

TEAC 5028 PDHPE CURRICULUM 1

Credit Points 10

Legacy Code 102885

Coordinator Christopher Lazarou ([https://directory.westernsydney.edu.au/search/name/Christopher Lazarou/](https://directory.westernsydney.edu.au/search/name/Christopher%20Lazarou/))

Description The subject will examine and model effective contemporary classroom practice to develop students' pedagogical content knowledge in the teaching of Personal Development, Health and Physical Education (PDHPE). The subject will provide opportunities to engage with teaching PDHPE across health and practical skills strands in years 7-10. The specifics of the relevant NSW Education Standards Authority Years 7-10 Syllabus and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles such as games-sense theory that inform PDHPE teaching. This subject will develop current and applied skills in innovative lesson and subject planning, choose relevant data and contexts to create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of applied and health based learning will be presented. This subject is included in the Development Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 5 subject

Pre-requisite(s) TEAC 7004 OR TEAC 7161 AND TEAC 7032 AND TEAC 7027 OR TEAC 7160

Restrictions

Students in program 1714 or 1914 must have PDHPE Curriculum Area applied to their student record before they can enrol in this subject. Students can view their Curriculum Areas on DegreeWorks in MySR.

Learning Outcomes

1. Demonstrate a comprehensive understanding of NSW PDHPE curriculum in Stage 4 and 5.
2. Apply socio-cultural perspectives and pedagogical inquiry theories and approaches used in the PDHPE curriculum area.
3. Demonstrate intercultural understanding through engaging with Aboriginal and Torres Strait Islander sense of connection to place and kinship groups, participation in physical activity, traditional and contemporary games, and health initiatives
4. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
5. Prepare a suitable range of assessment instruments that use valid, reliable and consistent judgements of student learning.

6. Design creative and innovative teaching programs that apply a games-sense approach to teaching Physical Education and include opportunities to develop students' movement skill and performance, problem-solving, decision-making, tactical understanding and skills.
7. Use a variety of teaching and learning strategies and resources, including ICT and a range of data and relevant contexts in teaching lessons and programs.
8. Reflect and research professional learning to develop the discipline of Health and Physical Education.

Subject Content

1. What is the nature of PDHPE in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in the senior years of secondary education?
2. How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of the subject?
3. What is the significance of kinship in relationships and does how a sense of connection to Country/Place for Aboriginal and Torres Strait Islander People enhances health and wellbeing?
4. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in the subject?
5. How are lessons planned, units written and learning scoped and sequenced in the subject?
6. Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
7. How do teachers keep students safe during teaching in the subject?
8. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in the subject?
9. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
10. What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
11. In what ways has educational research contributed to the teaching and student learning of the subject?
12. What options are open to pre-service teachers to continue to learn about the discipline of Health and Physical Education?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Professional Task	2000 Words	50	N	Individual
Portfolio	2000 Words (Portfolio)	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2018) PDHPE K-10 Syllabus (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/>)

Teaching Periods

Autumn (2024)

Penrith (Kingswood)

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5028_24-AUT_KW_1#subjects)