



**Shape of the ACT Board of Senior Secondary Studies
Curriculum: Health, Outdoor & Physical Education**

May 2017

Acknowledgment of the cross-sector working party

A cross-sector working party provided advice on development of courses written under the Health, Outdoor & Physical Education framework.

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Purpose

The *Shape of the BSSS Senior Secondary Curriculum: Health, Outdoor & Physical Education* provides broad direction on the purpose, structure and organisation of courses written under the Health, Outdoor & Physical Education framework.

It is intended to guide the writing of senior secondary courses for Years 11 and 12. This paper has been prepared following analysis of the ACARA Shape of the Australian Curriculum: Health and Physical Education paper, an environmental scan of curriculum across jurisdictions, mapping of BSSS accredited courses for duplication of content and information in presentations from faculty members at the University of Canberra.

This paper should be read in conjunction with the BSSS Health, Outdoor & Physical Education Framework available at (<http://www.bsss.act.edu.au/curriculum/Frameworks>) and Shape of the ACT Senior secondary Curriculum available at (<http://www.bsss.act.edu.au/curriculum>).

Background on the Proposal

On Friday 10 February, teachers from 17 colleges attended a workshop at the University of Canberra. The purpose of this workshop was twofold: firstly, to explore trends and innovations in the discipline, secondly, to evaluate current BSSS accredited courses.

At the workshop, Dr Allan Edwards, Dr Ro McFarlane and Dr John Williams presented on trends, innovations and approaches to teaching in the discipline.

Dr Allan Edwards, spoke on innovations in the discipline with specific reference to sporting analytics, sport leadership, game analysis, sports entrepreneurship, health literacy, business opportunities, sports coaching, health and fitness management and the digital sport eco system.

Dr Ro McFarlane spoke on the growth of the health sector with specific reference to definitions of health, mental health, cycles of deprivation/inequality, self awareness knowledge, pathways in allied health, wellbeing, urban design, government policy, climate change, economic and international relations.

Dr John Williams spoke on approaches to teaching in the discipline with specific reference to higher order thinking, literacy and numeracy skills. Teaching in the discipline is about developing students' knowledge and understanding of health and physical activity from a variety of contexts such as psychological or socio economic perspectives.

Teachers analysed current accredited courses written under the Health, Outdoor & Physical Education Framework 2011 Edition.

Teachers recommended that the current suite of courses written under the Health, Outdoor & Physical Education Framework 2016 Edition be reconfigured to address duplication of content across courses and strengthen pathways to industry, university and community engagement.

In addition, teachers recommended that the design and structure of courses make provision for emerging technologies and innovations in the field. Finally, there was a desire to build system capacity with the development of a health course.

A cross-sector working party developed the proposed suite of courses informed by the presentations, advice from teachers, feedback from teachers and data on student enrolments.

Design specifications for all BSSS accredited courses

The foundation of a course comprises of four core 1.0 standard units. Core units provide students with the breadth of the subject. Units 1-4 are not sequential. Content descriptions state specific subject-based knowledge, understanding and skills. The point of difference between core units will be defined in the unit description and content descriptions. Units will not be organised by activity. Instead, units will be organised around a focus, concept or issue.

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval.

Content descriptions will be written for each unit. Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that enables students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions will be determined by the teacher when developing their program of learning. A program of learning is what a college provides to implement the course for a subject.

Proposal	Rationale For Courses				
	Proposed suite of courses written under the Health, Outdoor & Physical Education Framework				
	Physical Education Studies	Sports Development	Health Studies <i>renamed by developers as Health & Wellbeing</i>	Outdoor & Environmental Studies <i>renamed by developers as Outdoor & Environmental Education</i>	Exercise Science
classification	A/M	A/T/M	A/T/M	A/T/M <i>(developers determined that VET would in a separate C Course)</i>	A/T/M
VET qualification inclusion	TBA	TBA	TBA	Cert II in Outdoor Recreation <i>(developers determined that VET would in a separate C Course)</i>	TBA
course rationale	Physical Education Studies is an integrated area of study that provides for intellectual, social, emotional and physical development of students. It involves students learning about and practicing ways of maintaining active, healthy lifestyles and improving fundamental skills. This course prepares students for lifelong physical wellbeing.	Sports Development is an integrated study that focuses on specialised sports development for the individual. Students learn about principles of high performance, self awareness and understanding of their prowess in an individual sport. They learn about and practice ways of maintaining elite performance. This course contributes to the preparation of students aspiring to participate in elite sport.	The focus of health studies is the understanding of health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. This course prepares students for career and employment pathways in a range of professional and allied health and community service sectors.	Outdoor & Environmental Studies provides students with skills and knowledge to understand the role of the environment in mental health and physical wellbeing. It provides skills allowing students to safely and respectfully participate in physical activity in diverse outdoor environments. It allows students to understand the concept of discriminating between risk and challenge and to develop social and leadership skills. Students develop insights into environmental sustainability and understand the importance of the outdoors in health, particularly in local contexts. This course prepares students for lifelong physical and recreational activity as well as employment pathways.	Exercise science examines theories of the biological, physiological, biomechanical and psychological, interrelationship and influences on performance and participation in physical activity. Students develop insights into the science underpinning sports performance and movement. When students undertake practical activities in Exercise Science they gain knowledge through experiential learning. This course prepares students for further study.

Courses written under the Industry & Services Framework	No framework
Sport Recreation and Leadership	Outdoor Recreation C Course
A/V/M	V
Cert II/III Sport and Recreation Cert III Fitness	Cert III in Outdoor Recreation
Sports, Fitness & Leadership focuses on the significance that the Sports and Recreation Industry has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about health wellbeing activities.	

DRAFT PROPOSED UNIT TITLES

VET

1 st Draft Proposal	Physical Education Studies	Sports Development	Health Studies <i>renamed by developers as Health & Wellbeing</i>	Outdoor & Environmental Studies <i>renamed by developers as Outdoor & Environmental Education</i>	Exercise Science	Sport Recreation and Leadership	Outdoor Recreation C
Unit 1	Fundamental Sports Skills <i>renamed by developers as Sports, Skill Acquisition</i>	Personal Development in a Specialised Sport	Health in Australia	Discover Outdoor Environments	Understanding the Human Body <i>renamed by developers as Anatomy & Physiology of the Human Body</i>	Sport & Recreation Industry	
Unit 2	Leisure & Recreation	Building an Elite Athlete	Individual human health development and health issues <i>renamed by developers as Individual human health</i>	Planning and Management	Factors affecting performance	Active Lifestyles & Sports Leadership	
Unit 3	Building Great teams <i>renamed by developers as Building and Improving teams</i>	Athletes in Society	Health of Specific populations <i>renamed by developers as Health of Specific populations</i>	Responsibility of Self and Others	Training and Exercise <i>renamed by developers as Preparation for Training & Performance</i>	Sports Coaching & Management	
Unit 4	Sporting Nation <i>renamed by developers as Sport, Activity Culture & Society</i>	Performance Analysis	Global health and human development	Sustainable Outdoor Recreation	The Body in Motion	Community Activities & Events	
Negotiated Unit	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the units.					N/A	N/A

Note: VET qualifications will be explored when courses are developed.

Feedback

The Board of Senior Secondary Studies (BSSS) seeks feedback on the proposed suite of courses and configuration of content. A survey is available at:

<https://www.surveymonkey.com/r/consultationonsuiteofcourseswrittenunderHOPEframework>

Resources

<http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

<https://www.sace.sa.edu.au/learning/subjects>

<https://www.qcaa.qld.edu.au/senior>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

<http://www.boardofstudies.nsw.edu.au/>

<http://www.australiancurriculum.edu.au/>