



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST6785**

**Personal Development, Health and Physical  
Education**

**Term 1, 2020**

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### **IMPORTANT:**

**For student policies and procedures relating to assessment, attendance and student support, please see website,**

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 6785 PDHPE: Personal Development, Health and Physical Education (6 units of credit)  
Term 1, 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Mrs. Debbie Carruthers  
Email: [d.carruthers@unsw.edu.au](mailto:d.carruthers@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EDST 6785 PDHPE: Personal Development, Health, & Physical Education
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	6 modules – Complete all by 9 April 2020
Online only	Friday 24 April 2020. Please note: This compulsory practical workshop will be held at Matraville Sports High School from 9am to 3pm.
Face-to-Face	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

### SUMMARY OF COURSE

This course focuses on teaching the NSW PDHPE syllabus. It covers physical, social, emotional, cognitive and moral development of students across K-6. It explores 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.

### AIMS OF THE COURSE

- Demonstrate understanding of pedagogical approaches and models for teaching the personal development, health and physical education syllabus
- Plan, implement, and assess key aspects across all strands of PDHPE using NSW syllabus documents
- Explore effective strategies to promote inclusivity, differentiation and engagement in PDHPE.
- Evaluate own beliefs and priorities and undertake, set personal goals and undertake steps to improve personal levels of wellbeing, physical health and fitness.

### THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The face-to-face workshop will be held on one day instead of two half-day sessions.
- Additional instructions will be provided for Assessment 2

## STUDENT LEARNING OUTCOMES

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

## 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

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

#### 5. 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.

## 6. COURSE CONTENT AND STRUCTURE

Module/ Session	Topic
Online Module 1	<p>The place of PDHPE in the primary curriculum. Introduction to the K-6 PDHPE NSW syllabus. Strands across PDHPE and their interrelationship.</p> <p>Historical models of teaching PDHPE: Bandura, Bruner’s Discovery Method, Bronfenbrenner, Goodlad, self-efficacy theory; scientific inquiry; mastery learning. Ottawa Charter for Health Promotion. Stages of gross motor development</p> <p>Exploration of personal beliefs about health and fitness, including definitions of health, wellbeing and fitness.</p>
Online Module 2	<p>How to organise a sporting carnival</p> <p>Preparing and promoting a fund-raising event for a community-based health organisation</p> <p>Assessing your own of confidence and fitness for PDHPE teaching</p>
Online Module 3	<p>Developing a Stage scope and sequence, writing a program, lesson planning and appropriate assessment of practice and theory.</p> <p>Linking PDHPE to the broader curriculum: integrated units; enhancing literacy and numeracy in PDHPE lessons.</p>
Online Module 4	<p>Teaching to promote a healthy lifestyle (1): making healthy choices; healthy eating, drug education; safe use of ICT; road safety; understanding adolescence, sexual health and child protection.</p>
Online Module 5	<p>Ethical aspects in teaching and promoting activity, health and wellbeing. Importance of role models. Understanding cross-cultural issues affecting participation in discussions and physical activities.</p>
Online Module 6	<p>Teaching in extreme environments: hot, cold, wet weather.</p> <p>Teaching strategies: importance of warm-ups and cool-downs; fundamental movement skills; explaining, demonstrating, questioning; formative assessment and giving feedback; organizing groups and teams.</p>
<p>Face-to-Face Session</p> <p><b>*24 April 9am-3pm</b></p> <p><b>@ Matraville Sports High School</b></p>	<p>Management strategies for PDHPE: safe use of equipment; rules &amp; consequences; individual behavior plans; conflict resolution; anti-bullying strategies; working with unfit or disengaged students; inclusion and differentiation for students with diverse needs and abilities.</p> <p>Teaching competitive and cooperative games; modification of popular games to suit varying equipment and facilities.</p> <p>Teaching movement skills; games requiring physical and cognitive strategies; importance of individual, parallel and cooperative play</p> <p>Course evaluation</p>

## 7. RESOURCES

### **Required Readings**

Currie, J. (2013). *Teaching physical education in primary school: An integrated health perspective*. Camberwell, VIC: ACER Press.

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**

Alexander, J. (2007) *The 7 Day Bully-Buster*. London: Hodder.

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.

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.

### 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/>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
<b>Pre-assessment:</b> Parent and community engagement	~500 words	Hurdle				Friday 17/01/2020 By 5.00pm
1. <b>E-portfolio</b> of experiences, including collection of resources.	2500 words	50%	1, 2, 3, 6, 7	1.1, 1.2, 1.6, 2.4, 4.2, 5.5	A1,2,6,9; B3,5,7,10; C1-5; D5-8; E2; F9	Monday 06/04/2020 By 5.00pm
2. <b>Programming a term's unit of work</b> including practical and theory components	2500 words	50%	3, 4, 5, 6	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, 3.3, 5.1	A2,4,5; B2,5,7; C5,12; D1,5,12,18; E7,9; F5	Tuesday 28/04/2020 By 5.00pm
<b>Reflection:</b> Student impact, knowledge extensions or gaps	~500 words	Hurdle				In class on Friday 24/04/2020 (submit online by 4 May)

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

### **Assessment Details**

#### **Pre-assessment: Parent and community engagement**

Collect a range of resources on home background and family influences on students' personal development. Describe three engagement strategies you could use to enhance the participation of students' carers/family and/or community in the school. Upload your 500 word response to Moodle before you start the online modules.

#### **Assessment 1: E-portfolio of experiences, including collection of resources**

Compile an e-portfolio recording your beliefs, experiences and resources. Beliefs will include the importance of PDHPE as a KLA and your own personal priorities. Experiences include in-school observations, a record of personal health and fitness goals and progress made in each area. Your collection of resources will include strategies for teaching, organising and sequencing PDHPE lessons. In addition to recording your own participation, you will need to include a record of microteaching and a reflection of the success of the activity and engagement by students. Please submit this task as a **single Word or PDF document**.



## Assessment 2: Programming a term's unit of work

Using the provided template, write a Stage 2 PDHPE program titled 'Active Lifestyle'. It will be designed to teach to a class of 30 students over 1 term, including 10 PE lessons and 10 Health lessons, each of 40 minutes 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.). All strands of the syllabus need to be included, although some aspects can be integrated across strands or within other KLAs. 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

\*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***.

### Reflection: Student impact, knowledge extensions or gaps

Describe three ways in which you would assess the impact of your teaching in this KLA on your future students. If you have a specialisation in this KLA (e.g., a major in your undergraduate degree), describe how you could build on your advanced knowledge/skills to make improvements in student achievement in this KLA in your current school. If you do not have a specialisation in this KLA, identify three areas of your disciplinary knowledge /skills that require further development, and what strategies you will use to achieve that. Upload your 500 word response to Moodle.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6785 PDHPE

Student Name:

Student No.:

Assessment Task: 1

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstration of the value of PDHPE in the curriculum</li> <li>• Reflection of best practice in teaching Physical Education.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Self-critique of personal health and fitness status plus confidence in teaching Physical Education in a primary school context.</li> <li>• Variety of ideas and resources recorded for teaching Physical Education.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

**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 contextualize 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.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6785 PDHPE

Student Name:

Student No.:

Assessment Task: 2

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Use of provided program template</li> <li>• Range of engaging teaching strategies and resources</li> <li>• Quality of assessment strategies</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Differentiation and inclusive practices</li> <li>• Integration of literacy and numeracy</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Appropriate research references to support responses</li> <li>• Sound range of research references</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate nature of structural organisation</li> <li>• Logical and coherent structure</li> <li>• Clear presentation of ideas to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

**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 contextualize 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.**