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University of Canberra, Bachelor of Secondary Education (Health and Physical Education) Course Review and Development.

Lynch, TJ

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University of Canberra

Faculty of Education Science Technology and Mathematics

**Bachelor of Secondary Education
(Health and Physical Education)**

2016 Course Proposal – Review

Report

February 22, 2015

Dr. Timothy Lynch

Monash University

International Council for Health, Physical Education, Recreation, Sport & Dance (ICHPER-SD)
- Vice President (Head of the Oceania region)

www.ichpersd-oceania.org

www.timothylyncheducation.com

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Context

This review is being completed during an opportunistic time in Higher Education Initial Teacher Education for the Australian Health and Physical Education (HPE) learning area. It is pertinent that this current HPE context is examined and the history is acknowledged when planning for the future.

Australian Council for Health, Physical Education and Recreation (ACHPER) held the 28th biennial International Conference in Melbourne in 2013, around about the time that the Australian Curriculum: Health and Physical Education (AC: HPE) was submitted for endorsement. The conference theme was ‘A Defining Time’ and examined the Australian Curriculum and the significance of Health and Physical Education (HPE) in the lives of young Australians. Internationally renowned HPE academic, Professor David Kirk from the University of Bedfordshire (UK) presented the 22nd Fritz Duras Memorial Lecture at the University of Melbourne. The title of the keynote presentation was ‘A defining time for physical education futures? Exploring the legacy of Fritz Duras.’ Kirk opened the memorial lecture by challenging HPE educators:

It has been my conviction for some time and something that I’ve argued in public that most of us in health and physical education do not know the history of our field particularly well and this places us in a very precarious situation in terms of a readiness to face change.

As the reviewer for this proposed course to begin in 2016, ‘Bachelor of Secondary Education (Health and Physical Education)’, I heed Kirk’s advice. Hence, an historical and cultural perspective has influenced this report. Furthermore, this lens has been deliberately chosen to strengthen ideas and insights, thus optimising ‘readiness to face change’.

A brief summary of key events in the HPE learning area, historically and culturally are listed below:

- ✓ ‘Health dimensions’ of Physical Education were first formally recognised in curriculum by Per Ling (1766-1839), who pioneered the teaching of PE in Sweden. Per Ling established the medical and scientific benefits of PE. Subjects included; *anatomy, educational psychology, first aid, health, history and philosophy, physiology and sports skills*. (Phillips & Roper, 2006).
- ✓ Content topics pioneered by Per Ling do have similarities to the current AC: HPE (Appendix A). Over the last 30 years there has been a gradual movement towards health promotion in Australia. The AC: HPE evidences increased health topics.
- ✓ Focus areas that sit within the HPE curriculum include: mental health promotion, sexuality and reproductive health, food and nutrition, safety, drug use, respectful relationships, personal identity and sense of self, physical activity and fitness, games and sports, and aquatics and water-based activities (ACARA, 2012, p. 22).
- ✓ ‘Physical Education’ and ‘Health’ were combined as a learning area under the nomenclature of ‘Health and Physical Education’ in the last national reform, in the National HPE Statement and Profile (Australian Education Council [AEC], 1994a, 1994b). The 1994 Statement and Profile documents provided a foundation for the construction of an HPE syllabus document in each state and territory (Dinan, 2000; Glover, 2001).

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- ✓ While similarities in HPE content remain, varying philosophies and ideologies have influenced approaches throughout the history of HPE. Many discourses have influenced the construction and delivery of the 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 (Scruton, 1990; Tinning, 1990; Colquhoun, 1991, 1992; Kirk, 1992; Tinning and Fitzclarence, 1992; Kirk and Twigg, 1993; Tinning, Kirk and Evans, 1993; Hickey, 1995). It was the presence of such discourses that influenced the last curriculum reform for HPE in the early 1990s and in particular the adoption of the socio-cultural perspective to help make both teachers and students more aware of the social and cultural forces that shape perceptions of this key learning area (Tinning and Fitzclarence, 1992).
- ✓ The ‘scientific’ discourse has greatly influenced the HPE learning area over the last 50 years, specifically in Higher Education. This was stimulated by Sputnik 1, launched on October 4, 1957, as a result performance often replaced humanistic experiences and Exercise Science and Sports Medicine were prioritised (Kirk, 1988).
- ✓ A socio-cultural perspective “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, Glasby & Carlson, 2000, p.6). This approach is inclusive and promotes social justice (QSCC, 1999a, 1999b).
- ✓ Since 1994 F-10 [P-10] curriculum in HPE and specifically HPE teacher accreditation has required preparation in personal development, health and physical education. NSWIT requirements (abridged 2011) advocate the principles of the 1994 HPE National Statement and Profile and promote the socio cultural perspective.
- ✓ The new AC: HPE confirmed ‘Health and Physical Education’ as a learning area and the social cultural approach (ACARA, 2010).
- ✓ Promoting social justice and equity in education through the HPE curriculum materials (1994) and the socio-cultural approach does seem to have led the way for other curriculum key learning areas. This is evident through the National Curriculum and explicitly within the goals established at the Melbourne Declaration on Educational Goals for Young Australians:
 - Goal 1: Australian schooling promotes equity and excellence
 - Goal 2: All young Australians become: Successful learners; Confident and creative individuals; Active and informed citizens (MCEETYA, 2008).
- ✓ It is argued that physical education has long been the ‘foundation stone’ for children/youth’s participation in sport and that HPE enables improved ‘holistic’ development.
- ✓ The new Australian curriculum for HPE promotes ‘health literacy’ which in a broad sense “address[es] the capacity of individuals to understand and act on messages not only in health-related settings, but also in the social communities in which they live” (Macdonald, 2013, p. 101). Health literacy relates to ‘Lifelong health promoting behaviours’ endorsed by previous state and territory syllabai and frameworks derived from the 1994 National Statement and Profile.
- ✓ AC: HPE is about finding balance between sciences and pedagogical knowledge. The first paragraph of the Rationale states:

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Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. *The Australian Curriculum: Health and Physical Education (F-10) is informed by these sciences and offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.*

- ✓ The national curriculum was recently reviewed and “there was general satisfaction with the way this curriculum had been developed and the final result” (Australian Government, 2014). Also, the review “indicated strong support for the inclusion of Health and Physical Education (HPE) in the Australian Curriculum” (ACHPER, 2014). The HPE national curriculum is awaiting final endorsement by the Australian Government, however is being implemented by various schools around the country.
- ✓ Professor Chris Hickey of Deakin University offered expert comments as part of the Australian Curriculum review. According to Hickey the new HPE curriculum within Australia, “does not represent a radical reform of what teachers know and do, but it does have the potential to challenge and refurbish some of the long-held underpinnings of the field” (Australian Government, 2014, p. 205).

Overview of Course Structure

There are six principles that guide course structures (Australian Institute of Teachers and School Leaders [AITSL], 2011). These are:

1. Continuous improvement – improvement of quality initial teacher education
2. Outcomes focus – high standards for graduate outcomes
3. Flexibility, diversity and innovation – innovative ideas to meet contexts is encouraged
4. Partnerships – shared responsibilities between various initial teacher education stakeholders
5. Building on existing expertise – supplements the strengths of jurisdictional accreditation
6. Evidence – accreditation requirements are based on evidence-based practice

The national accreditation process for initial teacher education programs has three integrated elements:

1. Graduate teacher standards (Professional Knowledge, Professional Practice, Professional Engagement)
2. Program standards
3. Accreditation process

The course is guided by Standard 4 Structure and Content (2011, p. 13):

- 4.1 Program structures must be sequenced coherently to reflect effective connections between theory and practice.

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- 4.2 Professional studies in education include discipline-specific curriculum and pedagogical studies, general education studies and professional experience. The professional studies in education will comprise at least two years of full-time equivalent study.
- 4.3 Discipline studies will normally be completed either in a separate discipline degree completed prior to a graduate entry initial teacher education program, or as part of an integrated undergraduate teaching degree or combined teaching/discipline degree program.

As an undergraduate course it is essential that graduate teachers have two subjects they can teach.

Undergraduate secondary programs must provide a sound depth and breadth of knowledge appropriate for the teaching area/s the graduate intends to teach. **These programs should provide at least a major study in one teaching area and preferably a second teaching area comprising at least a minor study.** In addition, these programs must include a minimum of one-quarter of a year of full-time equivalent study of discipline-specific curriculum and pedagogical studies for each teaching area the graduate intends to teach. Discipline specific curriculum and pedagogical studies will prepare graduates to teach across the years of secondary schooling (2011, p. 14).

The requirements for units in the ‘major study in one teaching area’ are:

Study undertaken for a major study will be equivalent to a **total of three-quarters of a year** of successful full-time higher education study, usually comprising **sequential discipline study taken over three years**. In most programs, **this equates to six units, with no more than two at first-year level and no fewer than two units at third-year level** (2011, p. 14).

The requirements for units in the ‘minor study in a second teaching area’ are:

Study undertaken for a minor study will be equivalent to a **total of half a year** of successful full-time higher education study, usually comprising **sequential discipline study taken over two years**. In most programs, **this equates to four units, with no more than two at first-year level**.

It is important that course design meets the AITSL national requirements and the specific requirements of NSW (Board of Studies Teaching & Educational Standards [BOSTES], formally NSW Institute of Teachers [NSWIT]). BOSTES has particular importance due to the large number of UC graduate teachers who will be teaching in this state. Furthermore, NSW could be argued as having Australia’s highest standards in education out of any Australian state or territory, and it is therefore in any courses best interest to meet the highest of standards. Within the context of Canberra it is essential that the ACT Teachers Quality Institute (TQI) requirements are also met.

The New South Wales Institute of Teachers (NSWIT) Subject Content Requirements for teaching HPE in the state of NSW Secondary schools (Abridged) January 2012 policy document has been aligned in the new BOSTES ‘Subject content knowledge for teachers policy’ November 2013. This policy document (Appendix 2) states that the minimum requirements for a Secondary Teacher in the key learning area include academic study in physical education, health and personal development (equally weighted) underpinned by cultural and sociological perspectives. Furthermore the key learning area is named Personal Development, Health and Physical Education (PDHPE). Hence, the new AC: HPE evidences that this policy was prescient.

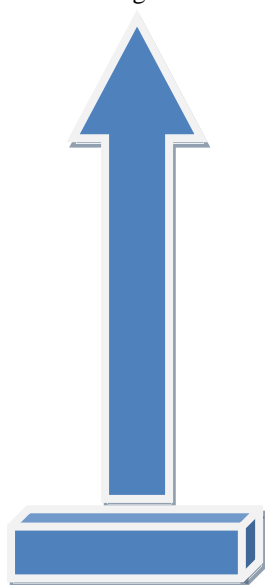
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Table 1 New South Wales Institute of Teachers HPE Secondary Teacher Requirements

Subject Area Years 7-12	Relevant areas of academic study for first teaching subject	Relevant areas of academic study for second teaching subject
Personal development, health and physical education	<p>A major (three years of degree level study with at least 4 units at level 2 or above) in personal development and/or health studies (with a socio-cultural perspective) and/or physical education</p> <p>WITH</p> <p>at least three units of study in health education including mental health, sexual health, relationships, drug education, child protection education, gender studies and risk taking behaviour</p> <p>AND</p> <p>at least three units of study in physical education including contemporary physical activities, dance, gymnastics, games and sport. Vocationally oriented courses, coaching certificates, umpiring/refereeing accreditation in sports and physical activities are not recognised as equivalent.</p>	<p>At least two years (four units) of degree level study in personal development and/or health studies (with a socio-cultural perspective) and/or physical education with at least two units at level 2 or above</p> <p>WITH</p> <p>at least two units of study in health education including mental health, sexual health, relationships, drug education, child protection education, gender studies and risk taking behaviour</p> <p>AND</p> <p>at least two units of study in physical education including contemporary physical activities, dance, gymnastics, games and sport. Vocationally oriented courses, coaching certificates, umpiring/refereeing accreditation in sports and physical activities are not recognised as equivalent.</p>

A course outline of AITSL, BOSTES and TQI requirements is diagrammatically represented in Figure 1.

Figure 1: Course guide and suggested sequence for accreditation (AITSL, BOSTES & TQI).



A strong foundation

		Yr 4 - Sem 8		
		Yr 4 - Sem 7		
		Yr 3 - Sem 6	Minor	PDH PE (f) Holistic health through PDHPE
		Yr 3 - Sem 5	Minor	PDH PE (e) Physical Education, sport and society
		Yr 2 - Sem 4	Minor	PDH PE (d) Adolescent health issues
		Yr 2 - Sem 3	Minor	PDH PE (c) Contemporary physical activities
		Yr 1 - Sem 2		PDH PE (b) Health and wellbeing
		Yr 1 - Sem 1		PDH PE (a) Sociocultural foundations for HPE in schools

- Major study in Health and Physical Education
- Minor study (second teaching area)

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Table 2: AITSL requirements

Major study in Health and Physical Education		Minor (second teaching area)	
✓	Taken over 3 years	✓	Taken over 2 years
✓	6 units	✓	4 units
✓	No more than 2 in first year	✓	No more than 2 in first year
✓	No fewer than 2 in third year		

Table 3: BOSTES requirements

Major study in Health and Physical Education		Minor (second teaching area)	
✓	3 years of degree level study with at least 4 units at level 2 or above in personal development and/or health studies (with a socio-cultural perspective) and/or physical education	✓	Taken over at least 2 years
✓	At least 3 units in health education including mental health, sexual health, relationships, drug education, child protection, child protection education, gender studies and risk taking behaviour	✓	4 units
✓	At least 3 units of study in physical education including contemporary physical activities, dance, gymnastics, games and sport.	✓	At least two units at level 2 or above

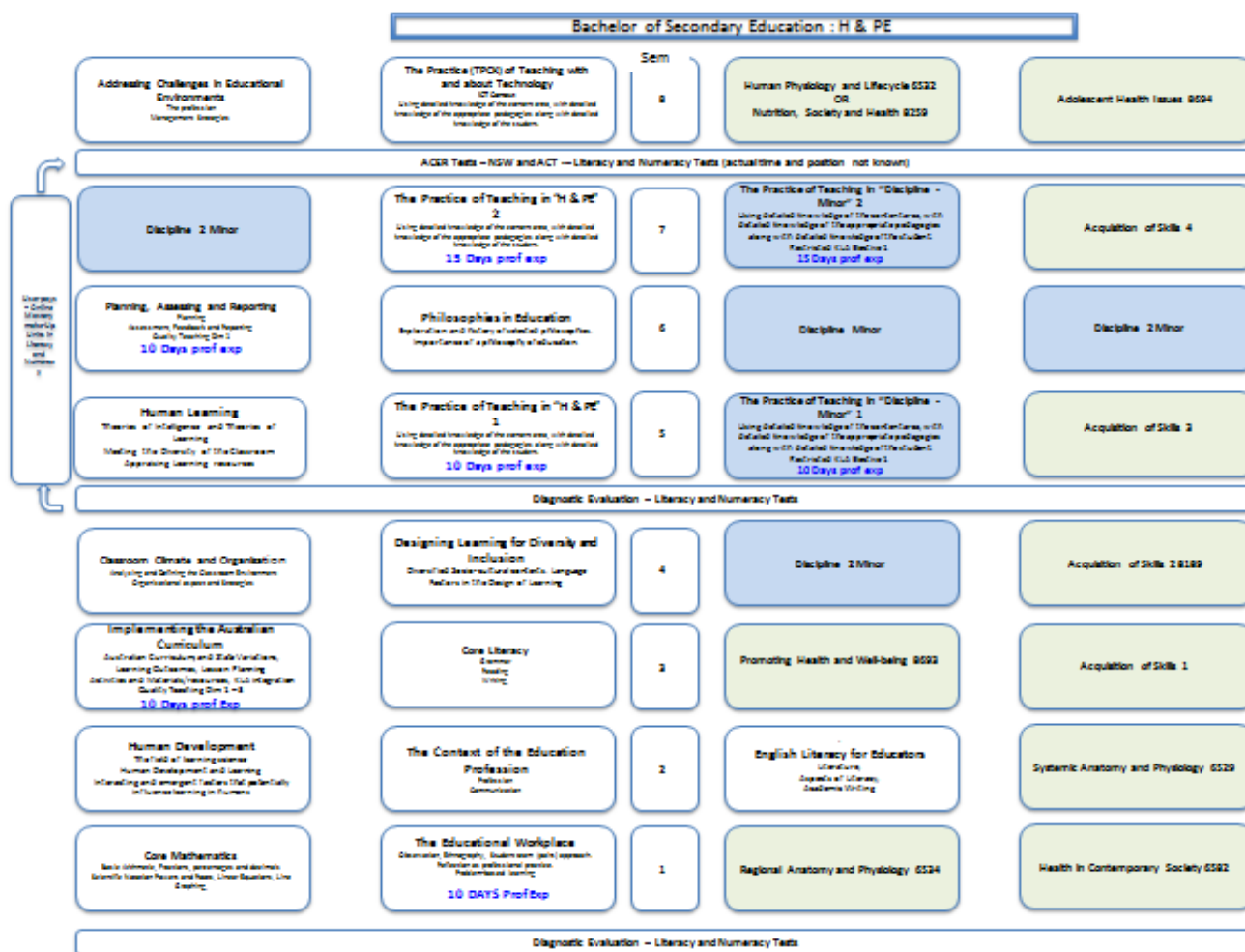
Course Review

The proposed course as it stands (Figure 2) has ten units identified as contributing towards the ‘Major study in HPE’. This is four more units than is required by AITSL and BOSTES. This presents an opportunity to condense many of the key concepts across the ten units and to represent in six academic rigorous units, meeting the jurisdictional regulatory body requirements and preventing saturation of content.

These four unit spaces could be effectively used to enhance graduates employability by gaining another ‘Minor study (third teaching area)’. Furthermore, they could provide for Literacy and Numeracy units as suggested in Recommendation 17 by the Teacher Education Ministerial Advisory Group (TEMAG) report released on 13 February 2015; ‘*Higher education providers equip all primary and secondary pre-service teachers with a thorough understanding of the fundamentals of teaching literacy and numeracy.*’

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Figure 2 Bachelor of Secondary Education (Health and Physical Education) proposed course structure for 2016



In Figure 1 (cf. p. 6) a suggested sequence (course guide) for accreditation with AITSL, BOSTES & TQI is offered. The units within the sequence are described in Table 4 below and aligned with units in the proposed course (as it stands) in Table 5. This process assists with identifying units' significance in addressing requirements.

Table 4: Description of a suggested sequence

Suggested unit	Description of suggested unit
a) Sociocultural foundations for HPE in schools	<ul style="list-style-type: none"> students examine the sociocultural approach and how it has evolved; using the sub-disciplines of history, philosophy, and sociology, students examine the role of these areas in shaping and determining contemporary practices in health and physical education; students are introduced to the impact biophysical and behavioural science has had on HPE in schools, in particular through functional human anatomy, biomechanics, principles of exercise physiology, neurology, human growth and development; students develop an understanding of how scientific knowledge can be successfully applied through the sociocultural approach to assist with skill acquisition and the implementation of 'learning through movement' in an inclusive and socially just manner.

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b) Health and wellbeing	<ul style="list-style-type: none"> - examines the psychosocial dimension of health as a major contributor to wellbeing in contemporary society; - explore the sociocultural factors influencing mental health and wellbeing of children and adolescents - students investigate self-esteem, resilience, connectedness, participation, and relationships with self and others; - introduce strategies for safe living, self-worth, belonging, dealing with stress, depression, responding to loss and grief, bullying and harassment
c) Contemporary physical activities	<ul style="list-style-type: none"> - students use and critically analyse a range of pedagogies and methods of PA delivery; - investigate fundamental motor skills, Sport Education model and approaches such as teaching games for understanding and game sense; - critically analyse the various models, identifying the model/ approaches purpose, strengths, weaknesses and possibilities; - examine how these approaches support participant learning and gain an appreciation of how to utilise these different delivery strategies to provide differentiation in their instruction; - students learn how to plan and deliver activities with challenging learning goals in a safe, structured, sequential way; - students are encouraged to critique approaches to delivery using technical, ethical, physiological, social and psychological lenses. The unit develops students' skills to plan, facilitate and critique a range of movement experiences
d) Adolescent health issues	<ul style="list-style-type: none"> - explore adolescent health issues through the social, ethical, psychological, biological and cultural dimensions; - investigate substance abuse, sexuality education, risk taking behaviours and mental health and how they may exist in schools; - examine adolescent drug use trends and issues, varying social attitudes to sexual identity and practices, connectedness, resilience and protective behaviours; - research resources and strategies for prevention, intervention and promotion
e) Physical education, sport and society	<ul style="list-style-type: none"> - examine how HPE connects to broader issues within society; - explore the historical, philosophical and sociological connections between physical education and sport, and how they have influenced various discourses within HPE; - students explore the history of various sports, including aquatics, athletics, dance and gymnastics and identify influencing discourses; - use the sociocultural approach and specifically diversity and inclusion to examine themes of gender, sexuality, homophobia, segregation, health and ethnicity and how these may appear in schools; - consider strategies as future teachers to respond to the issues examined; - develop an appreciation of implementing relevant HPE curriculum in their future years
f) Holistic health through PDHPE	<ul style="list-style-type: none"> - identify and define holistic health for wellbeing; - examine the various dimensions of wellness in schools; physical, intellectual, emotional, social, spiritual, environmental and occupational; - examine research relating to the benefits of movement and nutrition and how these can be enhanced in schools; - examine hypokinetic diseases (non-communicable diseases); cardiovascular disease, diabetes and cancer; - examine physical activity (PA), and the strong correlation research indicates PA plays in enabling optimal health and quality of life; - examine research that suggests physical activity maximises mental

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	<p>health through optimising capacity for learning and managing stress, and consider how this can be managed within schools</p> <ul style="list-style-type: none"> - experience a range of lifespan physical activities, identify why PA being ‘developmentally appropriate’ is essential in various contexts including educational settings - examine the stage of change model for behavioural change - learn strategies to engage people in physical activity and health promoting behaviours across the lifespan with a focus on schools
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Table 5: Alignment of suggested and existing units

Suggested unit	Aligned/ similar & related unit topics	Stage 6 NSW Syllabus
a) Sociocultural foundations for HPE in schools	5965 – Physical Education in Schools (Acquisition of Skills 1) 6529 – Systemic Anatomy & Physiology 6532 – Human Physiology and the Lifecycle 6534 – Regional Anatomy & Physiology	The Health of Young People Equity and Health Improving Performance Fitness Choices The Body in Motion Better Health for Individuals
b) Health and wellbeing	8693 - Promoting Health and Wellbeing	The Health of Young People Health Priorities in Australia Fitness Choices Better Health for Individuals
c) Contemporary physical activities	5965 – Physical Education in Schools (Acquisition of Skills 1)	Sport and Physical Activity in Australian Society Factors Affecting Performance Outdoor Recreation The Body in Motion
d) Adolescent health issues	8694 – Adolescent Health Issues	The Health of Young People Health Priorities in Australia Fitness Choices
e) Physical Education, sport and society	8021 Sport, School and Society (Acquisition of Skills 3) 8189 - Aquatics/ Track and Field (Acquisition of Skills 2) 7561 – Dance and Gymnastics (Acquisition of Skills 4)	Sport and Physical Activity in Australian Society Sports Medicine Improving Performance Factors Affecting Performance Composition and Performance First Aid The Body in Motion
f) Holistic health through PDHPE	6582 – Health in Contemporary Society 8259 – Nutrition Society and Health	Improving Performance Health Priorities in Australia Fitness Choices Composition and Performance First Aid Better Health for Individuals

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In its present form (Figure 2, p. 8) there are units that would remain, some that would require amendments and some that would be omitted. In the suggested course, five of the ten units would remain, three of which require major amendments. The sixth unit will be required to be redeveloped. Table 6 illustrates the selection process.

Table 6: Unit selection

Semester	Proposed Course		Units that remain	Suggested Course
Yr 4 - Sem 2	8259	✓ 8694		
Yr 4 - Sem 1		7561		
Yr 3 - Sem 2			6582 (Major amendments)	Holistic health through PDHPE
Yr 3 - Sem 1		✓ 8021	8021 (Major amendments)	Physical Education, sport and society
Yr 2 - Sem 2		8189	8694	Adolescent health issues
Yr 2 - Sem 1	✓ 8693	✓ 5965	5965 (Major amendments)	Contemporary physical activities
Yr 1 - Sem 2		6529	8693	Health and wellbeing
Yr 1 - Sem 1	6534	✓ 6582	<i>New unit to be developed</i>	Sociocultural foundations for HPE in schools

Double Degree Review

Bachelor of Secondary Education / Bachelor of Sports and Exercise Science

The Bachelor of Sports Coaching and Exercise Science degree requires:

16 x 3 credit points (9 core units and 7 for a major in Sports Science)

The units in this degree do not meet any of the requirements for accreditation to teach Health and Physical Education (Years 7 – 12) in NSW (BOSTES) (cf. Table 1, p. 6). Hence, graduating students do not have a major or minor teaching area in HPE. The Master of Teaching is designed specifically for students who wish to use a degree such as the Bachelor of Sport Coaching and Exercise Science towards a teaching qualification.

Bachelor of Secondary Education/ Bachelor of Physical Education

A Bachelor of Physical Education no longer exists in Australia. The Context (pp. 2-4) provides the evolution of Health and Physical Education. This course is very similar to the proposed Bachelor of Secondary Education (HPE) and the suggestions made earlier would apply.

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Course Recommendations

1) **Recommendation 1:** *UC Faculty of Education Science Technology and Mathematics adopt the suggested Bachelor of Secondary Education (Health and Physical Education) course described in this report.*

This course meets national, state and local territory jurisdiction regulations and will prepare graduates for teaching Health and Physical Education in contemporary schools. *Course accreditation will require major amendments to three of the existing units and the development of one unit (two units do not need to be redeveloped, just editing).*

If students wished to further their knowledge in biophysical sciences then they could choose units in this field as an elective. However, this will not be accredited towards teaching HPE, they may be accredited towards biology, but this will depend on the particular unit selected. The HPE requirements have been designed and confirmed after years of consultations and research. My recommendations are made in accordance to the requirements.

2) **Recommendation 2:** *The faculty should consider offering primary generalist teachers a course where they could specialise in HPE – ‘Bachelor of Education (Primary and Secondary Health and Physical Education)’.*

This course would qualify the graduate as a generalist primary classroom teacher with a specialisation in HPE enabling them to teach HPE curriculum F-12. This recommendation was adopted by Monash University – Faculty of Education (a first of its kind) in response to a national survey that I conducted on behalf of AITSL in 2012/2013 http://www.aitsl.edu.au/docs/default-source/default-documentlibrary/lynch_2013_preparation_of_primary_health_physical_education_teachers.pdf?sfvrsn=4 Students within Primary and Secondary Education Courses would share a similar suite of HPE units, optimising the efforts of new course design and development.

The survey investigated Primary School Principals’ perceptions of a university pre-service teacher education course where the graduate teacher is qualified as a generalist primary classroom teacher and an Health and Physical Education specialist. There were 376 principal participants from a cross-section of Australian government schools representing every state and territory, region and size.

The study indicated two key findings:

1. Principals in Australian Government primary schools of various sizes and locations, strongly desire to have specialist HPE teachers in their schools.
2. Principals in Australian Government primary schools want HPE specialist teachers who are interested and passionate about working with primary aged children in, through and about HPE. Furthermore, HPE specialists who are able, willing and qualified to teach as generalist classroom teachers.

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National summary:

- 82.0% of principals surveyed (301) preferred to have HPE specialist teachers in their school.

Also, within small schools (less than 100 children) many Principals stated that it was not possible or financially viable to have HPE specialists due to their rural, regional or remote location and/or their size (funding available). Hence, there was a much higher percentage of Principals in small schools who answered ‘no’ to this question (do not prefer to have specialists).

- 83.2% of principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable. Only 2.4% of principals indicated that it would not be valuable.

Table 7 details the government schools represented specifically within the ACT.

Table 7: Australian Capital Territory regions represented by school principals surveyed

ACT Region	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
	0	4	5	2	11

ACT summary:

- 70.0% of principals surveyed preferred to have HPE specialist teachers in their school.

Once again this preference was correlated to the size of the school, the larger the school the more Principals’ valued specialist HPE teachers.

- 100.0% of principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable.

Table 8 details the government schools represented specifically within NSW

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Table 8: New South Wales' regions represented by school principals surveyed

NSW Region	Size of school enrolment				
	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
West	1	1	1	0	3
Riverina	2	4	1	0	7
South Coast	2	4	4	1	11
Central	4	1	0	0	5
Sydney	1	5	13	7	26
Hunter Valley	1	2	5	0	8
North	1	2	1	0	4
North Coast	5	2	2	0	9
Total	17	21	27	8	73

NSW summary:

- 71.2% of principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable

3) Recommendation 3: Investigate the possibility of students completing a Bachelor of Education (Honours) course.

Monash University sit within the Victorian state jurisdiction but share the AITSL course accreditation regulations. Monash offer the one course 'Bachelor of Education (Honours) with specialisations'. There are a number of specialisations <http://monash.edu/education/current-students/courses/maps/2015/> The course is supplemented by 2 units; Second year - second semester and Third year -second semester. The overload of two units qualifies the course to be an Honours degree and gives the course an extra for graduating students.

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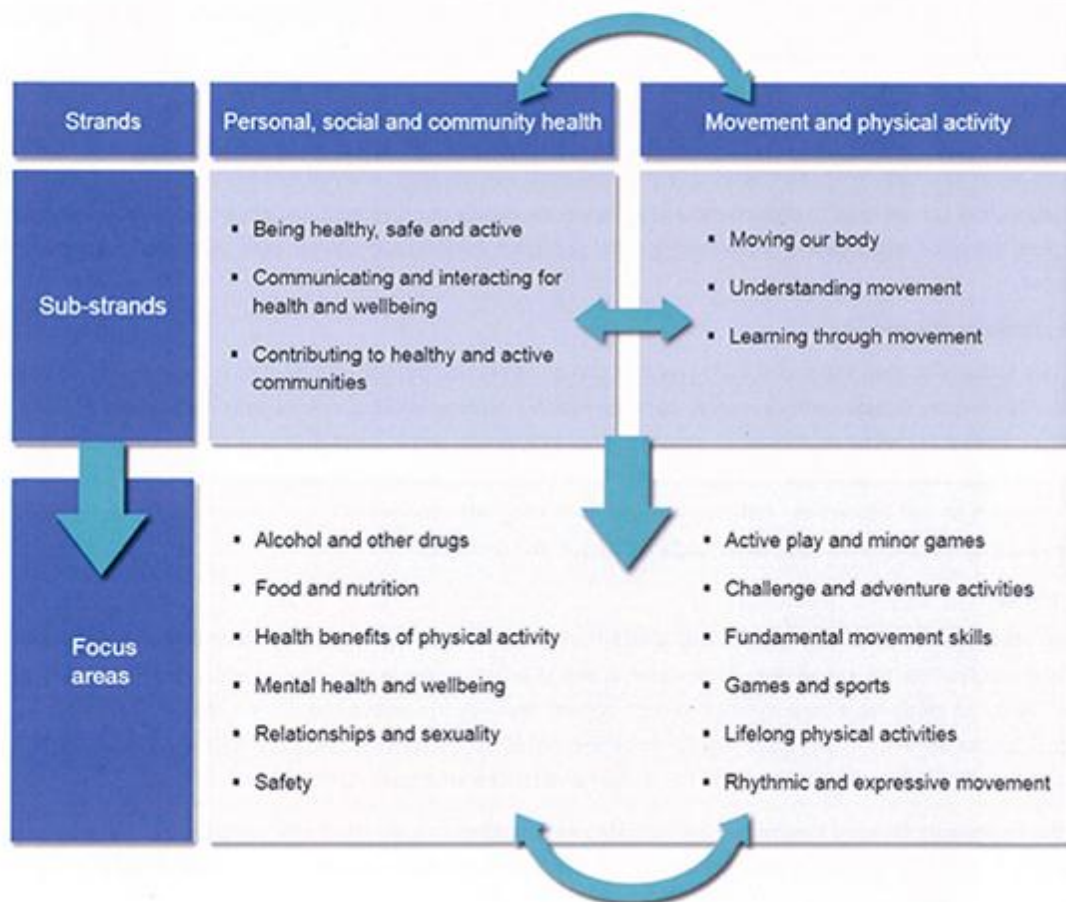
Appendix A

Overview

Content structure

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

Figure 1: Relationship of curriculum elements



Appendix B

SECONDARY PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION (PDHPE)

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT
 Undergraduate initial teacher education programs must include study of content described in the *Relevant areas of discipline study for inclusion in an undergraduate program* column below. Admissions to Graduate Entry initial teacher education programs must have completed undergraduate study as per the *Relevant areas of discipline study for admission to a graduate entry program* column below.

Descriptor 2.1.1	Relevant areas of discipline study for inclusion in an undergraduate program	Relevant areas of discipline study for admission to a graduate entry program (first teaching area)
<p>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</p>	<p>Content</p> <ul style="list-style-type: none"> • broad and critical knowledge and understanding of PDHPE as a discipline, including recent theory and practice • socio-cultural influences on physical activity and the social view of health • influences on adolescent health issues including evidence of study in mental health, sexual health, relationships, drug education, road safety, nutrition and healthy food habits and risk-taking behaviours • movement experiences in areas including gymnastics, dance and games and sports and a range of contemporary physical activities • contemporary view of physical activity catering for the needs of young people including gender, sexuality and culture • scientific areas underpinning movement, such as anatomy, physiology, motor learning and biomechanics 	<p>A major in</p> <ul style="list-style-type: none"> • personal development and/or • health studies (with a socio-cultural perspective) and/or • physical education <p>with</p> <p>at least three units of study in health education including mental health, sexual health, relationships, drug education, child protection education, gender studies and risk taking behaviour</p> <p>and</p> <p>at least three units of study in physical education including contemporary physical activities, dance, gymnastics, games and sport</p> <p>Vocationally oriented courses, coaching certificates, umpiring/preferreeing accreditation in sports and physical activities are not recognised as equivalent.</p>
<p>Teaching Strategies</p>	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning PDHPE • models of pedagogy for teaching and assessing PDHPE • range of strategies for teaching and assessing PDHPE • ways of differentiating curriculum to meet the diverse needs of learners in the PDHPE classroom/environment • role and value of PDHPE in the broader school curriculum and the relationship between PDHPE, numeracy and literacy • place of secondary PDHPE in the continuum of learning in PDHPE K-12, including a particular understanding of the links between Stage 3 and Stage 4 • Years 7-10 Personal Development Health and Physical Education Syllabus and Stage 6 Personal Development Health and Physical Education Syllabus, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the Record of School Achievement and Higher School Certificate for PDHPE 	