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Presentation of findings for Australian government schools - a synthesis for the Australian Institute for Teaching and School Leadership (AITSL) - How are primary education health and physical education (HPE) teachers best prepared?

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Australian Institute for Teaching and School Leadership (AITSL)

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Presentation of Findings

Australian Government schools – synthesis

Australian Government schools (total)

Total returned surveys	376
Total Australian Government schools	376
% within Australian states & territories	100.0%

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

No HPE specialist

Classroom teachers	116	
Classroom teachers & outsourced	9	
Classroom teacher in HPE role	6	
Principal/ Assistant Principal	5	
Classroom & Non Instructional Time (NIT)	2	
Classroom & Principal	2	
Classroom/ Principal/ Sport Rec Officer	1	
Relief teacher taking HPE	1	
Chaplain	1	
NIT teacher	1	
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	144	(38.3%)

HPE specialist

Specialist HPE teachers	121	
Specialist HPE & Classroom	101	
Specialist HPE & Classroom & outsourced	5	
Specialist HPE & outsourced	4	
Classroom teacher (also PE specialist)	1	
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	232	(61.7%)

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

No details/Not Applicable	318	(84.6%)
Gymnastics program – coaches	25	(6.6%)
Dance	15	(4.0%)
Specialist clinics on offer (Auskick, netball, cricket)	14	(3.7%)
Active After School Community (qualified coaches)	9	(2.4%)
Bluearth Program	8	(2.1%)
Swimming program – qualified instructors	8	(2.1%)
Specialist coaches (golf, tennis, Zumba)	5	(1.3%)
Sports in School Australia (biennial for 10 wks)	1	(0.3%)
Fundamental Movement Skills - qualified company	1	(0.3%)
Women's Health Nurse	1	(0.3%)
Preschool outsource a PE program	1	(0.3%)
Qualified teachers – NIT (non instructional time) PE	1	(0.3%)
Coach Approach	1	(0.3%)
SEDA groups (basketball, hockey, rugby, soccer)	1	(0.3%)

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

Yes	301	(82.0%)
No	66	(18.0%)
No details/Not Applicable	9	

Summary of comments explaining why:

Within small schools (less than 100 children) many Principals stated that it was not possible or financially viable to have HPE specialists due to their rural, regional or remote location 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).

However, there were many comments supporting HPE specialists in small primary schools with 64.8% preferring to have HPE specialists. Principals stated quality HPE was increased by a HPE specialist teacher, provided through expertise, confidence, safety, interest, consistent/ regular lessons and coordination of HPE/ sport within the school. Some Principals linked quality HPE to improved academic performance. Also, it was mentioned that some generalist teachers were not able to take HPE classes due to their senior age.

Within medium sized schools (100 - 300 children) some Principals again stated that they did not have the budget for a HPE teacher although they would prefer to have one. The comments supporting HPE specialists in medium sized primary schools were many, with 86.2% of Principals preferring to have a specialist HPE teacher. Principals suggested that quality was optimised through expertise, knowledge of the subject, priority of the learning area, skill development, motivation, community relations and sport coordination. Thus enabling a developmentally appropriate and consistent program where resources are maintained. It was mentioned that HPE classes often provide release time for classroom teachers, also that having a specialist HPE teacher was in the best interest of children's health.

Within large sized schools (300 - 600 children) only a few comments from Principals did not support HPE specialists within schools. One Principal preferred to take HPE, one viewed classroom teachers as specialists in all areas and was happy with parents paying for outsourcing when necessary. Another comment was a concern that some classroom teachers abdicate too much responsibility and therefore become underskilled. One Principal preferred to have a generalist teacher as they were more flexible in meeting the school's needs.

The comments supporting HPE specialists in large sized primary schools were many, with 82.1% of Principals preferring to have a specialist HPE teacher. Principals suggested that quality was optimised through expertise, knowledge of the subject, priority of the learning area, skill development, motivation, community relations and sport coordination. Thus, enabling a sequential, developmentally appropriate, and consistent program across the whole school. Again, it was mentioned that HPE classes often provide release time for classroom teachers and that some teachers lack confidence and training. Having a specialist HPE teacher was perceived as being in the best interest of children's health and provision of a variety of health opportunities, also allowing classroom teachers to focus on other curriculum areas.

Within very large sized schools (600 children and more) all comments from Principals supported HPE specialists within primary schools, with 97.8% of Principals preferring to have a specialist HPE teacher. Principals suggested that quality was optimised through expertise/ qualifications, knowledge of the subject, priority of the learning area, skill development and correct technique, passion, community relations and sport coordination. This enables a comprehensive, sequential, developmentally appropriate, and consistent program delivery across the whole school. Having a specialist HPE teacher was perceived as being in the best interest of children's health and wellbeing, allowing classroom teachers to not be burdened by curriculum demands, parents to not have to pay for outsourcing, and optimal safety.

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

Yes	166	(63.6%)
No	95	(36.4%)
No details/Not Applicable	115	

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

None	0	
Half an hour	30	(8.0%)
1 hour	153	(40.9%)
2 hours	167	(44.7%)
3 hours or more	24	(6.4%)
No details/not applicable	2	

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

Yes	233	(63.1%)
No	136	(36.9%)
No details/Not Applicable	7	

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

Yes	132	(35.4%)
No	241	(64.6%)
No details/Not Applicable	3	

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

No	9	(2.4%)
Maybe	54	(14.4%)
Probably	98	(26.0%)
Yes	215	(57.2%)

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

No	48	(12.9%)
Maybe	100	(26.8%)
Probably	103	(27.6%)
Yes	122	(32.7%)
No details/not applicable	3	

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

HPE curriculum knowledge & dev appropriate pedagogy	267 (mentions)
Planning/ assessment and flexibility (organised)	179
Rapport /communication and management skills	156
Passion/ interest/ enthusiasm (children)	142
Good teacher/ classroom	73
Cater for all learning needs (empathy & support)	64
Introduce/knowledge a variety of physical activities/skills	63
Engaging & fun for students	48
Athletic/ fitness/ stamina/ active/ skill level	33
Commitment to school life (extra curricula)	28
Relationship building	27
Team player/ team work/collaboration	26
Role model for healthy living	21
Expertise (specialist training in HPE)	14
Advocate of & teaches healthy behaviours (holistic)	14
Innovative (resourceful and creative)	13
Inspirational/ motivating	12
Liaises well with other staff, schools & parents (network)	12
Safety awareness/ implementation	10
Hard worker/ drive	8
Leadership	6
Experience in teaching HPE	5
Coaching qualifications in various sports	5
Willingness to learn	3
Is always positive	2
First Aid qualifications	2
Fun person	1
Calm	1

Attention to detail/particular	1
Teaches social skills	1
Personality	1
Use of technology	1
Integrated with year levels	1

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

Small schools (less than 100 children) – almost all of these schools are located in rural, regional or remote locations:

- It would be good to use supplementary staffing allocations in small schools to hire a specialist PE teacher to go around schools.
- There are too few of HPE teachers available in schools in NSW (not sure of other states).
- We use a program called 'Play is the way', we have tweaked it to include Fundamental Movement Skills (FMS). Teaches collaborative skills and resilience
- Choosing to opt out or being allowed to do non-cardio type activities is doing our children no good at all.
- Good teachers with specialist skills are ideal. Not applicable to my school because of size at present.
- HPE experiences are to be age and skill appropriate.
- A lot of schools do not do enough to engage children in activity
- All schools should have funded HPE specialists in their budget processes.
- Opportunities for PD in local area at little cost
- We definitely need to go back to times of specialist PE staff for small schools, jobs could be shared
- It is an undervalued area – not everyone can simply teach PE like other curriculum areas
- Attitude, fun-loving, encouragement – should be a time students learn, but love to learn
- In primary schools we are after (primarily) generalist classroom teachers. It may be a benefit for some schools to have particular PE skills but when employing I would be looking for someone with strong literacy and numeracy skills. I work extensively with beginning teachers, many lack basic literacy skills
- We also run the Active After School Program (3 hours per week), which complements the HPE program
- Small school – need to have staff that are multiskilled. One staff member has whole school responsibility for HPE coordination.

- From a small school perspective we love the opportunity to be involved in coaching opportunities, and experiences with elite or experienced sportsmen/women.
- All schools should have PE specialists to decrease the obesity level in children. More PE teachers allows for more time to be given, allocated for physical activity.
- Small schools cannot access specialist PE teachers so are disadvantaged. Shared specialist roles would be good
- Extremely important. We promote team work, confidence, collaboration as important skills & dispositions. HPE is one avenue we achieve this P-6.
- Physical education would help provide students who have difficulty in academic areas find an area where they are successful. Helps with health concerns
- Basic skills are in decline due to families not being as active or engaged as in the past. Technology has played a major role in this.
- Our school is not large enough to allow us to employ specialist teachers, classroom teachers need to be able to teach everything.
- More cross curricular teaching to provide more active learning
- I answered no to Question 6 & 7 because we do not employ!
- I do think specialist PE teachers are a great asset – most classroom teachers teach PE badly!
- PE needs to be part of daily school routine as well as a weekly PE lesson.

Medium sized schools (100-300 children):

- If PE is fun – children will be keen to participate and hopefully this will flow into home/ community sport participation.
- Without facilities it is very hard to teach some skills. Winter hinders everything as nowhere to be active
- Our PE program consists of fitness, weekly sport and lessons. The quality of the program is dependent on teacher skill & interest.
- Need to reiterate values component of HPE as well as competitive skills eg. Sportsmanship, acknowledging defeat, acceptance of healthy lifestyle
- The best primary PE teachers, in my experience, are also or have been quality classroom teachers. Same skill set, different learning environment.
- Unfortunately our allocation of staff system does not allow for 'specialist' in primary school. A school gets given a 'teacher' and if they have specialist qualification that is a 'bonus'.
- It is important to include a fitness element into the program. A focus on participation and fun rather than excellence at all costs is desirable in the Primary setting.
- All schools should have a HPE teacher outside their school budgets. Can you manage this?

- Uses assessment tools and encourages planned growth and development for each child
- Play is very important, sportsmanship, values, being inclusive, fairness, proper equipment, problems associated with rural sized schools ie. Numbers, ages on teams
- Early experiences will shape and influence children; attitudes to sport and physical fitness/activity for the rest of their lives. It is imperative that they are taught well
- \$ issue
- It is difficult in small schools to employ a person who is not able to be both a generalist and or a specialist on a long term basis
- Team spirit
- We need people with classroom and pedagogical skills not just jocks!
- Enthusiasm, fit and ability to engage well with the task at hand
- I think it is very important – in my school it's been a priority to have a quality program
- Extremely important area for health, wellbeing, and quality outcomes across the curriculum
- Opportunities for HPE to update skills regularly would be useful
- All schools, regardless of size, should be provided with a gymnasium so skills development can occur all year long
- At times sports eg. Basketball overtakes the skill component and has more time given to them. Health/Sex Ed not really covered by HPE teacher. Time to fit in the curriculum is still a challenge
- Independence – someone who keeps orderly. Someone NOT hung up on timetable changes. Motivation and desire to 'be' here on the job
- Having a specialist HPE teacher in a small school is very demanding with less hours available to conduct the same program and events as larger schools – qualified HPE teacher would assist greatly
- AUSTSWIM (swimming qualification), First Aid
- Have seen great variation in teaching levels
- HPE is important as it helps our children to be healthy and live a full life. It also helps them focus on other parts of their education. It helps them with values eg. team-work, collaboration
- Skills for the teacher – First Aid, AUSTSWIM, Bike Ed
- The need for HPE teachers to be taught behaviour management strategies which reflect their role as a specialist teacher. Assessment techniques and evaluation in the HPE area
- I believe very strongly in children being exposed to as much Health & Physical Education as possible throughout schooling – it should not be seen as less important than any other subject/ curriculum area
- Student teachers need to spend time in schools, with children & working with experienced HPE teachers prior to completing course

- Health and wellbeing aspects are more often the classroom teacher role (due to time limitations for specialist). Addressing and linking all aspects of HPE is important.
- In Tasmania school sport died when it became parents' responsibility and it occurred on Saturday morning – 60% kids can't get there and don't play regular sport due to cost.
- Our PE teacher organises a daily fitness program where Gr 6 leaders take individual classes. An excellent program
- I strongly believe in the Literacy and Numeracy push within schools but a high level (45 min/day) fitness/ skills (emphasis on fitness) should be mandated.
- Engaging, age appropriate skill development including game sense and broad curriculum knowledge
- Sequential skill development relevant to age group. Provide students an understanding of their bodies/ how they work
- Some take the job as an easy option in teaching and therefore do not always do a good job
- We have found the Bluearth philosophy and coaching model to be highly valuable and valued by staff, students and our community
- Emotional literacy
- The overcrowded curriculum makes it difficult to have more than 1 hour per week for HPE.
- Being a small school I couldn't have one person doing only HPE/PD. They would have to be an effective classroom teacher FIRST.
- Many sporting codes have clinics at schools. We tap into those regularly and have been successful ie. Rugby, League, AFL, Netball, Cricket
- Develop rapport with another person committed to a healthy lifestyle; HPE very important in developing physical and social skills and values.
- I always look for an outstanding classroom teacher with superior lit/ Num and social science knowledge and commitment but having someone who will organise, encourage and drive sport & PE program is fabulous! They must be excellent classroom teachers first.
- Many PE opportunities for Boys are not best provided because of the predominance of female staff in Primary Schools.

Principals of large schools (300-600 children) and very large schools (larger than 600 children):

- Fitness and sport are important and we need more qualified teachers.
- Our school has developed a Fitness Program (supported by live life well) so all teachers take responsibility (K-6) for planning fundamental movement programs. Sport (3-6) further refines these skills.
- Totally agree but I would be happy if teachers in general primary courses could major in HPE.
- All pre-service teachers need to be provided with greater training in this area – has positive results in the classroom and socially.

- I do not have the staffing flexibility to employ a specialist HPE teacher.
- In my definition HPE doesn't include 'sport' which has additional time attributed to it.
- NAPLAN & focus on Literacy and Numeracy is taking emphasis off the other KLAs like PDHPE & Creative Arts – very unfortunate.
- Quality experiences for kids come from committed teachers. PD/HPE teachers need to lead other, perhaps less enthusiastic teachers to take part in meaningful activities for kids.
- Specialist HPE teachers are most useful when they can support the curriculum and bring expertise to classroom teachers.
- Sport/ HPE isn't a huge part/ focus. Country school - active kids.
- HPE staff should not be isolated from other staff members. In a period of an ageing work force in teaching fit, active, younger teachers should be shining lights in primary schools.
- A specialist teacher in the primary school is essential in PE.
- Sports specialists coming to school compliment what is being done. Professional Athlete would be great but too expensive. Engagement and lots of equipment – FUN & VARIETY
- Working outside the normal school day – extra curricula activities. Before and after school. Ability to develop relationships.
- Good variety – provide challenges to focus an understanding of the self better. Develop positive attitudes – keep persevering despite challenges.
- Every primary school should have an HPE or PE teacher allocated in its staffing formula.
- Training would be useful. In Term 2 we play Interschool sport (soccer, netball, football). In Term 1 we have a Swimming Carnival and do outside training. In Term 3 we do Athletics.
- Focus on early development of core strength, hand/eye coordination, flexibility, strength, crossing mid line, balance etc. Then effective cooling techniques for older students. Need to link in with research on brain development, developing neural pathways, maximising participation of all, enjoyment, challenge etc.
- Good knowledge of major & minor games/ dance/ gymnastics – sequenced to year level (typical expectations).
- Having a 'double qualification' would help with full time employment because small schools may only have a part time HPE position; so being a generalist would add versatility.
- My experience shows that an excellent generalist teacher with an interest in HPE can make an outstanding specialist.
- At my school we no longer employ specialists. In the first instance they must be an excellent classroom teacher, then a specialist. This improves their flexibility across the school.
- Behaviour management skills are a must.

- A generalist classroom teacher with a specific interest in PE is applicable as the PE role is not full time and can vary from year to year.
- Physical Education lessons should be very purposeful. It's about skill development through explicit teaching and then practise through games. There should be enjoyment in this process but deliberate development of all students.
- I've worked with excellent HPE staff and poor HPE staff. They have so much potential to lift a whole school when they are excellent. Heartbreaking when they're 'slack' and uncaring!
- Need to be capable in teaching protective behaviours, drug education etc.
- I prefer subject specialists particularly in relation to specialist skills and knowledge required, but also for risk mitigation strategies
- Excellent teaching pedagogy, individualising programs to cater for diverse needs, developmental progression of skills
- Play is very important, sportsmanship, values, being inclusive, fairness, proper equipment, problems associated with rural sized schools ie. Numbers, ages on teams
- Early experiences will shape and influence children; attitudes to sport and physical fitness/activity for the rest of their lives. It is imperative that they are taught well
- Really depends on the person. My current HPE teacher is an ex air hostess who did her teacher training 5 years ago. She is keen, motivated, loves sport and thrives in the role.
- Essential area of primary school curriculum – engagement of many older students (particularly 4-6)
- Students need opportunities to play a variety of games to keep them physically active & develop social skills. PE teachers can help students develop a love of physical activity
- In primary schools all teachers are considered generalist teachers so a PE teacher may wish to go back to teaching in a classroom!
- More DEECD funding for specialist programs – sit outside generalist classroom funding
- Personal development & individual challenges, not just focus on top athletes
- Need skills in building relationships with classroom teachers & capacity to motivate/support/build support from 'colleagues' to passionately support the PE program
- The resources of the school (human & physical) can directly contribute to the quality of the HPE experiences
- Courses need to cover Assessment & Reporting in PE, ICT in PE and provide opportunities for teachers to 'skill up' in areas they lack confidence eg. Gymnastics

- Important that the PE teacher is willing & able to research the various types of sport available & take an interest in the community, requests eg snowsport, bike ed, yachting
- Organised & experienced
- We need to continue the crusade of having a HPE specialist in every school
- Children need to see that there are many and varied sport options available in society and that they are all worthwhile to help provide an active lifestyle
- Having the right (properly trained) teacher is critical
- In the primary school, a specialist PE teacher would be difficult to appoint as all teams must be generalist teachers, able to move & adapt easily between year levels and specialist areas
- Giving all students confidence to have a go, making it fun. Giving students opportunities to practise & improve
- Issue of PE staff taking an interest and staying abreast of issues/developments in generalist teaching & learning – not becoming too out of it
- Need to have the ability to reflect on the effectiveness of their teaching. In a primary school you need to have good knowledge of other curriculum areas
- Federal Government needs to provide at least 2 to 3 hours per week of specialist HPE – particularly if society is to deal effectively with students presently at school with serious lifestyle issues, such as obesity, diabetes and body issues.
- There doesn't seem to be any professional development (PD) for already trained teachers to support their development.
- It is very difficult to teach children about good nutrition when the government allows so much marketing of unhealthy items on tv and when they will not allow schools to stop parents sending junk food to school for students to consume.
- Varied, skill based.
- They often have no idea of programming and struggle big time in class settings – limits their employability. Need to know it is not 'free play'.
- We would rather focus on strong generalist teachers with a HPE focus.
- Physical activity is vital for children in schools however they need more than the one hour block provided by specialist HPE, to also include daily fitness for at least 20 mins/ day, promotion of out of school sports (competitive) and SAPSASA.
- A solid involvement with a research topic at/during university qualifications related to Human Movement, student well being, nutrition etc. Therefore, indicating a solid background to support and be in behind HPE school programs.
- An overcrowded curriculum is making it tough to fit everything in and for some schools HPE is taking a back seat.
- Train specialists for HPE and ensure values of sport are included. Train general teachers on the values of PE & sport.

- In Qld state system HPE teachers are not employed directly by schools therefore Q 6 & 7 were difficult to answer.
- Must have demonstrated ability to manage classroom behaviours prior to teaching HPE
- PE programs help provide non contact so a 'generalist PE teacher' would not be as useful as it might seem.
- In my previous school, I outsourced to the Bluearth program. Train the trainer model worked well
- Teachers know how to plan for skill progression and have knowledge about muscle groups and how to keep healthy
- Not enough emphasis on quality HPE programs in Primary Schools. If you want to see what is possible – contact Weetangera Primary School in Canberra
- All primary HPE teachers should do two years classroom teaching first.
- Federal Government needs to provide at least 2 to 3 hours per week of specialist HPE – particularly if society is to deal effectively with students presently at school with serious lifestyle issues, such as obesity, diabetes and body issues.
- Excellent teaching pedagogy, individualising programs to cater for diverse needs, developmental progression of skills
- So important for students to be active and have knowledge about their health and bodies
- If you offer a specific HPE course, it limits employment opportunities
- Making consistent judgements. Sports carnivals, coaching.
- I am very supportive of good quality special learning for HPE teachers.
- Must come from strong research base with specific skills teaching. Fundamental movement skills taught from K. Whole body strength and fitness testing – teaching programs – testing. Exposure to different sports.
- Training in the area of PE also needs to ensure the basics of teaching is covered – Behaviour Management, student engagement.
- Having a specialist PE teacher ensures that our students get 1 hour of quality PE instruction every week.
- As a state school – I employ teachers with 'Approval to teach' and accredited codes.
- Mostly kids enjoy PE lessons – quality ie. Skills being taught is problematic

Small sized schools (less than 100 children) Australia

- 72 returned surveys

Total returned surveys	72
Total Australian Government schools	376
% within state	19.2%

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

Classroom teacher	43	(59.7%)
Specialist HPE teachers	9	(12.5%)
Classroom teacher & HPE specialist	7	(9.7%)
Classroom and NIT (non instructional teacher)	2	(2.8%)
Classroom and Principal	2	(2.8%)
Classroom teacher & outsourced	2	(2.8%)
Principal	2	(2.8%)
Sport Rec officer, Principal & teachers	1	(1.4%)
Classroom teacher (PE specialists also)	1	(1.4%)
Classroom teacher (outdoor ed. Training)	1	(1.4%)
Chaplain	1	(1.4%)
A generalist teacher in HPE role	1	(1.4%)

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

No details/Not Applicable	60	(83.3%)
Active After School Sport (qualified coaches)	4	(5.6%)
Bluearth Program	1	(1.4%)
Teacher trained	1	(1.4%)
Gymnastics & dance	1	(1.4%)
Women's Health Nurse, Specialist coaches on occasions (golf, tennis, Zumba, gymnastics)	1	(1.4%)
Dance (experienced dance teacher) & gymnastics (qualified instructor)	1	(1.4%)
Specialist clinics on offer	1	(1.4%)
Footsteps –specialist dance	1	(1.4%)
Auskick & netball	1	(1.4%)
Qualified teachers - NIT	1	(1.4%)

Swimming program – AUSTSWIM,
Gymnastics program – coaches

1 (1.4%)

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

Yes	46	(64.8%)
No	25	(35.2%)
No details/Not Applicable	1	

Summary of comments explaining why:

Within small schools (less than 100 children) many Principals stated that it was not possible or financially viable to have HPE specialists due to their rural, regional or remote location 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).

However, there were many comments supporting HPE specialists in small primary schools with 64.8% preferring to have HPE specialists. Principals stated quality HPE was increased by a HPE specialist teacher, provided through expertise, confidence, safety, interest, consistent/ regular lessons and coordination of HPE/ sport within the school. Some Principals linked quality HPE to improved academic performance. Also, it was mentioned that some generalist teachers were not able to take HPE classes due to their senior age.

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

Yes	16	(55.2%)
No	13	(44.8%)
No details/Not Applicable	43	

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

None	0	
Half an hour	2	(2.8%)
1 hour	24	(33.3%)
2 hours	38	(52.8%)
3 hours or more	8	(11.1%)

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

Yes	41	(57.7%)
No	30	(42.3%)
No details/Not Applicable	1	

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

Yes	24	(33.3%)
No	48	(66.7%)

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

No	3	(4.2%)
Maybe	16	(22.2%)
Probably	17	(23.6%)
Yes	36	(50.0%)

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

No	11	(15.3%)
Maybe	27	(37.5%)
Probably	12	(16.7%)
Yes	22	(30.5%)

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

HPE subject knowledge & dev appropriate pedagogy	57 (mentions)
Planning/ assessment and flexibility (organised)	28
Passion/ interest/ enthusiasm (children)	27
Rapport /communication and management skills	20
Cater for all learning needs (empathy & support)	19
Introduce a variety of physical activities	17
Engage students	13
Good teacher/classroom	10
Role model for healthy living	6
Relationship building	5
Athletic/ fitness/stamina/ active	5
Experience in teaching HPE	4
Team player/ team work/ collaboration	3
Resourceful and creative	3
Motivational	2
Ability to reflect on teaching/ student achievement	2
Fun element in lessons	2
Safety knowledge	2
Is always positive	2
Commitment/ to school life	2
Ability to work with all children, teachers & families	1
Broad range of coaching experience/ qualifications	1
Expertise (specialist training in HPE)	1
Willingness to learn	1
First Aid qualifications	1

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

- It would be good to use supplementary staffing allocations in small schools to hire a specialist PE teacher to go around schools.
- There are too few of HPE teachers available in schools in NSW (not sure of other states).
- We use a program called 'Play is the way', we have tweaked it to include Fundamental Movement Skills (FMS). Teaches collaborative skills and resilience
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- A lot of schools do not do enough to engage children in activity
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- It is an undervalued area – not everyone can simply teach PE like other curriculum areas
- Attitude, fun-loving, encouragement – should be a time students learn, but love to learn
- In primary schools we are after (primarily) generalist classroom teachers. It may be a benefit for some schools to have particular PE skills but when employing I would be looking for someone with strong literacy and numeracy skills. I work extensively with beginning teachers, many lack basic literacy skills
- We also run the Active After School Program (3 hours per week), which complements the HPE program
- Small school – need to have staff that are multiskilled. One staff member has whole school responsibility for HPE coordination.
- From a small school perspective we love the opportunity to be involved in coaching opportunities, and experiences with elite or experienced sportsmen/women.
- All schools should have PE specialists to decrease the obesity level in children. More PE teachers allows for more time to be given, allocated for physical activity.
- Small schools cannot access specialist PE teachers so are disadvantaged. Shared specialist roles would be good
- Extremely important. We promote team work, confidence, collaboration as important skills & dispositions. HPE is one avenue we achieve this P-6.
- Physical education would help provide students who have difficulty in academic areas find an area where they are successful. Helps with health concerns
- Basic skills are in decline due to families not being as active or engaged as in the past. Technology has played a major role in this.
- Our school is not large enough to allow us to employ specialist teachers, classroom teachers need to be able to teach everything.
- More cross curricular teaching to provide more active learning
- I answered no to Question 6 & 7 because we do not employ!
- I do think specialist PE teachers are a great asset – most classroom teachers teach PE badly!
- PE needs to be part of daily school routine as well as a weekly PE lesson.

Medium sized schools (100 – 300 children) Australia

- 121 returned surveys

Total returned surveys	121
Total Australian Government schools	376
% within state	32.2%

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

Classroom teacher	38	(31.4%)
Specialist HPE teacher	37	(30.6%)
Classroom & specialist HPE	35	(28.9%)
HPE teacher & outsourced	4	(3.3%)
Classroom, specialist HPE & outsourced	2	(1.7%)
Assistant Principal	2	(1.7%)
Assistant Principal	1	(0.8%)
Relief teacher taking HPE specialist lessons	1	(0.8%)
Teacher (Non Instructional Time - NIT)	1	(0.8%)

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

No details/not applicable	103	(85.1%)
Gymnastics	6	(4.9%)
Bluearth	6	(4.9%)
Sporting organisation clinics (AFL, cricket etc.)	4	(3.3%)
Swimming instructors	4	(3.3%)
Dance (qualified instructors)	3	(2.5%)
Gymnastics & dance (teacher trained)	1	(0.8%)
Yr 3-6 Friday Sport Specialist		
company (qualified coaches or teachers)	1	(0.8%)
Coach Approach twice yearly	1	(0.8%)
SEDA groups (basketball, hockey, rugby, soccer)	1	(0.8%)
Tennis	1	(0.8%)
Active Kids Program	1	(0.8%)
Preschool outsource a PE program	1	(0.8%)

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

Yes	100	(86.2%)
No	16	(13.8%)
No details/Not Applicable	5	

Summary of comments explaining why:

Within medium sized schools (100 - 300 children) some Principals stated that they did not have the budget for a HPE teacher although they would prefer to have one. This was a similar difficulty faced by the small sized schools. The comments supporting HPE specialists in primary schools were many, with 86.2% of Principals preferring to have a specialist HPE teacher. Principals suggested that quality was optimised through expertise, knowledge of the subject, priority of the learning area, skill development, motivation, community relations and sport coordination. Thus enabling a developmentally appropriate and consistent program where resources are maintained. Again, it was mentioned that HPE classes often provide release time for classroom teachers, also that having a specialist HPE teacher was in the best interest of children's health.

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

Yes	44	(53.0%)
No	39	(47.0%)
No details/not applicable	38	

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

None	0	
Half an hour	7	(5.8%)
1 hour	53	(43.8%)
2 hours	57	(47.1%)
3 hours or more	4	(3.3%)

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

Yes	77	(64.7%)
No	42	(35.3%)
No details/not applicable	2	

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

Yes	42	(35.0%)
No	78	(65.0%)
No details/not applicable	1	

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

No	2	(1.7%)
Maybe	17	(14.0%)
Probably	26	(21.5%)
Yes	76	(62.8%)

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

No	15	(12.4%)
Maybe	34	(28.0%)
Probably	36	(29.8%)
Yes	36	(29.8%)

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

HPE curriculum knowledge & dev appropriate pedagogy	103 (mentions)
Planning/ assessment and flexibility (organised)	78
Rapport /communication and management skills	64
Passion/ interest/ enthusiasm (children)	56
Good teacher/ classroom (literacy/numeracy & research)	27
Cater for all learning needs (empathy & support)	22
Introduce/knowledge a variety of physical activities/skills	22
Engaging & fun for students	17
Commitment to school life (extra curricula)	11
Athletic/ fitness/ stamina/ active/ skill level	12
Relationship building	9
Role model for healthy living	7
Advocate of & teaches healthy behaviours	7
Team player/ team work/collaboration	6
Inspirational/ motivating	6
Hard worker/ drive	6
Expertise (specialist training in HPE)	4
Liaises well with other staff, schools & parents	2
Willingness to learn	2
Safety awareness	2
Leadership	2
Innovative	2
Fun person	1
Calm	1
Attention to detail/particular	1
Teaches social skills	1
Personality	1
Coaching qualifications in various sports	1
Use of technology	1
First Aid qualifications	1
Integrated with year levels	1

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

- If PE is fun – children will be keen to participate and hopefully this will flow into home/ community sport participation.
- Without facilities it is very hard to teach some skills. Winter hinders everything as nowhere to be active
- Our PE program consists of fitness, weekly sport and lessons. The quality of the program is dependent on teacher skill & interest.
- Need to reiterate values component of HPE as well as competitive skills eg. Sportsmanship, acknowledging defeat, acceptance of healthy lifestyle
- The best primary PE teachers, in my experience, are also or have been quality classroom teachers. Same skill set, different learning environment.
- Unfortunately our allocation of staff system does not allow for 'specialist' in primary school. A school gets given a 'teacher' and if they have specialist qualification that is a 'bonus'.
- It is important to include a fitness element into the program. A focus on participation and fun rather than excellence at all costs is desirable in the Primary setting.
- All schools should have a HPE teacher outside their school budgets. Can you manage this?
- Uses assessment tools and encourages planned growth and development for each child
- Play is very important, sportsmanship, values, being inclusive, fairness, proper equipment, problems associated with rural sized schools ie. Numbers, ages on teams
- Early experiences will shape and influence children; attitudes to sport and physical fitness/activity for the rest of their lives. It is imperative that they are taught well
- \$ issue
- It is difficult in small schools to employ a person who is not able to be both a generalist and or a specialist on a long term basis
- Team spirit
- We need people with classroom and pedagogical skills not just jocks!
- Enthusiasm, fit and ability to engage well with the task at hand
- I think it is very important – in my school it's been a priority to have a quality program
- Extremely important area for health, wellbeing, and quality outcomes across the curriculum
- Opportunities for HPE to update skills regularly would be useful
- All schools, regardless of size, should be provided with a gymnasium so skills development can occur all year long

- At times sports eg. Basketball overtakes the skill component and has more time given to them. Health/Sex Ed not really covered by HPE teacher. Time to fit in the curriculum is still a challenge
- Independence – someone who keeps orderly. Someone NOT hung up on timetable changes. Motivation and desire to ‘be’ here on the job
- Having a specialist HPE teacher in a small school is very demanding with less hours available to conduct the same program and events as larger schools – qualified HPE teacher would assist greatly
- AUSTSWIM (swimming qualification), First Aid
- Have seen great variation in teaching levels
- HPE is important as it helps our children to be healthy and live a full life. It also helps them focus on other parts of their education. It helps them with values eg. team-work, collaboration
- Skills for the teacher – First Aid, AUSTSWIM, Bike Ed
- The need for HPE teachers to be taught behaviour management strategies which reflect their role as a specialist teacher. Assessment techniques and evaluation in the HPE area
- I believe very strongly in children being exposed to as much Health & Physical Education as possible throughout schooling – it should not be seen as less important than any other subject/ curriculum area
- Student teachers need to spend time in schools, with children & working with experienced HPE teachers prior to completing course
- Health and wellbeing aspects are more often the classroom teacher role (due to time limitations for specialist). Addressing and linking all aspects of HPE is important.
- In Tasmania school sport died when it became parents’ responsibility and it occurred on Saturday morning – 60% kids can’t get there and don’t play regular sport due to cost.
- Our PE teacher organises a daily fitness program where Gr 6 leaders take individual classes. An excellent program
- I strongly believe in the Literacy and Numeracy push within schools but a high level (45 min/day) fitness/ skills (emphasis on fitness) should be mandated.
- Engaging, age appropriate skill development including game sense and broad curriculum knowledge
- Sequential skill development relevant to age group. Provide students an understanding of their bodies/ how they work
- Some take the job as an easy option in teaching and therefore do not always do a good job
- We have found the Bluearth philosophy and coaching model to be highly valuable and valued by staff, students and our community
- Emotional literacy
- The overcrowded curriculum makes it difficult to have more than 1 hour per week for HPE.
- Being a small school I couldn’t have one person doing only HPE/PD. They would have to be an effective classroom teacher FIRST.

- Many sporting codes have clinics at schools. We tap into those regularly and have been successful ie. Rugby, League, AFL, Netball, Cricket
- Develop rapport with another person committed to a healthy lifestyle; HPE very important in developing physical and social skills and values.
- I always look for an outstanding classroom teacher with superior lit/ Num and social science knowledge and commitment but having someone who will organise, encourage and drive sport & PE program is fabulous! They must be excellent classroom teachers first.
- Many PE opportunities for Boys are not best provided because of the predominance of female staff in Primary Schools.

Large sized schools (300-600 children) Australia

- 137 returned surveys

Total returned surveys	137
Total Australian Government schools	376
% within state	36.4%

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

Specialist HPE	51	(37.2%)
Specialist HPE & classroom teachers	45	(32.9%)
Classroom teachers	29	(21.2%)
Classroom teachers & outsourced	5	(3.6%)
A generalist classroom teacher in HPE role	5	(3.6%)
HPE specialist, classroom & outsourced	2	(1.5%)

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

No details/Not Applicable	114	(83.2%)
Gymnastics – all trained	11	(8.0%)
Dance (qualified dance instructors)	7	(5.1%)
Various sports sessions		
basketball, AFL state body	6	(4.4%)
Swimming	3	(2.2%)
Active After School Care (qualified tutors)	2	(1.5%)
Sports in School Australia		
10 wk program (biennial)	1	(0.7%)
Fundamental Movement Skills (1 term)		
- qualified company	1	(0.7%)
Bluearth	1	(0.7%)

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

Yes	110	(82.1%)
No	24	(17.9%)
No details/Not Applicable	3	

Summary of comments explaining why:

Within large sized schools (300 - 600 children) only a few comments from Principals did not support HPE specialists within schools. One Principal preferred to take HPE, one viewed classroom teachers as specialists in all areas and was happy with parents paying for outsourcing when necessary. Another comment was that some classroom teachers abdicate too much responsibility and therefore become underskilled. One Principal preferred to have a generalist teacher as they were more flexible in meeting the school's needs.

The comments supporting HPE specialists in primary schools were many, with 82.1% of Principals preferring to have a specialist HPE teacher. Principals suggested that quality was optimised through expertise, knowledge of the subject, priority of the learning area, skill development, motivation, community relations and sport coordination. Thus, enabling a sequential, developmentally appropriate, and consistent program across the whole school. Again, it was mentioned that HPE classes often provide release time for classroom teachers and that some teachers lack confidence and training. Having a specialist HPE teacher was perceived as being in the best interest of children's health and provision of a variety of health opportunities, also allowing classroom teachers to focus on other curriculum areas.

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

Yes	74	(67.3%)
No	36	(32.7%)
No details/not applicable	27	

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

None	0	
Half an hour	15	(11.0%)
1 hour	53	(39.0%)
2 hours	57	(41.9%)
3 hours or more	11	(8.1%)
No details/not applicable	1	

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

Yes	84	(62.7%)
No	50	(37.3%)
No details/not applicable	3	

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

Yes	45	(33.1%)
No	91	(66.9%)
No details/not applicable	1	

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

No	2	(1.5%)
Maybe	17	(12.4%)
Probably	45	(32.8%)
Yes	73	(53.3%)

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

No	19	(13.9%)
Maybe	31	(22.8%)
Probably	39	(28.7%)
Yes	47	(34.6%)
No details/not applicable	1	

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

HPE subject knowledge & dev appropriate pedagogy	76 (mentions)
Rapport /communication and management skills	50
Planning/ assessment and flexibility (organised)	49
Passion/ interest/ enthusiasm/ motivated/energy (children)	43
Cater for all learning needs & ages (empathy & support)	18
Knowledge/Introduce a variety of physical activities/skills	18
Good teacher/classroom	17
Engage students & fun	13
Commitment to school life/ extra curricula	12
Team player/ team work/ collaboration	11
Athletic/ fitness/ stamina/ active/ skills	10
Relationship building	10
Expertise	8
Professional	8
Role model for healthy living	4
Innovative/ initiative	4
Motivate others/inspire	3
Sports coaching qualifications	3
Liaises well with other staff, schools & parents (network)	3
Holistic approach to health & wellbeing	2
Safety	2
Role model for healthy living	2
Hard worker/ drive	2
Leadership	2
Advocacy for HPE	2
Participates/background in sporting activities	1
Experience in teaching HPE	1
Confidence	1
Assertive	1

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

- Fitness and sport are important and we need more qualified teachers.
- Our school has developed a Fitness Program (supported by live life well) so all teachers take responsibility (K-6) for planning fundamental movement programs. Sport (3-6) further refines these skills.
- Totally agree but I would be happy if teachers in general primary courses could major in HPE.

- All pre-service teachers need to be provided with greater training in this area – has positive results in the classroom and socially.
- I do not have the staffing flexibility to employ a specialist HPE teacher.
- In my definition HPE doesn't include 'sport' which has additional time attributed to it.
- NAPLAN & focus on Literacy and Numeracy is taking emphasis off the other KLAs like PDHPE & Creative Arts – very unfortunate.
- Quality experiences for kids come from committed teachers. PD/HPE teachers need to lead other, perhaps less enthusiastic teachers to take part in meaningful activities for kids.
- Specialist HPE teachers are most useful when they can support the curriculum and bring expertise to classroom teachers.
- Sport/ HPE isn't a huge part/ focus. Country school - active kids.
- HPE staff should not be isolated from other staff members. In a period of an ageing work force in teaching fit, active, younger teachers should be shining lights in primary schools.
- A specialist teacher in the primary school is essential in PE.
- Sports specialists coming to school compliment what is being done. Professional Athlete would be great but too expensive. Engagement and lots of equipment – FUN & VARIETY
- Working outside the normal school day – extra curricula activities. Before and after school. Ability to develop relationships.
- Good variety – provide challenges to focus an understanding of the self better. Develop positive attitudes – keep persevering despite challenges.
- Every primary school should have an HPE or PE teacher allocated in its staffing formula.
- Training would be useful. In Term 2 we play Interschool sport (soccer, netball, football). In Term 1 we have a Swimming Carnival and do outside training. In Term 3 we do Athletics.
- Focus on early development of core strength, hand/eye coordination, flexibility, strength, crossing mid line, balance etc. Then effective cooling techniques for older students. Need to link in with research on brain development, developing neural pathways, maximising participation of all, enjoyment, challenge etc.
- Good knowledge of major & minor games/ dance/ gymnastics – sequenced to year level (typical expectations).
- Having a 'double qualification' would help with full time employment because small schools may only have a part time HPE position; so being a generalist would add versatility.
- My experience shows that an excellent generalist teacher with an interest in HPE can make an outstanding specialist.
- At my school we no longer employ specialists. In the first instance they must be an excellent classroom teacher, then a specialist. This improves their flexibility across the school.

- Behaviour management skills are a must.
- A generalist classroom teacher with a specific interest in PE is applicable as the PE role is not full time and can vary from year to year.
- Physical Education lessons should be very purposeful. It's about skill development through explicit teaching and then practise through games. There should be enjoyment in this process but deliberate development of all students.
- I've worked with excellent HPE staff and poor HPE staff. They have so much potential to lift a whole school when they are excellent. Heartbreaking when they're 'slack' and uncaring!
- Need to be capable in teaching protective behaviours, drug education etc.
- I prefer subject specialists particularly in relation to specialist skills and knowledge required, but also for risk mitigation strategies
- Excellent teaching pedagogy, individualising programs to cater for diverse needs, developmental progression of skills
- Play is very important, sportsmanship, values, being inclusive, fairness, proper equipment, problems associated with rural sized schools ie. Numbers, ages on teams
- Early experiences will shape and influence children; attitudes to sport and physical fitness/activity for the rest of their lives. It is imperative that they are taught well
- Really depends on the person. My current HPE teacher is an ex air hostess who did her teacher training 5 years ago. She is keen, motivated, loves sport and thrives in the role.
- Essential area of primary school curriculum – engagement of many older students (particularly 4-6)
- Students need opportunities to play a variety of games to keep them physically active & develop social skills. PE teachers can help students develop a love of physical activity
- In primary schools all teachers are considered generalist teachers so a PE teacher may wish to go back to teaching in a classroom!
- More DEECD funding for specialist programs – sit outside generalist classroom funding
- Personal development & individual challenges, not just focus on top athletes
- Need skills in building relationships with classroom teachers & capacity to motivate/support/build support from 'colleagues' to passionately support the PE program
- The resources of the school (human & physical) can directly contribute to the quality of the HPE experiences
- Courses need to cover Assessment & Reporting in PE, ICT in PE and provide opportunities for teachers to 'skill up' in areas they lack confidence eg. Gymnastics

- Important that the PE teacher is willing & able to research the various types of sport available & take an interest in the community, requests eg snowsport, bike ed, yachting
- Organised & experienced
- We need to continue the crusade of having a HPE specialist in every school
- Children need to see that there are many and varied sport options available in society and that they are all worthwhile to help provide an active lifestyle
- Having the right (properly trained) teacher is critical
- In the primary school, a specialist PE teacher would be difficult to appoint as all teams must be generalist teachers, able to move & adapt easily between year levels and specialist areas
- Giving all students confidence to have a go, making it fun. Giving students opportunities to practise & improve
- Issue of PE staff taking an interest and staying abreast of issues/developments in generalist teaching & learning – not becoming too out of it
- Need to have the ability to reflect on the effectiveness of their teaching. In a primary school you need to have good knowledge of other curriculum areas
- Federal Government needs to provide at least 2 to 3 hours per week of specialist HPE – particularly if society is to deal effectively with students presently at school with serious lifestyle issues, such as obesity, diabetes and body issues.
- There doesn't seem to be any professional development (PD) for already trained teachers to support their development.
- It is very difficult to teach children about good nutrition when the government allows so much marketing of unhealthy items on tv and when they will not allow schools to stop parents sending junk food to school for students to consume.
- Varied, skill based.
- They often have no idea of programming and struggle big time in class settings – limits their employability. Need to know it is not 'free play'.
- We would rather focus on strong generalist teachers with a HPE focus.
- Physical activity is vital for children in schools however they need more than the one hour block provided by specialist HPE, to also include daily fitness for at least 20 mins/ day, promotion of out of school sports (competitive) and SAPSASA.
- A solid involvement with a research topic at/during university qualifications related to Human Movement, student well being, nutrition etc. Therefore, indicating a solid background to support and be in behind HPE school programs.
- An overcrowded curriculum is making it tough to fit everything in and for some schools HPE is taking a back seat.
- Train specialists for HPE and ensure values of sport are included. Train general teachers on the values of PE & sport.

- In Qld state system HPE teachers are not employed directly by schools therefore Q 6 & 7 were difficult to answer.
- Must have demonstrated ability to manage classroom behaviours prior to teaching HPE
- PE programs help provide non contact so a 'generalist PE teacher' would not be as useful as it might seem.
- In my previous school, I outsourced to the Bluearth program. Train the trainer model worked well
- Teachers know how to plan for skill progression and have knowledge about muscle groups and how to keep healthy
- Not enough emphasis on quality HPE programs in Primary Schools. If you want to see what is possible – contact Weetangera Primary School in Canberra

Very large sized schools (600 children and more) Australia

- 46 returned surveys

Total returned surveys	46
Total Australian Government schools	376
% within state	12.2%

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

Specialist HPE	24	(52.2%)
Classroom teacher & HPE specialist	14	(30.4%)
Classroom teachers	5	(10.9%)
Classroom teachers & outsourced	2	(4.3%)
Classroom, specialist HPE & outsourcing	1	(2.2%)

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

No details/Not Applicable	41	(89.1%)
Trained teachers	1	(2.2%)
YMCA Coaches, Sportspro teachers do gymnastics	1	(2.2%)
Gymnastics program (paid by parents)	1	(2.2%)
Gymnastics (Gym Man – qualified gymnast		
Dance (Dance 2-B Fit).	1	(2.2%)
Gymnastics & cricket	1	(2.2%)

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

Yes	45	(97.8%)
No	1	(2.2%)

Summary of comments explaining why:

Within very large sized schools (600 children and more) all comments from Principals supported HPE specialists within primary schools, with 97.8% of Principals preferring to have a specialist HPE teacher. Principals suggested that quality was

optimised through expertise/ qualifications, knowledge of the subject, priority of the learning area, skill development and correct technique, passion, community relations and sport coordination. This enables a comprehensive, sequential, developmentally appropriate, and consistent program delivery across the whole school. Having a specialist HPE teacher was perceived as being in the best interest of children's health and wellbeing, allowing classroom teachers to not be burdened by curriculum demands, parents to not have to pay for outsourcing, and optimal safety.

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

Yes	32	(82.1%)
No	7	(17.9%)
No details/Not Applicable	7	

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

None	0	
Half an hour	6	(13.3%)
1 hour	23	(51.1%)
2 hours	15	(33.3%)
3 hours or more	1	(2.2%)
No details/Not Applicable	1	

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

Yes	31	(68.9%)
No	14	(31.1%)
No details/Not Applicable	1	

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

Yes	21	(46.7%)
No	24	(53.3%)
No details/Not Applicable	1	

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

No	2	(4.3%)
Maybe	4	(8.7%)
Probably	10	(21.8%)
Yes	30	(65.2%)

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

No	3	(6.8%)
Maybe	8	(18.2%)
Probably	16	(36.4%)
Yes	17	(38.6%)
No details/Not Applicable	2	

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

HPE subject knowledge & dev appropriate pedagogy	31 (mention)
Planning/ assessment and flexibility (organised)	24
Rapport /communication and management skills (children)	22
Passion/ interest/ enthusiasm/ motivated/ energy	16
Liaises well with other staff, schools & parents (network)	7
Knowledge/Introduce a variety of physical activities/ skills	6
Cater for all learning needs (empathy & support)	4
Athletic/ fitness/ stamina/ active	5
Team player/ team work/ collaboration	6
Relationship building	3
Commitment to school life (Prof dev)	3
Engage students & fun	3
Innovative/ initiative	4
Leadership	2
A good teacher/ classroom	7
Role model for healthy living	2
Advocate of & teaches healthy behaviours/ wellbeing	3
Commitment to Health & Safety	4
Expertise	1
Ability to inspire to achieve	1

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

- All primary HPE teachers should do two years classroom teaching first.
- Federal Government needs to provide at least 2 to 3 hours per week of specialist HPE – particularly if society is to deal effectively with students presently at school with serious lifestyle issues, such as obesity, diabetes and body issues.
- Excellent teaching pedagogy, individualising programs to cater for diverse needs, developmental progression of skills
- So important for students to be active and have knowledge about their health and bodies
- If you offer a specific HPE course, it limits employment opportunities
- Making consistent judgements. Sports carnivals, coaching.
- I am very supportive of good quality special learning for HPE teachers.
- Must come from strong research base with specific skills teaching. Fundamental movement skills taught from K. Whole body strength and fitness testing – teaching programs – testing. Exposure to different sports.
- Training in the area of PE also needs to ensure the basics of teaching is covered – Behaviour Management, student engagement.
- Having a specialist PE teacher ensures that our students get 1 hour of quality PE instruction every week.
- As a state school – I employ teachers with ‘Approval to teach’ and accredited codes.
- Mostly kids enjoy PE lessons – quality ie. Skills being taught is problematic