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The passion to lead PE teachers
leading a whole school approach can
optimise the child's health development.

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<http://hdl.handle.net/10026.1/6468>



MONASH University

Education

Health and Physical Education teachers...

Leading a whole school approach





School and youth health

[School and youth health home](#)

[Global school health initiative](#)

[Assessment and monitoring](#)

[Resources and tools for advocacy](#)

[Mega country network](#)

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Global school health initiative

WHO's Global School Health Initiative, launched in 1995, seeks to mobilise and strengthen health promotion and education activities at the local, national, regional and global levels. The Initiative is designed to improve the health of students, school personnel, families and other members of the community through schools.

The goal of WHO's Global School Health Initiative is to increase the number of schools that can truly be called "Health-Promoting Schools". Although definitions will vary, depending on need and circumstance, a Health-Promoting School can be characterised as a school constantly strengthening its capacity as a healthy setting for living, learning and working.

The general direction of WHO's Global School Health Initiative is guided by the Ottawa Charter for Health Promotion (1986); the Jakarta Declaration of the Fourth International Conference on Health Promotion(1997); and the WHO's Expert Committee Recommendation on Comprehensive School Health Education and Promotion (1995).

NEW TO THE SITE

Teacher training programme to prevent HIV infection and related discrimination through schools

Why is it unique and distinct from many other HIV/AIDS related efforts?

[More information](#)

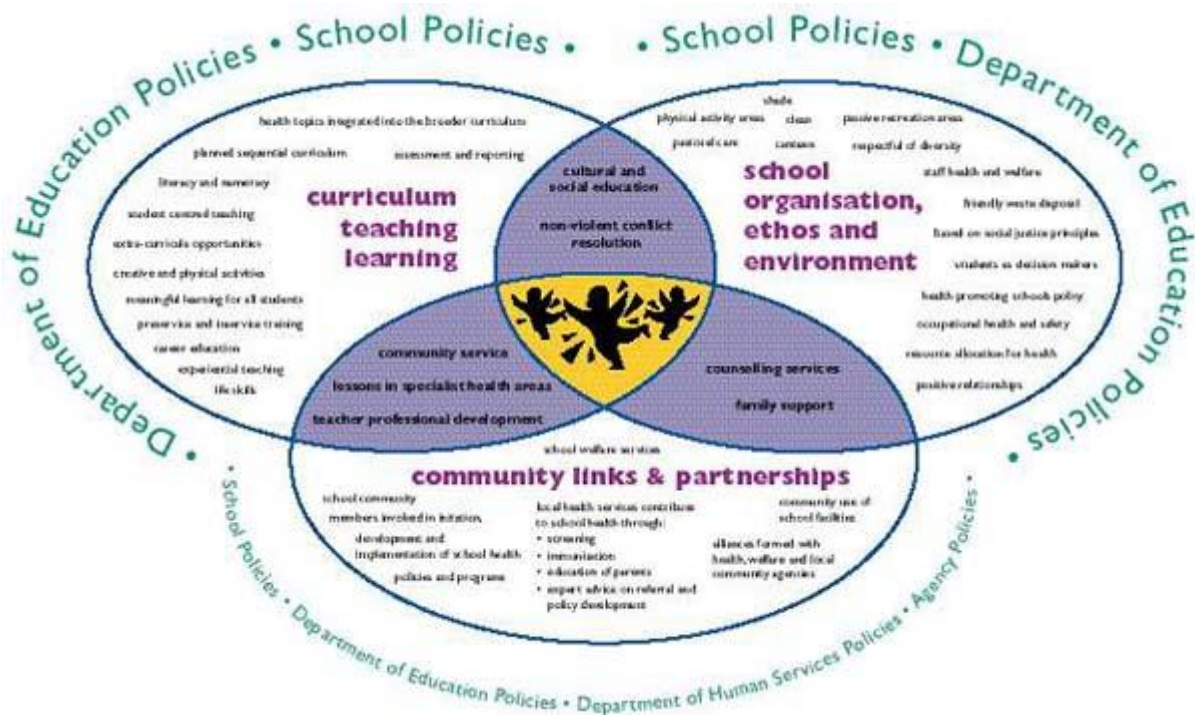
Events

International Walk to School Week

October 3-7, 2005

[More information](#)

Health Promoting Schools Framework



Begin with... Physical Education

(Movement and physical activity)

Traditionally -Gymnastics,
aquatics, dance, games, sport
education, sport, outdoor education
physical fitness, athletics

AC:HPE –

- Active play and minor games
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement



Best Practice



St. Elizabeth's, Tarragindi

- Yr 1-7 (Prep began in 2007)
- Two strands (approx 360 children)
- Medium size primary school





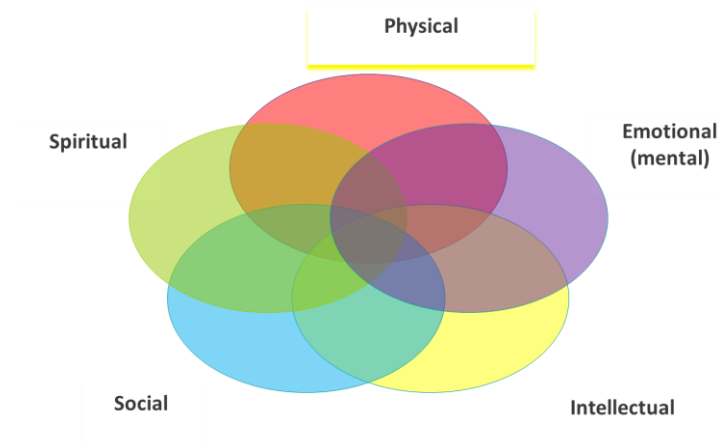






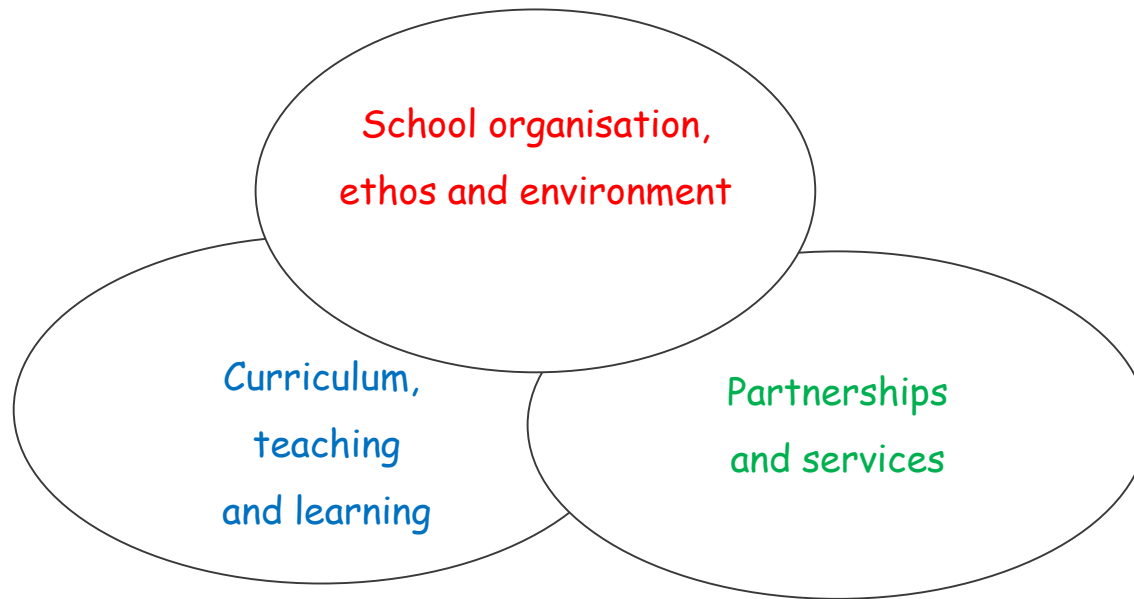
Melbourne Declaration on Educational Goals for Young Australians

“Schools play a vital role in promoting the intellectual, physical, social, emotional, moral spiritual and aesthetic development and wellbeing of young Australians, and **in ensuring the nation’s ongoing economic prosperity and social cohesion**” (MCEETYA, 2008, p. 4).



HPS model

- Enhancing the emotional, social, physical & moral well being of community members



Curriculum teaching & learning

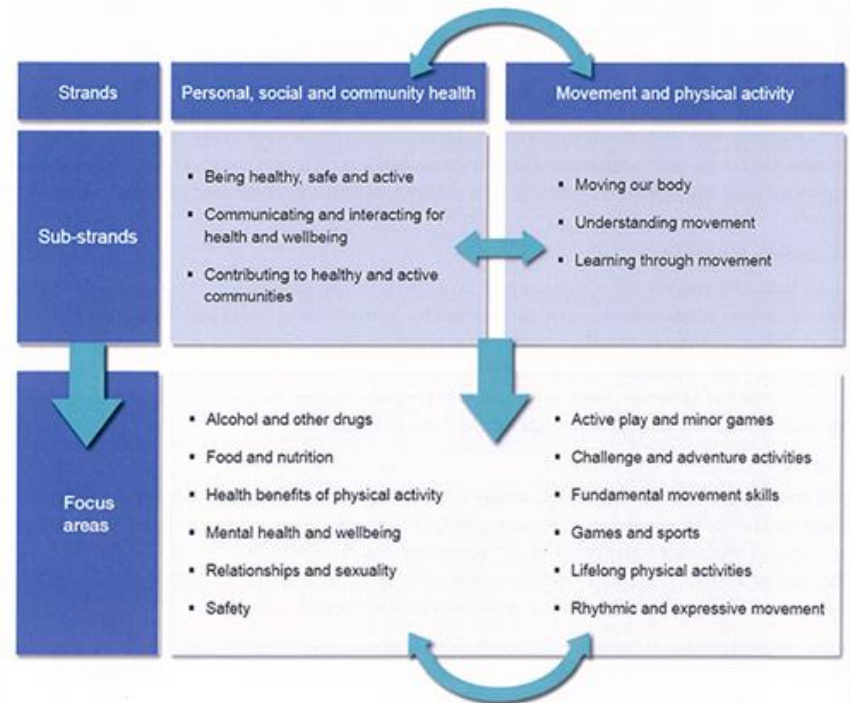
- Well designed and implemented program “developing concepts and skills for physical activity” (WSP)
- Movement and physical activity
- How can **we** lead in this??

Overview

Content structure

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

Figure 1: Relationship of curriculum elements



Curriculum teaching & learning

- Clear communication and advocacy
- Experienced HPE specialist provides PA strand (at least 40 mins per week) and assessment for reports
- Classroom teachers responsible for Health & Personal Development strands (Connected curriculum)
- How does this suit **your** school context?

The optimum time to begin

- Best time for children to learn and refine their motor skills is in the preschool and early primary school years



Why?

- Natural play structure
 - Fewer competing activities
 - Early detection of motor problems
 - Early start of intervention programs – reducing physical and emotional problems
-
- What do **you** do (**your school** do) in the Early Years?

St. Elizabeth's: Early Years

- Physical activities are developmentally appropriate, progressive.
- Year 1 & 2 Perceptual Motor Program (PMP)



Expose learners to relatively few stimuli



Keep simple: novices need additional time to detect and track objects in space



Anticipate upcoming events (allows faster decisions)



Practise decision making strategies under relatively slower than normal conditions



Correct practise makes perfect, under varied conditions and numerous rehearsal







Early Years

- Jack Capon PMP (Term 1 & 2)
- Six stations (Parent helpers)
- balancing, locomotor movements (hop, skip, run, jump, gallop), hand-eye and foot-eye coordination (throw, catch, strike and dribble balls of various sizes, body and space awareness, ocular pursuit (tracking with eyes), laterality (right and left sides)

Early Years

- Swimming Term 1 & 4
- Dancing – Rhythmic Movements through Perceptual Motor Rhythm Games, Motor Fitness Rhythm Games and Bush dancing
- Manipulative skills and body movement further developed include: ball, rope and hoop activities, bean bag and rhythm stick activities, skipping with a rope, throwing underarm & overarm, tracking & trapping, kicking, striking, dribbling, catching and passing

Early Years

- Practice long distance running (500m)
- Athletics – various relays, introduce running technique, starts, sprints and mini tabloid sports
- Enjoyable and engaging!

St. Elizabeth's: Middle Years



What do **you** do (**your school** do) in the Middle Years?

St. Elizabeth's: Middle Years

- Builds on development in the early years
- Movement and manipulative skills are extended
- Games approach for development of skills and strategies
- Taught skills are demonstrated with cues
- Practised by students in closed environments and feedback given
- Skills further developed in an open skill medium (minor/ modified games)

Middle Years: Skills developed

- underarm throw, over arm throw, cricket bowl, catching with two and one hand, two hand pass (chest and rugby), dribbling a basketball and soccer ball, hand pass (AFL), catching/marking, kicking, correct technique for running, long distance 1300m, sprinting 80m, starts, finishes, lanes, relays, ball games (captain and tunnel ball)

Modified Games

- Mini tennis, bucket ball, zig-zag tee ball, wicket stump hit, tee cricket, diamond cricket, Kanga cricket, Tag (Aussie footy), Touch rugby, roo ball, Gaelic Football, sideline netball and sideline basketball, circle races, chain tag, rats and rabbits, and flag sprints.



Fun games (warm ups and cool downs)

- Tail tag, scarecrow tiggy, poison ball and bopper tag

St. Elizabeth's: Upper Years



What do **you** do (**your school** do)
in the Upper Years?

St. Elizabeth's: Upper Years

- Locomotor and manipulative skills are extended through distance, speed and non-preferred side of the body
- Fewer rule changes used in modification process for games

HPE and Sport

- Sport is a logical extension of the PE program (Commonwealth of Australia, 1992)



Sport at St. Elizabeth's

- District trials for representative sports
- Play a wide scope and variety within HPE
- Inter-school sports include (Year 5, 6 & 7): Soccer, netball, AFL & cricket (Terms 2, 3 & 4)

















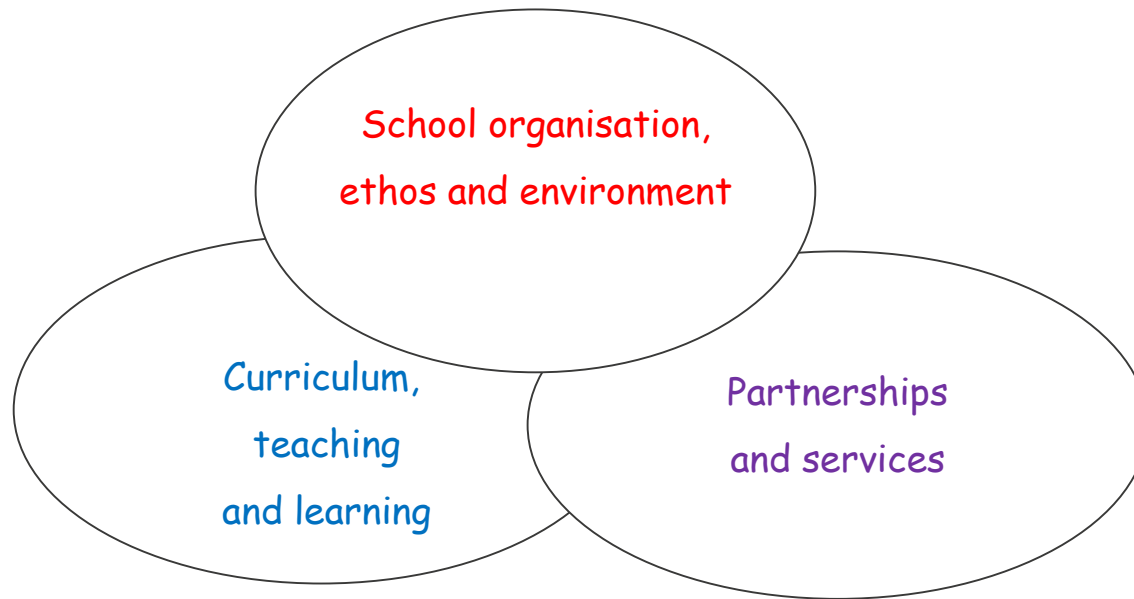


Let's talk about...

■ Assessment

HPS model

- Scope of HPE considered **WHOLE**
- Enhancing the emotional, social, physical & moral well being of community members



School organisation, ethos and environment



Reflect on your school context

Describe **your** school's approach to HPE...

- teaching experiences of staff?
- preparation and professional development?
 - teacher confidence and competence;
- schools' facilities, equipment and space?
- Does your school have a HPE specialist teacher or designated allocated time where lessons are guaranteed?



HPE Behaviour Management Policy

1. Must wear a hat (sunscreen encouraged)
2. Whistle signals stop, look and listen
3. Do not touch the sports equipment unless you are instructed
4. Be kind to others

School organisation, ethos and environment













Sharing equipment



CLASSROOM SPORTS EQUIPMENT - Week One Term One

Yr 1S	2 Skipping Ropes 1 Soccer Ball 1 Football 1 Bouncy Ball 1 Tennis Ball	Yr 1V	1 Soccer Ball 1 Bouncy Ball 1 Football 2 Skipping Ropes 1 Tennis Ball
Yr 2M	1 Football 1 Bouncy Ball 3 Skipping Ropes	Yr 2S	1 Football 1 Bouncy Ball 2 Skipping Ropes
Yr 3H	2 Basketballs 1 Football 2 Tennis Balls 4 Skipping Ropes	Yr 3LG	1 Basketball 2 Footballs 2 Skipping Ropes 1 Tennis Ball
Yr 4W	1 Soccer Ball/Basketball 1 Football 3 Skipping Ropes	Yr 4RB	1 Soccer Ball/Basketball 2 Footballs 3 Skipping Ropes
Yr 5S	1 Football 3 Skipping Ropes 1 Basketball 2 Tennis Balls	Yr 5R	1 Football 1 Basketball 3 Skipping Ropes 2 Tennis Balls
Yr 6M	4 Skipping Ropes 1 Football 1 Basketball	Yr 6LM	1 Football 1 Basketball 4 Skipping Ropes 1 Tennis Ball
Yr 7C	1 Basketball 1 Football 2 Skipping Ropes	Yr 7H	1 Basketball 1 Footballs 2 Skipping Rope

Whole School

- Teachers and students are responsible for their own equipment
- If a class has more this is because they either purchased it themselves or have taken great care in the past
- Make sure all equipment is labeled
- Students can get balls inflated at the end of Break at the Sportsroom
- Cricket equipment will be left outside the Sportsroom for all to share
- If equipment is not sufficient, students are encouraged to bring in their own (eg. Tennis Balls)
- Please encourage students to share across Year levels

Healthy living is promoted

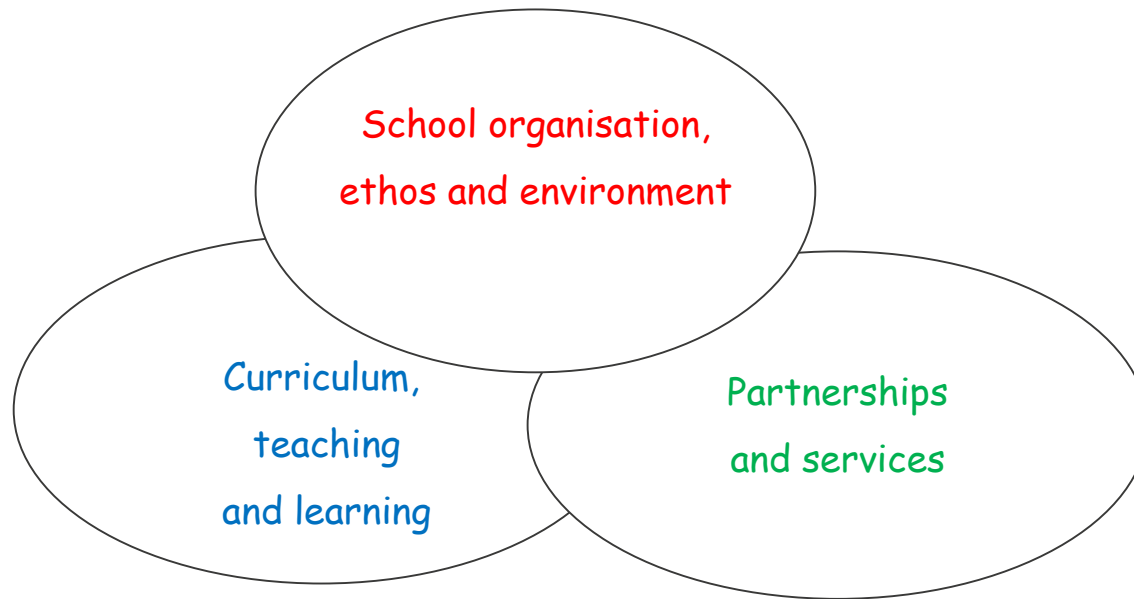
- healthy food at tuckshop
- no hat no play sun safety rule
- Walk to School Program (QUT)
- Auskick program
- Basketball hoops program
- lunch time touch football & netball competitions
- Rugby League, Rugby Union, Soccer, Futsal, Netball skill clinics

- Sporting organisations are an extension to the HPE program not a replacement



HPS model

- Enhancing the emotional, social, physical & moral well being of community members



Partnerships and Services

South's Junior Rugby Club







Parents





Gregory Terrace, Tennyson



Health Education

(Personal, social and community health)

AC:HPE –

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety



Would certain HPE Focus Areas fall into these categories?

- Saturation

- Not covered

Let's discuss...

- How do **we** go about organising a whole school program for Health Education (personal, social and community health)?

Many areas may already be using the HPS Framework...

- Looking after myself (in the sun)
 - Curriculum, teaching & learning
 - Sun smart education
 - Why, what, when, how? (Protective knowledge and skills)
 - School organisation, ethos & environment (Protective environments)
 - Provision of shade
 - Timetabled breaks
 - School rules – no hat no play
 - Sunsmart at carnivals, availability of shade, sunscreen, teachers being sunsmart?
 - Community links & partnership (build protective environments and health knowledge and skills)
 - Parents
 - Sporting clubs
 - Local recreational facilities
 - Guest appearance
 - Use of anti-cancer council resources

Effectiveness of HPE implementation:

- teaching experience,
- preparation and professional development, which contributed to an understanding of the HPE curriculum and teacher confidence;
- schools' facilities, equipment and space, or partnerships developed that increased availability of these;
- Whether the school had a HPE specialist teacher or designated allocated time where lessons were guaranteed;
- HPE specialist or coordinator has taken **leadership in advocating a whole school approach**. A whole school approach involves a programme for each of the HPE strands and enables staff opportunities to **communicate openly** about implementation of the HPE curriculum.



Education

Quality PE lessons have....

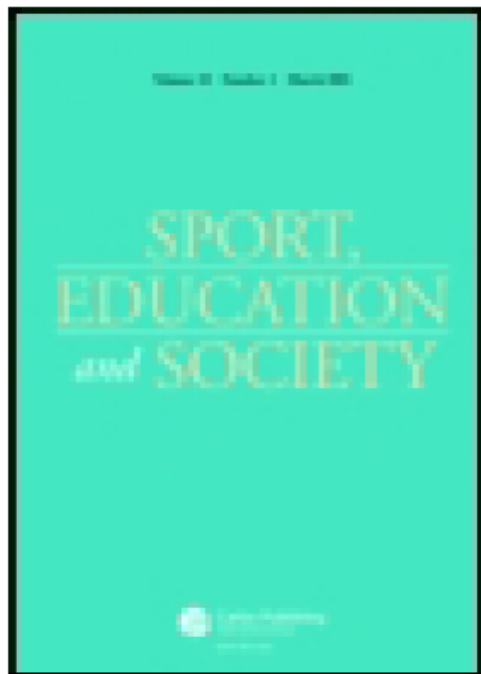
Quality instruction - is developmentally appropriate, progressive curriculum, sufficient sporting equipment/ facilities, choosing an appropriate pedagogy for the context.

- 1. Safe for all children.**
- 2. Inclusive** – cater for diverse interests & abilities. All players can participate – have the skill levels to do this safely and for enjoyment.
- 3. Engaging** – players participation is optimised. Waiting time is eliminated or minimal.
- 4. Enjoyment is prioritised.** (Lynch, 2013)

Socio-cultural approach the answer

- Social justice principles of diversity, equity and supportive environments
- Quality teaching – Eclectic pedagogy (Correct technique, maximum participation)
- Enjoyment & Fun, Inclusive
- Students can discover suitable physical activities that they enjoy for life (physical literacy)
- Safe

How can a primary school implement the AC: HPE successfully?



Sport, Education and Society

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/cses20>

How does a physical education teacher become a health and physical education teacher?

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