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Presentation of findings for Tasmanian government schools - a synthesis - How are primary education health and physical education (HPE) teachers best prepared?

Lynch, TJ

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Australian Institute for Teaching and School Leadership (AITSL)

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Presentation of Findings

Tasmanian Government schools – synthesis

Tasmanian schools (total)

| | |
|------------------------------------|---------------|
| Total returned surveys | 13 |
| Total Tasmanian government schools | 13 |
| % within state | 100.0% |

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

| | | |
|--|---|---------|
| Specialist HPE teacher | 6 | (46.2%) |
| Classroom teachers | 3 | (23.1%) |
| Classroom & Specialist HPE | 3 | (23.1%) |
| Relief teacher taking HPE specialist lessons | 1 | (7.6%) |

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 | 12 | (92.3%) |
| Active Kids Program, Swimming, Sport clinics | 1 | (7.7%) |
| Do not support outsourcing – will not participate | | |

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

| | | |
|-----|----|---------|
| Yes | 12 | (92.3%) |
| No | 1 | (7.7%) |

Summary of Comments explaining why:

Within small schools (less than 100 children) Principals commented that they preferred to have HPE Specialist teachers as it increased the likelihood of a regular quality program. Principals in small and medium schools both stated that it is more difficult for them to provide a Specialist HPE teacher due to their small size and subsequently staffing restrictions.

The comments supporting HPE specialists in primary schools were many and suggested that quality was provided through expertise, knowledge of the learning area, skill development and a range of physical activities that are ‘developmentally appropriate’ for the primary school HPE (and wellbeing) program. Also, it was Data - Tasmanian Government schools’ synthesis Dr. Timothy Lynch – Monash University, Faculty of Education

mentioned that HPE Specialists can concentrate on the one learning area and therefore be organised and contribute to a Supportive School Environment. Some older classroom teachers' age was identified as not suited to taking children for HPE physical activities and classroom teachers often did not have the knowledge and expertise required.

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

| | | |
|---------------------------|---|----------|
| Yes | 9 | (100.0%) |
| No | 0 | |
| No details/Not Applicable | 4 | |

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

| | | |
|-----------------|----|---------|
| None | 0 | |
| Half an hour | 0 | |
| 1 hour | 10 | (76.9%) |
| 2 hours | 3 | (23.1%) |
| 3 hours or more | 0 | |

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

| | | |
|-----|----|---------|
| Yes | 10 | (76.9%) |
| No | 3 | (23.1%) |

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

| | | |
|-----|----|---------|
| Yes | 3 | (23.1%) |
| No | 10 | (76.9%) |

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

| | | |
|----------|----|---------|
| No | 0 | |
| Maybe | 1 | (7.7%) |
| Probably | 2 | (15.4%) |
| Yes | 10 | (76.9%) |

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

| | | |
|----------|---|---------|
| No | 0 | |
| Maybe | 1 | (7.8%) |
| Probably | 6 | (46.2%) |
| Yes | 6 | (46.2%) |

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

| | |
|---|---------------|
| HPE curriculum knowledge & dev appropriate pedagogy | 17 (mentions) |
| Planning/ assessment and flexibility (organised) | 11 |
| Rapport/ communication and management skills | 8 |
| Team player/ team work/ collaboration | 4 |
| Introduce a variety of physical activities/skills | 3 |
| Passion/ interest/ enthusiasm | 3 |
| Relationship building | 3 |
| Advocate of & teaches healthy behaviours | 1 |
| Use of technology | 1 |
| Motivating | 1 |
| Willingness to learn and reflect on practice | 1 |
| Positive attitude | 1 |
| Assertive | 1 |
| Physically fit | 1 |
| Innovative | 1 |
| Desire to work with children | 1 |
| Commitment to school life | 1 |

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

Within small schools (less than 100 children) Principal comments included that physical activities and sport has decreased due to the busyness of family life and technology.

Principals of medium sized schools (100-300 children) shared that Health and Wellbeing was often the responsibility of classroom teachers due to the time limitations that Specialist HPE teachers have. Also, that the linking between the physical education and health strands is important. Another Principal stated that school sport suffered in Tasmania when it became the responsibility of parents on Saturday mornings. The problems identified related to transport and costs involved.

Principals of large schools (300-600 children) stressed the need for all schools to have HPE specialists and for the Federal Government to assist with the provision of 2-3 hours of Specialist primary HPE each week.

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Small sized schools (less than 100 children) Tasmania

- 2 returned surveys

| | |
|------------------------------------|--------------|
| Total returned surveys | 2 |
| Total Tasmanian government schools | 13 |
| % within state | 15.4% |

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

| | | |
|--------------------|---|----------|
| Classroom teachers | 2 | (100.0%) |
|--------------------|---|----------|

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 | 2 | (100.0%) |
|---------------------------|---|----------|

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

| | | |
|-----|---|----------|
| Yes | 2 | (100.0%) |
| No | 0 | |

Comments explaining why:

Quality program
 Less likely to be rescheduled/ replaced
 Depends upon the size of the school and staffing - Specialist teachers have the knowledge, understanding to deliver a better program

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

| | | |
|---------------------------|---|----------|
| Yes | 0 | |
| No | 0 | |
| No details/Not Applicable | 2 | (100.0%) |

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

| | | |
|-----------------|---|----------|
| None | 0 | |
| Half an hour | 0 | |
| 1 hour | 2 | (100.0%) |
| 2 hours | 0 | |
| 3 hours or more | 0 | |

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

| | | |
|-----|---|---------|
| Yes | 1 | (50.0%) |
| No | 1 | (50.0%) |

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

| | | |
|-----|---|----------|
| Yes | 0 | |
| No | 2 | (100.0%) |

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

| | | |
|----------|---|----------|
| No | 0 | |
| Maybe | 0 | |
| Probably | 0 | |
| Yes | 2 | (100.0%) |

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

| | | |
|----------|---|----------|
| No | 0 | |
| Maybe | 0 | |
| Probably | 2 | (100.0%) |
| Yes | 0 | |

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

| | |
|--|--------------|
| HPE subject knowledge & dev appropriate pedagogy | 2 (mentions) |
| Planning/ assessment and flexibility (organised) | 2 |
| Introduce a variety of physical activities/ skills | 1 |
| Positive attitude | 1 |
| Relationship building | 1 |

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

No details/Not Applicable 1

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.

Medium sized schools (100 – 300 children) Tasmania

- 7 returned surveys

| | |
|------------------------------------|--------------|
| Total returned surveys | 7 |
| Total Tasmanian government schools | 13 |
| % within state | 53.8% |

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

| | | |
|--|---|---------|
| Specialist HPE teacher | 3 | (42.6%) |
| Classroom & Specialist HPE | 2 | (28.6%) |
| Relief teacher taking HPE specialist lessons | 1 | (14.4%) |
| Classroom teachers | 1 | (14.4%) |

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 | 6 | (85.7%) |
| Active Kids Program, Swimming, Sport clinics | 1 | (14.3%) |

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

| | | |
|-----|---|---------|
| Yes | 6 | (85.7%) |
| No | 1 | (14.3%) |

Comments explaining why:

They have specialist skills which classroom teachers do not have
 Because their level of expertise, experience and enthusiasm is generally higher than that of the classroom teacher
 The school is too small. We look for opportunities to bring sport/ PE specialists into the school to support the programs and offer experiences to the students
 Explicit instruction of skills and expectations from a knowledge base that is deeper and seeks to build capacity of individuals across ranges of games/ activities/ drills
 Skills and knowledge, teaching demographic aging and this impacts
 Trained to teach specific PE skills
 Trained - organised

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

| | | |
|---------------------------|---|----------|
| Yes | 5 | (100.0%) |
| No | 0 | |
| No details/Not Applicable | 2 | |

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

| | | |
|-----------------|---|---------|
| None | 0 | |
| Half an hour | 0 | |
| 1 hour | 5 | (71.4%) |
| 2 hours | 2 | (28.6%) |
| 3 hours or more | 0 | |

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

| | | |
|-----|---|---------|
| Yes | 6 | (85.7%) |
| No | 1 | (14.3%) |

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

| | | |
|-----|---|---------|
| Yes | 2 | (28.6%) |
| No | 5 | (71.4%) |

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

| | | |
|----------|---|---------|
| No | 0 | |
| Maybe | 0 | |
| Probably | 1 | (14.3%) |
| Yes | 6 | (85.7%) |

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

| | | |
|----------|---|---------|
| No | 0 | |
| Maybe | 1 | (14.3%) |
| Probably | 2 | (28.6%) |
| Yes | 4 | (57.1%) |

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

| | |
|---|---------------|
| HPE curriculum knowledge & dev appropriate pedagogy | 10 (mentions) |
| Planning/ assessment and flexibility (organised) | 6 |
| Rapport/ communication and management skills | 5 |
| Introduce a variety of physical activities/skills | 2 |
| Passion/ interest/ enthusiasm | 2 |
| Advocate of & teaches healthy behaviours | 1 |
| Use of technology | 1 |
| Relationship building | 1 |
| Team player | 1 |
| Motivating | 1 |
| Willingness to learn and reflect on practice | 1 |

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

No details/Not Applicable 4

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

Large sized schools (300-600 children) Tasmania

- 4 returned surveys

| | |
|------------------------------------|--------------|
| Total returned surveys | 4 |
| Total Tasmanian government schools | 13 |
| % within state | 30.8% |

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

| | | |
|---------------------------------------|---|---------|
| Specialist HPE | 3 | (75.0%) |
| Classroom teachers and Specialist HPE | 1 | (25.0%) |

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 | 4 | (100.0%) |
|---------------------------|---|----------|

Comments explaining why:

Do not support outsourcing – will not participate

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

| | | |
|-----|---|----------|
| Yes | 4 | (100.0%) |
|-----|---|----------|

Comments explaining why:

Allows the teacher (HPE) to concentrate solely on the HPE program
 HPE area cuts across the area of Supportive School Environment, therefore having teaching as part of a team is essential
 Experience, knowledge of learning area, skill
 For their specialist expertise, specialised and focussed HPE classes, and all round support to our school's Health and Wellbeing Program

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

| | | |
|-----|---|----------|
| Yes | 4 | (100.0%) |
| No | 0 | |

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

| | | |
|-----------------|---|---------|
| None | 0 | |
| Half an hour | 0 | |
| 1 hour | 3 | (75.0%) |
| 2 hours | 1 | (25.0%) |
| 3 hours or more | 0 | |

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

| | | |
|-----|---|---------|
| Yes | 3 | (75.0%) |
| No | 1 | (25.0%) |

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

| | | |
|-----|---|---------|
| Yes | 1 | (25.0%) |
| No | 3 | (75.0%) |

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

| | | |
|----------|---|---------|
| No | 0 | |
| Maybe | 1 | (25.0%) |
| Probably | 1 | (25.0%) |
| Yes | 2 | (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 | 0 | |
| Maybe | 0 | |
| Probably | 2 | (50.0%) |
| Yes | 2 | (50.0%) |

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

| | |
|--|--------------|
| HPE subject knowledge & dev appropriate pedagogy | 5 (mentions) |
| Rapport/ communication and management skills | 3 |
| Team player/ team work/ collaboration | 3 |
| Planning/ assessment and flexibility (organised) | 3 |
| Relationship building | 1 |
| Assertive | 1 |
| Physically fit | 1 |
| Innovative | 1 |
| Desire to work with children | 1 |
| Passion/interest/ enthusiasm | 1 |
| Commitment to school life | 1 |

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

| | |
|---------------------------|---|
| No details/Not Applicable | 3 |
|---------------------------|---|

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.