Faculty of Education and Social Work
The University of Sydney

EDUH3020
Professional Practice in PDHPE 3

Unit of Study Outline

Session 1, 2014

Last revised: Mon, 24 Feb 2014 22:52:25 +1100
Unit of Study Details

Credits: 6
Prerequisites: 72 credit points of Professional Studies in HMHE including EDUH1005 and EDUH2019
Preparation:

Teaching Staff Details

Unit of study coordinator: Ms. Nicole Hart
Room and building: 607 A35
Phone number: 9351 7719
Email: nicole.hart@sydney.edu.au
Arrangements for student consultation:
By appointment via email

What is the unit about

Rationale

This unit of study is the third of four examining pedagogical and professional practices in K-12 Personal Development, Health and Physical Education (PDHPE). It specifically focuses on Stage 6 PDHPE learning and teaching. Through an examination of the core and option modules, students will be afforded the opportunity to design creative, student-centred and challenging learning and teaching experiences and teacher support material. Students will also review policy, and refine planning and programming skills for Years 7-10. By focusing on key syllabus concepts, the socio-cultural perspectives of health and physical activity, critical inquiry and practical application, creative and student-centred pedagogies, the unit deploys Quality Teaching (NSWDET, 2003) theories and practices.

The unit is linked to a four-week block of Professional Experience in secondary schools. During this time, students will be expected to play an active role as a member of a learning community by planning, implementing and reflecting upon their teaching and learning.

Of further relevance to this experience is the collection of specific evidence to include in a professional teaching portfolio in accordance with requirements of the Australian Professional Standards for Teachers (AITSL, 2011). During this unit, students will be encouraged to become reflective practitioners who reflect productively and critically upon both internal and external evaluation and feedback from others in order to inform future practice.

Throughout the unit of study, students will participate in a number of small group and individual class-based activities designed to encourage skill development, facilitate communication and research skills, and to promote critical reflection on learning and professional practices.

Australian Teaching Standards

1. Know students and how they learn
Focus Areas: 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6, will be specifically addressed in the following tutorials: weeks 2 and 12. In week 1 students will review, explore and analyse current policy
documents. In week 12 students examine and discuss a range of management styles against
a backdrop of current research supporting best practice. Assessment of standard 1 will occur
through both the portfolio task and professional experience.

2. Know the content and how to teach it
Focus Areas: 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6 will be specifically addressed in the following
tutorials: weeks 3-5 and 7-8. In weeks 3-5 and 7, students will review current syllabus
documents to examine key content and pedagogy for stage 6. In week 8 students will review
syllabus structure, content and pedagogy for stages 4-5. Assessment of standard 2 will occur
through the programming task, the portfolio task and professional experience.

3. Plan for and implement effective teaching and learning
Focus Areas 3.1, 3.2, 3.3 and 3.4: will be specifically addressed in the following tutorials:
weeks 3-5 and 7-8. In weeks 3-5 and 7, students will apply programming principles
(considering current NSW DEC and BOSTES policies) to design effective teaching and
learning activities. In week 8 students will review programming principles for stages 4-5 with
a focus on integrating Numeracy, Literacy and ICT. Specific attention will be given to the
elective stage 5 courses to plan lesson sequences that include a range of teaching strategies.
Assessment of standard 3 will occur through the weekly tutorial activities, programming task,
portfolio task and professional experience.

4. Create and maintain supportive and safe learning environments
Focus Areas 4.1, 4.3, 4.4 and 4.5 will be specifically addressed in the following tutorials:
weeks 1-2 and 11-12. Students will review and examine current policy documents (NSWDEC
and NSW BOSTES), and learning frameworks such as the NSW Quality Teaching Model
(NSWDET, 2003) to build learning environments that are engaging and inclusive. Assessment
of standard 4 will occur through both the portfolio task and professional experience.

5. Assess, provide feedback and report on student learning
Focus Areas: 5.1, 5.3, 5.4 and 5.5 will be specifically addressed in the following tutorials:
weeks 7 and 10. Students will apply the principles of assessment to design tasks that make
consistent and comparable judgements against the learning outcomes. They will also explore
the Assessment Resource Centre (NSW BOSTES) and review the HSC assessment and policy
documents (NSW BOSTES). Assessment of standard 5 will occur through the weekly tutorial
activities, programming task, portfolio task and professional experience.

6. Engage in professional learning
Focus Areas 6.1 and 6.2 will be specifically addressed in the following tutorials: weeks 1
and 10. Students will review current policies (NSWDEC and NSW BOSTES) to identify and
plan professional learning needs. They will also examine and apply the National Professional
Standards for Teachers (AITSL, 2011) by reviewing portfolio samples. Assessment of
standard 6 will occur through both the portfolio task and professional experience.

7. Engage professionally with colleagues, parents/carers and the community
Focus Areas 7.1, 7.2 and 7.4 will be specifically addressed in the following tutorials: weeks 1
and 10-12. Students will examine current policies (NSWDEC and NSW BOSTES) to ensure
they understand the professional ethics and responsibilities expected of them. They will also
participate in a cyber safety training module in week 11. Assessment of standard 7 will occur
through both the portfolio task and professional experience.

Priority Areas

1. Aboriginal and Torres Strait Islander education
   This will be addressed in weeks 1, 2 and 8.
2. Classroom management
This will be addressed in weeks 2, 11 and 12. It will also be developed through professional experience.

3. Information and communication technologies
This will be addressed in weeks 8, 11 and 12. It will also be developed through professional experience.

4. Literacy and numeracy
This will be addressed in weeks 1 and 8. It will also be developed through professional experience.

5. Students with special educational needs
This will be addressed in weeks 1 and 8. It will also be developed through professional experience.

Desired outcomes

As a result of successfully completing this unit of study students should be able to:

1. Critically examine the socio-cultural perspective underpinning the Stage 6 PDHPE syllabus (2.1), (2.4) and (7.4).

2. Formulate lessons, units of work and programmes that are student centred and reflect an understanding of current theoretical and practical aspects of teaching and learning (1.1), (1.2), (1.3), (1.4), (1.5), (1.6), (2.1), (2.2), (2.3), (2.4), (2.5), (2.6), (3.1), (3.2), (3.3), (3.4), (3.7), (4.1), (4.4), (4.5), (7.2) and (7.4).

3. Design creative, challenging and student-centred learning experiences that utilise technology and are outcomes based (2.6), (3.1), (3.2), (3.4), (4.5) and (7.2).

4. Analyse the processes of critical inquiry and practical application (2.1), (2.4), (3.2), (3.7) and (7.4)

5. Apply the principles of quality teaching and learning in order to develop specific and practical examples of quality teaching practices in a broad range of contexts (1.1), (1.2), (1.3), (1.4), (1.5), (1.6), (2.1), (2.2), (2.3), (2.4), (2.5), (2.6), (3.1), (3.2), (3.3), (3.4), (3.7), (4.1), (5.4), (6.4), (7.3) and (7.4).

6. Display a range of Graduate and Professional attributes in line with University of Sydney Graduate Attributes and the Australian Professional Standards for Teaching (All).

7. Engage with communities of learners and professionals by showing initiative and competence, and positively responding to feedback and instructions (6.1), (6.2), (6.3), (6.4), (7.1), (7.2) and (7.4).

8. Identify desirable attributes of beginning teachers as a process of reflecting upon and evaluating personal teaching practice, and developing a personal philosophy of learning and teaching (6.1), (6.2), (6.3), (6.4), (7.1), (7.2), (7.3) and (7.4).

Topics

Regulatory and Professional Bodies - NSWDEC, AITSL, ACARA and NSW BOSTES
Quality Teaching in NSW Schools - NSWDET (2003)
Stage 6 PDHPE - Policy and Practice
7-10 PDHPE - Policies and Guidelines (Review)
Programming for and Assessment of/for 7-12 PDHPE
Australian Professional Standards for Teachers - AITSL (2011)
Principles of and Practices for effective Class Management
Professional Experience and developing a professional teaching portfolio
The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study.

2 hour Tutorial: (You attend ONE per week)

Tuesday 10.00-12.00pm - Education Seminar Room 508
Tuesday 2.00-4.00pm - Education Seminar Room 452
Tutorials run for 12 Weeks.

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<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Additional notes</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1-4 March</td>
<td>Towards a National Curriculum: HPE - ACARA Updates</td>
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<td>Week</td>
<td>Content</td>
<td>Additional notes</td>
<td>Readings</td>
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|      | - Senior PDHPE Skills  
- Critical Inquiry and Practical Application  
- Objectives and Outcomes  
| Week 6 - 8 April | **Stage 6 Assessment**  
- Principles/Guidelines  
- Reporting achievement at the HSC  
- Internal assessment and composing an internal assessment schedule  
- The HSC examination  
- Summary of external and internal HSC assessment resources and advice  
| Week 7 - 15 April | **Other Stage 6 Syllabuses:**  
SLR: |
<table>
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<tr>
<th>Week</th>
<th>Content</th>
<th>Additional notes</th>
<th>Readings</th>
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<tbody>
<tr>
<td>22 April</td>
<td>UA Common Week - NO CLASSES</td>
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<td>- Syllabus guidelines</td>
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<td>- Major and Contributing Outcomes</td>
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<td>- Integrating Numeracy, Literacy and ICT into PDHPE</td>
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<td>- Cross Curriculum Content</td>
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<td>- PASS (2004)</td>
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<td>- Child Studies (2012)</td>
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<td>- assessment of and for learning</td>
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<td>Week</td>
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<td>Weeks 13-16</td>
<td>Professional Experience - 19 day placement</td>
<td>2-27 June, 2014 (9 June public holiday) Building a Professional Portfolio Task Due: Week 17 - Monday 30 June</td>
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**Assessment**

**Assessment policies**

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on such matters as:

- Marking and grading
- Questioning a mark
- Submitting an assignment
- Exams
• Seeking an extension
• Penalties for late submission of work
• Plagiarism and academic honesty
• Seeking special consideration
• Seeking leave of absence
• Student appeals process

All students enrolled in this Unit of Study are expected, without exception, to familiarise themselves with these policies. They are available at the following web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All assignments must be submitted with the Faculty cover-sheet attached and completed. This is available from the Faculty of Education and Social Work web-site (http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/assignment_coversheet.pdf).

The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:


Assessment tasks in this unit of study

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
<th>Word count</th>
<th>Due date</th>
<th>Outcomes</th>
<th>Australian Teaching Standards</th>
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<tr>
<td>Weekly Tutorial Activities/Tasks</td>
<td></td>
<td>N/A</td>
<td>Weekly</td>
<td>1-6</td>
<td>3.2, 3.4, 3.6, 3.7, 5.1, 5.3, 5.5.</td>
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<td></td>
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<td>3000</td>
<td>Week 8 - Monday 28 April</td>
<td>1-6</td>
<td>2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 5.1, 5.2, 5.3</td>
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<td>Stage 6 Program Design</td>
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<tr>
<td>Building a Professional Portfolio</td>
<td></td>
<td>2000</td>
<td>Week 17 - Monday 30 June</td>
<td>1-8</td>
<td>Standards 1-7 (Focus Areas selected for representation are dependent upon specif-</td>
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<tr>
<td>Task</td>
<td>Weight</td>
<td>Word count</td>
<td>Due date</td>
<td>Outcomes</td>
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<tr>
<td>Professional Experience</td>
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<tr>
<td>Students MUST meet ALL standards for this Professional Experience</td>
<td>N/A</td>
<td>Friday 27 June</td>
<td>1-8</td>
<td>Standards 1-7 (All)</td>
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1. Weekly Tutorial Activities/Tasks

Due date for completion: Weekly
Submission instructions:
In Class

Detail:
Various

Assessment criteria:
Various

Additional notes:
You MUST actively participate in these tasks in order to pass the Unit of Study Overall.

2. Stage 6 Program Design

Due date for completion: Week 8 - Monday 28 April
Submission instructions:
Please upload your Program Design onto BLACKBOARD on Monday 28 April by 11.59pm.

Detail:

Part A - Unit Overviews
You will select one focus/critical question from both the Preliminary and HSC Course Core Modules and design TWO unit overviews that include:
- A title that reflects the unit focus
- A time estimate to complete the unit (lessons will be 60 mins and you will have 8 lessons per fortnight)
- Objectives and Outcomes
- The Key Competencies to be developed
- Evidence of Learning Statements
- The content to be covered
- Student centred teaching and learning strategies that enhance the development of critical inquiry and promote practical application of knowledge and skills
- Relevant statements re: Students learn about... and Students learn to...
- All relevant resources/references
- An Evaluative Framework for your unit overview

**Part B - Internal HSC Assessment Schedule**

You will design an **Internal assessment schedule** for the HSC Course. This assessment schedule must include:

- number of tasks (suggest 4-5)
- type of tasks (must include a variety)
- mapping of course/assessment components (as per BOS guide)
- weightings allocated per task
- outcomes to be assessed for each task
- time required per task
- any resources or special equipment required

**Part C - HSC Assessment Task**

You will design **ONE** formal HSC assessment task from your Schedule, and include a specific marking rubric/criteria for this task.

Your task must include detail re:

- type of task
- weightings/marks allocated per section
- outcomes to be assessed
- time required
- equipment required
- any teachers notes to assist implementation
- marking criteria

Please include an explanation of how your task has applied the elements of the QTF (NSWDET,2003) - 250 words.

**Part D - Lesson Planning**

You will plan **one detailed** lesson (from one of your 2 unit overviews) that is creative, challenging and student-centered. Any teaching/learning materials (handouts, activity sheets, etc.) used during the lesson should also be included. Your lesson plan must include:

- the module title
- the focus question
- outcomes
- evidence of learning statements
- teaching and learning strategies that develop critical inquiry and promote practical application
- the key competencies to be developed
- an evaluative framework
Please include an explanation of how your lesson has incorporated the elements of the QTF (NSWDET, 2003) - 250 words.

Assessment criteria:

Students will be assessed on their capacity to:

i) formulate comprehensive and detailed unit overviews using the appropriate key competencies to enhance critical inquiry and promote practical application of knowledge and skills

ii) synthesise a range of relevant resources and student centred teaching and learning strategies to deliver engaging content that clearly link to stated outcomes

iii) design a valid and reliable HSC Internal assessment schedule that reflects a variety of tasks which give students the opportunity to demonstrate the outcomes in different ways, and meets the requirements of the NSW BOSTES

iv) design one formal HSC assessment task that is modelled using quality assessment strategies and includes a specific marking criteria/rubric

v) plan one lesson that is creative, challenging and student-centered. Learning experiences should cater for a variety of learning styles, and develop the stage 6 key competencies.

vi) analyse and apply the philosophy and principles of the Quality Teaching Framework (NSWDET, 2003) in their program design

vii) reference appropriately using APA style

Additional notes:

Proformas for the lesson plan, unit overviews, assessment task and assessment schedule will be provided.

You MUST pass this task in order to pass the Unit of Study Overall.

3. Building a Professional Portfolio

Due date for completion: Week 17 - Monday 30 June
Submission instructions:

Please upload your Portfolio onto BLACKBOARD on Monday 30 June by 11.59pm.

Detail:

In this task you are to develop, organize and present a Professional Portfolio for standards 1-7 of the Australian Professional Standards for Teachers (AITSL, 2011). You will develop statements/annotations based on the Graduate Teaching level. Each Statement/Annotation must include: (approx. 300 words per standard)

* I believe... (i.e. a personal philosophy in relation to the Graduate Standard) - making reference to current research/literature/learning theory AND the QTF (2003)

* I have... (i.e. what you have achieved in your development towards the Graduate Standard with a description of appropriate evidence to support your claim)

These "I" Statements will provide the framework to annotate your evidence.

You must present coded evidence to accompany each statement which demonstrates the development of your knowledge, skill and practice for standards 1-7.
You must also include/attach the actual artefact/evidence as a document - this MUST be annotated with handwritten notes and/or post-it notes to contextualise the evidence further. The evidence you select MAY be the same OR different for more than one element - quality, relevance and appropriateness is the key.

You do NOT need to address each focus area/descriptor for each standard. Your professional judgement is required re how "best" to represent each Standard (through the evidence selected from your professional experience).

Please structure your submission for each standard in the following way:

2. Statement/Annotation - (I believe/I have) which includes specific language/reference to the QTF (2003)
3. Evidence relating to the specific standard(s) - which is coded according to focus areas/descriptors selected
   - Standard 3: Plan for and implement effective teaching and learning
   - Focus area 3.1: Graduate
     - Descriptor: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
   - Other descriptor(s): Standard 2: Know the content and how to teach it
     - Focus area 2.6: Graduate
     - Descriptor: Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Assessment criteria:
Students will be assessed on their capacity to:

i) justify how the evidence/artefact links specifically with the focus areas/descriptors for each standard
ii) formulate concise, succinct and clear statements
iii) assemble "rich", valid evidence that demonstrates one or more focus areas/descriptors for each standard
iv) use/apply the language of the AITSL standards (2011) and the QTF (2003) effectively when composing statements
v) explain how the evidence demonstrates achievement of the standard and provides a context for the achievement
vi) select/construct quality and authentic evidence that is able to demonstrate MORE than one standard (and code it accordingly)
vii) reference appropriately using APA style

Additional notes:
You MUST pass this task in order to pass the Unit of Study Overall.

4. Professional Experience

Due date for completion: Friday 27 June
Submission instructions:
N/A

**Detail:**
Please refer to Professional Experience Handbook

**Assessment criteria:**
Please refer to Professional Experience Handbook

**Additional notes:**
You **MUST** meet all requirements of *Professional Experience* to pass the Unit of Study Overall.

### Student evaluation

*We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses.*

*The following changes have already been made to this Unit of Study as a result of student feedback:*

- A review of the Content Endorsed Courses (CEC).
- A formal USE will be conducted at the completion of this unit. We will use this feedback to determine the modifications needed to improve this unit for 2015.

### References and readings

**Syllabus Documents:** (Essential)


**Textbooks:** (Recommended)


Websites:


