- Australian Institute of Health and Welfare. http://www.aihw.gov.au/
- Department of Health and Ageing. http://www.health.gov.au/
- Game Sense. http://www.activehealth.uow.edu.au/gamesense/
- Guidelines for safety in sport. http://www.sports.det.nsw.edu.au/
- Healthy Bones. http://www.healthybones.com.au/
- Social and emotional wellbeing. http://www.responseability.org/

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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