



CUR 4211 – Curriculum Enrichment for Physical Education Majors 2015

UNIT PLAN

Semester 2, 2015

Lecturer: Andy Jones

LECTURE:

**WEDNESDAY 11.30 – 12.30
JO 8.211**

WORKSHOP:

**WEDNESDAY 12.30 – 2.30
JO 4.237**

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UNIT DESCRIPTION

This unit consolidates content knowledge and expands curriculum perspectives that have been developing over four years in the area of students' major specialisations, involving them in practical and creative demonstrations of pedagogy at its best. Curriculum coordinators will choose an intensive teaching and learning activity or project for delivery to senior year secondary students, so that pre-service teachers can graduate with some particular, targeted professional knowledge about teaching and learning in their major discipline at Years 11 or 12. The unit also looks at ways to evaluate how teaching impacts upon senior secondary students, thus developing values for evidence-based teaching effectiveness. The unit stresses the importance of continuous engagement with leading edge information in a teacher's specialisation, and of his or her commitment to ongoing professional growth.

UNIT OUTCOMES

On completion of this unit, students should be able to:

- explain their vision for exemplary teaching in their specialisation, particularly for the senior secondary years;
- demonstrate a sense of professional esteem;
- describe how aspects of research in their major learning area may inform best teaching practice in Years 11 and 12; and
- demonstrate an understanding of the National Teacher Standards, in particular:
 1. Know students and how they learn (Standard 1).
 2. Know the content and how to teach it (Standard 2).
 3. Plan for and implement effective teaching and learning (Standard 3).

UNIT CONTENT

1. Preparation of a deep teaching and learning experience for Years 11 or 12 that draws on specific skills needed for a teacher's major learning area.
2. The teaching and learning needs of groups and individuals in a particular learning area, in the senior schooling years.
3. Use and application of research on teaching and learning to inform pedagogical decision-making in a particular learning-area at the senior schooling level.
4. Attitudes and practices that support engagement in a vision for teaching in one's major discipline and in continuous professional growth.

ASSESSMENT

Assignment 1 - Research report x 2 = 70%

Assignment 2 - PES ATAR Course Unit and Lesson Planning = 30%

WEEK BY WEEK CALENDER

This unit has a major research focus. In short I will provide a number of “compulsory” sessions (see calendar below) on a variety of HPE learning area issues, with a major focus on senior schooling and the Australian Curriculum. These will be lecture, workshop and practically based.

Students will undertake **one compulsory** research task and then choose **two other tasks** from the list provided. The compulsory sessions will deal with the range of topics available. Study weeks are built into the semester. The Bb site has plenty of readings and resources to start your research, thereafter students will need to look further afield for literature and resources.

WEEK	Session content	Reading and resources
Wk 1 Week beginning: July 27	PE Studies What is Integrated and Interrelated theory into practice?	Curriculum Council of Western Australia (2006). <i>Physical Education Studies</i> . Perth, WA: Author. http://www.scsa.wa.edu.au Jones, A. (2012) An introduction to Physical Education Studies (WA) – from Policy to Practice (on Bb) Jones, A. (2013) Integrated and interrelated Theory and Practice (on Bb) Penney, D, Jones, A, Newhouse, P & Campbell, A (2011) Developing a digital assessment in senior secondary physical education, Physical Education & Sport Pedagogy
Wk 2 Aug 3	PE studies ATAR Practical examination	http://www.scsa.wa.edu.au/ Gaujers,R. (2006). <i>Physical Education studies. A resource for units 1A and 1B</i> . Cottesloe, WA: B + G Resources Enterprises. McPartland, D. Pree, A, Malpelli, R. Telford, A (2010) Physical Education Studies for WA. Nelson Bb readings
Wk 3 Aug 10	PE Studies ATAR Written paper	Bb readings
Wk 4 Aug 17	PE studies “Planning an ATAR PES / VET unit”	Bb samples / readings
Wk 5 Aug 24	<i>Study - Research Project</i>	

Wk 6 Aug 31	Australian Curriculum Reviewing the AC	Australian Curriculum (see Bb) Assignment 1 due FRIDAY SEPT 6th
Wk 7 Sept 7	Australian Curriculum What is an Integrated Curriculum?	
Wk 8 Sept 14	<i>Study - Research Project</i>	Outdoor Ed (Minor) students on camp
Wk 9 Sept 21	Extra-Curricular provision What role does XC play in modern schools?	
Sept 28	Mid Semester break	
Wk 10 Oct 5	HPE Pedagogy(ies) A review of HPE (PE) pedagogy	
Wk 11 Oct 12	<i>Study - Research Project</i>	
Wk 12 Oct 19	<i>Study - Research Project</i>	
Wk 13 Oct 26	Assignment 2 – Due MONDAY Oct 26th	Assignment 2 – Due MONDAY Oct 26th

Assignment 1 - PES Stage 3 Unit and Lesson Planning = 40%

Part 1

Using the content from the ATAR Syllabus **plan a term long “chunked / concurrent” programme / unit of work.**

Choose either: **Motor learning and coaching** or **Functional anatomy**
(http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses or Bb).

The programme should assume 2 x 1 hour “theory or theory/prac” lessons per week (20 lessons).

The programme /unit of work will be a map of how the content will be taught, with reference to activities, events, assessment tasks (see below), etc, to support the learning (see examples on Bb and used in workshops).

Part 2

(Although there may be reference to more than one assessment in your unit)

Design **one “Investigative”** assessment task that focuses on the content area.

Include a task sheet and marking key (with a total mark allocation of 10 marks – raw score)

Part 3

Then **design a series of three lesson plans** (a sequence of 3, e.g. lesson 4,5,6)

Use the template presented in the lecture (also available on Bb)

The focus should be on:

- Teacher actions for facilitate the lesson
- The development of key learning
- Progression of learning over the lessons
- Links to assignments and tasks planned
- Key references and support materials
- The organisation of practical work, if appropriate

Assignment 1 - Marking Key

Name: _____

<p>Part 1 – Programme / Unit of work</p> <ul style="list-style-type: none"> - A progressive and coherent planning “road map” has been developed (10 marks) - Selected content description and elaborations are clearly defined and are overt in the Programme/Unit of Work (2 marks) - Continuity of planning e.g. scaffolding, flow, appropriateness (2 marks) - Relevant references and support materials are articulated within programme.(2 marks) 	<p>16</p>
<p>Part 2 – Investigative task</p> <p>Does the task reflect / link to what has been taught? Is it educative? (2 marks)</p> <p>Is the task sheet clear / students will understand what to do? (2 marks)</p> <p>Is the relationship between task and marking key appropriate? Does the marking key do the job of assessing student achievement / Is the balance of marks appropriate? (4 marks)</p>	<p>8</p>
<p>Part 3 - Lesson plans</p> <p>Planning issues such as below are considered:</p> <p>The extent to which “<u>Overall</u>” the lessons reflect the content and provide students with opportunities to develop an understanding of relevant knowledge and practical concepts, principles and skills (6marks)</p> <ul style="list-style-type: none"> - The extent to which Key Teaching Points (KTP’s) and structure with the lesson plans promote progression and understanding over the 3 lessons (4 marks) - Class management & organisational considerations are documented and planned. What is the teacher doing? Logistics, resourcing (3 marks) - Is proposed pace and timing of segments appropriate to activities and learning proposed? (2 marks) 	<p>16</p>
<p>Total</p>	<p>40/</p>

Assignment 2 - Research report x 2 = 70%

Choose **TWO** of the following research topics. Each is worth 35%. Lectures (and some practicals) on each of the topics will be covered in the unit. *Note: In addition ALL students must complete Assignment 2*

Each report should be electronically handed in, as one word document. Read each topic carefully as there are variations regarding word length and requirements etc.

Research Report topics:

PE Studies - What is Integrated and Interrelated theory into practice?

Read the advice paper – Jones, A. (2013) "Integrated and Interrelated Theory and Practice" (on Bb)

Develop a rationale for "what does theory – prac" mean? (1000 words)

Then, design a sequence of three lessons that demonstrate "theory – Prac" pedagogical practice, using "one" item of content from Unit 2A or 2B

PE Studies - Case studies of ATP based PES curriculum

Using your ATP school as a source complete a case study of PES and/or VET planning, teaching and learning. The following is a list of potential areas of consideration. What's good? What needs focus? Issues emerging, texts used (review these), results data, timetabling, practical teaching, unit outline, task design. (2000 words)

PE studies - ATAR Practical examination

"Preparing students for the practical examination

Develop a rationale for – What is the best approach for this? (Approx 500 words)

Then, choose a sport and develop a programme for a 3A/B unit (two terms... let's say 20 lessons) of practical teaching that prepares students for the ATAR Practical exam

PE Studies - ATAR Written paper

"Preparing students for the written examination"

Review written examination materials, including past papers, chief examiners reports, marking process / markers viewpoint. What can we learn from these in terms of preparing students for the written exam? (2000 words)

PE Studies

Using digital based teaching, learning and assessment in PES

Read Penney, D, Jones, A, Newhouse, P & Campbell, A (2011a). Developing a digital assessment in senior secondary physical education, Physical Education & Sport Pedagogy (on Bb) and other literature in the area.

Write a research paper that considers - What role does/can IT play in PES?

How can digital based tool assist delivery, monitoring and assessment of PES?

Case study IT use in PES... GPS/ Garmin, digital assessment, video analysis, etc (2000 words)

VET / Cert 1/11 unit planning

Using the content from the VET / Sport and Recreation syllabus plan a term programme / unit of work. The programme should assume 2 x 1 hour “theory or theory/prac” lessons per week (20 lessons). The programme /unit of work will be a map of how the content will be taught, with reference to activities, events, assessment tasks. Then design a series of three lesson plans (a sequence of 3, e.g. lesson 4,5,6)

Australian Curriculum - Review existing practice against the proposed AC

Read the HPE Australian Curriculum (on Bb)

Read historical literature in the HPE field (see Bb)

Using your ATP school (or other) compare/contrast curriculum and write a report that reviews existing WA practice versus the proposed AC (2000 words)

Australian Curriculum

Read and review literature in the field of Health and Physical Education, then develop a.....**Health and Physical Education Literature review – Past, Present and Future**

The past provide a historical review of developments in “Physical Education/Health” (typically) from approximately 1850 /1900 to 1990’s. This **may** include (but not be limited to) some of the following: The influence of British Public Schools and the Muscular Christians, Swedish Gymnastics, WW1 and WW2 and military drill, the “Scientisation of PE” and the “Health Lobby”.

Now and the Future – Review the **current** Curriculum Framework of WA against the **proposed** Australian Curriculum (AC) developments and directions.

Discussion and Conclusion. Discuss and conclude by highlighting key “big picture” changes that have taken place in PE/HPE, linking these changes to cultural, societal and political changes that modern HPE curriculum seeks to respond to. (2000 words)

Australian Curriculum

What is an Integrated Curriculum?

Read the HPE Australian Curriculum (on Bb)

Read other Integrated Curriculum articles (on Bb)

What aspects of the AC allude to this approach?

What might be the key features of this?

Develop a rationale for “**What is an Integrated Curriculum?**” (1000 words)

Then, design a sequence of three lessons that demonstrates this approach

Extra Curricular provision

What role does XC play in modern schools?

What is the common scenario in WA / Australia / internationally

What is the historical basis for this?

Review literature and develop a position statement that provides perspective and opinion on this question (2000 words)

HPE Pedagogy

Review literature to identify (at least 3) appropriate HPE pedagogies, describe and discuss the relative merits of these (1500 words).

For 3 of these, design a lesson plan that demonstrates/employs its use.

Assignment 2 - Marking Key

<p>Report on the implementation of Physical Education Studies - Data Analysis (35%)</p>	
<p>The report and/or planning materials reflect a depth of analysis, evaluation and interpretation.</p> <p>It demonstrates a deep and broad understanding of PES/AC/XC</p> <p>There is strong evidence of the ability to critically engage with data/literature.</p> <p>Comments are very well substantiated and relate to specific data and reflect an on balance judgement.</p> <p>(Where appropriate) planning is relevant, realistic well structured and reflective of Excellent practice in PE (HPE)</p> <p>(30 - 22)</p>	
<p>The report and/or planning material contains sound analysis, evaluation and interpretation.</p> <p>It demonstrates a sound understanding of PES/AC/XC</p> <p>There is evidence of the ability to critically engage</p> <p>Comments are substantiated and reflect the data presented</p> <p>(Where appropriate) planning is relevant, realistic, well structured and Highly Satisfactory</p> <p>(21 - 14)</p>	
<p>The report and/or planning material reflects some components of sound analysis, evaluation and interpretation.</p> <p>A general understanding of PES/AC/XC is demonstrated</p> <p>Some critical insights are provided.</p> <p>(Where appropriate) planning is adequate and reflects a satisfactory standard</p> <p>(13 – 7)</p>	
<p>The review shows a basic level of engagement with the data</p> <p>There is some evidence that the main issues related to PES/AC/XC are understood.</p> <p>(Where appropriate) planning is poor and unsatisfactory</p> <p>(7 - 0)</p>	

Overall assignment mark =

SIGNIFICANT REFERENCES

Australian Curriculum, Assessment and Reporting Authority at...

<http://www.acara.edu.au/default.asp>

Australian Curriculum, Health and Physical Education: Foundation to Year 10, Draft for Consultation (Bb)

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Book and Journal articles:

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Francis, R & Lathrop, A. (2009) "Children who drill, seldom are ill." *Drill, Movement and Sport: The Rise and Fall of a 'Female Tradition' in Ontario Elementary Physical Education — 1850s to 2000*. *Historical Studies in Education (BB)*

Fitzclarence,L. and Tinning,R, (1990) *Challenging Hegemonic Physical Education: Contextualizing Physical Education as an Examinable Subject* in Kirk, D. and Tinning, R. (1990). *Physical Education Curriculum and Culture: Critical issues in the contemporary crisis*. Falmer Press

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- Kirk, D. (1990). Knowledge, Science and the Rise of Human Movement Studies. *ACHPER National Journal*. 1, 8 -11
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- MacPhail, Ann and Halbert, John (2010) "We had to do intelligent thinking during recent PE': students' and teachers' experiences of assessment for learning in post-primary physical education', *Assessment in Education: Principles, Policy & Practice*, 17: 1, 23 — 39
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