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Summary report of key findings for the Australian Government: 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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SUMMARY REPORT OF KEY FINDINGS

Australian Government Primary Schools

How are Primary Education Health & Physical Education (HPE) teachers' best prepared?

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The Context of the Research

This project 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 a Health and Physical Education specialist. Surveys were completed in term 4 of the 2012 school year, there were 376 principal participants from a cross-section of Australian Government schools representing every state and territory, region and size. Health and Physical Education (HPE) as an Australian curriculum learning area is associated with holistic lifelong health and wellbeing.

Research suggests that the optimum time for children to learn and refine their motor skills and to be introduced to positive HPE experiences is during preschool and early primary school years. This project investigates such research through the perceptions of Principals within the context of Government Schools in Australia.

The overarching research question is:

1. What are Primary School Principals' perceptions of a Bachelor of Primary Education (Health and Physical Education) course and testamur? (A course where graduate teachers are generalist primary teachers and specialist Health and Physical Education teachers).

Supplementary research questions that generated data include:

1. Who teaches HPE in Primary schools?
2. If a HPE teacher is employed, do they have HPE specific qualifications?
3. Do Principals prefer to have a HPE specialist teacher to teach HPE?
4. Would a testamur/ certificate that read "Bachelor of Primary Education (Health and Physical Education)" assist Principals with the employment of staff?
5. Do Principals find a course that qualifies teachers to be generalist classroom teachers and HPE specialists of value?

Significance of Research

The Victorian Department of Education and Early Childhood Development (DEECD) key responsibilities inform outcomes that the Department strives to achieve within its birth-to-adulthood learning and development agenda. The first listed outcome for Children 0 – 8 years is:

- Children have the best start to life to achieve optimal health, development and wellbeing
(<http://www.education.vic.gov.au/about/departments/Pages/default.aspx>)

The Western Australian Government Physical Activity Taskforce developed the Active Living for All: A Framework for Physical Activity in Western Australia 2012-2016. This Framework and strategies within were designed to increase physical activity amongst children. The Framework was prioritised after the 'WA Child and Adolescent Physical Activity and Nutrition Survey' indicated that less than half of all WA students achieved the National Australian Physical Activity Guidelines recommended levels of 60 minutes per day. The New South Wales Education & Communities Department state that "the health of students is relevant to their learning and is important to schools" and that "Principals, staff, parents, health professionals and students all have a role to play in the effective support of students' health needs" (<http://www.schools.nsw.edu.au/student-support/student-health/>).

Furthermore the NSW department explicitly lists the Personal Development, Health and Physical Education key learning area as how schools support and develop students' health.

Australian Education Departments' health and wellbeing outcomes, Frameworks and statements all directly relate to the Health and Physical Education learning area:

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing. (Australian Curriculum, Assessment and Reporting Authority, 2012, p. 2).

Specifically within Queensland HPE allows students to:

- participate in regular and varied physical education experiences
- promote the health of their community, and to make informed decisions relating their own health and safety and that of others
- develop and refine personal and social skills to promote positive interactions with others, be resilient and manage their own lives.
(<http://education.qld.gov.au/curriculum/area/hpe/>)

Health and Physical Education (HPE) as a learning area in Australia is embedded in phase three of the current national curriculum reform. There is potential for the national framework being developed to enable curriculum change and/or supplementation to enable quality HPE for all children across our geographically large country. This research investigates Principals' perceptions of a university pre-service primary teacher course designed specifically for this purpose. Such a course would involve for the first time in Australia's history, primary education pre-service teachers being given the opportunity within their university courses to specialise in developmentally appropriate Health and Physical Education.

Principals' experiences and insights matter. "We know that school leadership must be at the centre of our reform effort. In our decentralised system where principals have a high degree of autonomy it is they who have the power to improve the quality of teaching." (DEECD, 2012, p. 3). Furthermore, such a course would be timely as there has been growing concern for universities improved preparation of teachers for the school environment (DEECD, 2012). A survey conducted by McKenzie, Rowley, Weldon and Murphy (2011) found that less than 30 per cent of principals felt that graduate teachers had acquired important skills for effective teaching and learning. It is pertinent that Principals are considered and opinions valued.

This research is being provided for the Australian Institute for Teaching and School Leadership (AITSL) as they "provide national leadership for Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership" (<http://www.aitsl.edu.au/about-us/objectives.html>). This ex-post facto survey focuses on children's health and wellbeing, the data and recommendations relate specifically to the following AITSL objective:

- Foster and drive high quality professional development for teachers and school leaders through professional standards, professional learning and a national approach to the accreditation of pre-service teacher education courses.

Literature Review

The Australian Curriculum Assessment and Reporting Authority (ACARA) draft shape paper for HPE, espouses quality experiences for children and the importance of having these from the very beginnings of schooling. What is being accentuated within this shape paper is one particular aspect of quality HPE; that it is 'developmentally appropriate'. The priority for Health and Physical Education is:

to provide ongoing, developmentally appropriate opportunities for students to practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others' health and wellbeing. (ACARA, 2012, p. 4).

In the late 1980s and early 1990s, the HPE school curriculum within Australian schools was considered to have been in crisis (Tinning, Kirk, Evans and Glover,

1994; Dinan-Thompson, 2009). Curriculum research indicates that the 'crisis' was experienced at an international level also (Dinan-Thompson, 2009, p. 4). 'In-house' discussions of crisis at HPE conferences and in journals led to a Senate Inquiry (Commonwealth of Australia, 1992) into the state of physical education and sport within Australian Education systems. The findings in the report by the Senate Standing Committee on Environment, Recreation and the Arts (Commonwealth of Australia, 1992) confirmed the 'in-house' discussions of crisis (Dinan-Thompson, 2009). The findings included that there was in fact a decline in the opportunities for quality HPE in Australian schools although paradoxically there was unanimous support for the learning area. The problems were mainly with resources and the time allocation to the key learning area which resulted in a drastic decline in children's skill levels and physical fitness (Tinning, Kirk, Evans, and Glover, 1994). Another major problem was that "suitably qualified physical education teachers were not being employed to teach physical education and school sport to all children" (Commonwealth of Australia, 1992, p. xiv). There was also no required accreditation or formal training in physical or sport education as a condition of employment for graduating primary school teachers (Moore, 1994). Webster (2001, p. 1) recommended that "pre-service education of primary school teachers include mandatory units directly related to the content strands of the syllabus, with further opportunities for teachers to specialize in PE courses".

These issues, according to the Australian Council for Health, Physical Education and Recreation (ACHPER) still exist today. "It is true that some schools struggle to provide quality PE and sport, in particular in primary schools" (2011). Furthermore, some graduate teachers are to this day completing teaching degrees without studying any units in Health and Physical Education and are then responsible for implementing this learning area in schools. Health and Physical Education primary specialist teachers are only employed sporadically within primary schools across Australia with, according to Dinan-Thompson (2009, p. 48) questions often raised about "who is teaching HPE, and who is deemed competent to teach HPE in schools". Hence, the recommendations of a Senate Inquiry made 20 years ago appear to not have been achieved.

A study released recently (March, 2013), 'The wellbeing of young Australians', conducted by Australian Research Alliance for Children & Youth (ARACY) involved over 3700 people. This study evidenced that Australian children and youth are not doing as well as they should. Australia ranked in the top third of OECD countries for around one-quarter of the indicators (12 out of 46). Areas of concern where Australia was ranked in the bottom third included "jobless families, infant mortality, incidence of diabetes and asthma, young people in education, 3-5 year olds in preschool and carbon dioxide emissions" (ARACY, 2013, p. 4). Despite the rhetoric about children wellbeing and social justice, this report indicates that there has been no improvement in the majority of areas from the previous report in 2008. The report summary states:

if we want to change – to improve – we need to measure and report on the things we believe are most important for a successful Australian society. Few would disagree that one of the most important of these are the environments we can influence to help parents and others ensure our children have the opportunity to be healthy and to develop well. (ARACY, 2013, p. 26).

It is axiomatic that primary schools' play a key role in children's health and wellbeing. Kirk (2005) argues that early learning experiences are crucial to continuing involvement in physical activity and that currently only particular sections of the population are in a position to access quality experiences in schools and sport clubs. Furthermore, "the contribution of PE specialists in secondary schools may come too late to impact a majority of children in relation to their competence, perceptions and motivation." (Kirk, 2005, p. 240). Hence, Health and Physical Education teachers (primary specialist or generalist classroom) need to be prepared to deliver quality Health and Physical Education lessons across all strands, which include Physical activity, Health and Personal/Social Development. This involves the teacher having the knowledge and understanding of the various pedagogies that exist in HPE and the awareness to choose the most appropriate for each particular learning experience (Tinning, 1999). This often involves choosing critical, socially just pedagogies rather than the traditional dominant science and performance-based pedagogies for HPE. Critical socially just pedagogies will necessitate teachers being trained and educated in this mode of teaching (Tinning, 2004).

Physical Education (PE) courses specifically tailoring to children in the 3-11 age range, where teachers are qualified generalist classroom teachers with a specialism in PE are offered in the United Kingdom. What is sometimes offered in Australia are quasi HPE courses where pre-service primary teachers may be able to choose electives in general sport often relating to industry or secondary physical education. While these offer opportunities for enthusiasts to study areas of interest, ideal candidates for primary HPE specialists, unfortunately they lack the 'developmentally appropriate' key aspect that the draft paper emphasises. Hence, specialist HPE teachers working within primary schools are often not qualified generalist classroom primary teachers (often secondary trained), and may not have had opportunities to develop pedagogy specifically for teaching children in the Primary school sector, or they are generalist classroom teachers with no HPE specialisation.

Summary Report

This study indicates 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

Principals surveyed represented schools from all Australian states/territories, regions and schools of various enrolment sizes (Table 1, Table 2, Table 3, Table 4, Table 5, Table 6, Table 7 and Table 8).

Table 1 Victorian regions represented by school principals surveyed

Victorian Region	Size of school enrolment				
	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
West	7	4	0	0	11
Inner West	0	8	3	1	12
North Central	6	3	0	1	10
Inner North	3	3	2	0	8
Melbourne	1	25	33	6	65
Inner East	4	7	2	0	13
East	6	11	2	0	19
Total	27	61	42	8	138

Table 2 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

Table 3 Queensland regions represented by school principals surveyed

Qld Region	Size of school enrolment				
	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
South West	1	0	0	0	1
South East	3	4	17	9	33
East	1	0	2	1	4
North	0	1	1	0	2
Mt. Isa	0	0	0	0	0
Far North	1	1	0	4	6
Total	6	6	20	14	46

Table 4 Northern Territory regions represented by school principals invited and surveyed

NT Region	Size of school enrolment							Total invited	Total participated
	Small (less 100) invited	Small (less 100) participated	Medium (100-300) invited	Medium (100-300) participated	Large (300–600) invited	Large (300–600) participated			
Darwin	9	0	8	0	3	0	20	0	
North	14	2	7	1	8	0	29	3	
South	12	0	1	0	0	0	13	0	
Total	35	2	16	1	11	0	62	3	

Table 5 Western Australian regions represented by school principals surveyed

WA Region	Size of school enrolment				
	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
North	0	0	2	0	2
Central	1	1	1	0	3
Esperance	2	0	0	0	2
Albany	1	1	1	0	3
South West	1	1	1	0	3
Mandurah	1	1	0	3	5
Perth	0	6	20	7	33
Total	6	10	25	10	51

Table 6 South Australian regions represented by school principals surveyed

SA Region	Size of school enrolment				
	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
North	5	2	2	0	9
South	3	1	3	0	7
Adelaide	4	8	9	0	21
Total	12	11	14	0	37

Table 7 Tasmanian regions represented by school principals surveyed

Tasmanian Region	Size of school enrolment				
	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
Queenstown	1	0	0	0	1
Devonport	0	2	1	0	3
Central	1	0	0	0	1
South	0	0	1	0	1
Hobart	0	3	1	0	4
South East	0	0	1	0	1
East	0	0	0	0	0
Launceston	0	2	0	0	2
Total	2	7	4	0	13

Table 8 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

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

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 under skilled. One Principal preferred to have a generalist teacher in the HPE role 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.

- 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.

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

- 60.3% of principals believed a testamur/ certificate that read “Bachelor of Primary Education (Health and Physical Education)” would assist or probably assist them with the employment of staff. Only 12.9% believed it would not assist.

No	48	(12.9%)
Maybe	100	(26.8%)
Probably	103	(27.6%)
Yes	122	(32.7%)

No details/not applicable 3

- There were 232 schools (61.7%) where a HPE specialist teacher was responsible for part or all of the implementation of the learning area

This included:

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

- 166 principals (63.6%) stated that their HPE specialist teacher was a qualified specialist, 95 principals (36.4%) stated that their HPE specialist did not have specific qualifications and 115 did not answer the question.

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

- When employing staff, 233 principals (63.1%) indicated that they look at the university degree certificate/ testamur of potential staff and 136 (36.9%) stated that they do not.
- When employing staff, 241 principals (64.6%) said they do not peruse university transcripts.

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

This is problematic when the testamur and/or transcripts are needed to evidence Health and Physical Education units successfully completed.

- Principals' commented on key attributes of a good HPE teacher. The top eight responses were:

1. HPE curriculum knowledge & dev appropriate pedagogy	267	(mentions)
2. Planning/ assessment and flexibility (organised)	179	
3. Rapport /communication and management skills	156	
4. Passion/ interest/ enthusiasm (children)	142	
5. Good teacher/ classroom	73	
6. Cater for all learning needs (empathy & support)	64	
7. Introduce/knowledge a variety of physical activities/skills	63	
8. Engaging & fun for students	48	
9. Athletic/ fitness/ stamina/ active/ skill level	33	

- 318 of the 376 schools gave no details of HPE being outsourced (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%)

Recommendations

It is recommended that pre-service primary teachers have the opportunity to specialise in HPE, specifically developmentally appropriate for the primary school. Having opportunities for pre-service teachers to become generalist classroom teachers and specialise in HPE is supported by a high majority of principals surveyed. Such a course enables teachers passionate in health and wellbeing, and who want to specifically teach primary aged children, to develop appropriate pedagogy and a holistic health understanding across all strands. Thus, pre-service teachers are fully prepared for teaching HPE in schools throughout any Australian state or territory. This would be a directional step towards the Victorian DEECD outcome 'children having the best start to life to achieve optimal health, development and wellbeing', towards the aim of the WA Government's Physical Activity Taskforce and the New South Wales Education & Communities Department position statement stipulating "the health of students is relevant to their learning and is important to schools". (<http://www.schools.nsw.edu.au/studentsupport/studenthealth/>) Furthermore, the department explicitly lists the Personal Development, Health and Physical Education key learning area as how schools support and develop students' health. A similar viewpoint is held by Queensland's Department of Education, Training & Employment.

It is also recommended that a Bachelor of Education (Health and Physical Education) testamur and course be offered within universities. The surveys indicate that specialist HPE teachers are quite regular in primary schools of particular states/territories. However, with 83.2% of principals perceiving generalist/ HPE specialist teacher courses as valuable, 60.3% of principals stating they would be assisted by a Bachelor of Primary Education (Health and Physical Education) course and testamur, and many principals' asserting the importance of HPE specialists being good classroom teachers (73 mentions in key attributes), such a course seems timely and relevant. This would enable schools in rural, regional and remote Australia to have, in time, a specialist HPE teacher within their school. This directly relates to the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) and the recommendations of the Gonski Report (ABC, 2012).

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