2006-05-10

An evaluation of school responses to the introduction of the Queensland 1999 health and physical education (HPE) syllabus and policy documents in three Brisbane Catholic primary schools.

Lynch, TJ

http://hdl.handle.net/10026.1/6335

AN EVALUATION OF SCHOOL RESPONSES TO THE INTRODUCTION OF THE QUEENSLAND 1999 HEALTH AND PHYSICAL EDUCATION (HPE) SYLLABUS AND POLICY DOCUMENTS IN THREE BRISBANE CATHOLIC EDUCATION (BCE) PRIMARY SCHOOLS.

Submitted by

Timothy Joseph Lynch
M. Ed. (Deakin), B. Ed. (ACU), B. Teach (Primary) (ACU).

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE DEGREE OF DOCTOR OF EDUCATION

SCHOOL OF EDUCATION

FACULTY OF EDUCATION

Australian Catholic University
Research Services
Locked Bag 4115,
Fitzroy, Victoria 3065
Australia

July 2005

ABSTRACT

Within Brisbane Catholic Education (BCE) the 1999 HPE syllabus was implemented between 1999 and 2001. The purpose of the study is to evaluate the implementation of the 1999 Queensland HPE syllabus in three BCE primary schools of varying enrolment numbers. The research problem is: 'How developed is the implementation of the new HPE syllabus in BCE schools?' The data collection was guided by the following research questions:-

- How are teachers in these BCE schools implementing the HPE curriculum documents?
- What readily accessible resources do schools have to assist with the implementation of Health and Physical Education?
- What are teachers' perceptions with regard to the HPE Key Learning Area?
- What are the children's perceptions of the HPE Key Learning Area?
- What implementation strategies are required to optimize HPE practices in BCE schools?

This study is significant for the feedback it may provide to BCE of the HPE syllabus implementation process and in informing BCE of the current status of the HPE key learning area within a sample of systemic Catholic primary schools. The findings have the potential to contribute to the BCE Strategic Renewal Framework currently occurring within BCE schools for all curriculum areas and planned for completion by the end of 2006.

This research has been designed within a constructionist paradigm. An interpretivist study was conducted employing symbolic interactionism. This qualitative, interpretive study is most appropriate as meanings were constructed. The case study methodology was chosen to construct meaning through capturing the context of each school. The sites for the three case studies involved: one small sized BCE primary school (less than 200 students); one medium sized BCE primary school (200 - 400 students); and one large sized BCE primary school (over 400 students). The participants included teachers and students from the respective schools. The data gathering strategies used were; semi-structured and focus group interviews,

reflective journal note taking, observations, questionnaire and document analysis.

The research concluded that factors which led to the decline in Australian HPE during the 1980s and early 1990s may have contributed to impeding the implementation challenges formulated by BCE. This was evidenced within the three BCE primary schools by unequal allocation of teaching resources, equipment, facilities, HPE teachers and HPE teacher release time for sports coordination. It appears that the implementation process ceased prematurely before all schools had had sufficient time and preparation to design whole school HPE programs. Teachers lacked understandings of practical ways to implement the social justice underpinnings of the syllabus and some school principals were unaware of the necessity of employing qualified HPE specialist teachers.

The research revealed that school principals play a significant role in the implementation of the 1999 HPE syllabus, a role made more imperative by the absence of BCE HPE Curriculum Officers and systemic HPE professional development. Therefore, the HPE key learning area requires further system level support and attention so that the 1999 HPE syllabus can be implemented successfully in all BCE primary schools, enabling curriculum change to occur.

ACKNOWLEDGEMENTS

STATEMENT OF AUTHORSHIP AND SOURCES

This thesis contains no material without due acknowledgement in the main text published elsewhere or extracted in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma.

No other person's work has been used without due acknowledgement in the main text of the thesis.

This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution.

All research procedures reported in the thesis received the approval of the relevant Ethics Committees.

Signed: _____

Timothy Lynch

Date: _____

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

The Researcher

As I was the only researcher in this qualitative study, the primary instrument for data collection and analysis (Merriam, 1998), my experiences and interests are being shared to allow readers insight into my perspective. Thus enabling the reader to understand how and why themes and issues have been constructed. It is assumed that a thick description of my position will enable the reader to enter my world and the world of the participants when necessary, thus enabling the outcomes to make more sense and the research become more dependable.

From my early years in life I have enjoyed being involved in physical activities, where I was fortunate enough to experience a wide range of sports, aiding me to become accepting of my personal strengths and weaknesses and appreciate the various qualities each sport offers. My active youth transposed to adult life and although the physical activities I participate in today may not be as spirited, they provide me with a balanced life of health and wellness. As an educator, I have been actively involved in the promotion of physical activities.

Before beginning my teaching career I was employed as a Junior Development Officer for the Queensland Australian Football League where I was challenged with promoting inclusiveness amongst students in schools for a sport that was affiliated with many opposing stereotypes and dynamics. This role has continued into my teaching career where I advocate physical activities and more specifically the enjoyment and well-being that they offer.

I have eleven years of teaching experience which has been predominantly in Catholic primary schools, but has also included two years as a sessional lecturer in under graduate and post graduate Health and Physical Education (HPE) tertiary studies and one year's experience within a secondary school. My first five years of teaching were as a generalist classroom teacher in Years Four and Six. Pursuing my HPE interests I studied a Masters degree in

Health and Physical Education at Deakin University. My next six years of teaching experience involved full-time and part-time roles as a HPE teacher/ Sports Coordinator. I have taught HPE within four BCE primary schools and one upper primary/secondary school within Edmund Rice Education.

My teaching experiences and studies have enabled me to broaden my knowledge of the various pedagogies and social justice implications underpinning the HPE Key Learning Area. These experiences have developed an awareness of the importance of providing quality instruction, offering maximum participation and a range of opportunities for students, and prioritising the fundamentals of movement and skill acquisition from an early age. Such elements can be used to provide students with enjoyable experiences, regardless of their physiques or interests.

CHAPTER ONE

THE CONTEXT OF THE RESEARCH

1.1   The Context

The purpose of this study is to explore the implementation of the 1999 Health and Physical Education (HPE) Queensland P-10 syllabus within Brisbane Catholic Education (BCE). One of the theoretical intentions for devising the 1999 Health and Physical Education curriculum materials was to help make both teachers and students more aware of the social and cultural forces that shape perceptions of this key learning area. Once identified these perceptions could be dealt with appropriately. Throughout the history of HPE many discourses have influenced the construction and delivery of the HPE curricula. These have included military, scientific, health and sporting discourses, which have been underpinned by ideologies of sexism, elitism, healthism, individualism and mesomorphism. These ideologies often permeate the hidden curriculum (Colquhoun, 1991, 1992; Hickey, 1995; Kirk, 1992; Kirk & Twigg 1993; Scraton, 1990; Tinning, 1990; Tinning & Fitzclarence, 1992; Tinning, Kirk, & Evans, 1993), wherein students acquire knowledge and attitudes unintentionally while in the school environment (Kirk, 1992). The hidden curriculum relates directly to the actual learning in practice or what Parlett and Hamilton (1972, p.13) refer to as 'the learning milieu'. The 1999 HPE curriculum documents attempt to have a positive effect on the 'learning milieu'.

In 1989, the statement of *Ten Common and Agreed National Goals for Schooling in Australia* (Australian Education Council, 1989) was accepted by the State, Territory and Commonwealth Ministers of Education. Goal Nine was "to provide for the physical development and personal health and fitness of students, and for the creative use of leisure time" (Australian Education Council, 1989), thus highlighting the importance of HPE as a key learning area within Australian

education systems. The Australian Education Council recommended in 1991 that statements and profiles be developed for eight broad learning areas of which HPE was one (Australian Education Council, 1994a). A major change in the National Statements and Profiles was the shift from content-based education to outcome-based education. The devising of the HPE National Statement and Profile coincided with a Senate Inquiry into physical and sport education and provided a timely incentive for the development of a new Queensland HPE syllabus (Dinan, 2000; Glover, 2001; Queensland School Curriculum Council, 1999a). The culmination of these strategic political initiatives offered possibilities for rescuing HPE from potential cultural obsolescence (Kirk & Penney, 1996).

The 1999 HPE documents use a socio-cultural approach to learning in an attempt to have a positive effect on the 'learning milieu'. The socio-cultural approach recognizes that students are influenced by the different physical, social, cultural, political, economic and environmental forces affecting their well-being (Dann, 1999c). This approach also promotes social justice (QSCC, 1999a) and enables members of society to be informed and aware of such forces within their various environments. As a result people are assisted to make well-judged decisions in relation to good health and well-being (QSCC, 1999b).

The choice of the socio-cultural perspective is supported by Tinning and Fitzclarence (1992) who considered the crisis in physical education at the time of the syllabus construction, to have cultural meaning. In the late 1980s and early 1990s, before the development of the current HPE syllabus, the HPE curriculum within Australian schools was considered to be in crisis (Tinning, Kirk, Evans, & Glover, 1994), a situation that was true of the physical education key learning area in Queensland schools as well (Walmsley, 1998). The crisis was at first identified among physical educators at conferences and in journals: National Workshop on Australian Physical Education in Crisis (Deakin University, 1991) and the National Conference on Junior Sport (Australian Sports Commission, 1991). 'In-house' discussions of crisis led to a Senate Inquiry into the state of

HPE within Australian Education systems. The Inquiry began on the 7th of May, 1992 through an established committee whose job it was to assess, investigate and report on the state of HPE (Commonwealth of Australia, 1992). The committee heard evidence from fifty-one individuals and groups, and received 219 submissions from a variety of interested parties. One inspection tour was conducted and the Report was published in December 1992 (Swabey, Carlson, & Kirk, 1998). The findings of the Senate Inquiry (Commonwealth of Australia, 1992) supported the in-house discussions of crisis among Health and Physical Education professionals.

The Senate Inquiry found that there was in fact a decline in the opportunities for quality HPE in Australian schools although paradoxically there was unanimous support for the learning area. The problems were mainly with resources and the time allocation to the key learning area which resulted in a drastic decline in children's skill levels and physical fitness (Tinning, Kirk, Evans, & Glover, 1994). Another major problem was that "suitably qualified physical education teachers are not being employed to teach physical education and school sport to all children" (Commonwealth of Australia, 1992, p.xiv). There was also no required accreditation or formal training in physical or sport education as a condition of employment for graduating primary school teachers (Moore, 1994).

> Several Australian studies have described the lack of qualifications of classroom teachers to deliver PE programs, largely as a result of inadequate HPE teacher training, thus failing to develop teacher confidence (Morgan & Bourke, 2005, p.7).

In New South Wales primary schools, Webster (2001) found that the teacher of PE is most likely to be a generalist teacher with no specialist training, which raises similar concerns about Queensland teachers. Further, people at times stretch the truth about qualifications especially on resumes, "with some job seekers even inventing degrees" (Patterson, 2004, p.8). As a consequence some self-declared HPE specialist teachers may be delivering sub-standard PE lessons. When generalist teachers are unable to provide a meaningful HPE

program, the community questions the necessity of HPE in the curriculum (Hickey, 1992).

In April 1992 the crisis was made public during a Four Corners program on the ABC and was also reinforced later that year with the release of the Senate Inquiry report (Kirk & Penney, 1996). The Senate Inquiry recommended that as a matter of priority, detailed written curriculum policies be constructed (Commonwealth of Australia, 1992). In Queensland this required primary schools to replace the outdated 1972 HPE syllabus. The Senate Inquiry coincided with the development of eight Key Learning Area National Statements and Profiles. The National Statements and Profiles (Australian Education Council, 1994a; 1994b) were written to promote cohesion in the curriculum through national collaboration, to enable equitable sharing of resources across systems and to remove unnecessary differences that were in existence between the systems, in a nationally consistent curriculum (Marsh, 1994). The HPE National Statement and Profile provided a foundation for the construction of a HPE syllabus (Dinan, 2000; Glover, 2001) and was favourably received by educators as it offered hope for this troubled key learning area.

The Queensland School Curriculum Council (QSCC) was established in 1997 to oversee the development of Years 1-10 curriculum materials for each of the eight key learning areas (Dinan-Thompson, 1998). The HPE syllabus, together with the Science syllabus, was given priority and both syllabuses were the first to be developed, as it was acknowledged that both Science and HPE had been neglected (Macdonald, Glasby & Carlson, 2000). This priority for development demonstrated the urgency to redress the learning area's crisis. The 1999 Queensland HPE syllabus, for the first time, was constructed under the guidance of the three schooling systems within Queensland; Education Queensland (EQ), The Queensland Catholic Education Commission (QCEC) and the Association of Independent Schools of Queensland (AISQ). The syllabus was trialled in the three school systems, however the implementation process was the responsibility

of each of the three school systems (Dinan-Thompson, 1998), and it is the implementation phase that can determine the ultimate success or failure of a policy (Schneider, 1982). It could not be assumed that the 1999 syllabus policy was going to rescue the HPE learning area from its state of crisis because physical education in Queensland, as a curriculum area, is highly resistant to change. This is mainly due to teachers' lack of pedagogical knowledge and therefore their inability to bring about change (Walmsley, 1998).

The concepts outlined in the national curriculum documents that laid the foundations for the 1999 Queensland HPE syllabus are closely aligned with the Health Promoting Schools (HPS) principles (Centre for Primary Education, 1998). The Australian HPS Association was established in 1994 and HPS developed in Australia around the same time as the development and implementation of the 1999 HPE curriculum documents.

> Health promoting schools are schools which display, in everything they say and do, support for and commitment to enhancing the emotional, social, physical and moral well being of all members of their school community (Centre for Primary Education, 1998, p.2).

The Health Promoting Schools (HPS) concept was developed to promote health in education (World Health Organisation, 1996). The Health Promoting Schools Model encompasses program implementation as it describes the broad, holistic framework for the implementation of health education beyond the boundaries of the classroom (Queensland Government, 2003b). It offers "a suitable approach because it encompasses a range of influences internal and external to the school environment" (O'Dea & Maloney, 2000, p.4). The HPS model comprises three overlapping elements: (1) curriculum, teaching and learning; (2) school organization, ethos and environment; and, (3) partnerships and services. The overlapping components "need to be considered as a whole rather than as separate entities" (Australian Health Promoting Schools Association, 1996, p.1). Implementing across the three elements allows for a more comprehensive promotion of health (World Health Organisation, 1994) and therefore forms an

ideal framework for the three strands of HPE: enhancing personal development; developing the concepts and skills for physical activities; and promoting the health of individuals and communities, that constitute the syllabus (Queensland Government, 2003c).

The HPS model also promotes the school/parent partnership in the development of children's activity levels (Medland & Taggart, 1993). This partnership is necessary as "parents have the primary responsibility for instilling habits of exercise, physical activity and good eating" in their children (Howard, 2004, p.2). Hence, it is essential that parents support healthy lifestyles at home and in this they need to be educated (Howard, 2004; Borra, Kelly, Shirreffs, Neville, & Geiger, 2003). Research suggests that at present parents are supporting children's poor healthy lifestyle choices by allowing their children to spend more time indoors (Allen & Hammond, 2005).

The Senate Inquiry recommended increased Education Department support for the HPE curriculum area (Commonwealth of Australia, 1992) and in 1996 within one Queensland Catholic sector, a coordinating education officer was appointed within Brisbane Catholic Education (BCE, 1999b). A scan of the HPE curriculum and teaching was conducted throughout BCE schools to assess the degree of 'crisis' (BCE, 1999b). The findings from this scan were withheld from this study as they "were never envisaged as being of a public nature or for use in research" (BCE, personal communication, 2003). Without the researcher knowing what the scan revealed, one outcome of the scan was the significant increase in number of HPE curriculum officers within BCE, and collaborative work with the other two education systems continued. This collaboration was necessary to support schools trialling the draft syllabus, to raise awareness of the new socio-cultural approach, to identify lead teachers to assist with the implementation, to trial professional development, and to provide discipline renewal support in areas of need identified by the scan (BCE, 1999b). These interventions suggest that the 'crisis' was evident in BCE primary schools.

BCE implemented the HPE syllabus using a 'whole school' approach which involved the collaboration and co-operation of whole school staffs. A network of lead teachers with interest and experience in the HPE Key Learning Area (KLA) was selected from BCE primary and secondary schools. These teachers were major consultants and facilitators in the policy change through which implementation responsibilities were spread across the Archdiocese.

It is important to remember that Catholic schools educate approximately one in five school students in Australia (Ministerial Council on Education, Employment, Training and Youth Affairs, 1995) and therefore exert an influence on a large percentage of Australian school students. Change processes can be stressful for the teachers involved (Sparkes, 1991) and "imposing an additional quantity of work on teachers can have an adverse effect on the quality of that work" (Garrett & Piltz, 1999, p.206). Hence, the implementation of the 1999 HPE syllabus would have imposed additional work pressures on teachers in BCE schools.

The implementation process is presumably complete because since the end of 2001 there have no longer been any Health and Physical Education Officers employed by BCE (BCE, 2005e) or any professional development provided to classroom teachers within this curriculum area. Further, it is unlikely that there will be direct support to schools in this learning area over the next few years (BCE, 1999b; BCE, personal communication, 2003), because in the view of a senior system administrator, "School communities have done well in dealing with the many curriculum developments of the last decade, including the implementation of the HPE syllabus." (BCE, 2003b, p.1). This would imply that the syllabus policy has been successfully implemented, will not receive any more implementation development and support has shifted to other Key Learning Areas.

Literature in HPE reports that children's physical activity has declined. In recent years, the school curriculum across Australia has placed less of an emphasis on

physical activity and sport (Queensland Government, 2003a), and as a result, "Australian school physical education is failing to provide children with the opportunity to develop physical competencies and be physically active." (Morgan, Bourke, & Thompson, 2001, p.1). In Australia, children are less fit (McNaughton, Morgan, Smith, & Hannan, 1996; Thompson, Woodcock, McCormack, & Thomas, 1995), more obese (Howard, 2004; Lazarus, Wake, Hesketh, & Waters 2000; Magarey, Daniels, & Boulton, 2001), spend less time in physical activity (Booth et al., 1997), especially in schools (Commonwealth of Australia, 1992; Howard, 2004) and also have low levels of motor competence (Booth et al., 1997; Noonan, 2003; Thompson et al., 1995; Walkley, Holland, Treloar, & Probyn-Smith, 1993). Furthermore, approximately one quarter of Australian children are overweight or obese (Howard, 2004; Sport and Recreation Queensland, 2005) and in Australia, Queensland children aged five to fourteen years have the lowest participation rates in organized sport and physical activity outside school hours (Australian Bureau of Statistics, 2000; Metcalf, 2004). Correspondingly, "improving the quality of Physical Education in schools is the best-documented intervention approach to promoting physical activity in youth" (Australian Council for Health Physical Education and Recreation- WA Branch, 1999, p.9). This lack of physical activity "is responsible for about seven percent of the burden of disease in Australia, making it second highest to tobacco smoking for males and the highest factor for females" (Sport & Recreation Queensland, 2005, p.1). It is estimated that obesity costs the National Health System between $680 million and $1.2 billion each year (Skatsoon, 2003) and therefore it is in the Government's interest to increase physical activity within the community.

To help combat this growing concern surrounding students' sedentary behaviour, the Queensland Government launched the *Get Active: Queensland Children and Young People Strategy* in October, 2003 (Mackenroth, 2004). "Through this strategy, the Queensland Government is working to ensure all young Queenslanders have opportunities to reap the health and social benefits of being

physically active." (Mackenroth, 2004, p.1), whilst also helping to address levels of childhood obesity (Mackenroth, 2004). Eight months later the program *Building a Healthy, Active Australia* was launched by the Australian Federal Government (Howard, 2004), with similar objectives, to address "the challenge of obesity within our community" (Howard, 2004, p.1) and the declining activity and poor eating habits amongst Australian children. "The aim of this program is to bring about a cultural change in our community" (Howard, 2004, p.2). The Government is allocating $116 million dollars over the next four years, 2005-2008 towards this program and "a condition of federal funding of all schools is a requirement that they offer a minimum of two hours physical educational sporting activity each week within their school curricula" (Howard, 2004, p.2) as it was acknowledged that many schools were not providing even a minimal two hours each week.

This decline in children's' physical activity is due to the technological advancements and social and environmental pressures (Shilton, 1997), which may account for why implementation of any new HPE syllabus may not be fully developed. The world is constantly changing, which means that curriculum frameworks must correspondingly change to accommodate societal change. The socio-cultural approach has been one contributor to the rejuvenation of the HPE curriculum within schools. The socio-cultural approach "recognizes that physical, social, cultural, political and economic environments in which students live will influence the choices available to them and the decisions they make with respect to health and well being" (Dann, 1999c, p.1). Another contributing factor has been the provision of release time for classroom teachers, when HPE specialist teachers take the classes.

The Health and Physical Education key learning area within Brisbane Catholic Education has been given significant status since the release of the 1999 Health and Physical Education documents and the adoption of the third enterprise bargaining agreement (EB3). EB3 entitled Catholic primary classroom teachers

to 120 minutes of release time per week (Catholic Education Employing Authorities in Queensland, 2000). Queensland State primary teachers have been entitled to release time since 1995 and have been entitled to the provision of two hours release time each week since the end of 1996 (Roulston, 1999). Release time is usually provided for classroom teachers by employing a specialist teacher. It seems to be a popular choice for many schools to employ a Health and Physical Education specialist teacher so that both demands, to implement the latest Queensland Health and Physical Education documents and to provide 120 minutes of release time, could be met. This study will examine how the 1999 HPE syllabus is being implemented in all three strands.

Although BCE (2005f) published the Strategic Renewal Framework 2002-2006 to guide and inform school communities in the renewal of all curriculum areas, there has been no specific detail as to how this is to be done nor the degree of importance that will be afforded the HPE learning area. Furthermore, it seems unlikely that there will be any specific support from BCE to its schools in this Key Learning Area over the period 2002-2006 (BCE, personal communication, 2003). "Current research on the implementation of education policy is sparse and further exploration of this area is necessary" (Garn, 1999). There needs to be caution about what Sparkes describes as 'superficial' change, that is, "an appearance of change on the surface, while we are left with the feeling that not much has changed at a deeper level" (1991, p.2). In the end it is not BCE as the employing authority who will determine how successful or otherwise the implementation of the 1999 HPE syllabus will be, ultimately it will be for teachers and students in classrooms to demonstrate (Gardner & Williamson, 1999). Therefore, the implementation of the current HPE syllabus by teachers and their students in BCE schools deserves systematic and scholarly examination to ascertain whether change at a deeper level is or is not evident.

The sites for data generation for this study were three systemic Primary Schools within Brisbane Catholic Education. The Brisbane Catholic Education

administers 136 schools including both systemic and independent Catholic schools. Of these 102 are systemic Primary schools. The schools in this study were chosen on the basis of their student enrolments. The three case study schools were:-

- one small sized BCE primary school with a total enrolment of less than 200 students;

- one medium sized BCE primary school with a total enrolment of between 200 and 400 students; and

- one large sized BCE primary school with a total enrolment of over 400 students

1.2   Research Problem

The problem being examined in the context of this study is whether the 1999 Queensland HPE syllabus has been implemented successfully in a sample of three BCE primary schools.

Although the HPE curriculum in schools is given significant support within Australian education systems and by the Australian public (Commonwealth of Australia, 1992) paradoxically, it was neglected and allowed to fall into a state of crisis within Australian and Queensland schools (Walmsley,1998). For this reason it is necessary that the 1999 syllabus be given every chance to succeed. Accordingly, the research question for this study is: 'How thorough and systematic has been the implementation of the 1999 HPE syllabus in BCE schools? This question will be explored using the Health Promoting Schools Model (Figure 2.4, p.96) as a gauge for determining the extent of HPE syllabus implementation.

1.3   The Research Purpose

The purpose of the study is to explore the implementation of the 1999 Queensland HPE syllabus in three BCE primary schools of varying enrolment size.

1.4   Research Questions

The **overarching general research question** that will guide conduct of this research is:

How is the key learning area Health & Physical Education being taught according to the current (1999) HPE syllabus within three BCE primary schools?

By investigating the teaching of HPE, the implementation of the syllabus in practice will be identified. Supplementary research questions that will generate data include:

1.4.1   How are teachers in these BCE schools implementing the HPE curriculum documents?

This question investigates how teaching staff are covering the three strands within the syllabus; Who is responsible for covering each of the three different strands?; Is a specialist HPE teacher providing the lesson, as recommended (Commonwealth of Australia, 1992); and are students receiving the recommended HPE time of 1.5 hours per week? Are these lessons quality HPE lessons, especially the physical education strand? The findings of the Senate Inquiry during the time of crisis substantiated the decline in quality HPE. There was a lack of time given to the learning area within a crowded curriculum and

there were problems related to a lack of resources for teaching (Commonwealth of Australia, 1992). Do the issues of qualified HPE specialist teachers and the delivery of quality lessons, time allocated to the HPE learning area and provision of resources exist in BCE schools after the implementation of the syllabus documents? How do teachers cater for such historically problematic issues within current HPE learning environments?

The issue of resourcing leads to a second supplementary research question:

1.4.2 What readily accessible resources do BCE schools have to assist with the implementation of Health and Physical Education?

Quality programs not only require the skills and expertise of specialist teachers but also sufficient equipment and facilities to operationalise these skills and enable maximum participation of students.

1.4.3 What are teachers' perceptions with regard to the HPE Key Learning Area?

Another issue identified as a possible factor impacting on the HPE curriculum is a lesser importance attributed to HPE by classroom teachers. In many instances teachers perceive physical education as a release from classroom activities more than an integral aspect of their students' education (Clarke, 2000; Medland & Taggart, 1993). Teachers' perceptions play a major role in the implementation of any new syllabus documents, but especially in HPE: "teaching ideologies are often affected by teachers' perceptions of their prior experiences in sport and physical activity" (Morgan et al., 2001, p.2). For many non-specialist HPE teachers prior experiences may have been negative, predisposing them to replicate that negativity in their teaching (Downey, 1979), resulting in a devaluation of the HPE learning area (Hickey, 1992). Success of policy implementation ultimately depends on teachers and students (Gardner &

Williamson, 1999). If teachers who had negative experiences are reproducing such experiences, this will continue to delimit the HPE learning area for the next generation of teachers and students, until the trend is reversed. Hence, teachers' perceptions need to be investigated.

The fourth research question relates to perceptions:

1.4.4 What are children's perceptions of the HPE Key Learning Area?

Enjoyment and fun for the participants must be considered when designing a HPE program (Garcia, Floyd, & Lawson, 2002). When children enjoy learning through movement, they develop optimistic views about being physically active (Henderson, Glancy, & Little, 1999; Queensland Government, 2003b). Results of a national survey of students from Years 4-12 in the United States revealed that enjoying physical education was one of the most influential factors affecting participation by children in physical activities outside school (Sallis, Proschaska, Taylor, Hill, & Geraci, 1999). Furthermore, fun elements need to be all inclusive, catering for the diverse interests and abilities within a class (Boss, 2000; Pangrazi, 2000). This is one purpose of the current HPE syllabus as "an inclusive curriculum seeking to maximize educational opportunities for all students" (QSCC, 1999c, p.1).   Is the HPE curriculum being implemented successfully to achieve this syllabus intention? Students' perceptions of HPE will be investigated to find out.

An analytical question arising from the research questions provides a more critical generation of data:

1.4.4.1 What implementation strategies are required to optimize HPE practices in BCE schools?

1.5   Significance of the Research

This research has the potential to provide feedback to BCE about the 1999 HPE syllabus implementation process.   Further, it could inform BCE of the current state of the HPE key learning area within their selected systemic primary schools of varying enrolment size and identify any obstacles that may be limiting the implementation process.   The research may be able to identify whether any of the issues that contributed to the crisis in this curriculum area still exist within sections of the BCE school system.   The study will investigate, evaluate and identify these issues so that the implementation process can be modified and expanded where necessary, offering implementation strategies that optimize the HPE practice within the BCE system.   This study is supported by BCE as stated in the implementation challenges (1998):

- A commitment to responsiveness challenges us to reflect critically on teaching, learning and assessment practices in HPE to ensure they remain effective, appropriate and in harmony with changing school policies and structures

Feedback will enable BCE to guide further stages of the implementation/ renewal process not only for HPE but also for other Key Learning Areas.   The findings have the capacity to make a valuable contribution to the BCE Strategic Renewal Framework process due for completion at the end of 2006 (BCE, 2003b).   The timing of this research is also significant in terms of making a contribution to the scholarly literature within this field.   This research study will explore the impact of the 1999 Queensland HPE socio-cultural syllabus, an area of scholarship in which there is a lacuna in empirical and contextual research data and publication.

This research will contextualise major issues and changes that have occurred in the HPE learning area over the decade (1995-2005), both nationally and internationally.   The study will enable BCE to assess the needs and developments of the HPE learning area within a sector of the local Brisbane Catholic school system enabling the voices and perspectives of a sample of

teachers and students to be heard.

The HPE curriculum area has been a neglected field of study, partly due to a lack of understanding as a result of minimal research. Research on curriculum implementation in Health and Physical Education is not common in Australia (Williams, Williams, Bertram, Guray, McCormack & Brenton, 1993). Therefore, this research conducted within the BCE system will make a valuable contribution to the body of research in this discipline area.

Evaluative and multiple case study techniques have been chosen as they enable "specific issues and problems of practice to be identified and explained" (Merriam, 1998, p.34). The data collecting techniques of interviews, reflective journal, observation and document analysis enable perspectives within the curriculum implementation process to be given voice and understood within a context.

To further know, understand and appreciate the research problem of whether the 1999 Queensland HPE syllabus has been implemented successfully in a sample of three BCE primary schools, and also the supplementary research questions, a comprehensive investigation of relevant literature will be examined in the following chapter, generating a theoretical foundation for the research.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1   Introduction

The research problem highlights the need to understand how effective the implementation of the Health and Physical Education syllabus has been within three Brisbane Catholic Education schools.   The syllabus documents were implemented between 1999 and 2001. It is important to reflect on the implementation process so that educators can learn from the phenomenon. Therefore, the purpose of this research is to explore the implementation of the current Queensland HPE syllabus (Queensland School Curriculum Council, 1999) in three BCE primary schools of varying sizes based on enrolment numbers. The process of determining 'How HPE is taught within these schools?' will be achieved by investigating the actual learning in practice, three years after the implementation process has finished. It is envisaged that the examination will discover both the positive and negative school responses to the implementation process.

The key learning area, Health and Physical Education was in a parlous state both nationally and in Queensland classrooms before the development of the 1999 Health and Physical Education curriculum documents. A national workshop was held at Deakin University, Geelong in October 1991 to discuss physical education in Australian schools (Deakin University, 1991). Primary and secondary school teachers, teacher educators and administrators from all Australian States attended and they came to unanimous agreement that the key learning area was in crisis (Tinning & Fitzclarence, 1992).   This troublesome time was also identified by Kirk (1995) who described the key learning area during the 1990s as

being at the 'crossroads'. The HPE Key Learning Area within Queensland education was similarly in need of reform (Walmsley, 1998).

This research will help determine whether the problems within Health and Physical Education in Australian primary schools prior to the release of the 1999 HPE syllabus documents are a concern within three Brisbane Catholic Education primary schools. The problem issues revealed in the literature included resourcing, time given to the HPE KLA, students' skill levels and physical fitness (Tinning, Kirk, Evans, & Glover, 1994). Another major problem was that "suitably qualified physical education teachers are not being employed" (Commonwealth of Australia, 1992, p.XIV). The problem issues identified within the literature will help guide the research into three BCE primary schools' responses to the implementation of the Queensland HPE documents.

In summary, this research will be conducted as curriculum evaluative case studies within three BCE primary schools and will help assess how the current Queensland curriculum documents are being implemented. As well, it will identify any obstacles that may be hindering the implementation process and offer implementation strategies to optimize HPE practices in BCE schools.

2.2 Conceptual Framework for the Literature Review

In exploring school responses to the implementation of the 1999 Queensland HPE syllabus it is necessary to understand the relevance of major themes that underpin the conceptual framework for this review.

When exploring the implementation of the HPE syllabus the following will be examined: the importance of the HPE key learning area in three Catholic primary schools; the ability of the HPE learning area within a Catholic primary school context to promote gospel values and develop the whole person through the promotion of authentic human and Christian development; the importance of the

HPE learning area beginning in the early years when the children develop the fundamentals of movement and skill acquisition; the encouragement of confidence and attitudes towards physical activities, essential for lifelong physical activity; and the many health benefits and improved performance in other curriculum areas that result from quality HPE programs.

When exploring the implementation of the HPE syllabus within three BCE schools it is necessary for the researcher to understand why and how HPE policy implementation occurred. Reasons for the development of the HPE syllabus will be examined. Investigation into educational policy reveals the syllabus documents as policy. Policy construction and the policy implementation processes within BCE also raise questions regarding the status of HPE as a key learning area within BCE schools as policy construction and implementation are designed to bring about curriculum change (Dinan-Thompson, 2001).

Finally, when exploring implementation of HPE policy the researcher is required to measure the extent of the implementation process, and so research foci within the HPE curriculum are identified, as are evaluation models and issues that need to be considered for evaluative case studies.

These themes provide the elements that shape the conceptual framework that guides the literature review, diagrammatically represented in Figure 2.1. (cf. p.20). The overview offers direction to the research purpose as it helps to paint a 'big picture' of the relevant literature for this research which has been comprehensively reviewed.
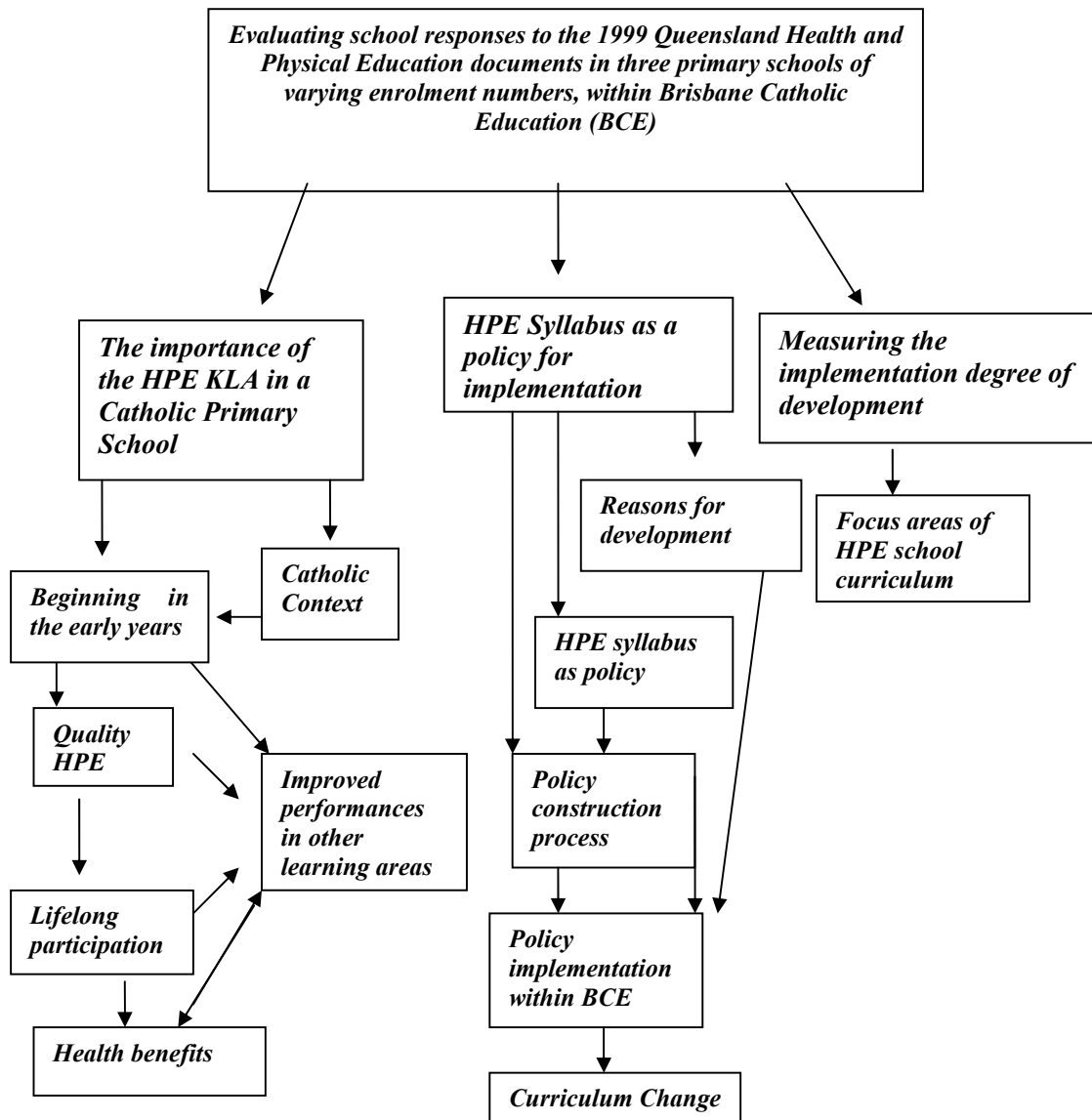
Figure 2.1   Conceptual Framework for the Literature Review.

2.3 Review of the Literature

To understand this research a succinct explanation of key concepts that arise in the literature, on the impact that the HPE curriculum documents may have made within BCE primary schools, has been organized around the following three elements:

- The importance of the HPE key learning area within Catholic primary schools;
- The 1999 Queensland HPE syllabus as a policy to be implemented within BCE; and
- Measuring the extent of the implementation process.

2.3.1 The importance of the HPE key learning area within Catholic primary schools.

This component of the literature review outlines the possible impact of the HPE key learning area within Catholic primary schools. Five key questions that emerge are:

- What importance does HPE have within a Catholic educational context?
- What are the health benefits of HPE?
- What are the academic benefits of studying HPE?
- When is the optimum time to begin the implementation of HPE in a primary school? and
- What is meant by quality HPE?

2.3.1.1 The importance of HPE within a Catholic context.

Within Catholic education, the HPE learning area can be valuably connected to the Religious Education (RE) curriculum (Lynch, 2004c). It is argued that a religious dimension can permeate learning in the HPE curriculum, for students in Catholic primary schools (Lynch, 2004b). However, the benefits of integrating HPE with Religious Education are either not recognised or underestimated (Lynch, 2004a; Morgan, 2005). This connection needs to be acknowledged for within "Catholic Education, maintaining its unique mission in Australian education is the only way Catholic schools can justify their existence" (McDonald, 2000,

p.12).

This partnership between HPE and RE is increasingly important. Catholic schools have a growing role in providing students with an experience of Church (Lynch, 2004a). In Australian society an increasing proportion of Catholics are becoming nominal members of their church (Hughes, 1999) with fewer than twenty percent of Catholics attending weekly Mass, and only about thirty-seven per cent attending monthly (Dwyer, 1993). The numbers have fallen and continue to do so at an alarming rate (Hughes, 1999), with a thirteen percent decline since 1996 (Hamilton, 2004). As a consequence, the numbers of children in Catholic primary schools with no religious affiliation to a worshiping Catholic community is steadily increasing (O'Shea, 2000). The role of the Catholic school, described by Hutton (1999, p.19), is "to provide the opportunity to experience in an active manner the key elements of Christian life: liturgy, prayer and service". For many students today the Catholic school is often their only experience of Church (Puttock, 2002), therefore, "students can be taught Christian values through participating in PE and sport" (Morgan, 2005, p.16).

Health and Physical Education is an essential key learning area in the wider Australian education system (Francis, 1994) and is specifically embedded in the Catholic education system (Hutton, 1999). Under the HPE umbrella, physical education sits alongside health education, outdoor education, home economics and religious education (Macdonald, 2003; Macdonald & Glover, 1997). One of the three strands that constitute the HPE syllabus, Enhancing Personal Development, is an essential curriculum teaching component within the Religious Education KLA (Lynch, 2004c) for "within the Catholic Christian tradition, personal and social development focuses on the lifelong journey towards wholeness as a person created in the image of God and one who contributes to the common good" (Brisbane Catholic Education, 2003a, p.60). HPE is a foundational KLA in a Catholic primary school because it recognizes the various dimensions of health that develop the students' physical, social, emotional,

intellectual and spiritual growth (Queensland School Curriculum Council, 1999c; Hutton, 1999), thus is closely related to the faith formation dimension of the Religious Education syllabus (BCE, 2003a). While HPE caters for all aspects of a holistic education, the nature of the key learning area necessarily entails a focus on the physical dimension. It recognises that all dimensions are necessary for the full development of the human person created in the image and likeness of God. Mind, spirit and body are joined in the profound unity of the human person (Catholic Education Commission-New South Wales, 1993) therefore "schools that purport to educate the whole child, as many do in their mission statements, must recognize that physical education is a crucial part of that education" (Graham, Holt-Hale, & Parker, 1998, p. 4).

Strong support for physical activities has come from many key figures throughout the history of the Catholic tradition, including St. Paul; Clement of Alexandria; St. Dominic; St. Thomas Aquinas; Pope Pius II; St. Ignatius; Pope Pius XI; Pope Pius XII; Pope Paul VI and the late Pope John Paul II (Feeney, 1995).

The HPE key learning area facilitates opportunities for interactions of a religious nature (Brisbane Catholic Education, 2003a) as the students are presented with many practical social experiences that require living and reflecting upon religious traditions and gospel values, as part of their experiential learning (Mavor, 1997). "HPE provides students with unique opportunities to enhance their knowledge and skills, to make informed decisions, to plan strategies and to implement and evaluate actions in relation to healthy human functioning." (Mavor, 1997, p.40). Hutton (1999) concurs that the Church seeks to integrate the Christian message into people's lives by finding God in the everyday. This is witnessed in Australian cricketer, Justin Langer's life when he claims, "Growing up as a Catholic taught me things that I've tried to carry into my cricket as well as into the rest of life." (Stoney, 1994, p.15), thus "religious revelation includes all participants in physical activities who are prepared to extend their faith into all aspects of life" (Lynch, 2004b, p.2). Experiences that can be related to Christian life are necessary to

know oneself and to know God (Fewster, 1994), thereby reinforcing one key aim of Religious Education, "to develop students' religious literacy in the light of the Catholic tradition, so that they may participate critically and effectively in the life of their faith communities and wider society" (Barry & Brennan, 1997, p.18).

Groome (2002) identifies eight distinctive Catholic qualities as:
- the sense of sacramentality (finding the infinite in the finite),
- feeling of community,
- appreciation of human potential
- appreciation of fallibility,
- concern for justice
- concern for the unfortunate,
- reverence for tradition, and
- conviction that care should have no borders.

It can be argued that the HPE curriculum in schools relates to and informs each of these, and as such, HPE is consonant with Gospel values, Papal teachings and Catholic tradition.

A sense of sacramentality can be achieved through all life experiences which fundamentally have the capacity to lead people to God (Catholic Education Commission-NSW, 1993). Because a sacrament is people encountering Jesus through the presence of His mystical body (Boyd-Boland, 2003), the sense of sacramentality relates directly to the spiritual dimension of the HPE curriculum namely the "sense of connection to phenomena and unusual events beyond self and usual sensory and rational existence; a sense of place within the universe" (Queensland School Curriculum Council, 1999a, p.26). Thus by integrating both the theoretical and practical experiences of HPE the students can assume a sense of sacramentality proclaiming "God's presence in human life through actions, signs and symbols" (Brisbane Catholic Education, 2003a, p.13). This sense of sacramentality through physical activity is recollected by Australian

swimmer Rebecca Creedy during her national swimming trials for the 2000 Sydney Olympics, "I was asking for a lot of help and I really needed it and I did have a strong sense that someone was helping me" (McGirr, 1999, p.8). Also, the nature of HPE enhances the sense of sacramentality through movement sense, skill and physical fitness where God's influence and design are apparent (Catholic Education Commission-NSW, 1993). "Sport has a spiritual element to it" (Morgan, 2005, p.16), a sentiment endorsed by Australian Ballet identity Steven Heathcote who describes dance as being a deeply religious and spiritual experience (Hughes, 2002). An increased awareness of the potential connectedness between physical activity and spiritual awareness can be brought to students' attention by providing quality HPE lessons (Lynch, 2004a).

The potential for the promotion of spiritual awareness through HPE is reinforced in Church teaching, in the Scriptures, in Religious Education curriculum materials and in Church documents. This is demonstrated in an excerpt from the Second Vatican Council's document, *The Declaration on Christian Education*, 28 October, 1965:

> The Church values highly those other educational media which belong to the common patrimony of men and which make a valuable contribution to the development of character and to the formation of men/women. These it seeks to ennoble by imbuing them with its own spirit. Such are the media of social communication, different groups devoted to the training of mind and body, youth associations, and especially schools (Flannery, 1988, p. 730).

The act of imbuing people with the Church's spirit is a sacramental phenomenon. The key learning area HPE relates directly to the educational media being referred to in the Council document, as this key learning area is a media of social communication, it involves learning with mind and body and is for all youth to enjoy in their school lives.

The second Catholic quality addressed and identified is the promotion of community through HPE (Groome, 2002). A feeling of community is developed

through 'lifeskills', articulated specifically in the 'Enhancing Personal Development' strand in the HPE syllabus. Taught in this strand are social and citizenship skill development, both of which are embedded in the social dimension of the curriculum documents (Queensland School Curriculum Council, 1999a). The social dimension of HPE includes "relationships with others, ethnic customs, interpersonal and communication skills and sense of belonging" (Queensland School Curriculum Council, 1999b, p.26). All of these dimensions have personal and communal implications. It is through community that the self is developed (Higgins, 2001) and education of the whole person can occur (McDonald, 2000). Community building through physical activities is supported by Tim Lane, Australia's popular sports commentator, in his assertion that, "When we went to the footy, I experienced a sense of family unity." (McGirr, 2001, p.17). Furthermore, it is argued that the students "carry the values they learn on the sporting field with them to the classroom, and home to their families" (Morgan, 2005, p.16).

HPE facilitates development of both personal and group fulfillment within the community. Specifically within physical education practical lessons:

> Teamwork offers excellent opportunities for individuals to develop the values of loyalty (supporting each other, win or lose), fair play (learning to play by the rules of the game), generosity (putting the needs of the team ahead of individual interests), friendship (a way to meet new people) and a spirit of co-operation (learning how to work with others in order to accomplish a specific goal) (Hoffman, 1992, p. 253).

A sense of community is vital for living active and fulfilling lives as Christians, as well as for valuing self, others and all creation. "It is paramount that these values be developed in growing students." (Catholic Education Commission-NSW, 1993, p.43). This commitment to community is evident in the Christian Scriptures where individual influence within the community is likened to a mustard seed (Mark 4 : 30-32). The mustard seed begins life as the smallest of all seeds and develops into a large plant for all to benefit from for its provision of shade and shelter. The fostering of community through sports was supported by Pope John

Paul II (1982) when he stated that physical activities develop a lively and mutual appreciation and sincere respect between people and the abilities and gifts that they possess, which ultimately enhances friendship.

In addition to this John Paul II stated that physical activity develops the individual mustard seed, the community within which the individual grows and interacts, and also globally:

> The Church approves and encourages sports seeing in it a form of gymnastics of the body and of the spirit, training for social relations based on respect for others and for one's own person and an element of social cohesion which also fosters friendly relations on the international level (John Paul II, 1979a, p.4).

The third and fourth distinctive Catholic qualities according to Groome (2002) are an appreciation of human potential and fallibility (Groome, 2002). The nature of HPE, encompassing health, personal development and physical activities, continually provides challenging opportunities for students as goals to be attained or as obstacles to be confronted. Australian athlete, Nova Peris-Kneebone states, "I believe our prayers are answered, but in a number of ways. You win for a reason, you lose for a reason, you get injured for a reason" (McGirr, 2000, p.15). The achievement and at times the failure to achieve goals and the overcoming of obstacles, taught through HPE, enables better than in any other curriculum area, an appreciation of both human potential and human fallibility (Lynch, 2004a).

Physical activity allows students many opportunities to test their physical and mental limits and to explore understanding of self. The medium of sport, which is used in the teaching and learning of HPE, "draws out of the human person some of one's noblest qualities and talents. The participant must learn the secrets of one's own body, its strength and weaknesses, its stamina and its breaking point." (John Paul II, 1982, p.8). Sport helps students to become resilient to life's hardships and also to be considerate of others during such times, "They learn how to celebrate victories in a humble way, to be gracious in defeat and to accept

that some things are out of their control" (Morgan, 2005, p.16).

HPE ideally commences a lifetime of well-being, maintained through physical activities at various levels. Consequently, this introduces students to the notion of commitment, dedication and confronting challenges. Pope John Paul II addressed this concept of challenges met through the nature of HPE:

> One must develop through long hours of exercise and effort the power of concentration and the habit of discipline, learning how to hold one's strength in reserve and to conserve energy for that final moment when the victory depends on a great burst of speed or one's last surge of strength (John Paul II, 1982, p.8).

Sport and physical activities can lead to a realization of talents, strengths and weaknesses, possibilities and limitations, self-discipline and improvement (Hoffman, 1992). This is achieved through co-operating and competing not only amongst individuals or teams, but within oneself: "Competition encourages a desire for continual self-improvement so that one is not satisfied with the status quo." (Hoffman, 1992, p.255). The co-operation and competition within oneself is derived fundamentally out of a desire for self-improvement.

The fifth and sixth qualities that Groome (2002) identifies as distinctively Catholic are a concern for justice and for the unfortunate. These qualities too lend themselves to being developed in HPE through physical activities because,

> The necessary competition, far from being a motive of division, is seen on the contrary to be a positive factor of dynamic emulation possible only in a framework of mutual relations accepted, measured, and promoted (John Paul II, 1979b, p.5).

Not only are mutual relations accepted, but respect for others' diverse abilities is developed and promoted through sports, which in turn assists students to grow as exemplary citizens and good Christians (Hoffman, 1992).

A concern for justice is evident in the HPE curriculum documents' commitment to

social justice. Within the curriculum material, "The principles of diversity, equity and supportive environments are highlighted to develop in students an understanding of, and a commitment to, a socially just society" (Queensland School Curriculum Council, 1999a, p.3). This is evident at the Clontarf Football Academy in Perth, established by former Fremantle Australian Football League coach, Gerard Neesham. The academy was established in February 2000 to help young Aboriginal players reach their football potential and to entice them to actively participate in their education. "Gerard says he has witnessed colossal changes in the confidence of many of the young men" (Lillis, 2002, p.17). The Reclink Football League in Melbourne also operationalises social justice through sport. This is a competition for those who are homeless and unemployed. This league offers the players something to live for and motivates them to have another shot at life (Ferris, 2001). These are examples of how sport can develop this Catholic dimension and exemplifies the possibilities within the HPE learning area of achieving the same. The capacity for this to occur is increased with specialist teachers who "have a great responsibility to create an environment of fair play and equal respect for all" (Morgan, 2005, p.16).

The seventh distinctive Catholic quality identified by Groome (2002) is a reverence for tradition. The Catholic Christian tradition includes two thousand years of reflection and teaching on Jesus' life and ministry. It requires constant referral to and engagement with new ways of growth and renewal through everyday living experiences (Brisbane Catholic Education, 2003a).

In the physical dimension students are presented with many practical and social experiences that require living and reflecting upon the Catholic tradition and gospel values (Lynch, 2004a). This was identified by the late Pope John Paul II when he asked "Are not these athletic values the deepest aspirations and requirements of the Gospel message?" (John Paul II, 1980, p.10). The HPE key learning area affords opportunities for living the gospel message, as Jesus did. One example may be encouraging team mates rather than ridiculing them,

therein manifesting the golden rule found in Luke's gospel (Luke 6 : 31), 'Do to others as you would have them do to you' (Lynch, 2004a). Hence, sports and the Gospel message enhance and complement one another (Hoffman, 1992).

The final dimension of Catholicism is the conviction that care should have no borders (Groome, 2002). Caring exists within the first-aid, emergency safety procedures and personal development aspects of the HPE learning area. However, physical activities can also promote respect and care for others through teamwork and competition (Lynch, 2004a). The values of loyalty, fair play, generosity, friendship and a spirit of co-operation are all aspects of care (Hoffman, 1992). Care is essential because "to realize our potential demands a commitment to the people, events and things of our world, for in them, we believe, God may be found" (Catholic Education Commission-NSW, 1993, p.75).

The relationship between HPE and Religious education in Catholic schools has in recent times become more significant due to the increasing role Catholic schools have assumed in providing students with an experience of Church (Lynch, 2004a). This relationship is recognized by the Church, as evidenced by the late Pope John Paul II, when instituting a sports department, employed the metaphor of sport as "a new playing field for the Church's efforts to reach its flock" (d'Emilio, 2004, p.10). Physical activity in Catholic primary schools through the medium of the HPE learning area has great potential for developing the eight distinctive Catholic qualities identified by Groome (2002).

This potential can be enhanced by the PE teacher in a Catholic school's essential knowledge and disposition towards the HPE learning area because "Individual moralities shape the choices they (HPE teachers) make and the conflicts that concern them as they function as moral educators" (Joseph & Efron, 1993, p.217).

Kids often learn to be selfish, to be individualistic rather than co-operative,

to value winning at all costs, to put down those who are different or who have difficulty with movement. Desired social objectives are not a natural product of involvement in PE as it is usually taught. These objectives need to be actively taught and they need to be consciously planned (Tinning, 1986, p.69).

Further, teachers of PE have the advantage that their specialized teaching area is affiliated with the child's natural play structure (Grace, 2000). This is most important as "the early physical learnings form the basis for all other learnings" (Kealey, 1985, p.1). Therefore, "the religious/spiritual dimensions of the HPE curriculum in a Catholic context would be enhanced if taught by specialist HPE-qualified Catholic educators" (Lynch, 2004a, p.10).

Sport and physical education are directly related to the HPE strand, 'Developing concepts and skills for physical activity' and sport is a logical extension of a school's physical education program (Commonwealth of Australia, 1992). Thus, Groome's eight Catholic qualities are evident in the HPE learning area and are consonant with Catholic religious education documentation.

2.3.1.2   The health benefits of HPE.

The HPE curriculum enables students to experience and learn in, through and about a wide spectrum of physical activities. Physical fitness and physical activity minimizes the risk of disease and maximizes wellness. "Physical education develops fine and gross motor skills and contributes to the maintenance of health, fitness and prevention of sickness not only in childhood, but throughout life" (Commonwealth of Australia, 1992, p.xiv). It is estimated that obesity costs the Australian national health system between $680 million and $1.2 billion each year (Skatsoon, 2003) and health benefits from physical activity are evident in both adults and children (ACHPER WA Branch, 1999).

Health benefits include reduced risk of coronary heart disease (Shilton, 1997; Sport & Recreation Queensland, 2005) and several studies have tracked

coronary risk factors from childhood into adulthood (Schmidt, Walkuski, & Xiaoqian, 1997). Physical activity may protect the heart as it increases High-Density Lipoprotein ('good') cholesterol (Bouchard, Shepherd, Stephens, Sutton, & McPherson, 1990; Fletcher et al., 1995; Sport & Recreation Queensland, 2005). Exercise is associated with lower rates of colon cancer (Blair et al., 1989; Schardt, 1993; Sport & Recreation Queensland, 2005) and weight-bearing exercise enhances bone density (Caplon, Lord, & Ward, 1993; Sport & Recreation Queensland, 2005; White, Wright & Hudson, 1993). Thus physical activity may reduce the risk of osteoporosis in later life. Studies suggest more active people are less likely to develop non-insulin dependent (adult onset) diabetes (Blair & Meredith, 1993; Schardt, 1993; Sport & Recreation Queensland, 2005). As well, exercise is an important management tool for asthmatics, for reducing the risk of obesity (Berkowitz, Agras, Korner, & Kraemer, 1985; Johnson, Burke & Mayer, 1956; Shilton, 1997; Sport & Recreation Queensland, 2005; Stefanik, Heald, & Mayer, 1959) and blood cholesterol (Bauman & Owen, 1991). Also, physically fit people have a better immune system against colds and upper respiratory tract infections (Schardt, 1993).

However, Gard and Wright (2001) argue that the "unquestioning acceptance of the obesity discourses in physical education helps to construct anxieties about the body" (p.535). 'Healthism' as an ideology "is a belief that health can be unproblematically achieved through individual effort and discipline directed mainly at regulating the size and shape of the body" (Crawford, 1980, p.366). Healthism has influenced the HPE learning area throughout history and it continues to do so as the obesity epidemic, produced by biomedical research experts, is recontextualised within professional and academic HPE literature to justify HPE practice (Gard & Wright, 2001; 2005). Gard and Wright argue that the "scientific foundations of 'obesity epidemic' thinking are far less certain than commonly assumed" (2005, p.13), furthermore, the governments, corporations and media have used the childhood obesity discourse to blame parents and schools. They warn that "such an approach is in danger of taking the pleasure

out of physical activity and even further marginalizing those forms of physical activity that are not demonstrably 'fat burning'"(p.185) negatively affecting the ways in which HPE is researched and taught in universities and schools (2001).

Literature suggests there are mental health and social benefits that result from participating regularly in physical activities, for example physical activity has been consistently shown to lessen symptoms of clinical depression (Calfas & Taylor, 1994; Sport & Recreation Queensland, 2005; Taylor, Sallis, & Needle, 1985). Other mental health and social benefits include better stress management (Chiras, 1991), having fun, relationships, self-esteem and self-efficacy, enhancement and building personal and social skills such as leadership, communication, teamwork and cooperation (Shilton, 1997). In educational contexts physical activity creates a friendly school climate where students are less aggressive and experience fewer discipline problems (Queensland Government, 2003b). Physical activity can also reduce the likelihood of students being involved in anti-social behaviour (Kerr, 1996) and decrease the levels of vandalism, mischief, petty crime and negative behavior (Norrie & Mustard, 1999).

There are many health benefits from regular exercise, which relate directly to Health and Physical Education as this key learning area promotes physical activity for lifelong learners. Consequent health benefits can in turn enhance academic performance.

2.3.1.3   The academic benefits of HPE.

In addition to numerous health benefits, various cross-sectional and longitudinal studies have shown improved academic performance when physical education time is increased. "Studies overseas and in Australia have found that allocating as much as one-third of the school day to physical education actually enhances students' performance in other curriculum areas." (ACHPER WA Branch, 1999, p.74). Such studies include the Vanves, Trois Rivieres and Hindmarsh.

The Vanves Study (Hervet, 1952) was a ten-year experiment named after a suburb in Paris, France where it was conducted in 1951. Particular experimental classes were selected, their academic education was reduced to about four hours per day, and the extra time was devoted to physical education (one to two hours per day). The school week was lengthened from 32 to 41.5 hours per week. "Not only were the levels of health, fitness, discipline and enthusiasm superior in the experimental schools, but the academic results surpassed those for the control classes." (ACHPER WA Branch, 1999, p.75). The balancing of the attributes of the whole person kept the learners more focused and interested. Similar experiments with similar outcomes were also carried out in Belgium, Japan, Israel and Canada (ACHPER WA Branch, 1999; Commonwealth of Australia, 1992). One such piece of research conducted in Canada, was the Trois Rivieres study.

The Trois Rivieres study (ACHPER WA Branch, 1999) involved 546 primary school children in Quebec. The experimental classes were given extra physical education time (sixty minutes per day), taught by a specialist teacher and the control classes were given 14 % more academic instruction with their physical education taught by a non-specialist teacher (forty minutes per day), (ACHPER WA Branch, 1999). "During the first year of observation (Year One), on average the control students had better grades, but in Years Two to Six the experimental students outperformed the controls" (ACHPER WA Branch, 1999, p.75). Similar research conducted in Australia was the Hindmarsh study.

The Hindmarsh research had similar outcomes to that of the Vanves and the Trois Rivieres studies. This study was conducted by the Physical Education Branch of the South Australian Education Department at Hindmarsh Primary School in Term Three, 1977. Two classes (forty-five children) were tested for endurance fitness, obesity measures and self-concept. They then received approximately six hours each week of physical education throughout the term

(ACHPER WA branch, 1999).

> The results generally supported the findings of the overseas studies: the Hindmarsh students covered the same work in less time and with better results. In doing so, they became more self-confident, fitter, more skilful (physically) and more sociable, and the obese became slimmer" (ACHPER WA Branch, 1999, p.76).

These advantages and benefits from participating in physical education "included improved health, fitness, discipline, enthusiasm, academic results, self-confidence, skills, social abilities, and lower body fat content" (Swabey, et al., 1998, p.5).

These studies indicate HPE is an essential key learning area for increasing both the chances of students leading a healthy lifestyle and their academic performance. Further research has found that regular physical activity correlates positively with improvements in subjects such as mathematics (Sallis, et al., 1999). It is positively associated with enhanced educational aspirations (Kerr, 1996) and results in students being more productive, more motivated, better organized and more effective in learning and performance tasks (Kidd, 1999).

> Children need exercise to learn. Scientists say it is plausible that by promoting blood flow to the brain, physical activity increases cognitive power. Many teachers believe that adolescents find it harder to concentrate when exercise breaks are not scheduled (Rothstein, 2000, p.11).

However, the Australian Senate Committee expressed caution in concluding that there is a direct link between physical education and academic achievement. The Committee were advised by Kirk and Tinning of Deakin University at the time of the Senate Inquiry, that although they "acknowledged that such benefits from physical activity can act as a catalyst to assist performance in a range of other pursuits" (Commonwealth of Australia, 1992, p.5) they cautioned against reading too much into the results.

2.3.1.4 The optimum time to begin implementation of HPE in the primary school.

There are many benefits of regular exercise for people of all ages. Specifically, there are advantages of involvement in physical activities for the young child, and therefore HPE as a learning area is essential in the early years of the primary school curriculum, where it can "offer an outstanding environment for getting young people active" (Mackenroth, 2004, p.1).

The following eighteen benefits constitute a synopsis of the benefits of physical activity for the early years of life (Seefeldt & Vogel, 1986). Physical activity:

- Promotes changes in brain structure and function in infants and young children. Sensory stimulation through physical activity is essential for the optimal growth and development of the young nervous system;
- Promotes early cognitive function through imitation, symbolic play, the development of language and the use of symbols;
- Assists in the development and refinement of perceptual abilities involving vision, balance and tactile sensations;
- Enhances the function of the central nervous system through the promotion of healthier neuronal networks;
- Aids the development of cognition through opportunities to develop learning strategies, decision-making, acquiring, retrieving, and integrating information and solving problems;
- Fortifies the skeleton, maintains and promotes lean body tissue growth, and reduces fatty deposits;
- Leads to proficiency in the neuromuscular skills that are the basis for successful participation in games, dances, sports and leisure activities;
- Acts as an important regulator of obesity because it increases

energy expenditure, suppresses appetite, increases metabolic rate and increases lean body mass;

- Improves aerobic fitness, muscle endurance, muscle power and muscle strength;

- Acts as an effective deterrent to coronary heart disease due to its effects on blood lipids, blood pressure, obesity and capacity for physical work;

- Improves cardiac functions as indicated by an increased stroke volume, cardiac output, blood volume and total haemoglobin;

- Reduces atherosclerotic diseases (degenerative disease of the arteries);

- Promotes more positive attitudes toward physical activity and leads to more active lifestyles during unscheduled leisure time;

- Enhances self-concept and self-esteem as indicated by increased confidence, assertiveness, emotional stability, independence and self-control;

- Aids in the socializing of individuals during late childhood and adolescence;

- Aids in the development and growth of moral reasoning, problem solving, creativity and social competence;

- Acts as a deterrent to mental illness and the alleviation of mental stress; and

- Improves the psychosocial and physiological functions of mentally and physically disabled individuals.

These benefits of physical activity during the early years are supported by Sport & Recreation Queensland (2005).

Regular physical activity in childhood and adolescence improves strength, builds lean muscle, builds stronger bones and decreases body fat (U.S. Department of Health and Human Services, 1996). Therefore, HPE in the early primary school

years plays a fundamental role in establishing a healthy and full lifestyle for children (Queensland Government, 2003c).

Literature in this field is showing that children's physical activity has declined (Commonwealth of Australia, 1992; Howard, 2004) and "our children appear to be less fit than they were in 1985" *(*ACHPER WA Branch, 1999, p.64). Furthermore, "In recent years, the school curriculum across Australia has placed less of an emphasis on physical activity and sport" (Queensland Government, 2003a). Demands for renewed importance of physical education in schools was initiated by the 1992 Senate Inquiry (Kirk 1998). In Australia, children are less fit (McNaughton et al., 1996; Thompson et al., 1995), more obese (Howard, 2004; Lazarus et al., 2000; Mackenroth, 2004; Magarey et al., 2001), spend less time in physical activity (Booth et al., 1997), especially in schools (Commonwealth of Australia, 1992; Howard, 2004;) and display low levels of motor competence (Booth et al., 1997; Thompson et al., 1995; Walkley et al., 1993). In Queensland, children aged five to fourteen years have the lowest participation rates in organized sport and physical activity outside school hours than in any other Australian State (Australian Bureau of Statistics, 2000; Metcalf, 2004) and "improving the quality of Physical Education in schools is the best documented intervention approach to promoting physical activity in youth" (ACHPER WA Branch, 1999, p.9). There is a need for increased emphasis on Health and Physical Education curriculum in schools for in contemporary society there is evident only a low prevalence of general physical activity (Shilton, 1997). This unmasks a growing community health problem because "a lack of physical activity is responsible for about seven percent of the burden of disease in Australia, making it second highest to tobacco smoking for males and the highest factor for females" (Sport & Recreation Queensland, 2005, p.1).

The above statistics reveal a decline in physical activity in the community from previous generations and it can not be assumed that these changes don't have consequences: "We are raising a generation that lacks the motor skills honed in

early childhood in past generations by hours of simple activities" (Noonan, 2003, p.19). However, according to the American educationalist Pangrazi, "a significant amount of fitness test performance is explained by heredity". He argues that even though "many teachers and parents believe it to be true, the physical fitness of American children has not declined" (2000, p.18). While Pangrazi raises an interesting topic within the context of the USA, the debate over whether or not there is in fact a decline in Australian children's fitness will not be explored here as that is beyond the scope of this study. However, assuming that there may have been some degree of decline raises questions about the quality of implementation and importance afforded the HPE curriculum within Australian primary schools.

The concern about deterioration of children's participation in physical activity is not only a concern in Australia or in the USA, but a worldwide concern. The US Surgeon General's report on physical activity and health (U.S. Department of Health and Human Services, 1996) sent warnings to many countries across the world in relation to recorded decline in physical activity. It has been well documented in the United States, Canada, Great Britain, Sweden, Germany and the Netherlands, that there is a steady decline in participation in physical activity, sport and recreation both during and after schooling (Tomson & Patterson, 1998). Thus, the contemporary literature in HPE suggests that more emphasis needs to be given to the HPE curriculum in schools throughout the world.

To help combat the growing concern over students' sedentary behaviour in Queensland schools, the Queensland Government launched the *Get Active Queensland Children and Young People Strategy* in October, 2003 (Mackenroth, 2004). "Through this strategy, the Queensland Government is working to ensure all young Queenslanders have opportunities to reap the health and social benefits of being physically active", as part of helping to address growing levels of childhood obesity (Mackenroth, 2004, p.1). In June 2004, another program, *Building a Healthy, Active Australia* was launched by the Australian Federal

Government with a similar aim, to address "the challenge of obesity within our community" (Howard, 2004, p.1) and specifically to address declining activity and poor eating habits amongst Australian children. The Government is allocating $116 million dollars towards this program over the four year period, 2005-2008 (Howard, 2004).

Of the $116 million dollars, $90 million dollars has been allocated to after-school physical activity programs. New conditions of funding require schools to ensure that a minimum of two hours physical activity a week is timetabled in primary and junior secondary schools. Fifteen million dollars has been allocated to grants to community organizations linked with schools and eleven million dollars is to educate Australian families about making healthy eating and physical activity a part of their daily lives (Howard, 2004).

It is argued that any programs offered by the State and Federal governments would be a "logical and welcome extension to the curriculum, not a replacement for it" (Emmel, 2004, p.17). During the 1990s government programs often replaced schools' HPE curriculums. The Aussie Sport education program was used by schools to "justify the withdrawal of physical education from schools" (Moore, 1994, p.26; Tinning, 1994). Thus, there exists evidence that funded government programs can have detrimental effects rather than the enhanced outcomes that they originally set out to achieve.

Technological advancements are one possible reason offered in the literature for the worldwide decline in children's physical activity participation rates. Children are increasingly engaged in and shaped by relations with new technologies of intelligence, information, entertainment and text (Graham, et al., 1998; Green & Bigum, 1993), and such technological engagement by children is thought to contribute to even lower levels of physical activity in children.

Young children are susceptible to spending much of their time watching

television, working or playing on computers and more specifically, surfing the internet. This engagement involves sedentary behaviour that has adverse effects on healthy lifestyles (Lawrence, 2004). Television is the "principal leisure time activity for Australian children" (Shilton, 1997, p.23). Television is a passive form of communication which requires no activity on the viewer's behalf, with the advertising of snack food also promoting bad eating habits during television viewing time (Fynes-Clinton, 2004; Shilton, 1997). Similarly to television, computers and more specifically the internet, can involve children in long periods of engagement, which although mentally stimulating, may still promote sedentary behaviour. In general, all electronic forms of communication are appealing to young children at rates higher than ever before. As a consequence, Australia's children are spending remarkably less time outdoors, a change which seemingly is supported by their parents (Allen & Hammond, 2005), even though these technological advancements are giving rise to social and environmental pressures that further promote inactive lifestyles. "Parental concerns for the personal safety of their children has increased in response to perceived and reported increases in violent crime and abuse of children" (Shilton, 1997, p.23), resulting in once regular activities requiring use of public parks or bike tracks being discouraged for security reasons (Weston, 2004). Another factor contributing to physical inactivity is the reduction of room within households and community environments. "The family backyard is getting smaller (if there is one), and communities are not being built with physical activity as a priority in the planning process" (Shilton, 1997, p.23). Technological advances and social and environmental pressures are more obvious than ever before in contemporary society and are likely to play an even more dominant role in the future, influencing in particular, young children and contributing to a sedentary lifestyle.

The increase in sedentary lifestyles of children highlights the importance of the HPE curriculum within the primary school, and especially in the early years of primary school. According to Johnson and Deshpande, "society faces a collective and moral imperative to engage schools, communities and families in

guiding our children to use knowledge acquired in school to make informed, intellectually-driven decisions that will lead to a productive lifetime of health and wellness" (2000, p.66). These authors further underline the importance of the HPE curriculum in schools and the role it plays in teaching and encouraging children to be more active.

Children from the beginning of their schooling lives in pre-school should participate in the fundamentals of skill development and exercise, experiencing the enjoyment that all can attain regardless of age, ability or personal interests (Queensland Government, 2003a). It is also recommended that more time and expertise be made available to improve fundamental movement skills in primary schools as these skills are necessary for building proficient movement forms. Included among these are the locomotor skills of walking, running, hopping, vertical jumping, horizontal jumping, galloping, sliding, skipping, and leaping, as well as the manipulative skills of throwing (underarm and overarm), catching, dribbling, striking, kicking and punting (Olrich, 2002). Children do not acquire fundamental movement skills naturally, rather they need to be provided with quality learning experiences to enable skills development (Doorn, 1999).

Research suggests that the best time for children to learn and refine their motor skills is the preschool and early primary school years (Branta, Haubenstricker, & Seefeldt, 1984; Commonwealth of Australia, 1992; Espenschade & Eckert, 1980), as these are also the "most formative years to establish a healthy approach towards physical activity" (Queensland Government, 2003b, p.1). This phase of child development has the advantage that it is aligned with the child's natural play structure and is likely to have fewer competing activities, therein allowing children more time to concentrate on developing their motor skills. The early detection of motor problems facilitates early intervention programs which can reduce many physical and related emotional problems (Arnheim & Sinclair, 1979; Commonwealth of Australia, 1992; Hardin & Garcia, 1982; Haubensticker & Seefeldt, 1974; Johnson & Rubinson, 1983; Seefeldt, 1975; Smoll, 1974).

Further, recent research indicates that active children become active adults, (Godin, 1990; Raitakari, et al., 1994), thereby increasing the likelihood of more healthy adult lives.   Likewise, inactive children become inactive adults (Commonwealth of Australia, 1992; Sport & Recreation Queensland, 2005).   In Brisbane Catholic Education's Health and Physical Education Position Paper, a quote from the Hebrew Scriptures is used to support this idea of instruction from a young age enabling a lifetime of activity: "Instruct children in the way they should go, and when they grow old they will not leave it" (Proverbs 22 : 6).   Thus, BCE documents acknowledge the important role that the HPE curriculum and quality instruction play, particularly in the early years of primary school.

The importance of fundamental motor skills acquisition in the early years of primary school also develops "the feeling of competence in movement" (Garcia, et al., 2002, p.1) which is necessary for children to develop their potential full range of movement: "Children need to develop fundamental motor skills to enable them to participate in the full range of human activities" (Commonwealth of Australia, 1992, p.58).   These are essential because "without adequately developed motor skills, it is more difficult to experience success and enjoyment in physical and sporting activities, which may lead to inactivity and avoidance behaviours" (Morgan et al., 2001).   Wankel and Pabich (1981) found in their study that many children stopped playing sport because they could not perform the skills well enough and therefore did not experience success or enjoyment. Within the early years of primary school, HPE has particular importance for children developing the fundamentals of movement and skill acquisition.   A lack of opportunity for skill development can be detrimental to children's confidence and attitude towards physical activities, thus limiting healthy participation in lifelong physical activity (Queensland Government, 2003a).

2.3.1.5   Quality HPE defined.

In order for the HPE curriculum to fulfil a role in developing lifelong participation in healthy activities, it is imperative that a quality HPE curriculum be implemented in schools (Queensland Government, 2003a). "Improving the quality of physical education in schools is the best-documented intervention approach to promoting physical activity in youth." (ACHPER WA branch, 1999, p.9). Research data from a national survey in the United States of America of students Years Four to Twelve revealed that enjoying physical education was one of the most influential factors for encouraging participation in physical activities outside school (Sallis, et al., 1999) and that if opportunities for physical activity were denied during school time, children would not voluntarily catch up on physical activity (Dale, Corbin, & Dale, 1999). Pangrazi goes one step further stating that "there is no higher priority in life than health. Without it, all other skills lack meaning and utility" (2000, p.18). Pangrazi's opinion suggests that a quality HPE school program should be given priority over other KLAs. A quality HPE school program rather than being neglected or relegated a minor place in the school curriculum, plays a dominant role in the development of the child from the early years of primary school and improves the likelihood of lifelong participation in physical activities.

The notion of a quality HPE program was defined and endorsed by the Senate Inquiry. One recommendation from the Senate Inquiry was that all children be provided with quality sporting opportunities, requiring "as a matter of priority, all physical education programs be conducted by, or under the supervision of, qualified physical education teachers, particularly at primary school level" (Commonwealth of Australia, 1992, p.xxi). Hence, having a quality HPE program in the primary school requires regular access to a specialist physical education teacher, for "several Australian studies have described the lack of qualifications and confidence of classroom teachers to deliver PE programs, [is] mainly due to inadequate teacher training" (Morgan & Bourke, 2005, p.7). Teachers can influence, for good or ill, students' views about the value of physical education

(Solmon & Carter, 1995), particularly students' beliefs about physical activity (Lee, 2002),

The development of children's fundamental motor skills occurs in the early years of the primary school and is influenced by both environmental and genetic influences (Branta et al., 1984; Gallahue, 1989; Malina, 1981; Malina & Bouchard, 1991; Rarick, 1981; Walkley et al., 1993). Genetic influences affect students' motor performance and depend on factors such as heredity, trainability, age and maturation (Pangrazi, 2000). Unlike genetic influences, the environmental factors are variable and capable of being influenced by the teacher of physical activity. Environmental influences are determined by the physical education teacher and include opportunities to practise, interest in the child's activities shown by significant others, and quality instructions (Espenschade & Eckert, 1980; Gallahue, 1989; Seefeldt, 1975; Singer, 1980, Walkley et al., 1993). A study by Kelly, Dagger, and Walkley (1989) found that when children had a HPE specialist teacher for PE they performed significantly better on fundamental motor skills than students who received supervised activity time only. This study further suggests that the physical education teacher can control the environmental influences that help promote a quality HPE lesson. Quality HPE "should be a developmentally appropriate educational experience designed to provide immediate and lifelong benefits, important benefits that are typically only taught in physical education classes" (Graham, et al., 1993, p.4).

Quality instruction is a vital aspect of any HPE program, yet other aspects to consider during the design and development stage of a program are enjoyment and fun for the participants (Garcia, et al., 2002). If children enjoy learning through movement they develop optimistic views about being physically active (Henderson, et al., 1999) and they "will be predisposed to engage in it" (Garcia, et al., 2002, p.3). Therefore, the way the program is implemented is paramount to it being enjoyable and successful.

It is suggested that teachers "think through the mind of a child" (Morgan, 2005, p.16) to make games and HPE lessons fun. This is given further impetus from Pangrazi (2000, p.18), who states "the fitness and activity program must produce an enjoyable and positive social experience so children develop a positive attitude towards activity". Suggesting that a quality HPE program be fun and able to be enjoyed by all is underpinned by the 1999 Queensland HPE syllabus' socio-cultural approach imbued as it is with strong social justice principles. The three principles of social justice in the new HPE syllabus are promoting equity, acknowledging diversity and creating supportive environments (QSCC, 1999a).

Consequently, 'fun' and 'participation' elements need to reach all children, in a class of diverse student interests and abilities. The provision of quality school HPE is not just for those children who excel in sport or in the competitive arena, but also for those who prefer individual activities such as bike riding, bush walking or swimming: "we need to offer something for all of them" (Boss, 2000, p.5). Physical activity benefits especially the unskilled and obese youngsters who need to be given priority as these children need to discover suitable physical activities that they enjoy (Pangrazi, 2000). This approach to HPE is described as the 'new PE' (Boss, 2000) with an emphasis in the neo-HPE curriculum which requires teachers to adopt a socially critical perspective "for understanding 'new kids' and the context of 'new times'" (Tinning, 2004, p.251). Contemporary HPE teachers need to incorporate critical pedagogy into their teaching practice (Tinning, 2004):

> The key learning area emphasizes the social justice principles of diversity, equity and supportive environments. These principles underpin the syllabus and guide curriculum design and delivery. They are embraced in the tenets of an inclusive curriculum which seeks to maximize educational opportunities for all students (Queensland School Curriculum Council, 1999c, p.1).

Inclusive programs can be implemented by "assigning open-ended tasks that allow kids to progress as far as they can individually, and modifying traditional team sports so that teams are much smaller and everyone gets more

opportunities to practise skills" (Boss, 2000, p.4). This replaces the relay races or large groups with minimal equipment, where many children are spectators waiting for their turn (Boss, 2000).   Subsequently, classes require sufficient equipment to enable this new pedagogy to be enacted. It was a recommendation of the Senate Inquiry that funding for HPE be comparable with other key learning areas (Commonwealth of Australia, 1992).

Schools play a vital role in the promotion and development of physical activity across a wide range of sports with a diversity of children. "Only schools currently provide an environment where children can experience and learn about a full range of physical activities and choose those to which they are best suited." (Moore, 1994, p.24).   Hence, for quality programs to be implemented in the primary school it is essential that they have sufficient equipment and facilities for these to occur.   Because of the skills and expertise necessary to implement these programs specialist HPE teachers are preferred, as some teachers "view physical education as a release from the classroom and 'real work' rather than an integral aspect of children's education" (Clarke, 2000, p.7).

Success-oriented PE is an example of the current paradigm shift occurring in HPE, moving away from a traditional 'assessment of children's fitness levels' approach. Pangrazi describes this shift thus: "the challenge for helping others enjoy a healthy and active life is to move the focus of instruction from physical fitness toward physical activity" (2000, p.18).   This shift influenced the development of the new Queensland HPE curriculum documents (Glover, 2001). In a study by Morgan et al. (2001) the findings in relation to the core of quality HPE reinforces the need for children to participate in regular, developmentally appropriate and enjoyable physical education programs.   Pangrazi lists the essential components of a quality PE program:

- Being guided by content standards (outcomes);
- Student-centred and developmentally appropriate;
- Having physical activity and motor skills forming the core of the program;

- Teaching management skills and promoting self discipline;

- Promoting inclusion of all students;

- Emphasising learning correctly rather than outcome;

- Promoting a lifetime of personal wellness; and

- Teaching responsibility and cooperation, and promoting diversity

(2001, p.18)

It is common knowledge that "not every PE program is a quality program. Some are little more than organized recesses" (Graham, Holt-Hale, & Parker, 1998, p.6), which

> not only fails to achieve many of the outcomes it espouses under the rhetoric of enhanced health, fitness, skill and self-esteem, but often exacerbates the very problems it seeks to overcome. It is argued that where PE is poorly or insensitively taught, it is more likely to have a negative influence than a positive one (Tinning, McDonald, Wright, & Hickey, 2001, p.181).

Therefore, HPE teachers need to be able to deliver quality HPE lessons across the three strands of Physical activity, Health and Personal Development. This involves the teacher having the knowledge and understanding of the various pedagogies that exist in HPE and the awareness to choose the most appropriate for each particular learning experience (Tinning, 1999). This often involves choosing critical, socially just pedagogies rather than the traditional dominant science and performance-based pedagogies for HPE, which focus on technical outcomes in movement and throughout the history of HPE curriculum in schools have been underpinned by the ideologies of sexism, elitism, healthism, individualism and mesomorphism (Colquhoun, 1991, 1992; Hickey, 1995; Kirk, 1992; Kirk & Twigg, 1993; Scraton, 1990; Tinning, 1990; Tinning & Fitzclarence, 1992; Tinning, et al., 1993). Critical socially just pedagogies will necessitate teachers being trained and educated in this mode of teaching (Tinning, 2004). Webster recommended that "pre-service education of primary school teachers include mandatory units directly related to the content strands of the syllabus, with further opportunities for teachers to specialize in PE courses" (2001, p.1).

2.3.1.6 Summary

Within this component of the literature review the ideals of the HPE curriculum have been explored. When evaluating the impact the curriculum documents may have had in Catholic primary schools, it is important to have an understanding of what the possible impacts could be. In Catholic education, the HPE learning area is strongly connected to the Religious Education (RE) curriculum (Lynch, 2004c). One of the three HPE syllabus strands, Enhancing Personal Development is an essential curriculum teaching component within Religious Education (Lynch, 2004c) and in the physical dimension students are presented with many practical and social experiences that require living and reflecting upon Catholic religious traditions and gospel values (Lynch, 2004a).

Many lifelong health benefits deriving from physical activity have been clearly documented in literature and research. Various cross-sectional and longitudinal studies have also demonstrated improved academic performance of students when PE time is increased. Despite the findings that health benefits result from physical activity, the literature also reveals that children's physical activity has declined. This raises some questions about the HPE curriculum implementation within schools in relation to why children's physical activity has declined.

Advances in technology are identified as one reason offered in the literature for the decline in children's physical activity. Social and environmental societal changes include: television, computers and internet, security and personal safety, and a general decrease in available play space for children. To combat such influences, the HPE curriculum needs to be promoted with children from the beginning of their pre-school years.

From the early years of primary school children need to participate in the fundamentals of skill development and exercise, experiencing the enjoyment and

success that all can enjoy regardless of age, ability or personal interest. If children are denied this opportunity it can be detrimental to their confidence and attitude towards physical activities, possibly hindering their healthy participation in lifelong physical activity. Research suggests that the HPE curriculum needs to be delivered professionally and expertly to enable school HPE to positively engender a capacity for and interest in lifelong participation in physical activity.

Literature supports the notion of HPE programs involving fun and being for all to enjoy, this itself being a paradigm shift within HPE which has influenced the development of the 1999 HPE curriculum documents. To implement the HPE documents, teachers require knowledge about suitable pedagogies which include not only the traditional science but also more recently, radical social pedagogies that are consonant with a socio-cultural oriented syllabus. Quality HPE programs enable children to develop positive attitudes towards activity and necessitate a broadening of the curriculum to appeal to a wide variety of children. As a consequence, for quality programs to be successfully implemented in the primary school, it is essential that the school have access to sufficient equipment and facilities and give employment preference to specialist HPE teachers who have the requisite skills and expertise. These elements of quality programs will be considered in evaluating the HPE curriculum implementation process from the beginning of primary school, in order to help determine any impact.

A number of questions emerge from this section of the literature, which will help guide evaluation of the HPE curriculum implementation in the primary schools in this study. The questions are:

- Do connections between the HPE and Religious Education Key Learning Areas exist and if so, in what ways are they linked?
- Do the children find physical activity advantageous towards their academic work and if so, in what ways?
- What do the teachers responsible for teaching HPE do to influence the learning environment?

- How is the HPE curriculum taught in the early years of the primary school?
- What is the range of physical activities and skills covered within the school?
- How are opportunities provided to develop the fundamentals of skill development and exercise?
- How do children participate in HPE classes?
- How do children's attitudes towards HPE vary?
- What equipment do schools have for HPE implementation?
- What facilities do schools have for HPE implementation? and
- What knowledge about HPE, and in particular HPE pedagogy, do teachers have?

2.3.2 The Queensland HPE syllabus as a policy to be implemented within BCE.

This section of the literature review investigates the necessity for a new HPE policy, its form, the construction process and the implementation of the 1999 Queensland curriculum documents within BCE. Within this section five key questions emerge from the literature. They are:
- Why were the 1999 HPE curriculum documents developed?
- How does the HPE syllabus reflect HPE policy?
- What was the policy construction process?
- How was the HPE policy implemented within BCE? and
- What are necessary considerations in curriculum change?

2.3.2.1 New HPE curriculum documents developed.

It is important to investigate the status of the HPE curriculum within Australian primary schools during the early 1990s to better understand the reasons for

redeveloping the HPE curriculum. In the late 1980s and early 1990s, before the release of the new curriculum documents, many educators and academics identified physical education in Australian schools as being in 'crisis' (Tinning, et al., 1994) and within Queensland schools the crisis was also evident (Walmsley, 1998).

The crisis was identified as early as the mid-1980s when the HPE learning area was said to be becoming an 'endangered species' in Australian schools (Tinning & Fitzclarence, 1992) with the "present syllabus documents in this area being in need of review and updating for some time" (Brisbane Catholic Education, 1999a, p.2). The development of the 1999 HPE curriculum documents was an attempt to salvage what was perceived to be a failing curriculum.

In October 1991 a national workshop entitled, 'Crisis in Australian School Physical Education' was held at Deakin University (VIC). Among the participants were primary and secondary teachers, teacher educators and administrators from all Australian States (Glover, 2001). The discussion of crisis identified the following causal factors:

- Many children involved in community-based sporting programs have skills and expectations that go beyond what the learning area can provide;
- the focus from universities was on the science of HPE rather than the teaching of it;
- decreased departmental and administrative support for physical education as a key learning area;
- the physical education program was often being replaced by government supported sport education programs;
- the impact of media focus on physical activity was creating unrealistic expectations about the nature of school HPE; and
- many adolescents were bored with the school HPE program (Tinning & Fitzclarence, 1992).

At the same time there was concern about the status of physical education and sport in schools expressed at the Australian Sports Commission and the Confederation of Australian Sport national conference 'Junior Sport-Time to deliver' (Glover, 2001). "Sport and physical education needed to be given 'proper emphasis' in education" (p.145). The decline in school HPE was directly related to a range of social and cultural forces influencing perceptions of this KLA. This issue of the impact of social and cultural influences was argued by Tinning & Fitzclarence:

> A post-modern analysis provokes us to consider that the idea of crisis in physical education has a profound cultural meaning. In particular, it can usefully be applied to our conventional ways of making sense of the world, for as the world has changed so dramatically, so too our frameworks for making sense of change have been brought into question, become unstable, and in many cases lose their interpretive powers (1992, p.297).

As a tentative solution to this situation of crisis in HPE, one proposal put forward by Tinning & Fitzclarence was to suggest that the curriculum be examined closely and be made more relevant to students, which required "a rethinking of the nature of school physical education" (1992, p.287). The nature of HPE was brought to the attention of educators as they sought reasons as to why the HPE school curriculum was failing.

The search for a solution to problems in the HPE curriculum area involved firstly ascertaining and then acknowledging whether or not the key learning area actually was in trouble. Discussions of the crisis in HPE were initially 'in-house' discussions "among physical educators at conferences and in journals" (Kirk & Penney, 1996, p.3). However, discussions and rumours soon led to an investigation into the state of HPE within Australian education systems, and this took place as a Senate Inquiry conducted by the Federal government "not long after the claims that school physical education was in crisis" (Tinning, et al., 1994, p.13). The Senate Inquiry was "the most significant review of physical education in the history of the profession and the school subject" (Kirk, 1998, p.11). On May 7, 1992, the Senate established a Committee to assess,

investigate and report on the state of Physical and Sport Education (Commonwealth of Australia, 1992). More specifically, this involved an investigation of:

a) The present level and status of physical education and sport skills and the involvement of Australian school children in physical and sport education;

b) Current training practices, skill levels and involvement by teachers and members of the community in providing physical and sport education in schools;

c) The allocation and use of resources to physical and sport education in schools; and

d) The consistency of physical education and sport policies and programs, within and between schools and States (Commonwealth of Australia, 1992, p.ix).

The Committee Chair was Senator Rosemary Crowley (ALP, SA) and during the investigation the committee heard evidence from fifty-one individuals and groups, and received 219 submissions from a variety of interested parties. One inspection tour was made and the Report was published in December 1992 (Swabey, et al., 1998).

The findings of this Senate Inquiry corroborated the discussions of crisis. "The Senate Inquiry received copious evidence to suggest that there was a 'crisis' in physical education, though the term 'crisis' was prudently avoided" (Tinning, et al., 1994, p.13). The Inquiry heard that physical education was being dramatically reduced in Australian schools and there was a paucity of political attention or commitment being addressed to this issue (Commonwealth of Australia, 1992). The Senate Inquiry found that there was in fact a decline in the opportunities of quality HPE in Australian schools, although somewhat paradoxically, there was unanimous support for the learning area. There were problems associated mainly with resources and the time allocation to the key

learning area which resulted in a drastic decline in children's skill levels and physical fitness (Tinning, et al., 1994). However, Kirk (1996) later questioned the basis on which the crisis was proposed. He also stated that "the Senate Inquiry report contains little hard evidence to show children's skills and fitness have been deteriorating" (p.25). Kirk's concerns

> relate to a lack of evidence of a deterioration in children's skills and fitness, questionable assumptions about the relationship between school physical education and skill and fitness development, and the dangers in following a strategy that suggests school physical education is failing to deliver worthwhile outcomes (p.25).

In elaborating on the support for crisis in the key learning area, Swabey, et al. (1998) listed the following reasons for the decline, drawing on evidence presented during the Inquiry:

The Committee stated that there has been a decline in the quality and content of physical education due to nine factors. These factors were:

- a squeeze on subjects such as physical education due to the crowded curriculum;
- incorporating physical education into health education;
- no coherent physical education policy and a lack of agreed outcomes for physical education;
- devolving decision-making to school councils;
- a reduction in the number of physical education specialist teachers;
- a lack of Education Department support for teachers supervising physical education; and
- confusion between physical education and other sporting programs such as Aussie Sport. (p.4).

In primary schools there were specific issues outlined pertaining to facilities and resources. Physical education is a necessary part of the primary curriculum (Commonwealth of Australia, 1992), however, HPE was being squeezed in the crowded primary school curriculum by other key learning areas with the result that fewer HPE resources were being allocated (Swabey, et al., 1998). "Skills are developed at pre and primary school" (Commonwealth of Australia, 1992, p.58), hence the Committee recommended that more resources should be

allocated to primary school HPE programs (Commonwealth of Australia, 1992).

Another major problem within the key learning area is that "suitably qualified physical education teachers are not being employed to teach physical education and school sport to all children" (Commonwealth of Australia, 1992, p.xv). Many schools leave the HPE programs to classroom teachers who are often "not adequately prepared for the job" (Treanor & Housner, 1998, p.26). HPE "must be taught by teachers with appropriate physical education skills" (Commonwealth of Australia, 1992, p.xiv), because "PE is a dynamic area with moving bodies, objects, and striking implements, and teachers with inadequate preparation can place children at risk of injury and then liability becomes a very real concern" (Treanor & Housner, 1998, p.26).

Another problem within this key learning area is the degree of importance it is afforded by classroom teachers. In many cases teachers perceive physical education as a release from classroom activities rather than an integral aspect of childrens' education (Clarke, 2000; Medland & Taggart, 1993). "Teaching ideologies are often affected by teachers' perceptions of their prior experiences in sport and physical activity" (Morgan et al., 2001, p.2). For many non-specialist teachers, prior experiences may often have been negative which they then replicate (Downey, 1979). Hickey argues that 'physical education in the primary school curriculum has been increasingly devalued over the past decade' (1992, p.18). This situation, he suggests has resulted from the inability of generalists to provide a meaningful physical education program and consequently the community questions the necessity for physical education in the curriculum. Furthermore, the dominant culture places priority on the literacy and numeracy learning areas as promoted and supported by the Commonwealth, leaving HPE with an informal value (Dinan-Thompson, 1998; Thompson & Gitlin, 1995).

Kirk & Penney (1996) explain that up until the Senate Inquiry discussions of crisis in HPE had only circulated among physical educators, but with the screening of a

Four Corners program 'Going for Gold', on the ABC in April 1992 and the subsequent release of the report of the Senate Inquiry in December the same year, discussions moved into the public arena. The "preparation and circulation of detailed written policies for physical education as a matter of priority" (Commonwealth of Australia, 1992, p.xvii) was one of the many recommendations of the Senate Inquiry. Public knowledge of the crisis added extra impetus for remedial action. People wanted the HPE curriculum operating to its full potential so that the benefits of the HPE curriculum, outlined (in the first section of this literature review), could be realised. This necessarily entailed developing new HPE curriculum documents. In Queensland, primary schools were required to replace the outdated 1972 syllabus (Commonwealth of Australia, 1992) which had been in need of review and updating for some time (BCE, 1999b). The Senate Committee recommendations were a timely contribution to this process of renewal.

2.3.2.2   The HPE syllabus as policy.

By examining policy elements it is possible to critique the HPE syllabus (1999) as a policy, more specifically, as a public incremental educational policy (Dinan-Thompson, 1998). This will entail investigating the construction and implementation of policy and other stages of the policy process, the different conceptualizations of policy, and the varying contexts that influence the policy process. Through the investigation of these policy elements a comparison is able to be made with the development of the HPE syllabus (1999), to identify similarities.

Dinan-Thompson (1998) describes the 1999 Queensland HPE syllabus as policy. This statement embraces a socio-cultural approach as part of a movement towards outcome-based education. Policies are a matter of the 'authoritative allocation of values', the operational statements of values, or 'statements of prescriptive intent' (Kogan, 1975, p.55). Policies are intended "to bring about

idealized solutions to diagnosed problems" (Ball, 1990, p.22). The 1999 HPE syllabus addresses the issue of perceived crisis in HPE that had been identified by many educationalists and reiterated in the 1992 Senate Inquiry. The 1999 HPE syllabus is an 'ideal' of how HPE should be implemented in schools and was written because the ideals were not immediately apparent in the Queensland education system when HPE was regarded as being in a state of crisis.

The current (1999) Queensland HPE syllabus is public policy conceptualized as text. Where "public policy is whatever governments choose to do or not to do" (Dye, 1984, p.1). Text or written curriculum is defined by Goodson (1988, p.9) as:

- an important part of a consolidated 'state' system of schooling;
- setting 'standards' and defining statements of intent; and
- providing clear 'rules of the game' for educators and practitioners, parameters but not prescriptions.

The Queensland State Government and the Queensland School Curriculum Council (QSCC) were responsible for the construction of the syllabus to operationalise HPE policy (Dinan-Thompson, 1998). According to Dinan-Thompson (1998) the curriculum construction was a Queensland Government response to the Health and Physical Education National Statement and Profile that were both produced in 1994 by the Australian Education Council, thus, making the current Queensland syllabus a public educational policy. The Australian Educational Council development of the Statement and Profile is an example of neo-corporatism (Glover, 2001; Lingard, 1991), which involves elites determining key aspects rather than people from within the educational sector. Written curriculum is 'defended and reproduced through socialisation' (Goodson, 1988, p.10) and such policies are often infused with political, economic and ideological contradictions (Ball, 1990).

There are two different conceptualizations of policy, text is one and policy as

discourse is the other (Ball, 1994). As policy as text, it is not possible to predict how the HPE syllabus will be used or what its effect will be in varying contexts, and as discourse it is difficult to predict the articulation or thinking processes that surround the syllabus (Ball, 1994). The text is the outcome of struggle and compromise between the authoring parties and therefore needs to be read in relation to the time of its production and regard to the contextual site of purpose (Ball, 1994). Policy making is not a simple, rational or linear process and has many messy realities (Ball, 1990). This study will seek to discover some indication of the impact of the syllabus text within the case study schools, and of HPE policy discourses (Glover, 2001) existing within these environments.

There are two major stages of the policy process which are "the interactions through which policy evolves, and how policy is initiated, formulated, enacted, implemented, evaluated and revised" (Malen & Knapp, 1997, p.420). These stages are distinctive moments which can be identified as the generation or construction of policy and policy implementation (Alford & Friedland, 1988). The construction of policy often involves many different parties forming and bringing together different related perspectives (Codd, 1988). Five common perspectives on educational policy are the rational, the organizational, the political, the symbolic and the normative (Malen & Knapp, 1997). The HPE syllabus was constructed under the auspices of the different schooling systems within Queensland (Government, Catholic, Independent), which was the first time this had occurred. The three systems were Education Queensland, the Queensland Catholic Education Commission and the Association of Independent Schools of Queensland. The implementation process differed in each system with each responsible for their particular methods of implementation (Dinan-Thompson, 1998), evidencing that the "opportunity for re-forming and re-interpreting the text means policy formation does not end with the legislative moment" (Codd, 1988, p.239). It is important to recognize the continuous, on-going nature of the policy process rather than perceiving implementation only in terms of the policy succeeding or failing (Love & Sederberg, 1987). Policy evolves through stages

which include a number of different contexts, all of which influence the evolutionary process and the end result.

Varying contexts that inform any policy development process are the context of influence, the context of policy text production, the context of practice, the context of outcomes and the context of political strategy (Ball, 1994). The first, the context of influence, is where public policy commences (Ball, 1994). This initially began with the HPE curriculum in schools not achieving the social purposes of education. Consequently, educationalists presented conference papers and published on the decline in HPE and possible reasons for this. One explanation for the decline was attributed to contemporary social and cultural influences that were not being addressed by the then thirty year old, outdated syllabus. The context of influence led to an investigation into the state of HPE within Australian Education systems in the form of a Senate Inquiry initiated by the Federal Government.

Another context is policy text production which relates directly to the HPE syllabus construction stage. This context has the role of converting policy from the articulation of narrow interests and dogmatic ideologies, into the language of political reason (Ball, 1994). The HPE syllabus was developed by the QSCC under the auspices of and in collaboration with the three Queensland schooling systems. The Council produced five drafts and conducted trials of the HPE syllabus from May 1997 until the publication and release of the final syllabus document in January 1999.

A third context is that of practice which was the response from schools to the syllabus at the implementation stage, for practice "translates design into action in order to achieve the intent" (Rein, 1983, p.xi). This context is where the real consequences are experienced (Ball, 1994). The context of practice for the HPE syllabus (1999) included the primary and secondary schools of Queensland; State, Catholic and Independent. This study will investigate the context of

practice of HPE in three BCE primary schools of varying enrolments.

The remaining two contexts of policy are that of outcomes and of political strategy, both of which relate to issues of equity. This study will investigate issues of equity whilst evaluating the context of practice within the three BCE case study schools. Policy within a context of outcomes involves "analysis in terms of their impact upon and interactions with existing inequalities and forms of injustice" (Ball, 1994, p.26). This will require data generation relating to the problem issues of HPE curriculum in schools identified by the Senate Inquiry. These equity issues encompass issues of: time devoted to the key learning area in each of the three strands, provision of sufficient equipment and facilities, equitable participation for all students, as well as teacher and student attitudes towards the HPE key learning area. The final context, that of political strategy, involves the discernment of political and social strategies that may possibly be used in the promotion of equality (Ball, 1994). This is intended to be achieved in the syllabus through use of a socio-cultural approach to teaching.

The policy process moves through a total of seven linear stages (Malen & Knapp, 1997). While the first five stages of the process are complete, that is:

- diagnosis of 'the problem';
- identification of policy options;
- assessment of options in terms of their relative capacity to correct 'the problem';
- choice of the 'best' option given specified constraints, and
- implementation of the policy choice

the last two stages, evaluation and adjustment, based on studies of the actual impact of the policy on the problem, have not as yet begun. However, they are planned for as part of the School Curriculum Renewal Strategic Framework produced by Brisbane Catholic Education (2005f).

The Strategic Renewal Framework 2002-2006 "provides a shared vision and direction for Catholic schools in the context of school and system renewal" (BCE, 2003b, p.2). This framework was updated in February, 2005 with "this second edition an update rather than a full revision and the nine priorities are unchanged" (BCE, 2005f, p.7). The renewal of all curriculum areas has nine priorities that were formulated during 2000 and 2001 and the framework is planned for completion by 2006. While the first priority explicitly relates to the 1999 HPE syllabus, it can be argued that all nine priorities can be linked to successful implementation of the HPE syllabus as much as any other KLA syllabus implementation. These priorities are as follows:

1. Enhance and resource a curriculum in which teaching and learning in BCE schools establishes improved student learning outcomes;
2. Enhance the effectiveness of the classroom teaching of religion and the faith development of staff and students;
3. Further develop the pastoral care and support provided to students and their families;
4. Enhance the professional support and pastoral care of staff;
5. Strengthen partnerships and relationships within and beyond BCE school communities;
6. Work with pastors and parish communities to develop new models of collaboration in the service of BCE's evangelizing mission of education;
7. Integrate information and communication technologies into student and staff learning processes;
8. Provide, promote and equitably resource quality Catholic schooling; and
9. Implement school and Archdiocesan renewal planning and quality assurance processes.

<div align="right">(Brisbane Catholic Education, 2005f, p.18).</div>

The degree of significance attributed to the HPE curriculum area in the Strategic Renewal Framework process within BCE school communities appears vague. The following exemplifies this perception:

> At this point in time we have no positions within the Catholic Education centre that are of direct support to schools in the implementation of the Health & Physical Education syllabus and over the next few years it is unlikely that there will be positions devoted specifically to Health & Physical Education (BCE, personal communication, 2003).

Since the end of 2001 there have no longer been any Health and Physical Education Officers employed by BCE (BCE, 2005e; BCE, personal communication, 2003) or any professional development provided to teachers within this learning area. This would imply that HPE syllabus policy implementation support has ceased. In contrast there are thirteen Religious Education Curriculum Officers/ Moderators employed by Brisbane Catholic Education, positions that are of direct support to Catholic schools in the Religious Education Key Learning Area (BCE, 2005a) during the School Curriculum Renewal period.

This study will inform and offer feedback on aspects of the implementation process of the HPE syllabus in selected BCE primary schools. This study is critical for the HPE curriculum area as implementation of policy can have major repercussions: "Policy is so powerful it can hamstring schools, handcuff educators, and harm students; or conversely transform schools, empower educators, and inspire students" (Malen & Knapp, 1997, p.419). This study will gather data that will be both informative and of practical use in the final two stages of the HPE syllabus implementation, its evaluation and adjustment (Malen & Knapp, 1997). The research problem identifies a need to understand the effects that the implementation of the Health and Physical Education syllabus has had in three Brisbane Catholic Education primary schools. The 1999 Queensland HPE syllabus documents were implemented between 1999 and

2001 and it is important to obtain feedback from and reflect on the implementation process so that educators and system administrators can learn from the process, because "a brilliant policy poorly implemented may fail to achieve the goals of its designers" (Edwards III, 1980, p.1).

The 1999 HPE syllabus is an educational policy that has been constructed for and implemented in a variety of contexts. Both the construction of the syllabus and its implementation within select Brisbane Catholic Education schools will be further investigated.

2.3.2.3   Construction of HPE syllabus as policy.

There are two distinct moments in policy development, construction and implementation (Alford & Friedland, 1988). The construction of policy often involves many different parties forming and bringing together different related perspectives (Codd, 1988). The HPE syllabus was constructed under the guidance of the QSCC involving or in collaboration with representatives from the different school systems within Queensland. The QSCC "is not concerned with the implementation of policy" (Dinan-Thompson, 1998, p.4), that rather was the responsibility of the three school systems.

The syllabus offered a response to the perceived crisis in the HPE curriculum, identified by many educationalists and the 1992 Australian Senate Inquiry. In the early 1990s, at the same time as the Senate Inquiry, the HPE National Statement and Profile were being devised, and this represented a first step in the construction of new HPE curriculum documents.

> In April 1991, the Australian Education Council (AEC) launched the projects in their final form by deciding that Statements and Profiles would be developed for eight broad learning areas, forming a template of the knowledge and processes to be taught and learnt in Australian schools (Australian Education Council, 1994, p.50).

This was the first step in a complex system of variables. Glover's study into 'The

social construction of pedagogic discourse in HPE' found that the 1990s were a "significant and turbulent period in the history of educational policy, marking the most intense national collaboration in the history of Australian education" (2001, p.375) with the development of the national statements and profiles being one of the most important initiatives in the twentieth century (Glover, 2001).

It is important to outline the purpose of the Statement and Profile: "First and foremost, the Statement and Profile are not programs or syllabuses. The Statement sets out to define what is unique and distinctive about the field, while the Profile offers a means of reporting on student learning." (Kirk, 1995, p.2; Glover, 2001).

The National Statement and Profile for HPE proceeded the *Ten Common Endorsed and Agreed National Goals for Schooling in Australia*, established in April 1989 by the State, Territory and Commonwealth Ministers for Education (Australian Education Council, 1994; Glover, 2001). From this statement, Goal Nine was "to provide for the physical development and personal health and fitness of students, and for the creative use of leisure time" (AEC, 1994, p.53), which effectively "reinstated HPE as an essential component of a child's learning" (Dinan-Thompson, 1998, p.4). The development of the National Statements and Profiles were to:

- promote cohesion in the curriculum through national collaboration;
- enable equitable sharing of resources across systems; and
- to remove unnecessary differences that were in existence between the systems,

thus developing a nationally consistent curriculum (Marsh, 1994).

The major change represented by the Statements and Profiles was a shift from a content-based to outcome-based approach to curriculum. An outcome is a demonstration of learning of an entire range of learning experiences and capabilities that underlie it, it is something visible, an observable demonstration

of knowledge or skill or attitude (Spady, 1993). "Outcome-based approaches have changed the language and practices in many schools and have changed the language and approaches in Health and Physical Education" (Glover, 2001, p.18). Brisbane Catholic Education's position policy paper on HPE states, "One of the key movements has been towards outcome-based education across all curriculum areas, as articulated in the national Statement and Profile and the Queensland Syllabus." (BCE, 1998, p.3). Outcome-based education is regarded as a means not an end in an educational process which attempts to achieve intentional and specific outcomes in terms of individual student learning (Harnett, 1999). The shift towards learning outcomes required "an explicit specification of what should be reported on in schools, and in doing so, outlines the forms of learning that are valued in schools and establishes so-called 'standards' against which all students' progress is measured" (Glover, 2001, p.297).

This change in curriculum orientation was timely, for the HPE curriculum area was long overdue for renewal and update. The HPE 1999 syllabus was the first outcome-based syllabus that BCE introduced (BCE, 1999b). Therefore, outcome-based education may have shifted the focus from the socio-cultural approach adopted by the HPE syllabus, possibly impinging upon its correct and successful implementation.

The Queensland syllabus has been influenced at both a national and international level (Dinan-Thompson, 1998), for example, nationally they were influenced by the Federal government's *Ten Common and Agreed National Goals for Schooling in Australia*, and the National HPE Statement and Profile. Internationally they were influenced by the introduction of Key Learning Areas "influenced by international movement in the United Kingdom and New Zealand" (Dinan-Thompson, 1998, p.4). As well, the syllabus was impacted by the concept of accountability which "emphasizes the measurability of demonstrated performance in all workfaces, including education" (Dinan-Thompson, 1998, p.4; Glover, 2001).

The Health and Physical Education National Statement and Profile were written over a two-year period and were published in early 1994. Eight key learning areas were devised by the AEC in 1991, Physical Education was positioned within the Health KLA for the draft National Statement which was circulated at the end of 1992 (Swabey, et al., 1998). The release could not have come at a better time considering the crisis in the HPE key learning area, as the HPE Statement and Profile offered possibilities for rescuing HPE from becoming culturally obsolete (Kirk & Penney, 1996). It also "provided a foundation to the construction of the syllabus" (Dinan, 2000, p.42; Glover, 2001). The Statement and Profile were described as being "the most radical restatement of physical education to appear since the Victorian Grey Book" (Kirk, 1992, p.3) published in 1946. However, Garrett & Piltz (1999) did not agree with the way that the documents were constructed, claiming that there was no input from practicing teachers;

> But it is surely axiomatic that those whose daily work is to facilitate the learning of young people should have a central role in the fundamental epistemological and pedagogical questions that inform any curriculum development. Such was not the case with the Statements and Profiles project for HPE (p.203).

However, Glasby's (2000) study on the complex nature of teachers' participation in curriculum development views teachers as possibly making a valuable contribution encouraging them to:

> Ask questions of those who wrote the text, about how the text came to be as it is and why particular interpretations have emerged from the development process. Teachers must come to see themselves both as readers and writers of texts and consider how and why it is that they adopt the reading and writing positions they have (p.310).

A study by Glover (2001) investigated the role of the writers during the construction of the HPE Statement and Profile and identified that a serious weakness "was the failure to provide resources to better understand what might be possible and thinkable from the diverse communities of practice in the fields of

production" (p.365). Another finding was that "unless we are explicit about the conceptual and pedagogical underpinnings of new curriculum, teachers and others will recontextualise the voice within the frames of established pedagogies, subject orientations and school organisation" (p.372). Criticism also included the "lack of time for consultation" (Commonwealth of Australia, 1992, p.6; Glover, 2001), but despite complaints over who was consulted and how the Statement and Profile were constructed, they were generally received favourably by educators.

It is also important to note that while the Statement and Profile were the beginning of a process to redress the problems associated with school HPE, there were no mandatory requirements for school systems to use them. "It is Australia's States, because of constitutional decisions taken in 1901, which retain control over education." (Braithwaite, 1994, p.543). It may be sumised that because it was not mandatory to utilize the Statement and Profile, the potential for change for the better was compromised. "The lack of mandatory requirements significantly reduces the potential for the HPE Statement and Profile to create change." (Kirk & Penney, 1996, p.7). The focus for this study pertains to the decisions, construction and implementation of change in HPE made by the State of Queensland, and specifically within BCE.

The National Statement and Profile initiated the planning and subsequent release of the 1999 Queensland HPE Syllabus, replacing its predecessor of 1972 (Dinan-Thompson, 1998; Haines, 1998; Queensland Studies Authority, 2004). The release of the HPE Statement and Profile "prompted Australian States and Territories to review and renew their HPE curricula" (Macdonald, et al., 2000, p.5). The background and development of the 1999 Queensland Health and Physical Education syllabus is associated with and influenced by the previous syllabi which date back to 1972 for Primary Physical Education, 1982 for Primary Health Education and 1987 for Secondary Health and Physical Education. The current Queensland HPE syllabus was strongly influenced by the 1992 Senate

Inquiry into Physical and Sport Education in Schools and also by the Australian mass media who highlighted many issues of concern in HPE in such programs as ABC Television's Four Corners 'Going for Gold' (Haines, 1998; Queensland Studies Authority, 2004).

> The timing of the construction of the Health and Physical Education syllabus (Years 1-10) was influenced by the National Goals for Schooling, the introduction of Key Learning Areas (KLA), economic factors in relation to the study of health of Australians (ACHPER, 1987, Department of the Arts, Sport, the Environment, Tourism and Territories, 1988), and the fact that Queensland primary schools were implementing the 1972 Physical Education and the late 1980s Health Education syllabus guides, if at all (Dinan, 2000, p.42).

This policy is therefore incremental as it is "dependent upon previous or existing policies and practices" (Dinan-Thompson, 1998, p.3). The fact that there were so many influences in relation to the development of the 1999 HPE curriculum documents indicates the need for a new curriculum felt by a range of stakeholders. It was not acceptable that a key learning area in modern education was utilising a syllabus designed thirty years previously. The sport, health and physical education culture in Australia was not the same as it was in 1972 and some of the major changes were in the social and cultural dimensions of the key learning area.

One of the theoretical intentions of devising new Health and Physical Education documents was to help make both teachers and students further aware of the social and cultural forces impacting on this key learning area: "The Syllabus embraces a socio-cultural perspective that suggests the disciplines of social psychology, pedagogy, philosophy, sociology and history sit alongside the biophysical sciences of anatomy, physiology, and biomechanics to inform the learning area." (Macdonald, et al., 2000, p.6). Throughout the history of HPE many discourses have influenced the construction and implementation of HPE curricula. These have included military, scientific, health and sporting discourses, which have been underpinned by ideologies of sexism, elitism,

healthism, individualism and mesomorphism. These ideologies often operate strongly within the hidden curriculum (Colquhoun, 1991, 1992; Hickey, 1995; Kirk, 1992; Kirk & Twigg 1993; Scraton, 1990; Tinning, 1990; Tinning & Fitzclarence, 1992; Tinning, et al., 1993), influencing the knowledge and attitudes that students learn unintentionally from being in the school environment (Kirk, 1992).

The socio-cultural approach "recognizes that physical, social, cultural, political and economic environments in which students live will influence the choices available to them and the decisions they make with respect to health and well-being" (Dann, 1999c, p.1). This approach was adopted by the designers of the new syllabus as it acknowledged the changes that had occurred within the key learning area. The socio-cultural approach attempted to cater for the changes by providing a foundation "for developing active and informed members of society capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health" (QSCC, 1999c, p.1). The socio-cultural approach provides a foundation that "reflects the dynamic and multi-dimensional nature of health and recognizes the significance of physical activity in the lives of individuals and groups in contemporary Australian society" (QSCC, 1999c, p.1). The adoption of the socio-cultural approach in attempting to address the various dimensions of the KLA through the new syllabus, ultimately assists in rescuing HPE from a state of crisis within Australia and Queensland (Walmsley, 1998). Possibly, the crisis in HPE may have been averted if HPE curriculum documents had been regularly updated so as to better accommodate societal change.

One possible reason as to why the syllabus was not updated during the last three decades with the HPE key learning area operating out of a 1972 curriculum document during the crisis period in that discipline is explained by Dinan (2000, p.42): "Several attempts had been made to replace the 1972 document but these were shelved due to changing governments or national initiatives", further

emphasising why the new curriculum documents were long overdue. The Queensland Schools Curriculum Council acknowledged the neglect of the HPE learning area as evidenced by the fact that out of the eight key learning areas the HPE syllabus, together with the Science syllabus were the first to be developed by the new authority (Macdonald, et al., 2000). This priority afforded the HPE curriculum documents for early development demonstrates further that the HPE curriculum in Queensland schools was in crisis:

> Discussions during 1995 and 1996 by curriculum officers within Education Queensland identified that little attention had been paid to existing curriculum documents within these two learning areas for a considerable period of time and they recommended that these two learning areas be developed first (Macdonald, et al., 2000, p.5).

The Queensland School Curriculum Council (QSCC) was established in 1997 to oversee the development and production of the Years 1-10 curriculum materials for each of the eight national key learning areas (Macdonald, et al., 2000). Of the eight key learning areas, the HPE curriculum was given priority and construction of the new syllabus began. A unique, "intersystemic structure was introduced and therefore new procedures for policy construction were necessary" (Dinan, 2000, p.43). Figure 2.2 demonstrates the collaborative and consultative HPE syllabus construction process.

MINISTER OF EDUCATION (QLD)

Queensland Schools Curriculum Council (QSCC)

Curriculum Committee

Office of QSCC

Writers HPE Project Team

Consultative Network

Syllabus Advisory Committee

Trial Schools

Ed. Qld.

Qld.Cath. Ed. Commission

AISQ

TEACHERS & STUDENTS
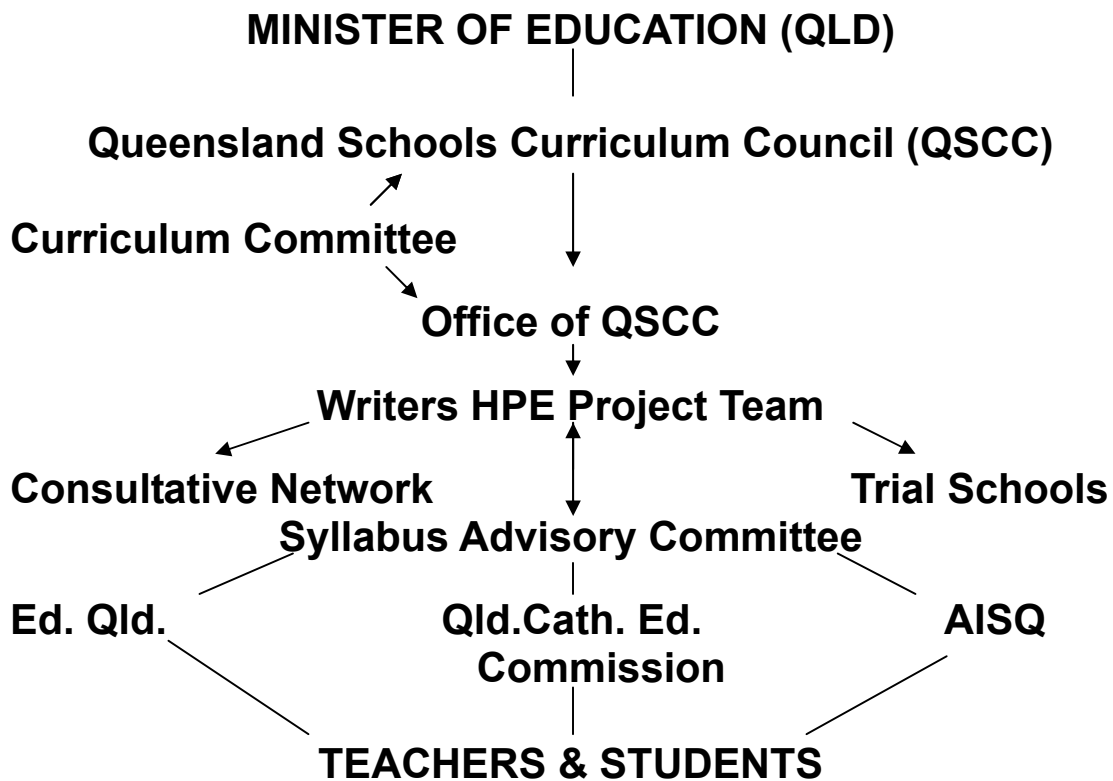
Figure 2.2. Political Structures of Systems involved in the HPE KLA Construction Process developed by Dinan (2000, p.43).

The many voices and perspectives to be heard and accommodated made the collaborative HPE syllabus construction process difficult at times (Dinan-Thompson, 1998; Glover, 2001), and as a consequence there were many drafts before the final syllabus was released in January 1999.

> The construction and reconstruction process has produced five drafts since its inception in May 1997 through to the final draft document produced in September 1998, which led to the published version released in January 1999. Several shifts have taken place within each draft with new structures being imposed or constructed as a result of competing 'voices' heard, such as those heard in the National and State agendas (Dinan, 2000, p.43).

The construction of the HPE syllabus was given a stringent timeline and it was decided to develop two Key Learning Area syllabuses per year (Dinan-Thompson, 2002). The drafts and trials of the syllabus produced a polished final

product for this previously neglected key learning area.

The three schooling systems not only collaboratively constructed, but also trialled the new Syllabus:

> The trial/ pilot of the first draft of the syllabus-in-development commenced with sixty-two Queensland schools in May 1997. Primary and secondary schools were drawn from the three systems of schooling in Queensland. These schools responded to two surveys during the evaluation period together with twelve participating as case study schools in which more extensive data (eg. interviews, teaching materials) were collected (Macdonald, et al., 2000, p.6).

The design of the new syllabus had been unique and thorough, enabling every opportunity for successful implementation. However, it is ultimately the long-term implementation of a syllabus that can determine its success or failure as a policy (Schneider, 1982) and because each Queensland schooling system was responsible for the implementation of the syllabus policy across systems, this meant that the policy would not necessarily be successful in salvaging the HPE learning area from its state of perceived crisis. This study will investigate through school-based research the impact of the implementation process within three Brisbane Catholic Education primary schools.

2.3.2.4   HPE policy implementation within BCE.

While all three school systems worked collaboratively in the design of the new HPE syllabus, the Independent School systems with which BCE is aligned were only minimally involved compared to Education Queensland's involvement (Dinan-Thompson, 1998). The Syllabus Advisory Committee (SAC) members and trial schools were drawn predominantly from Education Queensland and the feedback provided was mostly from Education Queensland (Dinan-Thompson, 1998).

The process of implementation differed among education systems and each

system was responsible for its choice of implementation. "Implementation consists of the process of putting into practice an idea, program, or set of activities and structures new to the people attempting or expected to change" (Fullan, 2001,p.69). Within BCE, the 1999 HPE syllabus was the first outcome-based syllabus to be implemented (BCE, 1999b). This fact gave the implementation more impetus as it was setting the scene for all other key learning areas. "The more that teachers have had negative experiences with previous implementation attempts, the more cynical or apathetic they will be about the next change presented, regardless of the merit of the new program" (Fullan,2001, p. 81). Therefore, the implementation of the HPE syllabus needed to be successful in order for the other learning areas' syllabuses to succeed (Fullan, 2001), especially considering the time constraints (Glover, 2001). The purpose of this research is to explore the implementation of the 1999 Queensland curriculum documents for the key learning area of Health and Physical Education within Brisbane Catholic Education (BCE), which implemented the syllabus using a 'whole school' approach.

Within BCE "efforts to ensure that public policy 'fits' may demand local 'reshaping' of the policy" (McDonald, 2000, p.4). Such reshaping was carried out through the adoption of Whole School Curriculum Programs which "are a translation of current Queensland syllabuses, guidelines and courses through the lens of the Learning Framework and needs of students within a specific BCE school community" (BCE, 2003b, p.4). This process involves the collaboration of whole school staffs to discuss and create a vision for a health and physically educated student within their particular school; mapping what the school does already in all subject areas that contribute to the achievement of the HPE outcomes; asking students and parents about HPE issues most relevant to them; carrying out an audit of the school's HPE resources; attending workshops that promote the delivery of outcomes; experimenting with designs of HPE units which incorporate the core learning outcomes from across the three strands and integrates other key learning areas; and the sharing of experiences and possible

appropriate assessment techniques (BCE, 1999a). Thus BCE assumed "local control over the policy process" (McDonald, 2000, p.4), with whole school planning and teaching approaches evident in implementation of the first draft of the new syllabus (Dinan-Thompson, 1998).

While the implementation of the HPE syllabus followed a process of non linear phases (BCE, 2003b) it did not seem to be based on any particular model. However, the Hill and Crevola Whole School Curriculum Program (WSCP) model was supported for 2002-2006 Literacy and Numeracy: A framework for Catholic Schools in the Archdiocese of Brisbane (Barry, Livingstone & Millar, 2005) as an educational policy to be implemented in BCE. This model was derived from the standards-based reform in Victoria, focusing on literacy. Hill and Crevola claim that improvement involves identifying what needs to change in the school and school system in order to operate effectively, and then redesigning them accordingly (Hill & Crevola, 1999, p. 122). Their model encompasses:

- Standards and targets
- Monitoring and assessment
- Classroom teaching programs
- Professional learning teams
- School and class organisation
- Intervention and special assistance
- Home, school, and community partnerships
- Leadership and coordination

The Hill and Crevola WSCP model

> needs to be a dynamic, coordinated, 'big picture' framework of the direction of the school taking into consideration all members of the school community. It implies therefore that a WSCP is not a static or rigid plan developed by one person. A WSCP lacks the detail (e.g. detailed unit plans, detailed scope and sequence) that would be expected in an implementation plan for a particular KLA or group of KLAs (Barry et al., 2005, p.4).

Therefore, the term Whole School Curriculum Program has changed in philosophy since the initial implementation of outcome-based curriculum, in particular the HPE syllabus within BCE and since the BCE document 'Curriculum Update-No. 55' released in July, 2003. This document states that "a whole school curriculum program could be documented to reflect the total curriculum, several connected KLAs, or focus on a specific learning area" (BCE, 2003b). Whether or not this paradigm shift is common knowledge within schools by teachers and administration is not a purpose of this study and will not be further investigated. However, it does raise the issue of consistency within clarity of policy.

> Problems related to clarity appear in virtually every study of change, from the early implementation studies when Gross and associates (1971) found that the majority of teachers were unable to identify the essential features of the innovation they were using, to present studies of reform in which finding clarity among complexity remains a major problem (Fullan, 2001, p.76).

Furthermore, sightings of Whole School Curriculum Programs within BCE schools, six years after the initial implementation of the first outcome based syllabus (HPE) have been regarded by BCE curriculum officers as elusive. This acknowledges that many BCE schools are yet to develop Whole School Curriculum Programs (Barry et al., 2005).

Catholic schools educate approximately one in five school students in Australia (MCEETYA, 1995) and therefore influence a large percentage of Australian school students. Within Brisbane Catholic schools it is Brisbane Catholic Education as the major employer, that exercises an important role in the implementation of education policy (McDonald, 2000) and it is the "Executive Director who is responsible for renewal outcomes at system level and for Brisbane Catholic Education Centre staff" (BCE, 2005f, p.16).

The implementations of the HPE syllabus between BCE and Education Queensland differed from the outset, beginning with planning the proposed timeframe needed for this phase. Education Queensland schools had the benefit of a three and a half year phase-in period with complete implementation of the syllabus by the commencement of the 2003 school year (Macdonald, et al., 2000). Within Brisbane Catholic Education a team of three people were selected to support the implementation of the Health and Physical Education Syllabus, Sourcebook and Initial In-service materials (BCE, 1999b). "It was anticipated that by the end of 2001, teachers will be working from School Curriculum Programs based on the new outcome-based syllabus in Health and Physical Education" (BCE, 1999b, p.3), thus Brisbane Catholic Education planned to have completed the implementation of the 1999 syllabus a full twelve months ahead of Education Queensland. "Since communities vary and characteristics of school districts [systems] differ greatly, different combinations of factors will result in various initiation patterns" (Fullan, 2001, p.61).

Initial development in preparation for the implementation of the new curriculum documents in schools began in Brisbane Catholic Education in 1996. In 1996, a co-ordinating Education Officer for the KLA was appointed in response to a recommendation of the Senate Inquiry (Commonwealth of Australia, 1992) for further provision of education department support for HPE teachers or those responsible for physical education. A scan of the HPE curriculum and teaching was conducted throughout BCE schools to assess the degree of local 'crisis' in the HPE curriculum area. "This helped identify professional development needs, informed planning for the implementation of this new Years 1-10 Health and Physical Education Syllabus and led to the publication of a Curriculum (Policy) Position Paper on the HPE KLA" (BCE, 1999b, p.3). The findings from this scan were not made available to the researcher for this study as they "were never envisaged as being of a public nature or for use in research" (BCE, personal communication, 2003).

Whatever the scan revealed, prompt action resulted. The number of HPE curriculum officers employed by BCE increased significantly, tripling in number. Collaborative work with the other two school systems continued so as to support the schools trialling the draft syllabus, raise awareness of the new socio-cultural approach, identify lead teachers to liaise between teachers and curriculum officers, trial professional development to cater for the required needs and provide discipline renewal support in a range of areas identified by the scan (BCE, 1999b).

During this pre-implementation phase, a network of lead teachers with a keen interest and experience in the HPE key learning area was selected from BCE primary and secondary schools. These teachers were to act as facilitators within the schools or school districts (BCE, 1999b). Because policy tools are often used to encourage voluntary compliance for change (Ingram & Mann, 1980), during the BCE implementation phase policy tools such as fully funded in-services and professional development days for teachers to learn more about their area of interest, were used as an incentive. These policy tools led teachers to nominate as members of the network (Dann, 1999c) and the in-service days enabled members of the network to share ideas, be in-serviced about outcome-based education, network with Curriculum Coordinators, be in-serviced about whole school implementation processes and develop their consultancy skills (Dann, 1999a). Another incentive was the privilege of being in the HPE support committee as a representative of BCE. It was believed that the network of lead teachers would share the knowledge they gained with their staff colleagues (Dann, 1999c; Valdez Perez, Milstein, Wood, & Jacquez, 1999). The network of teachers was a "newly formed structure for the support of Catholic schools and implementation of Health and Physical Education" (Dann, 1999b, p.1).   These teachers assisted in the implementation of the new documents by informing schools and their peers of new HPE learnings and acting as liaison officers between BCE and the schools. HPE network officers offered resources to schools, acted as advocates for the HPE learning area and supported the

promotion of the syllabus, and unit and whole school planning (BCE, 1999b). For BCE, the HPE syllabus implementation responsibilities were spread across the Archdiocese by using the network of lead teachers.

This implementation process increased demands on particular HPE teachers many of whom were already burdened with extra tasks in schools, such as sport coordination. These teachers were involved in the network of lead teachers because they wanted to advocate the new curriculum documents. While BCE did provide release time for in-servicing the teachers taking on network responsibilities, no extra time was allocated for the implementation that the role entailed. While some pressure is needed to assist with change (Odden, 1991), care still must be taken in the expectations placed on teachers, especially in relation to HPE. For "many dedicated specialist PE teachers continue to use programs and pedagogies that cast them in the role of superteacher" (Taggart, Medland, & Alexander, 1995, p.16). HPE teachers are cast in this role because of the commitment, time and dedication they bring to the key learning area from which they derive satisfaction through students' enjoyment of HPE. However, it is not a healthy situation for,

> When specialists assume this role, it is not long before they either burn out, move back to the classroom, upward to administration (with their superteacher status intact) or away to another school, in most cases taking all traces of the PE Program with them (Taggart, et al., 1995, p.16).

Change is another contributing factor to the demands placed on teachers and "real change can be threatening and stressful to the teachers involved" (Sparkes, 1991, p.3). Garrett & Piltz warn of the effects of attempting to do too much in too little time: "Statements and Profiles add significantly to the workload of teachers and, by imposing an additional quantity of work, have an adverse effect on the quality of that work" (1999, p.206).

The HPE syllabus was introduced into the Brisbane Catholic Education schools in 1999 and schools had available to them initial In-service Packages,

Sourcebook materials from the Queensland School Curriculum Council and professional development (BCE, 1999b). The implementation was designed so that "during the second and third years of implementation, the support would focus on those schools that have not yet begun work on this KLA by working on a whole school or cluster approach" (BCE, 1999b, p.3). This implementation process increased the number of HPE curriculum officers from one to a team of three for a period of time throughout the implementation process (1996-2001). Also playing a key role were the teachers in the HPE network and the many teachers who were lead teachers for HPE within their particular school taking on the extra responsibility.

McDonald found in a study on curriculum implementation that within Catholic school systems "superficial compliance in schools may be brought about, but structural or cultural change is highly unlikely" (2000, p.12). This is supported by Rowling (1996) arguing that often "limited professional development is occurring with those having the responsibility for teaching about health" (Rowling, 1996, p.5). BCE did offer professional development during the implementation phase and this is paramount "in the success or failure of any educational reform" (Kirk & Penney, 1996, p.9), but while "curriculum packages can be useful aids, by themselves they will not lead to real changes in our schools" (Sparkes, 1991, p.7).

According to BCE "the school communities have done a magnificent job in dealing with the many curriculum developments of the last decade" (2003b, p.1). Yet, McDonald's (2000) research into three Catholic school system administration centres during the implementation of the Federal Government's literacy and vocational education policies found to the contrary that the "resources schools had to understand and respond were insufficient to produce consistent change" (p.12). When implementing new syllabus documents it may appear at first that it is completed and operating according to plan, however there must be caution about what Sparkes describes as 'superficial' change. That is,

"an appearance of change on the surface, we are left with the feeling that not much has changed at a deeper level" (1991, p.2) (cf. Figure 2.4, p.86), for changing schools is like punching a pillow, they absorb an initial dent only to resume their original shape (Boyd, 1987). These implementation problems often occur due to the persistence of traditional teaching methods despite efforts to alter them (Medland & Taggart, 1993; Scribner, Reyes, & Fusarelli, 1994). Ongoing consultancy support is required during and after the implementation process because after the implementation phase it is necessary to continue the development of inclusive, whole-school HPE curriculum programs and focus on lesson preparation, safety and legal liability (Webster, 2001).   "Poor beginnings can be turned into successes depending on what is done during implementation. Promising startups can be squandered by what happens afterward." (Fullan, 2001, p.67). Fullan lists nine factors (Figure 2.4) that influence and require support for effective implementation. These factors do not work in isolation but rather form a 'system of variables'.
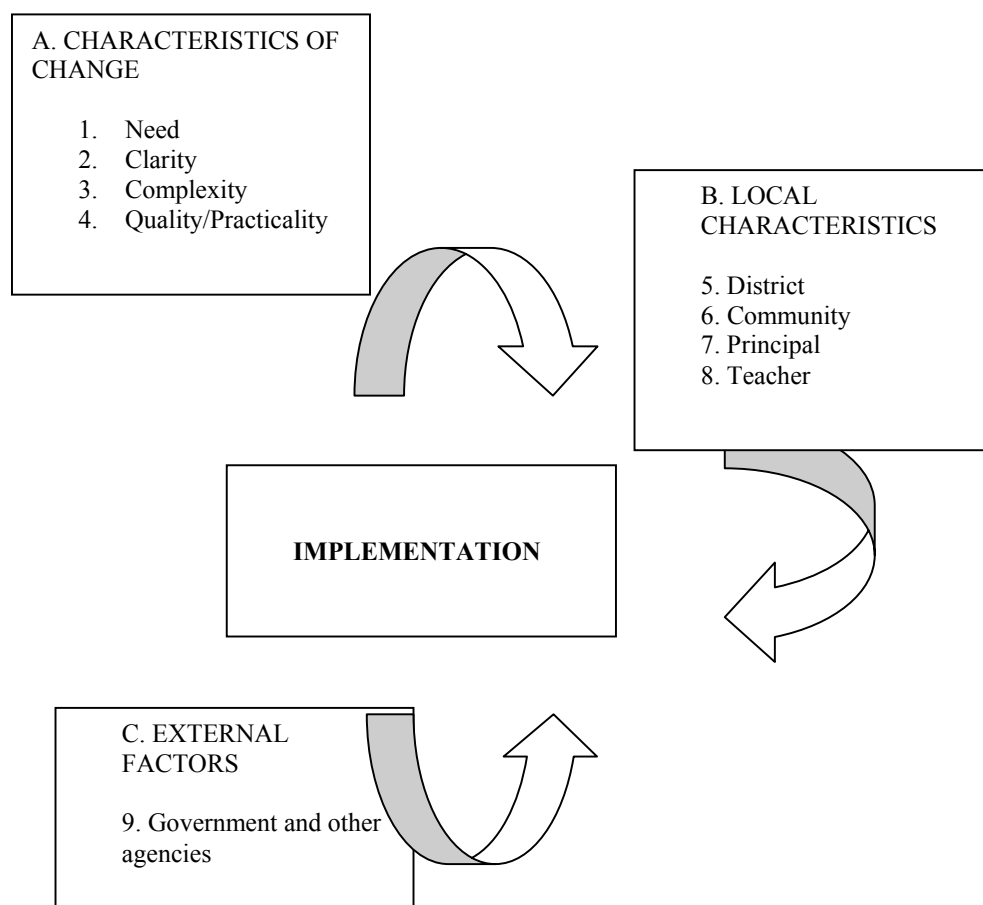
Figure 2.3   Interactive factors affecting implementation (Fullan, 2001, p.72).

Numerous studies have shown that the chief district/ system administrator and immediate staff are "an extremely important source of advocacy, support, and initiation of new programs" (Fullan, 2001, p.59). Since the end of 2001 there have been no Health and Physical Education Officers employed by BCE (BCE, 2005e; BCE, personal communication, 2003) nor has there been any professional development provided within this key learning area. A study by Berman and McLaughlin found that innovations not successfully implemented were discontinued and that only a minority of those implemented effectively were continued beyond the period of federal funding (1977, pp.166-183). System support was only present during the initiation process (Fullan, 2001) for the HPE syllabus in BCE. Another study, conducted by Datnow and Stringfield (2000) on

implementing curriculum reforms, involved over three hundred schools and found that a "clear, strong district support positively impacted reform implementation, and the lack thereof often negatively impacted implementation" (pp.194-195). Although "the individual school may be the unit of change, frequently change is the result of system initiatives" (Fullan, 2001, p.80), as "individual teachers and single schools can bring about change without the support of central administrators, but districtwide change will not happen" (p. 81). Axiomatically, there are thirteen Religious Education Curriculum Officers/ Moderators employed by the Brisbane Catholic Education centre (BCE, 2005a) to support schools during the School Curriculum Renewal period. Being in a position of authority responsible for leading implementation but not fully understanding the change necessary for all syllabuses is uneasy and unfortunate (Fullan, 2001). For "bureaucratically speaking the political and symbolic value of initiation of change for schools is often of greater significance than the educational merit and the time and cost necessary for implementation follow-through" (Fullan, 2001, p.65).

There appears to be support for implementation from external Government and other agencies (Fullan, 2001). In June 2004, the Australian Government released the program, *Building a Healthy, Active Australia* with the aim of "bringing about cultural change in our community" (Howard, 2004, p.2). The release, five years after the initial implementation of the syllabus, suggests that the implementation of the HPE syllabus which adopted the socio-cultural approach has not been sufficient in achieving its purpose. In this study it is envisaged that a deeper level of curriculum change will be necessary as school responses are investigated to determine what impact the 1999 Queensland HPE syllabus implementation has had.

Finally, as implementation processes involve operationalisation at school level, significant impetus for this happening rests with the school principals who "can be very influential in the process of curriculum implementation" (Medland & Taggart, 1993, p.1). "The principal is leader of the renewal cycle at the school level"

(BCE, 2005f, p.16) as they have the final say on individual school policy. A school policy is "an agreement amongst the school community on what is most worthwhile for the children to learn" (Basset, Cullen & Logan, 1984, p.118). Therefore, the principal plays a pivotal role in implementation of policy as they are the 'gatekeeper of change' and the leaders of change (Fullan, 2001). "All major research on innovation and school effectiveness shows that the principal strongly influences the likelihood of change, but it also indicates that most principals do not play instructional or change leadership roles" (p.82) as they have little preparation in this complex affair (Fullan, 2001).

It is not the organizations but the individual teachers who implement change (Odden, 1991) and this may not succeed (Edwards III, 1980) as policies are subject to interpretation within schools and are often re-created (Codd, 1998). Policies are interpreted and re-created differently as the "histories, experiences, values, purposes and interests which make up any arena" differ (Codd, 1998, p.22). Surprisingly, few reforms actually make it into classroom lessons (Cuban, 1990) responsibility for which rests with the school administration whose authoritative role is to "support the development, implementation and monitoring of the curriculum" (BCE, 2005g, p.6). Principals have the key management role in the school's curriculum as they are responsible for the "overall development, implementation and monitoring of the total curriculum" (BCE, 2005h, p.5). Furthermore, "new meanings, new behaviours, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support, and positive feelings about their work" (Fullan, 2001, p.84). Classrooms and schools work effectively when there are quality teachers and their accomplishments are rewarded (Fullan, 2001). Therefore, principals and senior management of schools have a significant impact on the effective implementation of any syllabus and in particular, of the 1999 HPE syllabus. Hence, "one of the most powerful factors to undermine continuation [of implemented curriculum innovations] is staff and administrative turnover" (p.90).

It is pertinent that the essential criteria for a senior management/ school administration position within a BCE primary school requires Principals, Assistant Principals-Administration and Assistant Principals-Religious Education to have completed other than the initial under-graduate four year teaching degree, "eight semester units, or their equivalent, of recognised tertiary study in Religion, with a balance of Theology, Scripture and Christian Leadership" (BCE, 2005b, p.3; BCE, 2005c, p.3; BCE, 2005d, p.3). This qualification requirement seems surprising considering that it is mandatory for teachers within a Catholic school to already have tertiary study in Religion (2005a). Axiomatically, school administration personnel need to have knowledge of curriculum if they are to adequately facilitate curriculum decisions made within schools.

> There have been such huge changes and advances in the past few years that anybody who is prepared as a professional cannot be considered to be prepared in any final sense, but must continue to go on learning throughout his or her professional life (Candy, 1997, p.12).

Hence, curriculum development, implementation and monitoring knowledge is not a necessary qualification within BCE primary school administration, which raises concern particularly in relation to the 1999 HPE syllabus.

2.3.2.5   Curriculum Change

Policy construction, implementation and evaluation are designed to bring about curriculum change, "which implies a level of metamorphasis in the overall plan of education, including teachers and their ideologies" (Dinan-Thompson, 2001, p.9). Curriculum change is a complex process (Sparkes, 1991), socially complex (Fullan, 2001, p.69), a fact which is often ignored (Hall, 1992) as schools and teachers in many countries appear to be extremely resistant to real change, often experiencing only surface or superficial change (Sparkes, 1991). The problem of educational change is more a question of the "difficulties related to planning and coordinating a multilevel social process involving thousands of people" (Fullan, 2001, p.69). To understand fully this process "that is schooling, one must look

inside the curriculum" (Goodson, 1997, p.196). Sparkes suggests considering levels of teacher change for investigating deep, real change in schools. Unless there is significant establishment of all three levels only superficial change will result (Figure 2.4):

<div style="border:1px solid black; padding:1em;">

Surface Change (relatively easy)

↓

Level 1   The use of new and revised materials and activities, for instance, direct instructional resources like curriculum packs.

↓

Level 2   The use of new skills, teaching approaches, styles and strategies, that is, changes in teaching practices with attendant changes in the teaching role.

↓

Level 3   Changes in beliefs, values, ideologies, and understanding with regard to pedagogical assumptions and themes. This can involve a major re-orientation of philosophy and image.

↓

Real Change (very difficult)

</div>

Figure 2.4   Levels of teacher change (Sparkes, 1990, p.4).

This is supported by Fullan (2001) who suggests that a fully implemented innovation or reform will involve changes in (1) curriculum materials, (2) teaching practices, and (3) beliefs or understandings about the curriculum and learning practices. "Effective strategies for improvement require an understanding of the process, a way of thinking that cannot be captured in any list of steps to be followed" (p.71). This becomes confusing and problematic for schools as "the goals and processes of change are narrowly proscribed by existing structures, resources and traditions, with the result that schools always fall short of meeting the needs of young people and their communities" (Macdonald, 2003, p.139).

Real change involves transformation of people's beliefs about their surroundings

which can be threatening and stressful for the teachers involved (Sparkes, 1991). Transformations often result in conflict, loss and struggle which are fundamental to successful change (Fullan, 1982). The appellation 'real change' is referred to more appropriately as 'authentic change' which includes the "important elements of emotion and the role of interactions in teacher change" (Dinan-Thompson, 2001, p.9). If emotional dimensions are ignored during curriculum change then "emotions and feelings will only re-enter the change process by the back door" (Hargreaves, 1997, p.109). Therefore, authentic change takes into consideration the micro-politics which often cause change to fail (Datnow, 1998; Dinan-Thompson, 2002; Sparkes, 1990). "Examining the micro-politics of curriculum development helps to question the interests and ideologies impacting on the form and content of the official curriculum texts" (Glover, 2001, p.54).

Throughout history different strategies have been used in attempting to bring about change in schools. These have included the top-down approach during the 1960s and 1970s, which minimized the teacher's influence on curriculum reform (Kirk, 1990; Macdonald, 2003) and as a result, the changes did not happen (Lawson, 1990; Sparkes, 1991). During the 1970s and the early 1980s teachers and schools were located at the centre of curriculum reform efforts (Macdonald, 2003) in the adoption of a bottom-up approach. This resulted in "poorly resourced and loosely assessed curricula. The consequences for PE were the loss of systemic attention and support." (Macdonald, 2003, p.141). Throughout the 1980s and 1990s 'partnerships' were adopted. This was "a new model of curriculum reform which involved collaborative relationships between administrators, curriculum developers, professional associates, researchers, teacher educators, teachers, and parents" (Macdonald, 2003, p.142).

It is through forming partnerships on an equal basis and working collegially not bottom-up or top-down but rather horizontally, that will enable meaningful and useful changes (Hall, 1992). Through such partnerships, change focusing on where, what, how, and which young people learn needs to direct any reform

(Macdonald, 2003). In addition, time and resources need to be equitably provided to the implementation process as is provided to the construction phase, and leadership needs to adopt a facilitating perspective (Hall, 1992).

Working horizontally during curriculum change has been contributed by State government moves within Australia to devolve curriculum decision-making responsibility to the local level (MacPherson, 1994; Proudford, 1995). It is the horizontal 'partnerships' curriculum reform approach that is employed by BCE. The School Curriculum Renewal is a "continuous process that addresses the development, implementation and review of all aspects of the curriculum" (BCE, 2003b, p.3). This process is collaborative and dynamic (BCE, 2003b) wherein the school principal and administrative staff "facilitate the operation of system administrative policies and procedures in the school community" (BCE, 2005g, p.8; BCE, 2005h, p.7).

Devolution of decision-making responsibility to the local level has become problematic as teachers have been forced to deal with contradictory mandates with inadequate levels of support (Groundswater-Smith, 1998; Proudford, 1995). Historically, this devolution appears to have been policy as text in name only (Ball, 1994), as funding, support structures and time for teacher professional development have been limited (MacPherson, 1994).

Curriculum change using the horizontal collaborative approach requires a balance of pressure: "Substantial curriculum change requires support and pressure" (McDonald, 2000, p.12). Pressure enables curriculum change to occur at personal, occupational and societal levels (Candy, 1997). Personal pressure includes changes within the classroom and depends on factors such as the teacher's year level, composition of students in a class, pedagogies, staff transfers, career direction and teachers' lifestyle. Occupational pressure for change may occur as a result of changes in school administration, policies and curriculum. The impact of education paradigms at national and international

levels results in pressure for change within society. Societal changes may influence both the occupational and personal life of teachers (Candy, 1997).

Hence, curriculum change requires effort not only from the individual teacher, but efforts at school, system and professional teaching levels. Heavy demands are often placed on teachers for accountability of student learning and development (MacPherson, 1994) which has had questionable success in the past, for within the context of HPE in Queensland, "if policy represents practice, it would appear that physical education as an area of curriculum is highly resistant to change" (Walmsley, 1998, p.7). Effort at school, system and professional levels needs to include professional development, "a fundamental factor for the improvement of the educational process" (Day, 1994, p.108). One of the paradoxes of the teaching profession is that while student life-long learning is accentuated, support for teachers as life-long learners is often muted (Sachs, 1997).

The 1999 HPE syllabus was the first outcome-based syllabus to be implemented within BCE (BCE, 1999b). This involved pressure as:

> At all levels of the education system teachers were challenged to attend closely to assessment and reporting procedures – to assess students against a wide range of learning outcomes, to monitor student progress against developmental frameworks, and to provide evidence supporting their judgement of student achievement (Forster 1998, p.1).

Therefore, teachers needed to grasp outcome-based education before they could embrace the socio-cultural approach of the 1999 HPE syllabus. This was an obstacle for the implementation of the 1999 HPE syllabus for teachers firstly were required to make a paradigm shift. The "more complex the reform, the greater the problem of clarity as teachers and others find that the change is simply not very clear as to what it means in practice" (Fullan, 2001, p.77). Furthermore, reports suggested that there was inadequate support for all stakeholders in schools to promote understanding about the nature of changing to an outcome-based approach (Australian Council of Educational Research, 1997). Therefore,

the implementation of the 1999 HPE syllabus may not have been as focused as planned.

Another obstacle was the number of syllabuses to be implemented within such a stringent timeline. A study by Hatch (2000) found that "adopting improvement programs may add to the endless cycle of initiatives that seem to sap the strength and spirit of schools and their communities" (p.4). Curriculum innovation overload is a major problem within schools, as in an attempt to adopt every innovation policy they often become meaningless (Fullan, 2001). This factor may have also impacted on the implementation of the HPE syllabus in BCE.

2.3.2.6   Summary

When investigating school responses to the 1999 Queensland HPE curriculum documents, it is necessary to understand why new curriculum documents needed to be developed. The literature describes the HPE curriculum area in Australia and more specifically in Queensland, at the time of the current Queensland school HPE syllabus' design and construction as being in 'crisis', that is, the HPE curriculum area was failing.

The literature suggests that the crisis was due to new social and cultural influences that had developed over time, and the fact that previous HPE syllabus in Queensland was developed in 1972. This thirty year old document was not adequate for contemporary students. The world had changed significantly over the previous thirty years as had the social and cultural forces impacting on the HPE key learning area.

Discussions and concerns about a crisis in HPE among physical educators led to an investigation into the state of HPE within Australian education systems in the form of an Australian Senate Inquiry initiated by the Federal Government. The findings from this Inquiry confirmed the fears of crisis as it discovered that there

was in fact a decline in the quality of HPE in Australian schools. Specifically, there were problems of inadequate resources and of time allocation to the key learning area in Australian schools.

A new Queensland HPE syllabus was developed to resolve identified problems. The HPE key learning area was afforded greater importance and educators were made aware of minimum recommended time allocation required for teaching this curriculum area effectively. The new syllabus was a logical guiding document that offered consistent, agreed upon outcomes throughout Queensland. During the implementation phase within BCE there were for a period of time, a number of people working as HPE curriculum officers whose role involved offering support for teachers throughout Brisbane Archdiocesan schools. HPE was clearly defined, enabling sporting programs such as 'Aussie Sport' to be integrated into the curriculum rather than becoming a substitute for an authentic curriculum. However, there exist other reasons for the decline in HPE throughout Australia. The literature reveals that another problem for HPE is the prominence given it by classroom teachers. The release of the Senate Inquiry report added extra impetus for action in the HPE curriculum area.

It is necessary to understand not only why the 1999 HPE syllabus in Queensland was written, but also to investigate and understand how it was constructed, to be able to better assess its impact. In 1991 the Australian Education Council devised eight key learning areas. The HPE National Statements and Profiles were written over a two year period and published in early 1994. The major change in the Statements and Profiles were that they reflected a paradigm shift from a content-based to outcome-based approach. The National Statements and Profiles initiated planning for and the eventual publication of the 1999 Queensland HPE syllabus.

The 1999 HPE syllabus was designed to take into consideration the social and cultural forces influencing this key learning area. The recommendation by the

curriculum officers from Education Queensland to give priority to the development of the HPE curriculum ahead of other KLAs demonstrated the importance and priority given to the 1999 HPE syllabus consequent upon the Senate Inquiry findings.

Construction of the syllabus was under-taken collaboratively with the three schooling systems in Queensland: Education Queensland, the Queensland Catholic Education Commission and the Association of Independent Schools of Queensland. The process produced five drafts and trials were conducted all of which resulted in the final 1999 HPE syllabus document.

Careful planning and refining was involved in the construction of the new syllabus and each education system was responsible for implementing the new syllabus in its own way. Brisbane Catholic Education used a team of three people to support the implementation in 1999. Investigations were carried out in preparation for the implementation in the form of a scan of HPE curriculum and HPE teaching across the Archdiocese, the results of which were not made available publicly due to the scan's reportedly informal status.

In response to the scan BCE worked with external providers to prepare for the implementation of the curriculum documents in its schools. As part of this implementation process, responsibility for the syllabus' delivery at school level was delegated across the Archdiocese to a network of lead teachers. Participation in this network increased the demands on certain teachers, many of whom were already stretched meeting the standard teaching and other demands expected of them. The literature warns of the consequences of change-induced stress that may result from attempting to do too much in too short a time or of expecting too much from too few individuals, all of which factors can impede the implementation process.

In BCE the implementation phase ceased at the end of 2001 and there are no

longer any HPE Education Officers employed by BCE, nor is there any direct professional development provided in this curriculum area. The effects of the implementation process within BCE schools will be examined in a subsequent chapter of this thesis.

BCE employed a horizontal collaborative approach to curriculum change and in particular the 1999 HPE syllabus implementation, which requires a balance of pressure. Pressure enables curriculum change to occur at personal, occupational and societal levels. Effort is necessary for all curriculum change and some pressure, which at school, system and professional levels, necessitates professional development. Curriculum change required teachers to grasp outcome-based education before they could embrace the socio-cultural approach of the 1999 HPE syllabus. This was an obstacle for the implementation of the HPE 1999 syllabus for it firstly required of teachers a paradigm shift.

The purpose of this study is to evaluate school responses to the introduction of the HPE curriculum documents within three Brisbane Catholic Education primary schools. A number of questions emerge from the literature which will guide the evaluation of school responses to the implementation of the 1999 HPE curriculum documents:

- How much time is allocated to the HPE Key Learning Area?
- Are all three strands being given equal teaching time?
- How developed are the HPE school programs/policies?
- What qualifications/training does the teacher of HPE have?
- What are the teachers' perceptions of the HPE Key Learning Area?
- How equitable is time allocation and HPE resources among schools?
- At what stage was the implementation process when support (personnel and professional development) was discontinued?
- How authentic is the HPE curriculum change in BCE schools? and
- How balanced is the pressure for curriculum change at personal,

occupational and societal levels?

2.3.3 Measuring the extent of the implementation process.

This component of the literature review investigates the level of implementation of the 1999 HPE syllabus within three BCE primary schools. Within this component three key questions emerge from the literature:

- What specific areas of school HPE curriculum will be investigated?
- What influencing factors need to be considered for choosing evaluative case studies in HPE curriculum? and
- Which curriculum evaluation models are the most appropriate for evaluation of HPE implementation?

Only the first question to emerge from the literature, 'What specific areas of school HPE will be investigated?' is reviewed in this chapter. The other questions to emerge from the literature are further investigated in Chapter Three: Research Design.

2.3.3.1   Specific areas of the school curriculum to be investigated

The scan conducted before the introduction of the 1999 HPE syllabus by BCE was not made available to the researcher for this study. Problems highlighted in the literature confirming the crisis in Health and Physical Education in Australian primary schools prior to the release (Tinning, et al., 1994) of the 1999 syllabus when the key learning area was at 'risk', forms the benchmark for school curriculum investigation. The problems included shortages of resources, a paucity of specialist HPE teachers and insufficient time allocations to the HPE key learning area within primary schools (Commonwealth of Australia, 1992).

Of significance is whether these problems existed within Brisbane Catholic Education primary schools and to what degree. BCE reports in the Position

Paper on Health and Physical Education (1998) that areas of concern should be rare and minimal within the system now that the implementation of the 1999 syllabus has ceased.

The socio-cultural approach recognizes that students are influenced by different physical, social, cultural, political and economic environmental forces that impact on their well being (Dann, 1999c). Implementation challenges identified by BCE will be investigated, and according to the *Position Paper on Health and Physical Education* include:

- A commitment to Social Justice challenging us to develop HPE programs that are resistant to the forces that undermine the dignity of the individual- unequal opportunities, abuse of power, greed, socio-economic disadvantage, sexism, unhealthy competition, racism and inappropriate structures;
- A commitment to Participation challenging us to make special provision for all students to have access to appropriate HPE programs, regardless of ability, gender, class or culture;
- A commitment to Stewardship challenging us to ensure just and effective use of resources. HPE should have adequate human and material support, distributed equitably regardless of ability, sex or culture; and
- A commitment to Responsiveness challenging us to reflect critically on teaching, learning and assessment practices in HPE to ensure they remain effective, appropriate and in harmony with changing school policies and structures. (BCE, 1998, p.4).

As the implementation phase of the 1999 HPE syllabus in BCE schools has ceased, it is reasonable to assume that HPE programs are in operation within Brisbane Catholic Education schools, whether it is deep or surface implementation (cf. Figure 2.4, p.86) will be tested in this study.

"Physical Education is an all-encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport, plus the appropriate values and knowledge in each." (Commonwealth of Australia, 1992, p.3). Physical education programs need to focus not only on the physical but also on favourable outcomes including social well-being, fun, friendship, challenge and

achievement (Shilton, 1997). The new syllabus consists of three strands, each strand of equal weighting, which are:

- Enhancing Personal Development;
- Developing the concepts and skills for physical activities; and
- Promoting the Health for individuals and communities.

The recommended minimum time allocations required to provide students with opportunities to demonstrate the core learning outcomes for all three strands is 1.5 hours per week (QSCC, 1999c), however, the physical activity time within schools has been suggested as two hours minimum per week (Howard, 2004).

The Health Promoting Schools Model (HPS) covers the scope of health implementation. "The Health Promoting Schools Framework offers a suitable approach because it encompasses a range of influences internal and external to the school environment." (O'Dea & Maloney, 2000, p.4). The model (Figure 2.5, cf. p.97) comprises three overlapping elements: Curriculum, teaching and learning; School organization, ethos and environment; and partnerships and services, which "need to be considered as a whole rather than as separate entities" (Australian Health Promoting Schools Association, 1996, p.1).
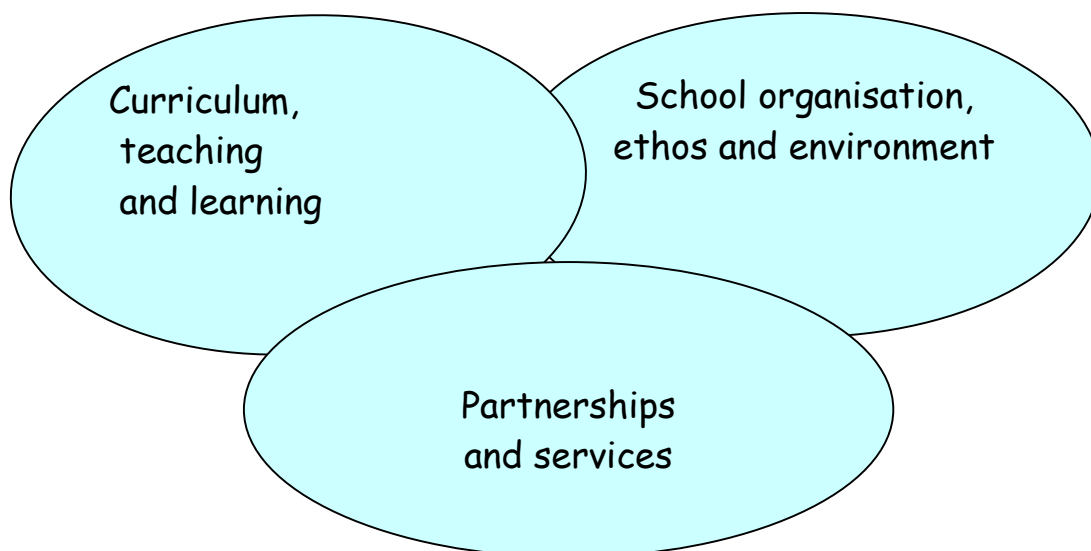
Figure 2.5 Health Promoting Schools Framework Model (World Health Organisation, 1994)

Implementation across the three elements promotes a comprehensive message and promotion of health, and therefore forms a useful theoretical framework for evaluating the three strands of the Queensland 1999 HPE syllabus. Health is created in the settings of everyday life (Kickbusch, 1991) and therefore the everyday life of the school will be part of the investigation, rather than just the sport or physical activity lessons (Queensland Government, 2003b). The HPS model also encourages parental involvement, thereby educating parents about the need for children to participate in physical activities and promoting parental modeling of physical activities (Saltmarsh, 2001). Such modeling has the capacity to reverse parents' tacit of support of children's indoor sedentary activities (Allen & Hammond, 2005).

The investigation of problem issues identified within relevant HPE literature will determine whether the issues are present within the three BCE primary schools' curriculum. The questions that emerge from the literature will guide the data generation. From this section, these are:

- How much time is allocated to the HPE Key Learning Area?
- How much time is allocated to the HPE physical activity strand?
- What role do parents play in their children's HPE development? and
- What partnerships do schools have with organizations to promote healthy living?

These questions relate to the HPE curriculum in practice, the 'learning milieu'. The questions mould and guide this investigation. Also, all Health aspects of the school community will be considered to determine the impact of the 1999 syllabus.

2.3.3.2   Summary

The problem issues in Health and Physical Education in Australian primary schools that surfaced in the literature when the key learning area was in crisis will be the focus of the curriculum evaluation. The research will investigate whether the 'crisis' existed within three contemporary BCE primary schools and if so to what degree has the implementation of the 1999 HPE syllabus helped avert the crisis. There exists a gap in the literature on the success or otherwise of the 1999 HPE syllabus implementation although much research was carried out on the 'crisis' experienced within HPE. Research such as this study is needed to determine whether the new syllabus that was developed to save the HPE key learning area, has in fact been successful and improved the situation.

Questions emerging from the literature will guide the data generation for the case studies that will take place in three BCE primary schools of varying enrolments. The questions form the specific areas of the curriculum in practice that will be investigated.

Issues of concern identified by BCE implementation challenges (cf. p.95) should be minimal in the Catholic system given that the implementation of the 1999 HPE syllabus has ceased. It is fair to assume that the HPE programs are fully in operation in Brisbane Catholic Education, this study will determine the accuracy of this assumption.

2.3.4 Conclusion: Review of the Literature

When HPE is implemented correctly it has many health benefits. Different cross sectional and longitudinal studies have verified improved academic performance in students when PE time is increased. The literature suggests that in recent times there has been a decline in children's physical activity, placing even more

importance on HPE from the beginning of early years in primary schools.

Research suggests that the HPE curriculum needs to be delivered in a quality manner to enable HPE to reach its potential as an influence on lifelong participation in physical activity. From the early years of primary school children should participate in the fundamentals of skill development and exercise, experiencing the enjoyment that all can accomplish regardless of age, ability, gender or personal interest. If children are denied this opportunity it can be detrimental to their confidence and attitudes towards physical activities, thus hindering their healthy participation in lifelong physical activity.

During the late 1980s and early 1990s, the HPE curriculum in Australian schools, including Queensland, was in crisis. In Queensland, this was partly due to the fact that the 1972 syllabus was still in use. This syllabus was not designed to deal with the social and cultural influences that were impacting on the KLA, thirty years on. Discussions and rumours at a national level about the failing HPE curriculum led to a Senate Inquiry. The inquiry revealed many problems existing within the HPE curriculum. A new HPE syllabus was required to help resolve the problems.

The 1999 Queensland HPE syllabus was designed to take into consideration the social and cultural forces that were influencing this key learning area and to deliver using a social critical teaching pedagogy. It can be assumed that the crisis and deterioration of the HPE curriculum could have been avoided if HPE policy documents had been updated to keep abreast of changing social and cultural influences. The recommendation by the curriculum officers from QSCC to develop the HPE curriculum ahead of other KLAs, reveals the importance and priority given to the new HPE syllabus, in part in response to the Senate Inquiry findings of a neglected history.

The construction process of the syllabus was under the guidance of the QSCC

and in collaboration with the three schooling systems in Queensland, Education Queensland, the Queensland Catholic Education Commission and the Association of Independent Schools of Queensland. The process produced five drafts and trialling in schools which resulted in an agreed upon, final syllabus. The manner in which the syllabus was implemented may have influenced the impact that the syllabus has had.

The implementation phase within BCE ceased at the end of 2001, and it has been assumed that the 1999 syllabus has resolved all areas of concern for this key learning area within the Catholic system. The questions that emerge from the literature will guide investigations to test this assumption. Questions can be categorised into the four key questions and one analytical question, which will be used to investigate the implementation of the 1999 HPE syllabus in individual school contexts and to suggest future strategies:

Question 1:   How are teachers in these BCE schools implementing the HPE curriculum documents?

- Do connections between the HPE and Religious Education Key Learning Areas exist and if so, in what ways are they linked?
- How is the HPE curriculum taught in the early years of the primary school?
- What is the range of physical activities and skills covered within the school?
- How are opportunities provided to develop the fundamentals of skill development and exercise?
- What knowledge about HPE and in particular HPE pedagogy do teachers have?
- How much time is allocated to the HPE Key Learning Area?
- How much time is each HPE strand given?
- How developed are the HPE school programs/policies?
- At what stage was the implementation process when support (personnel and professional development) was discontinued?

- How authentic is the HPE curriculum change in BCE schools?

- To what degree is the pressure for curriculum change at personal, occupational and societal levels?

- How much time is allocated to the HPE physical activity strand?

- What role do teachers see parents playing in their children's HPE development?

- What partnerships do schools have with outside-school organisations to promote healthy living?

Question 2:   What readily accessible resources do BCE schools have to assist with the implementation of Health and Physical Education?

- What equipment do schools have for HPE implementation?

- What facilities do schools have for HPE implementation?

- How equitable is time allocation to HPE and HPE resources among schools?

- What partnerships do schools have with outside-school organisations to promote healthy living?

Question 3:   What are teachers' perceptions of the HPE Key Learning Area?

- What do the teachers responsible for teaching HPE do to influence the learning environment?

- How do children participate in HPE classes?

- Do connections between the HPE and Religious Education Key Learning Areas exist and if so, in what ways are they linked?

- How do children's attitudes towards HPE vary?

- What knowledge about HPE and in particular HPE pedagogy do teachers have?

- How much time is allocated to the HPE Key Learning Area?

- Are all three strands being given equal teaching time?

- What qualifications/training does the teacher of HPE have?

- What are the teachers' perceptions of the HPE Key Learning Area?
- To what degree is the pressure for curriculum change at personal, occupational and societal levels?
- What role do teachers see parents playing in their children's HPE development?

Question 4:   What are children's perceptions of the HPE Key Learning Area?
- Do the children find physical activity advantageous towards their academic work and if so, in what ways?
- How do children participate in HPE classes?
- Do children perceive connections between the HPE and Religious Education Key Learning Areas exist and if so, in what ways do they see them linked?
- How do children's attitudes towards HPE vary?
- How much time do children perceive is allocated to the HPE Key Learning Area?
- From students' perspectives are all three strands being given equal teaching time?

An analytical question arising from the research questions provides a more critical generation of data and suggests future curriculum implementation strategies:

Question 5:   What implementation strategies are required to optimize HPE practices in BCE schools?

These questions that emerge from the literature will guide the data generation from case studies of three primary schools of varying enrolment numbers within BCE.

The research in this curriculum area is significant in that it may help determine

school responses to other curriculum initiatives within Brisbane Catholic Education primary schools. It will also gauge developments in the HPE key learning area and ascertain whether or not problems identified during the 'crisis' in HPE still exist in these schools and suggest strategies to optimize the HPE practice. This research will involve evaluation of a curriculum implementation in HPE that may result in an improvement in the key learning area.

CHAPTER THREE
RESEARCH DESIGN

3.1 Theoretical Framework of the Research Design

Theoretical perspectives that frame this exploration of the implementation of the 1999 HPE syllabus within three selected BCE primary schools is a constructionist epistemology, embedded in an interpretive approach, grounded in symbolic interactionism (Figure 3.1). This theoretical framework is most apposite for this study considering that the success of policy implementation ultimately depends on teachers and students (Gardner & Williamson, 1999). Hence, their voices can be heard and this theoretical framework enables the participants to share their stories on how HPE is taught and learned within the contexts of their schools, thus providing valuable insights into the implementation of the 1999 Queensland HPE syllabus. Hence a qualitative, interpretive study approach is most appropriate as meanings are socially constructed: "Social realities are constructed by the participants in their social settings." (Glesne, 1999, p.5). The participants share their experiences and perspectives, which are never wrong.
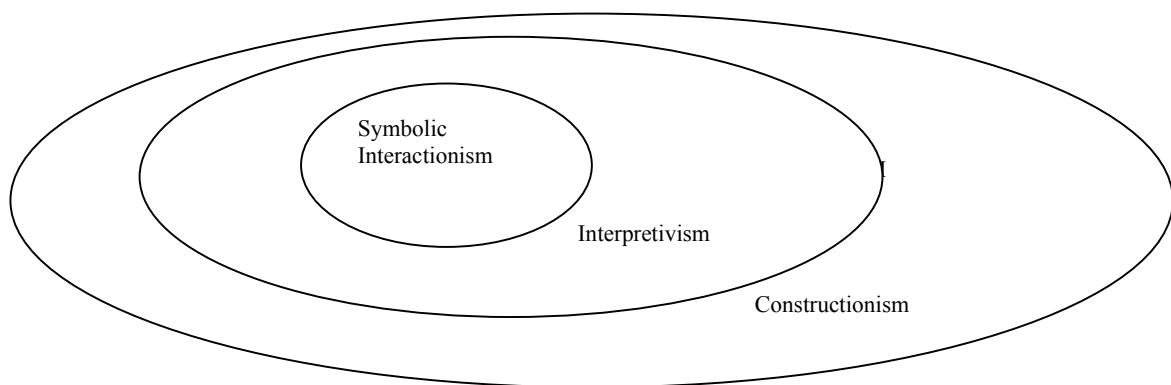
Figure 3.1 Theoretical Framework

3.1.1 Epistemology

A constructionist epistemology frames this research as meaning-making was developed from engagement and interaction with the participant teachers and students sharing their lived experiences and interpreting those experiences. For "no reform can succeed without the cooperation and active participation of teachers" (Delors, 1998, p.29) and ultimately the implementation of the HPE syllabus depends on the delivery within the school environment, involving both teachers and students.

According to a constructionist epistemology, the researcher's task is to individually construct meaning through engagement with world realities (Crotty, 1998):

> Our constructions of the world, our values, and our ideas about how to inquire into those constructions, are mutually self-reinforcing. We conduct inquiry via a particular paradigm because it embodies assumptions about the world that we believe and values that we hold, and because we hold those assumptions and values we conduct inquiry according to the precepts of that paradigm (Schwandt, 1989, p.399).

There are many shared viewpoints and opinions from a variety of perspectives and all are valid, for the constructionist epistemology does not acknowledge one true meaning, but a multiplicity of meanings. It is this understanding that underpinned the relationship between the researcher and the foci of the research.

From the participants' responses to key questions that emerged from the literature, theories were constructed. Theories show how concepts relate to each other (Neuman, 2000) given that interpretations and perspectives will vary, for reality is subjective (Sarantakos, 1998) and each school context is unique. It is through the culmination of views that the constructions of reality held by participants were fabricated, allowing for new interpretations and more

sophisticated constructions to emerge (Guba & Lincoln, 1994) and thus conclusively achieve the purpose of this research study.

3.1.2 Theoretical Perspective

A theoretical perspective embedded in a constructionist epistemology that is appropriate for the purpose of this study is interpretivism. An interpretive theoretical perspective elicits interpretive accounts of phenomena (Candy, 1989). The research questions that emerged from the literature review will receive mixed responses as these will vary from school to school, depending on the particular contexts of the schools and perspectives of the participants. A perspective is a bias that influences action in the world (Charon, 1998), which happens to be an interpretive paradigm characteristic (Candy, 1989). The strengths of using an interpretive research approach include:

- researching people in natural settings;
- stressing interpretations and meanings;
- achieving a deeper understanding of the respondents world;
- humanizing the research process by raising the role of the researched;
- allowing higher flexibility; and
- presenting a more realistic view of the world (Sarantakos, 1998, p.53).

Employing the interpretivist perspective assumes that there is change as this perspective portrays an ever changing world (Glesne, 1999), where emphasis is placed on change and development of individuals, groups and societies (Sarantakos, 1998). It is envisaged that investigation of the changes will reveal both positive and negative outcomes in the HPE syllabus implementation process. This assumption is based on personal experiences of the researcher, who in "qualitative research is often the primary instrument for data collection and analysis" (Merriam, 1998, p.7).

From within an interpretivist theoretical perspective, a symbolic interactionist lens will be applied for the purpose of investigating how Health and Physical Education is taught. Symbolic interactionism as a perspective "focuses on the human being and tries to understand human behaviour" (Charon, 1998, p.12). The key assumptions of symbolic interaction are that "people transmit and receive symbolic communication when they socially interact, people create perceptions of each other and social settings, people largely act on their perceptions, and how people think about themselves and others is based on their interactions" (Neuman, 2000, p.60). The symbolic interactionist lens was applied during interviews, observations and document analysis involving teacher and student participants.

> In a symbolic interactionist perspective, all organizations, cultures, and groups consist of actors who are involved in a constant process of interpreting the world around them. Although people may act within the framework of an organisation, culture, or group, it is their interpretations and definitions of the situation that determine action, not their norms, values, roles, or goals (Taylor & Bogdan, 1998, p.12).

It is acknowledged that symbolic interactionism has shortcomings, as it is dated as a form of social phenomenology and there are multiple versions of this shifting theoretical paradigm. Nonetheless, for the purpose of this study the interpretive version of symbolic interactionism (the merger of self and social interaction) has strengths in making directly accessible to the reader the worlds of each participant's lived experience, their voices, emotions and actions (Denzin, 1992). For symbolic "interactionists like to use the ordinary language and interpretive theories that everyday people use" (Denzin, 1992, p.23), thus symbolic interactionism is connected to constructivism.

The assumption based on the literature is that the key learning area, Health and Physical Education, within BCE as elsewhere Australia wide was in crisis prior to the development and implementation of the 1999 HPE curriculum documents in Queensland. If this is true of BCE Catholic primary schools then the changes and development of individuals and groups within three selected Catholic primary

school communities needs be the focus of this research, and symbolic interactionism enables this to occur.

Table 3.1   Research Framework within which the specific methodology has been selected.

Epistemology	Constructionism
Theoretical Perspective	Interpretivism - Symbolic Interactionism
Research Methodology	Case Study
Data Generating Methods	Interviews; Semi-structured Interviews; Focus group Reflective journal Observation Document Analysis

3.2   Research Methodology

"The term methodology refers to the way in which we approach problems and seek answers.   In social sciences, the term applies to how research is conducted" (Taylor & Bogdan, 1998, p.3).   A research methodology situated within a constructionist epistemology and an interpretivist theoretical perspective that is most appropriate for this study is 'evaluative' and 'multiple' case study (Merriam, 1998).   "Case study research in education is conducted so that specific issues and problems of practice can be identified and explained." (Merriam, 1998, p.34).   For this educational study, research case study is the most appropriate means of answering the research questions (Merriam, 1998). Case study is "process-orientated, flexible and adaptable to changes in circumstances and an evolving context" (Anderson, 1990, p.157), as is the nature of the HPE syllabus implementation in various schools.

Qualitative case studies are "particularistic, descriptive, and heuristic" (Merriam, 1998, p.43), and therefore were most appropriate to this research.   The study is

particularistic as it focuses on a particular program/event, notably the implementation of the 1999 Queensland HPE syllabus. "This specificity of focus makes it an especially good design for practical problems, for questions, situations, or puzzling occurrences arising from everyday practice." (Merriam, 1998, p.29). Thus, case study was the most suitable methodology when attempting to answer, 'How is HPE taught in the three schools?' Case study was descriptive in that the research data that emerged was analysed and reported, which provides rich and thick description. Case study was heuristic in that it illuminated the strengths and weaknesses of the program implementation process (Parlett & Hamilton, 1972) thus increasing the reader's understanding of the HPE curriculum in practice within three selected BCE primary schools.

To identify the degree of syllabus implementation of the HPE curriculum documents in three BCE primary schools, each case study was evaluated. Evaluative case studies involve description, explanation and judgement (Merriam, 1998) and are an enquiry into the worthiness of educational programmes (Bassey, 1999). Personal experiences and knowledge of the researcher will be used to make judgements during the evaluation. The researcher in "qualitative research is often the primary instrument for data collection and analysis" (Merriam, 1998, p.7), noting the differences between what was planned and what actually occurred (Anderson, 1990). This comparison is ideal when evaluating school responses to syllabus policy implementation, seminal to this study.

Within this study more than one case will be investigated, therefore the methodology will be a multiple case study (Merriam, 1998). Cases chosen may have similar or dissimilar characteristics (Stake, 1994). The three cases in this research are similar in that they are all BCE primary schools and dissimilar in that their enrolments differ quite considerably. The research employs an evaluative, multiple case study methodology and also a story telling case study, for there can be mobility between the research categories (Bassey, 1999). This study to a

lesser degree will be a story telling case study as it will be a "narrative and descriptive account of an educational event, program or system which deserves to be told to interested audiences, after careful analysis" (Bassey, 1999, p.58).

Three Catholic primary schools were chosen for investigation as case study schools. "One obvious advantage of case study is that it acknowledges the perceptions of the practitioners" (Douglas, 1995, p.1), who in this study were the teachers in the case study schools. In analyzing the relationship between current curriculum documents and the teaching of Health and Physical Education, teachers' perceptions were of major importance as teachers ultimately control whether or not the 1999 HPE syllabus is implemented and to what degree.

Case study as the chosen research methodology for this study enables the findings to be more accessible to teachers because, "The language used in a case study report is less esoteric and less dependent on specialized interpretation, therefore more suited to an audience of practitioners." (Douglas, 1995, p.2). Hence, the study is helpful to teachers as well as to policy makers, as teachers carry the main burden of curriculum implementation (Norris, 1998). Case study enables teachers to better understand the research for teachers are the key players in any change process. If the teachers don't understand any of the required reasons for change, it is unlikely that change will succeed.

When choosing case study as the methodology there are some factors that need to be taken into consideration, including choosing suitable teachers as participants who possess a diverse range of experiences in different school contexts (Douglas, 1995). This was contemplated during the decision-making process for the three case study schools, in relation to the different developmental stages of HPE syllabus implementation they have achieved to date.

Asking teachers to give up their time to participate in research necessitates being cognizant of the cynicism of teachers towards academic research:

> There is a disturbing tendency for research and practice to follow divergent paths. Practitioners and researchers tend increasingly to live in different worlds, pursue different enterprises, and have little to say to each other. Choice of subjects may be limited therefore by the perception of teachers that there is no advantage for them in being involved in research conducted by an outsider (Schon, 1984, p.308).

To minimize the above effect as much as possible, care was taken to form positive relationships with the teachers to be interviewed whose co-operation was essential for the conduct of this investigation.

3.2.1 Curriculum evaluation models most appropriate to this study.

As this study was conducted employing evaluative case studies of curriculum implementation, it was important to choose the most appropriate evaluation tools. Two possible approaches can be identified by means of two metaphors that have influenced education over the years. These are the 'factory' metaphor and 'schooling as travel' metaphor (Stufflebeam, Madaus, & Kellaghan, 2000). In the factory metaphor the child being educated is likened to an object efficiently manufactured in a factory, whereas the schooling as travel metaphor likens the education process to a guided tour.

The metaphor preferred by an evaluator will influence the choice of approach adopted in the evaluation. "An evaluator whose views of the educational processes are strongly influenced by the factory or production metaphor will focus on the goals-oriented approach to evaluation" (Stufflebeam, et al., 2000, p.23), whereas an evaluator who likens education to travel will characterize the naturalistic approach and be more concerned "with program processes and with differential impacts on different individuals and groups of individuals"

(Stufflebeam, et al., 2000, p.23). It is the school as travel metaphor that best fits with the outcome based-education approach that the 1999 HPE syllabus employs. The syllabus uses a learner-centred approach where "teaching is the act of guiding and facilitating learning" (QSCC, 1999c, p.6), therefore this study was influenced by the school as travel metaphor. This required a naturalistic approach which facilitates the use of qualitative methods in the research process.

In considering the many different aspects that influence this evaluative study on the impact of the implementation of the 1999 HPE syllabus, a combination of two evaluation approach categories were used: an element of the improvement/ accountability approach and to a greater extent the social agenda/ advocacy approach. "Improvement/ accountability-oriented evaluation approaches underline the need to fully assess a program's merit and worth" (Stufflebeam, et al., 2000. p.61). These approaches are not limited by the program objectives, but usually seek unequivocal answers to the evaluation questions. They use multiple assessment methods to cross-check their findings (Stufflebeam, et al., 2000). This study was comprehensive in that all issues identified by the literature on this key learning area were investigated.

The main approach that the study utilised was the social agenda-directed/advocacy approach.

> Social agenda-directed/advocacy approaches are directed to making a difference in society through evaluation. These approaches seek to ensure that all segments of society have equal access to educational and social opportunities and services. They have an affirmative action bent toward giving preferential treatment through program evaluation to the disadvantaged. There is a concern that these approaches might concentrate so heavily on serving a social mission that they fail to meet the standards of a sound evaluation. They favour a constructivist orientation and the use of qualitative methods. These approaches include: Client-centered studies (or responsive evaluation); constructivist evaluation; deliberate democratic evaluation; and utilization- focused evaluation" (Stufflebeam, et al., 2000. pp.68-80).

By combining two approaches it was envisaged that both a social agenda and a sound evaluation could be achieved.

This study, located within a social agenda/ advocacy approach, used a utilization-focused evaluation. This approach "is explicitly geared to ensure that program evaluations make an impact" (Stufflebeam, et al., 2000, p.77). This curriculum implementation evaluation was a comprehensive evaluation of HPE within three Brisbane Catholic Education primary schools and is useful for the HPE key learning area.

> Such studies are judged more for the difference they make in improving programs and influencing decisions and actions than for their elegance or technical excellence. No matter how good an evaluation report is, if it only sits on the shelf gathering dust, then it will not contribute positively to the evaluation and possibly should not have been written (Stufflebeam, et al., 2000. p.77).

When using a utilization-focused approach "the evaluator identifies the actual users to be served" (Stufflebeam, Madaus & Kellaghan, 2000, p.77). For this study the 'users to be served' are teachers, school administrators, curriculum education officers and a sample of students in Brisbane Catholic Education primary schools. "Through careful and thorough analysis of stakeholders, the evaluator identifies the multiple and varied perspectives and interests that should be represented in this study" (p.77), notably in this study, teachers and students. The evaluator "selects a group that is willing to pay the price of substantial involvement and that represents the program's stakeholders" (p.77). This was the HPE specialist teachers and teachers from the three BCE schools of various enrolment numbers who were the participants in the study. The methods employed surfaced strengths and weaknesses in the implementation of Health and Physical Education and therein has the potential to make a positive impact within the discipline area.

This study was an illuminative evaluation, as it examined the HPE program in the three different case study schools.

Its aims are to study the innovatory program: how it operates; how it is influenced by the various school situations in which it is applied; whose those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most affected. (Parlett & Hamilton, cited in Stufflebeam, et al., 2000. p.30).

Parlett and Hamilton further explain illuminative evaluation by describing its fragmentation: "There are two components that are central to an understanding of illuminative evaluation: the instructional system and the learning milieu." (1972, p.12). The instructional system refers to the curriculum as it:

is defined by educational catalogues, prospectuses and reports that contain a variety of formalized plans and statements, which relate to particular teaching arrangements. Few evaluators in practice take catalogue descriptions and lists of objectives very seriously as the original 'ideal' formulation ceases to be accurate, or indeed, of much relevance. (Parlett & Hamilton, 1972, pp.12-13).

The learning milieu is the actual learning in practice:

It is the social-psychological and material environment in which students and teachers work together. The learning milieu represents a network or nexus of cultural, social, instructional, and psychological variables. These interact in complicated ways to produce, in each class or course, a unique pattern of circumstances, pressures, customs, opinions, and work styles, which suffuse the teaching and learning that occur there. Acknowledging the diversity and complexity of learning milieu is an essential pre-requisite for the serious study of educational programs. Students do not respond merely to presented content and to tasks assigned. Rather, they adapt to and work within the learning milieu, taken as an inter-related whole. They pay close attention to 'hidden' as well as 'visible' curricula." (Parlett & Hamilton, 1972, pp.12-13).

In this study, both the curriculum documents (instructional system) and the instructional environment (learning milieu) were investigated.

Illuminative evaluation employing elements of the improvement/ accountability approach and predominantly a social agenda/ advocacy approach was the most appropriate for this study. From among many possible methods available,

choosing the most appropriate approach for a particular context and using multiple evaluation methods is essential (Myers, 1989). "For evaluation to be maximally useful it must serve a range of different interests and audiences that make up this web of relationships." (Norris, 1998, p.7). This study uses a variety of contextually appropriate methods for the conduct of the investigation, and pragmatic research will be useful to Brisbane Catholic Education as an employing authority as well as to the teachers and students within the case study schools.

The study was an evaluation of the teaching of HPE in three schools:

> Others have conceived the curriculum simply as a course of study to be followed or a written prescription of what it is intended should happen in schools. If a curriculum is a statement of intentions, it follows that curriculum evaluation should be about the extent to which intention is realized in practice (Norris, 1998, p.3).

The purpose of this research, curriculum implementation evaluation, was "to conceive, obtain, construct and distribute information that can be used to improve educational practice" (Norris, 1998, p.8) because "educators need to see the work of curriculum from a broader perspective as curriculum improvement" (Jasparo, 1998, p.2). By conducting evaluative case studies it is hoped that the curriculum in practice will be focused on and ultimately improved.

3.3 Participants

Non-probability sampling is purposeful selection so that learning is maximized, which is the most appropriate strategy for this qualitative research study (Merriam, 1998). It was anticipated that varying degrees of implementation of the HPE curriculum within three BCE primary schools will be identified by deliberately choosing three different sized schools as research sites. This approach is a selection process referred to as maximum variation representation (Glaser & Strauss, 1967) or purposeful representation (Patton, 1990), employed

so that maximum insight can be gained from the best participants (Merriam, 1998). In the three schools, participants were chosen intentionally as representatives of each school/case.

HPE specialist teachers were key participants to interview, assuming they possessed comprehensive and accurate HPE program knowledge within their school context. If the school did not employ a HPE specialist then the sports coordinator/ HPE lead teacher was interviewed. These key participants together with three classroom teacher representatives, one each from the early years, middle years and upper years of the school respectively, were interviewed using a semi-structured interview format in order to gain insights into research Questions One, Two and Three (cf. pp.12-13). These research questions encompass issues of syllabus implementation, available resources and teachers' perspectives. HPE lessons (Physical Activity strand) were observed to supplement the issues raised in the semi-structured interviews. A variety of lessons were observed in the three levels of the school, early, middle and upper years. Classroom teachers were observed teaching the lesson if there was no specialist HPE teacher in the school, as in Case Study One school. As well, a sample of student participants from the observational classes were chosen for focus group interviews.

The student participants were interviewed to seek their responses to the fourth research question (cf. p.14), which relates to students' perspectives. There were three focus group interviews within each school/ case. One focus group with representatives from a class in the early years, one with representatives from a class in the middle years and one with representatives from a class in the upper years of the school. Maximum variation representation (Glaser & Strauss, 1967) involves "identifying and seeking out those who represent the widest possible range of the characteristics of interest for the study" (Merriam, 1998, p.63). A maximum variation representation process was employed, by means of a questionnaire, to select four student representatives with a high interest level in

physical activities (two boys and two girls) and four student representatives with little interest in physical activities (two boys and two girls). The questionnaire results were checked for confirmation by the classroom teacher. As Case Study One school had a total enrolment of less than 200 students, there were fewer students in each sample class from which to choose student representatives. Therefore, the focus group within this case study school was reduced in number to six student representatives. A maximum variation representation process was employed, by means of a questionnaire, to select two students with a high interest level in physical activities (one boy and one girl), two students with little interest in physical activities (one boy and one girl) and two students with medium interest in physical activities (one boy and one girl).

It was anticipated that classroom teachers being interviewed would give a more realistic indication of the school's position than might school administration, because ultimate responsibility for the school's HPE program does not lie with individual classroom teachers and therefore insights probably would not be tainted. Using the one class as a research site for the interviews (semi-structured and focus group) and for observations is designed to enhance consistency of perceptions shared by the participants during the interviews.

Table 3.2   Design: Potential Participants per case/ school.

Categories of participants		Data Generating Strategies			
		Semi-Structured Interview (Teachers)	Interview Focus Group (Students)	Observations of class	TOTAL participants
Specialist HPE/ Key Teacher		1	0	1	**1**
Classroom Teachers	Early Years	1		1	
	Middle Years	1 (3)	0	1 (3 only if no HPE teacher)	**3**
	Upper Years	1		1	
Students	Early Years		8	25-30 student	
	Middle Years	0	8 (24)	25-30 student (75-90)	**90**
	Upper Years		8	25-30 student	
TOTAL for each **category**.		**4**	**24**	**94**	**94**

Table 3.3   Research Participants per case/school.

Data Generating Strategy	Case Study One School (less than 200 students)	Case Study Two School (200-400 students)	Case Study Three School (over 400 students)	Total
Semi-Structured Interview (Teachers)	3	4	4	**11**
Interview Focus Group (Students)	18	24	24	**66**
Observations of Teacher	3	1	1	**5**
Observations of Students	65	81	83	**229**

Table 3.4   Design: Total Participants

Data Generating Strategy	Teacher Participants	Student Participants	Total Participants
Semi-Structured Interview	11	0	**11**
Interview Focus Group	0	66	**66**
Observations of class	5	229	**234**

3.4 Data Generating Strategies

The standard data gathering techniques used in qualitative research are participation in the setting, direct observation, in-depth interviewing, and document review (Marshall & Rossman, 1994), as data gathering is about asking, watching and reviewing (Wolcott, 1992). The techniques used in this study are interpretive, subjective and flexible, with emphasis on discovery and exploration of meaning (Sarantakos, 1998).

The data generating strategies and subsequent analysis have to be appropriate for an interpretive case study research design.   For "methods have to be perceived in the context of a certain framework and should also fit into the theoretical and methodological model of the perspective in question" (Sarantakos, 1998, p.41). Techniques have been chosen to complement the theoretical perspective of the study.

There was only one researcher operating as data gatherer and analyser during this interpretive study. "In qualitative research the investigator is taken to be actively involved in the process of data collection and analysis and needs to be aware of the flow of this process" (Sarantakos, 1998, p.54). The data generating

methods applied in this research were semi-structured interviews, focus group interviews, a reflective journal, observations and data analysis.

3.4.1 Interviews: semi-structured

Interviews are valuable techniques because the researcher cannot observe participants' thoughts and feelings (Merriam, 1998). The only persons who fully understand the social reality within their contexts are the persons themselves (Burns, 1997). Hence, interviews enable the researcher to find out some of the thoughts of the participants (Patton, 1990). Semi-structured interviews are important for this interpretive study, for although observation will be a data generating strategy employed, not all information necessary for the research questions will be observed in a few lessons or visits. "We cannot observe situations that preclude the presence of an observer" (Patton, 1990, p.278). Hence, the HPE specialist teacher and three classroom teachers were asked to share their stories and expertise. By so doing they were able to contribute valuable information from within the context of the school that could not possibly be observed by a researcher. Sometimes the only way to get data is through interviews (Merriam, 1998). Thus all interviews were audio-taped to enable the researcher to focus on interaction with the participant during the interview and the taped interview was later transcribed.

The semi-structured interview format has been purposefully chosen to create a relaxed environment between interviewer and participants. It was "guided by a set of questions and issues to be explored, but neither the exact wording nor the order of questions were predetermined" (Merriam, 1998, p.93). This less structured interview style enabled an atmosphere to be created where trust and rapport between the researcher and participants developed (Burns, 1997), thus increasing the likelihood of the participants sharing their unique perceptions developed within their schools' particular contexts.

3.4.2 Interview: Focus group

For this study, the focus group comprised a group of eight students for Case Study Two and Three schools and a group of six students for Case Study One school, with between six and eight students being the ideal number for focus group interviews (Wilson, 1997). Their views were interpreted as representative of their class, a cross-section of the primary school and ultimately of students' attitudes generally with regard to the HPE key learning area. Focus group interviews were most appropriate for this study as the participants responses were used for program planning, program improvement and program evaluation (Anderson, 1990). Furthermore, the focus group interviews provided synergy within the student group, adding depth and insight (Anderson, 1990), as interview data was collected from six to eight students, rather than from just one.

As the case study is evaluative, the choice of a focus group interview had several advantages: It was highly efficient, participants tended to weed out false or extreme views and this strategy enabled participants to brainstorm ideas and bounce off other participants' thoughts and views, to initiate thought processes (Patton, 1990). The object of focus group interviews is "to get high-quality data in a social context where people can consider their own views in the context of the views of others" (Patton, 1990, p.335). Once again the interview was audio-taped and later transcribed so that during the interview the researcher could concentrate on interacting with the participants. The researcher acted as the moderator, having the required skills to lead the group (Anderson, 1990). This interview technique is "socially oriented, studying participants in a natural, real life atmosphere" (Marshall & Rossman, 1994, p.84), where meanings are derived from social interaction. Therefore, it is embedded within the symbolic interactionist strand of the interpretivist approach, the theoretical perspective for this research study.

3.4.3 Reflective Journal

During the research a journal was kept to record both fieldnotes and the insights of the researcher. This enabled evaluation of the implementation of the syllabus across all three elements of the Health Promoting Schools model. Fieldnote data included records of conversations, details of the setting and the researcher's impressions/observations (Burns, 1997), which became the raw data from which the study's findings eventually emerged (Merriam, 1998).

The journal entries were recorded in chronological order in a separate journal for each Case Study school and range from sketchy notes to early writings. These notes were typed into a more detailed report after each observation and visit. The transcribed fieldnotes were category coded and filed (Burns, 1997).

3.4.4 Observation

Observations of classes were conducted during HPE physical activity lessons and also occurred during visits by the researcher to the case study/school for interviews. The observations were recorded as fieldnotes in a reflective journal and during lessons observations were dictated by the researcher discretely onto an audiotape which was carried close to his body, thus enabling researcher participation, as "observations are used to discover complex interactions in natural social settings" (Marshall & Rossman, 1994, p.80). The researcher's stance as an observer during physical activity lessons was that of a researcher participant (Gans, 1982). A researcher participant is one "who participates in a social situation but is personally only partially involved, so that he can function as a researcher" (p.54). This was achieved as the researcher in all observations employed the role of teacher/ teacher assistant, while personally focusing on observing the lesson as well as on the social interactions of both the teachers

and students. This stance was most appropriate as in reality researchers are rarely total participants or total observers (Merriam, 1998).

Observations, while they do have some similarities to interviews, can also elicit data that interviews cannot. Observations take place in the natural field setting and represent a firsthand encounter with the phenomenon of interest (Merriam, 1998). Therefore, observations enhance and validate the data gathered during the interviews. The nature of observations makes them appropriate for this symbolic interactionist study.

3.4.5 Document Analysis

For this field study documentary analysis was used in addition to both interviews and observations. Field study usually connotes observation and interviews and, to a lesser degree, document analysis (Merriam, 1998). Analyzing the HPE work program and student HPE exercise books served to confirm and interrogate the accuracy of what was shared during the interviews, which is an unobtrusive method, rich in portraying the values and beliefs of participants (Marshall & Rossman, 1994). Document analysis is another method of data generating that accommodates symbolic interactionism within an interpretivist perspective as it allows for the evidence of symbolic communication and perceptions in the medium of texts.

The document that was analysed during data generating was the School Curriculum Program for HPE. "Documents are, in fact, a ready-made source of data easily accessible to the imaginative and resourceful investigator." (Merriam, 1998, p.112). Physical materials, as well, were analysed, which as a form of document consists of physical objects found within the study setting. "Anthropologists typically refer to these objects as artifacts, which include the tools, implements, utensils, and instruments of everyday living." (Merriam, 1998, p.117). Some physical materials or instruments that were 'analysed' during this

field study included sports equipment and facilities. The following is a summary table illustrating the research strategies employed in attempt to answer the research questions during the conduct of this study.

Table 3.5   Choice of strategies to address research questions

Research Questions	Data Generating Strategy
1) How are teachers implementing the HPE curriculum documents? 2) What readily accessible resources do schools have to assist with the implementation of Health and Physical Education? 3) What are the teachers' attitudes to the HPE Key Learning Area?	Semi structured Interview Reflective Journal Document Analysis Observations of lessons
4) What are the children's attitudes to the HPE Key Learning Area?	Focus Group interview Observations of lessons Reflective Journal Questionnaire

3.5 Analysis of data

An interpretivist data analysis strategy employed for the purpose of this research study was narrative/ descriptive analysis. Each case study investigates a different context, a different story, and this analysis strategy enables emphasis to be placed on the communication of these stories (Merriam, 1998). The interpretivist is committed to hearing the stories of the participants, their perspectives of the world they experience (Taylor & Bogdan, 1998). The researcher attempts to capture the stories by interpreting the culture of the school through reported experiences, understandings and other collected data, resulting in a learning episode for both reader and researcher (Glesne, 1999). The narrative/ descriptive analysis method has been deliberately chosen to illuminate each story/ case study in this interpretive, symbolic interactionist study.

As this research is employing multiple case studies, it is necessary to collect and analyse data from more than one school (Merriam, 1998). The analysis process involves employing a narrative / descriptive report for each of the three school/ case study contexts. During Stage One (Table 3.6), each interview, observation and journal entry was analysed using Wellington's six stage simplified version of the 'Constant Comparative Method for Analysing Qualitative Data' (Wellington, 2000), (Figure 3.2) ahead of Stage Two (Table 3.6), where each individual case was described in a report. The constant comparative method of analyzing qualitative data combines inductive category coding with a simultaneous comparison of all units of meaning obtained (Glaser & Strauss, 1967). As each new unit of meaning is selected for analysis, it is compared to all existing units and subsequently categorized and coded with similar units. If there are no similar units of meaning, a new category is formed (Maykut & Morehouse, 1994).

Immersion

Reflecting, standing back

Analysing:
-dividing up, taking apart
-selecting and filtering
-classifying, categorizing

Synthesizing, re combining

Relating to other work, locating

Reflecting back
(Returning for more data?)

Presenting, disseminating, sharing
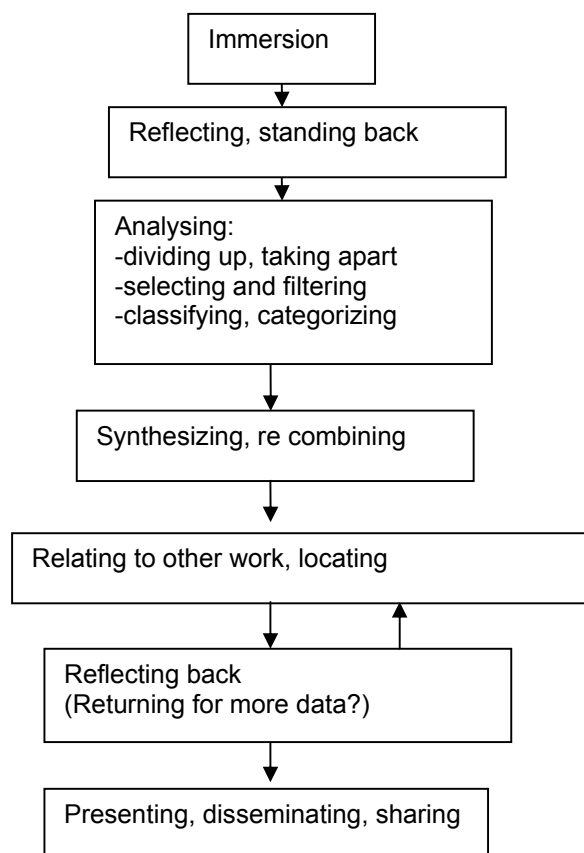
Figure 3.2   General stages in making sense of qualitative data (Wellington, 2000, p.141).

Stage Three (Table 3.6), the cross-case analysis began at the completion of an analysis report for each case, Stage Two (Table 3.6). "A qualitative, inductive, multicase study seeks to build abstractions across cases." (Merriam, 1998, p.195). Repeating the same analysis process, Wellington's six stages were used to analyse the data across the case studies which was again reported in Stage Four (Table 3.6) using a narrative/ descriptive report.

Table   3.6   Process of data analysis.

Stage 1	Analysis of data for each case study/ school using Wellington's table of analysis.
Stage 2	Narrative/Descriptive report given as an analysis for each case study.
Stage 3	Cross case analysis again using Wellington's table of analysis. This time analyzing whole stories or story sections.
Stage 4	Narrative/Descriptive report given for cross case study analysis.

Analysis is therefore iterative (Dey, 1993) and during cross-case analysis, the researcher attempts through iteration to see processes that are common among the case studies.   Relating to the similarities in context can develop more sophisticated descriptions and more powerful explanations (Miles & Huberman, 1994).

In an attempt to answer the research questions, units of meaning were formed, coded, and categorized with other similar units.   This process occurred within each case study school and across case studies. The process of analysis forms an audit trail and is diagrammatically represented in figures 3.3, 3.4, 3.5, & 3.6, within the following pages.

Process of Analysis

Research Question One: How are the teachers implementing the HPE curriculum documents?

STAGE 1   *Data Generation, display and reflection.*

Participants	Data Generating Strategies
HPE specialist teacher/ HPE lead teacher Classroom teachers	Semi-structured Interview Document Analysis Reflective Journal Observations of lessons
Students	Questionnaire Focus Group Interview Observations of lessons Reflective Journal Document Analysis

STAGE 2   *Data coding and distillation.* Themes from data gathered.

- Promotion of Healthy Living	- Student book	- HPE whole school program
- Teaching Pedagogies	-Disinterested students	-Variety of physical activity
-Teaching strategies	-Time afforded to strands	- Equipment & Facilities
- HPE specialist	- Qualifications & training	- Integration with other KLAs
- HPS partnerships	- Inter-school sports	- Teacher confidence & knowledge
- Perceptual Motor Program	-Quality lessons	-Teachers responsible for strands
- Teacher dealings with HPE syllabus	- Visiting organizations	- Teacher experience

STAGE 3   *Generation of key themes.* Data themes from stage 2 categorised.

- Teacher familiarity with syllabus	- Integration with other KLAs
- The school environment	- Promotion of healthy living
- School resources/ facilities	- Methods of implementation

STAGE 4   *Story report and conclusions*

The degree and methods of implementation of the HPE curriculum documents varied across the three Case Study schools. Only one of the three Case Study schools used a whole school curriculum program. Some teachers lacked knowledge and confidence to implement the documents adequately. Some teachers were responsible for implementing all three strands and some teachers were of the belief that they were not responsible for implementing any of the strands.

Figure 3.3   Description of Data Analysis for Question One.

Process of Analysis

Research Question Two: What readily accessible resources do the schools have to assist with the implementation of HPE?

STAGE 1   *Data Generation, display and reflection*.

Participants	Data Generating Strategies
HPE specialist teacher/ HPE lead teacher Classroom teachers	Semi-structured Interview Document Analysis Reflective Journal Observations of lessons
Students	Questionnaire Focus Group Interview Observations of lessons Reflective Journal

STAGE 2   *Data coding and distillation.* Themes from data gathered.

- Teacher responsible for facilities & equipment   -Maintenance & purchasing equipment

-Early Years-PMP equipment   - Equipment & facilities: Developmental appropriateness

- Physical Activity range   - Lunch time equipment   - Teacher access to equipment & facilities

- Teacher resources for Health & Personal Development   - Visiting organizations

-Teachers' knowledge & confidence   - Teachers qualifications   - Pads & safety equipment

STAGE 3   *Generation of key themes.* Data themes from stage 2 categorised.

- School facilities	- School partnerships
- The school environment	- Visiting organisations
- School resources	- Maintenance of resources & facilities

STAGE 4   *Story report and conclusions*

Schools with a HPE specialist teacher were better equipped and resourced for the HPE key learning area than the school without. The equipment was better cared for and maintained in schools with a HPE specialist teacher. One Case Study school had developed strong partnerships with nearby sporting clubs and organizations to increase their access to facilities.

Figure 3.4   Description of Data Analysis for Question Two.

Process of Analysis

Research Question Three: What are teachers' perceptions with regard to the HPE Key Learning Area?

STAGE 1 *Data Generation, display and reflection.*

Participants	Data Generating Strategies
HPE specialist teacher/ HPE lead teacher Classroom teachers	Semi-structured Interview Observations of lessons Reflective Journal Document Analysis

STAGE 2 *Data coding and distillation.* Themes from data gathered.

- Teacher HPE importance   - School HPE strengths   - Areas requiring attention - HPE connections with Religious Education   - Promotion of healthy living - Syllabus likes & dislikes   - HPE teaching responsibility   - Teaching experience - Teacher knowledge & confidence   - HPE qualifications & training - Advantages of having/not having a HPE specialist   - Important areas of focus for HPE - Disadvantages of having/not having a HPE specialist   -Student interest in HPE -HPE inclusiveness   - Strategies used to involve all

STAGE 3 *Generation of key themes.* Data themes from stage 2 categorised.

- Physical Activity Range   - Inclusion in HPE - Teacher value of HPE   - HPE: Areas requiring attention - Students' interest in HPE   - Specialist HPE teacher expertise - School HPE strengths   - Promotion of healthy living

STAGE 4 *Story report and conclusions*

All teachers had a general understanding of what the Physical Activity strand should be focusing on throughout the primary school, however in two Case Study schools the teachers lacked the pedagogical knowledge of how this could be achieved. In the schools with a HPE specialist, some teachers were content leaving all teaching responsibilities to the specialist teacher. All teacher participants valued the HPE learning area and thought that it was an integral part of the students learning. All teacher participants believed that the HPE learning area had connections with Religious Education in Catholic schools.

Figure 3.5   Description of Data Analysis for Question Three

Process of Analysis

Research Question Four: What are the children's perceptions of the HPE Key Learning Area?

STAGE 1 *Data Generation, display and reflection.*

Participants	Data Generating Strategies
Students	Questionnaire Focus Group Interview Observations of lessons Reflective Journal
HPE specialist teacher/ HPE lead teacher Classroom teachers	Semi-structured Interview Observations of lessons

STAGE 2 *Data coding and distillation.* Themes from data gathered.

- Lunch-time activities	- Favourite learning area	- Outside of school activities
- Sports covered at school	- What happens in HPE lessons	- Health content
- HPE exercise book	- HPE enjoyment	- Favourite activities & games in PE
- Special equipment	-Issues of inclusiveness	- Participation
- HPE value	- Promotion of healthy living	- Student interest
- Skill & movement ability & competence		

STAGE 3 *Generation of key themes.* Data themes from stage 2 categorised.

- Student enjoyment in HPE	- Student HPE participation
- Value of HPE	- Promotion of Healthy living
- Skill & movement ability & competence	

STAGE 4 *Story report and conclusions*

There appeared to be a direct relationship between student enjoyment and interest, and the quality of HPE syllabus implementation. When students were given opportunities to develop fundamental locomotor, non-locomotor and manipulative skills, they generally were more confident and enjoyed physical activities. Students shared that physical activities helped release stress, enhanced motivation, increased self-esteem, team work and concentration rates. Students' understanding of Health and Personal Development varied among schools.

Figure 3.6   Description of Data Analysis for Question Four

Key themes were generated by employing a coding system during the analysis process. Table 3.7 illustrates a copy of a coded semi-structured interview transcript. This process was repeated for each transcript and then categorised meanings were grouped into clusters of themes and reported using a narrative/descriptive report. A detailed description of findings from the analysis process is provided in Chapter Four: Presentation of Findings.

Table 3.7   Coding of Interview Transcript.

Interview Transcript	Coding
I What do you like about the Health & PE syllabus?	
P Because I haven't had that much experience with it I don't know it that well so it's hard to say what I like and what I don't like – what I have seen of it I like the way that it's set out because it's fairly easy to follow, easy to read and I just like the way it's set out and structured.	-Teacher familiarity with syllabus -Teacher confidence & knowledge -Syllabus likes & dislikes
I How does the school manage to fit the demands of the Health & PE syllabus that is the three strands, into the crowded curriculum?	
P We are fairly lucky here because we have a HPE Specialist who comes in and takes that strand of things for 40 minutes a week	-HPE specialist -Time afforded to strands
I So physical activities?	
P Physical activities, yep. In terms of Health and Personal Development, that's left up to the classroom teacher to do in your own planning. Personal Development is, we have included that into some of our units that we have done previously particularly with RE and with some of our SOSE, but with the Health and any other Personal Development you do, it's basically what you can implement into your everyday planning. Whether you do that with your buddy teacher or not, or whether you do that with your own class.	- Teachers responsible for strands -Integration with other KLAs -Methods of implementation
I Do you integrate or connect the curriculum with the Health & Personal Development to fit that in?	
P We try to do it – I guess it's happened more with Personal Development than what has happened with Health. Just that Personal Development does seem to fit in well with some of the RE outcomes. Yes it would be good to integrate it but it's hard.	-HPE Connections with Religious Education -Integration with other KLAs

3.6 Verification

The research questions, the data to be generated and the resources available indicated that this qualitative study was best suited to a small-scale sample with a deep understanding, rather than a large-scale validation. The three case study schools were purposefully chosen to represent a cross-section of BCE primary schools and participants were chosen intentionally as representatives of each school/case. This approach is supported by Patton (1990) for qualitative study, who recommends a minimum sample size with reasonable coverage.

Throughout the data generation and analysis phases of this interpretive, qualitative study, a conscious effort was made by the researcher to be fair in the generation of data, fair in the interpretation of data, fair in the formulation of theories and fair in the presentation of the data, because "all research is concerned with producing credible and dependable knowledge in an ethical manner. Being able to trust research results is especially important to professionals in applied fields, such as education, "in which practitioners intervene in people's lives" (Merriam, 1998, p.198). Therefore, fairness in this qualitative, interpretive research requires "analytic openness on the grounds of refutability and freedom from bias" (Anfara, Brown, & Mangione, 2002, p.28). As the role of the researcher was that of both author and instrument (Patton, 1990), bias was consciously avoided and if recognized, minimised. Fairness was achieved through constant peer debriefing where experienced researchers (supervisors) critically reflected on the process of the data generation and analysis during the research. This took place during regular checks in the forms of discussions and proof reading of detailed research reports.

For this study to be legitimate it was necessary to seek to demonstrate integrity during the research process, descriptions of meaning showed substantial overlap and were disclosed for the reader. Thus, the research was purposefully

designed to be shared and transferred from the context of the case studies and the research as a whole, to the reader's own experience. That is, from the world of the participant and researcher to the world of the reader.

The data analysis process has been designed to walk the reader through stages of analysis. This was achieved by combining a narrative report and a descriptive report whilst at the same time applying the constant comparative method. It was a narrative report in that it told a story, and descriptive in that it offered sounds, smells and sights, giving the reader the sense of being there (Zeller as cited in Bassey, 1999, p.88). The process of analysis and audit trail is diagrammatically represented for each research question (cf. Figures 3.3, 3.4, 3.5 & 3.6, pp.127-130), which offers a thick description of "how data were collected, how categories were derived, and how decisions were made throughout the enquiry" (Merriam, 1998, p.207), adding trustworthiness and credibility. Member checks involved soliciting informants' views as to credibility of findings and these were utilized to confirm the plausibility and credibility of interpretations. Themes and conclusions were checked within the other data generating methods, for example, a finding during an observation was further explored during an interview, which as a result, strengthened the quality of the research. This addresses the issue of public disclosure of processes and gives the themes congruence and verisimilitude (Anfara et al., 2002).

Strength was also accomplished through prolonged engagement with data sources. This was achieved by observing the same class as the one from which student interviewees were drawn. That is, the class teacher was interviewed, her/his students were chosen for the focus group interview and the same whole class were then observed during a HPE physical activities lesson. The observation was not limited to that of the lesson, but rather every interaction with individuals constituted an observation.   Therefore, there were consistent observations of emerging issues. The duration of engagement per case/ school was over a one month period which is a considerable amount of time for the

methods being employed, hence, the period of engagement for the entire research study was a three month period.

Credibility of the study was achieved by employing triangulation, the process for using multiple perceptions to clarify meaning (Stake, 1994). The multiple perceptions were obtained from observing and interviewing a variety of participants. The participants included a leading teacher for the HPE KLA, teachers and students representing the three sectors of the primary school: early, middle and upper years. As well, the data was collected using a variety of strategies, which included semi-structured and focus group interviews, observations, questionnaire and document analysis. The corroboration of evidence from a variety of sources increases the chances of accuracy (Creswell, 2002) and consistency, which in addition to being credible, also makes the study dependable.

Dependability in qualitative research means that "rather than demanding that outsiders get the same results, a researcher wishes outsiders to concur that, given the data collected, the results make sense, they are consistent and dependable" (Merriam, 1998, p.206). The researcher's prior experiences within the related field referred to as the investigator's position (LeCompte & Preissle, 1993), influenced the generation of data and analysis. Documentation of the researcher's subjectivity was recorded in a reflective journal. The researcher shares his experiences, interests and perspectives in the beginning of the thesis (cf. The Researcher, p.xiii), which enables the reader to understand how and why themes and issues have been further developed. Thick description of the researcher's position will enable the reader to enter the world of the researcher and participants when necessary, thus enabling the outcomes to make more sense and be dependable. This enables an honest reflection of the study which ultimately will be of service, contributing to the improvement of education (Eisner, 1991).

3.7   Ethical issues

Codes of ethics have been established to regulate issues common to all social science research. The regulation is for "the protection of participants from harm, the right to privacy, the notion of informed consent, and the issue of deception" (Merriam, 1998, p.213). There are two ethical clearances that were granted before this interpretive research was conducted. They were an ethical clearance from Australian Catholic University, which involves presentation of a research proposal to the University Research Projects Ethics Committee, and from Brisbane Catholic Education. These clearances are necessary before initiating the research because inadequate negotiation of field setting entry can compromise potentially good research (Erickson, 1986).

After the clearances were granted and the research study began there were ethical standards that needed to be met. The participants were approached by the researcher but it was clearly explained that they were all participating on a voluntary/no payment basis. This was later reinforced in a letter. From the outset of the research a strong and honest relationship was initiated between the researcher and participants as this is essential if the researcher is to gain valid insights (Erickson, 1986). The participants were informed at their respective levels of comprehension of the purposes and conduct of the research that were to occur, and of any extra workload that the study might entail. The participants were protected from any risks (Erickson, 1986). One risk is that regret or embarrassment may be caused by something the participant may say or do during an observation or an interview.   In case this did occur the participant was given the opportunity to check and amend the transcription of either the observations and/or the interviews. Regularly throughout the study the teacher participants were reassured that the researcher's purpose was not to evaluate them nor their teaching styles, for this has been identified as one source of

difficulty with trust in the participant and researcher relationship that could possibly act as an impediment in the data gathering phase (Erickson, 1986).

Confidentiality and anonymity was assured during the study as pseudonyms were assigned to protect the privacy of the participants and schools. This was important within this study as one of the focus participants was the HPE specialist teacher. As this participant is in most cases the only person holding that role within the school care must be taken that he/she is not easily identified and thus open to recognition by readers.

3.8   Limitations and delimitations of the study

Limitations are research issues that are beyond the researcher's control, while delimitations are within the researcher's control. Not having access to the results of a BCE 1996 scan of HPE in its schools was a perceived limiting factor for this study, as this scan is the only documented evidence of the HPE learning area's status within BCE schools before the release of the 1999 syllabus. Decisions made and action taken within BCE following the scan, suggest the HPE curriculum in BCE schools was no different from other Australian education systems, where the HPE curriculum area was in crisis (Tinning et al., 1994). For the purpose of this study it needs to be assumed, as opposed to definitely known, that the HPE curriculum in BCE schools before the release of the 1999 syllabus was also in crisis so that the relevant problem issues contributing to the crisis could help form the foci for this investigation.

When exploring the 1999 Queensland HPE syllabus implementation, the scope of the HPE curriculum is delimited by the broad number of dynamics influencing this field. The Health Promoting Schools Model has been adopted to evaluate the scope of health implementation. This model was chosen as it takes into

consideration all influences of health and physical education within the school context, both in and out of the classroom.

Another delimitation of this research is that only select schools were chosen as case study schools and only a relatively small sample of participants were chosen to be interviewed. Three schools were accessed and only one researcher in this qualitative research was actively involved (Sarantakos, 1998), operating as both data gatherer and analyser. These schools of varying enrolments were selected purposefully so that schools at varying stages of syllabus implementation could be studied: one less than 200 students, one with student enrolments of between 200 and 400 and one with over 400 students. Within the schools, classes from different sectors of the school were studied to get a better cross-section of viewpoints and as teachers and students are the ones who ultimately implement the HPE syllabus, they were the main foci of the study.

The small sized BCE case study school with a total enrolment of less than 200 students had fewer students in each sample class from which to choose student representatives. This delimitation made it difficult to select eight student representatives for the focus group interview. Therefore, the focus group within this case study school was reduced in number to six student representatives. A maximum variation representation process was employed, by means of a questionnaire, to select two students with a high interest level in physical activities (one boy and one girl), two students with little interest in physical activities (one boy and one girl) and two students with medium interest in physical activities (one boy and one girl).

School senior administration staff (Principal, Assistant Principal and Assistant Principal Religious Education) were deliberately not included as participants in the study as it was anticipated that their interpretations of the questions would be answered from an optimistic and biased perspective, perhaps not giving an

accurate or true indication of the degree of the status of the implementation of the HPE syllabus in the school.

3.9   Overview of research design

Table 3.8   Overview of research design

Research Questions & Related Issues	Data Generating Strategy/ Strategy	Participants/Accessories
Ethical Clearance	- Documentation - Research Proposal Defence	- BCE - ACU
Case Study and Participant selection	- Choose suitable schools - make contact and present purpose and benefits of research	- Principals - HPE specialists - Classroom Teachers
1) How are teachers implementing the HPE curriculum documents? 2) What readily accessible resources do schools have to assist with the implementation of Health and Physical Education? 3) What are the teachers' attitudes to the HPE Key Learning Area?	- Semi structured Interview - Reflective Journal - Document Analysis - Observation of lessons - Reflective Journal	- HPE lead teacher - Classroom teachers- early years, middle and upper primary - Researcher's subjective fieldnotes - HPE School Program and facilities - HPE teacher and classes from early years, middle and upper primary - Researcher's subjective fieldnotes
4) What are the children's attitudes to the HPE Key Learning Area?	- Focus Group interview - Observation of lessons - Reflective Journal - Document Analysis - Questionnaire	- Students- early years, middle and upper primary - HPE teacher and classes from early years, middle and upper primary - Researcher's subjective fieldnotes

3.10 Conclusion

The purpose of this research study is to explore the implementation of the 1999 Queensland Health and Physical Education syllabus in three primary schools of varying enrolment numbers within Brisbane Catholic Education. Within the constructionist paradigm, an interpretivist study was conducted and more specifically the interpretivist study employed symbolic interactionism. This qualitative, interpretive study is most appropriate due to the significance of constructed meanings developed from the interpretation of shared experiences and perspectives. The perspectives differed depending on the context of the school and the experiences of the participants within the school. The methodology chosen to construct meanings through capturing the context of each school is case study. The methods engaged so as to enable precision of details within the chosen theoretical framework were interviews: semi-structured and focus group, reflective journal, observations and document analysis. The participants were teachers and students from the respective schools.

This study is significant as it has the potential to provide feedback to Brisbane Catholic Education about the HPE syllabus implementation process and further, it could inform BCE of the current state of the HPE key learning area within selected systemic primary schools. Using appropriate methods and strategies discussed, data was generated and analysed from the three case study schools. The data findings are presented in Chapter Four: Presentation of Findings.

CHAPTER FOUR
PRESENTATION OF FINDINGS

4.1   Introduction

This chapter presents the data findings for this qualitative, interpretive study. Constructed meanings have been developed from the interpretation of shared experiences and perspectives from the teacher and student representative participants within the three case study schools of varying enrolments. Methods engaged so as to enable precision of details within the chosen theoretical framework were interviews: semi-structured and focus group, reflective journal, observations and document analysis.   The research questions guided conduct of this research and generated data (cf. pp.12-14).

Each individual case was analysed using Wellington's (2000) six stage simplified version of the 'Constant Comparative Method for Analysing Qualitative Data' and is described in this chapter.   Cross-case analysis is presented at the end of the analysis of each case. Repeating the same analysis process, Wellington's six stages (cf. p.125) were used to analyse the data across the case studies.   All data findings, of individual case study schools and cross-case analysis are reported using a narrative/ descriptive report.

4.2 Case Study school demographics

4.2.1 Case Study One school

A small Brisbane Catholic Education (BCE) primary school (less than 200 students).

This small sized primary school has an enrolment of 181 students (P-7) and is located in a low socio-economic working class suburb on the northern outskirts of Brisbane. The suburb has a median personal income for people aged fifteen years and over of between $300- $399 per week (Australian Bureau of Statistics, 2002) having risen from a previous median of $293 in 1996 (Australian Bureau of Statistics, 2002).

4.2.2 Case Study Two school

A medium sized Brisbane Catholic Education (BCE) primary school (of between 200 and 400 students).

This medium sized primary school has an enrolment of 355 students (Years 1-7) and is located in a middle to upper socio-economic inner city suburb south of Brisbane which has a median personal income of between $400- $499 (Australian Bureau of Statistics, 2002), having risen from a previous 1996 median of $330 in 1996 (Australian Bureau of Statistics, 2002).

4.2.3 Case Study Three school

 A large Brisbane Catholic Education primary school (of over 400 students).

This large primary school has an enrolment of 627 students (Years P-7) and is located in a middle range socio-economic suburb on the southern outskirts of Brisbane which has a median personal income of between $400- $499

(Australian Bureau of Statistics, 2002), having risen from a previous 1996 median of $315 (Australian Bureau of Statistics, 2002).

The three case studies were selected as representative of their different demographics, pertaining to their size as measured by enrolment numbers, their geographic location and their socio-economic status.

Table 4.1   **Data Coding Key**

CODE	REPRESENTATION
CS1	Case Study One school
CS2	Case Study Two school
CS3	Case Study Three school
I	Interview
Q	Questionnaire
Tp	Teacher participant
SpE	Student participant, early years
SpM	Student participant, middle years
SpU	Student participant, upper years

4.3 Case Study One

4.3.1 The School

The working class status of the school in Case Study One is obvious. Nearby streets house factories and workshops and the roads are busy with trucks and heavy vehicles. In close proximity to the small school is a railway line and station which marks the centre of this north Brisbane suburb, approximately fifteen kilometres from the city centre. On first inspection the suburb is more like an outback Australian town than a neighborhood in a major capital city.

On the main road that leads to the school from the railway station, residential houses become denser. Houses are very similar in appearance, timber, high set Queensland design on standard 600 metre square blocks of land. The school was established in 1947 and the surrounding residences are of similar

vintage.   The main entrance to the school is a recently refurbished timber building which connects to classrooms and library.   The Catholic Church is located next to the school buildings on the same block of land, as is the pre-school which is in a newly built brick edifice.

The office displays a number of certificates and trophies, with a trophy cabinet showcasing various trophies dating from 1982 as well as Catholic Primary Schools Sports Association Zone Thirty-Five (CPSSA) pennants for various carnivals for the years 1987 to 2002.   There is a photo of Queensland Academy of Sport Swimming Coach, Scott Volkers with students from 1991, an appreciation certificate from the school's swimming club and a Sportsmanship Award from North's Rugby League Juniors for a 2002 Gala Day.   On the counter to the reception desk is a framed photo of school representative tennis players.   On the wall beside the reception desk is a noticeboard which displays Health Promoting School community contributions covering Active Australia members 2002-2004, 2003 participation in the Comalco Green and Healthy Schools program, Greening Brisbane Naturally-National Tree Day 2003 and Clean Up Australia Day 2004.

Although small, the school in Case Study One has many facilities.   The school has a six lane, 22 metre swimming pool with change sheds and undercover seating.   There are two grassed play areas: a lower sports oval, which is the size of a cricket oval and is complete with a cement cricket pitch and a top area that is approximately twenty-five metres in length and fifteen metres wide.   There is an adventure playground located on the top grassed play area and a hall which is used for weekly assemblies as well as indoor activities. There are two tennis/ basketball courts, a library which has a bank of computers, undercover walkways and a quadrangle consisting of six handball courts, all protected by shade cloth.   As well, the school provides an Out-of-School Care facility which is housed in a building adjacent to the pool.   The services it provides are before and after school care and vacation care programs.

4.3.2 The Teachers

The three teacher participants in Case Study One school are all experienced teachers and all were recommended as participants by the school principal. For the purposes of confidentiality in this report the early years' teacher will be referred to as Kate, the middle years' teacher as Jody and the upper years' teacher and sports coordinator will be referred to as Kevin. Table 4.2 offers a synopsis of personal profiles and teaching experience for each teacher participant in Case Study One.

Table 4.2   Case Study One School Teacher Profiles.

Pseudonym	Gender	Age	Teaching Experience	Qualifications	Currently teaching (Year level)	Specialist HPE training/ Qualifications	No. of years at Case Study One school
Kate	Female	Mid thirties	10 years	Bachelor of Teaching-Primary	Composite Year 2 & 3	Nil	3 years
Jody	Female	Late forties	20 years	Diploma of Teaching, Bachelor of Education	Composite Year 4 & 5	Nil	1 year
Kevin	Male	Late forties	26 years	Diploma of Teaching, Bachelor of Education	Composite Year 6 & 7	Nil	1 year

4.3.3 Implementation of the HPE Syllabus

Each of the teacher participants have undertaken professional development in the 1999 Health and Physical Education syllabus to greater and lesser extents.   In the early years classroom Kate demonstrated a limited understanding. When questioned about her engagement with the 1999 HPE syllabus she replied "not a great deal", adding that she "hasn't really used the syllabus or followed the syllabus as such" (CS1, I, Tp, p.1). As the interviewer probed further, asking what Kate liked about the new HPE syllabus, she was unable to answer. In the middle years classroom Jody openly admitted that she was not familiar at all with the new syllabus and after being shown a copy

of the syllabus by the interviewer, Jody confirmed that she doesn't have one in the classroom and that she "has definitely never seen one before"(CS1, I, Tp, p.1). Kevin, the upper year's classroom teacher and sports coordinator was very familiar with it and had received professional development on the new HPE syllabus. Kevin had perused the syllabus, its outcomes and modules: he had been involved in planning a whole school HPE plan/ program and in mapping and allocating outcomes and modules to Year levels. Of the HPE syllabus Kevin stated that he "didn't have a problem with it" (CS1, I, Tp, p.1), appreciating that it was quite detailed. Kevin found the support materials and modules to be "quite helpful for teaching, after supplementing and/or modifying" (CS1, I, Tp, p.1).

At this small school the teachers are responsible for teaching all three strands of the Health and Physical Education syllabus: health, personal development and physical activities. Of the three strands, physical activity is given the most consideration. In the early years Kate's class covers skipping (Jump Rope For Heart Program), ball games and running/athletics in Terms Two and Three. In Terms One and Four they cover swimming and dance. The early years' students stated that for PE they do "skipping and ball games every Friday". This was reinforced during the HPE physical activities lesson observation, where Kate facilitated skipping skills and locomotor movements. Physical activities during sport time were thought of by the early year's students to include "sports day (athletics), long jump, discus and sprints, cricket, soccer, basketball, tennis and obstacle courses" (CS1, I, SpE, p.1). In Terms One and Four they have swimming, and also 'Dance Fever' during the year (CS1, I, SpE, p.1). Dance Fever is a company who charge schools a fee to teach dance to the students under teacher supervision.

When questioned about a Perceptual Motor Program (PMP), Kate stated "There is nothing set, teachers do it themselves in the classroom, for example, brain gym." (CS1, I, Tp, p.2). This was supported by Jody, who has previously "seen PMP programs which worked well" (CS1, I, Tp, p.4), however when asked if they have a similar program in the early years of the school she confirmed "No, I don't think that they do." (CS1, I, Tp, p.4). The early years'

students did not mention that they covered any perceptual motor skills as part of HPE.

When questioned about how she manages to fit all three strands into the crowded curriculum, Kate said that the Health Education van visited in Term One, which covers various health topics/outcomes. It is regular practice for the van to visit schools once every two years. Health was also taught during class time, "In Term One the early years' class covered the unit 'Healthy body, brain and learning module' which dealt with how bodies function and the importance of drinking water and eating healthy food." (CS1, I, Tp, p.1). For the Personal Development strand, the class had focused on "how to be friends" (CS1, I, Tp, p.1), which was reinforced by the students' comment during their focus group interview, that "we learn to make friends" (CS1, I, SpE, p.1). However, the early years' students, when interviewed said that they did not have a HPE book which they could use in the classroom.

In the middle years Jody agreed that "Physical activity is catered for very well" (CS1, I, Tp, p.1) out of the three strands. The middle years' class, Jody said "would have physical activities on average for two hours per week and I take them out on occasions" (CS1, I, Tp, p.1). Jody mentioned "the students have swimming in Terms One and Four, in Term Two they have interschool sport, athletics and skipping -'Jump Rope For Heart' in Term Three" (CS1, I, Tp, p.1). This was endorsed by the middle years' students' comments during their focus group interview. For sport at school the students mentioned "swimming, relays, ball games, running, tennis, cross country, handball and skipping" (CS1, I, SpM, p.1). This was further strengthened during the HPE physical activity lesson observation, where Jody facilitated skipping skills using a stations approach. The students were in four groups, each with a task card explaining the skipping activity and groups rotated every ten minutes. All student participants explained during the interview that interschool sport involves "netball and touch football" (CS1, I, SpM, p.1). At this school, AFL football replaces touch football every second year. The students mentioned that they also have had 'Coach Approach', explaining that 'Coach Approach' is an organization that visited the school to introduce them to sports.

When questioned as to how she manages to fit in the three strands, Jody admitted that Health was only skimmed over and taught incidentally. She later listed Health as an area that required attention. Jody does "definitely teach Personal Development once a week" (CS1, I, Tp, p.1). This lesson "concentrates on the students' social needs" (CS1, I, Tp, p.1). Jody added that she found the resource book, *Friendly Kids, Friendly Classrooms-Teaching Social Skills and Confidence in the Classroom* (McGrath & Francey, 1991) quite useful for teaching this strand. The students when interviewed also said that they discuss "what makes them confident, as well as good and bad ways to treat others" (CS1, I, SpM, p.1). All student participants informed the researcher that they have a separate Personal Development exercise book in which they recorded work.

In the upper years, Kevin confirmed that the "Physical Activities [strand] is the responsibility of the classroom teacher" (CS1, I, Tp, p.1). He added that the teachers are:

> restricted to or assisted by the activities that the school is involved with, within the Zone Thirty-Five Catholic schools sports organization. Therefore, physical activities relate to the interschool sports and skills. These sports include touch football, netball, athletics (long jump, discuss and shot put), relays and sprints. (CS1, I, Tp, p.1).

Kevin stated that his upper school class also did swimming, with instructors coming in to facilitate lessons using the school pool. This occurred in Terms One and Four as did dancing which was conducted by 'Dance Fever'. In support of Kevin's comments, the student participants stated that sports at school included "swimming; athletics: discus, shot put, long jump and relays; touch football, ball games, dancing and AFL football every second year" (CS1, I, SpU, p.1). As well, there were physical activities specifically covered during HPE, "skipping, ball games, cross country and training for interschool sport-touch football and netball" (CS1, I, SpU, p.1). During the HPE physical activity lesson observation the upper school class practised netball skills and played a modified game of netball.

Kevin stated that to promote physical activity lessons, they have "whole school (including the pre-school) sessions concentrating on athletics, ball handling and ball skills. That's how we cover it as best we can." (CS1, I, Tp, p.1). This was further explained by Jody who said that during "Zone Thirty-Five athletics the students were vertically grouped from Years One-Seven" (CS1, I, Tp, p.2). Using a reciprocal teaching approach where an early years child is taught by an upper years student, they "went out every Tuesday in Term Three, rotating across six activities (two activities a week) to include the events of the [athletics] carnival" (CS1, I, Tp, p.2). Another approach used to cover sports coaching was to use parents, who along with the Acting Principal during Term Two trained the students in preparation for interschool sports.

4.3.3.1   Integration of HPE with other Key Learning Areas

Another strategy that Kevin used to fit all three strands of the syllabus into the crowded curriculum was to connect Health and Personal Development with other key learning areas wherever possible. Kevin said that in the upper school:

> We find that Health and Science connect well. In Term One we have a major focus on Studies of Society and the Environment (SOSE) which is science related. They cover 'Reproduction of plants' and this connects well with Health." (CS1, I, Tp, p.1).

The upper school student participants confirmed that in the classroom "they learn about health and personal development" (CS1, I, SpU, p.1), but they did not have a specific exercise book for these HPE strands. They also mentioned that they "had a visit from the Life Education van in Term One" (CS1, I, SpU, p.1).

All teacher participants within Case Study One school agreed that there were connections between HPE and the Religious Education curriculum. Kate stated the HPE curriculum "connects with Religious Education through cooperation and games" (CS1, I, Tp, p.1) and Jody concurred saying that you "can't help the incidental learning which occurs [between HPE and RE], and you need to go with this each time" (CS1, I, Tp, p.1). Kevin strongly agreed

stating that "there is a link, certainly between HPE and RE, yes. We could draw stronger links than there are already" (CS1, I, Tp, p.3). Kevin added that at his previous school the strong link was evident between the two learning areas because the Assistant Principal- Religious Education and the school counsellor taught a great deal of the Personal Development strand. The student participants in the upper years of the school also agreed that during physical activities they "used gospel values" (CS1, I, SpU, p.1).

4.3.4 School Resources and Facilities

While the school was fortunate to have many facilities, the equipment according to Kevin was "the standard stuff" (CS1, I, Tp, p.2). He further explained that they have a "limited supply and a limited budget being such a small school" (CS1, I, Tp, p.2). Kate named the sports coordinator, Kevin, as the assigned PE teacher "with the role of looking after PE equipment" (CS1, I, Tp, p.2). The regular practice at the school was to have Kevin's upper school class deliver allocated sports equipment to the designated play areas for the two twenty minute lunch breaks each day. The sports equipment was usually kept in the sports room, however as Jody explained "balls and equipment are kept in classrooms during Term Two interschool sports for convenience" (CS1, I, Tp, p.2). Jody clarified that "Kevin's class deliver crates of sports equipment to the playground. The equipment is for the top oval, netball court and bottom oval. The students take and return equipment from the crates as they please." (CS1, I, Tp, p.1). Kevin listed the equipment as being skipping ropes, soccer balls and footballs. This practice was verified by Kate who stated "the Year Sevens take on the role of putting sports equipment out for play at lunch time" (CS1, I, Tp, p.1). However, there appeared to be some flaws in the procedure as Kate added "we try to build up on the equipment but everything seems to go missing, we go through balls, footballs and tennis balls" (CS1, I, Tp, p.1). This may be due to some teachers' lack of responsibility for the sports equipment, as evidenced in Kate's admission, "Often we open up the sports room to the children to see what sorts of games they want to play." (CS1, I, Tp, p.1). The procedure for the distribution of

sports equipment was observed by the researcher during lunch breaks and it worked systematically. Crates were in the designated areas and students were playing with skipping ropes and balls taken from the crates.

When asked what sporting equipment the school possessed, Kate commented that what the students used changed, depending on "the seasons, and what's going on around them" (CS1, I, Tp, p.1). She elaborated, "This Term [Three] skipping- Jump Rope For Heart, everyone is involved in that and during football season, footballs and also for girls with touch [football]." (CS1, I, Tp, p.1). Jody could name the sports equipment that the school owned as "cricket and t-ball, oz tags, scoopers with balls for the little kids" (CS1, I, Tp, p.2). She then paused before announcing that she "was not overly familiar with the equipment" (CS1, I, Tp, p.2). However, Jody did manage to list a good deal more than Kate. In addition to the 'standard stuff' (CS1, I, Tp, p.2), Kevin also listed an Aussie Rules football kit.

During an audit of the sports room, 'standard stuff' was found by the researcher to be an accurate description of the equipment. There was no specific sports equipment such as smaller balls and balance beams for the early years' students. This was an accurate stocktake of the school's sports' equipment.

During the researcher's field visits and observations over a three month period it was noted that while the school had very good facilities for its size, some of the facilities were showing signs of neglect. One of the four basketball rings on the tennis/basketball courts was broken, only one tennis net pole was protectively padded, all pads on the light posts and basketball poles were left on at all times and as a consequence were weathered and deteriorating, most pads were falling down the poles and could be deemed ineffective, there was only one tennis net which was left damaged on the ground, the tennis courts were also in desperate need of a sweep. This scenario remained unchanged for the duration of the researcher's visits.

The researcher observed that teacher resources for HPE were stored in the staffroom, a fact confirmed by both Jody and Kevin. The resources included a Personal Development Education Program from another school and three HPE folders. One was for Year Two, one for Year Three and one for Year Five. The HPE folders consisted of photocopies of activities mainly from the 'Daily Physical Education' Nabisco Program (ACHPER, 1982). This resource covers the main skills to be developed in various sports and physical activities for each Year level. It was produced by the Physical Education Branch for the Education Department of South Australia. The HPE folders consisted of recorded activities for swimming, ball skills and running. Kevin confirmed that there was no Whole School Program for the HPE key learning area.

4.3.5 Teachers' Perceptions of HPE Curriculum

4.3.5.1   Physical Activity Strand Coverage

The teachers' perceptions of what physical activities should be focused on were in agreement. The sports coordinator, Kevin, stated that the early and middle years needed to concentrate on hand-eye coordination, and basic fine and gross motor skills. In the upper years this developed through to organized team games and participating as part of a team. Kevin emphasized that in the upper years, "team sports rather than individual sport" (CS1, I, Tp, p.2) should be the focus. The emphasis on team play and providing the students with opportunities to achieve in team play was demonstrated by Kevin during lesson observations. During the lesson his students played a modified game of netball which necessitated involvement as team members.

Kate had almost the exact same preference as Kevin for what the early years focus for physical activities should be: "gross motor and fine motor, coordination, team work and working together" (CS1, I, Tp, p.2). During lesson observations of Kate's early years' class the children used various locomotor and non-locomotor movements during warm up and stretch sessions. They practised skipping with a rope, which would entail both gross

motor skills and coordination and then finished with relay races, combining the various movements used throughout the lesson. Fine motor skills and team work were not observed occurring during the early year's HPE physical activities.

In the middle years, Jody did have a slightly different perspective from Kevin. Jody emphasized the importance of "individual skills and giving one's personal best, for example, at skipping" (CS1, I, Tp, p.2). However, she did say that this would then lead on to age appropriate team sports in later years. This priority was evident during observations of the middle year's class lesson where students completed set skipping tasks at four different stations. This lesson linked the individual skill of skipping to group situations as some stations required team work or partner participation.

4.3.5.2   Students' Interest in HPE

In the early years, Kate stated that the "majority of students really enjoy HPE" (CS1, I, Tp, p.2) as a key learning area.   During observations of the physical activity lessons, all students in the lower years' class appeared to be enjoying themselves as they were smiling and laughing. Interestingly, during the focus group interview not one child said that their favourite school activity was HPE.

In the middle years Jody stated that "most students are keen, yet some require encouragement" (CS1, I, Tp, p.2). One female student, whom Jody referred to as requiring encouragement, was also a participant in the focus group interview. Jody recalled having to walk with this girl through the cross country, step by step. "This term she got involved in skipping and her attitude has changed, she is getting involved in athletics and I'm sure if we had cross country again, she would run." (CS1, I, Tp, p.2). During observations, the girl appeared to enjoy skipping and she could skip well. She was however apprehensive, allowing other students to demonstrate activities first before she would make an attempt at the task at hand. During the focus group interview only two middle years' student participants nominated HPE as their favourite school activity.

One girl in the middle years' focus group interview liked sport, but not the HPE physical activities at school (CS1, Q, SpM). Observations of her class in HPE revealed that although competent in skipping and ball skills, the girl had difficulty combining jumping, catching and passing. Another interesting observation by the researcher was that during the lesson three boys (focus group interview participants), who stated that they enjoyed HPE physical activity lessons (CS1, Q, SpM) appeared to have little interest in the skipping activity. They became bored by the repetitious nature of skipping throughout the lesson.

According to Kevin "only a small percentage of Year Seven students are interested in HPE" (CS1, I, Tp, p.2). Quoting percentages, Kevin indicated that "twenty-five percent were very keen, fifty percent would take it or leave it and twenty-five percent would rather do something else" (CS1, I, Tp, p.2). The Year Six students were eager and more interested in this key learning area and in particular, physical activities. "Year Six have more get up and go, with five percent not interested and ninety-five percent interested to very interested." (CS1, I, Tp, p.2). One Year seven girl commented that she liked HPE lessons, but wasn't interested in sports. One Year seven boy stated that he didn't like HPE lessons or sport (CS1, Q, SpU), which verified Kevin's perceptions. However, no students in the student focus group interview identified HPE as their favourite school activity and only one student indicated that Sport was a favourite school activity. Researcher observations of the HPE physical activities lesson showed that all students in the upper classes appeared to enjoy the lesson in which they played a modified netball game. All students were moving in an attempt to get involved and Kevin continually changed the students' positions to facilitate fairer opportunities for involvement.

4.3.5.3 Issues of Inclusion and HPE

The three participant teachers spoke similarly regarding the way disinterested students are managed during physical activity lessons. All agreed that 'encouragement' was the best technique. Jody told the story about the girl in the middle years who through finding something that she was good at [skipping] and through receiving encouragement, had changed her attitude positively towards all physical activities. Both Kate and Kevin stated that they used peers of similar ability levels to assist and help one another. They found this reciprocal teaching strategy worked well at maintaining students' interest.

4.3.5.4 Specialist HPE Teacher Expertise

Although Case Study One school did not have a HPE specialist teacher, the three teacher participants didn't believe they were disadvantaged. Kate thought that a HPE specialist would be "more knowledgeable" (CS1, I, Tp, p.2) in relation to games and activities, however, she argued "I enjoy [teaching] PE lessons. It gives students an opportunity to do well, those who may not do so normally." (CS1, I, Tp, p.2). Jody agreed that an obvious advantage of HPE specialists would be "their expertise" (CS1, I, Tp, p.3). She made an interesting observation from working in previous schools with a HPE specialist; "some teachers believe that they don't have to take their class out because it is the PE specialist's role, a view I don't agree with" (CS1, I, Tp, p.2). Jody added, "I do value the swimming instructors" (CS1, I, Tp, p.3), but concluded, "I prefer not to have a HPE specialist; I'd rather be a jack-of-all-trades and pick it up myself. I'd prefer to have something else as release time." (CS1, I, Tp, p.3). Kevin believed that by using a "whole school approach to athletics for example, there are enough [teachers] to cover areas and fill the gaps" (CS1, I, Tp, p.2). At the same time "the less able or knowledgeable staff are learning from others so that they can take on more in the future" (CS1, I, Tp, p.2). In Kevin's view "all teachers here cooperate and take ownership" (CS1, I, Tp, p.2). In support of Jody's observations Kevin believed that when there is a HPE specialist teacher the "other teachers sit back and do not take ownership, therefore do not learn and have a go" (CS1,

I, Tp, p.2). Kevin also admitted to having observed this behaviour in previous schools, "I was the sports coordinator at my last school and teachers who didn't like sport would back off." (CS1, I, Tp, p.2). He believed this detachment occurred for all strands of the HPE syllabus and not just the physical activities.

> Not so much the Personal Development, as the Assistant Principal-Religious Education and school counsellor would cover aspects of that, but definitely Health. Teachers would assume that it was covered by the HPE specialist and they wouldn't worry about it. (CS1, I, Tp, p.3).

Kevin believed that teachers taking ownership of HPE "enables it to become much easier" (CS1, I, Tp, p.2) with the proviso that "people [teachers] stay put [at the same school]" (CS1, I, Tp, p.2) which is often not able to be controlled.

4.3.5.5   Value of HPE Key Learning Area

All teacher participants found HPE to be a valuable key learning area and important for lifelong learning. For Kate, "HPE sets up habits and skills that are life skills" (CS1, I, Tp, p.2) and in similar vein Jody thought that it is an "extremely important learning area. We need to reach students at this early age so they can feel that it is important to exercise daily, be fit and have a proper diet, [knowledge] that will last them for the rest of their lives." (CS1, I, Tp, p.3). Kevin believed that the HPE learning area was most important in addressing health issues such as obesity and sedentary lifestyles.

> HPE is really important in building healthy attitudes for life such as having a go and enjoying activities they [students] may not have done before. More so today we are able to reach out to more kids through minor games, adjustments and modifications [to traditional sports]. (CS1, I, Tp, p.4).

Kevin said that when he first began teaching there was "no focus on skills [and] certainly none on health" (CS1, I, Tp, p.3). Also, there was no "concentration on improving concepts of team work, or working together" (CS1, I, Tp, p.3). In the years, prior to the current HPE syllabus "we have sometimes made kids participate in games when they didn't have the skills,

and clearly couldn't participate and we basically forgot about them" (CS1, I, Tp, p.4). Kevin offered this example of:

> Little Year Three kids playing full size tackle rugby league where the full back would play in the dirt and one player would dominate and run around the whole [opposing] team when they got the ball, [which] unintentionally could have had a negative effect on some children. (CS1, I, Tp, p.4)

All teacher participants agreed that the majority of teachers within the school viewed the HPE learning area positively.

4.3.5.6   School HPE Strengths

With regards to what the school does well, Kate identified 'Swimming', because the school has the benefit of its own pool and "focusing on participation rather than competition in carnivals" (CS1, I, Tp, p.2) was another area that was done well. Jody agreed that having the pool for swimming was a big advantage as well as rotations that they had during the year, where Year Two was paired with a Year seven in a buddy system. Jody raised the question of whether or not the older students were teaching their younger buddy students correctly? She said, "They have always been involved in Zone Thirty-Five Catholic Athletics which is another area of strength." (CS1, I, Tp, p.3). Kevin initially said nothing really stood out for him (CS1, I, Tp, p.4), but after consideration he added "there is a reasonable variety, there is good participation and swimming in Terms One and Four" (CS1, I, Tp, p.4).

4.3.5.7   HPE: Areas Requiring Attention

In relation to those areas within the HPE curriculum that required attention, Kate thought that "all areas could always keep improving" (CS1, I, Tp, p.2). Jody was more specific stating that the middle year's class "should not have gone to interschool sports to play touch footy. I would have preferred to have stayed here and given them the year of skills and then gone in Year Six and Seven." (CS1, I, Tp, p.3), but she added "it is the history of the school, they have always done it and so they always will do it" (CS1, I, Tp, p.3). Jody also

believed that "Health requires attention with educating students and also the tuck shop [items sold] and food brought to school [lunches]." (CS1, I, Tp, p.3). Kevin was more understanding about the way the HPE curriculum was taught within the school context stating "within reason we try our best to cover all strands" (CS1, I, Tp, p.4).

4.3.5.8   Promotion of Healthy Living

According to Kate the promotion of healthy living was evident in the school's commitment to "take on events which encourage healthy eating, good exercise, and heart and body education" (CS1, I, Tp, p.2). They managed this through the use of various government and non-government organizations such as 'Life Education' and 'Dance Fever'. The school has a 'no hat, no play' policy and "the parents are also developing a sun-safe policy" (CS1, I, Tp, p.2). Supplementing this is the fact that the students "are offered [some] healthy food in tuckshop which is only open on Friday's [once a week]" (CS1, I, Tp, p.2). However, Jody held contrary views about the tuckshop: "Fridays can be horrendous due to the foods and colourings that they [students] consume. They sell hash browns, pies, coloured fizzy drinks and big donuts." (CS1, I, Tp, p.3). On the other hand, Jody supported Kate in relation to sun-safety: "The staff encourages the kids to wear hats, to be a sunsmart school with swim shirts and shade areas." (CS1, I, Tp, p.3). Kevin thought that healthy living was promoted through programs such as "Jump Rope For Heart, Healthy lunch boxes and fitness, although we don't have them often. Maybe we should have them more often." (CS1, I, Tp, p.2).

4.3.6 Students' Perceptions of HPE Curriculum

4.3.6.1   Student enjoyment in HPE

When asked what they enjoyed about HPE physical activity lessons, the early years' students confirmed: "It is lots of fun, just is fun, playing with mates, getting fit and being fit is fun." (CS1, I, SpE, p.1). The students in the middle

years stated that they "enjoy moving around, being introduced to other sports and being confident" (CS1, I, SpM, p.1). The upper years' students said they enjoyed "not having to sit in a boring classroom; they get to stretch their legs, get fresh air, move around and play with friends" (CS1, I, SpU, p.1). When asked what their favourite game was in HPE the early and middle years' students often repeated the sports that they had covered, "cross country, sprints, ball games, long jump and skipping" (CS1, I, SpE, p.1). While in the upper years they mentioned "Gang up Tiggy and 44 home" (CS1, I, SpU, p.1).

4.3.6.2   Student HPE Participation

The students were questioned about what happens when they are either ill or don't feel like participating in HPE. The early years' student participants replied that "they read or do other work and then they join in when they can" (CS1, I, SpE, p.1). The middle years' students said that they "go to the sick room if they are unwell or get a drink and have a rest" (CS1, I, SpM, p.1), which was a similar response to that of the upper years' student participants. All students mentioned that they join in when they can, a practice that was observed by the researcher during lessons.

4.3.6.3   Value of HPE

All student participants from the early, middle and upper years believed that HPE was important because it helped to "keep them fit and healthy, which helped them to not get sick" (CS1, I, SpE, p.1).

4.3.6.4   Promotion of Healthy Living

The early years student participants said that being healthy was promoted in the school by being active: "When we have been working or sitting down for a while we get up and stretch/exercise, which helps us feel better and work faster/better." (CS1, I, SpE, p.1). In summary, they reported that they "stretch, play a lot and skip" (CS1, I, SpE, p.1). The middle years' student participants felt that being healthy in the school they "walk around, to be safe, have no

spitting, no litter, are encouraged to have less junk food and don't drink too much water during exercise" (CS1, I, SpM, p.1). The upper years' student participants linked the school being a healthy one with the visit of the Life Education van in Term One.

4.3.7 HPE- Physical Activity Strand, Researcher Lesson Observations

The teachers were well prepared for the physical activity lesson observations. In the early years Kate had the lesson jotted down on palm cards which she referred to during the lesson. All students were wearing hats and this was also modelled by the teacher. Kate got involved and led the class for the warm-up 'follow the leader' game where different locomotor movements were used, such as jogging, walking and skipping. She also led the class in stretches which involved star jumps, lunges and jumps. During the ten minutes that followed, the children practised skipping with a rope on a shady part of the courts. All children were of a reasonable standard in this and it was obvious that they had practised skipping for quite some time. One boy from the focus group interview, who was clearly not as good as the other students shared with the researcher that he had learnt to skip this year for Jump Rope For Heart. After practising skipping with a rope, the students were placed into groups for relay races, which involved skipping with and without a rope, hopping and jumping while moving. This proved to be quite difficult for the students and many seemed to be novices at these movements. While Kate's directions were effective at organising the students into groups and positioning them at different areas of the courts, the children were left to pick up the skill through trial and error, and all appeared to enjoy moving about.

The middle years' class used a similar teacher led warm-up exercise during which they jogged in single file behind the teacher around the perimeter of the tennis courts. It was obvious that Jody enjoyed being involved confirming what she had said during the interview. Four stations were set up with task

cards attached to the basketball posts in each corner of the court. The required equipment was also left in the appropriate corners. The students were allocated a station and were sent to read the task card. There were four or five students in each group. Jody had a student teacher who assisted with setting out the cards and equipment, and both teachers then went around clarifying the students' interpretations of the tasks on the cards. The children showed that they were experienced skippers and all participated. However, as the lesson went on some students, mainly boys, became increasingly disinterested. Although the teachers moved around and assisted the students using explanations, no cues were used. The teachers and students all wore hats and Jody used a whistle.

The upper years' class jogged around the courts for their warm up. Kevin used this time to place the equipment. The students sat down in front of him in groups of three and he used one group to demonstrate the bounce pass, lob pass, and chest pass. The student groups were given a netball and then sent to practise for five minutes. Other than reminding the students to "keep their eyes on the ball", there were no other cues or instructions used. While some children were experienced, many surprisingly did appear to be novices at basic ball skills which may indicate that they had not had many lessons practising netball/ basketball skills. The students were split into two teams and placed in either defence or attacking positions within their team. Kevin used bibs to help identify teams and positions and explained the modified netball rules to the students. There was no contact, they could only hold the ball for four seconds and to score they had to pass to the forward scorer who had to remain touching the pole at the designated scoring end. This game was suitable for Year Six and Seven students as the skills involved were not overly challenging. Kevin emphasized team work and stopped the game at times to further explain rules or plays. He also displayed a good understanding of modified games as he changed the students' positions so that everyone had opportunities to be involved. As a result, the students all appeared to enjoy the game and all tried to be involved, even the students who during the focus group interview and questionnaire, stated that they did

not enjoy physical activities. Kevin concluded the lesson by reiterating the importance of team work.

4.3.8 Summary of Case Study One school

Case Study One school teacher participants were all experienced teachers, each with at least ten years teaching experience. None of the teacher participants had specialist training in HPE and only one had received professional development in the 1999 Queensland HPE syllabus. The school did not have a specialist HPE teacher and classroom teachers were responsible for the implementation of all three strands of the syllabus. The Physical Activity strand was given the most consideration and time within Case Study One school. There was no Whole School Program for HPE and concepts and skills were few and often repeated. The degree of coverage of the HPE curriculum depended on each class teacher and there was no Perceptual Motor Program in the early years at the school. All teacher participants agreed that there were connections between HPE and the Religious Education curriculum.

Case Study One school had very good facilities, however some were showing signs of neglect. Equipment was sufficient, though Health and Personal Development resources were either lacking or were in need of updating. Students enjoyed HPE and teachers enjoyed taking HPE, believing it to be valuable. The teacher participants did not believe that the school was disadvantaged by not having a specialist HPE teacher. Healthy living was promoted through organisations visiting the school such as the Life Education van, Jump Rope For Heart, Dance Fever and through their sun safety rule 'No hat, No play'.

4.4 Case Study Two

4.4.1 The School

Case Study Two school is located in an inner city southern suburb approximately six kilometres from the centre of Brisbane. This older suburb is experiencing a transition of redevelopment. The majority of the old, high set Queensland homes on mostly 700 square metre blocks of land are being renovated at the demand of the housing market with the result that there is now a new generation of families residing in the area. The suburb is densely populated and there are blocks of units positioned sparingly within neighbouring streets. The area though hilly, is within close proximity to major roads, including the South-East Freeway, shopping centres, large hospitals and well-established sporting fields and facilities. The school was established in 1958 and the surrounding houses would have been built slightly earlier. Case Study Two school was refurbished in 1999-2000 and every classroom is air-conditioned. The Catholic Church is located above the main office block at the entrance to the school and in this block, adjacent to the office and below the Church, is the staff room and library.

Located to the left of the reception entry is a large trophy cabinet containing numerous trophies. The trophies, shields and pennants date back to 1967 and represent the various sporting organizations and competitions that the school has been involved in over the years. The Catholic Primary School Sports Association (CPSSA) Zone Thirty-Six trophies and pennants won by the school for Track and Field (Athletics) and Swimming predominate. Other trophies include ones for intra-school competitions and champion athletes in Athletics, Swimming and Cross-Country running. Also included is the 2003 Somerville House Chess Trophy, ten trophies for the Penola Cup Netball and Soccer competitions, four trophies from various Choir Eisteddfods and Performing Arts Festivals during the early 1990s and a Certificate of Appreciation from the Queensland Cancer Fund for the school's support during 2000.

In the hallway there is a certificate of appreciation from AFL Queensland Auskick for 2004 as well as an array of local soccer, basketball, AFL, netball and rugby club sign-up details.

Lack of space is an obvious problem at Case Study Two School. The only grassed space for the 350 students is approximately twenty metres by twenty-five metres, located beside the office building. To cater for the lack of space the school has a split play time. At the first major break, Years Four-Seven play for twenty minutes, during which time the Years One-Three sit and eat their lunch in the eating shed. Then for the next twenty minutes the Years One-Three play while the Years Four-Seven eat. During the second break the same procedure is followed, only for ten minutes, thus the children can only play for a maximum of thirty minutes most days.

To compensate for the lack of grassed play area the school has other sporting facilities, including a basketball/ netball court which is three quarters undercover and a multi-purpose tennis court with a synthetic grass surface. Situated on a corner of the grassed play area is an adventure playground for the Years One-Three students. The school also has two sets of portable soccer goals for use on either of the play areas. Further, the school has a strong relationship with the local Junior Rugby club, located approximately 400 metres away. The upper school (Years Four-Seven) walk down to the rugby club most Tuesdays and Thursdays during their first and major break, where they have more room to play various sports. The school has keys to the park, giving them access to the toilet facilities and also to goal post protective pads. The school uses the rugby field for most Physical Education lessons for students in Years Three-Seven, depending on the sporting facilities needed for particular physical activity skills. All sporting facilities maximize the little available space. The under-cover basketball court is located between the two classroom buildings, the southern Years Five, Six and Seven building which includes the music and computer room, and the northern Years One, Two, Three and Four building. When this space is being used for HPE it can be distracting for students working in nearby classrooms.

Case Study Two School has specialist Information Technology, Art, HPE and Music teachers and there are two strands of each year level within the school.

4.4.2 The Teachers

The four teacher participants interviewed for this study have a range of experiences and all were recommended by the school principal. The early year's teacher for the purpose of confidentiality will be referred to as Kim in this report, the middle year's teacher is referred to as Sean, the upper year's teacher as Lucy and the HPE specialist is the researcher. Table 4.3 offers a summary of the teaching experience of each teacher participant in Case Study Two.

Table 4.3   Case Study Two School Teacher Profiles.

Pseudonym	Gender	Age	Teaching Experience	Qualifications	Currently teaching (Year level)	Specialist HPE training/ Qualifications	No. of years at Case Study Two school
Kim	Female	Mid forties	20 years	Diploma of Teaching	2	Nil	5 years
Sean	Male	Early forties	21 years	Diploma of Teaching, Bachelor of Arts, Post Graduate- Religious Education	4	Nil	8 years
Lucy	Female	Mid twenties	2 years	Bachelor of Education	6	Nil	2 years
Researcher	Male	Early thirties	10 years	Bachelor of Teaching- Primary, Bachelor of Education, Masters of Education	6- classroom, 1-7 HPE	Masters of Education- HPE	First year

4.4.3 Implementation of the HPE Syllabus

To varying degrees each of the teacher participants at Case Study Two school have been in-serviced on the 1999 Queensland Health and Physical Education syllabus. In the early years Kim attended in-services in 1999 which were conducted by the Health and Physical Education BCE curriculum officers and she was also in-serviced at school by a colleague. However, she did not take a leading role in the implementation of the syllabus. Kim appreciates that the syllabus "has good detail in the core learning outcomes [and] it also runs along the same format as the other syllabuses [making it] easy to follow and user-friendly" (CS2, I, Tp, p.1). In the middle years, Sean also attended school in-services where a colleague was given the role of "familiarizing staff with what's in the outcomes" (CS2, I, Tp, p.1). Sean thinks that the syllabus is "consistent with the other education syllabuses" (CS2, I, Tp, p.1) recently released, and that there is an "attempt to be consistent across all of the key learning areas" (CS2, I, Tp, p.1) in relation to outcome-based education levels. For Sean, the syllabus enables the integration of the "health [strand] with the physical activity [strand]" (CS2, I, Tp, p.1). In the upper years, Lucy's dealings with the HPE syllabus have been limited. At university she "did a health unit [in which she] actually had to write a unit of work on health" (CS2, I, Tp, p.1) for her class on a teaching practicum. Although Lucy has "looked at it" (CS2, I, Tp, p.1) during planning, she doesn't recollect any in-services in relation to the HPE key learning area. When asked what she liked about the HPE syllabus, Lucy admitted that she is not all that familiar with the syllabus, "because I haven't had that much experience with it I don't know it that well, so it's hard to say what I like and don't like" (CS2, I, Tp, p.2). However, she found the syllabus "fairly easy to follow, easy to read and I just like the way it's set out and structured" (CS2, I, Tp, p.2).

The Health and Physical Education specialist, the Researcher, is very familiar with the syllabus. In 1999-2001 he was a member of the BCE Health and Physical Education support network assisting with the implementation of the new syllabus in the BCE system. This "involved being released from school

and being in-serviced on the syllabus" (CS2, I, Tp, p.10). This knowledge was then used to "in-service our own staff or neighbouring school staffs about the new syllabus" (CS2, I, Tp, p.10).   The Researcher's knowledge and understanding of the syllabus is comprehensive. He is an advocate of the new syllabus: "This syllabus gave acknowledgement and recognition to the Health and PE key learning area." (CS2, I, Tp, p.11).

There was mutual agreement among the teacher participants in this study in relation to who was responsible for the teaching of the three strands. The Health and Physical Education specialist stated, "As the HPE specialist I take full responsibility for the Physical Activity strand." (CS2, I, Tp, p.13).   The Researcher incorporates the Health and Personal Development strands into his lessons whenever possible, however his focus is the Physical Activities strand.   This was confirmed in the document analysis of the Physical Education Whole School Program which the Researcher had designed at the beginning of the school year. Most responsibility for the Health and Personal Development strands was assigned to the class teachers: "The teachers are fully responsible for the Health and Personal Development strands" (CS2, I, Tp, p.13) as they are required to complete the assessment and reporting for these strands on their students' report cards.

Kim, in the early years, summarized the usual situation stating:

> Firstly, with our HPE specialist we are allocated a time each week to have physical activity. Also, within the classroom I do the Health side of it and promote health lessons and healthy living once a week, [which also covers the Personal Development] in the classroom, for a forty-five minute lesson. I slot that into my program each week. (CS2, I, Tp, p.2).

The early years' student participants concurred that in Health they learn about food. They were able to identify healthy food and junk food sold at the tuck shop and shared their PE rules, demonstrating an understanding of sun protection, hydration and people's rights.

In the middle years, Sean shared similar understandings: "The specialist teacher takes all the outdoor stuff." (CS2, I, Tp, p.13). However, he admitted

that he doesn't always manage to meet his responsibilities in the classroom: "Personally, I think it suffers with me and my classroom because I find it's really one of the last things to get balanced." Sean supplemented this comment with, "so not being my preferred KLA (key learning area), I mightn't put as much time into trying to find a breadth and a depth of activities that kids can do" (CS2, I, Tp, p.7). His middle years' student participants in the study made no mention of the Health and Personal Development strands during their focus group interview, referring only to Health and PE as the forty minute Physical Activity lesson, or Sport on a Friday afternoon.

Lucy spoke of experiencing difficulties finding a balance in meeting the Health and Personal Development strands' recommended time of one hour per week. One of her upper years' student participants verified that "sometimes we do the Health, the diet and stuff, the food pyramid and [learn] about the different food groups and stuff" (CS2, I, SpU, p.4). Another student said "dehydration" (CS2, I, SpU, p.4) was a topic taught to them. A boy in Lucy's class added that they learn road safety when going to the Rugby Park, "teaching us how to walk a road properly and how to cross a road" (CS2, I, SpU, p.10). The students said that they had a Health and PE book in which they had copied down the rules for PE physical activities and recorded Health work. Examination of these documents by the researcher confirmed this. The students had glued in various worksheets on their current topic, 'Considerations of an Athlete' with such topics as Nutrition, Benefits of Exercise, Eating for Exercise and Preventing Injuries.

The student participants from the early years' focus group mentioned that HPE physical activity lessons comprised learning how to run, running relays and athletics, swimming, balancing on the balance beam, learning how to throw underarm and overarm and how to catch, soccer skills, basketball, and dancing, skipping and playing Scarecrow Tiggy. Analysis of the Physical Activity Whole School Program confirmed that the students did all these activities. A synopsis of the Early Years Physical Activity School Program is provided in Appendix A1. The Whole School HPE Program was designed in accordance with the 1999 Queensland HPE syllabus. Opportunities for many

core learning outcomes from the three strands to be demonstrated by the early years' students are listed in Appendix B1.

The student participants from the middle years' focus group verified that their HPE physical activity lessons comprised swimming, dancing and bush dancing, sprinting, relays, football skills (AFL and touch rugby), skipping with a rope, cricket skills and games, basketball, soccer, tail tag and dodge ball. Document analysis of the Physical Activity Whole School Program confirmed that the students do these activities and learn comprehensive skills. A synopsis of the Middle Years' Physical Activity School Program is provided in Appendix A2.

The Whole School Program is designed using the 1999 Queensland HPE syllabus. Opportunities for demonstrating many core learning outcomes from the three strands by the middle years' students, are listed in Appendix B2.

The student participants from the upper years' focus group reported that their HPE physical activity lessons comprised: running; basketball skills; bush dancing; kicking a football; learning how to catch a football; batting; sprinting properly; soccer skills (kick and pass); cricket; sideline netball; touch football; swimming; fun games; combination games (netball and AFL) and learning how to play in a team. The lessons normally began with a fun game: "Usually at the start, as a warm up" (CS2, I, SpU, p.20) and the modified games are used as a culmination activity; "we just play them at the end after we've learnt the skills" (CS2, I, SpU, p.13).

Document analysis of the Physical Activity Whole School Program confirmed that the upper years students do participate in these activities and comprehensive skills. Rules and expectations for Physical Activities in the upper years included the same four rules as for the early and middle years. The rules are affirmed in the first HPE lesson of the year and are revisited during each of the terms. A synopsis of the Upper Years' Program is provided in Appendix A3.

The Whole School Program is designed in accordance with the 1999 Queensland HPE syllabus. Opportunities are provided for the upper years' students to demonstrate many core learning outcomes from the three strands and these are listed in Appendix B3.

4.4.3.1 Integration of HPE with other Key Learning Areas

The Researcher discussed how teachers manage to fit the demands of the Health and Personal Development strands into the crowded P-7 curriculum: "When planning [teachers] attempt to connect the Health and Personal Development outcomes whenever possible." (CS2, I, Tp, p.14). This was confirmed by the upper years' teacher, Lucy, who agreed that the school was fortunate to have the HPE specialist to take the Physical Activities strand: "In terms of Health and Personal Development this is left up to the classroom teacher to do in their own planning." (CS2, I, Tp, p.2). She added that in Year Six they try to connect the curriculum where they can, successfully connecting Personal Development with RE [Religious Education] and SOSE [Study of Society and the Environment] units. Lucy elaborated, "[connection] happened more with Personal Development than with Health. It's just that Personal Development seems to fit in well with some of the RE [Religious Education] outcomes." (CS2, I, Tp, p.2). When Health or Personal Development does not integrate then "it's basically what you can implement in your everyday teaching" (CS2, I, Tp, p.2).

All teacher participants believed that the Personal Development strand of the Queensland Health and Physical Education syllabus connected well with the Religious Education curriculum. In the early years Kim found that Personal Development ties in well with "Social Studies and Religion" (CS2, I, Tp, p.2). She referred to both Religious Education and Personal Development when teaching "how we treat others and getting on with people with our gospel values and our emotional state" (CS2, I, Tp, p.2). Kim used the resource book, *Friendly Children, Friendly Classrooms* (McGrath & Francey, 1991) to assist her in teaching related curriculum.

In the middle years, Sean believed that Personal Development that occurs in the PE Physical Activities lessons related to the Religious Education curriculum and Gospel values. However, when questioned about whether such a link existed, he replied "I think in the hidden curriculum, yes. Whether teachers are aware of it? No." (CS2, I, Tp, p.4). Sean further explained:-

> You can only ensure that people are planning for those sorts of outcomes in religion when you're actually using religion as the base and then making a real attempt to being true to seeing how PE applies to that. I think that it can be artificial and superficial if it wasn't planned to do it that way, then you're just hoping for the best, that somehow a Catholic school is adding a spiritual component. I think it has to be true to an intended desire to plan with that in mind. (CS2, I, Tp, p.4).

In the upper years, Lucy thought "Personal Development does seem to fit in well with some of the RE [Religious Education] outcomes" (CS2, I, Tp, p.2). The upper years' student participants believed that the Health and Physical Education key learning area helped "you feel better, about yourself and you have more self-esteem" (CS2, I, SpU, p.25). The students also stated that they enjoyed team sports "working together and good team spirit, it is fun to know that you are having fun with other people in the group" (CS2, I, SpU, p.17), adding that this year they haven't experienced any inconsiderate behaviour by team mates during games.

4.4.4 School Resources and Facilities

Problematic for Physical Activities in Case Study Two school is the lack of a grassed play area, a place where the students can fall without grazing or hurting themselves. This deficit was prominent in all teacher participants' interviews. As the early years' teacher, Kim said:-

> Unfortunately at this school we have a problem with space. We have 350 students but the outside play areas are very limited. We have a lot of hard surfaces too, with a lot of bitumen and a lot of cement. Even our multi-purpose court, even though it has the artificial grass on it, is still a hard surface and it hurts to fall. The limited grassed area we have is so well used it has become very compacted and is very hard. (CS2, I, Tp, p.4).

Observations confirmed that the limited grassed area was predominantly dry soil, rarely if ever watered because the school did not have a groundsperson. Care for the grassed area was carried out on a voluntary basis by a school parent. The Researcher commented, "I would like the grassed area to have lush grass on it, it is a bit of a dust bowl, it does get dry from overuse and lack of water." (CS2, I, Sp, p.20).

Sean, the middle years' teacher agreed that "space is at a real premium" (CS2, I, Tp, p.3) and Lucy, the upper years' teacher concurred "we have a small grassed area, but it's only fairly small, so there's not a lot of activity you can use it for" (CS2, I, Tp, p.2). All teacher participants, Kim, Sean, Lucy and the Researcher believed that they were fortunate to have access to the Junior Rugby Union club field located approximately 400 metres from the school. The Researcher used the rugby ground "for HPE most weeks, depending on the skills and games that we are focusing on" (CS2, I, Tp, p.20). According to Kim, the field enabled the students to "have a really good run and stretch their legs" (CS2, I, Tp, p.4).

The Researcher, although very grateful for the use of the rugby field as he found it afforded "excellent space" (CS2, I, Tp, p.20), noted that it was inconvenient: "We walk along a busy and dangerous road to get there, so it is something that we cannot rush. We need to make sure that all the class is together, which wastes a bit of time." (CS2, I, Tp, p.20). The school has a procedure where the Researcher walks the first and last class down after or before breaks and teachers walk their own class down, returning with the previous class to the school. The rugby field was also a public site therefore the maintenance and cleanliness of the toilets and drink taps were beyond the school's control to maintain. For these reasons, the Researcher added, "I do not take the little early years students down there very often." (CS2, I, Tp, p.20).

The teacher participants all believed that the school was fortunate that they had received new equipment at the start of the new school year with the

arrival of the new Health and Physical Education teacher, the Researcher. Kim expressed the view that:-

> We're lucky this year because we have a new HPE specialist who's come along, so with his initiative he's ordered new equipment and it's been terrific because we have the proper equipment to teach the proper lessons now. Just to have that promotes enthusiasm within the students. Each child feels valued when they have the right equipment to use and are taught in the correct manner. (CS2, I, Tp, p.3).

In the upper years, Lucy said that "In terms of sporting equipment I think we've got a fairly wide variety now. Our PE teacher this year purchased heaps, so we've been lucky." (CS2, I, Tp, p.3). The Researcher believed the school only had "the basics to cover Health and Physical Education from Years One to Seven". Sean's view supported this: "What we've got in our sports shed would be typical of most primary schools. I think this year's PE specialist teacher has gone a long way in trying to build up the resources" (CS2, I, Tp, p.2).   Kim used the analogy, "it's hard to teach reading without books" (CS2, I, Tp, p.3) to explain the necessity for new equipment. According to the Researcher there was insufficient equipment to specialize in this key learning area when he arrived at the start of the school year:

> At the start of the year there were only a handful of footballs and skipping ropes. I came into the school and that's all that there was. The children used to go to the sports room that was left open and take whatever they wanted [during breaks], hence, there wasn't much gear and a lot of it was damaged. I was shocked and quickly put an end to this procedure. I ordered the equipment that we have now. I was allowed to use three thousand dollars so I spent that very wisely trying to build up sports equipment as best we could. I locked the sports shed and let no-one near it without my permission. We haven't lost any equipment, so next year instead of replacing equipment we can actually add to the equipment, building onto what we already have. (CS2, I, Tp, p.18).

The Researcher encouraged the teachers to use the equipment, but he strongly urged them to return all sporting goods to their correct location in the sportsroom. This was emphasised by a message written to the staff on the noticeboard in the staff room.

It was observed that the sports room, although small, was organized and tidy. Furthermore, the Researcher promoted physical activities during breaks by distributing old equipment to each class, along with a large sport container in which to keep their equipment. "Each class received a basketball, football, soccer ball and skipping ropes" (CS2, I, Tp, p.19), with their class clearly identified on each. Sean endorsed this policy: "I think that was a really classic idea distributing the equipment to classrooms and getting classes to own it." (CS2, I, Tp, p.3). The Researcher believed that this was the only way that he could promote physical activity while monitoring the school equipment and managing his own class' equipment all at the same time.

Teacher resources for HPE were located in the library. Lucy said, "We also have in the library different kits for Health, and Personal Development kits, and we have Jump Rope For Heart Kits and things like that." (CS2, I, Tp, p.2). The researcher's observations confirmed that the school library had many functional kits, books and videos that were stored in their own Health and Physical Education resource section.

An analysis audit of the sportsroom confirmed that the school had new standard equipment ranging from balls of all sizes and varieties, bats, racquets and sundry other resources essential for the efficient conduct of modified sport games of various categories, swimming and for Perceptual Motor skills development.

When asked what equipment or facilities Case Study Two school further required for the PE program the Health and Physical Education specialist said, "I would like the grassed area to have lush grass on it." (CS2, I, Tp, p.20). Elaborating on facilities, he would also have liked to have a Long Jump Pit and a larger sports room, as the current one was cramped for space: "It [the sports room] is too small and gets untidy very easily." (CS2, I, Tp, p.21).

In relation to equipment, the Researcher was very direct in naming the pieces of equipment he required for extending the HPE program:

As far as equipment goes, for athletics we need high jump equipment. We only have extremely old, deteriorated equipment which is not safe and it would be negligent to take the children for high jump on that. We also need long jump equipment, such as measuring tapes. I'd like to buy shin pads, when we do Futsal [indoor soccer] or soccer skills, I would like to have shin pads for every child so that they are not getting injured, they are not getting kicked in the shins. Also they could use these for soccer during inter-school sports. I would love to have sof-crosse equipment, a class set so we could play games of sof-crosse. I would also love to have safe PVC hockey sticks and some orienteering equipment. If money was available I would like a class set of pedometers that we could use with students to make them aware of how much exercise they do in a day. I would really like good videos or DVD's to use as teaching tools, to get kids to understand and see modelled various sport skills. That way they would get a deeper understanding of the correct techniques and strategies used in sports. I would also like some more gym mats and gymnastics gear. (CS2, I, Tp, p.21).

4.4.5 Teachers' Perceptions of HPE Curriculum

4.4.5.1 Physical Activity Strand Coverage

The teacher participants' perceptions of what physical activities should be focused on were similar. Kim, the early years' teacher suggested "Perceptual Motor skill development is a huge focus for the little ones. This develops the left and right side of the brain to help them with their reading and also with their self-confidence." (CS2, I, Tp, p.3). Lucy who had "not actually, personally taught" (CS2, I, Tp, p.3) the early years, believed that "coordination and fine motor skills are really important at that age, even throwing, catching and teaching them these skills" (CS2, I, Tp, p.3). The Researcher believed that in the early years, "it is most important that we teach the kids fundamental movements" (CS2, I, Tp, p.15), referring to fundamental movements such as 'locomotor skills' and 'manipulative skills'. He further explained:

It is also time to correct any locomotor or manipulative problems, to inform the parents if there are any problems and if students need extra work on this at home, or need to see a specialist in this area. Developing the correct technique for movement is most important. I use the Perceptual Motor Program with the help of parents and this plays an important role where the students can practise these skills and movements over and over again, to get them right. To be taught the

correct technique and practising the correct technique. (CS2, I, Tp, p.15).

Observation confirmed that the Jack Capon Perceptual Motor Program was chosen by the Researcher to help facilitate skill development. Other important areas of focus, according to the Researcher, were "minor games, minor fun games, making it lots of fun so kids enjoy getting out [being physically active]" (CS2, I, Tp, p.15). The Researcher concluded that in the early years, "It's also a time when they [students] learn to share, cooperate, encourage, follow instructions and rules and learn to take their turn in lines, the bases for team work. A lot of Personal Development's coming into the lessons." (CS2, I, Tp, p.15).   Rules and respect can often be new to the younger students, especially in Year One.

In the middle years, Sean thought that eye-hand coordination should be a focus: "I think there is real importance in knowing how to throw a ball and I don't think some of them know that." (CS2, I, Tp, p.3). He also believed groupwork needed to be a focus, "Group dynamics, how to join a group and where they have to do something suddenly within a group of people is really important in Year Four." (CS2, I, Tp, p.3). Kim believed that in the early and middle years, "swimming to survive is very important, especially in Queensland" (CS2, I, Tp, p.3) and Lucy considered further development of the fine motor, throwing and catching skills important. "Implementing them more into games, actually teaching them the rules of games and how to play games." (CS2, I, Tp, p.3). The Researcher offered the following observation in summary, "The middle years are a time for further developing and fine tuning" fundamental locomotor and manipulative skills (CS2, I, Tp, p.16).

In the upper years, Kim believed that "team sport and self-esteem" need to be the focus. Lucy agreed and emphasized that the students "be kept active and interested in sport" (CS2, I, Tp, p.3). The Researcher suggested that interest in physical activity increased when students are introduced to "a variety and diverse range of sports and skills, so they can find the sport which they enjoy and which best suits them" (CS2, I, Tp, p.16).

4.4.5.2   Students' Interest in HPE

In the early years, with regards to the children's attitudes to HPE, Kim said, "My students love it. They love to be outside and they love to be out running." (CS2, I, Tp, p.4). During the researcher's observations of the physical activity lessons, all students appeared to be enjoying themselves. During the focus group interview six of the eight students named sport and Physical Education as their favourite subject.

Sean suggested that in the middle years the students' attitudes were:

> Really positive, really interested, [which] feeds those students who are not aural learners. It feeds the kids who are physical learners, it feeds the kids who just need to have a good balanced diet of in-class time and outside time. (CS2, I, Tp, p.5).

Sean implied that children have natural interests in being physically active and a natural play structure, "After all, they're primary school kids." (CS2, I, Tp, p.5). From the lesson observations those students who were not so interested in HPE appeared to have underdeveloped skills, which may have contributed to their lack of interest in the HPE key learning area. The researcher's observations further revealed that all student participants appeared to be enjoying themselves and during the focus group interview three of the eight students named sport/HPE as their favourite subject.

Lucy, the upper years' teacher explained, "My class is always excited about PE, they can't wait to get out there. Even the non-sporty kids still enjoy getting out there because I believe it's not a threat to them." (CS2, I, Tp, p.4). The researcher's observations of the HPE lesson revealed that all but one of the students were enjoying themselves. One girl was a little apprehensive and lacked confidence due to the competitive nature of the modified game being played. During the focus group interview four of the eight students named HPE as their favourite subject.

The Health and Physical Education specialist teacher believed that all students are "extremely interested" (CS2, I, Tp, p.25) arguing this was evident by the complaints he received from students if their class had to miss out on a PE lesson due to unforeseen circumstances.

4.4.5.3 Issues of Inclusion & HPE

The early years' teacher Kim thought, "If you start young, it helps. It's important to let little people have a go and to explain to the other children that we need to clap and recognize all small achievements" (CS2, I, Tp, p.4). According to Sean, "You're always going to have one or two for whom it's not their bag, but it's traded off for the kids who are keen." (CS2, I, Tp, p.6). Lucy agreed with the Researcher and Kim that "they're [students] encouraged to give their best shot" (CS2, I, Tp, p.4). Another strategy Lucy employed is matching students so that their opponent is of similar ability so that "they're not always shown up by the person they're playing with" (CS2, I, Tp, p.4).

4.4.5.4 Specialist HPE Teacher Expertise

The Researcher believed there are many benefits in having a specialist HPE teacher: "It makes a clear statement to the community and the public that this school cares about correct physical development of children." (CS2, I, Tp, p.26). There has been positive feedback from parents and teachers who have taken time to observe or assist in the HPE program: "I have students practising at home to improve weak areas that they may have and coming back and showing me [how they have improved]." (CS2, I, Tp, p.27).

The Researcher stated, "If you're not trained in the area and you're not passionate about it [HPE], you're going to ruin it for the children who do not have interest in physical activities." (CS2, I, Tp, p.27). On raising the interest level in HPE of disinterested students Kim thought, "It's vital to help the disinterested student to feel more valued and to have a go. If you overcome that you are less likely to have a disinterested student." (CS2, I, Tp, p.4).

The teacher participants all perceived having a HPE specialist as advantageous. Lucy, in only her second year of teaching, found that when she attempted "to fit in all the different KLAs, it's one area that you have a specialist, dedicated to HPE, who plans [specifically for HPE] to do that for you" (CS2, I, Tp, p.4). She believed that it "not only helps the classroom teacher, but it's also good for the kids, something that's always there, always going to happen, even if it's raining" (CS2, I, Tp, p.5). Lucy thought that many classroom teachers perceive PE as

> we'll just go and play sport with them [students] or we'll just go and play a game [whereas] it's more than that and they definitely benefit by having a PE specialist who can teach them skills… [students] will have more interest and more training in that area (CS2, I, Tp, p.5).

Sean elaborated on Lucy's perception, explaining that "if it [HPE] is not the classroom teacher's particular interest, [with a HPE specialist] you've got the benefits of enthusiasm and physical fitness, so [students] are not being disadvantaged by their own teacher" (CS2, I, Tp, p.6). Kim also believed that the class is guaranteed a physical education lesson once a week "which also encourages me to follow up and revise or revisit those skills that we had been taught earlier in the week" (CS2, I, Tp, p.5). She also believed that the "HPE specialist teacher can help with the overall ordering of equipment and ensuring that equipment is in the school" (CS2, I, Tp, p.5).

Kim saw an advantage of having a HPE specialist as having someone who "can help with the organization of major events like the swimming carnival, the Cross Country Carnival, Friday sport and other sport, and someone to attend the many meetings that are often after school hours" (CS2, I, Tp, p.5).

Likewise Kim, the early years' teacher, perceived no disadvantages having a specialist Health and Physical Education teacher. Lucy, the upper years' teacher believed that one disadvantage was that, "I don't necessarily see them [the students] out there, doing the skills" (CS2, I, Tp, p.6). Sean's thoughts were that "if there's no link with the classroom teacher [and the HPE specialist] in terms of what they're planning in the Health component of it, then there needs to be some way of getting the specialist teacher involved" (CS2, I,

Tp, p.6). Sean was concerned that too often teachers are quite prepared to leave all responsibilities of the KLA to the specialist HPE teacher.

Many teacher participants and student participants during their interviews expressed support for the Researcher's efforts with teaching each year level bush dances for the fete. This was taught as part of the HPE Physical Activity program. Sean in the middle years commented, "I think that the dance component is a really important element and the way it panned out for the school in terms of the timing for a fete, I think that worked well, and the kids saw a relevance to it." (CS2, I, Tp, p.3). Sean also liked the "social component" that dancing offers, as the students learn lifelong skills, "people meet one another in dance" (CS2, I, Tp, p.4). In the early years when asked what different sports they like to do, one girl replied, "learning a dance" (CS2, I, SpE, p.6). Another boy added that he enjoyed "what we did in the last PE lesson, the dancing" (CS2, I, SpE, p.10). When the middle years' focus group was asked what they do in their PE Physical Activity lessons, one boy optimistically replied, "We're doing dancing and we're doing our bush dance." (CS2, I, SpM, p.8). In the upper years when asked exactly the same question, a girl answered, "We are learning bush dancing and ball games and stuff." (CS2, I, SpU, p.14). When probed by the interviewer if she enjoyed these, she replied, "Yes" (CS2, I, SpE, p.14). Later on, when the upper years' student participants were asked for their favourite activity, the girl again replied, "bush dancing is kind of fun" (CS2, I, SpE, p.19).

4.4.5.5 Value of HPE Key Learning Area

All teacher participants from Case Study Two school believed that the Health and Physical Education learning area was, as Kim stated, "extremely important, for their [students'] well being, physically, emotionally and spiritually" (CS2, I, Tp, p.2). Sean thought that "it was invaluable…. it plays a vital role in teaching kids that you can excel in different areas of your life and that a full life is a balanced life" (CS2, I, Tp, p.7). Lucy agreed, outlining the importance of each strand within the key learning area,

> There are some kids who wouldn't do any other activity apart from what they do at school. I think it's really important that you have that area of your syllabus that looks at the overall health, mental health, emotional health and physical health of the kids. (CS2, I, Tp, p.6).

The teacher participants shared similar insights into how the other teachers in the school view HPE. Kim believed that there are some teachers who value the learning area highly as she does, but there are some who don't and "it's very sad that some children are disadvantaged because of disinterested teachers" (CS2, I, Tp, p.5). Sean believed that "there is a lot of positive goodwill towards it. When it is being competently taught and kids are coming back having enjoyed their time, or really upset that they miss out on it, there's a lot to be said that it's viewed well." (CS2, I, Tp, p.7). Lucy thought "They [other teachers] view it as something that's important but maybe they don't understand it, particularly the syllabus, as well as they could." (CS2, I, Tp, p.7).

4.4.5.6 School HPE Strengths

According to Sean, "There's a balance of skill development" (CS2, I, Tp, p.8). Lucy made the point that she valued "the fact we have a PE specialist and have a good range of sporting equipment for different activities" (CS2, I, Tp, p.7). She was also impressed with the HPE specialist teacher introducing a girls' soccer team and the Friday afternoon program for the students not involved in inter-school sport, including rotations each week encompassing "netball, touch football, AFL skills as well as gardening and craft skills" (CS2, I, Tp, p.4). Kim agreed that there's a variety and range of sports available, supplementing "swimming, cross country, running, dancing, and athletics" (CS2, I, Tp, p.6).

4.4.5.7 HPE: Areas Requiring Attention

In relation to those areas within the HPE curriculum that required attention, Lucy commented, "we don't actually have what's happening in Personal Development and Health from Grades One to Seven" (CS2, I, Tp, p.7). The

need for a Whole School Program for the Health and Personal Development strands was a recurring issue raised by Lucy, Sean and the Researcher.

Kim felt that the school required more resources for Health and Personal Development: "I just feel that we are lacking in resources in that area here at the moment." (CS2, I, Tp, p.6). She also believed that the school community could improve in Personal Development: "I think playground behaviour and rules need to change to promote looking after others and caring for others and playing well with others." (CS2, I, Tp, p.6).

4.4.5.8   Promotion of Healthy Living

According to Kim healthy living was promoted throughout the school "through physical activity and a much better range of food in the tuckshop" (CS2, I, Tp, p.6), which she believed had become much healthier "changing its menu considerably in the last five years" (CS2, I, Tp, p.6). Sean agreed, "We have a pretty balanced tuckshop diet." (CS2, I, Tp, p.8). He added that the school makes a concerted effort for special health days or weeks and there is an attempt, particularly in the upper years, to be environmentally aware and concerned for the local area. Lucy agreed with Kim about the tuckshop and physical activities promoting healthy living. Complementing these, the school also had a 'No hat, No play' policy and safety rules. Students are encouraged to wear sunscreen to school and the school already has a policy of not providing sunscreen due to the risk in some students of allergies, a policy that the Researcher believed would be revised in the future.

The school has a 'Walk to school' program, run in conjunction with Queensland University of Technology (QUT), where students are rewarded for their efforts and parents assisted with the program. The Auskick program is run after school hours also using the Rugby fields as a venue.

4.4.6 Students' Perceptions of HPE Curriculum

4.4.6.1   Student enjoyment in HPE

The early years' student participants enjoyed HPE "because it is very fun, getting lots of different games each day….you get to do more stuff, better stuff, like exciting stuff" (CS2, I, SpE, p.9), compared with being in the classroom.   The students enjoyed jumping, running, skipping, hopping, catching, throwing and combining these in dance. The early years' student participants' favourite HPE physical activities included soccer skills, dodge ball and shoot out.

The middle years' students enjoyed to learn outside the classroom, as one girl commented, "we get out of the classroom, play games and it's still learning" (CS2, I, SpM, p.9). One boy liked "playing games and learning new skills" (CS2, I, SpM, p.9), elaborating that he had learnt new "soccer skills and basketball skills" (CS2, I, SpM, p.10). They enjoyed 'exercise' and a recurring remark was that "it is fun" (CS2, I, SpM, p.9), because "you get to do lots of different sports" (CS2, I, SpM, p.10) and "learning new games" (CS2, I, SpE, p.10) which "we can teach to our friends" (CS2, I, SpM, p.10).   Another commented that he "likes being a team member" (CS2, I, SpM, p.9) and playing with team mates. The middle years' student participants' favourite HPE physical activities included sprinting, swimming, soccer, football (AFL and touch rugby), relays, Tail tag and Dodge ball.

The upper years' students enjoyed "running around and playing team games" (CS2, I, SpU, p.16). The majority of students agreed that they enjoyed and preferred team games over individual activity because "it is fun to know that you are having fun with other people in the group" (CS2, I, SpU, p.17) and working together builds "good team spirit" (CS2, I, SpU, p.17). One boy captured succinctly what many of the other participants in the study were describing when he said, "You get to have fun and at the same time get

exercise….You get better while you're having fun." (CS2, I, SpU, p.18). The upper years' students' favourite HPE physical activities included a modified game that combined AFL and netball, and as well they enjoyed cross country, bush dancing, soccer and soccer skills, Number soccer and Scarecrow tiggy.

One girl from the upper years, who had recently changed schools, stated during her focus group interview that she actually preferred to be going to Case Study Two School because they had Health and Physical Education lessons and a specialist teacher, which she didn't have at her previous school. She said, "I like playing games down at the park" (CS2, I, SpU, p.30) as at her previous school "teachers sometimes took them out for sport, but rarely. Case Study Two school HPE lessons are really fun, much more fun than at my previous school" (CS2, I, SpU, p.29). This student's favourite game was "the two games put together, AFL and netball" (CS2, I, SpU, p.18) because "you keep moving positions, you get to do different things, you can score goals and I like to run around" (CS2, I, SpU, p.18).

4.4.6.2   Student HPE Participation

The student participants from the early, middle and upper years all agreed that everyone participates in PE lessons most of the time. The exception being when they were injured or ill, and during these times they were allowed to rest and join in when they could.

4.4.6.3   Value of HPE

In summary, the early, middle and upper years' students believed that HPE was important because it helped them to get fit and strong, and stay healthy. The students shared that HPE was fun, learning new skills and improving your movements. All the students believed that learning should be fun and students in the upper years also believed that HPE physical activity was important in reducing stress as "you feel relaxed when you come back [from HPE] and you can work easier" (CS2, I, SpU, p.18). They believed HPE contributed to

improvement in other learning areas, because through PE "you feel better about yourself and have better self esteem" (CS2, I, SpU, p.25).

4.4.6.4 Promotion of Healthy Living

The upper years' student participants believed that healthy living was promoted through classroom health lessons; the 'No hat, No play' rule; Year Seven students organizing and conducting lunch time Touch Football and Netball competitions; and also by the availability of healthy food from the tuck shop.

The middle years' student participants mentioned that they have the school counsellor "come and teach us games" (CS2, I, SpM, p.14). Discussions with the school counsellor confirmed that he uses a number of physically interactive games for behaviour enhancement and modification as part of a Personal Development unit. The program used is *Games for Growing* (The Game Factory, 1994).

The early years' student participants said that they learn about food and agreed that the tuck shop sold healthy food. They also have rules for safety and to protect them from the sun.

4.4.7 HPE- Physical Activity Strand, Researcher Lesson Observations

The researcher observed three forty minute lessons being taught. The early years' lesson focus was the Perceptual Motor Program. Six stations were set up on the basketball court in an anti-clockwise direction, under the covered area. Five parent helpers and the PE teacher were at a station each. Every child wore a hat, the majority had a drink bottle and many had pre-applied their own sunscreen, modelled by the PE teacher. Activities were explained using cues, and a child demonstrated. Parents were provided with a Jack Capon (Level 2) Perceptual Motor Program card for their station. The

students had been doing the program for approximately nine weeks and many of the activities were extensions from previous weeks. The stations comprised fundamental locomotor, non-locomotor and manipulative skills, involving: a balance activity; jumping, a landing and rolling activity; an underarm throw activity; dribbling a basketball activity; tracking and striking tennis tether balls with a mini racquet; and an overarm throw and catching activity. There were twenty-six students present, four groups of four and two of five of mixed abilities and gender. The activities were modified in distance and sides of the body, preferred and non-preferred limbs were alternated to extend capable students. All students ended the lesson with a fun game of Scarecrow tiggy on the grassed area.

The middle years' Year Four class observation lesson took place at the local Junior Rugby field. Every student wore a hat throughout the lesson and there was a first-aid kit, container of ice packs and sunscreen beside the field. The class revised the underarm throw through discussing when it is used, explaining the cues, demonstrating and then practising the skill with a partner. The PE teacher positioned the students so that they were not looking directly into the sun and during the throw practice he assisted the students with difficulties.   The students played 'Wicket stump hit' in five groups of five students, where each student had a turn of trying to hit a set of stumps using an underarm throw. The students had two games, one using their preferred arm and one with their non-preferred arm. The Researcher went through the same procedure for the over arm throw. Next the class revised the correct procedure for striking the ball from the tee-ball stand discussing when it is used, explaining the cues and demonstrating. The students revised the game of 'Zig-Zag tee ball', a modified game of tee ball, which was then demonstrated by students under the teacher's directions. There were five games of 'Zig-Zag tee-ball' occurring simultaneously with five students playing in each group, enabling each student to have four turns at batting.

The upper years' Year Six class observation lesson also took place at South's Junior rugby field. Again sun safety and first aid precautions were mandated in the form of hats, sunscreen, ice-packs and kit.   Students revised and

demonstrated the skills that had been covered in previous lessons, as they informed the PE teacher of the cues for marking (catching) a football, overhead and chest; kicking a drop-punt; rugby passing a football; handballing a football and chest passing a netball. The students, in groups of three, practised these skills in a triangle formation using a soccer ball, which replaced the oblong shaped football they had previously used. The teacher assisted the students with difficulties. The students played a modified game which combined the strategies of AFL football and netball. The field was dissected into thirds, representing forward, back and centre position zones. The students rotated position zones every seven minutes and only the forward zone players were permitted to score. The game replaced body contact by the use of two strips. Each player wore the strips which if removed when in possession of the ball constituted a tackle. Using a round soccer ball the students played the modified AFL/netball invasion game which is similar to Gaelic football.

4.4.8 Summary of Case Study Two school

Case Study Two school appeared to have a well-designed and implemented Physical Education curriculum program which both teachers and students believed to be important, beneficial and enjoyable. The school had an experienced Health and Physical specialist teacher, providing each class with at least one forty minute lesson per week. The Health and Physical Education specialist was responsible for the Physical Activity strand of the program and the classroom teachers were responsible for the Health and Personal Development strands. The teacher participants had received professional development to varying degrees in the 1999 HPE syllabus. The physical activities covered were numerous, wide in scope and variety, utilising the school's facilities and limited space to the optimum. A lack of space and grassed area was compensated for by using a Rugby field which was four hundred metres from the school. Equipment and resources were considered by the researcher and teacher participants as adequate. Although the Physical Activity strand of the syllabus was well established, the Health and

Personal Development strands required further development in a Whole School Program. All teacher participants believed that the Personal Development strand connected well with the Religious Education curriculum. They also felt that the PE specialist offered a range of physical activities and sports within the school which was perceived as a school strength by the teacher participants. Healthy living was further promoted by the availability of healthy food at the tuck shop, as well as by a school 'No hat- No play' sun safety rule, through a Walk to School Program, together with Auskick and lunch time touch football and netball competitions.

4.5 Case Study Three

4.5.1 The School

Case Study Three school is situated in a newly-developed suburb on the southern outskirts of Brisbane, approximately twenty eight kilometres from the city centre. The suburb is both residential and commercial in demographic, with the local area hosting two large shopping centres, a doctor's surgery and restaurants. Surrounding Case Study Three school are relatively new (less than twenty years old), mostly two-storey brick homes on standard 700 metre square blocks of land. The school was first established twenty years ago, but has had major extensions since then, including the construction of an undercover assembly area. The Catholic Church and presbytery are situated at the front of the school on the same block of land.

A school notice board has information about "sign on" for the local soccer club and about an upcoming swimming camp. In the library, trophies and pennants are on display from the sporting organizations that the school has been involved with throughout its history: the Southern Districts Primary Schools Sport (SDPSS) and the Catholic Schools Sports Association Zone Thirty-Six (CPSSA). Approximately thirty-five pennants and trophies for athletics, cross country and swimming carnivals are on display and also for interschool sports such as rugby league. Case Study Three school is one of

approximately four primary schools within Brisbane Catholic Education which employs a Health and Physical Education specialist teacher on a full-time basis.

In Case Study Three school facilities included a caged bitumen area that was marked as one basketball court and one netball court and positioned across these were markings for a tennis court. The school oval was 100m long and approximately 35m in width, there was also a smaller 50m long x 20m wide grassed area beside the courts which has a long jump pit in one corner. A new undercover area, the same size as the caged courts has been constructed and it is envisaged that this will be used for play and physical activity during extreme weather conditions, as well as for assemblies. The Years One and Two have a playground/fort and Year Three to Seven also have their own playground/fort that is used mostly by the Year Three and Four students. There are four shaded eating areas that are used by students and the school has six major buildings to accommodate the growth of the school over its short twenty-year history.

The school is fortunate to be located next to a soccer and cricket club which has four fields as well as an indoor sports centre. At the back of the school is the local government high school's oval which has been used for Case Study Three school's athletics carnivals in the past. Thus, the school has many alternatives for physical education activities and space has never been an issue during its twenty year history.

4.5.2 The Teachers

The four teacher participants' experience has varied. For the purposes of confidentiality in this report the early years' teacher will be referred to as Alicia, the middle years' teacher Bianca, the upper years' teacher Veronica and the HPE specialist teacher will be referred to as Naomi. Figure 4.4 offers a synopsis of personal profiles and teaching experience for each teacher participant in Case Study Three.

Table 4.4   Case Study Three School Teacher Profiles.

Pseudonym	Gender	Age	Teaching Experience	Qualifications	Currently teaching (Year level)	Specialist HPE training/ Qualifications	No. of years at Case Study Three school
Alicia	Female	Early twenties	3 years	Bachelor of Education-Primary	Year 1	Nil	3 years
Bianca	Female	Late forties	28 years	Diploma of Teaching, Graduate Diploma of Education	Year 4	Nil	8 years
Veronica	Female	Mid fifties	28 years	Diploma of Teaching, Graduate Diploma of Education	Year 5	Nil	16years
Naomi	Female	Mid Twenties	2 years	Bachelor of Education (Canada), Master of Education (Australia)	Year 1-7	Bachelor Physical Education-Honours-(Canada)	2 years

Naomi teaches every class in the school from Pre-school to Year Seven. Pre-school to Year Five have HPE for one hour a week and Year Six and Seven have it for only half of an hour. This is designed to accommodate teachers' release time. The Year Six and Seven teachers have extra Japanese time for Language Other Than English (LOTE), which is also used for teachers' release. Therefore, the Years Six and Seven HPE release time has been reduced: "Especially with the older kids, in Years Six and Seven, I only have half an hour a week." (CS3, I, Tp, p.8). This timetabling arrangement has been in place since the HPE specialist role was introduced into the school in 1999 and when asked if teachers view her role as their release time, Naomi replied, "Definitely, yeah, it is, it's their non-contact time. And I respect that too, because they have an hour." (CS3, I, Tp, p.27).

4.5.3 Implementation of the HPE Syllabus

There are varying degrees to which each of the teacher participants have been in-serviced in the 1999 Health and Physical Education syllabus. In the early years, Alicia's professional development had been minimal, she has received no in-services at school and did not study a HPE unit at university. She explained that her dealings with HPE "were quite slim actually because when I was going through Uni with Early Childhood it [HPE] was scrapped for us" (CS3, I, Tp, p.1). Her only training in the HPE curriculum involved her Early Childhood lecturer: "She said, 'listen you're missing out on this [HPE] because you're doing Early Childhood, I'll just quickly run through it just in case you get a HPE job or something, because it is possible.'" (CS3, I, Tp, p.7). The run through was "really basic, like it was a photocopy, I hadn't even really seen the syllabus, so it was very minimal" (CS3, I, Tp, p.1). When asked what she liked about the syllabus, Alicia replied, "I don't really know too much about it" (CS3, I, Tp, p.2).

In the middle years, Bianca confirmed that in 1999 the staff had two to three one to two hour HPE syllabus in-services on pupil free days or after school. Veronica attended the same in-services and implementation process as Bianca, and added, "we were introduced to the HPE syllabus by our HPE specialist teacher at the time who walked us through it" (CS3, I, Tp, p.1). When asked how many in-services were provided, Veronica's reply was, "We had quite a few in-services." (CS3, I, Tp, p.1). Veronica liked the fact that the syllabus was "well set out, it was clear and could be easily followed" (CS3, I, Tp, p.1) and Bianca appreciated that it was "well set out, easy to read, you can work through it without any problems" (CS3, I, Tp, p.1).

The HPE specialist teacher, Naomi's exposure to the 1999 HPE syllabus occurred initially in the HPE unit during her Masters studies. Naomi stated, "I've had nothing to compare it to in the sense of any other syllabus, so this is the first one I've actually used." (CS3, I, Tp, p.4). Naomi appreciated the syllabus being "well organized, sequenced and inclusive. I feel it is easy to

read and a guideline" (CS3, I, Tp, p.4). She disliked that it "can overlap and get a little confusing as the kids are progressing" (CS3, I, Tp, p.4). Naomi said, "You want to make sure that there is a steady incline upwards." (CS3, I, Tp, p.4).

There seemed to be a misunderstanding between the HPE specialist and the classroom teachers in relation to who was responsible for teaching the different strands. In the early years and middle years, Alicia and Bianca believed that it was the HPE teacher's responsibility to teach all three strands. Alicia said that Health and Personal Development are covered when it is raining. "I think the PE teacher here, Naomi does it well. If it's raining, she'll come in and do the theoretical side of it. She just juggles from week to week what she has to fit in there." (CS3, I, Tp, p.2). A great deal of faith is placed in the ability of the HPE specialist teacher: "She'll [Naomi] have her plan and we don't really see much of what goes on, but we just assume that Naomi's getting through everything and gives us the results at the end of the year." (CS3, I, Tp, p.2). When probed about learning Health, the children confirmed that they "learn about health from Ms Alicia and Ms Naomi". Bianca added that the three strands are "basically left to the HPE teacher" and that Health and Personal Development is only incidentally covered in the classroom, "Not as a conscious effort." (CS3, I, Tp, p.2). Naomi, the HPE specialist stated that she was in charge of the Physical Activity strand only:

> Obviously in my role I can only do the physical activities side of things, depending on the rainy days and things like that, I can use, I can come in and do some of the health subjects. So I really do rely on colleagues at the school to make sure that they are covering the other strands of the syllabus. (CS3, I, Tp, p4).

This was confirmed by Veronica who commented, "we have sport [physical activities], but for the other strands we do not do a great deal". She elaborated, "I don't see evidence of it [Health and Personal Development] covered [in HPE]. There might be an occasional lesson, but not really." (CS3, I, Tp, p.2). Veronica said that the students do not have a HPE book and that the major obstacle for teaching all three strands is a lack of time. Therefore,

there were mixed and contrary views on how the teachers and HPE specialist believed the syllabus requirements were being met.

The student participants from the early years focus group reported that HPE lessons involved "running, jogging and having races, playing on the playground, skipping, playing games of soccer and throwing a tennis ball" (CS3, I, SpE, p.13). One boy explained what they usually do: "We play on the playground, then she blows the whistle and we go and line up in a boy and girl line and go and have a drink." (CS3, I, SpE, p.14). There was no mention of activities that relate to a Perceptual Motor Program by the early years student participants, although they did show an understanding of what one was. When questioned about doing a motor program, one boy said, "I've done that before. I do trampoline in basketball and stuff, somersaults at the Sports complex [stadium]" (CS3, I, SpE, p.14) and another girl commented that she had experienced these type of activities at gymnastics. However, the students were clear that these activities were not covered during HPE lessons:

Int: Do you ever do a motor program where you have stations and you go
        around and walk on a beam and things?
All: No   (CS3, I, SpE, p.14).

Veronica was also uncertain if there was a Perceptual Motor Program. Naomi stated that she used the Perceptual Motor Program, "which is really good, using different equipment, and getting older kids to help out. I try to do a buddy system once in a while and get the older kids to assist with the lesson" (CS3, I, Tp, p.10).   However, there seemed to be no recognition of this happening among the early years' students, suggesting that Naomi's claim was not grounded in the children's or other teacher participants' experiences.

Alicia stated the HPE specialist "takes them [early years students] up on the fort [adventure playground], so that's kind of motor. As well, I think they have a special way they have to go around" (CS3, I, Tp, p.10). This was confirmed by one girl who mentioned during the interview that she "liked the day when we did an obstacle course" (CS3, I, SpE, p.14).

Student participants from the middle years' focus group mentioned that HPE lessons involve "a one hour lesson of athletics, ball games, soccer and going over rules, volleyball, Kick ball, netball, Poison ball and Touch rugby" (CS3, I, SpM, p.8). Class HPE rules include, "Don't climb on the monkey bars the wrong way" and "Don't climb up on the slide" (CS3, I, SpM, p.10). If it is raining students have Health and Personal Development or Dance. As one child stated, "We might have to draw a poster for sports or something, or draw a picture of us playing sport" or "we talk about Health and we stay and hear about it" (CS3, I, SpM, p.9). Another child added, "Once we did this thing on healthy food. Looking at what was in our lunch box and if you have good things or junk food." (CS3, I, SpM, p.9). They also said that they have had hockey (in-line) introduced to them from visiting officers. The students explained that to supplement their HPE lessons they also have cricket for sport with their class teacher on a Friday afternoon, cross-country and swimming. The students said that they have also had the 'Life Education' van visit in previous years.

The student participants from the upper years' focus group explained that HPE lessons are on a Monday and involve "soccer and running, athletics: high jump; long jump; and shot put, basketball, and dodge ball" (CS3, I, SpU, p.3). As well as HPE lessons, students said that they also had 'bucketball' with their class teacher on Friday and some Wednesday afternoons for sport. They have swimming lessons, cross country and an athletics carnival, as well as interschool sport in Term Two when they can choose from AFL, soccer, touch football, Rugby League and netball. 'Dance Fever' and development officers from AFL and La-Crosse Queensland have visited the school.

Researcher observations discovered lower years', middle years' and upper years' students all practising soccer skills and then playing a modified soccer game. The skills and game were not new to the students as they appeared to have had sufficient previous experience. When questioned about what they do for HPE, one early years' student explained the soccer activity that was observed by the researcher for all three year levels: "We have this team and

we have to play soccer. We have red, blue, green and gold and people go on the team and then whoever gets a goal it is time out and then the other two teams get on and play." (CS3, I, SpE, p.13).

The HPE specialist was asked whether or not they had a Whole School Program for HPE, with the interviewer explaining what was meant by the term, 'Whole School Program'. The answer, indirectly was 'no', but the HPE specialist teacher spoke of the benefits of having a whole school program even though the school did not have one. There was no policy or plan that teachers followed nor explanations offered for teachers to know what is being taught, thus precluding any conceptual development of outcomes.

4.5.3.1   Integration of HPE with other Key Learning Areas

All teachers agreed that there were connections between HPE and the Religious Education curriculum. Alicia stated that she found it connects:

> a little bit, but they [early years' children] probably need that connection made for them. We do lots of role playing as well and we would be role playing [situations] when we are outside in the playground or when we are playing this game (CS3, I, Tp, p.8).

Bianca said that she "looks at Personal Development in Religion time" (CS3, I, Tp, p.2). Veronica added that there are definite connections between Personal Development and religion and also that "'Personal Development' is a big part of the RE [Religious Education] curriculum" (CS3, I, Tp, p.5). The HPE specialist, Naomi believed that "being a team member, on a team, you're doing all types of values, you're showing respect, cooperation and leadership" (CS3, I, Tp, p.29). The middle years' and upper years' student participants believed that the Gospel values that they learnt in Religious Education related to HPE physical activity lessons. The middle years' and upper years' student participants thought that you learn to cooperate in HPE lessons by "working as a team" (CS3, I, SpM, p.20) and you "learn how to cooperate in games" (CS3, I, SpU, p.19). Consideration is promoted, "my friend is not that good at soccer, [so] I give her a couple of chances. I show her how to kick." (CS3, I, SpM, p.20). Tolerance is another virtue that is experienced and promoted:

"There were two pre-schoolers and I taught them how to play soccer." (CS3, I, SpM, p.21). As well, an appreciation of human potential and acceptance is promoted through realising that at times in HPE some are better than others in certain activities. As one upper years' participant said, "I'm good at Tae Kwon Do, soccer and shot put and I'm not good at high jump or long jump." (CS3, I, SpU, p.20). The learning area HPE through the physical activities strand enables promotion of the virtue of concern for the less fortunate, "It tells us that you have to be kind, not be mean to other people who are not as good at sport as you." (CS3, I, SpU, p.19).

4.5.4 School Resources and Facilities

Case Study Three school is fortunate to have a range of facilities. The school has obvious advantages of space, however, in the early years Alicia believed that there is a problem with equipment:

> At the beginning of the year we had a football, a big bouncy ball, a small bouncy ball, a tennis ball and skipping ropes. The problem is with me, my kids kick it over the fence and it is gone or it just gets lost. As you can see now everything is all gone. (CS3, I, Tp, p.3).

Observations by the researcher revealed that there were only two skipping ropes and one small bouncy ball remaining. In the middle years, Bianca shared the same frustrations as Alicia: "We need more classroom equipment." (CS3, I, Tp, p.2). During discussions Bianca said that the equipment was all damaged and old and observations by the researcher confirmed that much of the middle years' equipment was damaged and included only one soccer ball, two old skipping ropes and a set of cricket wickets with stumps missing. Naomi stated that she "updated the equipment last year at the end of the year in every classroom and it is completely not running, so that is a concern" (CS3, I, Tp, p.18). In the upper years' class Veronica believed that "we are well-equipped. It is just a matter of using it properly" (CS3, I, Tp, p.3). Bianca confirmed, the "Phys Ed teacher would have ample stuff for what she needs to do" (CS3, I, Tp, p.2). Middle years' students interviewed said that the school "pretty much" (CS3, I, SpM, p.14) had the equipment that they needed,

although they required goal posts for AFL. Naomi explained that if there was not enough equipment for a lesson she would split the activities, having different activities in operation simultaneously so that there would then be sufficient equipment.

Observations by the researcher revealed that Case Study Three school had sufficient sports equipment and all equipment was in good condition, except for the equipment allocated to classrooms and the basketball posts pads. This school had the most equipment of the three case study schools with twice as many assorted balls, mats and athletics gear. Case Study Three school had the most Perceptual Motor equipment which also included tether balls and parachutes. Their equipment also included sof-crosse (modified La Crosse) and minkey (modified hockey) safety equipment, appropriate for primary school students.

The teacher resources for the HPE key learning area were stored in the library with both Veronica and Naomi agreeing that they have a "well resourced library for Health and Personal Development….we do have a wide range of health resources" (CS3, I, Tp, p.3). Observations by the researcher found many modern resources were located in the library, confirming both teachers' views. These resources included multiple copies of the Queensland curriculum materials, modern physical activity resources including music compact discs, kits, books and programs, Perceptual Motor Program books, videos and compact discs and Health and Personal Development videos, guideline books, kits, and teaching modules.

4.5.5 Teachers' Perceptions of HPE Curriculum

4.5.5.1   Physical Activity Strand Coverage

Teachers' perceptions of what physical activities were most important to focus on aligned to students' developmental stages, were similar. Alicia, the early years' teacher captured the consensus of opinion when she said, "it is most

important for gross motor skill development and social skills" (CS3, I, Tp, p.3). The middle years were viewed by all teachers as a time to fine tune students' movement patterns and skills. Naomi said that during the middle years she introduces "cooperative activities, bringing in a form of rules and competition" (CS3, I, Tp, p.12). In the upper years, the teachers all thought it was important that the students needed to be, what Veronica described as, "exposed to a variety of sports" (CS3, I, Tp, p.3) through which, Naomi added, "the students' performances are enhanced" (CS3, I, Tp, p.13).

Lesson observations by the researcher revealed that the same lesson of FUTSAL (indoor) soccer was delivered to each of the three year levels, early, middle and upper years. The only exception was that in the middle and upper years a dribbling drill was added. Naomi offered an explanation of what she was attempting to achieve throughout the school: "I try to incorporate non-competitive games and new activities throughout lower, middle and upper years, I try not to repeat the same thing over and over again for those kids." (CS3, I, Tp, p.13).

4.5.5.2 Students' Interest in HPE

The HPE specialist, Naomi, believed the students' attitudes towards HPE were high because she offered a wide variety of sports and encouraged all children to participate: "I think overall we have a high interest in HPE at Case Study Three school, we try to give them a variety from dance to rugby." (CS3, I, Tp, p.20). She did concede that "certain individuals find it can be difficult, especially with the heat. Queensland is a difficult place to participate all of the time with the type of weather." (CS3, I, Tp, p.20). Alicia confirmed that in the early years the majority of students were interested with some disinterested. She said:

> It was interesting actually getting them to fill out that form [questionnaire] because I think that a lot of them are interested and the kids that I thought would be really interested weren't as interested as maybe I had thought. (CS3, I, Tp, p.4).

Among the early years' student participants, a majority were positive about sport and HPE physical activity, with only two students expressing contrary views. None of the early years' students interviewed for the study named HPE as their favourite school activity.

Bianca's opinion that in the middle years the children are "very, very interested" (CS3, I, Tp, p.3) was supported by responses in the middle years' focus group questionnaire where seven of the eight student participants indicated that they liked both sport and HPE physical activity lessons, and during observations by the researcher all students appeared to be enjoying themselves. Again, in the middle years' focus group interview none of the children mentioned HPE as their favourite school activity.

In the upper years, Veronica maintained that students "are very interested [because] it is just a very real thing to them, you know they enjoy the physical aspects, and really the other strands relate to life" (CS3, I, Tp, p.4). Seven of the eight students in the focus group interview indicated that they liked both sport and HPE physical activities. During the lesson observations by the researcher all but one of the students appeared to be enjoying themselves. In the upper years, most participants listed 'sport' as their favourite subject, as the upper years' students were involved in Term Two interschool sports and had sport on a Friday afternoon and on some Wednesday afternoons. No upper years' students listed the HPE learning area as their favourite learning area.

4.5.5.3   Issues of Inclusion and HPE

All classroom teachers were unsure as to how disinterested students were handled during HPE lessons, as they had not observed any of their own classes' lessons being taught by the HPE specialist teacher. Bianca thought that "they are probably directed to another activity or maybe sent back to the teacher" (CS3, I, Tp, p.3). Veronica added that, "if I take them out for sport or something like that you encourage them to participate" (CS3, I, Tp, p.4). Naomi confirmed that:

the staff promotes health and physical activity in their daily lifestyle and the way they are, how they enjoy sport and they're encouraging kids to participate at all times (CS3, I, Tp, p.20)….I try to incorporate non-competitive games and new activities throughout [the school] and try not to repeat the same thing over and over again for those kids. (CS3, I, Tp, p.13).

When catering for physically disadvantaged students Naomi believed that "the key is to never exclude" (CS3, I, Tp, p.19), she added:

> You extend those who are capable and look at those that are having difficulties. So if a person was in a wheelchair and we were doing basketball then obviously the student could still use their upper body. (CS3, I, Tp, p.19).

Naomi reported that the only special needs students "within the school are those with learning difficulties and autism. There are no students with physical disabilities in the school." (CS3, I, Tp, p.20).

4.5.5.4 Specialist HPE Teacher Expertise

The benefits of having a HPE specialist teacher according to Alicia in the early years were that "it is just one less area [key learning area] I have to cover [teach]. The PE teacher has a lot more time and effort to put in" (CS3, I, Tp, p.6). In the upper years Veronica thought that:

> it is really the only way to go because it is an opportunity for all students to participate with qualified personnel who build on the skills that they possess or who may see if there is something missing and be able to build on that skill (CS3, I, Tp, p.4).

Bianca, in the middle years, added "You know that everything will be covered. It would be the expertise of that person that is the advantage." (CS3, I, Tp, p.3). Alicia also thought that in the past HPE [physical activities] and sport would often miss out if there was not enough time for more important learning areas, or as a form of punishment, for example, for poor behaviour. With a HPE specialist teacher Alicia believed that students are guaranteed that they will always get HPE.

Naomi, the HPE specialist listed advantages for having a HPE specialist teacher as, "Being taught by a professional in the field who will provide ideally a safe learning environment." (CS3, I, Tp, p.21).   According to Naomi, her HPE teaching experience has enabled her to be aware of safety issues.

Naomi added that having a HPE specialist teacher "is also important too, for the kids that they have someone to go to for advice and I think having a Health and Phys Ed person at the school shows that it is an important KLA [key learning area]" (CS3, I, Tp, p.22). She added, "I mean if the school is willing to put money and finance into it I think they are saying to the rest of the community, that we think it is an important area." (CS3, I, Tp, p.23).

Naomi didn't perceive any disadvantages of having a HPE specialist in the school, nor did Veronica or Alicia.   However, Bianca thought that the classroom teachers were disadvantaged as they "do not get to see the students' progression or regression in HPE" (CS3, I, Tp, p.4).

During lesson observations one teaching strategy employed by Naomi, the HPE specialist, was to send the students who were too slow at returning (by the count of three), during the 'Rats and Rabbits' game on a run around the courts. Using physical activity as a punishment was used during all year level lesson observations; early years, middle years and upper years.

The HPE teacher has the responsibility for Sports Coordination, which in a school with over 600 students requires sophisticated communication, liaison and organization skills and the HPE specialist teacher, Naomi, is given five hours release time per week, equivalent to one full day, for sports organization.

Naomi acknowledged, "You need reliance on a lot of other colleagues within the school because you are dealing with over 600 kids" (CS3, I, Tp, p.8), and when discussing Term Two interschool sports Naomi stated, "It has been very good in the sense that the teachers can take on the role of coach and they can teach new skills as well" (CS3, I, Tp, p.9). Bianca confirmed that "some of

us do get involved with helping out with training for sports days and things like that" (CS3, I, Tp, p.5).

4.5.5.5   Value of HPE Key Learning Area

All classroom teachers interviewed believed that HPE was an important Key Learning Area. In the middle years Bianca insisted that all strands were very important,

> Kids need to get out there, and they need to be running around. They also need to know how to look after their bodies and what to do, what to put in it and how to treat it. So it is very important (CS3, I, Tp, p.23).

In the upper years Veronica agreed that "it [HPE] is very important, especially with growing obesity levels in Australia" (CS3, I, Tp, p.5). Veronica believed that her views were shared by educators: "We all really understand its need, but find it hard to balance in a crowded curriculum." (CS3, I, Tp, p.5). Naomi agreed:

> On the whole, definitely, this staff does recognize it [HPE] as important. I think it is very difficult for them because they do view it as a positive thing, however there's the other KLAs that may need to get done and they have a lot of demand and they have a lot of expectations and pressures in their own class, to finish work. (CS3, I, Tp, p.23).

However, Bianca stated that although most teachers think HPE is important "most teachers leave it to the HPE teacher. Some of us do get involved with helping out with training for sports days and things like that. Most [teachers] are pretty interested, but hey, there is someone to look after it." (CS3, I, Tp, p.5).

4.5.5.6   School HPE Strengths

Naomi believed that within the school 'Health' and 'Personal Development' were well covered in the curriculum:

> I think 'Promoting Health of Individuals in a Community' they do best and 'Enhancing Personal Development'. Developing concepts and

skills for the physical activities side of things, we don't really do enough of, I find. (CS3, I, Tp, p.25).

4.5.5.7   HPE: Areas Requiring Attention

When questioned what areas of the curriculum required attention, again there were inconsistencies. Bianca in the middle years stated, "None that I could think of". Naomi believed that the 'Physical Activity' strand could be improved by allowing more time for the students. "Developing concepts and skills for the physical activities side of things, we don't really do enough, I find." (CS3, I, Tp, p.25). In the early years Alicia believed that 'Personal Development' required attention: "I suppose it [Personal Development] is hard with the little ones." (CS3, I, Tp, p.10). She elaborates:

> Then everything else I'm sure Naomi would be covering, so I hope so anyway, you could find out that, but no I'm pretty sure that she would be covering most of those areas, definitely because that's what she is there for. (CS3, I, Tp, p.10).

Alicia also believed that eating healthy lunches needed to be addressed in the 'Health' strand. Alicia had seen students come to school and "they don't have food at all", or "They seem to be bringing unhealthy food." (CS3, I, Tp, p.10). Veronica gave her support to this view adding that "we don't really spend enough time on the Health issues connected with HPE" (CS3, I, Tp, p.5).

4.5.5.8   Promotion of Healthy Living

The promotion of healthy living, according to Alicia and Bianca in the early years and middle years respectively, was achieved through the one off, Life Education van lesson, which had visited the previous year, as well as through the playground rule, 'No hat, No play'. Veronica also believed that the Life Education van played a major role in the promotion of healthy living. She stated, "It [Health promotion] is incidental." (CS3, I, Tp, p.5).

Naomi believed healthy living was promoted through the new programs implemented within the school such as "'Jump Rope For Heart', talking about

healthy living and encouraging the students to raise money for a good cause" (CS3, I, Tp, p.27). Another new program referred to by Naomi, which had not come to fruition at the time of the research was "having a nutritionist come in and target the parents" (CS3, I, Tp, p.28). The purpose of this visit was at the request of the principal to make parents "aware of what goes in their [the students'] lunch boxes and what is happening in their diet" (CS3, I, Tp, p.28). No explanation was offered by the HPE specialist as to why the principal requested a nutritionist for this task.

Another new program implemented was 'Dance Fever', a dance company who charged schools to teach dance to the students under the teachers' supervision. Dance Fever visited the school during Term Three and taught each class from Pre-school to Year Seven a lesson each week. This program cost each child approximately $20. Veronica thought the program was very reasonably priced and would recommend it to any school. The teachers were not required to do anything as the staff of Dance Fever had very good discipline and control.

Dance Fever was not mentioned by the early years' students, however both the middle and upper students did discuss the program. During the middle years' interview three girls said that they really enjoyed this program, however, the other students weren't as positive. One boy in particular was quite outspoken in declaring his dislike of dancing: "That's boring." (CS3, I, SpM, p.7). Another boy suggested, "If it was break dancing I'd actually like it" (CS3, I, SpM, p.7), thus, the students' responses were not necessarily as positive as those of the teachers.

Sporting organizations visited the school to offer introductory clinics and though the early years' students didn't mention any sporting organisations visiting during the year, a number of the other student participants did say that they play AFL (Australian Rules football) at school. The middle years' teacher, Bianca said, "We have groups coming in from the different sports, Rugby League, Aussie Rules, Cricket. They come and teach the kids, talk to the kids, teach them skills and have coaching clinics in the afternoons." (CS3,

I, Tp, p.5). The middle years' student participants mentioned that in the current year they had only in-line hockey from a visiting organization. One boy stated, "We haven't had AFL this year. It has been covered before, but not this year." (CS3, I, SpM, p.13). In the upper years, the student participants related that they "had an AFL girl come out for a couple of mornings" (CS3, I, SpU, p9) with one student adding, "We had two weeks and then it rained and the visits stopped." (CS3, I, SpU, p.9). The students also mentioned that they had someone come out to teach them how to play La-Crosse. Naomi, the HPE specialist stated that they had:

> hockey in-line, Futsal [indoor soccer], rugby league came out last year, rugby union, and golf to give lessons which are basically introductory and if it is something that I have the equipment for and facilities for, then I'll go on and do it with students for another two weeks (CS3, I, Tp, p.14)

Naomi explained, "Any association that comes out that would like to charge the students, unfortunately I explain to them that it is not for us. I encourage them, if you want to promote your program, basically this is free marketing to you." (CS3, I, Tp, p.15).

According to Naomi, programs had been implemented to promote healthy living. The Jump Rope For Heart, Dance Fever and the proposed visit by a nutritionist were new and all had two things in common. Firstly, they came at some form of financial cost to the school community and secondly, they were run by other organisations, involving minimal teaching or specialization by the teachers. Even though the Jump Rope For Heart program is a very valuable and worthy cause, it does involve fundraising for the Heart Foundation.

The previous HPE specialist had established close links with the basketball complex located next to the school. Bianca and Veronica understood that the previous school HPE teacher had worked in conjunction with the complex's basketball Junior Development Officer to cover the skills of basketball. Five basketball court facilities were then used, along with supplied referees for modified games over a period of five weeks for students in Years Two to Five. This program required input from the specialist HPE teacher and came at no

cost to the school community. It was not continued by Naomi who knew "the basketball stadium is available as well, though we haven't used it as of yet. There are basketball programs that we can use." (CS3, I, Tp, p.17). An early years' student, when discussing what sports they play outside school, pointing at the sports stadium said, "I play basketball over there." (CS3, I, SpE, p.12).

4.5.6 Students' Perceptions of HPE Curriculum

4.5.6.1   Student Enjoyment of HPE

When asked what they enjoyed about HPE physical activity lessons the early years' student participants confirmed they enjoyed "running, and Ms Naomi takes us for a jog out on the oval" (CS3, I, SpE, p.14). Another comment was, "games, running all the way around the school" (CS3, I, SpE, p.15). The early years' students' favourite HPE games included timing their friends running, and soccer. The middle years' student participants mentioned they enjoyed to "get out and run around, moving and being active" (CS3, I, SpM, p.11). Another student comment was: "We have to run a lot and it is fun and it helps you get your heart rate up a bit." (CS3, I, SpM, p.11). Their favourite HPE games included volleyball, soccer, cricket, athletics and kick ball.

The upper years' student participants said that they enjoyed HPE because "it is really fun and we get to run around a lot and we get to learn new things" (CS3, I, SpU, p.12). One boy mentioned, "we get to get out of class and do fun things instead of school work" (CS3, I, SpU, p.12). The interviewer probed the students about this statement asking, "When you go out and run around, does this help you with your school work?" and the students answered, "Yes, cause you get a rest from it, because we do heaps and it is nice to have a break." (CS3, I, SpU, p.12). One girl added, "I reckon it [schoolwork] is better because we have just had a rest from what we have done and we are more relaxed" (CS3, I, SpU, p.13) and another said, "Yeah, we are not stressed" (CS3, I, SpU, p.13). A boy thought, "We get time off work and when we come back, we concentrate better." (CS3, I, SpU, p.13). The students all agreed

that moving around in HPE lessons enabled them to eliminate stress, thus making them more comfortable to work. Their favourite HPE physical activities/games included running, basketball, shot put, bucket ball, and dodge ball/ poison ball.

4.5.6.2 Student HPE Participation

The students were asked about what happens when they are either ill or don't feel like participating. The early years' student participants replied that "we take our stuff and have a rest down at the seats… we just get a big drink of water when we go to the toilet" (CS3, I, SpE, p.15). An upper years' student participant added, "sometimes Ms Naomi lets us help out with it" (CS3, I, SpE, p.16). All students agreed that they join in when they can, they are allowed to sit down and rest but are expected to join back in when they feel better. This practice was observed by the researcher during lessons.

4.5.6.3 Value of HPE

Overall, the students believed that HPE was important because it helped them to improve in physical activities, to learn how to be healthy and to be active, therein assisting them to get fitter.

4.5.6.4 Promotion of Healthy Living

The early years' student participants mentioned that being healthy is promoted in the school by their being allowed and encouraged to eat at morning tea and lunch, and by being given the ultimatum to wear a hat or sit out of play. They also wear clothes to protect them from the sun. In the middle years the student participants said that "they run around and be active a lot" (CS3, I, SpM, p.17) and are reminded to replenish bodily fluids by drinking water regularly. They had a visit from the Life Education van in the previous year and knew they must wear a hat to go outside for play. In the upper years the student participants declared that healthy living was promoted through walking around the school, having Dance Fever visit, being taught

health lessons about how to prevent illness. They too had to wear a hat to go out and play.

The school rule, 'No hat, no play' was identified by both teacher and student participants during interviews, and researcher observations verified that the students in Case Study Three school did wear hats at morning tea and lunch breaks. Some HPE lessons were observed by the researcher on a clear warm day, and the venue for all lessons was the bitumen, unshaded basketball courts. The black colour of the courts absorbed the heat, with temperatures reaching an estimated high of thirty degrees. The early years' lesson was observed during the heat of the day from 12:15-12:45 noon and eight children from the class of twenty eight participated throughout the entire lesson without hats. In the upper years' lesson, which was observed from 12:45 noon–1:15 pm, four children from the class of thirty participated throughout without hats. In the middle years' lesson, observed from 2:00–2:45 pm, three students from the class of twenty-five participated for the entire lesson without hats.

4.5.7 HPE- Physical Activity Strand, Researcher Lesson Observations

Naomi, the Health and Physical Education specialist teacher taught all physical activity lessons that were observed by the researcher. All lessons covered the same concepts and skills of soccer for Years One, Four and Five. The early years' Year One class sat down on the steps to the basketball courts where Naomi gave a demonstration of trapping and passing a soccer ball.

The students then participated in a trapping and passing drill where they were required to pass the ball to another child positioned at a cone approximately six metres away and then jog down and join the end of the line. This drill and the concept of single lines proved to be complex and far too difficult for the majority of the Year One students. After five minutes the students sat back

down where Naomi informed them that they were going to use the skills of trapping, passing and dribbling in a game of soccer. Two goals were set up on the court and Naomi selected four teams. Two teams played while two teams watched on. The students appeared to be familiar with the game although there were very few instructions. There were no boundary lines and Naomi refereed alternating teams after the winning team scored.

The middle years' Year Four class began the lesson with a warm up game of 'Rats and Rabbits', with the students appearing to be familiar with this game. In this game, slow students who did not complete the exercise in an acceptable timeframe were required to run laps of the basketball court. After that the students sat on the steps to the basketball court where Naomi demonstrated trapping and passing. They then participated in exactly the same passing and trapping drill as the Year One class, only they were then extended by having to pass using their non-preferred foot. The lesson ended with the same game of soccer on the courts that the Year One class had played.

The upper years' Year Five class began the lesson with a game of 'Rats and Rabbits'. One girl had a hip problem so she sat in the shade. Again, students deemed too slow in returning during the game of 'Rats and Rabbits' were required to run laps around the basketball court. The students sat down while Naomi demonstrated the passing and trapping drill. The students participated in the same drills as the previous classes. The Year Five class then played the same soccer game as the previous observed classes. The Year Five class was quite proficient at the skills of soccer.

4.5.8 Summary of Case Study Three school

Case Study Three school has a full-time HPE specialist teacher who is given one full day release from teaching for sports coordination. The school has ample space, many facilities, sufficient equipment and modern Health and Personal Development resources. The four teacher participants had varying

degrees of teaching experience and HPE syllabus professional development. All teachers agreed that there were connections between HPE and the Religious Education curriculum.

There were mixed and contrary views held by the teacher participants in relation to who was responsible for the teaching of the three HPE strands. Two teacher participants believed the HPE specialist was responsible for teaching all three strands, whereas the HPE specialist believed that she was responsible for only the Physical Activity strand. The HPE specialist teacher claimed that the early years' children did the Perceptual Motor Program using a buddy system with older students, however no teachers or students could verify this. Case Study Three school did not have a whole school program for HPE.

All teacher participants found the HPE learning area to be very valuable and students appeared to enjoy HPE physical activities. However, the students did not appear to be as interested in the key learning area as the teachers perceived them to be. The students believed that HPE helped to reduce stress. The HPE specialist teacher and student participants believed that healthy living was promoted through visits from organizations such as the Life Education van, Dance Fever and Jump Rope For Heart, and the school rule, 'No hat, no play'. Teacher participants listed all three strands in the HPE syllabus; Physical Activity, Health and Personal Development, as areas requiring attention.

4.6   Cross Case Analysis

4.6.1 The School

All three case study schools had a long sporting history, proudly displayed through artifacts. Case Study One and Two schools had trophy cabinets located in the office and Case Study Three school had trophies, certificates and pennants on display in the library. In all three case study schools the

sporting artifacts dated back twenty to thirty years. The sports that they represented throughout history were school representative sports, namely swimming, athletics, cross-country and Rugby League, where the best performers of these particular sports went on to compete in the Catholic Primary Schools Sports and local District competitions. Such sporting achievements evidence the ideologies of individualism, sexism and elitism and relate to traditional performance pedagogy.

However, more recent artifacts on display in both Case Study One and Two schools evidence the promotion of social justice which underpins the new socio-cultural syllabus and relates to social critical pedagogy (cf. Ch. 2, p.46-47). Case Study One school displayed certification of 'Active Australia Members 2002-2004', the umbrella organization for the promotion of physical activity, whereas Case Study Two school was more specific in the promotion of physical activity, including inclusive Chess competitions and inclusive Netball and Soccer competitions held within local clusters of schools. Case Study Two and Three schools had noticeboards advertising physical activity outside school hours through various sporting clubs, offering details about enquiring or joining. Case Study Two school advertised a wide range of sports and physical activities which included AFL, netball, soccer, basketball, rugby and Girl Guides, thus enabling an enhanced promotion of social justice principles pertaining to equity, diversity and supportive environments. Minimal effort is required of schools in these promotions as this physical activity was usually promoted by the relevant sporting organizations.

Case Study One and Three schools had an array of facilities and plentiful space within their schools. However, Case Study Two school lacked space and as a consequence was forced to have separate play times which limited the students to thirty minutes of play during the course of a school day. To cater for this the school had developed a relationship with a nearby Rugby club, where the school was permitted to walk its Years Four-Seven students twice a week to use the open spaces the rugby field afforded. This field was also used for Physical Education lessons. Thus, Case Study Two school with the least space had developed the best Health Promoting Schools elements

of partnerships and services. Further, the school with the least space, Case Study Two school, utilized the limited space that they did have most productively and effectively for promoting physical activities. By contrast, Case Study Three school which had many sporting facilities located nearby, neither formed nor maintained any partnerships.

4.6.2 The Teachers

4.6.2.1   Implementation of the HPE Syllabus

In Case Study One school teachers were responsible for the implementation of all three strands of the syllabus: Personal Development, Health and Physical Activity. There was no teacher in these schools with specialist HPE qualifications and only one of the three teacher participants was familiar with the HPE syllabus document and had been in-serviced in the curriculum materials. One teacher participant declared that she had never seen the document before.

In Case Study Two school there was a specialist HPE teacher, the Researcher, who co-ordinated the HPE learning area and was responsible for the teaching and reporting of the Physical Activity strand. The Researcher taught HPE Physical Activity lessons to each class in the school for forty minutes each week during which he connected the Health and Personal Development strands whenever possible. The classroom teachers were responsible for the teaching and reporting of the Health and Personal Development strands. Three of the four teacher participants had been in-serviced about the new HPE syllabus. The teacher participant with the least teaching experience, Lucy, had not been in-serviced in the syllabus at all and was forced to rely on limited earlier University study with the result that Lucy was not very familiar or confident with the document.

The specialist HPE teacher within Case Study Two school was the only HPE specialist in this study who had been in-serviced in the 1999 HPE syllabus.

Furthermore, Case Study Two school was the only school with a whole school program for any of the three strands of the HPE syllabus.

In Case Study Three school there was confusion and contested understandings about who was responsible for the teaching of the HPE curriculum and more specifically, for teaching the strands. The HPE specialist believed that she was responsible for the Physical Activity strand only, whereas two teacher participants believed that she was responsible for all three strands. While two of the four teacher participants had been in-serviced about the new HPE syllabus, it was the teacher participant with the least teaching experience and the HPE specialist teacher who had not been sufficiently professionally developed in the HPE syllabus. Questions arise about the prospects for the HPE syllabus when new teachers enter teaching with limited knowledge about the syllabus, about the socio-cultural approach entailed, about the social justice principles underpinning the syllabus and about the social critical pedagogy that is necessary to successfully implement the syllabus.

Case Study One school relied on visits from sporting organizations and coaches for the implementation of the syllabus as they did not have a specialist HPE teacher. This included Jump Rope For Heart, Swimming Instructors, Dance Fever and the Health Education van. However, not all of these were available annually and generally came at extra cost. Only one teacher participant used an exercise book for either Health or Personal Development, the other teacher participants did not require this of students. There was no whole school program or fundamental skills being covered in the early years. The early years were taught athletics skills by the older students, however both researcher observations and teachers' shared insights suggested that the older students were yet to fully develop the skills themselves.

Case Study Three school also used sporting organizations such as Jump Rope for Heart, Swimming Instructors and Dance Fever despite the fact that the school had a specialist HPE teacher. Whereas in Case Study Two school,

all Physical Activity syllabus implementation was covered comprehensively by the specialist HPE teacher, including dance preparations for the fete. Other than swimming lessons which were not conducted during PE, there were no added expenses for the school or students.

In Case Study Three school, none of the three teacher participants' classes had an exercise book for Health or Personal Development and in Case Study Two school only one of the three teacher participants' classes did not have an exercise book.

Table 4.5   Summary of Cross-Case Data Analysis Findings

School	HPE specialist	HPE specialist in-serviced in syllabus	Number of Classroom Teacher participants professionally developed in new syllabus	Clear knowledge of who is responsible for the different strands	No extra cost involved (paying other organizations to implement syllabus)	Number of Classroom Teacher participants who evidenced HPE in book	Whole School Program
Case Study One	No	No	1	✓	Extra Cost	1	No
Case Study Two	✓	✓	2	✓	✓	2	✓
Case Study Three	✓	No	2	No	Extra Cost	0	No

4.6.2.2   Integration of HPE with other Key Learning Areas

All teacher participants and the majority of students from all three Case Study schools agreed that there were strong connections between HPE and the Religious Education curriculum. The connections were made mainly through the Personal Development strand and also through the promotion of gospel values in the Physical Activity strand.

4.6.3 School Resources and Facilities

School resources and facilities available in each of the Case Study schools for HPE are summarized in the following Table 4.6:

Table 4.6   Comparison of Case Study School Resources and Facilities.

School	Facilities and Space	Sporting Equipment	Teaching Resources (books, kits, videos)
Case Study One	Good	Sufficient	Poor
Case Study Two	Poor	Good	Good
Case Study Three	Very Good	Very Good	Very Good

The summary was made by the researcher and was gauged through his ten years of teaching experience in five different BCE schools. When comparing Case Study schools' resources and facilities, Case Study Three school was the most generously resourced. Case Study Two school was disadvantaged by its lack of space, whereas Case Study One school showed evidence of depreciation in resources and facilities and the school lacked HPE resources for the Personal Development and Health strands of the syllabus.

4.6.4 Teachers' Perceptions of HPE Curriculum

4.6.4.1   Physical Activity Strand Coverage

Both Case Study One and Case Study Three schools did not use a Perceptual Motor Program for the early years. The teacher participants' perceptions of what should be focused on were quite general, stating that fine and gross motor skills needed to be developed. However, no teacher participant within Case Study One and Three schools elaborated on how this should or could be done when asked. In Case Study Two school, parents assisted in conducting a Perceptual Motor Program which developed the students' fundamental skills and movement patterns. The Case Study Two school teacher participants knew specifically how to achieve this

development, naming appropriate exercises and activities which they saw being covered. This further confirmed that the whole school program was being successfully implemented within this school.

In the middle and upper years the beliefs of all teacher participants from the three Case Study schools were similar in that they agreed that the middle years was a time for fine tuning fundamental skills and movements, for developing game strategies and learning team sport skills. While the HPE specialist from Case Study Three school, Naomi differentiated in her description of physical activities for the early, middle and upper years, the three lessons observed were developed inappropriately with the same soccer skills being taught to all age groups from Year One to Year Seven. In both Case Study One and Two schools, lessons taught were different and developmentally appropriate for particular year levels.

4.6.4.2   Students' Interest in HPE

In Case Study One school the teachers were aware that some students had little interest in physical activities. This trend grew as the students progressed through the school and was dominant in the upper years. This case was reinforced during the focus group interviews by the student participants. Observations revealed that the students who lacked interest in physical activities often demonstrated lack of competence in certain fundamental skills and movement patterns.

Case Study Two school's teacher participants believed that all students enjoyed HPE lessons including the 'non-sporty' children. This was verified by the student participants, a majority of whom named HPE as one of their favourite subjects.

Case Study Three school's teacher participants likewise believed that students had a high level of interest in HPE physical activity lessons, however not one student participant at that school identified HPE as their favourite subject. This was recognized as a concern by the early years' teacher, Alicia

who commented; "the kids I thought would be really interested weren't as interested as maybe I had thought" (CS3, I, Tp, p.4). Table 4.7 represents the students' and teachers' responses with regards to students' interest in the HPE KLA.

Table 4.7   Comparison of Case Study School Student Participants' Interest in HPE.

School	Teachers' perception of students interest levels in HPE	Number of students interviewed in each focus group	Number of Early Years student participants whose favourite subject was HPE		Number of Middle Years student participants whose favourite subject was HPE		Number of Upper Years student participants whose favourite subject was HPE		HPE specialist teacher
Case Study One	Medium	6	0	0%	2	33%	0	0%	No
Case Study Two	High	8	6	75%	3	37.5%	4	50%	Yes
Case Study Three	High	8	0	0%	0	0%	0	0%	Yes

4.6.4.3   Issues of Inclusion and HPE

Case Study One school teacher participants all agreed that 'encouragement' was the best way to include all students in HPE. Jody, the middle years' teacher mentioned that finding a physical activity that students are good at assists students to participate.

In Case Study Two school the teacher participants believed that inclusion was increased by beginning HPE in the early years and by making physical activities enjoyable for all. The Researcher achieved this by introducing "a varied and diverse range of sports and skills. So they [children] can find the sports [physical activities] that they enjoy and that best suit them." (CS2, I, Tp, p.16). Observations of physical activity lessons revealed that this could be achieved by creating several minor games that were played simultaneously so that all students were involved to maximum participation and were not put in situations where they were on centre stage for all to see unsuccessful attempts. Kim believed that all achievements, big or small need to be

recognized within the class and by allowing the "disinterested student to feel more valued and have a go, you are less likely to have a disinterested student" (CS2, I, Tp, p.4). The teachers also identified 'encouragement' as a technique for promoting inclusiveness. Lucy found that matching students with groups and partners of similar abilities increased students' opportunities for success.

Within Case Study Three school the classroom teacher participants were all unsure of how disinterested students were included in the HPE lesson as none of them had ever observed the lessons being taught by Naomi. Naomi believed that the key to inclusion was to never exclude: "I try to incorporate non-competitive games and to never repeat the same thing over and over again." (CS3, I, Tp, p.13). Observations of HPE physical activity lessons by the researcher did not find Naomi's stated approach being implemented.

4.6.4.4 Specialist HPE Teacher Expertise

Case Study One school teacher participants believed that they were not disadvantaged by not having a specialist HPE teacher. All three teacher participants believed, from their past experiences, that teachers detached themselves from all three strands when a specialist was employed.

Detachment from the key learning area was evident in the middle years at Case Study Two school, where Sean admitted that he doesn't always manage to fulfil his responsibilities for the HPE learning area. It was within Case Study Three school that detachment was strongly evidenced with Alicia acknowledging that the benefit of having a HPE specialist was that "it is just one less area I have to cover" (CS3, I, Tp, p.6) and Bianca also believed that the HPE specialist, Naomi, was responsible for teaching all three strands within the HPE syllabus.

All teacher participants in Case Study Two and Three schools believed that it was advantageous to have a HPE specialist teacher. Within Case Study Two school, the HPE specialist teacher, the Researcher, believed that there were

many benefits in employing a qualified and enthusiastic HPE specialist in the school. Case Study Two school teacher participants thought that by the school employing a HPE specialist teacher priority was given to the correct physical development of students enabling them to develop correct fundamental physical activity skills and movement patterns. Other benefits identified were that students receive specifically planned, developmentally appropriate learning experiences. In so doing, physical activity becomes a regular occurrence students experience regardless of where their class teacher's interests in physical activity lie. The HPE specialist can be a lead teacher in the purchasing and maintenance of equipment, in assisting with the organization of major sporting carnivals and events, and in assisting teachers with planning in the HPE learning area. As in Case Study Two school the HPE specialist teacher can also teach dances for fetes and provide for other physical learning experiences, saving the school added expenditure. Case Study Three school's teacher participants identified the benefits of having a HPE specialist teacher as expertise, enhancing the implementation of a variety of skills and provision of a safe learning environment.

In relation to the HPE specialist teacher's coordinating physical activities and sporting events, Case Study Three school's HPE specialist is provided 5.5 hours release time, equivalent to one full day per week. Case Study Two school's HPE specialist teacher is not provided with any release time and has the responsibility for teaching a Year Six class.

The only disadvantage listed by teachers from Case Study Two or Three schools was that they miss out on seeing the physical development of students in their classes as the HPE lesson provides them with their release time from teaching and hence from contact with their class. However, there is nothing preventing the teachers from observing their classes during HPE time and/or assisting with supervision of students during HPE activities.

4.6.4.5   Value of HPE Key Learning Area

All teacher participants from the three Case Study schools believed HPE was a valuable learning area. They commonly held the view that the children needed to begin HPE in the early years so as to develop healthy attitudes for a balanced lifestyle, an issue given impetus by increased obesity levels in Australian children and adults. The teacher participants believed that some children were disadvantaged by having teachers who lacked interest in physical activities and in the HPE learning area generally. Lucy from Case Study Two school linked this to teacher lack of familiarity with the syllabus documents, while Bianca from Case Study Three school considered it to be related to teacher detachment from the learning area in those schools that had a HPE specialist teacher on staff.

4.6.4.6   School HPE Strengths

Case Study One school teacher participants believed that as a result of having a school pool, swimming was a school strength. In Case Study Two school the range of skills and movements and the introduction of gender equitable sporting activities were considered school strengths. The teacher participants in Case Study Three school named the Health and Personal Development strands as school strengths, although there existed no consensus as to who was responsible for teaching these strands.

4.6.4.7   HPE: Areas Requiring Attention

Teacher participants from Case Study One school thought all areas in HPE could keep improving, and they specifically mentioned; skill development, teaching of Health and tuck shop food. In Case Study Two school the general teacher consensus was that they needed to develop a whole school program for the Health and Personal Development strands. Within Case Study Three school the teacher participants noted all three strands needed to improve; as well as the time given to physical activity, Personal Development within the early years and Health issues.

4.6.4.8   Promotion of Healthy Living

Case Study One and Three schools relied on outside organizations to promote healthy living. These were compulsory for students and came at an extra cost to the school or students and often could not be included in the curriculum because of the unpredictability of annual availability. Case Study Two school provided similar experiences to those provided by outside organizations through the specialist HPE teacher. In Case Study Two school these 'extra experiences' did not come at extra cost and were included in the curriculum so that all students were provided with worthwhile developmental experiences each year. Case Study Two school supplemented the HPE program by offering optional physical activities outside school hours, and these only sometimes came at a cost. All three Case Study school teacher participants claimed that Sun Safety and the 'No hat, No play' rules were imperative and were vigorously promoted if not always enforced in all three schools.

4.6.5 Students' Perceptions of HPE Curriculum

4.6.5.1   Student enjoyment in HPE

All student participants enjoyed HPE physical activity lessons in each Case Study school. The student participants reported that they enjoyed learning through movement more than sitting in the classroom. They thought that physical activities enhanced their enjoyment of learning within the classroom in other key learning areas through relieving stress, enhancing motivation and increasing concentration.

The students from Case Study Two school could specifically name physical activities, games and various skill development activities as being enjoyable, whereas Case Study One and Three school student participants named mainly the sports they had covered.

4.6.5.2   Student HPE Participation

All student participants in each Case Study school understood that it was the norm for every student to participate in HPE physical activity lessons unless there existed some legitimate reason not to.

4.6.5.3   Value of HPE

All student participants in each Case Study school valued HPE because they said it helped them to be active, to keep fit and strong and ultimately to be healthy. The student participants from Case Study Two and Three schools also believed that HPE physical activity reduced stress levels and developed self-esteem.

4.6.5.4   Promotion of Healthy Living

Case Study One school student participants associated the promotion of healthy living with being active and with the Life Education van visit in Term One. Case Study Three school student participants associated healthy living with wearing hats and by being reminded to replenish fluids, with visits from outside organizations such as Life Education and Dance Fever and with health lessons.

Case Study Two school student participants linked the promotion of healthy living with classroom health lessons, with school safety rules such as 'No hat, No play', with the availability of healthy food at the tuck shop, with organized lunch time sporting activities and with the Personal Development lessons taught by the school counsellor.

4.6.6 HPE-Physical Activity Strand, Researcher Lesson Observations

HPE lessons in Case Study One school were conducted by the respective class teachers. All lessons were well prepared and in some instances the teacher used palm cards to refer to while teaching. All students and teachers wore hats. One deficit feature Case Study One school HPE physical activity lessons was the lack of cues and explanations of the correct technique of various skills. While the students demonstrated competence in skipping, (the focus for the school throughout the Term as part of the Jump Rope For Heart program) many students displayed lack of experience in fundamental locomotor movements and ball skills, compared with students of similar ages in the other Case Study schools.

Case Study Two school's HPE physical activity lessons were all conducted by the HPE specialist, the Researcher. The lessons were developmentally appropriate and supplemented through utilizing parent helpers and partnerships formed with nearby sporting clubs. Cues, explanations, demonstrations and feedback to students were used in all lessons by the Researcher to provide students with knowledge of correct techniques for movement skills. Fun games were used during the lessons providing maximum participation and inclusiveness and therein promoted social justice. Hats were worn by the Researcher and the students and the majority of students had applied sunscreen. A first-aid kit, sunscreen and container of ice packs were on hand for each lesson.

All HPE physical activity lessons at Case Study Three school were conducted by the HPE specialist teacher, Naomi. These lessons were not developmentally appropriate as the same concepts and skills for soccer comprised the learning experiences in each lesson. The Year One students had major difficulties understanding the drill nature of the exercises. The soccer game that was played in each lesson required very few instructions on the teacher's behalf as the students had played many times before and thus

were familiar with the procedure. While the HPE specialist gave a demonstration of the kick 'pass' there were no cues used in any of the lessons. An ideology of elitism underpinned by performance pedagogy was present in these lessons as Naomi sent slow returning students from a game of 'Rats and Rabbits' on laps of the basketball court, regardless of their physical makeup or ability, as punishment. Many students participated in their observed lesson without wearing a hat and this issue was not addressed.

4.6.7 Summary of Cross Case Analysis

While some similarities could be drawn, the data findings varied in many ways across the three Case Study schools. Sport and physical activity had a long and proud history in all Case Study schools, which more recently had experienced a shift in paradigm. This shift towards an inclusive, socially just curriculum was evidenced in all three Case Study schools. The degree of shift related to students' interest; teacher participants' experience, knowledge and confidence within the HPE learning area; Case Study schools' facilities, equipment and space; Case Study school partnerships and services made within the community; whether or not the Case Study school had a HPE specialist teacher; and if the school had implemented a whole school program for the HPE key learning area. These relationships will be investigated further in Chapter Five: Discussion of the Findings.

CHAPTER FIVE
DISCUSSION OF FINDINGS

5.1 Introduction to the Discussion

The implementation of the syllabus in practice will be discussed through the specific research questions (cf. pp.12-14) which formed the structure of the data generating process.

5.2 How are teachers in these BCE schools implementing the HPE curriculum documents?

5.2.1 Were the Case Study schools working from School Curriculum Programs?

The degree of implementation of the HPE curriculum documents varied across the three Case Study schools. BCE implemented the syllabus using a whole school approach after the release of the HPE syllabus in 1999. It was anticipated by BCE that schools and teachers would be working from School Curriculum Programs based on the HPE syllabus by 2001. Whole School Curriculum Programs (WSCP) are a translation of current Queensland syllabuses specifically tailored to each BCE school community (BCE, 2003b). Data generated in the three Case Study schools suggests that at the time this research was conducted teachers in a sample of BCE schools were not working from School Curriculum Programs based on the 1999 outcome-based syllabus in HPE. Furthermore, Barry, Livingstone & Millar (2005) propose that WSCP within BCE schools are as elusive and rare as the Tasmanian Tiger.

This research study revealed that Case Study Two school was the only school implementing the HPE curriculum by means of a whole school curriculum

program. Furthermore, in Case Study Two, a partial curriculum program existed for only one of the three strands; Physical Activity. The whole school program had only been developed at the beginning of the 2004 school year and was designed by the newly-appointed HPE specialist teacher. Therefore, by the completion of the HPE curriculum documents implementation phase in 2001, it appears that not one of the Case Study schools was working from a school curriculum program for the HPE key learning area.

The data generated from this study clearly suggests that a WSCP for HPE is necessary. Within Case Study Two school a WSCP was developed for physical activities ensuring lessons were developmentally appropriate (Graham, et al., 1993). Quality learning experiences began in the early years with a Perceptual Motor Program where the students developed fundamental motor skills in a positively influencing environment (Espenschade & Eckert, 1980; Gallahue, 1989; Seefeldt, 1975; Singer, 1980, Walkley et al., 1993). Both teacher and student participants shared that there was a high level of enjoyment in lessons, thus increasing optimistic views about being physically active (Henderson, et al., 1999).

This inability of schools to design WSCPs for HPE suggests that in the complex process of curriculum change, many schools are working within the first level, surface level of Sparkes' model (cf. Figure 2.4, p.86). It also appears that the chances of schools developing WSCPs for HPE are diminishing for two reasons. First, the focus of OBE syllabus implementation has shifted to other KLAs. Also there is the issue of innovation overload (Fullan, 2001), since the implementation of the HPE syllabus BCE has implemented the Science, Studies of Society and Environment, The Arts, Technology, Languages other than English, Religious Education and more recently English and Mathematics. Syllabus policy construction and implementation was given a stringent timeline and it was decided to develop two Key Learning Area syllabuses per year (Dinan-Thompson, 2002). Therefore, there were unrealistic time expectations of OBE from the initial planning (Glover, 2001), which was partly the result of neo-corporatism (Glover, 2001; Lingard, 1991) involving elites determining key aspects of the

national Statement and Profile for HPE rather than people from within the educational sector developing them.

The second reason which diminishes the chances of HPE WSCPs being developed within BCE schools is that they are no longer a systemic requirement. BCE has redefined their philosophy of what a WSCP is, shifting to a more general 'big picture' model (Hill and Crevola), excluding individual KLA programs (Barry et al., 2005). Changing definitions and expectations mid-stream, or rather abandoning goals set, becomes confusing for schools. Clarity among complexity is a major problem in curriculum change (Fullan, 2001). It can only be assumed that BCE have made this shift in expectations so that they can achieve their planned Strategic Renewal Framework (2002-2006) and in particular the first priority:

> 1. Enhance and resource a curriculum in which teaching and learning in BCE schools establishes improved student learning outcomes (BCE, 2005f, p.7).

This priority is as general as the BCE redefined and newly adopted Hill and Crevola WSCP 'big picture' model itself. This framework effectively reduces the much awaited support that HPE received with the development of the 1999 syllabus. This new 'big picture' WSCP groups key learning areas together, encouraging a return to the squeeze on subjects such as physical education (Swabey, et al., 1998) and priority given to literacy and numeracy as promoted and supported by the Commonwealth (Dinan-Thompson, 1998; Thompson & Gitlin, 1995).

5.2.2 Who is responsible for teaching each of the three different HPE syllabus strands?

Teaching responsibilities for the three HPE syllabus strands varied across the three Case Study schools depending upon whether or not they had a HPE specialist teacher on staff and the experience of the HPE specialist teacher.

In Case Study One school there was no HPE specialist and the teachers were responsible for the teaching of all three strands of the P-10 HPE syllabus: Personal Development, Health and Physical Activity. However, only one of the three classroom teacher participants could show evidence of Health and Personal Development being recorded as taught from students' exercise books. As well, teacher participants from Case Study One school acknowledged that Health and Personal Development were often taught only incidentally.

Responsibility for teaching the HPE curriculum within Case Study Two school was shared among the HPE specialist and the classroom teachers. It was common knowledge among the teacher participants that the HPE specialist, the Researcher was responsible for the teaching and reporting of the Physical Activity strand. While the Researcher did connect the Personal Development and Health strands during Physical Activity lessons, the teaching and reporting responsibility for the former two strands belonged to the classroom teachers. While all teacher participants knew of this arrangement, only two of the three teacher participants evidenced this teaching in students' Health and Personal Development exercise books.

In Case Study Three school it was not known who was responsible for the teaching of the three strands. Two of the three teacher participants believed it was the HPE specialist teacher's responsibility, whereas Naomi, the HPE specialist teacher believed she was only responsible for the Physical Activity strand. Not one teacher participant evidenced teaching of Health and Personal Development in student exercise books and further confusion was created because of the lack of a whole school curriculum program. Only two teacher participants of the four had been in-serviced on the HPE syllabus documents. Naomi, the HPE specialist had not been in-serviced herself and yet she was the only full-time HPE specialist employed within one of the three BCE Case Study schools.

The implementation of three strands clearly was an issue within all schools. On examination of the 'Interactive factors affecting implementation' (Fullan,

2001) (cf. Figure 2.3, p.82) this implementation inadequacy appears to be due to a number of factors. As discussed earlier a problem has emerged with clarity and complexity during implementation. While no stakeholders ever really doubted the complexity of shifting paradigms from content based to OBE, within this study it does not appear that the strategies employed by BCE have been successful in clearly stating expectations/challenges, nor have they seemed to have reached school principals or classrooms. Datnow and Stringfield (2000) found that a lack of strong, clear district support negatively impacted implementation, as evident in Case Study One and Two schools.

Within BCE the HPE syllabus implementation responsibilities were spread across the Archdiocese by using the network of lead teachers.   This increased demands on particular HPE teachers many of whom were already burdened with extra tasks in schools, such as sport coordination. This study revealed the HPE specialist to be a lead teacher in the purchasing and maintenance of equipment, in assisting with the organization of major sporting carnivals and events, and in assisting teachers with planning in the HPE learning area, as well as their obvious teaching role, which in Case Study Two school involved the dynamics of both classroom and HPE teacher. Schools work effectively when there are quality teachers and their accomplishments are rewarded (Fullan, 2001), however data failed to identify any rewards for teacher accomplishments in relation to HPE and sports coordination. In all case studies it appeared to be an extra workload with no rewards other than student satisfaction. Furthermore, within the case studies there was an unequal allocation of HPE teacher release time for the sports coordination role. This inequality within the system occurs without detection as since 2001 there has been no systemic HPE consultant to monitor or support HPE teaching within schools.

Case Study Two school appeared to have been the most successful school in implementing all three strands, mainly due to their experienced HPE specialist. While this indicated change within one school, without the support of BCE, systemic change will not happen (Fullan, 2001) as data generated from Case Study One and Three schools exemplifies.

It is the school principal and administrative team who are responsible for leading change in BCE schools and who are gate-keepers for allowing change to occur within schools (Fullan, 2001). This was not evidenced within any of the three case study schools for the HPE key learning area. Furthermore, principals are often not prepared for this role (Fullan, 2001). It is axiomatic that principals require curriculum development, implementation and monitoring knowledge to fulfill their role competently. However, the only preparation requirement for a principal or administrative leader within a BCE school is post-graduate tertiary qualifications in Religion, assuming that this determines deeper faith development, religious practice and leadership qualities.

The final factor affecting implementation is the teacher. Few reforms actually make it into classroom lessons (Cuban, 1990) as data generated in this study suggests. One reason for this may be due to staff turnover, another is due to the lack of HPE professional development. Many teacher participants (five out of eleven) had not received any training or in-servicing in the HPE curriculum materials, including teachers in the role of HPE specialist and new graduating teachers. Again, from the data generated it appears that many schools are working within the first surface level of Sparkes' curriculum change model (cf. Figure 2.4, p.86).

5.2.3 Are teachers knowledgeable and informed about the HPE 1999 syllabus?

All experienced teacher participants in this study who had been employed during the release of the 1999 syllabus were in-serviced and possessed a general understanding of the HPE syllabus documents. However, teacher participants who had begun teaching in the BCE system since the conclusion of the implementation period in 2001 were not as familiar with the syllabus and indicated that they lacked confidence implementing it. This lack of

confidence and knowledge appears to relate to inadequate HPE teacher preparation and qualifications (Morgan & Bourke, 2005).

The teacher participants included: Kate (3 years in BCE) and Jody (1 year in BCE) from Case Study One school; Lucy (2 years teaching experience) from Case Study Two school; and Alicia (3 years teaching experience) and Naomi the HPE specialist (2 years teaching experience) from Case Study Three school. Therefore, of the three Case Study schools two employed a HPE specialist teacher, only one of whom had been in-serviced in the HPE 1999 syllabus.

Since the end of 2001 there have no longer been any HPE Education Officers employed by BCE nor has there been any professional development within this key learning area, which helps explain why new teachers entering the BCE schooling system lack knowledge in and familiarity with the HPE 1999 documents.

Another interesting finding was the limited exposure to and familiarity that graduating teacher participants had received about the HPE curriculum documents during their teacher preparation. Alicia, the Early Years' teacher from Case Study Three school, has had no professional development in the HPE learning area and graduated from University without studying a HPE unit. It is recommended that pre-service primary school teacher education include mandatory units in HPE (Webster, 2001). Lucy, the Upper Years' teacher from Case Study Two school declared that at University she had only studied health and hence did not feel very confident in using the syllabus.

Also Naomi, the HPE specialist from Case Study Three school's experience of the HPE syllabus occurred during her only HPE unit completed as part of her Masters degree studies. Naomi indicated that she could be more familiar with the HPE syllabus: "I've had nothing to compare to it in the sense of any other syllabus, so this is the first one I've actually used." (cf. Ch. 4, p.190). It does appear ironic that a teacher with an Honours degree in HPE in Canada was never introduced to another HPE syllabus.

This study supports Treanor & Housner's (1998) finding that generalist teachers are not adequately prepared for HPE teaching, which becomes a major concern when generalist teachers are employed as HPE specialists. Furthermore, when generalist teachers are unable to provide a meaningful HPE program, the community questions the necessity of HPE in the curriculum (Hickey, 1992). At the end of the BCE implementation period (2001) there may have been an appearance of change on the surface (Sparkes, 1991), however, the lack of syllabus familiarity demonstrated by beginning teachers raises some doubt about the possibility of the long term deep implementation success. Ongoing consultancy support is required during and after the implementation process (Webster, 2001), however in BCE was not available.

If new teachers to the BCE system are not being educated about the HPE syllabus and the socio-cultural approach it promotes, then they will be unaware of the existence of critical socially just pedagogies (Tinning, 2004) and the social justice principles that underpin the syllabus. Thus, they are unable to use new skills, teaching approaches, styles and strategies or pedagogies that are required to work in the second level of Sparkes' curriculum change model (cf. Figure 2.4, p.86). This reinforces the assumption that many schools and teachers are working in level one, only allowing for surface change.

This was demonstrated by the HPE specialist teacher in Case Study Three school, Naomi, who was using physical activity as a punishment for those students who were less able at physical activities. Such outmoded teaching practices exemplify ideologies of elitism and individualism and are associated with traditional performance pedagogy (Tinning, 2004). Teachers need to be eclectic, choosing the most appropriate pedagogy for each learning experience (Tinning, 1999). Therefore, they need to be aware of the various teaching pedagogies within HPE and when it is most appropriate to choose particular ones.

Student and teacher participants from Case Study Two school shared insights that supported an understanding and use of social critical pedagogies, which were verified during lesson observations. Furthermore, choice of appropriate pedagogy was directly related to the high student enjoyment and interest in physical activities. This would suggest that Case Study Two school was working in level two of Sparkes' curriculum change model (cf. Figure 2.4, p.86), however this is due to the HPE specialist teacher's model lessons and positive influence. While not all teacher participants would be working in level two it is fair to suggest that the HPE specialist teacher is successfully working in level three, which is related to his training, qualifications and experience in the HPE field. Level three is where there is a change in beliefs, values, ideologies and understandings about teaching practices.

5.2.4 Is a specialist HPE teacher providing the Physical Activity lessons?

Classroom teachers are often not adequately prepared for the job of teaching HPE (Treanor & Housner, 1998) and certain areas of HPE Physical Activity receive minimal attention due to the limited expertise of teachers (Webster, 2001). This was supported by the data of the three teacher participants in Case Study One school, only one, the sports coordinator, had been in-serviced about the 1999 HPE syllabus documents. One teacher was not very familiar with the documents and another saw it for the first time when shown it during the interview by the researcher. None of these teacher participants had completed any specialist HPE training and yet they were all responsible for the delivery of the HPE curriculum, including the Physical Activity strand. What this data reveals goes against a major recommendation of the Senate Inquiry held in 1992, the most significant review of physical education (Kirk, 1998) that all physical education programs in primary schools be conducted by qualified physical education teachers (Commonwealth of Australia, 1992).

Within Case Study Two school the HPE specialist teacher, the Researcher, had completed a Masters degree in Education- Physical Education and

Health, used a variety of appropriate pedagogies and influenced deeper curriculum change. Therefore, data generated within this study implies that it is advantageous for schools to employ qualified HPE specialist teachers.

In Case Study Three school the HPE specialist teacher, Naomi had studied one HPE unit during her Masters in Teaching (Primary) degree. Naomi stated that during her undergraduate course in Canada she completed Honours in Physical Education at Brock University, St. Catherine's, Ontario within four years. It is unusual for someone to study Honours and then a Masters degree in Education as they are very similar degrees. Naomi did not evidence knowledge of such qualifications during the three lesson observations or during her semi-structured interview. Brock University confirmed that what Naomi claimed to have done is arbitrary:

> Your program (Concurrent BPhys Ed-Honours) is a five year program. You can do your thesis, but it would have to be something relating to Phys Ed. Also, doing the program in four years would probably mean that a student did not do their honours. (Post, Personal communication, December 2, 2004).

This raises questions over the employment of specialist HPE teachers within BCE schools. Literature suggests that it is not uncommon for people to exaggerate qualifications and experiences, especially on resumes (Patterson, 2004).

Alicia, the early years' teacher from Case Study Three school verified that HPE specialist teachers are employed and yet have no training within the field; "She [Early Childhood lecturer] said 'listen you're missing out on this [HPE] because you're doing Early Childhood, I'll just quickly run through it just in case you get a HPE job, because it is possible.'" (cf. Ch. 4, p.182). There is no accreditation or formal training in physical or sport education required as a condition of employment for graduating primary school teachers in Australia (Moore, 1994). However, it seems that one of the few schools in BCE to employ a full-time HPE specialist employed someone with limited knowledge of the HPE syllabus and with questionable qualifications. According to the Researcher, the HPE specialist at Case Study Two school, it is not

uncommon practice in Brisbane Catholic Education schools to employ non-specialized classroom teachers as Health and Physical Education specialists; "Teachers with very little or no training/experience are often appointed to the HPE specialist role simply as a matter of convenience for the administration of those schools." (CS2, I, Tp, p.5). This was confirmed during the study, as the researcher was unable to identify other schools of a similar size to Case Study Two school with employed HPE specialist teachers. Therefore, it seems one of the problem issues that the Senate Inquiry identified is still occurring in contemporary education.

Responsibility for employing qualified HPE specialist teachers lies with school principals within BCE. At present it appears that some principals and teachers prioritise HPE as a convenient alternative for providing teacher release time. In the absence of BCE systemic support, the HPE KLA requires greater impetus from principals to balance interactive factors and thus enable effective implementation (cf. Figure 2.4, p. 82).

Data generated suggests that principals need to be aware of the vital role schools play in the promotion and development of physical activity (Moore, 1994), the benefits of quality HPE programs in schools, the importance of employing qualified specialist teachers, and correct and just methods necessary for advertising and appointing to these positions.

5.2.5 How much time is allocated to the HPE Key Learning Area?

Time allocated to HPE varied among the Case Study schools, however most classroom teacher participants mentioned difficulties in finding time for the teaching of all three HPE strands within the crowded curriculum, which was a declining factor to the quality of HPE, contributing to the previous crisis (Swabey et al., 1998). Time and resources need to be equitably provided to schools during the implementation process (Hall, 1992).

In Case Study One school, where the classroom teachers were responsible for the implementation of all HPE strands, it was the Physical Activity strand that clearly was given most time. However, in comparison to the other two Case Study schools with specialist HPE teachers, not as much time was allocated to quality Physical Activity lessons. Taking into consideration that Health and Personal Development were often integrated with Religious Education and other KLAs, it appeared that the middle and upper years' students were receiving the recommended 1.5 hours of HPE per week with the majority of the time being used for physical activities and sport. The students in the lower years were not being allocated 1.5 hours for the HPE key learning area.

Case Study Two school classes received one forty minute HPE Physical Activity lesson each week, conducted by the HPE specialist, the Researcher. Classes often followed the HPE lesson with another physical activity class later in the week or sport. However, the teacher participants ranged in their ability to deliver Health and Personal Development lessons. Kim, the early years' teacher allocated forty-five minutes a week and Lucy allocated time sporadically, expressing difficulty in meeting the recommended time requirements. Sean admitted that he didn't always manage to meet his HPE classroom responsibilities and his students identified HPE as being only the Physical Activity strand.

The teacher participants in Case Study Three school only incidentally taught the Health and Personal Development strands because they allocated no time to these areas during the school week. The HPE specialist teacher taught the students from Pre-school to Year Five for one hour each week and the students from Years Six and Seven for half an hour each week. These lessons were predominantly from the Physical Activity strand and when it rained Naomi would cover Health. The middle and upper years' teacher participants would supplement the HPE specialist lesson most weeks with a sports lesson. Thus students were receiving the recommended time of 1.5 hours per week, but were only covering one of the three strands within the syllabus.

Data generated from the three BCE Case Study schools suggests that the Physical Activity strand is the only strand that is consistently and purposefully allocated sufficient time often to the detriment of the Health and Personal Development strands. Furthermore, schools with a specialist HPE teacher were guaranteed weekly physical activity lessons and the school with a WSCP for HPE appeared to utilise their time most effectively. This suggests that all Case Study schools need to have HPE WSCPs for all three strands of the syllabus, enabling clarity throughout all year levels of concepts to be covered and student progress to be measured.

As part of the Australian Federal Government's program *Building a Healthy, Active Australia* schools are required to justify a minimum of two hours physical activity a week in primary and junior secondary schools to receive any of the allocated $116 million dollar funding. This program evidences support from the government, an interactive factor positively affecting the implementation process (cf. Figure 2.3, p.82). It is acknowledged that many schools are not presently providing at least two hours (Howard, 2004) and this is supported by the data generated within the three BCE Case Study schools. However, the data also suggests that it is not only the amount of time afforded the KLA, but rather the quality of lessons. Therefore, it may be suggested that the government funds would be better spent on continuation of the syllabus implementation within education systems, enabling deep curriculum change and increasing quality lessons.

5.2.6 How was healthy living promoted within schools?

Case Study One and Three schools both relied on visits from government and non-government sporting organizations to promote healthy living and fulfil the requirements of the HPE curriculum. Both Case Study schools One and Three used Jump Rope For Heart, Dance Fever, the Health Education van and outside Swimming instructors as part of the HPE curriculum. Case Study One school also used Coach Approach. Such programs evidence support

from the government and other external factors, interactive factors positively affecting the implementation process (cf. Figure 2.3, p.82). As such associations were only sporadically available, gaps occurred within the school's annual HPE program, consequently effecting students' developmental HPE education. Schools need to be careful to use such organizations only as extensions to the curriculum and not as a substitute for it (Emmel, 2004), as occurred in some schools in the past with the Aussie Sport education program (Moore, 1994; Tinning, 1994). Case Study One and Three schools will still need to promote and teach healthy living when such sporting organizations are no longer available, another reason for developing WSCP for HPE within BCE schools. Questions may be asked about the necessity for and justice of students paying additional fees towards their HPE education and promotion of healthy living when they have a HPE specialist who can provide similar learning experiences at no extra cost.

In Case Study Two school the HPE specialist, the Researcher, created all HPE Physical Activity learning experiences, including dance, at no cost to students. At Case Study Two school, swimming was the only physical activity that required paid instructors due to the legal requirements for a low ratio of students to instructors and the timetable clash between time of swimming lessons and HPE Physical Activity lessons. As well, Case Study Two school student participants offered positive feedback about the dance unit and the fete dance performance. Case Study Three school's student participants' comments about Dance Fever were mixed with lack of interest in the experience being voiced strongly by some. Case Study Two school's student focus groups revealed more interest in physical activities than those of Case Study Three school, even though they were selected using the same method; 'Maximum variation representation' (Glaser & Strauss, 1967) and both had specialist HPE teachers. Furthermore, Case Study Two school utilized government and non-government organizations for the promotion of healthy living by offering them as an extension and supplement to the school HPE curriculum, outside school hours. Examples of these activities were the AFL Auskick program and the 'Walk to school' program, the latter run in conjunction with Queensland University of Technology (QUT).

Healthy living was also promoted through sun safety in all schools, but was only observed being enforced in Case Study One and Two schools. Case Study Two school also promoted healthy living through classroom health lessons, provision of healthy alternatives in the school tuckshop, organized lunch time sporting activities and supplementary Personal Development classes run by the school counsellor.

There were many Healthist ideological connections made between fitness, obesity and physical activity within each Case Study school, by both teacher and student participants. The HPE specialist teacher in Case Study Two school who was well informed about existing HPE discourses and ideologies, considered purchasing pedometers for school use. Pedometers are a modern symbol for Healthism, representing the link between physical activity and calories burned. There appears to be a dominance of Healthism in all Case Study schools, which according to Gard and Wright (2001; 2005) is of major concern, threatening to take the pleasure out of physical activities and construct anxieties about the body. Teachers and students are greatly influenced by the media and thus need to be educated about the existence of such ideologies in the hidden curriculum, as well as the successful use of social critical pedagogies. This further accentuates the necessity for deep curriculum change.

5.2.7 Are the Physical Activity HPE lessons quality lessons?

Of the three Case Study schools it appears that only Case Study Two school was implementing quality physical activity lessons on a regular basis. Only Case Study Two school had a whole school curriculum program which was developmentally appropriate and progressive, enabling immediate and lifelong benefits (Graham, et al., 1998). Only Case Study Two school implemented a Perceptual Motor Program in the early years of the school which developed the locomotor skills of walking, running, hopping, vertical jumping, horizontal jumping, galloping, sliding, skipping, and leaping, and the manipulative skills

of throwing, catching, dribbling, striking, kicking and punting balls (Olrich, 2002). Children do not acquire fundamental movement skills naturally, rather they need to be provided with quality learning experiences to enable development (Doorn, 1999). Research suggests that the best time for children to learn and refine their motor skills is in the early years of school (Branta et al., 1984; Commonwealth of Australia, 1992; Espenschade & Eckert, 1980). BCE have planned to introduce a Prep year in 2007 and therefore the presence of quality physical activities in the early years of all schools needs to be a significant focus area.

Only Case Study Two school lessons observed by the researcher actually confirmed the teacher participants' shared insights and evidenced their understanding of the socio-cultural approach, embedded in the 1999 HPE syllabus. This was evidenced through the promotion of social justice and equity principles, where the HPE specialist teacher structured and taught inclusive lessons which acknowledged student diversity and skill levels and created supportive learning environments (QSCC, 1999a). Such learning environments were created through the use of eclectic pedagogies. At times a traditional dominant science pedagogy (Tinning, 2004) was evidenced with emphasis placed on correct skills and movement techniques. This was achieved through demonstrations, cues, explanations and by providing feedback to students. At other times critical socially just pedagogies (Tinning, 2004) were evidenced in a diverse range of sports and skills covered and implemented using several minor games simultaneously, enabling students maximum participation and involvement.

While such teaching practices and verification of shared beliefs placed Case Study Two school in level two and three of Sparkes' curriculum change model (cf. Figure 2.4, p.86), data generated only indicated deeper implementation understandings by the HPE specialist. It can not be assumed that the Case Study Two school teacher participants were using pedagogies that would place them in level two. In this study it is clear that qualified specialist HPE teachers positively influence the implementation of the school's curriculum, however this situation is not always in the best interest of the school, for when

the HPE teacher moves on to administration or to another school they often take the knowledge of deep curriculum implementation with them (Taggart, et al., 1995).

Furthermore, only Case Study Two school employed a HPE specialist teacher with qualifications in the HPE learning area, who had extensive knowledge of the HPE syllabus and demonstrated an awareness of the various pedagogies needed to deliver quality HPE lessons (Tinning, 2004). This was endorsed by Case Study Two school student participants who said that they enjoyed HPE Physical Activity and found it fun. Thirteen of twenty-four student participants named HPE as their favourite school learning area at Case Study Two school. There were only two student participants from Case Study One school and not one from Case Study Three school who expressed such positive sentiments about the HPE key learning area (cf. Table 4.7, p.216).

It can be argued that Groome's eight Catholic qualities (2002) are evident in the HPE learning area and are consonant with Catholic religious education documentation. However, if schools are only working within level one of Sparkes' curriculum change model (cf. Figure 2.4, p.86) as all Case Study schools appear to be, then the potential for developing the eight distinctive Catholic qualities (cf. p.24) in schools diminishes. This is because teachers lack the necessary pedagogical knowledge and ideological understanding (level two and three) to implement the social cultural approach appropriately, along with social justice principles that underpin the HPE syllabus. This was a weakness found by Glover (2001) in a study investigating the construction of the Statement and Profile: Pedagogical underpinnings of new curriculum need to be explicit, or else teachers will recontextualise the voice within the frames of established pedagogies. Hence, where PE is poorly or insensitively taught, it is more likely to have a negative influence than a positive one (Tinning, McDonald, Wright, & Hickey, 2001).

Desired social objectives are not a natural product of involvement in PE as it is usually taught, rather they need to be actively taught and consciously planned (Tinning, 1986). This is essential for increasing awareness of the

potential connectedness between physical activity and spirituality. Ultimately, the failure to deliver quality HPE lessons would result in downsizing the potential of the faith formation dimension of the Religious Education syllabus in Catholic schools (BCE, 2003a).

5.3 What readily accessible resources do BCE schools have to assist with the implementation of Health and Physical Education?

To be able to implement a socially just curriculum where activities can be conducted using a critical pedagogy, classes require sufficient equipment and facilities. It was a recommendation of the Senate Inquiry that funding for HPE be comparable with other key learning areas (Commonwealth of Australia, 1992).

Case Study One school had good facilities, space and sufficient sporting equipment for the number of students enrolled, however facilities showed evidence of neglect over the three month period of the researcher's visits. No one within the school community seemed to take responsibility for the facilities. There was an obvious lack of teaching resources for the HPE learning area, and the very few resources that the school housed in the staff room were outdated and appeared rarely used. This was not the scenario within the other two Case Study schools. The situation of only minimal quality HPE teaching resources in Case Study One school may well be attributable to the fact that the school did not have a HPE specialist teacher. Case Study One school did involve parents during training for the upper school interschool sports.

Case Study Two school severely lacked grassed areas and space, with the result that students had to have a split play time, allowing them just thirty minutes of play each school day. Their sporting equipment was in good order and supply, as too were their teaching resources which were held in the

school library. To overcome the disadvantage of having a lack of space, Case Study Two school had developed partnerships and services as per the Health Promoting Schools Model (cf. Figure 2.5, p.96)(Australian Health Promoting Schools Association, 1996). Case Study Two school had formed a strong partnership with the local Junior Rugby club, located approximately 400 metres from the school. The upper school (Years Four–Seven) walked down to the rugby club most Tuesdays and Thursdays during their first and major break, because there they have more room to play various sports. The school used the rugby field for most Physical Education lessons for the students from Years Three to Seven, depending on the sporting facilities required for particular physical activity skills. The rugby park was also used for the AFL Auskick program that was conducted after school hours. The HPE program in Case Study Two school also used approximately twenty-five parent helpers for the Years One and Two Perceptual Motor Program. The HPS model endorses the implementation of Health Education beyond the boundaries of the classroom (Queensland Government, 2003c) and promotes the school/parent partnership in the development of children's activity levels (Medland & Taggart, 1993). Ultimately the school/parent partnership further educates parents about the need for children to participate in physical activities as the parents have the primary responsibilities for instilling good health habits (Howard, 2004). Using parent helpers in the Perceptual Motor Program also models for the children their parents being involved in physical activities (Saltmarsh, 2001).

Case Study Three school had ample facilities and space, a wide range of sporting equipment and teaching resources. The school was located beside a large basketball stadium, however no partnerships had been formed or maintained between the two. There was a distinct lack of parent participation during organised physical activities in comparison to Case Study Two.

Another surprising factor was that the HPE teacher from Case Study Three school, Naomi, was allocated one full school day as release time to co-ordinate the school's HPE and sporting events. On the other hand, the HPE specialist teacher from Case Study Two school, the Researcher, was

allocated no release time for HPE. He was also the sports coordinator, HPE specialist for two full days and in addition had responsibility for teaching a Year Six class for the other three days a week. This highlights one of the implementation challenges identified by BCE and in particular interrogates BCE's commitment to social justice as a Catholic employer. BCE specifically aimed to eliminate unequal opportunities, inappropriate structures and to ensure just use of resources (BCE, 1998) during the implementation process. However, as evidenced by the variations in teaching resources, equipment, facilities and HPE specialist teacher release time to co-ordinate HPE and sporting events in a school, this has clearly not been achieved equitably across the three BCE Case Study schools.

5.4 What are teachers' perceptions with regard to the HPE Key Learning Area?

5.4.1 What physical activities are most important?

All teacher participants shared an understanding of what the HPE Physical Activity strand should generally be focusing on in the early, middle and upper years. However, the teacher participants from Case Study One and Three schools could not elaborate further how this should or could be achieved, indicating that their schools are only experiencing surface change, working in level one of the curriculum change model (cf. Figure 2.4, p.86).

In Case Study Two school the teacher participants knew specifically how to achieve appropriate development, naming exercises and activities which they saw first-hand being taught during HPE Physical Activity lessons by the HPE specialist teacher. As a result, all teacher participants knew what should be done, however data did not reveal that they had developed the skills and pedagogical knowledge to implement the same experiences. Therefore, data suggests that teacher participants in Case Study Two are beginning to work in level two of Sparkes' model. It appears that Case Study Two is more

advanced in their HPE curriculum change because of their well informed and competent HPE specialist teacher who shows evidence of working in level three (cf. Figure 2.4, p.86).

In Case Study One and Three schools, teacher participants appeared to lack the pedagogical knowledge of how appropriate development should be achieved, indicating that they did not fully understand that the new HPE syllabus adopted a socio-cultural approach to teaching underpinned by social justice principles.

5.4.2 How are disinterested students catered for?

The teacher participants from Case Study One school all thought that encouragement was the best way to include all students in HPE. The middle years' teacher participant also mentioned that finding a physical activity that students were good at helps. The teacher participants from Case Study Three school were all unsure how disinterested students might be included as none of them had observed the lessons being taught by the HPE specialist teacher, Naomi. Naomi stated; "I try to incorporate non-competitive games and to never repeat the same thing over and over again" (cf. Ch. 4, p.199), however, observations of the three HPE Physical Activity lessons taught by Naomi revealed this not to be the case, in fact quite the contrary.

However, in Case Study Two school the teachers felt that they promoted inclusion by, beginning in the early years and making the physical activities enjoyable for all. This was achieved by covering a diverse range of sports and skills and by using minor games to maximize student participation and increase opportunities for students to experience success. As well, efforts were made to ensure struggling students were not on show in front of others, a situation that could possibly make such students uncomfortable.

Case Study Two school and more specifically their HPE specialist manifested a deep understanding of inclusiveness, by "assigning open-ended tasks that

allow kids to progress as far as they can individually and modifying traditional team sports so that teams are much smaller and everyone gets more opportunities to practise skills" (Boss, 2000, p.4). By so doing, the teacher participants in Case Study Two school displayed an understanding of the socio-cultural approach to HPE teaching that is underpinned by social justice principles of equity, diversity and supportive environments. "These principles underpin the syllabus and guide curriculum design and delivery; they are embraced in the tenets of an inclusive curriculum which seeks to maximize educational opportunities for all students." (QSCC, 1999c, p.1).

5.4.3 How interested are students in HPE Physical Activity?

In Case Study One school teachers were quite aware that some students had little interest in physical activities. This trend of waning interest in HPE grew as the students progressed through the school and was dominant in the upper years. Case Study Two school's teacher participants believed that all students enjoyed HPE lessons, including the 'non-sporty' children. Case Study Three school's teacher participants also believed that the students had a high interest in HPE physical activity lessons, however, Alicia, the early years teacher questioned the teacher participants' assumptions after perusing the students' questionnaire responses: "the kids I thought would be really interested weren't as interested as maybe I had thought" (cf. Ch. 4, p.216). Therefore, there appears to be a direct correlation between having a qualified HPE specialist, a school HPE WSCP and syllabus implementation enabling a positive and effective learning experience.

5.4.4 How do teachers view HPE?

In Case Study Two and Three schools the HPE specialists' Physical Activity lessons provided release time for classroom teachers. The third enterprise bargaining agreement (EB3) entitled Catholic primary classroom teachers to 120 minutes of teacher release time per week (Catholic Education Employing Authorities in Queensland, 2000). It seemed a popular choice for many

schools to employ a HPE specialist teacher so that both demands, the implementation of the 1999 HPE syllabus and the provision of 120 minutes of teacher release time, could be met.

The teacher participants from Case Study Three school were unsure as to how disinterested students were included in the HPE lesson. Although it was the HPE specialist teacher's second year in the school, it appears that one of Naomi's priority roles was to provide the teacher's release time.

Case Study One school does not have a HPE specialist teacher and yet teacher participants still related one major role of the HPE specialist teacher as generalist teacher release time. As evidenced by Jody in the Middle years; "I prefer not to have a HPE specialist, I'd rather be a jack-of-all-trades and pick it up myself. I'd prefer to have something else as release time." (cf. Ch. 4, p.154). While teachers may perceive HPE as an integral part of children's education it does appear that at times it may be afforded priority as providing teacher release time, which may diminish the key learning area's importance. In many instances, teachers perceive physical education as a release from classroom activities rather than an integral aspect of a children's education (Clarke, 2000; Medland & Taggart, 1993).

All teacher participants believed HPE, and in particular physical activities, to be a very important learning area. Teacher participants also thought that some children were disadvantaged by having teachers who were not interested in physical activities nor in the HPE learning area in general. This was linked by the teacher participants themselves to a lack of understanding of the syllabus documents and to a sense of detachment from the HPE learning area because of the presence within schools of a HPE specialist teacher.

Sean's middle years' class was the only participating class in Case Study Two school not to evidence students' Health and Personal Development work in an exercise book. Sean acknowledged that HPE classroom teaching suffered because; "not being my preferred KLA I mightn't put as much time into trying

to find a depth and a breadth of activities that kids can do" (cf. Ch. 4. p.167).
Within Case Study One school, two teacher participants did not evidence
students' HPE work in an exercise book and within Case Study Three school
no teacher participants evidenced students' work for HPE in a dedicated HPE
exercise book. It appears that there are many teachers, like Sean, who allow
the HPE strands of Health and Personal Development to languish and as a
consequence the HPE learning area is being devalued by many classroom
teachers, a finding supported by Hickey (1992). "Teaching ideologies are
often affected by teachers' perceptions of their prior experiences in sport and
physical activity." (Morgan et al., 2001, p.2). This raises the question of
whether or not classroom teachers have adequate comprehension of the
social justice principles that underpin the HPE syllabus and the inclusiveness
it enables HPE learning experiences to offer. For many non-specialist
teachers prior HPE experiences may be negative which they then replicate in
their own classrooms (Downey, 1979). This gives the 1999 Queensland HPE
syllabus even more significance and impetus for just and thorough
implementation.

5.4.5 Are HPE specialists necessary in the primary school?

The teacher participants from Case Study One school believed that they were
not disadvantaged by not having a HPE specialist teacher in their school.
One possible reason for this belief may be that Physical Education in the
primary school curriculum has been increasingly devalued as a result of the
inability of generalist teachers to deliver a meaningful physical education
program (Hickey, 1992).

The research data from this study suggests that Case Study One school was
disadvantaged compared to the other two Case Study schools. Case Study
One school did not have a whole school program, the teacher participants
experienced problems with losing equipment, facilities showed signs of
deterioration, there were insufficient resources for teaching the Health and
Personal Development strands of the HPE syllabus, there was a problem

within the teacher participants' classes covering the three strands of the syllabus, observed lessons lacked quality instructions and the students generally displayed lower levels of locomotor and manipulative skills.

All teacher participants within Case Study Two and Three schools believed that it was advantageous to have a HPE specialist teacher. Case Study Two school teacher participants found it beneficial to have a specialist teacher who was qualified and enthusiastic. The teacher participants suggested that having a HPE specialist teacher portrayed the school as prioritizing physical development of children, through lessons that were developmentally appropriate, diverse and safe. With a HPE specialist teacher physical activity occurs regularly and students are not disadvantaged as much from having a classroom teacher disinterested in HPE. The HPE specialist can often be a lead teacher in organizing and maintaining equipment, and assisting with the organization of major sporting carnivals and events. The HPE specialist can also assist teachers with planning in the HPE learning area and teaching physical learning experiences such as dance.

In this study it appears that the school with a qualified HPE specialist, Case Study Two school, implemented a quality HPE program. This was a recommendation in the report by the Senate Standing Committee on Environment, Recreation and the Arts (Commonwealth of Australia, 1992). For when children have a HPE specialist teacher for HPE Physical Activity they perform significantly better on fundamental motor skills than students who received supervised activity time only (Kelly, et al., 1989).

5.4.6 What other Key Learning Areas does HPE integrate successfully with?

Within Catholic education, the HPE learning area is strongly connected to the Religious Education (RE) curriculum (Lynch, 2004c). Conversely it is argued that religious values can infuse learning in the HPE curriculum for young physically-active students, particularly in Catholic primary schools (Lynch,

2004b). All teacher participants from the three Case Study schools agreed that there were strong connections between HPE and the Religious Education curriculum. In particular they found it so in the learning areas of the Personal Development strand. Further, the interconnectedness between HPE and RE is more important than ever before due to a developing role Catholic schools have in providing students with an experience of Church (Lynch, 2004a) as the numbers of children within Catholic primary schools who have no religious affiliation with the institutional church is increasing rapidly (O'Shea, 2000).

Under the HPE umbrella, physical education sits alongside health education, outdoor education, home economics and religious education (Macdonald, 2003; Macdonald & Glover, 1997) and the relationship between HPE and RE with the release of the 1999 syllabus has become more apparent as "the syllabus embraces a socio-cultural perspective that suggests the disciplines of social psychology, pedagogy, philosophy, sociology and history sit alongside the biophysical sciences" (Macdonald, et al., 2000, p.6).

5.4.7 What are schools' HPE strengths?

Case Study One school's teacher participants related the school's strengths to their facilities and in particular being fortunate in having a school pool. Case Study Two school teacher participants believed that the range of skills and movements in the Physical Activity strand and the introduction of gender equitable sporting activities were considered to be the school's strengths. They further applauded the schools' capacity to implement the HPE syllabus' socio-cultural approach underpinned by its social justice principles.

Although teacher participants had not observed any PE lessons in Case Study Three school, they believed the Physical Activity strand to be the school's strength. However, Naomi, the HPE teacher in Case Study Three school named the Health and Personal development strands as school strengths, although somewhat paradoxically no consensus could be reached as to who

was responsible for teaching the three HPE strands and nor could this be evidenced in any students' HPE work books.

5.4.8 What areas of the HPE curriculum require attention?

Case Study One and Three schools' teacher participants thought all areas of the HPE curriculum needed attention and could keep improving. The teacher participants in Case Study Two school believed that they needed to develop a whole school program for the Health and Personal development strands in particular, which suggests that they perceived the WSCP for the Physical Activity strand as worthwhile.

5.5 What are children's perceptions of the HPE Key Learning Area?

Students' perceptions validated the researcher's lesson observations and most teacher participants' perceptions in each of the Case Study schools, with one major exception; namely the level of student interest in HPE Physical Activity in Case Study Three school. Not one student participant from Case Study Three school named HPE Physical Activity as their favourite learning area (cf. Table 4.7, p.216) and yet the teacher participants from Case Study Three school believed student interest in HPE to be high. This may be explained by the teacher participants' lack of awareness of what was actually taught during HPE Physical Activity lessons, or of how disinterested students were included. There were only two student participants from Case Study One school who named HPE Physical Activity as their favourite learning area (cf. Table 4.7, p.216), yet the teacher participants at that school responsible for the teaching of the Physical Activity strand were well aware of some students' disinterest.

The student participants from Case Study One and Three schools, mostly enjoyed HPE Physical Activity lessons, as children have a natural play

structure (Grace, 2000), even though they could not specifically name the games or activities that they enjoyed. Rather, they listed sports and said they enjoyed being out of the classroom.

Thirteen of twenty-four student participants within Case Study Two school named HPE as their favourite school learning area. The student participants from Case Study Two school could specifically identify the comprehensive range of games, skills and physical activities that made the lessons fun and enjoyable for them. Enjoyment and fun for the participants must be considered when designing a HPE program (Garcia, et al., 2002) and Case Study Two school was the only Case Study school to have taken the time and effort to design a whole school developmentally appropriate program. Case Study Two school was the only school in the research study with a qualified HPE specialist teacher with a thorough knowledge of the HPE syllabus. The number of students who listed HPE Physical Activity as their favourite learning area supports the theory that teachers can influence students' views about the value of physical education (Solmon & Carter, 1995), particularly students' beliefs about physical activity (Lee, 2002).

The early years student participants reported that they enjoyed learning the fundamental movements of jumping, running, skipping, hopping, catching, throwing and combining these in dance. Elementary motor skill acquisition in the early years of primary school develops competence in movement (Garcia, et al., 2002) and is the "most formative means to establish a healthy approach towards physical activity" (Queensland Government, 2003c, p.1). Further, the early detection of motor problems enables the initiation of intervention programs that can reduce many physical and related emotional problems (Arnheim & Sinclair, 1979; Commonwealth of Australia, 1992; Hardin & Garcia, 1982; Haubensticker & Seefeldt, 1974; Johnson & Rubinson, 1983; Seefeldt, 1975; Smoll, 1974) which in turn increases the likelihood of students' enjoyment of physical activity.

Middle and upper years' student participants from the three Case Study schools stated that HPE Physical Activities helped release stress, enhanced

motivation, increased self-esteem, team work and concentration rates. There are numerous mental health and social benefits from participating regularly in physical activities. These include better stress management (Chiras, 1991), having fun, building relationships, building self-esteem and self-efficacy, and building personal and social skills such as leadership, communication, teamwork and cooperation (Shilton, 1997). "Children need exercise to learn. Scientists say it is plausible that by promoting blood flow to the brain, physical activity increases cognitive power." (Rothstein, 2000, p.11). Therefore, physical activity can help students academically in other learning areas.

5.6 What implementation strategies are required to optimize HPE practices in BCE schools?

Data suggests that only some specialist HPE teachers are working in level two and three of Sparkes' teacher change model (cf. Figure 2.4, p.86) and that the majority of teachers in BCE schools are working in level one. However, it is important to recognise the on-going nature of policy implementation rather than as success or failure (Love & Sederberg, 1987). As the HPE syllabus was the first outcome based syllabus to be implemented in BCE it is significant that implementation efforts continue, capitalizing on the learning experience it offers, further developing teachers' and educational officers' confidence and knowledge. It can be assumed that achievement of implementation goals within HPE will enable future success in other key learning areas as teachers transfer their understandings.

The strategy that is imperative for BCE to implement is more time and effort to the HPE learning area. As the unique nature of HPE involves learning through movement, which is heightened by the benefits of having specialist teachers, it is vital that BCE continue their original focus of WSCPs for HPE. These need to be developed within every school and for all three strands. While the shift has recently been decided by BCE to replace the systemically underdeveloped individual KLA WSCP with a general 'big picture' model (Hill and Crevola), the unique circumstance that HPE presents within the context of

the school curriculum structure must be acknowledged, the necessity and benefits of HPE WSCPs for curriculum change in schools recognised and appropriate adjustments made. Therefore, the original goal of every school developing WSCPs for HPE needs reconstruction. The following plans enable further clarity during continuation of the HPE syllabus implementation process and WSCP writing.

Firstly, BCE need to have the HPE learning area represented at system level. This may be in the form of consultant or education officer, but there needs to be support and pressure coming from an advocate for this key learning area. This representative can assist schools with implementation and oversee decisions made within schools (including employment processes), and promote social justice in the distribution of time, resources and expertise.

Secondly, professional development for the syllabus: socio-cultural approach, appropriate pedagogies, present ideologies and practical implications need to be held system wide. Data generated suggests that at present teachers are more informed about HPE practices by the media than the appropriate education authorities, which often exacerbates existing ideological problems.

Thirdly, principals and administrative teams need to be informed of the important role that they play in curriculum development, implementation and monitoring teacher knowledge, in particular for the HPE learning area. This may involve BCE training and in-servicing in these areas. Administrative teams need to employ HPE qualified specialist teachers and understand the connections HPE has with the Religious Education syllabus faith dimension. They need to facilitate development of HPE WSCPs for all three strands and ensure that all three strands are being taught in classrooms. Administrative teams need to be informed of appropriate, practical and affordable HPE resources to support quality lessons in schools and collaboratively share experiences where Health Promoting Schools concepts have been used effectively.

The fourth and last plan to enable clarity is to acknowledge the extra work that sports coordinators do in schools. Accomplishments must be recognised to maintain quality teachers in these roles (Fullan, 2001). One suggestion is to have a cluster day where sports coordinators can gather from various schools to build support structures and share experiences, which may include practical games, programs, assessment strategies and effective resources.

5.7   Summary of Discussion

By the completion of the HPE curriculum documents implementation phase in 2001, it appears that not one of the Case Study schools was working from a school curriculum program for the HPE key learning area as envisaged by the Catholic employer, BCE. At the time of the data generating process for this research only one Case Study school, Case Study Two school, evidenced a HPE program, which was for the Physical Activity strand. Within the sample of three Case Study schools, the degree of implementation of the 1999 HPE syllabus corresponded to the HPE specialist teacher's degree of qualifications, knowledge and experience in the HPE learning area and of the 1999 syllabus documents, as well as the HPE specialist teacher's ability to share this with colleagues. When one of these areas was lacking, as in Case Study Three school, teacher participants could not come to a consensus as to who assumed teaching responsibility for teaching each of the three 1999 syllabus strands.

It also appeared that experienced teachers were more confident and had a better understanding of the HPE syllabus than younger teachers, having been in-serviced in the HPE syllabus documents at the time of their release in 1999. Further, teachers can be employed as HPE specialist teachers while not necessarily having specialist qualifications and therefore quality lessons are not always implemented, resulting in negative influences on students' perceptions of physical activity. Data generated from the three BCE Case Study schools suggests that the Physical Activity strand is the only strand that is consistently and purposefully allocated sufficient teaching time and that

some schools rely on sporadic visitations from sporting organisations to implement the syllabus, often at additional cost to students. The Case Study school without a specialist HPE teacher was generally lacking HPE resources for all strands of the 1999 HPE syllabus as the key learning area required advocacy. Case Study Two school overcame their lack of space through developing partnerships and services within the community.

This discussion of the study's findings invites a number of conclusions and recommendations, which are presented in Chapter Six which follows.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Purpose of the Research

The purpose of this study was to explore the implementation of the 1999 Health and Physical Education (HPE) Queensland P-10 syllabus within three Brisbane Catholic Education (BCE) primary schools.

6.2 The Context of the Research

In the late 1980s and early 1990s, the HPE school curriculum within Australian schools was considered to have been in crisis (Tinning, et al., 1994) a crisis was evident in physical education in Queensland schools as well (Walmsley, 1998). 'In-house' discussions of crisis at HPE conferences and in journals led to a Senate Inquiry (Commonwealth of Australia, 1992) into the state of HPE within Australian Education systems. The findings in the report by the Senate Standing Committee on Environment, Recreation and the Arts (Commonwealth of Australia, 1992) confirmed the 'in-house' discussions of crisis.

Reasons for the decline in HPE, from evidence presented to the inquiry included:

- a squeeze on subjects such as physical education due to the crowded curriculum;
- including physical education in health education;
- no coherent physical education policy and a lack of agreed outcomes for physical education;
- devolving decision-making to school councils;
- a reduction in the number of physical education specialists;
- a lack of education department support for teachers supervising physical education, and
- confusion between physical education and other sporting programs such as Aussie sport (Swabey, et al., 1998, p.4).

The report by the Senate Standing Committee on Environment, Recreation and the Arts (Commonwealth of Australia, 1992) recommended that as a matter of priority, detailed written curriculum policies be developed. In Queensland the 1999 HPE syllabus was a public incremental educational policy (Dinan-Thompson, 1998). This policy document replaced the outdated HPE primary syllabus written in 1972. The crisis in Australian HPE was believed to have had a cultural meaning (Tinning & Fitzclarence, 1992).

Throughout the history of HPE many discourses have influenced the construction and practice of HPE curricula. These have included military, scientific, health and sporting discourses, which have been underpinned by ideologies of sexism, elitism, healthism, individualism and mesomorphism. Such ideologies often infuse the hidden curriculum (Colquhoun, 1991, 1992; Hickey, 1995; Kirk, 1992; Kirk & Twigg, 1993; Scraton, 1990; Tinning, 1990; Tinning & Fitzclarence, 1992; Tinning, et al., 1993) and students acquire knowledge and attitudes unintentionally from being in the school environment (Kirk, 1992).

The Queensland School Curriculum Council (QSCC) was established in 1997 to oversee the development of the Years 1-10 curriculum materials for each of the eight key learning areas (Dinan-Thompson, 1998). The HPE syllabus, together with the Science syllabus was given priority and both were developed first as it was acknowledged that both Science and HPE key learning areas had been neglected (Macdonald, et al., 2000). The 1999 Queensland HPE syllabus for the first time was developed collaboratively by the three schooling systems within Queensland: Education Queensland (EQ), the Queensland Catholic Education Commission (QCEC) and the Association of Independent Schools of Queensland (AISQ). The HPE syllabus adopted a socio-cultural approach to learning which recognizes that students are influenced by different physical, social, cultural, political, economic and environmental forces (Dann, 1999c). The socio-cultural approach is underpinned by social justice principles of diversity, equity and supportive environments (QSCC, 1999a).

HPE teachers today need to be able to deliver quality HPE lessons across the three strands of the syllabus. This involves teachers having the knowledge and understanding of a socio-cultural approach, of various pedagogies that can achieve this in HPE and awareness of when to choose the most appropriate pedagogical approach for particular HPE learning experiences (Tinning, 1999). Often this entails favouring critical, socially just pedagogies over the traditional dominant scientistic and performance-oriented pedagogy in HPE. Teachers need to be educated and trained to use socio-critical pedagogies (Tinning, 2004).

A socio-cultural approach to implementing the HPE syllabus, underpinned by social justice principles of diversity, equity and a supportive environment has afforded HPE even greater relevance in Catholic schools. "The syllabus embraces a socio-cultural perspective that suggests the disciplines of social psychology, pedagogy, philosophy, sociology and history sit alongside the biophysical sciences." (Macdonald, et al., 2000, p.6). In Catholic education, the HPE learning area is strongly connected to the Religious Education (RE) curriculum (Lynch, 2004c). One of the three HPE syllabus strands, Enhancing Personal Development is an essential curriculum teaching component within Religious Education (Lynch, 2004c) and in the physical dimension students are presented with many practical and social experiences that require living and reflecting upon Catholic religious traditions and gospel values (Lynch, 2004a).

The design of the syllabus had been thorough, affording students every chance of success in HPE within each schooling system. The implementation process was the responsibility of each of the three individual schooling systems and in this they differed (Dinan-Thompson, 1998), allowing for various methods of re-interpreting and re-contextualising the text (Codd, 1998; Glover, 2001). It is the implementation that can determine the ultimate success or failure of a policy (Schneider, 1982).

The first development in the implementation process began in BCE in 1996 with the appointment of a co-ordinating Education Officer for the HPE KLA. A

scan of HPE curriculum and teaching was conducted throughout BCE schools to assess the degree of crisis in HPE within the BCE system. The findings from this scan were not made available to the researcher (BCE, personal communication, 2003). Whatever the scan revealed, action quickly followed. The number of HPE curriculum officers employed by BCE increased significantly, tripling in number and collaborative work with the other two schooling systems commenced so as to:

- support the schools trialing the draft syllabus;
- raise awareness of the new socio-cultural approach;
- identify lead teachers to liaise between teachers and curriculum officers;
- trial professional development to cater for the required needs; and
- provide discipline renewal support in a range of areas identified by the scan (BCE, 1999b).

A network of lead teachers with a keen interest and experience in the HPE KLA was selected from various BCE primary and secondary schools. These teachers were to act as facilitators within the schools and school districts (BCE, 1999b). The lead teachers assisted in the implementation of the new documents by informing schools and teaching colleagues of their learnings, by acting as liaising officers between BCE and the schools, by offering resources within their schools, by acting as advocates for the HPE learning area and by supporting the promotion of the syllabus, unit and whole school planning (BCE, 1999b).

In 1999 the HPE syllabus was implemented in BCE schools. Schools had available to them initial in-service packages, sourcebook materials from the Queensland School Curriculum Council (QSCC) as well as general professional development (BCE, 1999b). Within Brisbane Catholic Education the syllabus was implemented using a whole school approach. This involved developing whole school curriculum programs which are "a translation of current Queensland syllabuses, guidelines and courses through the lens of the learning framework and needs of students within a specific BCE school community" (BCE, 2003b, p.4). Thus BCE was given "local control over the policy process" (McDonald, 2000, p.4).

The syllabus implementation process began in 1999 and "it was anticipated that by the end of 2001, teachers will be working from School Curriculum Programs based on the new outcome-based syllabus in HPE" (BCE, 1999b, p.3). The implementation phase had ceased by the end of 2001. There have been no HPE Curriculum Officers (BCE, 2005e; BCE, personal communication, 2003), nor any HPE professional development within BCE schools since the implementation support ceased and it is unlikely that there will be direct support to schools in HPE in the foreseeable future (BCE, 1999b; BCE, personal communication, 2003).

The HPE 1999 syllabus was the first outcome-based syllabus that BCE introduced (BCE, 1999b). Therefore, teachers firstly needed to grasp outcome-based education before they could embrace the socio-cultural approach of the 1999 HPE syllabus. This was an obstacle within BCE, for the implementation focus on the HPE 1999 syllabus was diminished.

6.3 BCE Implementation Challenges

Implementation involved putting the syllabus as text into practice (Fullan, 2001). Challenges originally identified by BCE included:

- A commitment to social justice challenges us to develop HPE programs that are resistant to the forces that undermine the dignity of the individual- unequal opportunities, abuse of power, greed, socio-economic disadvantage, sexism, unhealthy competition, racism and inappropriate structures;

- A commitment to Participation challenges us to make special provision for all students to have access to appropriate HPE programs, regardless of ability, gender, class or culture;

- A commitment to stewardship challenges us to ensure just and effective use of resources. HPE should have adequate human and material support, distributed equitably regardless of ability, sex or culture; and

- A commitment to responsiveness challenges us to reflect critically on teaching, learning and assessment practices in HPE to ensure they remain effective, appropriate and in harmony with changing school policies and structures (BCE, 1998, p.4).

6.4 Conclusions

Case Study Two school teacher participants and the HPE specialist teacher had a good understanding of the syllabus and the socio-cultural approach needed to implement it. The school had a whole school HPE program for the Physical Activity strand that was diverse in physical activities and developmentally appropriate.   The HPE specialist teacher used eclectic pedagogies as required and had a good understanding of the way social justice principles could permeate lessons, choosing radical social pedagogy often over dominant scientistic pedagogies. As a result, many students of varying interests and abilities enjoyed physical activities. This was achieved despite having the least space and facilities of the three Case Study schools. Case Study Two school demonstrates that the 1999 HPE syllabus can remedy the HPE crisis that also very likely existed within BCE.

Although one Case Study school is implementing the syllabus reasonably well, the three Case Study schools are still vulnerable to many of the factors that led to the decline in HPE (Swabey, et al., 1998) as revealed in the report by the Senate Standing Committee on Environment, Recreation and the Arts (Commonwealth of Australia, 1992) (cf. Ch. 6, p.240). Furthermore, data generated suggests that the schools are only experiencing surface rather than deep curriculum change (Sparkes, 1990) (cf. Figure 2.4, p. 86). In conclusion, the 'reasons for the decline' has been reviewed for the context of the three Case Study schools, using the data findings.

6.4.1 A squeeze on physical education due to the crowded curriculum.

There is a squeeze on HPE due to the crowded curriculum and it appears that all three strands of HPE are suffering in schools without a HPE specialist teacher. Furthermore, this squeeze will be increased if BCE abandon HPE WSCPs for the 'big picture' model. In this study, Case Study schools with a

HPE specialist teacher appeared to have the Health and Personal Development strands overshadowed by the Physical Activity strand.

6.4.2 No coherent physical education policy and a lack of agreed outcomes for physical education.

This research study revealed that from the three Case Study schools only one school, Case Study Two, was implementing the HPE curriculum guided by a whole school curriculum program. Furthermore, this curriculum program was for only one of the three strands, Physical Activity. The whole school program had only been developed in the past two years and was designed by the newly appointed HPE specialist teacher. Therefore, at the completion of BCE's HPE syllabus implementation in 2001, it appears that none of the three Case Study schools was working from a school curriculum program for the HPE key learning area as envisaged by BCE.

6.4.3 Devolving decision-making to school councils.

BCE has mandated curriculum implementation and renewal in schools. As the implementation process involved penetration into schools, significant responsibility for this occurring rested with school principals and school administration who are very influential in the process of curriculum implementation (Medland & Taggart, 1993). The direct responsibility of a schools' administration is to support the development, implementation and monitoring of the curriculum (BCE, 2005g). Also, the principal is leader of the renewal cycle at the school level (BCE, 2005f) as part of the BCE Strategic Renewal Framework. Furthermore, school principals decide whether or not to employ a HPE specialist teacher, what qualifications and experience they require, and ultimately who that person will be.

Within the three Case Study schools it appeared that when the syllabus was implemented well it reflected more of an understanding and knowledge of the HPE specialist teacher than that of the principal. Hence, in the absence of a HPE specialist teacher or when the HPE teacher lacked knowledge, Case

Study One and Case Study Three schools lacked curriculum leadership and as a result the HPE syllabus implementation suffered. Principals need to facilitate the curriculum change socially complex process (Fullan, 2001; Sparkes, 1991). This can be achieved by providing learning experiences where teachers can exchange ideas, support one another, and share positive feelings about their work (Fullan, 2001). It is through questioning interests and ideologies impacting on curriculum texts which enable opportunities for teachers to consider the micro-politics of curriculum change (Glover, 2001). Furthermore, it is inability to do this which often causes change to fail (Datnow, 1998; Dinan-Thompson, 2002; Sparkes, 1990). The research data suggests that principals' knowledge about curriculum is an issue that needs to be addressed if BCE are relying on them to lead curriculum reform.

6.4.4 A reduction in the number of physical education specialists.

Not all BCE schools have a HPE physical education specialist teacher, such as Case Study One school in this study. Students from Case Study One school had lower levels of skill and movement development as a result. Also, schools that are fortunate enough to be able to employ a HPE specialist teacher are sometimes employing teachers who are neither qualified nor skilled to fulfil the position adequately, as in Case Study Three school.

6.4.5 A lack of education department, teacher education and employer support for teachers supervising physical education.

Education department support for HPE appears to be lacking at professional experience level and at teacher education level. It is clear that many new graduates who have entered teaching over the last three years are not that familiar with the HPE syllabus. Teacher participants who had begun teaching in the BCE system since the end of the implementation period in 2001 indicated that they lacked syllabus confidence, for although "curriculum

packages can be useful aids, by themselves they will not lead to real changes in our schools" (Sparkes, 1991, p.7). These teacher participants included: Kate (three years in BCE) and Jody (one year in BCE) from Case Study One school; Lucy (two years teaching experience) from Case Study Two school; and Alicia (three years teaching experience) and Naomi the HPE specialist (two years teaching experience) from Case Study Three school.

Some graduates are completing four year university Education degrees, not having studied any HPE units and then are given responsibility for teaching this key learning area to their classes.

> Several Australian studies have described the lack of qualifications of classroom teachers to deliver PE programs, largely as a result of inadequate teacher training, thus failing to develop teacher confidence (Morgan & Bourke, 2005, p.7).

In Case Study Three school, the HPE specialist teacher had limited knowledge of the syllabus and the teacher participants assumed that she was an expert because she was given the 'specialist' label. Also, one particular teacher participant saw the syllabus for the first time during the research interview. Thus, it is necessary to have continual, on-going professional development available in order to continue the development of inclusive whole school HPE curriculum programs and to focus on lesson preparation, safety and legal liability issues (Webster, 2001) for curriculum change requires support and pressure (McDonald, 2000) from BCE and from universities during teacher education.

6.4.6 Confusion between physical education with other sporting programs such as Aussie sport.

Schools must be careful that they use sporting organizations as extensions to curriculum provision and not as a replacement for it (Emmel, 2004) as occurred previously with the Aussie Sport education program (Moore, 1994; Tinning, 1994). Case Study One and Three schools need to develop a HPE curriculum program ready to replace such sporting organizations for there will come a time when they are no longer available. Employing qualified and

enthusiastic HPE teachers will eliminate extra expense for schools' health promotion and physical activity programs.

6.5 Recommendations

By attempting to further develop teachers' and principals' ideologies and the entrenched decision-making power structures in schools, the following recommendations are made to assist with deep curriculum change rather than surface change (Sparkes, 1991). The research demonstrates that surface change is currently being experienced in all three BCE Case Study schools.

- That qualified HPE specialist teachers be employed to provide HPE Physical Activity lessons in every BCE primary school. It appears that some primary schools are employing teachers in HPE specialist roles who have inadequate qualifications and skills to implement the HPE syllabus effectively. In some schools the classroom teachers are responsible for teaching all strands of the HPE syllabus which may be inadequately covered due to a teacher's lack of HPE interest and knowledge.

- That a HPE Curriculum Officer/ Officers be employed at BCE to support schools. During the HPE syllabus implementation up to as many as three HPE Curriculum Officers were employed to facilitate the implementation process (1999-2001). There has been no system level support for the HPE key learning area since that time. Therefore, it appears that HPE specialist teachers are responsible to the principals in their school who are accountable to no one higher for this learning area. Hence, schools may not have adequate whole school programs and lessons may not be effectively taught. The Curriculum Officer could coordinate the sharing of loads for the HPE specialists as they may be required to service a number of different schools.

- That Professional Development is continued. It appears that many beginning and returning teachers lack confidence and knowledge within the HPE key learning area. Also, they lack knowledge of practical ways to implement the syllabus using inclusive, socially-just pedagogies and the understanding necessary for level two and three teacher change (Sparkes, 1990). Therefore, it is necessary to revise and introduce new strategies in an on-going manner.

- That BCE re-evaluate criteria for principal and administration qualifications to include curriculum.

- That BCE investigate equitable ways of providing sports equipment so that schools are not disadvantaged. It appears that some schools are clearly advantaged by having more sports equipment for the HPE key learning area than others. One suggestion may be if BCE manages a library sports shed so that disadvantaged schools could access a variety of equipment, ultimately enabling the students of those particular schools to have increased opportunities for discovering physical activities that they can enjoy. This strategy could be managed by HPE Curriculum Officers at BCE.

- That a BCE library for Health and Personal Development resources operate so that no schools are disadvantaged. In the same manner as the sports equipment, all schools could access resources to assist teachers and encourage them to teach all three strands of the HPE syllabus.

- That Governments ensure that all pre-service Bachelor of Education (Primary) degrees have mandatory HPE units in the courses. All graduating students need to have the confidence and knowledge to teach HPE effectively. The physical nature of the HPE key learning area is unique and requires knowledge of different teaching strategies and pedagogies. It appears that some teachers

responsible for the HPE key learning area lack the skills to do this effectively and therefore avoid such learning experiences.

- That Governments require all Universities to provide optional HPE specialist courses. If all Universities provided opportunities to specialise in HPE then no systems or schools with a dependence on particular Universities for the provision of teachers would be disadvantaged. Furthermore, teachers with an interest within the HPE field could specialise in this area. Ultimately, there would be an increase in enthusiastic and knowledgeable HPE teachers, and students would not be disadvantaged in physical activity exposure and opportunities.

- The Federal and State Governments allocate a share of Physical Activity program funding to education systems to ensure that continuing support be offered the HPE learning area and specifically to the implementation of the HPE syllabus. This would mandate that systems expend funds in the long term best interest of students' health and it would also make principals accountable for decisions made in relation to the HPE learning area.

While the data collected from the three Case Study schools substantiates these recommendations, this study was limited by its small scale nature. Therefore, it is also a recommendation that a large scale research project be conducted to ascertain verisimilitude of findings pertinent to other schools in BCE and in other education systems, within Queensland and nationally.

6.6 Summary and Closing Comment

Factors that are believed to have led to the decline in HPE generally (Swabey, et al., 1998) may also have contributed to impeding the HPE syllabus implementation challenges envisaged by BCE (1998). BCE specifically aimed to eliminate unequal opportunities, inappropriate structures and to promote

just distribution of resources (BCE, 1998) during the implementation process, but as can be evidenced by the unequal allocation of teaching resources, equipment, facilities, HPE specialist teachers and HPE specialist teacher release time this clearly has not been achieved within the three BCE Case Study schools, responsibility for which appears to have been devolved to the school principal. Furthermore, this inequality contradicts the intended purposes of the HPE National Statements and Profiles and their aspirations to "enable equitable sharing of resources across systems and to remove unnecessary differences that were in existence between systems" (Marsh, 1994).

It appears that in BCE schools the HPE syllabus implementation process support ceased prematurely, before all schools had sufficient time and preparation to design whole school HPE programs. Teachers lacked understandings of practical ways to implement the social justice underpinnings of the syllabus and school principals were unaware of the necessity of employing qualified HPE specialist teachers. In retrospect it is obvious that too much was expected from too few in the BCE implementation process: "A brilliant policy poorly implemented may fail to achieve the goals of its designers." (Edwards, 1980, p.1). The three BCE HPE curriculum officers had unrealistic expectations placed on them in terms of the implementation timeframe 1999-2001, especially as the literature suggests, the HPE learning area had been neglected for so long. The HPE 1999 syllabus was the first outcome-based syllabus to be implemented within BCE (BCE, 1999b), therefore, teachers needed to grasp outcome-based education before they could embrace the socio-cultural approach that the 1999 HPE syllabus adopts. This appears to have been an obstacle for the implementation of the 1999 HPE syllabus, as teachers firstly required a paradigm shift in their curriculum and pedagogical thinking.

Data generated in this study suggests that it wasn't just a matter of educating specialist teachers in new critical pedagogies but rather educating inexperienced teachers in all HPE pedagogies and quality teaching practices. The network of lead teachers selected to help implement the syllabus were

already being stretched, often with existing sports coordinator duties. This may have created problems for some lead teachers and thus hindered the implementation potential within some schools. As this is the first formal study in this learning area within BCE, it appears that HPE has lacked advocates for some time and although the implementation process showcased the HPE learning area it was quickly forgotten as the outcome-based education focus shifted to other key learning areas. Changing schools and their curriculum is like punching a pillow, they absorb an initial dent only to resume their original shape (Boyd, 1987).

With schools often sharing the teaching of the three HPE syllabus strands, as in Case Study Two and Three schools, effective communication and effort is essential. A lack of communication and effort seemed to be a detrimental factor across all three Case Study schools during the implementation process. Case Study Three school's teacher participants had fundamental misunderstandings among them as to whose responsibility it was to implement the different strands of the HPE syllabus. Schools not having part or all of a whole school program for HPE suggests that there well may have been communication problems between the employing authority (BCE) and the principals who were responsible for facilitating the implementation of the HPE curriculum and for employing specialist HPE teachers.

Effective communication is essential and assumes greater importance in the absence of system-wide HPE curriculum officers. It is through forming partnerships of equal basis, collegially working not bottom-up nor top-down, but rather horizontally, that will produce meaningful and useful curriculum changes (Hall, 1992). However, this requires collaborative relationships, requiring effective communication and effort among administrators, curriculum developers, professional associates, researchers, teacher educators, teachers and parents (Macdonald, 2003). Curriculum change also requires pressure at personal, occupational and societal levels (Candy, 1997), which in the three Case Study schools often only existed at the teachers personal level, if at all.

Communication and effort would be enhanced in all schools by the employment of HPE Curriculum Officers at system-level who could assist schools in designing quality, progressive and developmentally appropriate learning experiences; whole school curriculum programs for all three HPE syllabus strands; advocacy for the HPE learning area in schools where this does not exist; oversight in the employment of HPE specialist teachers; linkage and assistance to schools who often need to share HPE teachers; an equal sharing of equipment and resources; professional development for teachers regarding the socio-cultural approach, the social justice underpinnings and practical ways of achieving this within the classroom; and education for teachers about the various HPE pedagogies necessary for quality HPE teaching. Thus, applying much needed pressure at the professional experience level.

Data within this study suggests that when curriculum change lacks pressure at one or more of the personal, professional or societal levels (Candy, 1997) flaws appear in communication and effort. Therefore, the planned horizontal collaborative implementation and curriculum renewal that BCE has mandated begins to resemble the bottom-up curriculum approach which resulted in "poorly resourced and loosely assessed curricula. The consequences for PE were the loss of systemic attention and support." (Macdonald, 2003). This is supported by McDonald, who in a study on curriculum implementation within Catholic school systems found "superficial compliance in schools may be brought about, but structural or cultural change is highly unlikely" (2000, p.12).

There are presently thirteen Religious Education Curriculum Officers/ Moderators employed by Brisbane Catholic Education (BCE, 2005a) to support schools during the School Curriculum Renewal period but regrettably, no Curriculum Officers for the HPE key learning area. A possible rationalization for this systemic support deficit is that "Catholic Education, maintaining its unique mission in Australian education is the only way Catholic schools can justify their existence." (McDonald, 2000, p.12). The present BCE system infrastructure suggests that the unique Catholic mission can only be achieved through the key learning area of Religious Education. This is a

paradox, given that the Church seeks to integrate the Christian message into people's lives by finding God in the everyday (Hutton, 1999). The literature suggests that HPE has been neglected as a key learning area throughout history, whereas it should be embraced as a powerful medium providing students with many practical and social experiences living and reflecting on the Catholic tradition and gospel values (Lynch, 2004a).

Such a vision is supported by the late Pope John Paul II who stated that sport is "a new playing field for the Church's efforts to reach its flock" (d'Emilio, 2004, p.10) and asks, "Are not these athletic values the deepest aspirations and requirements of the Gospel message?" (John Paul II, 1980, p.10). Physical activity in Catholic primary schools through the medium of the HPE learning area has great potential for developing the eight distinctive Catholic qualities identified by Groome (2002). This potential needs to be capitalized on by BCE and thus the HPE curriculum needs to be delivered in a quality manner requiring further systemic implementation support.

When BCE systemic support ceased, the HPE syllabus implementation became a school administration responsibility together with the implementation of syllabuses in other key learning areas. The number of syllabuses to be implemented in such a short timeframe was in hindsight too high an expectation. This limitation should have been voiced by stakeholders during the development process. The capacity of principals and other school administrators to facilitate syllabus implementation and curriculum change for HPE in BCE schools is not supported by the data in this study, which raises concerns also about other key learning areas. Curriculum competence of BCE principals and other school administrators requires further investigation as at present qualification requirements for such management positions do not require expertise in curriculum and curriculum innovation.

All three Case Study schools lacked whole school programs in HPE, which reflects adversely on school administrators' capacity to fulfil this aspect of their management role. The only essential criteria for appointment to an administrative position within BCE is advanced qualifications in Religion.

Taking into consideration that school administrators already have studied Religion as a prerequisite to teach in a Catholic school and presuming that they are practising Catholics, it does question the privileging of Religious criteria over other critical criteria, including curriculum expertise.

BCE needs to re-evaluate the infrastructure at the systemic level as the present rigid structure suggests that authentic human and Catholic Christian development is only achievable through the Religious Education key learning area. Rather, schools must recognize that physical education is a crucial part of an holistic education (Graham, Holt-Hale, & Parker, 1998). Furthermore, "society faces a collective and moral imperative to engage schools, communities and families in guiding our children to use knowledge acquired in school to make informed, intellectually-driven decisions that will lead to a productive lifetime of health and wellness" (Johnson and Deshpande, 2000, p.66). If HPE is not delivered in a quality manner then rather than developing authentic human and Catholic Christian values:

> Kids (will) often learn to be selfish, to be individualistic rather than co-operative, to value winning at all costs, to put down those who are different or who have difficulty with movement. Desired social objectives are not a natural product of involvement in PE as it is usually taught. These objectives need to be actively taught and they need to be consciously planned (Tinning, 1986, p.69).

For this reason, if PE is insensitively taught, it is more likely to have a negative influence (Tinning, McDonald, Wright, & Hickey, 2001).

It is recognized by Federal and State Governments that the HPE syllabus is failing to keep Australian, and more specifically Queensland, students physically active. The Queensland Government launched the *Get Active Queensland Children and Young People Strategy* program in October, 2003 (Mackenroth, 2004) and the Australian Federal Government launched the *Building a Healthy, Active Australia* program in June, 2004. Both programs had similar objectives in addressing the challenge of obesity, declining activity and poor eating habits especially of children, within the community (Howard, 2004). The Federal Government allocated $116 million dollars, with a similar

aim to that of the socio-cultural 1999 Queensland HPE syllabus, to bring about a cultural change (Howard, 2004). The greater portion of these funds is for after school physical activity programs, however the data emerging from this study suggests that more money, time and professional development is needed within BCE and other school systems to enable the successful implementation of the HPE syllabus in schools. This should be a priority before other avenues of health promotion are explored, for enjoyable physical education in schools is one of the most influential factors contributing to participation in physical activities outside of school (Sallis, et al., 1999). Furthermore, the best time for children to learn and refine their motor skills is in the preschool and early primary school years (Branta et al., 1984; Commonwealth of Australia, 1992; Esenschade & Eckert, 1980). In this study two of the three BCE Case Study schools appeared to fail to do this, an issue that needs to be addressed immediately, especially with BCE introducing a Prep year in 2007.

This study presumes the final two stages of the policy process, evaluation and adjustment will occur (Malen & Knapp, 1997) as it is important to recognise the on-going nature of policy implementation (Love & Sederberg, 1987). Policy construction, implementation and evaluation are designed to bring about curriculum change, which is a complex process (Sparkes, 1991), a fact that is often ignored (Hall, 1992). Necessary adjustments need to be made to enable successful implementation of the HPE syllabus. Successful implementation is possible as manifest by Case Study Two school, having a very positive effect on students' attitudes towards and ultimately their participation in physical activity. If necessary adjustments are not made then the syllabus will be remembered as a failed ideal and curriculum change will not occur.

The purpose of this study was to explore the implementation of the 1999 Health and Physical Education (HPE) Queensland P-10 syllabus within Brisbane Catholic Education (BCE). Throughout the history of HPE many discourses, underpinned by ideologies have influenced the construction and delivery of the HPE curricula. The 1999 HPE syllabus used a socio-cultural

approach as the crisis experienced in HPE was believed to have had a cultural meaning. While the 1999 Queensland HPE syllabus was constructed under the guidance of the three schooling systems within Queensland, it was the responsibility of each of the three systems to implement it. The implementation of the current HPE syllabus by teachers and their students in BCE schools deserved systematic and scholarly examination to ascertain the degree to which the syllabus has been implemented and to investigate what still requires to be addressed.

As the success of policy implementation depends on teachers and students (Gardner & Williamson, 1999), it was their stories that were shared to construct meaning. The theoretical perspectives that framed exploration of the implementation of the 1999 HPE syllabus is a constructionist epistemology, embedded in an interpretive approach, grounded in symbolic interactionism. The research methodology most appropriate for this study was an evaluative and multiple case study (Merriam, 1998). Maximum variation representation approach (Glaser & Strauss, 1967) was adopted by deliberately choosing three different sized schools. The participants were teachers and students from the respective schools and the methods engaged so as to enable precision of details were interviews: semi-structured and focus group, reflective journal, observations and document analysis.

Data findings reveal that the degree of implementation was only surface deep in Case Study schools. It appears that the HPE learning area within BCE lacks advocacy, teacher knowledge and confidence. Therefore, the HPE key learning area requires further system level investigation and support as a matter of priority so that the HPE syllabus can be implemented authentically and education, particularly the HPE curriculum in Catholic schools, can be enhanced.

BIBLIOGRAPHY

Alford, R. & Friedland, R. (1988). *Powers of theory: Capitalism, the state, and democracy.* Cambridge, England: Cambridge University Press.

Allen, E. & Hammond, P. (2005, February 14). Modern kids prefer the great indoors. *The Courier Mail,* p. 1.

Anderson, G. (1990). *Fundamentals of educational research.* London: The Falmer Press.

Anfara, V. A., Jnr., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Researcher, 31*(7), 28-38.

Arnheim, D. D., & Sinclair, W. A. (1979). *The clumsy child* (2nd ed.). London: C. V. Mosby.

Australian Bureau of Statistics. (2000). *Survey of children's participation in cultural and leisure activities Australia.* Canberra: Australian Government Printing Service.

Australian Bureau of Statistics. (2002). *2001 Census basic community profile and snapshot.* Canberra: Australian Government Printing Service.

Australian Council of Educational Research (ACER). (1997). *Describing learning.* Canberra: Author.

Australian Council for Health, Physical Education and Recreation (ACHPER). (1982). *Nabisco daily physical education.* Adelaide: Author.

Australian Council for Health, Physical Education and Recreation (ACHPER-WA Branch). (1999). *Planning for action: Why teach physical education?* Claremont, WA: ACHPER (WA Branch).

Australian Education Council. (1989, April). Ten common and agreed national goals for schooling in Australia: Proceedings of the Australian Education Council meeting. Hobart, Tasmania.

Australian Education Council (1994a). *A statement on health and physical education for Australian schools.* Carlton, VIC: Curriculum Corporation.

Australian Education Council (1994b). *Health and physical education- a curriculum profile for Australian schools.* Carlton, VIC: Curriculum Corporation.

Australian Health Promoting Schools Association. (1996). The health promoting school framework. In Deakin University, *The health promoting school – Reader* (pp. 1-7). Geelong, VIC: Deakin Print Services.

Australian Sports Commission. (1991, October). *Junior sport - Time to deliver*! Proceedings of the National conference on junior sport in Australia, Canberra.

Ball, S. J. (1990). *Politics and policy making in education.* London: Routledge.

Ball, S. J. (1994). *Education reform: A critical and post-structuralist approach.* Philadelphia: Open University Press.

Barry, G., & Brennan, D. (Eds.). (1997). *A syllabus for religious education for Catholic schools.* Brisbane: Brisbane Catholic Education Office, Archdiocese of Brisbane.

Barry, G., Livingstone, K., & Millar, V. (2005). The whole school curriculum program- in pursuit of Tasmanian Tigers. *Curriculum Matters, 4*(3), 3-7.

Basset, G. W., Cullen, P., & Logan, L. (1984). *Australian primary schools and their principals.* Sydney: Harcourt Jovanovich.

Bassey, M. (1999). *Case study research in educational settings.* Buckingham, UK: Open University Press.

Bauman, A., & Owen, N. (1991). Habitual physical activity and cardiovascular risk factors. *Medical Journal of Australia, 161,* 519-529.

Berkowitz, R. I., Agras, W. S., Korner, H. C., & Kraemer, H. C. (1985). Physical activity and adiposity: A longitudinal from birth to childhood. *Journal of Pediatrics, 106,* 734-738.

Berman, P., & McLaughlin, M. (1977). *Federal programs supporting educational change: Vol. 7. Factors affecting implementation and continuation.* Santa Monica, CA: Rand Corporation.

Blair, S. N., Kohl, H. W., Paffenbarger, R. S., Clark, D. G., Cooper, K. H., & Gibbons, L. W. (1989). Physical fitness and all-cause mortality. A prospective study of healthy men and women. *Journal of the American Medical Association, 262*(17), 2395-2401.

Blair, S. N., & Meredith, M. D. (1994). The exercise health relationship- Does it apply to children and youth? In R. Pate & R. Hohn (Eds.), *Health and fitness through physical education,* 11-19. Champaign, IL: Human Kinetics.

Booth, M., Mascaskill, P., McLellan, L., Phongsavan, P., Okely, T., Patterson, J.,Bauman, A., & Baur, L. (1997). *NSW schools fitness and physical activity survey, 1997: Summary.* Sydney: NSW Department of School Education.

Borra, S., Kelly, L., Shirreffs, M., Neville, K., & Geiger, C. (2003). Developing health messages: Qualitative studies with children, parents and teachers help identify communication opportunities for healthful lifestyles and the prevention of obesity. *Journal of the American Dietetic Association, 103*(6), 721-729.

Boss, S. (2000). Gym class renaissance. In the 'new PE', every kid can succeed, not just the jocks. *Northwest Educational Magazine, 6*(1), 14-21.

Bouchard, C., Shepherd, R. J., Stephens, T., Sutton, J. R., & McPherson, B. D. (Eds). (1990). *Exercise, fitness and health: A consensus of current knowledge.* Champaign, IL: Human Kinetic Press.

Boyd, W. L. (1987) Rhetoric and symbolic politics: President Reagan's school reform agenda. *Education Week, 6*(25), 21-28.

Boyd-Boland, J. (2003). The fridge door, twenty- first Sunday Ordinary Time. Brisbane, St. Therese, the Little Flower Press.

Braithwaite, J. (1994). The governance of curriculum in Australia, 1981-1991. *Journal of Curriculum Studies, 26*(5), 541-552.

Branta, C., Haubenstricker, J., & Seefeldt, V. (1984). Age changes in motor skills during childhood and adolescence. *Exercise & Sport Sciences Reviews, 12,* 467- 520.

Brisbane Catholic Education. (1998). *A position paper on health and physical education.* Brisbane: Brisbane Catholic Education Printery.

Brisbane Catholic Education. (1999a, October). *Primary network day for lead teachers of health and physical education.* Paper presented at Brisbane Catholic Education Teachers In-service, Brisbane.

Brisbane Catholic Education. (1999b). Years 1-10 health and physical education syllabus implementation support plan. *Curriculum Update*, (36), 1-6.

Brisbane Catholic Education. (2003a). *Religious education - years 1-10 learning outcomes.* Brisbane: Brisbane Catholic Educational Printery*.*

Brisbane Catholic Education. (2003b). School curriculum renewal and whole school curriculum programs. *Curriculum Update,* (55)*,* 1-7.

Brisbane Catholic Education. (2005a). *Catholic schools religious education.* Retrieved June 9, 2005, from Brisbane Catholic Education Web site: https://staffportal.bne.catholic.edu.au/staff/search/results_comms.asp?element=communities&search

Brisbane Catholic Education. (2005b). *Eligibility criteria for the position of Assistant Principal-Adminisatration.* Brisbane: Author.

Brisbane Catholic Education. (2005c). *Eligibility criteria for the position of Assistant Principal-Religious Education.* Brisbane: Author.

Brisbane Catholic Education. (2005d). *Eligibility criteria for the position of Principal.* Brisbane: Author.

Brisbane Catholic Education. (2005e). *Organisational chart.* Brisbane: Brisbane Catholic Education Printery.

Brisbane Catholic Education. (2005f). *Strategic renewal framework 2002-2006 for Catholic schooling Archdiocese of Brisbane (2nd ed.).* Brisbane: Brisbane Catholic Education Printery.

Brisbane Catholic Education. (2005g). *The role-Assistant to the Principal Administration.* Brisbane: Author.

Brisbane Catholic Education. (2005h). *The role-The Catholic school principal.* Brisbane: Author.

Burns, R. B. (1997). *Introduction to research methods*. South Melbourne: Addison Wesley Longman.

Calfas, K. J., & Taylor, W. C. (1994). Effects of physical activity on psychological variables in adolescents. *Pediatric Exercise Science, 6,* 406-412.

Candy, P. C. (1989). Alternative paradigms in educational research. *Australian Educational Researcher*, *16*(3), 1-11.

Candy, P. C. (1997). Lifelong and self-directed learning. In *Self-directed professional development: a report of the Queensland Consortium for Professional Development in Education.* Toowong: Queensland Board of Teacher Registration.

Caplon, G. A., Lord, S. R., & Ward, J. A. (1993). The benefits of exercise in post menopausal women. *Australian Journal of Public Health, 17,* 23-26.

Catholic Education Commission, New South Wales. (1993). *Towards wholeness-Catholic perspective on personal development, health and physical education years 7-10.* Sydney: Catholic Education Commission, N.S.W.

Catholic Education Employing Authorities in Queensland. (2000). Application for Certification of Agreement 2000. Queensland Industrial Relations Commission, Industrial Relations Act. 1999, S.156.

Centre for Primary Education. (1998). Health promoting schools. The *Primary Educator, 4*(5), 1-4.

Charon, J. M. (1998). *Symbolic interactionism: An introduction, an interpretation, an integration*. Englewood Cliffs, NJ: Prentice Hall.

Chiras, D. (1991). Human biology: Health, homeostasis and the environment. San Fransisco: West Group.

Clarke, D. (2000, December 4-7). *Save our souls from forward rolls: An investigation of bachelor of education primary students' perceptions of and level of efficacy in teaching personal development, health and physical education (PDHPE) in the K-6 context*. Paper presented at the Conference of the Australian Association for Research in Education, Melbourne.

Codd, J. (1988). The construction and deconstruction of educational policy documents. *Journal of Educational Policy, 3*(5), 235-248.

Colquhoun, D. (1991). Health based physical, the ideology of healthism and victim blaming. *Physical Education Review, 14*(1), 5-13.

Colquhoun, D. (1992). Technocratic rationality and the medicalisation of the physical education curriculum. *Physical Education Review, 15*(1), 5-11.

Commonwealth of Australia. (1992). *Physical and sport education - A report by the senate standing committee on environment, recreation and the arts.* Canberra: Senate Printing Unit.

Crawford, R. (1980). Healthism and the medicalisation of everyday life. *International Journal of Health Services, 10,* 365-389.

Creswell, J. (2002). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Prentice Hall.

Crotty, M. (1998). *The foundations of social work: Meaning and perspective in the research process.* St. Leonards, NSW: Allen & Unwin.

Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher, 19*(1), 3-13.

d' Emilio, F. (2004, August 5) Religion becomes a contact sport for body and soul. *The Courier Mail,* p. 10.

Denzin, N, K. (1992). *Symbolic interactionism and cultural studies: the politics of interpretation.* Oxford: Blackwell.

Dale, D., Corbin, C. B., & Dale, K. S. (1999). Restricting opportunities to be active during school time: Do children compensate by increasing physical activity levels after school? *Research Quarterly for Exercise and Sport, 71*(3), 240-248.

Dann, M. (1999a, July 19). *Letter informing the Health and Physical Education support group about dates of inservices.* Brisbane: Brisbane Catholic Education Office.

Dann, M. (1999b, March 3). *Letter of acceptance for the Health and Physical Education support group, from the Brisbane Catholic Education HPE Senior Officer.* Brisbane: Brisbane Catholic Education Office.

Dann, M. (1999c, May 6). *The new Queensland health and physical education syllabus workshop, primary network day.* Paper presented at Brisbane Catholic Education Teachers In-service, Brisbane.

Datnow, A. (1998). *The gender politics of educational change.* London: Falmer Press.

Datnow, A., & Stringfield, S. (2000). Working together for reliable school reform. *Journal of Education for students placed at risk, 5*(1&2), 183-204.

Day, C. (1994). Planning for the professional development of teachers and schools: A principled approach. In T. Simpson (Ed.), *Teacher educators' handbook 1994.* Brisbane: Queensland University of Technology Print Services.

Deakin University. (1991, October). National Workshop on Australian Physical Education in Crisis. Proceedings of national conference.

Delors, J. (1998). *Learning the treasure within: report to UNESCO of International Commission on Education for the twenty-first century.* UNESCO Publishing/The Australian National Commission for UNESCO.

Dey, I. (1993). *Qualitative data analysis*. London: Routledge

Dinan, M. (2000). Public concerns and private interests in the construction of a health and physical education policy document in Queensland: A preliminary analysis. *Curriculum- Perspectives, 20*(1), 1-7.

Dinan-Thompson, M. (1998, 29 Nov-3 Dec). *Construction and reconstruction of the health and physical education policy in Queensland.* Paper presented at the Conference of the Australian Association for Research in Education, Adelaide.

Dinan-Thompson, M. (2001). Teachers facing health and physical education curriculum changes: A kaleidoscope of beliefs, values, emotions and interactions. *ACHPER Healthy Lifestyles Journal, 48*(1), 9-13.

Dinan-Thompson, M. (2002). *Curriculum construction and implementation: A study of Queensland health and physical education.* Brisbane: University of Queensland Press.

Doorn, P. (1999). Is your PDHPE program fundamentally sound? *Curriculum Support for Primary Teachers, 4*(3), 3-4.

Douglas, A. (1995, November 27-30). *Which ones and how many? Dilemmas involved in choosing subjects for a case study.* Paper presented at the Australian Association for Research in Education Conference, Hobart.

Downey, J. (1979). The training in physical education of the non-specialist primary school teacher. *Bulletin of Physical Education, 15*(1), 5-10.

Dwyer, E. J. (1993). *Catholic schools-creating a new culture.* Adelaide: Griffin Paperbacks.

Dye, T. R. (1984). *Understanding public policy.* Englewood Cliffs, NJ: Prentice Hall.

Edwards III, G. (1980). *Implementing public policy.* Washington, DC: Congressional Quarterly Press.

Eisner, E. W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice.* New York: Manmillan.

Emmel, J. (2004). Re-appointment of national executive director. *ACHPER Healthy Lifestyles Journal, 51*(4), 17.

Erickson, F. (1986). Qualitative methods in research on teaching. In M.C. Wittrock (Ed.), *Handbook of research on teaching (3rd ed., pp.* 119-161). New York: Macmillan.

Espenschade, A. S., & Eckert, H. M. (1980). *Motor development* (2nd ed.). Sydney: Merrill.

Feeney, R. (1995). A Catholic perspective: Physical exercise and sports. Leesburg, VA: Aquinas Press.

Ferris, D. (2001, Autumn). Peter and his saints. *Australian Catholics, 9*(2), 8.

Fewster, J. (1994, March). Runner on the high road. *Australian Catholics, 2*(1), 23-24.

Flannery, A. (1988). *Vatican Council II - The Conciliar and Post Conciliar documents.* New York: Costello Publishing.

Fletcher, G. F., Balady, G., Froelicher, V. F., Hartley, L. H., Haskel, W. L., & Pollock, M. L. (1995). Exercise standards: A statement from the American Heart Association. *Circulation, 91*, 580-615.

Forster, M. (1998). Focusing observations: developmental assessment in the classroom. *Bulletin Aris, 9*(1), 1-6.

Francis, D. (1994). *Foreword - A statement on health and physical education for Australian schools.* Melbourne: Curriculum Corporation.

Fullan, M. (1982). *The meaning of educational change.* New York: Teachers College Press.

Fullan, M. (2001). *The NEW meaning of educational change* (3rd edition). New York: Teachers College Press.

Fynes-Clinton, J. (2004, January 17). Fat of the land too much to take. *The Courier Mail,* p. 32.

Gallahue, D. L. (1989). *Understanding motor development: Infants, children, adolescents* (2nd ed.). Brisbane: John Wiley.

Gans, H. J. (1982). The participant observer as a human being: observations on the personal aspects of fieldwork. In R. G. Burgess (Ed.), *Field research: a sourcebook and field manual.* London: Allen & Unwin.

Garcia, C., Garcia, L., Floyd, J., & Lawson, J. (2002). Improving public health through early childhood movement programs. *Journal of Physical Education, Recreation & Dance, 73*(1), 27-31.

Gard, M., & Wright, J. (2001). Managing uncertainty: Obesity discourses and physical education in a risk society. *Studies in Philosophy and education, 20*(6), 535-549.

Gard, M., & Wright, J. (2005). *The obesity epidemic: Science, morality and ideology.* London: Routledge.

Gardner, C., & Williamson, J. (1999, Nov 29- Dec 2). *There's many a slip 'tween cup and lip…: A case study of educational policy implementation in a changing context.* Paper presented at Australian Association for Research in Education Conference, Melbourne, Australia.

Garn, G. (1999). Solving the policy implementation problem: The case of Arizona charter schools. *Education Policy Analysis Archives, 7*(26), 1-17.

Garrett, R., & Piltz, W. (1999). A case study of curriculum control: Curriculum reform in health and physical education. In B. Johnson & A. Reid, *Contesting the curriculum* (pp. 201-209). Katoomba, NSW: Social Science Press.

Glasby, T. (2000). *Teacher constructions of health: A case study of school health education in Queensland.* Brisbane: University of Queensland Press.

Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory.* Chicago: Aldine.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction.* Sydney: Addison Wesley Longman.

Glover, S. (2001). *The social construction of pedagogic discourse in health and physical education: a study of the writing of the national statement and profile 1992-1994.* Brisbane: University of Queensland Press.

Godin, G., & Shepherd, R. (1990). Use of attitude behaviour models in exercise promotion. *Sports Medicine, 10.* 103-121.

Goodson, I. (1988). *The making of curriculum: collected essays.* London: Falmer Press.

Goodson, I. (1997). *The Changing Curriculum: studies in social construction.* New York: Peter Lang.

Grace, D. (2000). Values, sport and education. *Journal of Christian Education, 43*(2), 7-18.

Graham, G., Holt-Hale, S.A., & Parker, M. (1998). *Children moving - A reflective approach to teaching physical education (4th ed.).* Mountain View, CA: Mayfield.

Green, B., & Bigum, C. (1993). Aliens in the classroom. *Australian Journal of Education, 37*(2), 119-141.

Groome, T. (2002). *What makes us Catholic?* New York: Harper Collins.

Groundswater-Smith, S. (1998). Putting teacher professional judgement to work. *Educational Action Research, 6*(1), 21-37.

Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research.* London: Sage.

Haines, L. (1998, February 19). *The new Queensland health and physical education syllabus workshop, primary network day.* Paper presented at Brisbane Catholic Education Teachers In-service, Brisbane.

Hall, G. (1992). Characteristics of change facilitator teams: Keys to implementation success. *Educational Research and Perspectives, 19*(1), 95-110.

Hamilton, A. (2004). Why Sunday mass? *Australian Catholics, 12*(4), 13-16.

Hardin, D. H., & Garcia, M. J. (1982). Diagnostic performance tests for elementary children (Grades 1-4). *Journal of Physical Education, Recreation and Dance, 53*(2), 48-49.

Hargreaves, A. (1997). *Rethinking educational change with heart and mind.* Alexandria, VA: Association of Curriculum and Development.

Hartnett, J. (1999, July 29). *Outcomes in mathematics workshop.* Presented at Brisbane Catholic Education Teacher In-service, Brisbane.

Hatch, T. (2000). *What happens when multiple improvement initiatives collide.* Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching.

Haubenstricker, J. L., & Seefeldt, V. (1974, March). *Sequential progression in fundamental motor skills of children with learning disabilities.* Paper presented at the International Conference of the Association for Children with Learning Disabilities, Houston, TX.

Henderson, K., Glancy, M., & Little, S. (1999). Putting the fun into physical activity. *Journal of Physical Education, Recreation & Dance, 70*(8), 43-45, 49.

Hervet, R. (1952) Vanves, son Experience, ses Perspectives. Revue de l'Institut de sports (Vanves, its experience, one's perspective. Revue from the Institute of sports), 24: 4-6.

Hickey, C. (1992). Physical education in Victorian primary schools: A review of current provision. *ACHPER National Journal. 138, 18-23.*

Hickey, C. (1995). Can physical education be physical education? *ACHPER Healthy Lifestyles Journal, 42*(3), 4-7.

Higgins, D. (2001, Summer). First hand, schools for life. *Australian Catholics, 9*(1),18-19.

Hill, P., & Crevola, C. (1999). The role of standards in educational reform for the 21st century. In D. Marsh (Ed.). *Preparing our schools for the 21st century* (pp. 117-142). Washington, DC: ASCD Yearbook.

Hoffman, S. (1992). *Sport and religion.* Champaign, IL: Human Kinetic Books.

Howard, J. (2004, June 29). *Building a healthy, active Australia.* Transcript of the launch by Prime Minister, John Howard. Launceston, Tasmania. Retrieved January 7, 2005, from Building a Healthy, Active Australia Launch Launceston, Tasmania Web site: www.pm.gov.au/news/speeches/speech961.html

Hughes, J. (2002, Christmas). Lord of the dance. *Australian Catholics, 10*(5), 1-3.

Hughes, P. J. (1999). What the census statistics on religious affiliations reveal. *AD2000, 12*(3), 6.

Hutton, D. (1999, Autumn). First hand, schools for life! *Australian Catholics, 7*(1), 18-19.

Ingram, H., & Mann, D. (1980). *Why policies succeed or fail.* London: Sage.

Jasparo, J. (1998). Applying systems thinking to curriculum evaluation. *National Association of Secondary School Principals. NASSP Bulletin, 82* (598), 80-86.

John Paul II. (1979a, May 28). Address to directors and athletes of the Milan football team about the values of sports. *L'Osservatore Romano (English edition), 583*(22), 4.

John Paul II. (1979b, September 17). Address to participants in the 33rd water skiing competition of Europe, Africa, and the Mediterranean about the virtues of sports. *L'Osservatore Romano (English edition), 599*(38), 5.

John Paul II. (1980, November 3). Message to participants in the Twelfth Youth Games held in Rome, urges them to integrate physical gifts with spiritual ones. *L'Osservatore Romano (English edition), 656* (44), 10.

John Paul II. (1982, April 5-12). Message to members of the International Athletic Group about athletic competition. *L'Osservatore Romano (English edition), 729*(14-15), 8.

Johnson, J., & Deshpande, C. (2000). Health education and physical education: Disciplines preparing students as productive, healthy citizens for the challenges of the 21st century. *The Journal of School Health, 70*(2), 66-68.

Johnson, M. L., Burke, B. S. & Mayer, J. (1956). Relative importance of inactivity and overeating in the energy balance of obese high school girls. *American Journal of Clinical Nutrition, 4,* 37-44.

Johnson, R., & Rubinson, R. (1983). Physical functioning levels of learning disabled and normal children. *American Corrective Therapy Journal, 37,* 56-59.

Joseph, P., & Efron, S. (1993). Moral choices/moral conflicts: Teachers' self perceptions. *Journal of Moral Education, 22,* 201-220.

Kealey, R. (1985). *Curriculum in the Catholic school.* New York: National Catholic Education Association.

Kelly, L. E., Dagger, J., & Walkley, J. (1989). The effects of an assessment-based physical education program on motor skill development in preschool children. *Education and Treatment of Children, 12*(2), 152-164.

Kerr, G. (1996). The role of sport in preparing youth for adulthood. In B. Galway & J. Hudson (Eds.). *Youth in transition: Perspectives on research and policy* (pp. 293-301). Toronto: Thompson Educational Publishing.

Kickbusch, I. (1991, 9-10 December). *The health promoting school in Europe.* Paper presented at the National Forum of the Network for Healthy School Communities, University of Canberra.

Kidd, B. (1999). The economic case for physical education. *Canadian Association for Physical Education, Recreation and Dance Journal, Winter,* 4-11.

Kirk, D. (1990). School knowledge and the curriculum package-as-text. *Journal of Curriculum Studies, 22,* 409-425.

Kirk, D. (1992). Physical education, discourse and ideology: Bringing the hidden curriculum into view. *Quest, 44,* 35-36.

Kirk, D. (1995, April 23-24). *Locating physical education in the health and physical education statement and profile.* Paper prepared for Shaping the Future: Challenge and Change in Health & Physical Education Conference, Brisbane.

Kirk, D. (1996). The crisis in school physical education: An argument against the tide. *ACHPER Healthy Lifestyles Journal, 43*(4), 25-27.

Kirk, D. (1998). The case against the deterioration argument: Lessons from history to inform the future of physical education*. ACHPER Healthy Lifestyles Journal, 45*(3), 11-15.

Kirk, D., & Penney, D. (1996, January 14-19). *A comparative analysis of national curriculum developments in physical education in Australia and Britain.* Paper presented at the Biennial Conference of the Australian Council for Health, Physical Education and Recreation, Melbourne.

Kirk, D., & Twigg, K. (1993). The militarization of school physical training in Australia: The rise and demise of the junior cadet training scheme, 1911-1931. *History of Education, 22*(4), 319-414.

Kogan, M. (1975). *Educational policy making.* London: Allen & Unwin.

Lawrence, J. (2004, June 6). Shocking eating habits behind the fat kid epidemic. *The Sunday Mail,* p. 18.

Lawson, H. (1990). Beyond positivism: Research, practice, and undergraduate professional education. *Quest 42,* 161-183.

Lazarus, R., Wake, M., Hesketh, K., & Waters, E. (2000). Change in body mass index in Australian primary school children, 1985-1997. *International Journal of Obesity and Related Metabolic Disorders, 24*(6), 679-684.

Le Compte, M. D., & Priessle, J. (with Tesche, R.). (1993). *Ethnography and qualitative design in educational research.* Orlando, FL: Academic Press.

Lee, A. M. (2002). Promoting quality school physical education: Exploring the root of the problem. *Research Quarterly for Exercise and Sport, 73*(2), 118-125.

Lillis, E. (2002, Spring). Kicking on in life. *Australian Catholics, 10*(4), 16-17.

Lingard, R. (1991). Policy-making for Australian schooling: The new corporate federalism. *Journal of Education Policy, 6*(1), 85-90.

Love, J., & Sederberg, P. C. (1987). Euphony and cacophony in policy implementation. *Policy Studies Review, 7*(1), 155-173.

Lynch, T. (2004a). A Catholic education perspective on the importance of the HPE curriculum in schools. *ACHPER Healthy Lifestyles Journal, 51*(2-3), 7-11.

Lynch, T. (2004b). Teaching Catholicism, as easy as play - the significance of health and physical education in Catholic schools. *Catholic School Studies, 77*(2), 2-4.

Lynch, T. (2004c). The importance of HPE in Catholic schools. *Education Alive, 11*(2), 6-7.

Macdonald, D. (2003). Curriculum change and the post-modern world: Is the school curriculum - reform movement an anachronism? *Journal of Curriculum Studies, 35*(2), 139-149.

Macdonald, D., Glasby, T., & Carlson, T. (2000). The health and physical education statement and profile Queensland style. *ACHPER Healthy Lifestyles Journal, 47*(1), 5-8.

Macdonald, D., & Glover, S. (1997). Subject matter boundaries and curriculum change in the health and physical education key area. *Curriculum Perspectives, 17*(1), 23-30.

Mackenroth, T. (2004, June 11). *Public letter from the deputy premier, treasurer and minister for sport.* Brisbane: Queensland Government Printer.

MacPherson, I. (1994). Thinking about and teaching curriculum. *Curriculum and Teaching, 9*(2), 64-72.

Magarey, A. M., Daniels, L. A., & Boulton, T. J. C. (2001). Prevalence of overweight and obesity in Australian children and adolescents: Reassessment of 1985 and 1995 data against new standard international definitions. *The Medical Journal of Australia, 174*, 561-564.

Malen, B., & Knapp, M. (1997). Rethinking the multiple perspectives approach to education policy analysis: Implications for policy practice connections. *Journal of Education Policy, 12*(5), 419-445.

Malina, R. M. (1981). Growth, maturation and human performance. In G. A. Brooks (Ed.), *Perspectives on the academic discipline of physical education* (pp. 190-210). Champaign, IL: Human Kinetics.

Malina, R. M., & Bouchard, C. (1991). *Growth maturation and physical activity.* Champaign, IL: Human Kinetics

Marsh, C. (1994). *Producing a national curriculum.* Sydney: Allen & Unwin.

Marshall, C., & Rossman, G. B. (1994). *Designing qualitative research.* London: Sage.

Mavor, I. (1997). Understanding the health and physical education key learning area. *Journal of the Home Economics Institute of Australia, 4*(3), 38-42.

Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide.* London: The Falmer Press.

McDonald, E. (2000, December 4-7). Education leaders or followers: The administration of Catholic school systems and recent federal government education policy. Paper presented at Annual *Conference of the Australian Association for Research in Education.* Sydney: Australian Association for Research in Education.

McGirr, M. (1999, Winter). Swimming to Sydney. *Australian Catholics, 7*(2), 7-8.

McGirr, M. (2000, Winter). Been there, a lot to maintain. *Australian Catholics, 8*(2), 14-15.

McGirr, M. (2001, Winter). Sport, the box seat. *Australian Catholics,* 9(3), 16-17.

McGrath, H. & Francey, S. (1991). *Friendly kids friendly classrooms - teaching social skills and confidence in the classroom*. Melbourne: Pearson Education.

McNaughton, L., Morgan, R., Smith, P., & Hannan, G. (1996). An investigation into the fitness levels of Tasmanian primary school children. The *ACHPER Lifestyles Journal, 43*(1), 4-10.

Medland, A. & Taggart, A. (1993, November) *The implementation of a health related fitness intervention: A case study of two primary schools.* Paper presented at the Australian Association for Research in Education Conference, Fremantle, WA.

Merriam, S. (1998). *Qualitative research and case study applications in education: Revised and expanded from case study research in education.* San Francisco: Jossey- Bass.

Metcalf, F. (2004, September 18). Too many kids, ageing parents. *The Courier Mail - Life,* p. 4.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). (1995). *National report on schooling in Australia 1995.* Carlton, VIC: Curriculum Corporation.

Moore, D. (1994, Autumn). The challenges for sport and physical education in schools. *ACHPER Healthy Lifestyles Journal, 41*(1/143), 23-28.

Morgan, G. (2005). Jesus was a good sport. *Australian Catholics, 13*(1),16.

Morgan, P. & Bourke, S. (2005). An investigation of pre-service and primary school teachers' perspectives of PE teaching confidence and PE teacher education. *ACHPER Healthy Lifestyles Journal, 52*(1), 7-13.

Morgan, P., Bourke, S., & Thompson, K. (2001, December). *The influence of personal school physical education experiences on non-specialist teachers' attitudes and beliefs about physical education.* Paper presented at the annual conference of the Australian Association for Research in Education, Fremantle.

Myers, C.,J. (1989, March 27-31). *A cafeteria style approach for evaluating K-3 programs.* Paper presented at the annual meeting of the American Education Research Association, San Francisco.

Neuman, W. (2000) *Social research methods: Qualitative and quantitative approaches.* Sydney: Allyn and Bacon.

Noonan, K. (2003, June 13). On marks for losing streak. *The Courier Mail,* p. 19.

Norrie, M., & Mustard, J. F. (1999). *Early years study: Final report.* Toronto: The Canadian Institute for Advanced Research.

Norris, N. (1998). Curriculum evaluation revisited*. Cambridge Journal of Education, 28(2*), 207-219.

O'Dea, J. & Maloney, D. (2000). Preventing eating and body image problems in children and adolescents using the health promoting schools framework. *Journal of School Health, 70*(1), 18-21.

Odden, A. (1991). *Education policy implementation.* Albany, NY: State University of New York Press.

Olrich, T. (2002). Assessing fundamental motor skills in the elementary school setting: Issues and solutions. *Journal of Physical Education, Recreation & Dance, 73*(7), 26-32.

O'Shea, J. (2000, Christmas). Church, 'Mrs God' goes to school. *Australian Catholics, 8*(4), 20-21.

Pangrazi, R. (2000). Promoting physical activity for youth. *ACHPER Healthy Lifestyles Journal, 47*(2), 18-21.

Pangrazi, R. (2001). *Dynamic physical education for elementary school children (13th ed.).* Boston, MA: Allyn & Bacon.

Parlett, H. & Hamilton, D. (1972). *Evaluation as illumination: A new approach to the study of innovatory programs.* London: Nuffield Foundation.

Patterson, K. (2004, August 29). Here is my CV, believe it or not! *The Sunday Mail,* p. 18.

Patton, M. Q. (1990). *Qualitative evaluation and research methods.* London: Sage.

Proudford, C. (1995). Shaping the future-but whose future? *Curriculum Perspectives, Newsletter Edition, 15*(2), 26-29.

Puttock, L. (2002, Spring). Family friend. *Australian Catholics, 10*(4), 15.

Queensland Government. (2002). *Introducing the Queensland Studies Authority.* Brisbane: Queensland Government Printer.

Queensland Government. (2003a). *Get active Queensland- Children and young people.* Brisbane: Queensland Government Printer.

Queensland Government. (2003b). *Get active Queensland, early childhood resources.* Brisbane: Queensland Government Printer.

Queensland Government. (2003c). *Support an active learner- Introductory booklet.* Brisbane: Queensland Government Printer.

Queensland School Curriculum Council. (1999a). *Health and physical education initial in-service materials.* Brisbane: Publishing Services, Educational Queensland.

Queensland School Curriculum Council. (1999b). *Health and physical education years 1 to 10 sourcebook.* Brisbane: Publishing Services, Education Queensland.

Queensland School Curriculum Council. (1999c). Health and physical education years 1 to 10 syllabus. Brisbane: Education Queensland.

Queensland Studies Authority. (2004). *Years 1-10 health and physical education: project history.* Retrieved June 26, 2004 from QSA website: www.qsa.qld.edu.au/yrs1_10/kla/hpe/history.html

Raitakari, O. T., Porkka, K. V. K., Taimela, S., Telama, R., Rasanen, L., & Viikari, J. S. A. (1994). Effects of persistent physical activity and inactivity on coronary risk factors in children and young adults. *American Journal of Epidemiology, 140,*195-205.

Rarick, G. L. (1981). The emergence of the study of human motor development. In G. A. Brooks (Ed.), *Perspectives on the academic discipline of physical education* (pp. 163-189). Champaign, IL: Human Kinetics.

Rein, M. (1983). *From policy to practise.* London: Macmillan.

Rothstein, R. (2000, November 29). Are the three R's crowding out PE? *New York Times- Late Edition (East Coast),* p. B11.

Roulston, K. (1999). *Costing the 'worldly riches of extra time'. In K. Chalmers, S. Bogitini, S. & P. Renshaw. Educational research in new times: Imagining communities for diversity and inclusiveness (pp. 97-106).* Flaxton, QLD: Post Pressed.

Rowling, L. (1996). Health promoting schools. A challenge for teacher professional development. *The ACHPER Healthy Lifestyles Journal, 43*(2), 5-7.

Sachs, J. (1997). Reclaiming the agenda of teacher professionalism: an Australian experience. *Journal of Education for Teaching, 23*(3), 263-275.

Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of health related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport, 70*(2), 127-134.

Sallis, J. F., Prochaska, J. J., Taylor, W. C., Hill, J. O., & Geraci, J. C. (1999). Correlates of physical activity in a national sample of girls and boys in grade 4 through 12. *Health Psychology, 18*(4), 410-415.

Saltmarsh, N. R. (2001, August 4). Fitness; better role models, community involvement could make obese kids fitter. *Health & Medicine Week,* Atlanta: p. 12-13.

Sarantakos, S. (1998) *Social research.* South Yarra, VIC: Macmillan Education Australia.

Schardt, D. (1993). These feet were made for walking. *Nutrition Action Health Letter, 20*(10), 1-7.

Schmidt, G., Walkuski, J., & Xiaoqian, D. S. (1997, November). *Coronary risk appraisal in Singapore school children.* Paper presented at the AIESEP World Conference on Teaching, Coaching and Fitness Needs in Physical Education and the Sport sciences, Singapore.

Schneider, A. G. (1982). Studying policy implementation. *Evaluation Review, 6*(6), 715-730.

Schon, D. (1984). *The reflective practitioner: How professionals think in action.* New York: Basic Books.

Schwandt, T. A. (1989). Solutions to the paradigm conflict: Coping with conflict. *Journal of Contemporary Ethnography, 17*(4), 379-407.

Scraton, S. (1990). *Gender and physical education.* Geelong, VIC: Deakin University Press.

Scribner, J. D., Reyes, P., & Fusarelli, L. D. (1994). Educational politics and policy: And the game goes on. *Politics of Education Association Yearbook,* 201-212.

Seefeldt, V. (1975, March*). Critical learning periods and programs of early intervention.* Paper presented at the AAPHER Convention, Atlantic City, NJ.

Seefeldt, V. & Vogel, P. (1986). *The value of physical activity.* Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

Shilton, T. (1997). Advocating for your discipline: Why physical education? *Healthy Lifestyles Journal, 44*(1), 21-24.

Singer, R. N. (1980). *Motor learning and human performance - An application to motor skills and movement behaviours* (3rd ed.). New York: MacMillan.

Skatsoon, J. (2003, September 2). Australia looms large in battle of the obese. *The Daily Telegraph,* p. 7.

Smoll, F. L. (1974). Motor impairment and social development. *American Corrective Therapy Journal, 28,* 4-7.

Solmon, M. A. & Carter, J. A. (1995). Kindergarten and first-grade students perceptions of physical education in one teacher's classes. *Elementary School Journal, 95*(4), 355-365.

Spady, W. (1993). *Outcome-based education.* Canberra: Australian Curriculum Studies Association.

Sparkes, A. (1990). *Curriculum change and physical education: towards a micropolitical understanding.* Victoria: Deakin University Press.

Sparkes, A. (1990). Winners, losers and the myth of rational change in physical education: Towards an understanding of interests and power in innovation. In D. Kirk & R. Tinning, *Physical education, curriculum and culture: Critical issues in the contemporary crisis (pp. 193-224).* London: Falmer Press.

Sparkes, A. (1991). Curriculum change: On gaining a sense of perspective. In N. Armstrong & A. Sparkes, *Issues in physical education (pp.1-19).* London: Cassell Education.

Sport and Recreation Queensland. (2005). *Why get active? Benefits for children and young people.* Retrieved February 9, 2005, from Sport and Recreation Queensland Web site: www.srq.qld.gov.au/why_get_active.cfm

Stake, E. (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Stefanik, P. A., Heald, K. P., & Mayer, J. (1959). Caloric intake in relation to energy output of obese and non-obese adolescent boys. *American Journal of Clinical Nutrition, 7,* 55-61.

Stoney, T. (1994, November). On the way back. *Australian Catholics, 2*(4), 14-15.

Stufflebeam, D. L., Madaus, G. F. & Kellaghan, T. (2000). *Evaluation models.* Boston: Kluver Academic.

Swabey, K., Carlson, T., & Kirk, D. (1998, Nov 29-Dec 3). *Physical education defined.* Paper presented at the Australian Association for Research in Education (AARE) Conference, Adelaide.

Taggart, A., Medland, A., & Alexander, K. (1995). 'Goodbye superteacher!' Teaching sport education in the primary school. *ACHPER Healthy Lifestyles Journal, 42*(4), 16-18.

Taylor, C. B., Sallis, J. F., & Needle, R. (1985). The relation of physical activity and exercise to mental health. *Public Health Reports, 100,* 195-201.

Taylor, S., & Bogdan, R. (1998). *Introduction to qualitative research methods: A guide and resource.* Brisbane: John Wiley and Sons.

The Game Factory. (1994). *Games for growing - behavioural enhancement and modification through the use of physically interactive games.* Greenwood, WA: Author.

Thompson, A., & Gitlin, G. (1995). Creating spaces for reconstructing knowledge in feminist pedagogy. *Educational Theory,* Spring, *45*(2), 125-150.

Thompson, K., Woodcock, A., McCormack, A., & Thomas, K, (1995, November 26-30). *A pilot study: Motor skills, fitness and attitude assessment of Hunter region primary schools.* Paper presented at the Australian Association for Research in Education Annual Conference, Hobart.

Tinning, R. (1986). *Improving teaching in physical education*. Geelong, VIC: Deakin University Press.

Tinning, R. (1990). *Ideology and physical education: Opening Pandora's box.* Geelong, VIC: Deakin University Press.

Tinning, R. (1994, Nov 11-12). *The sport education movement: Pheonix, bandwagon or hearse?* Paper presented to the ACHPER/ SPARC Physical Education and Sport: The Interface Conference: Fremantle, WA.

Tinning, R. (1999). *Pedagogies for physical education - Pauline's story.* Geelong, VIC: Deakin University Press.

Tinning, R. (2004). Rethinking the preparation of HPE teachers: Ruminations on knowledge, identity, and ways of thinking. *Asia- Pacific Journal of Teacher Education, 32*(3), 241-253.

Tinning, R., & Fitzclarence, L. (1992). Postmodern youth culture and the crisis in Australian secondary school physical education. *Quest, 44*(3), 287-303.

Tinning, R., Kirk, D., & Evans, J. (1993). Healthism and daily physical education. In Deakin University, *Critical curriculum perspectives in physical education – Reader* (pp. 77-94). Geelong, VIC: Deakin Print Services.

Tinning, R., Kirk, D., Evans, J., & Glover, S. (1994). School physical education: A crisis of meaning. *Changing Education, 1*(2), 13-15.

Tinning, R., Macdonald, D., Wright, J., & Hickey, C. (2001). *Becoming a physical education teacher: Contemporary and enduring issues.* Pearson Education/ Prentice Hall.

Tomson, M. L. & Patterson, I. (1998, January 12-16). *Promoting physical activity, sport and recreation through school and community links.* Paper presented at the Australian Council for Health, Physical Education and Recreation Conference, Adelaide.

Treanor, L., & Housner, L. (1998). PE shapes up. *The American School Board Journal, 185*(8), 25-27.

U.S. Department of Health and Human Services. (1996). *Physical activity and health: A report of the surgeon general.* Atlanta, GA: Centre for Disease Control and Prevention.

Valdez Perez, A. L., Milstein, M. M., Wood, C. J., & Jacquez, D. (1999). *How to turn a school around.* Thousand Oaks, CA: Corwin Press.

Walkley, J., Holland, B., Treloar, R., & Probyn-Smith, H. (1993). Fundamental motor skill proficiency of children. *The ACHPER National Journal, 40*(3), 11-14.

Walmsley, H. R. (1998). *Physical education policy and practice in Queensland primary schools 1970-1993.* Brisbane: University of Queensland Press.

Wankel, L., & Pabich, P. (1981). The minor sport experience: Factors contributing to or detracting from enjoyment. In T. Orlick, J. T. Partington, & J.H. Samela (Eds.), *Mental training for coaches and athletes* (pp. 70-71). Ottawa, Ontario: Coaching Association of Canada.

Webster, P. J. (2001). Teachers' perceptions of physical education within the k-6 personal development, health and physical education key learning area. *Theses: University of Woollongong.* Abstract retrieved June 28, 2004, from Informit database.

Wellington, J. (2000). *Educational research: Contemporary issues and practical approaches.* London: Continuum.

Weston, P. (2004, January 18). We're twice as fit as city kids. *The Sunday Mail,* p. 32.

White, J. A., Wright, V., & Hudson, A. M. (1993). Relationship between habitual physical activity and osteoarthritis in ageing women. *Public Health, 107,* 459-470.

Williams, P., Williams, M., Bertram, A., Guray, C., McCormack, A. C., & Brenton, R. (1993). Implementing a new integrated curriculum in Australia: The views of head teachers, physical education. *Physical Education Review, 16*(1), 31-39.

Wilson, V. (1997). Focus groups: A useful qualitative method for educational research. *British Educational Research Journal, 23*(2), 209-224.

Wiltshire, K., McMeniman, M. & Tolhurst, T. (1994). *Shaping the future: review of the Queensland School Curriculum, Vol. 1.* Brisbane: Queensland Government Printer.

Wolcott, H. F. (1992). Posturing in qualitative inquiry. In M. D. LeCompte, W. L. Millroy, & J. Priessle (Eds.), *The handbook of qualitative research in education.* Orlando, FL: Academic Press.

World Health Organisation. (1994). *Life skills education in schools-division of mental health.* Manila, Philippines: Author.

World Health Organisation. (1996). Health promoting schools: Regional guidelines development of health-promoting schools - A framework for action – Regional Office, Western Pacific. Manila, Philippines: Author.

Appendix A1

A synopsis of Case Study Two school Early Years Physical Activity School Program

The program for Year Two began using the Jack Capon Perceptual Motor Program (Level 2), although it can be extended by introducing assorted motor skills that are not used in this program. This program uses five parent helpers and consists of six stations of various movement patterns and manipulative skills over approximately twelve lessons. The students develop their balancing (static and dynamic), locomotor movements (hop, skip, run, jump, gallop), hand-eye and foot-eye coordination (throw, catch, strike and dribble balls of various sizes), body and space awareness, ocular pursuit (tracking with eyes), laterality (awareness of the difference between right and left), cross-laterality (use of limbs on the opposite side of the body) and kinesthesia (awareness of muscular movement and use of energy).

Swimming is conducted at the local pool by qualified AUSTSWIM instructors. The 'Learn to Swim Program' is taught once a week for six week blocks in Term One and Four. Dancing includes Rhythmic Movements through Perceptual Motor Rhythm Games, Motor Fitness Rhythm Games and Bush Dancing.

Manipulative skills and body movement developed extraneous to the Perceptual Motor Program are evidenced in the Whole School Program and include ball, rope and hoop activities, bean bag and rhythm stick activities, skipping with a rope, throwing underarm and overarm, tracking and trapping, kicking, striking, dribbling, catching, and passing. All fundamental skills are developed using a variety of different sized objects.

Students train and develop the ability to run a long distance of 500 metres culminating in their participation at the annual school cross country. Athletics

involves introducing and preparing the students for various relays, running using the correct technique, sprinting 60 metres and mini tabloid sports. The program includes assorted fun games used throughout the year which often require the use of learnt skills in combinations. Listed games included Simpson circle race, Chain tag, Rats and Rabbits, Wicket stump hit, Boppa tee-ball, Mini red rover and Flag sprints.

There are four rules and expectations for Physical Activities: Every participant must wear a hat; the whistle signals to stop, look and listen; do not touch the sports equipment unless you are asked to, and be kind to others.

Appendix A2

A synopsis of Case Study Two school Middle Years Physical Activity School Program

The middle years build on work done in the early years, with the following extensions: social dancing, swimming incorporating water polo skills, freestyle, backstroke, breast stroke and introductory butterfly. Movement and manipulative skills are extended. Taught skills are designed to be demonstrated with cues given and then practised by the students in closed motor skill environments, with the skills then further developed in an open motor skill medium, such as minor or modified games.

Specifically, in Term One the skills developed are: underarm throw; over arm throw; introduction to cricket bowling; catching using both hands/ one hand; and striking a ball using one hand/ two hands for a stationary target and a moving target. Modified sports include Mini (ace) tennis, Bucket ball, Zig-Zag tee ball, Boppa tee ball, Wicket stump hit, Tee cricket, Diamond cricket and Kanga cricket. Students train, and develop the ability to run a long distance of 1300 metres culminating in participation in the annual school cross country.

In Term Two, supplemented specific skills include: two hand pass to a stationary and moving target (chest pass and rugby pass); dribbling a basketball and soccer ball; hand pass (AFL); catching/marking (hands outstretched and chest); kicking both oval shaped and round balls (soccer pass and kick/ from hands-drop punt); and kicking for accuracy. Modified sports include Tag (Aussie Footy), Touch rugby, Roo ball, Gaelic Football, Sideline netball and Sideline Basketball.

Term Three focuses on preparation for the Athletics carnival. Athletics involves introducing and preparing the students for various relays, running using the correct technique, sprinting 80 metres, starts, finishes, lanes and

ball games (Captain ball and Tunnel ball). The program gives recognition to fun games such as the Simpson circle race, Chain tag, Rats and Rabbits, and Flag sprints. Students may be introduced to shot put. Basketball skills and Netball skills are further developed.

Term Four involves reinforcing and combining skills covered throughout the year to play modified games of European Handball, Newcombe ball (mini volleyball), Ten Pin Bowling, Tee ball and Kanga cricket. The Physical Education Whole School Program also involves many fun games such as Boppa tee-ball, Wicket stump hit, Tee cricket, Mini red rover, Tail tag, Scarecrow tiggy, Poison ball and bopper tag. Such Games often require the use of the skills in combination and are used interchangeably as fun warm up games and lessons. Rules and expectations for Physical Activities in the middle years included the same four rules used in the early years.

Appendix A3

A synopsis of Case Study Two school Upper Years Physical Activity School Program

Locomotor and manipulative skills are very similar to the ones introduced in Year Four only the students are extended through the use of distance, using their opposite side or non-preferred side of the body. There are also fewer rule changes used in the modification process for games. More time is also allocated to developing students' skills and understanding of the sports offered for inter-school sport.

Dancing increases in complexity as the students learn and perform more difficult dances. The swimming program is of the same duration as Year Four, with students usually able to swim twenty-five metres competently in freestyle, backstroke and breaststroke. More advanced students will also be able to swim twenty-five metres in butterfly. They should have competent skills for water polo and have an understanding of lifesaving and emergency survival procedures, rescue tows and safety dives. Cross Country running is increased to approximately three kilometres. Shot put is covered, as too is high jump and long jump if facilities can be made available. The students practise sprinting 100 metres, relays and the ball games such as Zig-Zag, Leader ball and Captain ball.

Appendix B1

Early Years Students' Core Learning Outcomes to be demonstrated, taken from the Case Study Two School HPE Program

Developing Concepts and Skills for Physical Activity

1.1   Students demonstrate a variety of basic locomotor skills and non locomotor skills, varying body actions and use of space;

1.2   Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body;

1.3   Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities;

1.4   Students categorise the physical activities that they and others watch or play;

D1.5   Students respond to movement stimuli to create their own movement patterns in order to communicate ideas and feelings;

2.1   Students demonstrate simple combinations of locomotor and non locomotor skills;

2.2   Students demonstrate basic movement skills using equipment in play and simple games; and

2.3   Students compare the effects on the body of participating in physical activities of varying intensities.

Enhancing Personal Development

1.2   Students identify relationships they experience in their daily lives, and can demonstrate the behaviours appropriate for these;

1.4   Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others;

D1.5   Students discuss ideas and feelings about actions and behaviours they or others regard as right or wrong;

2.3 Students compare similarities and differences between people at different stages of life; and

2.4 Students demonstrate verbal and nonverbal skills to express ideas, needs and feelings and to show consideration of others.

Promoting the Health of Individuals and Communities

1.1 Students describe and demonstrate everyday actions that they can take in a range of situations to promote their health; and

1.3 Students decide which people and things make environments and activities safe.

D1.6 Students explain how adherence to rules can promote health;

2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others; and

2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.

Appendix B2

Middle Years Students' Core Learning Outcomes to be demonstrated, taken from the Case Study Two School HPE Program

Developing Concepts and Skills for Physical Activity

3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks;

3.2 Students observe rules and demonstrate an awareness of others in play and simple games;

3.3 Students describe what it means to be fit and demonstrate activities that promote health-related fitness; and

3.4 Students suggest how people and the availability of facilities influence choices relating to physical activities.

Enhancing Personal Development

3.1 Students explain how different ways of describing people, including stereotyping of males and females, influence the way people value and treat themselves and others;

3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations; and

3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.

Promoting the Health of Individuals and Communities

3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Appendix B3

Upper Years Students' Core Learning Outcomes to be demonstrated, taken from the Case Study Two School HPE Program

Developing Concepts and Skills for Physical Activity

4.1   Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances;

4.2   Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities; and

4.3   Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.

Enhancing Personal Development

4.2   Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships; and

4.4   Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.

Promoting the Health of Individuals and Communities

4.3   Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences.

Appendix C1

Student Focus Group Interview Schedule

Student Focus Group (Early/ Middle/ Upper)
Interview Schedule

1. Tell me your names and how long you have been at this school.

2. What do you do at lunch time? (activities)

3. What different things do you learn about in school?

4. What do you like to learn about most during school time? (favourite subject)

5. What activities do you play when you are not at school? (t.v, computer games, football etc)

6. What different sports do you do at school? (swimming etc)

7. What sports do you play outside of school? (bike riding, netball etc)

8. What do you do during HPE/ PE? (Ever in the classroom? Have an exercise book?)

9. What do you enjoy about HPE?

10. What are your favourite games or activities in HPE? (Do you need special equipment for these?)

11. Tell me about the times when you really didn't feel like joining in the activities. (Does everyone join in?)

12. Why is HPE important?

13. What else do you do in the school to help you to be healthy?

Appendix C2

Semi-structured Interview Schedule

Classroom Teacher (early/ middle/ upper years)
Interview Schedule

1. Name and role

2. Tell me about your teaching experience.

3. What has your training/ study involved for teaching? (Institution, qualifications and training)

4. Tell me about your dealings with the HPE syllabus (1999).

5. What do you like about the (1999) HPE syllabus?

6. How does the school manage to fit the demands of the HPE syllabus into the crowded P-7 curriculum? (3 strands and 1.5 hours per week)

7. What equipment and facilities does the school have for HPE?

8. What physical activities do you think are most important to focus on in the early/ middle/ upper years?

9. How interested are the students in HPE? (attitudes towards)

10. How are disinterested students handled during HPE lessons?

11. What are the advantages/ benefits of having a specialist HPE teacher? (If applicable)

12. What are the disadvantages of having a specialist HPE teacher? (If applicable)

13. How important do you think the HPE learning area is?

14. How do the other teachers in the school view HPE?

15. What does the school do well in the HPE curriculum?

16. What areas of the HPE curriculum require attention?

17. How is healthy living promoted throughout the school?

Appendix C3

Semi-structured Interview Schedule

HPE teacher/ Co-ordinator
Interview Schedule

1. Name and role
2. Tell me about your teaching experience.
3. What has your training/ study involved for the HPE role? (Institution, qualifications, training and in-services)
4. Tell me about your dealings with the HPE syllabus (1999).
5. What do you like about the (1999) HPE syllabus?
6. How does the school manage to fit the demands of the HPE syllabus into the crowded P-7 curriculum? (3 strands and 1.5 hours per week)
7. What physical activities do you think are most important to focus on in the early years, the middle years and the upper years?
8. What equipment and facilities does the school have for HPE?
9. What equipment and facilities do you further require for your physical education program?
10. How do you improvise so that you have adequate equipment in your PE classes?
11. How do you cater for the students who are physically disadvantaged?
12. How interested are the students in HPE? (attitudes towards)
13. How do you handle disinterested students during HPE lessons?
14. What are the advantages/ benefits of having a specialist HPE teacher?
15. With what importance do the other teachers in the school view HPE?
16. What does the school do well in the HPE curriculum?
17. What areas of the HPE curriculum require attention?
18. Outside of the classroom, how is healthy living promoted throughout the school?

Appendix D

Student Questionnaire

Name --------------------------------------- Class---

1. **Playing sports makes me feel
    (please circle one face)**

2. **I like to learn**

3. **P.E. at school makes me feel
    (please circle one face)**

4. **My favourite thing to do at home is
    (draw a picture or write)**

5. **My favourite sport to play is**

    _____