

**Primary Physical Education in New South Wales Australia: What Head Teachers Want for Their Schools** – Timothy Lynch<sup>1</sup> & Gregory J. Soukup, Sr.<sup>2</sup>

<sup>1</sup>Plymouth University, United Kingdom

<sup>2</sup>University of the Incarnate Word – San Antonio, Texas, USA

Research indicates that preparation of classroom teachers is impeded by systemic barriers, resulting in low classroom teacher confidence, competence and subsequent interest. The researchers investigated head teacher perceptions of how quality physical education in primary schools was implemented in New South Wales Australia. Seventy-three head teacher participants were randomly selected to represent a cross section of Government Primary School communities, in a region where PE responsibility lies with classroom teachers. Data were gathered using ex-post facto surveys embedded within an interpretivist paradigm. The questionnaire formulated open-ended questions providing head teachers with the opportunity to express themselves, and closed-ended questions where they chose the category that best described their school. Findings suggest the largest barrier for QPE in primary schools is the qualifications and preparation of teachers. It is recommended that opportunities for developmentally appropriate primary education PE specialisms be provided within degrees, allowing every primary school over time to have a sustainable infrastructure of PE expertise and advocacy. This recommendation will in time provide QPE experiences for all children; offering global direction for learning in the physical dimension and consequently optimise holistic education.