

<b>Subject Title:</b>	<b>Health Secondary Curriculum 1</b>		
<b>Subject Code:</b>	<b>EDU4HE1</b>		
<b>Teaching Period:</b>	Semester 1		
<b>Credit Points:</b>	15	<b>Mode:</b>	Blended
		<b>Level:</b>	4
<b>Prerequisite</b>	NA		
<b>Subject Description:</b>			
<p>This subject is designed to establish a knowledge and skill base for pre-service teachers in the areas of curriculum, pedagogy, planning, assessment and reporting in health education for students in secondary schooling. The subject is designed to develop pre-service teachers' understanding of contemporary theory, concepts and skills in health education as applied in the classroom context with a particular focus on Year 7-10 curriculum priorities. Theoretical concepts, pedagogical principles and state and national curriculum structures within health education are examined and applied in the, design, implementation and evaluation of learning resources that are responsive to the needs of diverse learners.</p>			
<b>Intended Learning Outcomes (ILOs) &amp; Australian Professional Standards for Teachers</b>			
Upon successful completion of this subject, you will be able to:			Australian Professional Standards for Teachers
1	Demonstrate knowledge of the concepts, skills, structure of the content and teaching strategies of health education, and an in-depth understanding of how students learn in health education		1.2, 1.3, 2.1, 2.2,
2	Critically analyse, plan and synthesis, a range of health learning and teaching activities and sequences for secondary students which involve a variety of pedagogical approaches and resources (including safe and ethical pedagogy and use of resources including ICT) appropriate to state and national curricula		2.1, 2.2, 2.3, 2.5, 2.6
3	Describe, design, and evaluate a unit of work involving a variety of teaching strategies which cater for individual differences in student learning across a range of abilities, and integrate literacy and numeracy capabilities and cross curriculum priorities of state and national curricula in Health at junior secondary school level		1.3, 1.5, 2.5, 2.6, 3.3, 4.1,
4	Examine the relationships between assessment, feedback and reporting, learning task design, student engagement and knowledge and skills to be developed in health education, and apply to the requirements of curriculum documents.		22.3, 3.6, 5.1, 5.2, 5.3,

<b>Assessment:</b>				
<b>Assessment Summary</b>		<b>Word Count</b>	<b>%</b>	<b>Australian Professional Standards for Teachers</b>
<b>1</b>	Critical inquiry based learning sequence	2000	40	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.3, 3.6, 4.1, 4.4, 5.1, 5.2, 5.3
<b>2</b>	Literature review on learning and teaching in a selected health focus area	2000	40	1.2, 1.3,
<b>3</b>	Professional statement or “philosophy” of health education teaching	1000	20	1.2, 1.3, 1.5, 4.1, 4.4, 4.5 5.3,
<b>Assessment Details (including Assessment Criteria)</b>				
<b>1</b>	<p><b>A critical inquiry based learning sequence</b></p> <p>The unit of work should include:</p> <ul style="list-style-type: none"> <li>• an overview of the unit:           <ul style="list-style-type: none"> <li>○ the key focus and rationale for the unit including the critical inquiry approach</li> <li>○ intended learning outcomes</li> <li>○ other background details will include the approximate time length of the unit and the prior learning required by the students for whom the unit is being developed.</li> <li>○ catering for individual differences in student learning across a range of abilities, integration of literacy and numeracy capabilities and the inclusion of digital technologies to support learning.</li> </ul> </li> <li>• a sequence of relevant and engaging learning activities clearly linked to the stages of critical inquiry and the documentation for these activities (e.g. overviews of worksheets you will be using (or worksheets where they are taken from elsewhere), instructions for particular activities, and references where relevant. Some of this documentation may be best included in an appendix.</li> <li>• clear links between intended learning outcomes (content descriptors) and achievement standards in Victorian F-10 curriculum</li> <li>• assessment strategies ‘as’, ‘for’ and ‘of’ learning used and standards expected should be described – linked to learning outcomes and standards. You will also need to describe the bases for the criteria selection on which judgments are made (i.e. what exactly are you looking for/testing?) and how they might be recorded for each student (e.g. use of a rubric, observation and check list, test etc.) and make clear how these link to the standards you have selected. You do not need to include the actual individual rubrics or tests, however you will need to develop an assessment guide to show the overall assessment plan linked to elements of standards selected.</li> <li>• a rationale must be provided for all decisions made for this unit of work.</li> <li>• clearly identify how you will differentiate the learning strategies for a range of abilities and EAL speakers.</li> </ul> <p><b>Assessment Criteria</b></p> <ol style="list-style-type: none"> <li>1. demonstrate a range of pedagogical and assessment practices;</li> <li>2. demonstrate key focus and rationale</li> <li>3. demonstrate intended outcomes that supports diverse learners, integrates literacy and numeracy capabilities and the inclusion of digital technologies to support learning</li> <li>4. demonstrate planning of sequence and utilisation in order to accommodate a range of teaching strategies</li> <li>5. include appropriate assessment strategies</li> <li>6. identify a range of appropriate resources</li> <li>7. demonstrate conventions of formal lesson planning.</li> </ol>			
<b>2</b>	<p><b>Literature review on learning and teaching in a selected health focus area</b></p> <ul style="list-style-type: none"> <li>• Select one of the health focus areas listed in the Australian and Victorian curriculum documents and review the literature on ‘successful’ teaching and learning in that focus area.</li> </ul>			

	<ul style="list-style-type: none"> <li>• No less than 10 quality sources will be reviewed (including a mix of books, journal articles and if relevant quality websites and reports).</li> <li>• You will identify a number of themes and perspectives from the literature around which you should develop your written review.</li> </ul> <p><b>Assessment Criteria</b></p> <ol style="list-style-type: none"> <li>1. Resources are appropriate to the teaching of health education</li> <li>2. A mixture of resources</li> <li>3. Demonstrates knowledge and understanding</li> <li>4. Applies and synthesises</li> <li>5. Supported by evidence</li> <li>6. Convention and presentation</li> </ol>
<b>3</b>	<p><b>Professional statement or “philosophy” of health education teaching</b></p> <p>This assignment item requires pre-service teachers to develop a professional statement or “philosophy” of health education teaching.</p> <p><b>Assessment Criteria</b></p> <p>Through this assignment pre-service teachers will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. Identify and justify, with research evidence, a range of key goals you believe are relevant to health education in schools</li> <li>2. Describe these goals in terms of key ‘essential learning’ (knowledge, skills, attitudes)</li> <li>3. Describe and justify teaching, learning and assessment approaches that might be used to achieve the goals you have described.</li> <li>4. Describe and discuss the value of whole school approaches for achieving these goals</li> <li>5. Support all of your claims with reference to relevant research literature</li> <li>6. Synthesis and clearly communicate their philosophy of health education teaching</li> </ol>

Learning Resources	
<b>Required Texts</b>	
1	Readings will be provided on LMS
<b>Recommended Reading</b>	
1	See below
2	
3	
4	

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	The history and purposes of Health Education in Australia's curriculum	<p><b>Online lectures and workshop preparation materials</b> Health education's place in Australia's curriculum: Aims, rationales.</p> <p><b>Workshop:</b> Exploring the place of health and wellbeing education in schools</p> <p><b>Readings:</b> Burrows, L., Leahy, D., Dawn, P., Wright, J. &amp; McQuaig, L. (2015). <i>School Health Education in Changing Times</i>. Abingdon, UK: Taylor and Francis. Fitzpatrick, K. &amp; Tinning, R. (Eds.) (2014). <i>Health Education: Critical Perspectives</i>. Abingdon, UK: Routledge. Tinning, R, McCuaig, L., (2006). Making a certain citizen: Schooling and PE. In R, Tinning, L, Mc Cuaig, and L, Hunter. (Eds). <i>Teaching Health and Physical education in Australian Schools</i>. Frenchs Forest, NSW: Pearson Australia St Leger, L. (2001). Schools, healthy literacy and public health: Possibilities and challenges. <i>Health Promotion International</i>, 16(2). pp. 197-205 St Leger, L (2006). <i>Health Promotion and Health Education in Schools: Trends, Effectiveness and Possibilities</i>. [Research Report 2002]. Melbourne: RACV Ltd.</p>
2	Key propositions underpinning Health and PE learning areas in the Australian/Victorian curriculum	<p><b>Online lectures and workshop preparation materials</b> Aims, rationale, structure and content of the Health learning area in the Aust/Vic Curriculum</p> <p><b>Workshop:</b> Exploring the structure, content and cross curriculum capabilities relevant to the Health learning area in the Aust/Vic curriculum (p-10). Introduction of topics for assignment task 1</p> <p><b>Readings:</b> ACARA. (2016). <i>Australian Curriculum: F-10</i>. Available: <a href="http://www.australiancurriculum.edu.au/VCAA">http://www.australiancurriculum.edu.au/VCAA</a>. (2016). <i>Victorian Curriculum: F-10</i>. Available: <a href="http://victoriancurriculum.vcaa.vic.edu.au/">http://victoriancurriculum.vcaa.vic.edu.au/</a> Wright, J. (2014). The role of the five propositions in the Australian Curriculum: Health and Physical education. <i>Active &amp; Healthy Magazine</i>, 21(4). Pp. 5-10</p>
3	Introduction to VCE study design: Health and Human Development	<p><b>Online lectures and workshop preparation materials</b> Aims, rationale, structure and content of the Health and Human Development VCE Study Designs (2014-2017 &amp; 2018--2021).</p> <p><b>Workshop:</b> Developing key concepts and skills at VCE level.</p>

		<p><b>Readings:</b> VCAA. (2015). <i>Health and Human Development: VCE Study Design</i>. Available: <a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx</a></p> <p>VCAA. (2013). <i>Advice to Teachers: Health and Human Development</i>. Available: <a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx">http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx</a></p>
4	Pedagogies of health education and health curriculum	<p><b>Online lectures and workshop preparation materials</b> Pedagogies of health education: From “health talks” to student voice.</p> <p><b>Workshop:</b> Exploring pedagogies of health education in relation to curriculum objectives.</p> <p><b>Readings:</b> Burrows, L., Leahy, D., Dawn, P., Wright, J. &amp; McQuaig, L. (2015). <i>School Health Education in Changing Times</i>. Abingdon, UK: Taylor and Francis.</p>
5	Planning health education curriculum	<p><b>Online lectures and workshop preparation materials</b> Planning in health curriculum: short, medium and long term.</p> <p><b>Workshop:</b> ‘Backward design’ as a planning process.</p> <p><b>Readings:</b> ??</p>
6	Teaching strategies in health education	<p><b>Online lectures and workshop preparation materials</b> Health Education teaching strategies</p> <p><b>Workshop:</b> Teaching in health focus areas: Food and nutrition, Alcohol and other drug education</p> <p><b>Readings:</b> Cahill, H. (2007). Challenges in adopting evidence-based school drug education programmes. <i>Drug and Alcohol Review</i>, 26, pp.673-679 DET (Aust). (2004). <i>Principles for School Drug Education</i>. Commonwealth of Aust. Available: <a href="http://apo.org.au/resource/principles-school-drug-education">http://apo.org.au/resource/principles-school-drug-education</a></p>
7	Teaching strategies in Health Education	<p><b>Online lectures and workshop preparation materials</b> Health Education teaching strategies</p> <p><b>Workshop:</b> Teaching in health focus areas: Mental health and wellbeing and Sexuality Education</p> <p><b>Readings:</b></p>

		<p>DEECD (2013). <i>Catching on Later: Sexuality Education for Victorian Secondary Schools</i>. Melbourne: DEECD</p> <p>NEDC. (2014). <i>Eating Disorders in Schools: Prevention, Early Identification and Response</i>. Available: <a href="http://www.nedc.com.au/teachers-and-schools">www.nedc.com.au/teachers-and-schools</a></p>
8	Critical Inquiry as key approach in health education	<p><b>Online lectures and workshop preparation materials</b> What is 'critical' inquiry?</p> <p><b>Workshop:</b> Exploring critical inquiry: purposes and processes.</p> <p><b>Readings:</b> Leahy, D., O'Flynn, G. &amp; Wright, J. (2013). A critical 'critical inquiry' proposition in health and physical education, <i>Asia-Pacific Journal of Health Sport and Physical Education</i>. 4(2), 1775-187.</p>
9	Teaching for diversity.	<p><b>Online lectures and workshop preparation materials</b> Approaches to personalising learning</p> <p><b>Workshop:</b> Exploring strategies for personalising learning</p> <p><b>Readings:</b></p>
10	Health education and general capabilities	<p><b>Online lectures and workshop preparation materials</b> Exploring the general capabilities in the Australian and Victorian curriculums (Pre-service teachers identify topics they wish to explore for final week).</p> <p><b>Workshop:</b> Integrating general capabilities into health education</p> <p><b>Readings:</b> TBA</p>
11	Assessment in Health Education	<p><b>Online lectures and workshop preparation materials</b> What are we assessing in Health education? Assessment literacy. (Pre-service teachers identify topics they wish to explore for final week).</p> <p><b>Workshop:</b> Assessment strategies and reporting processes.</p> <p><b>Readings:</b> TBA</p>
12	Topic identified by Pre-service teachers.	<p><b>Online lectures and workshop preparation materials</b> Materials based on pre-service teachers topic choice</p> <p><b>Workshop:</b> Pre-service teachers topic choice Critical reflective practice and improving teaching skills</p>

Readings:  
TBA

Assessment Task No	Description of task:
<b>1</b>	<b>Critical inquiry based learning sequence</b>
1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.3, 3.3, 5.1, 5.2,	<p><b>Taught</b> - The content, structure, effective learning and teaching strategies for the key focus areas of health education, within the Victorian/Australian curricular documents, will be taught through online materials and face-to-face workshops. The focus areas of food and nutrition, sexuality and drug education, mental health and social and emotional learning, will be examined with an emphasis on inclusive, strengths-based, evidence-based teaching and assessment practices.</p> <p><b>Practiced</b> - Pre-service teachers will practice the development of learning sequences including in learning and assessment strategies that cater for a range of abilities, based on the principles of learning and teaching and relevant health education related research, throughout the workshops and through assessment task 1.</p> <p><b>Assessed</b> - Assessment task 1 requires pre-service teachers to draw on research and appropriate teaching approaches to plan a critical inquiry based unit of work with a health focus area for students at achieving at between levels 5 to 10. Within this assignment task pre-service teachers are required to draw upon the best available knowledge to justify their decision-making related to their planning.</p>
Assessment Task No	Description of task:
<b>2</b>	<b>Literature review on learning and teaching in a selected health focus area</b>
1.2, 1.3, 1.5, 4.1, 4.4, 4.5, 5.3,	<p><b>Taught</b> - Through on-line modules and workshops pre-service teachers are introduced to evidence-based and inclusive teaching and assessment approaches along with strategies for differentiated learning strategies, to meet the needs of all students in health education. They also learn about planning curriculum including integrated curriculum.</p> <p><b>Practiced</b> - Pre-service teachers practice and model differentiated learning and assessment strategies for teaching in health education during workshops and through assessment task 1.</p> <p><b>Assessed</b> – Pre-service teachers demonstrate their ability to describe and provide a rationale for the aims, structure and content of the health learning area, the importance of inclusive and differentiated teaching and assessment strategies in health education in assessment task 2 and 3.</p>
<b>3</b>	<b>Professional statement or “philosophy” of health education teaching</b>
1.2, 1.3, 1.5, 2.1, 3.3, 3.6, 4.1, 5.1	<p><b>Taught</b> - The content, structure of the health education learning area within the Australian/Victorian Curriculum, the range of pedagogies employed in the field and the knowledge of how students learn in this field are taught through online modules and workshops.</p> <p><b>Practiced</b> - Pre-service teachers practice developing learning sequences as well as learning strategies and assessment tasks relevant to the health education learning area during workshops and through their assignment task 1. They will draw on research to demonstrate and understanding of these processes in assignment 2 and 3.</p> <p><b>Assessed</b> - Pre-service teachers are required to draw together the aims, purposes and rationale for the teaching of health education and discuss research evidence that underpins the effective teaching in this field and demonstrate a thorough justification for their planning and teaching in this field through assignment task 3.</p>