

# TEAC 5031 PDHPE CURRICULUM 4

**Credit Points** 10

**Legacy Code** 102888

**Coordinator** Yasmen Kurtulmus ([https://directory.westernsydney.edu.au/search/name/Yasmen Kurtulmus/](https://directory.westernsydney.edu.au/search/name/Yasmen%20Kurtulmus/))

**Description** In this subject, pre-service teachers will consider the place of Health education in contemporary Australian society and explore senior programs in Community and Family Studies (CAFS) and Sport Lifestyle and Recreation Studies (CEC). They will explore a range of evidence-based approaches for curriculum development and alignment in CAFS and CEC and to plan for effective teaching and learning, including formative and summative assessment. Pre-service teachers will learn approaches for building knowledge of Health education and how to provide constructive feedback and reporting. This subject will require students to engage in teaching wellbeing, positive relationships, responsible care and appreciation for diversity and interdependence in community contexts.

**School** Education

**Discipline** Teacher Education: Secondary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 5 subject

**Pre-requisite(s)** TEAC 7027 AND  
TEAC 7004 AND  
TEAC 7032

**Restrictions**

Students in program 1714 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 CAFS and CEC curricula in Stage 6.
2. Apply socio-cultural perspectives and pedagogical theories and approaches used in this Health and Community curriculum area for senior students, including Aboriginal and Torres Strait Islander perspectives where relevant.
3. Present well-constructed, innovative and coherent student-centred lessons that extend students' 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.
4. Prepare a suitable range of practical and performance assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design relevant, innovative and authentic teaching programs that apply a critically reflective approach to teaching community and health education in Stage 6 and include opportunities to develop students' understanding of health concepts.

6. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching practical lessons and programs.
7. Critically reflect on wellbeing and community education and demonstrate capacity to practically manage behaviour and sensitive issues, including knowledge and understanding of the administrative principles and safety procedures in relation to Health Education.

## Subject Content

1. What is CAFS and CEC of the subject in the senior years of secondary education?
2. How are current educational policies and priorities addressed with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, in teaching of the subject?
3. 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?
4. How are lessons planned, units written and learning scoped and sequenced in the subject?
5. Why is it necessary to continue to differentiate teaching in the subject in the senior years of secondary education? How do teachers go about differentiation?
6. How do teachers keep students safe during teaching in the subject?
7. 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?
8. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
9. What records do teachers keep? How are those records used in reporting student performance at the HSC and for awarding the Record of Student Achievement (ROSA)?
10. In what ways has educational research contributed to the teaching and student learning of the subject?
11. What options are open to pre-service teachers to continue to learn about human wellbeing and independence 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]. (2012) PDHPE Stage 6 Syllabuses. (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/pdhpe-syllabus/>)

Teaching Periods

## Spring (2022)

### Penrith (Kingswood)

#### Day

**Subject Contact** Yasmen Kurtulmus ([https://directory.westernsydney.edu.au/search/name/Yasmen Kurtulmus/](https://directory.westernsydney.edu.au/search/name/Yasmen%20Kurtulmus/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC5031\\_22-SPR\\_KW\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5031_22-SPR_KW_D#subjects))

## Spring (2023)

### Penrith (Kingswood)

#### On-site

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