

Deborah Callcott  
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Susan Wilson-Gahan

# HEALTH AND PHYSICAL EDUCATION

PREPARING EDUCATORS FOR THE FUTURE



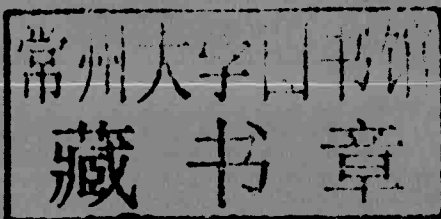
Foreword by David Kirk

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# Health and Physical Education

Preparing Educators  
for the Future

Deborah Callcott,  
Judith Miller and  
Susan Wilson-Gahan



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# Health and Physical Education

## Preparing Educators for the Future

*Health and Physical Education* empowers the health and physical education teachers of tomorrow to engage students across a wide range of learning ages. It highlights the importance of physical skills development within the broader structure of child and adolescent health and wellbeing.

This well-structured and engaging text considers the role of health and physical education within the wider educational experience, and provides a comprehensive overview of the skills and theory required to teach health and physical education in Australian schools.

*Health and Physical Education* is based on current research literature and recommended pedagogy and is enhanced by a range of valuable teaching resources – including further reading, end-of-chapter questions and case studies – intended to extend and develop students' learning. It is accompanied by an extensive companion website, at [www.cambridge.edu.au/academic/hpe](http://www.cambridge.edu.au/academic/hpe).

**Deborah Callcott** is Lecturer in the School of Education at Edith Cowan University, Western Australia.

**Judith Miller** is Senior Lecturer in the School of Education at the University of New England, New South Wales.

**Susan Wilson-Gahan** is Program Coordinator Sport, Health and Physical Education and Lecturer in the Faculty of Education at the University of Southern Queensland.

# Foreword

Deborah Callcott, Judith Miller and Susan Wilson-Gahan have written a timely, much needed and ambitious book for students preparing to become teachers of health and physical education. They valuably address the preparation of teachers across the whole age range of compulsory schooling, from early years to secondary school. This is something that is rarely done, perhaps due to the perceived divide between primary generalists and secondary specialists. Or, where the complete age range *is* considered, emphasis is often given to one group over the other. By taking a developmental perspective in this volume, the three authors seek to overcome some of the shortcomings of other teacher education texts. In so doing, they provide a strong sense of alignment of physical education provision across the age range.

They also seek to align the subject matter of health and physical education, and information and communication technology (ICT). This is a challenging task to do well since these bodies of knowledge in themselves are complex, with different histories and pedagogies in the school curriculum. In addition to the developmental perspective just mentioned, Callcott, Miller and Wilson-Gahan use scenarios and tasks skilfully to bring together and integrate this complex content for students. Along with this extensive use of scenarios is a further feature, which is to speak as directly as possible to individual student teachers and to prompt each one to locate the book's concepts within their own experience, both past and present.

While other teacher education texts similarly make extensive use of scenarios and tasks, these three authors do so uniquely within a futures perspective. For students preparing to become teachers in 2012 and who may still reasonably expect to be teaching in 2042, this focus on futures is especially important and appropriate. The book approaches this futures issue by prompting students to consider their past and current experiences, and thus to consider temporality. More specifically, they are encouraged to consider change as a regular and routine feature of everyday life, both for them as teachers and for their pupils.

An enduring theme of the book is a concern for social justice. For Callcott, Miller and Wilson-Gahan this is no mere theoretical position or politically correct posture. It is instead a genuine desire to facilitate the preparation of teachers who can provide for the education of all children, not merely the motorically competent, surely one of physical education's perennial shortcomings. In publically funded systems of education, all children have a right to become the best they can be in a given curriculum topic. This book takes a strongly principled – though practical – approach to this issue.

## Foreword

Finally this ambitious text is grounded in the most recent and relevant scholarly research in this field, exemplified by the focus on a models-based approach to physical education and frequent reference to the Sport Education model in particular as a means of achieving many of the authors' goals. The research complements the authors' long experience in preparing pre-service teachers to work in health and physical education. The result is a textbook written both for the practical immediacies of the present and for the uncertainties of the future.

**David Kirk**

April 2012

# About the authors

**Deborah Callcott** is Lecturer in Health and Physical Education at Edith Cowan University in Western Australia, and has a focus on early childhood and primary pre-service teacher education. She has taught health and physical education in a variety of settings, including secondary, primary, early childhood and children with special needs. In 1996 Deborah established Lifeplan Recreation and Leisure Inc, an agency endorsed by the Disability Services Commission in Western Australia to provide recreation and life skills for school leavers with a disability in Perth. Deborah was the CEO of Lifeplan Recreation and Leisure Inc from 1997 to 2002. Deborah also played women's cricket for New South Wales, Western Australia and Australia between 1977 and 1991.

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Acknowledging family and friends who supported me on this writing journey and my precious Mum who didn't quite get to see the ending.

## **Judith Miller**

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## **Susan Wilson-Gahan**

I would like to acknowledge the ongoing influence of my parents, Ross and Patricia Wilson, both career educators; the patience and invaluable support of my family, Peter, Courtney and Caleb Gahan; the support of my colleagues at USQ; and the many people who I have taught with and learnt from over the years of my teaching career.



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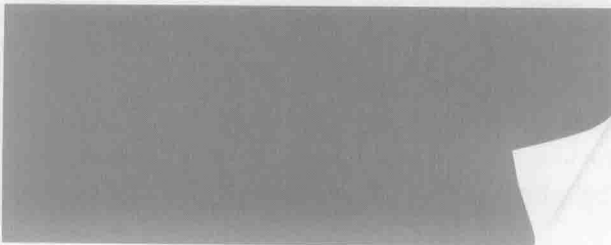
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# Introduction

## Learning objectives

By engaging with the text in this chapter, students will be able to:

- understand the framework of this book and the overall focus of pre-service teacher education (PSTE) for physical education, health and wellbeing across the early childhood, primary and secondary levels of schooling
- understand the different terms associated with PSTE, levels of schooling, and the inclusion of health and physical education in the Australian Curriculum
- delineate the areas of physical education, sport, physical activity, and play and understand these are related but not synonymous terms
- understand and apply the principles of social justice to health and physical education as covered by the Australian Curriculum
- recognise and appreciate the relevance and impact pre-service teachers' past school experiences have on their ability to transform physical education, health and wellbeing of all students throughout their teaching career.



Casey is 22 years of age and has been working with young children since she was 16. Her reputation has many families in her town vying for her babysitting services. The local preschool sought her out to work with them and now, some years later, she is gaining a formal early childhood qualification. Casey is starting to understand many aspects of child development from a disciplinary and research point of view, confirming and enhancing many of her experiential 'real-life' interactions with children in her centre.

Ashleigh is excited. She loves all the units of study in the primary school-aged curriculum. However, Ashleigh is feeling anxious about EDPE247, the Health and Physical Education Pedagogy unit in her PSTE degree. She remembers how in school she excelled in strategies to avoid participation in physical education classes.

Bill is in the secondary physical education PSTE program. Having been accepted into the program, Bill feels confident that his strong athletic background and excellent sporting achievements will make it easy for him to succeed. He feels that these are key to making a difference with his secondary school-aged students. His students need a strong, skilled, competent and enthusiastic teacher to lead them across the areas of physical education and sport.

## Introduction

This text introduces pre-service teaching students and pre-service teacher educators to a resource written for the Australian context of teaching health and physical education. The contents of this book encompass the learning span of children from the early childhood age group through primary to secondary levels of schooling. The text is designed to prepare educators of the future and, as such, will provide in many cases a perspective based on extensive discipline-specific experiences of teachers, educators and researchers, as well as reviewing the established knowledge and skills of the profession. We also look forward into the future and consider what is changing and framing the future of health and physical education in the Australian context.

In this chapter, the learning entitlement of health and physical education is very generally outlined in terms of the transition from state curricula to the Australian Curriculum. A comprehensive 'Definition of terms' section follows, provided to assist in clarifying, from the outset, the myriad of terms adopted in this text.

As an initial learning activity, PSTE students will engage in a teacher biography profiling exercise. This encounter with the past is recommended by researchers and pre-service teacher educators in order to acknowledge the background, experience and formed attitudes PSTE students bring to the subject of health and physical education. As such, this exercise provides an excellent starting point to prepare teachers of the future to achieve quality physical and health education for all students in schools.

An overview of the learning entitlement of the three developmental levels of schooling – early childhood, primary and secondary – follows. This chapter concludes with an outline of the other chapters in the text.

The structure of this chapter is replicated throughout the text, with each chapter generally following this order: learning objectives related to the topics addressed in the chapter; vignettes about a diverse range of students who reflect the intended audience; provision of the chapter focus; information based on discipline-specific content and relevant research; conclusion; and review questions and activities. Useful websites are listed at the end of each chapter, while the Bibliography at the end of the book provides details of the sources utilised in writing the text. A companion website for the book is also available.

### **Context of the state to Australian Curriculum transition**

The inclusion of health and physical education in the Australian Curriculum as a learning requirement, for all students in each year from Foundation (kindergarten) to Year 10, is currently underway. Curriculum writing and advisory teams are currently constructing what will become the focus of learning for students in K–Year 10 across all states. Recommendations for the required school learning and the number of school hours that students are required to engage with and participate in quality health and physical education and sport are being formulated. Further updates on the transition will be found on the website accompanying this book. As of March 2012, a draft ‘Shape Paper’ had been released for consultation with the health and physical education profession. The process of consultation and review follows the guidelines set by the Australian Curriculum Assessment and Reporting Authority (ACARA). It has been flagged that it may be some years before our National Curriculum will be in schools across the country. At the time of writing, all phases of the K–Year 10 curriculum development for health and physical education were expected to be completed by the end of 2012 (MCEECDYA 2011), with the new curriculum expected for release into schools after 2013–14.

As such, crystal ball gazing is the only way we can anticipate the curriculum that is currently being formulated by the curriculum working parties. Over 100 nominations were received by the National Curriculum writing group following the call for discipline-specific professionals to nominate their interest in joining the writing group in July 2011.

It has taken considerable and sustained political action by professional groups such as the Australian Council of Health and Physical Education and Recreation (ACHPER) and the Health and Physical Education Special Interest Group of the Australian Association for Research in Education (AARE) to gain any space on the Australian Curriculum agenda.

So what will we do as we wait for the new curriculum to be released? Essentially, work with and through the existing state curriculum. Each state has its own focus, conceptual underpinnings and approach; however, physical education is about gaining competence in a range of physical domains, while health education is focused on informed decision making. When these two areas overlap there is a shared focus: developing in students the skills and commitment to be lifelong physically active and healthy individuals. Historically, health education and physical education have been conceptualised as either separate or integrated areas of study. The logistics of tertiary institutions may determine how health education is presented relative to physical education. These pragmatics could be confused with an educational philosophy. For example, many pre-service teacher education programs are distinct in their approaches whereby they may respond to student demand by offering health education degrees or physical education degrees and/or stand-alone units where students can enrol in either health education or physical education without disadvantage.

The flexibility of offering units without prerequisites – thereby assuring flexibility for individual student learning programs – may be the rationale for such approaches, in preference to the philosophical approach of teaching two integrated units of health and physical education. From the very inception of a teacher's career, beginning at the PSTE level, health and physical education can create a divide which conceptually is neither intended or ideal. Such approaches at PSTE level can determine the school-based approach. It is not the view of the authors that these two areas are separate; however, there is a distinction in coming to know the domains of learning which necessitates a focus on physical education in certain chapters of this text (2–5) and integration of health in other chapters (6–8) and where health education is distinct (Chapter 9). Health integrated with physical education is an ideal approach to make meaningful connections for school-aged students.

*Health and Physical Education* is currently the subtitle of the draft Shape Paper of the Australian Curriculum (ACARA 2011). This title aligns with the current state and territory syllabuses for Queensland, South Australia, Western Australia, Queensland, South Australia, the Australian Capital Territory and the Northern Territory. Personal development is added for New South Wales (where the learning area is known as PDHPE), and wellbeing for Tasmania (Health and Wellbeing). Victoria has Physical, Personal and Social Learning Health and Physical Education. Overall, health and physical education is the term provided by the Australian Curriculum and is therefore the term adopted in this book.

## Definition of terms

The following are some of the key terms used in health and physical education texts; as they appear throughout this book, they are defined for the benefit of students.



- **Health education:** the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behaviour.
- **Personal development:** the growth or development of a particular individual to bring out his or her potential and capabilities, making the individual more aware of his or her inner feelings and belief systems to become a more conscious, whole or healthy human being (Janssen 2011).
- **Physical activity:** any bodily movement produced by skeletal muscles that results in energy expenditure. Physical activity can be categorised into occupational, sports, conditioning or other activities.
- **Physical education:** education of the physical through the physical. A disciplinary knowledge that educates students in the socially constructed curriculum of developmentally appropriate movement opportunities. Refer to Kirk (2010).
- **Play:** is intrinsically motivated; freely chosen by the participants; pleasurable; non-literal (has elements of fantasy and make believe); actively engaged in by the players; and an activity that has physical and psychological involvement (Hughes 2010).
- **PSTE student:** a tertiary-level student who is engaging in an initial teacher education award leading to accreditation with the relevant employing authority. Students may be studying in a variety of programs that have been accredited and delivered at either the undergraduate or postgraduate level.
- **School-aged student (early childhood/primary/secondary):** early childhood refers to children 3–5 years of age; primary 5–12 years of age and secondary 13–18 years of age. Within most states in Australia, preschool is most closely aligned with early childhood; primary includes kindergarten through to Years 5–6; and secondary includes Year 7 through to Year 12. Where middle schooling is an educational feature, this nominally overlaps with upper primary (Year 5) and extends to Year 9 of secondary schooling.
- **Social justice:** provides equitable outcomes to marginalised groups by recognising past disadvantage and existence of structural barriers embedded in the social, economic and political systems that perpetuate discrimination. Social justice is aligned with equal opportunity and in the realm of education calls for availability, accessibility, affordability, acceptability and adaptability. See further Miller (1999).
- **Sport:** a socially constructed activity, which McFee (2004) indicates is a construct that is neither possible nor desirable to define. It is different and distinct from physical education and fitness and physical activity, although these latter terms all contribute to the individual capacity to engage in and enjoy sport.
- **Wellbeing:** the individual self-evaluation of cognitive and affective domains of one's life, referred to in terms of health, happiness and prosperity (Ferguson 2008).