



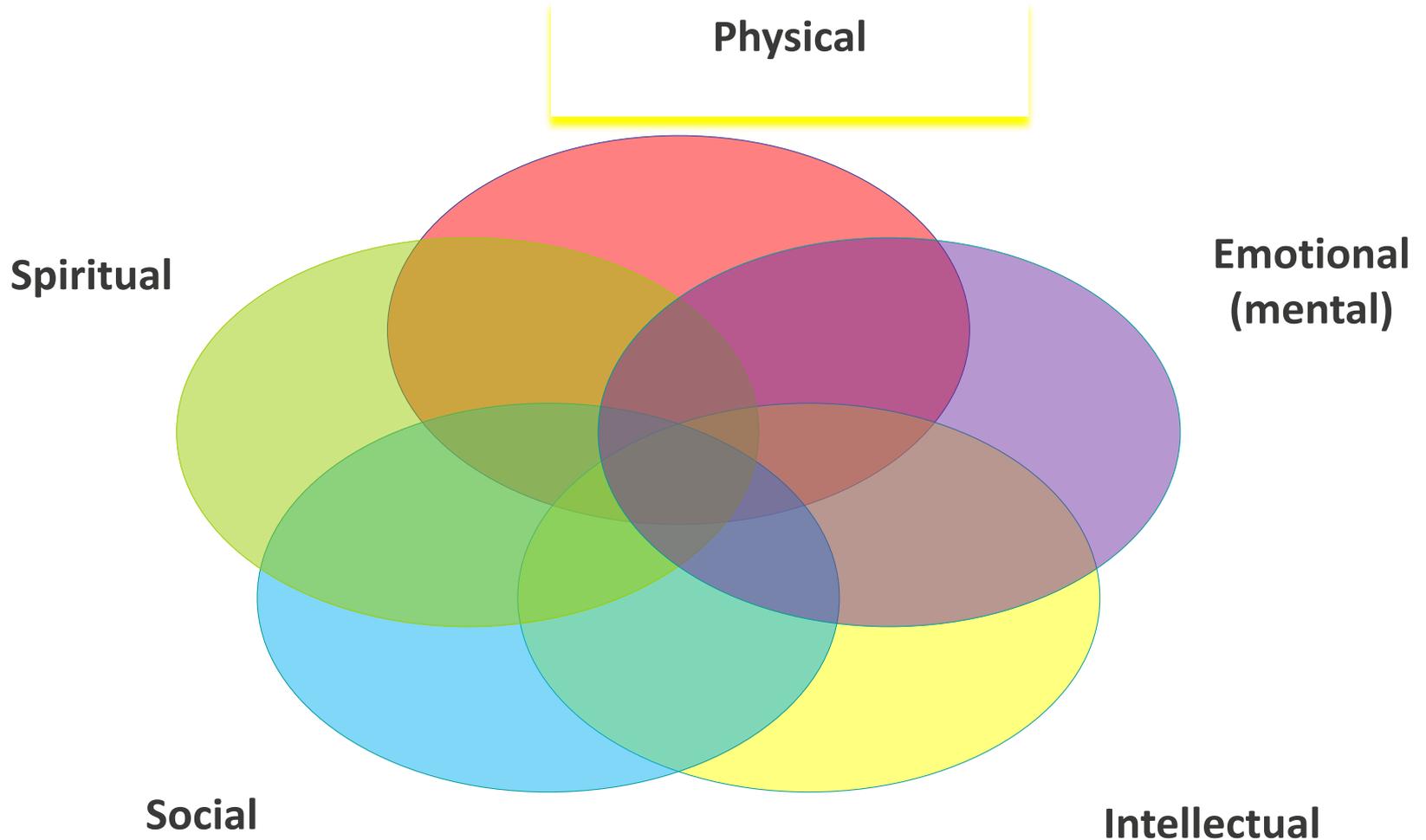
Education

The formulae to improving children's numeracy & literacy...

Health + Physical Education² = Wellbeing



Dimensions of Health & Wellness





MONASH University

Education

*Health & **Physical** Education*

Health & Spiritual Education

Health & Emotional Education

Health & Social Education

Health & Intellectual Education

The significance of the ‘**physical**’ in children’s health and wellbeing

AC:HPE *Rationale* (5 interrelated propositions)

Value movement

- Health and Physical Education is the key learning area in the curriculum that **focuses explicitly on developing movement skills and concepts** students require to participate in physical activities with competence and confidence.

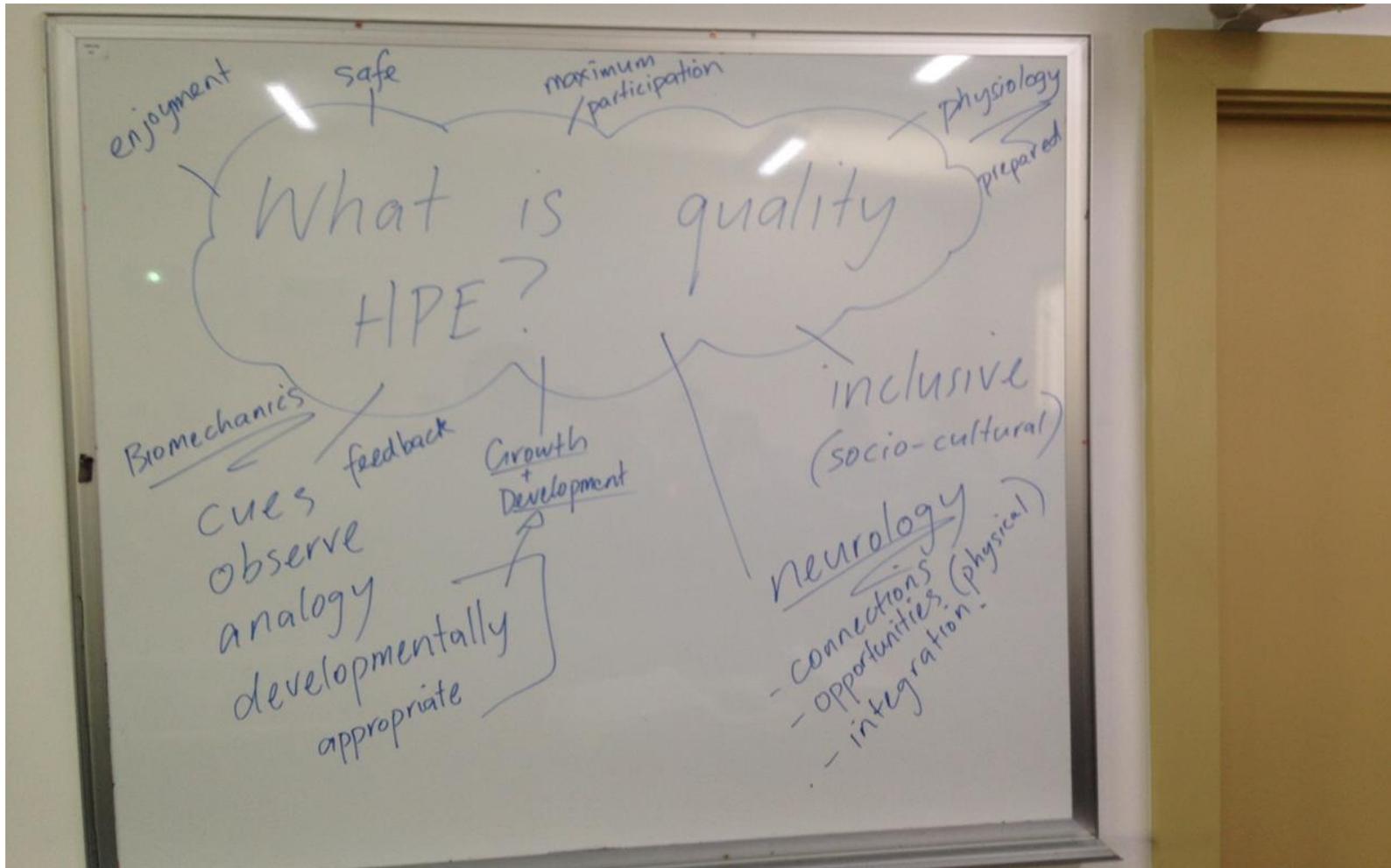
Wellbeing – *Response Ability*

Wellbeing is a state of feeling good about ourselves and the way our lives are going. We experience wellbeing when we are physically and mentally well; spiritually aware or connected; and feel that our life is worthwhile and has purpose.

Wellbeing is influenced by our culture, values, social context and our general state of health. Wellbeing can change over time, so we may experience periods of relatively good wellbeing and times when our wellbeing is challenged. Since no two individuals are the same, one person's experience of optimal wellbeing may look different to another's.

(Commonwealth of Australia, 2014)

Inclusion (for ALL)



WELLBEING

Early Years Learning and Development Outcome 3: Children have a strong sense of wellbeing

EARLY YEARS LEARNING FRAMEWORK: BIRTH TO 5 YEARS	VELS LEVEL 1: PREP	VELS LEVEL 2: GRADE 1 AND 2
Children become strong in their social, emotional and spiritual wellbeing		
<p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> demonstrate trust and confidence remain accessible to others at times of distress, confusion and frustration share humour, happiness and satisfaction seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others increasingly cooperate and work collaboratively with others enjoy moments of solitude recognise their individual achievements make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others experience and share personal successes in learning and initiate opportunities for new learning in their home languages or Standard Australian English acknowledge and accept affirmation assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others recognise the contributions they make to shared projects and experiences. 	<p>This develops, for example, when students:</p> <ul style="list-style-type: none"> identify the qualities of a friend and demonstrate care for other students contribute to the development of positive social relationships in a range of contexts use appropriate language and actions when resolving conflict describe basic skills required to work cooperatively in groups explore their emotions and identify the different ways in which people express and respond to emotions learn to consider, support and encourage others to share equipment and to adhere to rules that aid participation and cooperation start identifying new things they can do and the responsibilities associated with these begin to reflect on themselves as learners, in particular on their feelings about learning, by responding to open-ended statements such as 'I'm proud of this because ...' 	<p>This develops, for example, when students:</p> <ul style="list-style-type: none"> discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations explain the contribution rules and procedures make to safe conduct of games and activities explore people's needs at various stages of development and recognise that some needs apply to all stages of life describe what they like about themselves, how they are similar to others and how they are unique identify the feelings and needs of other people identify and accept that there are consequences for their actions take appropriate steps to resolve simple conflicts with support, describe their contribution to the activities of the team.
Children take increasing responsibility for their own health and physical wellbeing		
<p>This is evident, for example, when children:</p> <ul style="list-style-type: none"> recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity) are happy, healthy, safe and are connected to others engage in increasingly complex sensory-motor skills and movement patterns combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely manipulate equipment and manage tools with increasing competence and skill respond through movement to traditional and contemporary music, dance and storytelling of their own and others' cultures show an increasing awareness of healthy lifestyles and good nutrition show increasing independence and competence in personal hygiene, care and safety for themselves and others show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others. 	<p>This develops, for example, when students:</p> <ul style="list-style-type: none"> are introduced to the basic principles of living an active and healthy life explore basic health needs that must be met to maintain or promote their health and to help them grow and develop begin to develop basic motor skills, including running, jumping, hopping, balancing skipping participate in a range of movement patterns in aquatic environments use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity regularly engage in periods of moderate to vigorous physical activity in dance and drama activities, combine stillness and movement, and share space safely with consideration for others in dance activities, learn to coordinate breathing and movement, copy and mirror movements, develop movement memory and awareness of self in space perform basic motor skills and movement patterns, with or without equipment, in a range of environments follow rules and procedures and share equipment and space safely. 	<p>This develops, for example, when students:</p> <ul style="list-style-type: none"> begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health begin to adapt movement skills to changing environmental conditions combine motor skills and movement patterns during individual and group activities create and perform simple rhythmical movement sequences in response to stimuli demonstrate control when participating in locomotor activities requiring change of speed, direction and level explain the contribution rules and procedures make to safe conduct of games and activities use equipment and space safely.

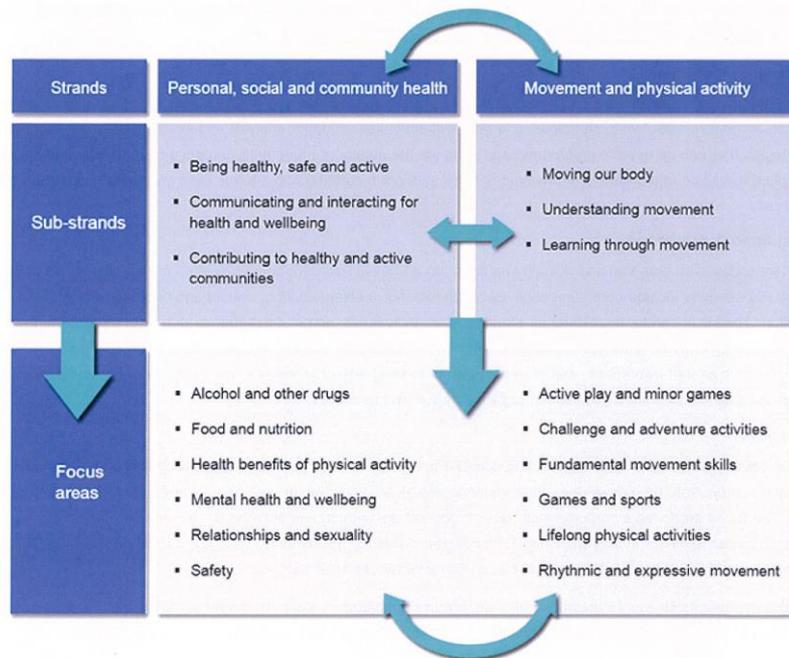
2 strands “are interrelated and inform and support each other” (AC:HPE, 2014)

Overview

Content structure

The curriculum is organised into two content strands — *Personal, social and community health* and *Movement and physical activity*. Each strand contains content descriptions which are organised under three sub-strands.

Figure 1: Relationship of curriculum elements



Australian Reform

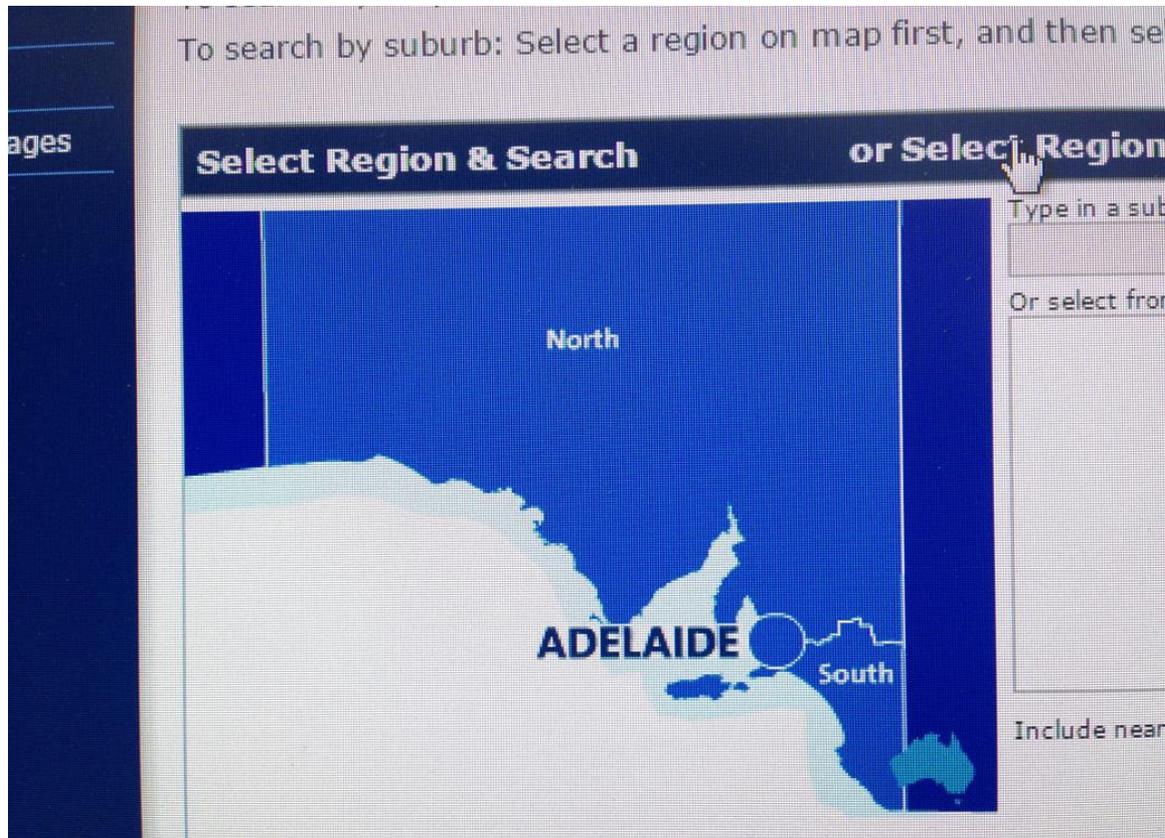
“By far, the greatest concern was the content load expected to be delivered at primary school” (Australian Government, 2014, p. 1)

Within the primary school context...

- All teachers are required to have health and wellbeing expertise
- Not all teachers are required to have health and physical education expertise (and it is not always possible)

South Australian Primary Principals...

- Principals surveyed represented schools from three South Australian regions (North, South and Adelaide) and schools of various enrolment sizes. All schools were mixed sexes (co-educational).



SA Region	Size of school enrolment														
	Small schools (less 100)			Medium (100-300)			Large (300 – 600)			Very large (more 600)			Total		
	Gov	Cath	Ind	Gov	Cath	Ind	Gov	Cath	Ind	Gov	Cath	Ind	Gov	Cath	Ind
North Riverland, Barossa, Yorke, Port Lincoln, North Whyalla	5	0	0	2	0	1	2	0	0	0	1	0	9	1	1
South Mt. Gambier, East-Murray, Mt. Lofty-Fleurieu	3	0	0	1	1	0	3	0	1	0	1	0	7	2	1
Adelaide McLaren Vale, Morphett Vale, Mitcham, West Torrens, Adelaide East-Hills, Charles Sturt, Tea Tree Gully, Port Adelaide, Salisbury, Playford	4	0	0	8	8	1	9	5	1	0	2	1	21	15	3
Total	12	0	0	11	9	2	14	5	2	0	4	1	37	18	5
													60		

Who is responsible for HPE?

HPE specialist

Classroom & HPE specialist	34	(56.7%)
Specialist HPE	11	(18.3%)
	<hr/>	
	45	(75.0%)

No HPE specialist (many small schools)

Classroom teachers	11	(18.3%)
Classroom and NIT	2	(3.3%)
Classroom and Principal	1	(1.7%)
Teacher (Non Instructional Time - NIT)	1	(1.7%)
	<hr/>	
	15	(25.0%)



Education

HPE responsibilities... are not consistent across schools (contextual) –

Grey?

Principal comments - dynamics...

Integration - ownership

- “Some elements and curriculum topics can be integrated into the HPE program run by the classroom teacher”
- “My worry is that some class teachers abdicate too much responsibility”

HPE specialist benefits

- “Guaranteed regular PE lessons for all classes”
- “Consistency of expertise”
- “A PE specialist teacher would ensure continuity of physical education programme throughout the whole school. Greater clarity around sequential development of skills and knowledge”
- “Most classroom teachers teach PE badly!”
- So PE is done and done correctly!
- Only benefit is that it provides required non-contact teaching time/ Enterprise Agreement

Classroom teacher confidence and competence

- “Older teachers are less likely to take PE lessons”
- “Many of our staff are over 50 years and have some difficulties with running specialists programs due to health, mobility issues”
- “I believe all primary classroom teachers should have the ability to teach HPE”
- Support and provide in-service for classroom teachers
- “Too many classroom teachers lack confidence/ drive to deliver a really good PE curriculum”
- “Difficult for class teacher to access equipment/prepare”

Whole School / Community

- “It ensures a focus is maintained on a balanced and engaging curriculum. Creates community partnerships and extends learning”
- “Promotion of healthy, active lifestyles is very important to promote in schools.”

Principal comments - Implementation?

- *In my years as a teacher/Principal I have not come across a H & PE teacher that teaches both health & PE. They only teach PE and the health aspect is left to the classroom teacher.*
- *Ownership of an area produces higher performance*
 1. **Common understanding of who is responsible.**
- *Greater understanding of movement, more exciting activities, create interest of students R-5.*
 2. **Importance of optimising the early years.**
- *I strongly believe in the Literacy and Numeracy push within schools but a high level of fitness/skills should be mandated.*
 3. **Enhance Literacy & Numeracy**

Confusion (Grey area) about HPE shared by experts



- Review of the Australian Curriculum
Final Report - Dr Kevin Donnelly & Professor Kenneth
Wiltshire (October, 2014)
- The early years: a special case (p. 99)
- Overcrowding: the amount of content in the Australian
Curriculum (p. 139)
- Push for numeracy & literacy (p. 139)
- Health and physical education (p. 203-208)

Literacy and Numeracy

- We were told by early childhood teachers and academic experts in the early years of education, and those with expertise in reading and the early years, that F-2 should have been focused on literacy and numeracy – not the hard and fast introduction of discipline-based content. In fact, the teaching of literacy and numeracy can easily be integrated pedagogically with other content by using examples relevant to the lives of students of these ages (p. 99).

First Recommendation (p. 207)

- “This learning area should run throughout all the years of schooling but should be formally introduced at Year 3. It can provide a wealth of resource material for the F-2 Years”.

Confusion (grey area)

- 'Play based' learning is more than play

Figure 2: Integrated teaching and learning approaches

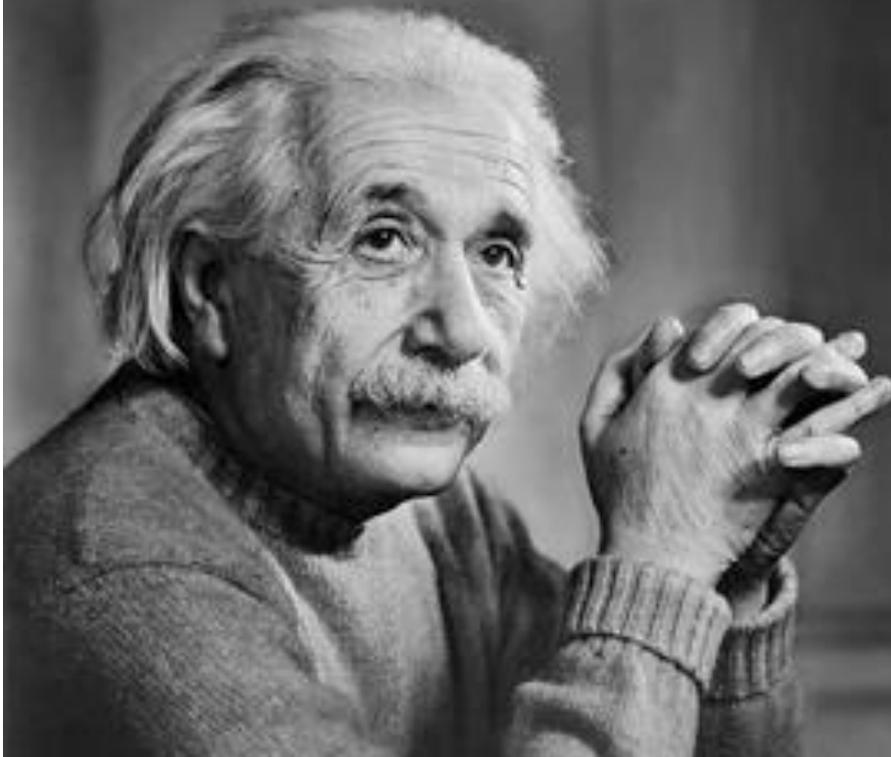


12 Victorian Early Years Learning and Development Framework for Children from Birth to Eight Years

- **Physical Education** specialist lesson
- Zone of Proximal Development (ZPD):
 - The difference between what a learner can do without help and what she or he can do with help (Edwards, 2009, p.12)

If you can't explain it **simply**, you don't understand it well enough.

– Albert Einstein



SA primary principals...

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

Yes 43 (75.4%)

No 14 (24.6%)

No details/Not Applicable 3

What are the key attributes of a good HPE teacher? (top 15)

HPE subject knowledge & dev appropriate pedagogy	40 (mentions)
Passion/ interest/ enthusiasm (children)	29
Planning/ assessment and flexibility (organised)	21
Cater for all learning needs (empathy & support)	19
Rapport/ communication and management skills	18
Engage students and fun	14
Introduce a variety of physical activities/ skills	13
Relationship building/ quality	12
Role model for healthy living	11
Motivating/ positive	10
Athletic/ fitness/stamina/ active	8
Team player/ team work/ collaboration	7
Good teacher/ classroom	6
Willing to do extra curricula activities	5
Safety	4

Children's views on HPE

Why is HPE important? (a conversation with 6 x Yr 6 children)

“Because it keeps you fit and it warns you like about your body and it is just like fun and it is good to get away from your work.”

“Yeah, it is good to get out from behind the desk and move your body and loosen up.”

“Well when your doing maths you can get really bored, so when you go out to sport it just takes your mind off it, so when you come back, you're like, ‘Oh I'll just do it’.”

Had enough... “It takes your mind off it”

“I really like running around everywhere. **It makes me feel good.**”

“In PE you do running and stuff and then when you come back in the classroom you **feel refreshed** and stuff.”

“Yeah, I can feel that, yep. And um, I think it is important because it is just like you know, it is just healthy and um, just learning about ‘Health’ you just know how your **body works.**”

Children's views on HPE

Does PE enable you to perform better in the classroom?

“It releases all the stress and stuff”

“Um yeah, because sometimes just before PE, we've been doing something like for ages and ages and you get really annoyed and really tense and then when I go out to PE, it like loosens it up, so when I come back I am ready to go on with the work again.”

“And you just, it breaks up the work up a little bit.”

“You feel relaxed when you come back and you can do the work easier.”

“Yeah probably, because you feel better, about yourself and you have more, like better self esteem.”

“Keeps you enthusiastic.”

We must be clear

- You don't throw the baby out with the bath water – less physical education will mean less health and wellbeing
- Be careful of recommendations - using the same principle perhaps Early Years teachers could be replaced by sending a wealth of resources to F-2 minders.
- Physical Education is vital from birth as supported by the arguments for any physical/ movement or play-based learning.
- Health, physical education and wellbeing is a whole school responsibility but does require leadership/ management
- HPE enhances Literacy & Numeracy and needs to be optimised
 - Jorgensen, 2013; Jorgensen & Grootenboer, 2011 – Swimming increasing numeracy
 - Salmon, Arundell, Hume, Brown, Hesketh & Dunstan, 2011 – PA at school beneficial to concentration and attention to lessons
 - ABC News, Aug 31 2015 – Broadmeadows Primary School promoting emotional and physical wellbeing and NAPLAN results have increased dramatically
 - Telford, 2015 – LOOK (Lifestyle Of Our Kids) project - quality PE improved NAPLAN and particularly numeracy

If we are not clear...

- Lee Canter (1995) - Behaviour Management (**curriculum**)

1. We must have realistic expectations

If our beliefs of 'what the behaviour (**curriculum**) should be like' does not match the 'classroom reality' = **FRUSTRATION**

A Feature Forum involving a panel of HPE curriculum experts (Hickey, Kirk, Macdonald, & Penney, 2014, pp. 183–184).

Christina: Both Doune and Dawn have talked about integrating health more into the primary curriculum. Coming from a background as a secondary teacher, and now I'm a primary PE teacher, I'm finding it very hard to incorporate health. Do you think somewhere down the track there will be more scope for teachers like us to become the health teacher as well?

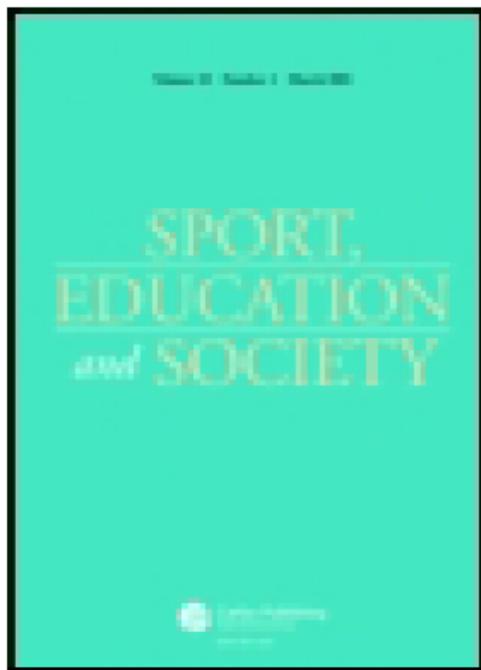
Doone: YES, YES, this is your moment! There is the advised curriculum time for HPE in terms of what the writers were asked to envisage at around two hours of HPE each week. You add in the learning guarantees that come with HPE each week then I'd say you've got a policy document that speaks to you and your principal – saying that someone, whether it be you or a partnered teacher relationship – has to teach this material. So it's an exciting time for you, and the opportunity for you to call yourself an HPE teacher.

Mark: Can I just make a comment on that. I tried to argue for that too (I'm primary too) and I was told, 'you are no longer doing health because you're doing the PE and you only see the children one hour a week, so we'll get other teaching staff to look after the health'. So it's not just as simple of saying we are happy to do it.

Jenny: And that's the reality for most primary school PE teachers, we see our kids once a week. We concentrate on something to do with physical activity, like movement skills or fitness things because we don't have the option to do any more than that!

Doone: Can I suggest that the area still needs leadership and in schools and you are very well positioned to be the leaders of this learning area in primary schools. Although your face-to-face teaching might focus more on PE, I believe that schools will need advocates and expertise to guide teachers in classrooms in this area. After all, you are the health and PE specialist in the school, and while you may well be teaching PE only at the moment there is a need for you to lead the area. I know that sounds like a bit of a pipe dream but I think there's a policy document that will help you make that argument.

How can a primary school implement the AC: HPE successfully?



Sport, Education and Society

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/cses20>

How does a physical education teacher become a health and physical education teacher?

Timothy Lynch^a

^a Faculty of Education - Berwick campus, Monash University, Berwick, Melbourne, VIC, Australia

Published online: 08 Apr 2015.



[Click for details](#)

Effectiveness of HPE implementation:

- teaching experience,
- preparation and professional development, which contributed to an understanding of the HPE curriculum and teacher confidence;
- schools' facilities, equipment and space, or partnerships developed that increased availability of these;
- Whether the school had a HPE specialist teacher or designated allocated time where lessons were guaranteed;
- HPE specialist or coordinator has taken **leadership in advocating a whole school approach**. A whole school approach involves a **programme for each of the HPE strands** and enables staff opportunities to **communicate openly** about implementation of the HPE curriculum.

What is consistent?

- SA already had a HPE teaching resource

physical activity and participation
 personal and social development
 health of individuals and communities

- Our challenge in HPE – inclusive

- Schools need HPE infra-structure (whole school approach) – best interest of children

- Requires leadership (passionate & believes in HPE)

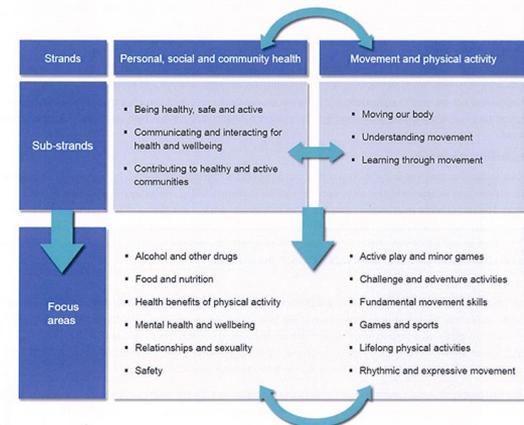


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