

Presentation of Findings

Victorian Government schools – synthesis

Victorian schools (total)

Total returned surveys	138
Total Victorian government schools	138
% within state	100.0%

1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?

Specialist HPE teacher	52	(37.7%)
Classroom & HPE specialist	42	(30.4%)
Classroom teacher	29	(21%)
Classroom & HPE specialist & outsourced	5	(3.6%)
Classroom teacher & outsourced	2	(1.4%)
A generalist classroom in HPE role	2	(1.4%)
Principal	2	(1.4%)
Assistant Principal	2	(1.4%)
Chaplain	1	(0.7%)
HPE teacher & outsourced	1	(0.7%)

2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?

No details/Not Applicable	121	(87.7%)
Gymnastics program – coaches	7	(5.0%)
Swimming program – qualified instructors	5	(3.6%)
Sporting organisations eg. Kanga cricket	5	(3.6%)
Bluearth program	4	(2.9%)
Active After Schools Community (AASC)	4	(2.9%)
Coach Approach	1	(0.7%)
SEDA groups (basketball, hockey, rugby, soccer)	1	(0.7%)
Tennis	1	(0.7%)
Dance	1	(0.7%)

3. Do you prefer to have specialist HPE teachers in your school?

Yes	120	(88.2%)
No	16	(11.8%)
No details/Not Applicable	2	

Summary of comments explaining why:

Within small schools (less than 100 children) many Principals stated that it was not possible or financially viable to have HPE specialists due to their rural, regional or remote location. Therefore there was a much higher percentage of Principals in small schools who answered 'no' to this question.

The comments supporting HPE specialists in primary schools were many and suggested that quality was provided through expertise, knowledge of the subject, priority of the learning area, skill development, motivation, community relations, sport coordination and to enable a developmentally appropriate and consistent program. Also, it was mentioned that some classroom teachers are not able to take HPE classes and that it provided release time for classroom teachers.

4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications

Yes	62	(59.0%)
No	43	(41.0%)
No details/Not Applicable	33	

5. On average how much time of PE (lesson) engagement do students in your school receive weekly?

None	0	
Half an hour	3	(2.2%)
1 hour	70	(50.7%)
2 hours	57	(41.3%)
3 hours or more	8	(5.8%)

6. When employing staff, do you look at the university certificate/ testamur of potential staff?

Yes	98	(72.1%)
No	38	(27.9%)
No details/Not Applicable	2	

7. When employing teachers do you peruse university transcripts of results?

Yes	64	(46.4%)
No	74	(53.6%)

8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?

No	2	(1.4%)
Maybe	22	(15.9%)
Probably	30	(21.7%)
Yes	84	(60.9%)

9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?

No	13	(9.4%)
Maybe	39	(28.3%)
Probably	37	(26.8%)
Yes	49	(35.5%)

10. What are the key attributes of a good HPE teacher?

HPE curriculum knowledge & dev appropriate pedagogy	54 (mentions)
Planning/ assessment and flexibility (organised)	49
Passion/ interest/ enthusiasm (children)	35
Rapport /communication and management skills	32
Cater for all learning needs (empathy & support)	20
Engage students & fun	12
Commitment to school life	9
Introduce a variety of physical activities/skills	8
Good teacher/classroom	7
Athletic/ fitness/ stamina/ active	6
Relationship building	6
Role model for healthy living	6
Liases well with other staff, schools & parents (network)	6
Hard worker/ drive	4
Team player/ team work/collaboration	3
Advocate of & teaches healthy behaviours	2
Innovative/ initiative	2
Involved in sports & high skill level	2
Inspirational	2

Expertise (specialist training in HPE)	2
Access to a range of resources	1
Experience in teaching HPE	1
First Aid qualifications	1
Willingness to learn	1
Fun person	1
Calm	1
Positive	1
Attention to detail/particular	1
Teaches social skills	1
Student success	1
Willing to do extra curricula activities	1
Personality	1
Safety awareness	1
Coaching qualifications in various sports	1
Leadership	1

11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?

Within small schools (less than 100 children) many Principals stated that HPE was an extremely important learning area and felt that it was undervalued. They believed more could be done through funding and Professional Development and some stated that they are disadvantaged in this learning area. Principals' suggested that HPE specialist teachers who were good classroom teachers would be beneficial. Having a HPE specialist enables for a regular and sequential program to be implemented and physical education (physical activities) is an area that some teachers struggle with implementing. Many of these schools are located in rural, regional or remote locations.

Principals of medium sized schools (100-300 children) believed that all schools should have a HPE specialist with knowledge of correct pedagogy for maximising participation, enjoyment and being developmentally appropriate was desirable within the primary school sector. It was important that the program was inclusive and catered for various interests and needs. Qualifications and ability to teach in the primary classroom and have a developmentally appropriate understanding was again accentuated. One Principal wrote 'We need people with classroom and pedagogical skills not just jocks!'. They expressed difficulties in smaller schools to employ a HPE specialist and that money was again a problem. HPE as a learning area was viewed as important if not more important than other learning areas within the primary school, although such importance was often lacking.

Principals of large schools (300-600 children) and very large schools (larger than 600 children) emphasised how pertinent it was to have HPE specialists with

developmentally appropriate and inclusive pedagogy. They stressed the need for all schools to have HPE specialists and the power of implementing quality HPE as part of children's early experiences. Again, the qualifications and ability of HPE specialists to be good primary classroom teachers was affirmed.

Small sized schools (less than 100 children) Victoria

- 27 returned surveys

Total returned surveys	27
Total Victorian government schools	138
% within state	19.6%

1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?

Classroom teacher	15	(55.6%)
Specialist HPE teacher	4	(14.8%)
Classroom teacher & outsourced	2	(7.4%)
Classroom teacher & HPE specialist	2	(7.4%)
Classroom teacher (outdoor ed. Training)	1	(3.7%)
Chaplain	1	(3.7%)
Principal	2	(7.4%)

2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?

No details/Not Applicable	24	(88.8%)
Bluearth program	1	(3.7%)
Swimming program – AUSTSWIM,	1	(3.7%)
Gymnastics program – coaches		
Active After Schools Community	1	(3.7%)
(AASC) trained local sports coaches		

3. Do you prefer to have specialist HPE teachers in your school?

Yes	16	(59.3%)
No	11	(40.7%)

Comments explaining why:

Age of our staff - If we were much younger it would not be a problem
 But in small schools this is impossible based on current funding models
 Expertise in all HPE fields including technique, safety and skill activities

We are a small school with 1.6 EFT

Better knowledge of subject

PE is essential in primary school – fewer children accessing sport outside school – weekend sport has become for middle class students (cost, equipment, transport) but PE is more than games!

HPE teachers have a unique set of skills to breakdown skills and outstanding classroom management skills in a large outdoor space. Also well developed voice control

If everyone is responsible for HPE then everyone does it. We are a small school and can't afford additional staff

Yes, definitely. They certainly have more skill knowledge and understanding of the process of skill development

Small school of 24 students. It is not viable for us to employ a specialist HPE teacher. Beneficial for classroom teacher to conduct HPE as it builds the child/teacher relationship and allows the children & teacher to see a different aspect of each other

We are a very small rural school and therefore cannot finance a specialist – only 2 classes

HPE is an important curriculum area and a specialist teacher has the knowledge, skills and motivation to teach students and best support their physical development

Expertise with the curriculum and good role model as an active adult

2 teachers trained in delivering Bluearth program. Rest of HPE delivered by classroom teachers. Expectation that all teachers teach HPE

It is vital that all students develop the necessary coordination and physical skills to be successful in all areas of their education

Comprehensive planning and knowledge

Classroom teacher -major

We are a small rural school (35 children) and therefore cannot afford specialist teachers on top of classroom teachers.

They have the expertise to lead HPE and Sport. The correct skills are vital for children to learn.

They give a fuller, richer & rigorous HPE program.

Would be catering for student needs and development of physical skills. Physical skill development correlates with academic achievement from handwriting/PMP programs and coordination etc.

Qualified to teach skills not just games!

So kids receive quality focussed instruction not a compliance time filler

Ensures integrity of program, suitably skilled and trained staff that improves lesson content and student outcomes and provides safer environment for students and staff

Trained in this specific area. Personally motivated and high interest

No – we are a very small school

4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications

Yes	7	(58.3%)
No	5	(41.7%)
No details/Not Applicable	15	

5. On average how much time of PE (lesson) engagement do students in your school receive weekly?

None	0	
Half an hour	0	
1 hour	9	(33.3%)
2 hours	13	(48.1%)
3 hours or more	5	(18.5%)

6. When employing staff, do you look at the university certificate/ testamur of potential staff?

Yes	18	(66.7%)
No	9	(33.3%)

7. When employing teachers do you peruse university transcripts of results?

Yes	14	(51.9%)
No	13	(48.1%)

8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?

No	1	(3.7%)
Maybe	5	(18.5%)
Probably	4	(14.8%)
Yes	17	(63.0%)

9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?

No	2	(7.4%)
Maybe	12	(44.4%)
Probably	3	(11.1%)
Yes	10	(37.0%)

10. What are the key attributes of a good HPE teacher?

HPE subject knowledge & dev appropriate pedagogy	20 (mentions)
Passion/ interest/ enthusiasm (children)	10
Planning/ assessment and flexibility (organised)	9
Cater for all learning needs (empathy & support)	9
Introduce a variety of physical activities	6
Engage students	5
Rapport /communication and management skills	5
Role model for healthy lifestyle	3
Good teacher/classroom	3
Commitment/ to school life	2
Is active/Involved in sport	2
Access to a range of resources	1
Experience in teaching HPE	1
Innovative/ initiative	1
Team work	1
Relationships	1
First Aid qualifications	1

11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?

A lot of schools do not do enough to engage children in activity
 All schools should have funded HPE specialists in their budget processes.
 Opportunities for PD in local area at little cost
 We definitely need to go back to times of specialist PE staff for small schools, jobs could be shared
 It is an undervalued area – not everyone can simply teach PE like other curriculum areas
 Attitude, fun-loving, encouragement – should be a time students learn, but love to learn
 In primary schools we are after (primarily) generalist classroom teachers. It may be a benefit for some schools to have particular PE skills but when employing I would be looking for someone with strong literacy and numeracy skills. I work extensively with beginning teachers, many lack basic literacy skills
 We also run the Active After School Program (3 hours per week), which complements the HPE program
 Small school – need to have staff that are multiskilled. One staff member has whole school responsibility for HPE coordination.
 From a small school perspective we love the opportunity to be involved in coaching opportunities, and experiences with elite or experienced sportsmen/women.

All schools should have PE specialists to decrease the obesity level in children. More PE teachers allows for more time to be given, allocated for physical activity.

Small schools cannot access specialist PE teachers so are disadvantaged. Shared specialist roles would be good

Extremely important. We promote team work, confidence, collaboration as important skills & dispositions. HPE is one avenue we achieve this P-6.

Physical education would help provide students who have difficulty in academic areas find an area where they are successful. Helps with health concerns

Medium sized schools (100 – 300 children) Victoria

- 61 returned surveys

Total returned surveys	61
Total Victorian government schools	138
% within state	44.2%

1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?

Specialist HPE teacher	23	(37.7%)
Classroom & specialist HPE	20	(32.8%)
Classroom teacher	13	(21.3%)
Classroom, specialist HPE & outsourced	2	(3.3%)
Assistant Principal	2	(3.3%)
HPE teacher & outsourced	1	(1.6%)

2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?

No details/not applicable 55

Bluearth P-4

Swimming & gymnastics instructors

NA – However, we regularly encourage our students to participate in many sports and provide specialised classes through sporting bodies eg. Kanga cricket

Coach Approach twice yearly

There is outsourcing as well, SEDA groups, free clinics, basketball, hockey, rugby, soccer

Bluearth 2 year program to train all class teachers in importance of physical activity, health and education

Gymnastics, sometimes tennis, swimming – All trained teachers with equipment provided

3. Do you prefer to have specialist HPE teachers in your school?

Yes	56	(94.9%)
No	3	(5.1%)
No details/not applicable	2	

Comments explaining why:

Critical area of our curriculum and also very popular as a subject
Specialised instruction, by staff specifically trained in the field
The practical aspects of PE/Sport require a specific skill set to maximise management and skill acquisition
Students benefit from a focus on skill development and a minor/major game focus.
Links in with events such as the annual athletics, swimming and cross country carnivals
Deeper understanding of required skills/knowledge
Trained person to teach the basic physical movement skills to all students to provide a sound base
Have the time to prepare the lessons generally with better content, preparation and expertise than class teachers
They know that PE is not just sport and they plan a sequential developmentally based program
A structured developmental program is designed and implemented, rather than ad hoc classroom teacher sessions. A designated person for information and district planning
They have special skills for this job – classroom teachers are very time poor
A good HPE teacher understands how to teach skills and improve fitness. Classroom teachers tend to concentrate on major and minor games
HPE is an important curriculum area and a specialist teacher has the knowledge, skills and motivation to teach students and best support their physical development
Expertise with the curriculum and good role model as an active adult
2 teachers trained in delivering Blueearth program. Rest of HPE delivered by classroom teachers. Expectation that all teachers teach HPE
Better quality program delivery
I would like one so that even if they were a classroom teacher they could model for others and share their expertise and enthusiasm
Expertise and enthusiasm specialism brings to lessons – student engagement and achievement
It gives the program a higher profile, they have the expertise to assist and develop staff as well as students
Expertise in area – improves student skills
Trained
They can provide a very well informed program to suit all levels
Passion for the learning, dedicated to a focussed well planned and resourced program. Ensures resources are maintained
Guarantees children get a HPE lesson
Offer a specialised program where a teacher can solely focus on delivering a strong program

Skills developmentally introduced. Unfortunately as a small school we don't have the budget to employ a HPE specialist

More cohesive P-6 program

Develop better profile of HPE/ They have specialised knowledge/ Parental support - positive perceptions

Usually young and enthusiastic

PE program integrates with other programs

You can find someone with appropriate skills and knowledge in the area. The role requires a great deal of organisational skill on a whole school level

In order for students to develop sequential skills and have a wide ranging experience the person needs to be focussed on and committed to one curriculum area and build their knowledge

They provide better 'skills' development for students

Ensures consistent program throughout the school. Ensures time is given to HPE re 2.5 hours of PE/sport time

They can then coordinate Cross Country, Athletics Day, Swim Program and Carnival etc. These are too much to put on classroom teachers

The complex nature of primary school HPE is such that a specialist PE teacher eliminates having to 'pick up' the curriculum as they go!

Skill and knowledge for lifelong learning

Good for kids' health we have good facilities, community expectation, good pathway to local/interschool comps

To ensure quality of classes. To administrate extra sporting activities – school sports, inter-school sports etc

Specialised, ease of set up, continuity and coverage of VELS/AUSVELS

Specialised program, time release

They then become part of a whole team approach – build relationships & partake in other PD/ functions

Important part of curriculum. We are a 'Go for your life' school. Fitness & wellbeing of children is important

To ensure continuity and quality of the PE program

HPE is considered an important part of our program and specialist teachers offer a quality program

They can run better PE programs due to their additional training in PE

It works well but it is unrealistic in the big picture of staffing allocations in smaller – medium schools where all areas need to be addressed

Largely yes so as to have a staff member with passion and drive for learning area

Our school community highly values physical activity. As a school we have a commitment to the health of individuals

Expertise

Quality of program, wide range of sporting interest & knowledge

It is important the correct skills and attitudes are taught, especially with fundamental motor skills and human body functionality

Data - Victoria Government schools' synthesis Dr. Timothy Lynch – Monash University, Faculty of Education

Focussed, expert teaching, increased responsibility with sport coordination & cluster responsibilities

Our school needs someone to provide APT for class teachers. It is preferable to have a qualified specialist take these classes. Some of our class teachers feel less able to teach Health & PE

4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications

Yes	23	(50.0%)
No	23	(50.0%)
No details/not applicable	15	

5. On average how much time of PE (lesson) engagement do students in your school receive weekly?

None	0	
Half an hour	3	(4.9%)
1 hour	31	(50.8%)
2 hours	26	(42.6%)
3 hours or more	1	(1.6%)

6. When employing staff, do you look at the university certificate/ testamur of potential staff?

Yes	39	(65.0%)
No	21	(35.0%)
No details/not applicable	1	

7. When employing teachers do you peruse university transcripts of results?

Yes	27	(44.3%)
No	34	(55.7%)

8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?

No	0	
Maybe	12	(19.7%)
Probably	13	(21.3%)
Yes	36	(59.0%)

9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?

No	7	(11.5%)
Maybe	16	(26.2%)
Probably	21	(34.4%)
Yes	17	(27.9%)

10. What are the key attributes of a good HPE teacher?

Planning/ assessment and flexibility (organised)	40 (mentions)
HPE curriculum knowledge & dev appropriate pedagogy	34
Rapport /communication and management skills	27
Passion/ interest/ enthusiasm (children)	25
Cater for all learning needs (empathy & support)	11
Introduce a variety of physical activities/skills	8
Engaging & fun for students	7
Commitment to school life	7
Relationship building	5
Athletic/ fitness/ stamina/ active	5
Hard worker/ drive	4
Role model for healthy living	3
Advocate of & teaches healthy behaviours	2
Inspirational	2
Exemplary teaching ability	2
Expertise (specialist training in HPE)	2
Team player/ team work/collaboration	2
Good teacher	2
Willingness to learn	1
Fun person	1
Calm	1
Positive	1
Involved in sports & high skill level	1
Attention to detail/particular	1
Teaches social skills	1
Student success	1
Willing to do extra curricula activities	1
Personality	1
Innovative	1
Safety awareness	1
Coaching qualifications in various sports	1
Leadership	1

11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?

It is important to include a fitness element into the program. A focus on participation and fun rather than excellence at all costs is desirable in the Primary setting.

All schools should have a HPE teacher outside their school budgets. Can you manage this?

Uses assessment tools and encourages planned growth and development for each child

Play is very important, sportsmanship, values, being inclusive, fairness, proper equipment, problems associated with rural sized schools ie. Numbers, ages on teams

Early experiences will shape and influence children; attitudes to sport and physical fitness/activity for the rest of their lives. It is imperative that they are taught well

\$ issue

It is difficult in small schools to employ a person who is not able to be both a generalist and or a specialist on a long term basis

Team spirit

We need people with classroom and pedagogical skills not just jocks!

Enthusiasm, fit and ability to engage well with the task at hand

I think it is very important – in my school it's been a priority to have a quality program

Extremely important area for health, wellbeing, and quality outcomes across the curriculum

Opportunities for HPE to update skills regularly would be useful

All schools, regardless of size, should be provided with a gymnasium so skills development can occur all year long

At times sports eg. Basketball overtakes the skill component and has more time given to them. Health/Sex Ed not really covered by HPE teacher. Time to fit in the curriculum is still a challenge

Independence – someone who keeps orderly. Someone NOT hung up on timetable changes. Motivation and desire to 'be' here on the job

Having a specialist HPE teacher in a small school is very demanding with less hours available to conduct the same program and events as larger schools – qualified HPE teacher would assist greatly

AUSTSWIM, First Aid

Have seen great variation in teaching levels

HPE is important as it helps our children to be healthy and live a full life. It also helps them focus on other parts of their education. It helps them with values eg. team-work, collaboration

Skills for the teacher – First Aid, AUSTSWIM, Bike Ed

The need for HPE teachers to be taught behaviour management strategies which reflect their role as a specialist teacher. Assessment techniques and evaluation in the HPE area

I believe very strongly in children being exposed to as much Health & Physical Education as possible throughout schooling – it should not be seen as less important than any other subject/ curriculum area

Student teachers need to spend time in schools, with children & working with experienced HPE teachers prior to completing course

Large sized schools (300-600 children) Victoria

- 42 returned surveys

Total returned surveys	42
Total Victorian government schools	138
% within state	30.4%

1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?

Classroom teachers	0	
Specialist HPE	19	(45.2%)
Specialist HPE & classroom teachers	19	(45.2%)
A generalist classroom teacher in HPE role	2	(4.8%)
HPE specialist, classroom & outsourced	2	(4.8%)

2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?

No details/Not Applicable 35

Bluearth
 Swimming, dance & gymnastics (YMCA)
 Gymnastics, special opportunities and programs eg. Golf, tennis, health and fitness programs
 Special conducting in sports not covered in PE program eg. Basketball, hockey (volunteers and some pros) – Athletics carnival –specialist athletic coaches – volunteer undergrads
 Also employ afterschool soccer, tennis, basketball
 After school activity program
 Use qualified swimming and gymnastics instructors through local indoor pool and gym club

3. Do you prefer to have specialist HPE teachers in your school?

Yes	40	(95.2%)
No	2	(4.8%)

Comments explaining why:

Maintain school commitment and value to health and wellbeing

Work involved in organising not only classes at school, but also cluster, district, zone events, interschool sports, lightening premierships competitions etc.

Skills, enthusiasm, safety, knowledge of child's physical development, knowledge of rules for umpiring etc

Sequential program re developing attitudes, skills and behaviours

HPE teachers have a genuine interest in that area – are enthusiastic and motivated

Ongoing contact – Relationship with the whole school community, students, staff, parents, community sporting organisations

PE teacher also has a number of responsibilities which are across the school P-6 therefore it is effective way to organise swimming and Perceptual Motor Programs

Specialist PE teacher: (i) each class in school will get 1 hour PE a week (ii) Provision of support for additional activities – PMP, Remedial PE, Inter School/ Intra School Sport/ Athletics (iii) Resource person for all staff

For specific knowledge of the developmental continuum of fine & gross motor skills, perceptual motor, game skills and game knowledge

Ongoing skill development, relationships & encouragement to keep improving; personal attention to individuals' abilities & strengths

They would have a more indepth knowledge of Physical Education and Health Education

More consistent and comprehensive provision of the HPE program

Quality re: knowledge, skills, network, attitude, focus, flexibility, experience in playing sports – past, current. Great organisational skills

The high profile of this role in our school community and the value of a qualified, passionate and quality teacher to run a whole school program

The PE teacher gives classroom teachers time release

Qualified in this area & have more in depth knowledge of sports & rules & techniques

This means that the HPE teacher is a staff member, involved in meetings, briefings

PD and all matters pertaining to the students and the community

All skills are covered confidently & in a sequential process

Knowledge of curriculum, modelling of appropriate skills/behaviours, confidence in teaching HPE

On staff, consistent approach across whole school. Regular planned PE lessons.

Connection to local schools through PE. Relieves load on classroom teachers

More expertise

1)HPE teacher to take all classes 2) She coordinates the PE and sporting programs including swimming, Athletics & cross country 3) Bonds with students, parents and other staff

Regular commitment and development of a P-6 program

Commitment – to the school, the children, the community, fellow staff

Trained and competent. Need to build a school wide sporting culture, not just teach PE

Continuity of programs – following PE scope & sequence - relieves classroom teachers for Profess. Learning Team Meeting with colleagues

Well prepared, varied lessons with focus on skill development. Students have timetabled PE – ensure it happens. Oversee sports equipment & ordering more.

Liaises with schools in network for 5/6 interschool sport

They have the ability to provide a comprehensive HPE program. It ensures that all aspects of HPE are catered for across the school. A class teacher cannot provide this

Credibility to program, school profile, not all staff skilled in this area

Ensures compliance with expected HPE curriculum and minimum requirements

Expertise in area teaching, useful to coordinate whole school events

Skilled and passionate about the role. Good role model for students. Good links between health, nutrition, exercise and wellbeing

Can focus on promoting skill development across school and impart knowledge across various sports. Can coordinate whole school/ district sports events

Knowledge of program and organisational structure

Ensure it happens weekly, coordinate interschool events

For the benefit of the students

Quality program

Superior quality program

4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications

Yes	27	(69.2%)
No	12	(30.8%)
No details/not applicable	3	

5. On average how much time of PE (lesson) engagement do students in your school receive weekly?

None	0	
Half an hour	0	
1 hour	25	(59.5%)
2 hours	15	(35.7%)
3 hours or more	2	(4.8%)

6. When employing staff, do you look at the university certificate/ testamur of potential staff?

Yes	34	(82.9%)
No	7	(17.1%)
No details/not applicable	1	

7. When employing teachers do you peruse university transcripts of results?

Yes	20	(47.6%)
No	22	(52.4%)

8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?

No	1	(2.4%)
Maybe	4	(9.5%)
Probably	12	(28.6%)
Yes	25	(59.5%)

9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?

No	4	(9.5%)
Maybe	9	(21.4%)
Probably	9	(21.4%)
Yes	20	(47.6%)

10. What are the key attributes of a good HPE teacher?

Planning/ assessment and flexibility (organised)	33 (mentions)
HPE subject knowledge & dev appropriate pedagogy	32
Passion/ interest/ enthusiasm/ motivated/energy	21
Rapport /communication and management skills	17
Cater for all learning needs & ages (empathy & support)	13
Engage students & fun	6
Team member of staff/ team player	5
Liaises well with other staff, schools & parents (network)	5
Professional approach to job (punctual, reliable etc)	4
Good level of fitness	5
Like working with children	4

Role model for healthy living	3
Good teacher/classroom	3
Work ethic	3
Introduce a variety of physical activities/skills	2
Participates/background in sporting activities	2
Motivate others	2
Positive attitude	2
Integrate with other subjects when appropriate	1
Commitment	1
Team member of staff/ team player	2
Experienced	1
Approachable	1
Outdoor Education skills	1
Innovative	2
Personality	1
Expertise	1
Relationship building	1
Initiative	1

11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?

Excellent teaching pedagogy, individualising programs to cater for diverse needs, developmental progression of skills

Play is very important, sportsmanship, values, being inclusive, fairness, proper equipment, problems associated with rural sized schools ie. Numbers, ages on teams

Early experiences will shape and influence children; attitudes to sport and physical fitness/activity for the rest of their lives. It is imperative that they are taught well

Really depends on the person. My current HPE teacher is an ex air hostess who did her teacher training 5 years ago. She is keen, motivated, loves sport and thrives in the role.

Essential area of primary school curriculum – engagement of many older students (particularly 4-6)

Students need opportunities to play a variety of games to keep them physically active & develop social skills. PE teachers can help students develop a love of physical activity

In primary schools all teachers are considered generalist teachers so a PE teacher may wish to go back to teaching in a classroom!

More DEECD funding for specialist programs – sit outside generalist classroom funding

Personal development & individual challenges, not just focus on top athletes

Need skills in building relationships with classroom teachers & capacity to motivate/support/build support from 'colleagues' to passionately support the PE program

The resources of the school (human & physical) can directly contribute to the quality of the HPE experiences

Courses need to cover Assessment & Reporting in PE, ICT in PE and provide opportunities for teachers to 'skill up' in areas they lack confidence eg. Gymnastics
Important that the PE teacher is willing & able to research the various types of sport available & take an interest in the community, requests eg snowsport, bike ed, yachting

Organised & experienced

We need to continue the crusade of having a HPE specialist in every school
Children need to see that there are many and varied sport options available in society and that they are all worthwhile to help provide an active lifestyle

Having the right (properly trained) teacher is critical

In the primary school, a specialist PE teacher would be difficult to appoint as all teams must be generalist teachers, able to move & adapt easily between year levels and specialist areas

Giving all students confidence to have a go, making it fun. Giving students opportunities to practise & improve

Issue of PE staff taking an interest and staying abreast of issues/developments in generalist teaching & learning – not becoming too out of it

Need to have the ability to reflect on the effectiveness of their teaching. In a primary school you need to have good knowledge of other curriculum areas

Very large sized schools (600 children and more) Victoria

- 8 returned surveys

Total returned surveys	8
Total Victorian government schools	138
% within state	5.8%

1. Which teachers are responsible for HPE in your school (eg. Classroom, specialist HPE, outsourced)?

Classroom teachers	0	
Specialist HPE	6	(75.0%)
Specialist HPE & classroom teachers	1	(12.5%)
Classroom, specialist HPE & outsourcing	1	(12.5%)

2. If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?

No details/Not Applicable	7
Gymnastics & cricket	1

3. Do you prefer to have specialist HPE teachers in your school?

Yes	8	(100.0%)
No	0	

Comments explaining why:

The preference is for both classroom teachers to support the HPE specialist with follow up and integrate HPE into curriculum
 It is vital that all students develop the necessary coordination and physical skills to be successful in all areas of their education
 Can develop specific programs that cater for the needs of children, experienced staff makes for better teachers
 Training & take responsibility for that area – however – good teacher first
 They bring expertise to this area of the school. A passion for health, physical education and sport. They are often wonderful role models for the children
 We love someone who can plan and resource a great program and put their whole emphasis on it

There are many components to a successful HPE program and having a specialist teacher in this area ensures a broad and successful program

There are safety considerations and many outside excursions to organise

4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications

Yes	5	(62.5%)
No	3	(37.5%)

5. On average how much time of PE (lesson) engagement do students in your school receive weekly?

None	0	
Half an hour	0	
1 hour	5	(62.5%)
2 hours	2	(37.5%)
3 hours or more	0	

6. When employing staff, do you look at the university certificate/ testamur of potential staff?

Yes	7	(87.5%)
No	1	(12.5%)

7. When employing teachers do you peruse university transcripts of results?

Yes	3	(37.5%)
No	5	(62.5%)

8. As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?

No	0	
Maybe	1	(12.5%)
Probably	1	(12.5%)
Yes	6	(75.0%)

9. Would a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?

No	0	
Maybe	2	(25.0%)
Probably	4	(50.0%)
Yes	2	(25.0%)

10. What are the key attributes of a good HPE teacher?

Planning/ assessment and flexibility (organised)	6 (mentions)
HPE subject knowledge & dev appropriate pedagogy	5
Rapport /communication and management skills	5
Liases well with other staff, schools & parents (network)	4
Passion/ interest/ enthusiasm/ motivated/energy	4
Role model for healthy living	2
Cater for all learning needs & ages (empathy & support)	1
Likes working with children	1
Innovative/ initiative	1
Voice control	1
Active	1
Confident to run PD	1
Leadership qualities	1

11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?

Excellent teaching pedagogy, individualising programs to cater for diverse needs, developmental progression of skills

So important for students to be active and have knowledge about their health and bodies

If you offer a specific HPE course, it limits employment opportunities