Presentation of findings for Victorian Melbourne region government schools, for Department of Education and Early Childhood Development (DEECD) - How are primary education health and physical education (HPE) teachers best prepared?

Lynch, TJ

http://hdl.handle.net/10026.1/6457

10.13140/2.1.2154.9448
Department of Education and Early Childhood Development (DEECD)

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Presentation of Findings

Victoria – Melbourne Region

Government schools

**Victoria Melbourne Region schools (total)**

<table>
<thead>
<tr>
<th>Total returned surveys</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Victorian government schools</td>
<td>138</td>
</tr>
<tr>
<td>% within state</td>
<td>47.1%</td>
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</tbody>
</table>

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

   - Classroom teacher 6 (9.2%)
   - Specialist HPE teacher 29 (44.6%)
   - Classroom & HPE specialist 24 (36.9%)
   - Classroom & HPE specialist & outsourced 3 (4.6%)
   - A generalist classroom in HPE role 2 (3.1%)
   - Assistant Principal 1 (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 59 (90.8%)

   NA – However, we regularly encourage our students to participate in many sports and provide specialised classes through sporting bodies eg. Kanga cricket Coach Approach twice yearly
   - There is outsourcing as well, SEDA groups, free clinics, basketball, hockey, rugby, soccer
   - Gymnastics, special opportunities and programs eg. Golf, tennis, health and fitness programs
   - Special conducting in sports not covered in PE program eg. Basketball, hockey (volunteers and some pros) – Athletics carnival –specialist athletic coaches – volunteer undergrads
   - Also employ afterschool soccer, tennis, basketball
   - After school activity program
3. *Do you prefer to have specialist HPE teachers in your school?*

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<tr>
<td>Yes</td>
<td>62</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
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</tbody>
</table>

*Comments explaining why:*
I would like one so that even if they were a classroom teacher they could model for others and share their expertise and enthusiasm
Expertise and enthusiasm specialism brings to lessons – student engagement and achievement
It gives the program a higher profile, they have the expertise to assist and develop staff as well as students
Expertise in area – improves student skills
Trained
They can provide a very well informed program to suit all levels
Passion for the learning, dedicated to a focused well planned and resourced program. Ensures resources are maintained
Guarantees children get a HPE lesson
Offer a specialised program where a teacher can solely focus on delivering a strong program
Skills developmentally introduced. Unfortunately as a small school we don’t have the budget to employ a HPE specialist
More cohesive P-6 program
Develop better profile of HPE/ They have specialised knowledge/ Parental support - positive perceptions
Usually young and enthusiastic
PE program integrates with other programs
You can find someone with appropriate skills and knowledge in the area. The role requires a great deal of organisational skill on a whole school level
In order for students to develop sequential skills and have a wide ranging experience the person needs to be focused on and committed to one curriculum area and build their knowledge
They provide better ‘skills’ development for students
Ensures consistent program throughout the school. Ensures time is given to HPE re 2.5 hours of PE/sport time
They can then coordinate Cross Country, Athletics Day, Swim Program and Carnival etc. These are too much to put on classroom teachers
The complex nature of primary school HPE is such that a specialist PE teacher eliminates having to ‘pick up’ the curriculum as they go!
Skill and knowledge for lifelong learning
Good for kids’ health we have good facilities, community expectation, good pathway to local/interschool comps
To ensure quality of classes. To administrate extra sporting activities – school sports, inter-school sports etc
Ongoing contact – Relationship with the whole school community, students, staff, parents, community sporting organisations
PE teacher also has a number of responsibilities which are across the school P-6 therefore it is effective way to organise swimming and Perceptual Motor Programs
Specialist PE teacher: (i) each class in school will get 1 hour PE a week (ii) Provision of support for additional activities – PMP, Remedial PE, Inter School/ Intra School Sport/ Athletics (iii) Resource person for all staff
For specific knowledge of the developmental continuum of fine & gross motor skills, perceptual motor, game skills and game knowledge
Ongoing skill development, relationships & encouragement to keep improving; personal attention to individuals’ abilities & strengths
They would have a more indepth knowledge of Physical Education and Health Education
More consistent and comprehensive provision of the HPE program
Quality re: knowledge, skills, network, attitude, focus, flexibility, experience in playing sports – past, current. Great organisational skills
The high profile of this role in our school community and the value of a qualified, passionate and quality teacher to run a whole school program
The PE teacher gives classroom teachers time release
Qualified in this area & have more in depth knowledge of sports & rules & techniques
This means that the HPE teacher is a staff member, involved in meetings, briefings PD and all matters pertaining to the students and the community
All skills are covered confidently & in a sequential process
Knowledge of curriculum, modelling of appropriate skills/behaviours, confidence in teaching HPE
On staff, consistent approach across whole school. Regular planned PE lessons. Connection to local schools through PE. Relieves load on classroom teachers
More expertise
1) HPE teacher to take all classes 2) She coordinates the PE and sporting programs including swimming, Athletics & cross country 3) Bonds with students, parents and other staff
Regular commitment and development of a P-6 program
Commitment – to the school, the children, the community, fellow staff
Trained and competent. Need to build a school wide sporting culture, not just teach PE
Continuity of programs – following PE scope & sequence - relieves classroom teachers for Profess. Learning Team Meeting with colleagues
Well prepared, varied lessons with focus on skill development. Students have timetabled PE – ensure it happens. Oversee sports equipment & ordering more.
Liaises with schools in network for 5/6 interschool sport
They have the ability to provide a comprehensive HPE program. It ensures that all aspects of HPE are catered for across the school. A class teacher cannot provide this

Credibility to program, school profile, not all staff skilled in this area
Ensures compliance with expected HPE curriculum and minimum requirements
Expertise in area teaching, useful to coordinate whole school events
Skilled and passionate about the role. Good role model for students. Good links between health, nutrition, exercise and wellbeing
Can focus on promoting skill development across school and impart knowledge across various sports. Can coordinate whole school/ district sports events
Knowledge of program and organisational structure
Ensure it happens weekly, coordinate interschool events
Can develop specific programs that cater for the needs of children, experienced staff makes for better teachers
Training & take responsibility for that area – however – good teacher first
They bring expertise to this area of the school. A passion for health, physical education and sport. They are often wonderful role models for the children
We love someone who can plan and resource a great program and put their whole emphasis on it
There are many components to a successful HPE program and having a specialist teacher in this area ensures a broad and successful program
There are safety considerations and many outside excursions to organise

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

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<tbody>
<tr>
<td>Yes</td>
<td>33 (58.9%)</td>
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<tr>
<td>No</td>
<td>23 (41.1%)</td>
</tr>
<tr>
<td>No details/Not Applicable</td>
<td>9</td>
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5. On average how much time of PE (lesson) engagement do students in your school receive weekly?

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<tr>
<td>Half an hour</td>
<td>2 (3.1%)</td>
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<tr>
<td>1 hour</td>
<td>38 (58.5%)</td>
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<tr>
<td>2 hours</td>
<td>24 (36.9%)</td>
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<tr>
<td>3 hours or more</td>
<td>1 (1.5%)</td>
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Data - Victoria Melbourne Region
Dr. Timothy Lynch – Monash University, Faculty of Education
6. **When employing staff, do you look at the university certificate/testamur of potential staff?**

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<tr>
<td>(Percentage)</td>
<td>71.9%</td>
<td>28.1%</td>
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7. **When employing teachers do you peruse university transcripts of results?**

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

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<tr>
<td></td>
<td>0</td>
<td>8</td>
<td>18</td>
<td>39</td>
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<tr>
<td>(Percentage)</td>
<td></td>
<td>12.3%</td>
<td>27.7%</td>
<td>60.0%</td>
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9. **Would a testamur/certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?**

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<tr>
<td></td>
<td>6</td>
<td>15</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>(Percentage)</td>
<td>9.2%</td>
<td>23.1%</td>
<td>29.2%</td>
<td>38.5%</td>
</tr>
</tbody>
</table>

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

- Planning/assessment and flexibility (organised): 45 mentions
- HPE curriculum knowledge & dev appropriate pedagogy: 38
- Passion/interest/enthusiasm (children): 30
- Rapport/communication and management skills: 27
- Cater for all learning needs (empathy & support): 16
- Liaises well with other staff, schools & parents (network): 9
- Role model for healthy living: 8
- Engage students & fun: 7
- Team member of staff/team player: 6
- Good level of fitness/active: 5
- Likes working with children: 5
- Introduce a variety of physical activities/skills: 4
Professional approach to job (punctual, reliable etc) | 4
Inspirational/ motivates others | 4
Hard worker/work ethic | 4
Commitment/ to school life | 3
Positive | 3
Involved in sports & high skill level | 3
Good teacher/classroom | 3
Relationship building | 2
Innovative/ initiative | 2
Athletic | 1
Willingness to learn | 1
Fun person | 1
Calm | 1
Exemplary teaching ability | 1
Attention to detail/particular | 1
Teaches social skills | 1
Student success | 1
Integrate with other subjects when appropriate | 1
Experienced | 1
Approachable | 1
Outdoor Education skills | 1
Voice control | 1
Confident to run PD | 1
Leadership qualities | 1

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

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
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
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

Data - Victoria Melbourne Region
Dr. Timothy Lynch – Monash University, Faculty of Education
Small sized schools (less than 100 children) Melbourne

- 1 returned survey

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

   Classroom teacher 1 (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 1

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

   Yes 1 (100.0%)
   No 0

   Comments explaining why:
   No details

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

   Yes 0
   No 0
   No details/Not Applicable 1

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 1
   2 hours 0
   3 hours or more 0
6. **When employing staff, do you look at the university certificate/testamur of potential staff?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
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<tbody>
<tr>
<td>Yes</td>
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7. **When employing teachers do you peruse university transcripts of results?**

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<tr>
<td>Yes</td>
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<tr>
<td>No</td>
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8. **As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?**

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<tr>
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<tr>
<td>No</td>
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<tr>
<td>Maybe</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>Probably</td>
<td>1</td>
<td>100.0%</td>
</tr>
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9. **Would a testamur/certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?**

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<td>Yes</td>
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10. **What are the key attributes of a good HPE teacher?**

No details

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

No details
Medium sized schools (100 – 300 children) Melbourne

- 25 returned surveys

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

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Classroom teacher</td>
<td>5</td>
<td>(20.0%)</td>
</tr>
<tr>
<td>Specialist HPE teacher</td>
<td>8</td>
<td>(32.0%)</td>
</tr>
<tr>
<td>Classroom &amp; specialist HPE</td>
<td>10</td>
<td>(40.0%)</td>
</tr>
<tr>
<td>Classroom, specialist HPE &amp; outsourced</td>
<td>1</td>
<td>(4.0%)</td>
</tr>
<tr>
<td>Assistant Principal</td>
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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: 23

NA – However, we regularly encourage our students to participate in many sports and provide specialised classes through sporting bodies eg. Kanga cricket Coach Approach twice yearly
There is outsourcing as well, SEDA groups, free clinics, basketball, hockey, rugby, soccer

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

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<thead>
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<th>Preference</th>
<th>Count</th>
<th>Percentage</th>
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<tr>
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<td>24</td>
<td>(96.0%)</td>
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Comments explaining why:
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- Expertise and enthusiasm specialism brings to lessons – student engagement and achievement
- It gives the program a higher profile, they have the expertise to assist and develop staff as well as students
- Expertise in area – improves student skills
- Trained
- They can provide a very well informed program to suit all levels
- Passion for the learning, dedicated to a focussed well planned and resourced program. Ensures resources are maintained
- Guarantees children get a HPE lesson
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<tr>
<td>Yes</td>
<td>7</td>
<td>(35.0%)</td>
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<tr>
<td>No</td>
<td>13</td>
<td>(65.0%)</td>
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<tr>
<td>No details/not applicable</td>
<td>5</td>
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<td>None</td>
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<tr>
<td>Half an hour</td>
<td>2</td>
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<tr>
<td>1 hour</td>
<td>13</td>
<td>(52.0%)</td>
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<tr>
<td>2 hours</td>
<td>9</td>
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<tr>
<td>Maybe</td>
<td>4</td>
<td>(16.0%)</td>
</tr>
<tr>
<td>Probably</td>
<td>6</td>
<td>(24.0%)</td>
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<tr>
<th>Attribute</th>
<th>Count</th>
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<tr>
<td>Planning/assessment and flexibility (organised)</td>
<td>14</td>
</tr>
<tr>
<td>Passion/interest/enthusiasm (children)</td>
<td>12</td>
</tr>
<tr>
<td>HPE curriculum knowledge &amp; dev appropriate pedagogy</td>
<td>10</td>
</tr>
<tr>
<td>Rapport/communication and management skills</td>
<td>10</td>
</tr>
<tr>
<td>Cater for all learning needs (empathy &amp; support)</td>
<td>5</td>
</tr>
<tr>
<td>Introduce a variety of physical activities/skills</td>
<td>2</td>
</tr>
<tr>
<td>Engage students &amp; fun</td>
<td>2</td>
</tr>
<tr>
<td>Commitment to school life</td>
<td>2</td>
</tr>
<tr>
<td>Inspirational</td>
<td>2</td>
</tr>
<tr>
<td>Relationship building</td>
<td>2</td>
</tr>
<tr>
<td>Advocate of &amp; teaches healthy behaviours</td>
<td>2</td>
</tr>
<tr>
<td>Athletic</td>
<td>1</td>
</tr>
<tr>
<td>Hard worker</td>
<td>1</td>
</tr>
</tbody>
</table>

Data - Victoria Melbourne Region

Dr. Timothy Lynch – Monash University, Faculty of Education
Willingness to learn 1
Fun person 1
Calm 1
Exemplary teaching ability 1
Positive 1
Role model 1
Involved in sports & high skill level 1
Attention to detail/particular 1
Teaches social skills 1
Student success 1

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

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
Large sized schools (300-600 children) Melbourne

- 33 returned surveys

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Specialist HPE</td>
<td>16</td>
<td>(48.4%)</td>
</tr>
<tr>
<td>Specialist HPE &amp; classroom teachers</td>
<td>13</td>
<td>(39.4%)</td>
</tr>
<tr>
<td>A generalist classroom teacher in HPE role</td>
<td>2</td>
<td>(6.1%)</td>
</tr>
<tr>
<td>HPE specialist, classroom &amp; outsourced</td>
<td>2</td>
<td>(6.1%)</td>
</tr>
</tbody>
</table>

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 29

   Gymnastics, special opportunities and programs eg. Golf, tennis, health and fitness programs
   Special conducting in sports not covered in PE program eg. Basketball, hockey (volunteers and some pros) – Athletics carnival – specialist athletic coaches – volunteer undergrads
   Also employ afterschool soccer, tennis, basketball
   After school activity program

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

<table>
<thead>
<tr>
<th>Preference</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>(93.9%)</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>(6.1%)</td>
</tr>
</tbody>
</table>

Comments explaining why:
Ongoing contact – Relationship with the whole school community, students, staff, parents, community sporting organisations
PE teacher also has a number of responsibilities which are across the school P-6 therefore it is effective way to organise swimming and Perceptual Motor Programs
Specialist PE teacher: (i) each class in school will get 1 hour PE a week (ii) Provision of support for additional activities – PMP, Remedial PE, Inter School/ Intra School Sport/ Athletics (iii) Resource person for all staff
For specific knowledge of the developmental continuum of fine & gross motor skills, perceptual motor, game skills and game knowledge
Ongoing skill development, relationships & encouragement to keep improving; personal attention to individuals’ abilities & strengths
They would have a more indepth knowledge of Physical Education and Health Education
More consistent and comprehensive provision of the HPE program
Quality re: knowledge, skills, network, attitude, focus, flexibility, experience in playing sports – past, current. Great organisational skills
The high profile of this role in our school community and the value of a qualified, passionate and quality teacher to run a whole school program
The PE teacher gives classroom teachers time release
Qualified in this area & have more in depth knowledge of sports & rules & techniques
This means that the HPE teacher is a staff member, involved in meetings, briefings PD and all matters pertaining to the students and the community
All skills are covered confidently & in a sequential process
Knowledge of curriculum, modelling of appropriate skills/behaviours, confidence in teaching HPE
On staff, consistent approach across whole school. Regular planned PE lessons. Connection to local schools through PE. Relieves load on classroom teachers
More expertise
1) HPE teacher to take all classes 2) She coordinates the PE and sporting programs including swimming, Athletics & cross country 3) Bonds with students, parents and other staff
Regular commitment and development of a P-6 program
Commitment – to the school, the children, the community, fellow staff
Trained and competent. Need to build a school wide sporting culture, not just teach PE
Continuity of programs – following PE scope & sequence - relieves classroom teachers for Profess. Learning Team Meeting with colleagues
Well prepared, varied lessons with focus on skill development. Students have timetabled PE – ensure it happens. Oversee sports equipment & ordering more.
Liaises with schools in network for 5/6 interschool sport
They have the ability to provide a comprehensive HPE program. It ensures that all aspects of HPE are catered for across the school. A class teacher cannot provide this
Credibility to program, school profile, not all staff skilled in this area
Ensures compliance with expected HPE curriculum and minimum requirements
Expertise in area teaching, useful to coordinate whole school events
Skilled and passionate about the role. Good role model for students. Good links between health, nutrition, exercise and wellbeing
Can focus on promoting skill development across school and impart knowledge across various sports. Can coordinate whole school/ district sports events
Knowledge of program and organisational structure
Ensure it happens weekly, coordinate interschool events

Data - Victoria Melbourne Region
Dr. Timothy Lynch – Monash University, Faculty of Education
4. If your school does have a HPE specialist teacher, do they have specific HPE qualifications?

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<tbody>
<tr>
<td>Yes</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>No details/not applicable</td>
<td>3</td>
</tr>
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</table>

(76.7%) (23.3%)

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

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<table>
<thead>
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<tbody>
<tr>
<td>None</td>
<td>0</td>
</tr>
<tr>
<td>Half an hour</td>
<td>0</td>
</tr>
<tr>
<td>1 hour</td>
<td>20</td>
</tr>
<tr>
<td>2 hours</td>
<td>13</td>
</tr>
<tr>
<td>3 hours or more</td>
<td>0</td>
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</table>

(60.6%) (39.4%)

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

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<tbody>
<tr>
<td>Yes</td>
<td>27</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
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</tbody>
</table>

(81.8%) (18.2%)

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

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<tbody>
<tr>
<td>Yes</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
</tr>
</tbody>
</table>

(45.5%) (54.5%)

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

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Maybe</td>
<td>3</td>
</tr>
<tr>
<td>Probably</td>
<td>10</td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
</tr>
</tbody>
</table>

(9.1%) (30.3%) (60.6%)
9. Would a testamur/certificate that read “Bachelor of Primary Education (Health and Physical Education)” assist you with the employment of staff?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>3  (9.1%)</td>
</tr>
<tr>
<td>Maybe</td>
<td>5  (15.2%)</td>
</tr>
<tr>
<td>Probably</td>
<td>9  (27.3%)</td>
</tr>
<tr>
<td>Yes</td>
<td>16 (48.5%)</td>
</tr>
</tbody>
</table>

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

- Planning/ assessment and flexibility (organised) 26 (mention)
- HPE subject knowledge & dev appropriate pedagogy 24
- Passion/ interest/ enthusiasm/ motivated/energy 15
- Rapport/communication and management skills 14
- Cater for all learning needs & ages (empathy & support) 10
- Engage students & fun 5
- Team member of staff/ team player 5
- Liaises well with other staff, schools & parents (network) 5
- Professional approach to job (punctual, reliable etc) 4
- Good level of fitness 4
- Like working with children 4
- Role model for healthy living 3
- Good teacher/classroom 3
- Work ethic 3
- Introduce a variety of physical activities/skills 2
- Participates/background in sporting activities 2
- Motivate others 2
- Positive attitude 2
- Integrate with other subjects when appropriate 1
- Commitment 1
- Team player 1
- Experienced 1
- Approachable 1
- Outdoor Education skills 1
- Innovative 1
11. Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?

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
Very large sized schools (600 children and more) Melbourne

- 6 returned surveys

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

   Classroom teachers 0
   Specialist HPE 5 (83.3%)
   Specialist HPE & classroom teachers 1 (16.7%)

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 6

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

   Yes 6 (100.0%)
   No 0 (%)

   Comments explaining why:
   Can develop specific programs that cater for the needs of children, experienced staff makes for better teachers
   Training & take responsibility for that area – however – good teacher first
   They bring expertise to this area of the school. A passion for health, physical education and sport. They are often wonderful role models for the children
   We love someone who can plan and resource a great program and put their whole emphasis on it
   There are many components to a successful HPE program and having a specialist teacher in this area ensures a broad and successful program
   There are safety considerations and many outside excursions to organise

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

   Yes 3 (50.0%)
   No 3 (50.0%)
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 4 (66.7%)
2 hours 2 (33.3%)
3 hours or more 0

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

Yes 5 (83.3%)
No 1 (16.7%)

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

Yes 3 (50.0%)
No 3 (50.0%)

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 (16.7%)
Probably 1 (16.7%)
Yes 4 (66.6%)

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 2 (33.3%)
Probably 2 (33.3%)
Yes 2 (33.3%)

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

Planning/ assessment and flexibility (organised) 5 (mention)
HPE subject knowledge & dev appropriate pedagogy 4
Liaises well with other staff, schools & parents (network) 4
Passion/ interest/ enthusiasm/ motivated/energy 3

Data - Victoria Melbourne Region
Dr. Timothy Lynch – Monash University, Faculty of Education
Rapport /communication and management skills 3
Role model for healthy living 2
Cater for all learning needs & ages (empathy & support) 1
Likes working with children 1
Innovative/ initiative 1
Voice control 1
Active 1
Confident to run PD 1
Leadership qualities 1

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

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