Values into Action - A Brighter Future

29th ACHPER International Conference

Program

13 – 15 April 2015
Prince Alfred College,
Adelaide, South Australia

Major Sponsor

Conference Sponsor

Government of South Australia
Department for Education and Child Development
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Coordinated by:

The Australian Council for Health, Physical Education and Recreation, SA Branch Inc.
Major Sponsor

The Department for Education and Child Development (DECD) wishes to acknowledge the valuable professional support that ACHPER provides for teachers of Health and Physical Education. We are pleased to be able to provide a major Sponsorship for the 2015 International Conference. DECD looks forward to working with ACHPER to continue to deliver the comprehensive DECD Australian Curriculum implementation strategy and to promote daily physical activity for children of all abilities through the Premier’s be active Challenge - www.decd.sa.gov.au

Conference Sponsor

The Australian Sports Commission’s Sporting Schools programme partners with National Sporting Organisations (NSOs) to offer sport activities to children before, during or after school.

Sporting Schools complements the PE curriculum and other sporting programmes delivered in schools to enhance and expand sports participation in schools and in the community.

Conference Supporters

The NRL represents the sport of Rugby League nationally from grassroots all the way through to the Telstra Premiership. The NRL engages with schools to increase physical activity in game development and also through the NRL Community programs in literacy, values, health and well-being.

Tennis Australia is the governing body of tennis within Australia and aims to provide more opportunities for people to play tennis more often. In addition to increasing opportunities for play, the three main strategic goals are to reach 1 million registered players, have 1 million engaged fans and 1 Grand Slam champion.

For 25 years the friendly, professional TriSkills team has provided support for schools with tailor made, fun and affordable programs in gymnastics, dance and sports. All our programs are directly linked with the Australian HPE Curriculum and have unique student-proven classroom activities that enhance learning in Math, English and Science.

Trade Exhibition

- Australian Fitness Academy and United Fitness Solutions
- AustSwim
- Bounce Inc
- Footsteps Dance Company
- IDM Sports
- McGrath Foundation
- Mt Buller Resort Management
- Routledge

For more information on the trade exhibition refer to pages 4 - 5.

Click on the name or logo above to visit the organisation’s website.
A Message from
Dr Shane Pill,
Conference Chair

It is with pleasure, that on behalf of the Conference Organising Committee, I welcome you to Adelaide for the 29th Australian Council for Health, Physical Education and Recreation (ACHPER) International-National Conference. The Conference theme, Values into Action - A Brighter Future provides both a reminder of what is unique to our professions and of the challenge to remain relevant in a developing educational initiatives and community opportunities to foster active and healthy living. The conference theme is also a reminder of the increasing validation of the role physical activity can play in cognitive development, as well as physical, emotional and social development. Mostly, however, the conference theme prompts us to remember that what we say we are about only becomes what we are about through the “everyday philosophy” that we all adopt and which ultimately directs our individual action. To that end we must guard that that our rhetoric about what we do is the reality of what we do.

The biennial ACHPER conference provides the opportunity for members of the health, physical education and recreation professions to share research, innovation, and expertise. We are delighted to have outstanding globally recognised keynote speakers to anchor a conference program containing international, national and local (SA) experts and innovators. The Conference Organising Committee is pleased to present a program that offers a broad selection of academic, classroom and practical sessions where teachers, researchers and health, sport and recreation professionals can engage in conversation ‘side-by-side’. The ACHPER conference is unique in bringing together teachers and practitioners in sport coaching, health and recreation at the same venue at the same time for this exchange of ideas. This conference also provides a number of networking and social opportunities, which I encourage you to join in.

I take this opportunity to thank the Conference Organising Committee: Rick Baldock, Russell Brown, George Evreniadis, Janet Harper, Amanda Henry, Mike George, Matt Schmidt and Alison Turner for their nearly 18 months of planning and preparation for this event. The conference would not have occurred without the support of the Program Committee chaired by Mike George, the Social Committee chaired by Janet Harper, the Academic-Scientific Committee chaired by Professor Murray Drummond and the volunteers who have joined those committees. Thank you. The committed staff of the ACHPER (SA) office: Matt Schmidt, Anna Colley and Tegan McClean, together with the ACHPER National staff led by Alison Turner have provided the organisational “muscle” to make the event happen. Thank you.

As you meet old acquaintances, make new ones and engage in activities which will enhance your professional understanding and practice I trust you will remember that it happened in Adelaide and join us again in South Australia, whether it be for another professional learning event or a holiday outing.

Dr Shane Pill, 29th ACHPER International Conference Chair,
ACHPER (SA) President 2002 - 2015, ACHPER Life Member
The 29th ACHPER International Conference is the showcase of best practice and research of key ideas relating to HPE teaching, Health Education, Sport and Recreation, representing ACHPER’s focus areas.

The strength of the program is the combination of topics that are relevant and topical for teachers as well as university academics as, together, we strive to improve the quality of the HPE learning outcomes and the provision of possibilities for active and healthy living.

The conference theme of Values into Action- A Brighter Future is a deliberate provocation to professionals to celebrate their great work whilst encouraging deeper reflection of the true essence of the programs they are delivering in terms of both the content, but more importantly, their pedagogical practice. In relation to schools, improving student learning outcomes is directly related to the quality of the pedagogy used to deliver the content as this is what engages students into deeper thinking and reasoning - an aspect of HPE we need to develop and promote as a strength of our learning area.

For this reason, we are delighted to have a Games Sense forum running as a strand through Monday of the conference and specific aspects of theoretical and research based understanding topics running in unison to enable people interested in particular concepts, curriculum, research or programs to be able to follow these ideas on.

As the Program Director I am delighted with the program we are able to offer in 2015 and I join Shane in thanking all involved in the construction of this exciting and engaging program that brings together the latest in HPE teaching to you for your professional consideration.

Mike George, 29th ACHPER International Conference, Program Director,
ACHPER (SA) Vice President 2012-2015.

On behalf of the National Board of ACHPER, I am delighted to extend this invitation to all educators and kindred professionals, to join with hundreds of other delegates in Adelaide, at what no doubt will be a stimulating conference showcasing the best practice and research ideas pertaining to ACHPER’s areas of focus and following in the theme of the 29th International ACHPER conference of “Values into Action - a Brighter future”.

In ACHPER’s 60th year this conference presents a unique opportunity to celebrate and connect.

As hosts of the International conference, the South Australian Branch of ACHPER has created a dynamic and innovative conference program that brings to life the conference sub-themes of:

- The educative purpose of HPE;
- Strengths based HPE;
- Learning in, through & about movement;
- Health literacy;
- Critical inquiry and problem solving in HPE;
- Sport Pedagogies.

With an exciting mix of theory and practical applications for your professional practice there is much on offer for all delegates. Combined with an enjoyable networking and social program, this conference offers the very best of South Australia to ensure every delegate has a memorable experience.

I look forward to what promises to be an exciting and engaging conference experience, one that inspires you in your teaching and contributes to the wider professional aim of ensuring active and healthy lifestyles for all. I encourage you to register now.

Graeme Quelch, ACHPER National President
Abstract Review
Sub-committee

Mike George
Murray Drummond
Deb Agnew
Russell Brown
Rick Baldock
Claire Drummond
Sam Elliot
George Evreniadis
Jennifer Fane
Robyne Garrett
Janet Harper
Felicity Lewis
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Social Committee

Janet Harper (chair)
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Amanda Burnett
Tegan McClean

Conference Secretariat

Matt Schmidt, Executive Director
Tegan McClean, Event Coordinator
Anna Colley, Office Coordinator
Rick Baldock, Professional Learning Officer

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Membership Benefits

1. Advocacy and Representation
ACHPER will be working in your best interests and speaking on your behalf when it comes to input on important industry issues. ACHPER led a strategic and dedicated campaign for the inclusion of HPE in the Australian Curriculum. As an ACHPER member you will be:
- Represented on State and National Committees and Review Boards.
- Given a voice at State and Federal Government level.
- Represented in industry dealings with government agencies, businesses and community leaders.

2. Education
ACHPER will continue to provide you with access to numerous theoretical and practical Professional Learning activities to help you explore innovative ideas and practices and further your career.
- Rub shoulders with like-minded colleagues at our bi-annual ACHPER International Conferences.
- Receive discounted member rates on all ACHPER National and State/Territory Professional Learning conferences, seminars and workshops.
- Attend the Physical Education New Zealand (PENZ) Annual Conference at the PENZ member rate.

3. Information
ACHPER will provide you with access to articles and resources for your classroom via our publications as well as providing all of the latest HPE information on our website.
- Receive electronic access to ACHPER’s tri-annual publications - the Asia-Pacific Journal of Health, Sport and Physical Education and the Active and Healthy Magazine.
- Receive regular e-updates from ACHPER National your host State/Territory Branch.
- Access to our members-only restricted site where you will have access to articles, special offers and the online management of and secure payment for your ACHPER membership.
- Receive discounts and special offers on all of the latest health, sport, dance and physical education titles published by ACHPER.

4. Networking and Community Building
ACHPER will help you to engage with professionals face-to-face or digitally, making use of new technologies to bring you in contact with people who ‘have something to say’ on the industry.
- Network with peers and industry experts via member networking events.
- Join the discussions through ACHPER’s website, social networks and webinars.
- Gain access to the members’ area of the International Council for Sport Science and Physical Education (ICSSPE) website.
- Opportunity to join the Physical and Health Education Research Special Interest Group (SIG) email discussion.

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Email: membership@achper.org.au  Web: www.achper.org.au
Trade Exhibitors

Australian Fitness Academy and United Fitness Solutions

Australian Sports Commission

AustSwim

Bounce Inc

Department of Education and Child Development

Footsteps Dance Company

IDM Sports

McGrath Foundation

Mt Buller Resort Management

NRL

Routledge

Tennis Australia

TriSkills Australia

*Click on the organisation’s name above to visit their website*
Please note:
- Full day parking available in Prince Alfred College through the main entrance off The Parade West
- Off street parking available off Capper Street and The Parade West (2 hour parks)
- Keep an eye out for signage placed around the venue to point you in the right direction for your session
- The Piper Pavilion building coloured orange is the main delegate area; Registration, Catering, Keynote Sessions, Trade Exhibitors and the Conference Celebration will be held in this building.
Professor Richard Light is Professor and Head of School: Sport and Physical Education at The University of Canterbury, New Zealand. He was previously Professorial research Fellow at Federation University Australia, held the 75th Anniversary Carnegie Chair in Sport Pedagogy at Leeds Metropolitan University and was at the Universities of Sydney and Melbourne. Influenced by his background in teaching and coaching in Australia and Japan, Richard’s work is always grounded in practice and characterised by a dialectic or conversation between theory and practice. Although his research is typically strongly theorised he is always ready and able to roll up his sleeves to take a practical session. He is well known for his research on and development of, Game Sense and Teaching Games for Understanding (TGfU).

Richard was a foundation member of the TGfU Task Force formed in 2002, convened the 2nd International TGfU Conference (Melbourne, 2003), TGfU Symposia at the AIESEP World Congress in 2006 (Finland) and 2008 (Japan), the 2008 ISCPES conference (Macau) and the 2006 Asia-Pacific Conference for Teaching Physical Education and Sport for Understanding (Sydney). He was Invited Professor in France (2007), Canada (2009) and Japan (2013), has conducted Game Sense workshops in Australia, the UK, France, Portugal, China, Macau, Japan, Canada, Taiwan and Hong Kong and is regularly invited as a keynote and invited speaker at international conferences across Asia. Widely published in sport and physical education pedagogy, he is author of Game Sense: Pedagogy for Performance, Participation and Enjoyment (Routledge, 2013), lead editor for Contemporary Developments in Games Teaching (Routledge, 2014) and lead author for Advances in rugby coaching: An holistic approach (Routledge, 2015). Richard’s keynote topic is ‘Don’t stop now! Developing skill execution through Game Sense’.

Griffin Longley is the CEO of Nature Play WA, an award winning journalist, a weekly columnist, the manager of a program for at risk kids in the Midland area called Night Hoops, and the father of two girls.

Prior to taking the taking on the role of helping build Nature Play WA from a thought bubble at The Department of Sport and Recreation Griffin had spent seven years as a news and business reporter, a feature writer and columnist with The West Australian Newspaper, and before that had been a stonemason, a cook and even had a short and inglorious basketball career in the NBL.

In 2010 a column he wrote titled “In Praise of Disorganised Sport” led the Department of Sport and Recreation to invite him to take part in a think tank on nature play and eventually to take the reigns of the fledgling organisation. Nature Play WA is now a successful organisation with an international reputation for innovative programs that increase awareness of the benefits of unstructured play outdoors.

The organisations flagship program, the Passport to an Amazing Childhood, provides hundreds of outdoor activity ideas and bridges the divide between the digital world where modern children spend so much of their time and outdoor play and has been delivered to more than 165,000 WA children in less than two years.

Professor Kevin Norton completed a physical education degree with a second teaching area in science. A strong interest in physiology and performance research led to a PhD at the University of Georgia. Kevin has been an academic all of his professional career but has had industry involvement with a 3-year secondment to Sport Knowledge Australia [Commonwealth funded International Centre of Excellence in Sports Science and Management], and a sabbatical with Human Kinetics in Illinois to develop sports science software. He has had numerous consultancies with professional sporting bodies including the AFL for 14 years as well as research projects funded by the IOC, ASC and IRB. He had a game-day role as performance analyst with the Adelaide Football Club for 7 years and is currently working with the Port Adelaide Football Club to develop an industry-based Masters of High Performance Sport course together with the University of South Australia. Kevin has published over 140 research papers, several books and a range of commercial software products. These include fitness programs for primary children, interactive sports science tools for secondary students through to professional products for clinical exercise physiologists and other health practitioners.
Robert Randall was appointed as Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority (ACARA) in November 2012. He has worked at ACARA since 2009 and was previously Deputy CEO and General Manager, Curriculum, of ACARA. He was previously General Manager of the Interim National Curriculum Board.

Robert has significant experience and success in curriculum, assessment and reporting projects, from design through to implementation, at both state and national levels. His most recent achievement has been to lead the development of the F-10 Australian Curriculum in English, Mathematics, Science and History which are at various stages of implementation across Australian states and territories.

Robert began his career as a teacher of mathematics in Perth before holding a range of positions within and beyond schools in Western Australia, including Project Leader, Monitoring Standards in Education, Manager, Assessment and Reporting with the Education Department and Principal Consultant with the Interim Curriculum Council of Western Australia. In 1996 Robert was appointed Director, Curriculum, with the NSW Board of Studies and in 2001 took up the position of Director of Curriculum K-12 with the NSW Department of Education and Training. Robert’s keynote topic is ‘A national health and physical education curriculum - what difference will it make?’

Alfred Deakin Professor Jo Salmon’s research focus is on promoting physical activity and reducing sedentary behaviour among children and youth. She has been a Chief Investigator on 24 nationally-funded studies worth >$11.6 million and 12 international studies worth US$6.7 million, and has been conducting research with schools and families for 15 years. Her studies have involved developing and testing strategies to reduce children’s discretionary screen time at home (Switch-Play, 2008), and examining the efficacy of pedagogical and environmental changes in the school environment to reduce sitting time and increase physical activity during class time, recess and lunch breaks as well as after school hours (Transform-Us!, 2009-2013). Jo is Deputy Director of Deakin University’s Strategic Research Centre for Physical Activity and Nutrition (C-PAN), which has more than 65 academic members of staff. She also holds a National Health & Medical Research Council Principal Research Fellowship which supports her in a full-time research role, and is President-Elect of the International Society for Behavioural Nutrition and Physical Activity which has more than 600 members. Jo has played a key role in the development of the Australian Physical Activity Guidelines for 0-5 year olds and 5-17 year olds (updated in 2014).

Jan Stirling is one of the most motivating sporting personalities in Australia. Jan’s life has been defined by basketball, beginning as a 13 year old in the ABA. She was a member of the Australian team between 1974 and 1978, during which time she took part in the 1975 World Championships. But it is in the role of coach that Stirling has left her legacy.

Four WNBL titles as coach of the Adelaide Lightning in the 1990’s led to the role as head coach of the Australian women’s basketball team in 2000. In 2002 the Opals collected the bronze medal at the World Championships, following that up with silver at the Athens Olympics and gold at the 2006 World Championships and Commonwealth Games. In 2006 Jan was named “International Coach of the Year”. And in 2008 she was awarded an AM for her services to women’s basketball as an elite coach and player, and as a contributor to professional development and the community.

In 2009 she was a Consultant to the Russian Basketball Federation working with both their National Junior and Senior Women’s Program. From 2010-2012 Jan was the High Performance Director for the Australian Wheel Chair Women’s Paralympic Team. In 2010 she took up a Consultants role at the Port Adelaide Football Club assisting with coach and leadership development. Jan’s ability to communicate at all levels see’s her just as comfortable helping coaches and players at junior grass root level or at the elite level.
29th ACHPER International Conference | 13 - 15 April | Prince Alfred College, Adelaide, SA

Keynote Speakers

**Professor David Walsh** is a professor in the Department of Kinesiology at San Francisco State University in California (USA). He specializes in physical activity-based youth development programs in underserved communities. In particular, he has almost 20 years of experience with the development, implementation and research on Hellison’s Teaching Personal and Social Responsibility (TPSR) Model. In 2009 he was awarded the American Alliance for Health, Physical Education, Recreation and Dance, Social Justice and Diversity Young Professional Award. He has also written more than 20 book chapters and articles in scholarly journals on topics such as the transference of youth program goals from the physical activity setting to the school environment, innovative strategies for helping underserved youth envision positive possible futures for themselves, program processes and outcomes for the youth participants, and alternative curricular model approaches for teachers and youth workers. He has conducted presentations and workshops in several of the United States and internationally in Australia, England, New Zealand, Portugal and Spain.

In his keynote session, David will talk about his experiences as both a practitioner with youth and professor using Hellison’s TPSR model in various programs in Chicago and San Francisco. He will highlight the goals and strategies of this values driven model, and in addition provide a daily format for practical application. He will also talk about his own extension and vision of TPSR through a current youth program over the past four years, called the “Kinesiology Career Club”.

23rd Fritz Duras Memorial Lecture

The 29th ACHPER International Conference is proud to host this year’s Fritz Duras Memorial Lecture. The orator of the 2015 lecture is Dr Graham Dodd and his presentation will feature The Unrealised Value of Human Motion: the opportunity of a lifetime. The lecture is included in conference registration.

**Dr Graham Dodd** taught at Unley High School, served in the Physical Education Branch of the SA Education Department, and then was Senior Lecturer & Program Director of Secondary PE/Human Movement at the University of South Australia.

Throughout his professional career, Graham was co-founder of Kindergym Australia (1980), co-creator of the Jump Rope for Heart program & schools resources (1983) & co-founder of PE Week Australia (1984). He was national coordinator & co-author/editor of the ACHPER Daily Physical Education Program (1978-84), & principal author/editor of the SACSA HPE Frameworks (1999-01). In 1990 he created the company TriSkills Australia to provide schools with support in HPE which currently operates in Adelaide, Melbourne & Sydney. He is also a winner of the 2006 Individual Carrick Award for Australian University Teaching, and is a Fellow and Life Member of ACHPER. He is currently Director of TriSkills Australia and Vice-President of ACHPER National.

Graham has had longstanding research interests in the role of human motion in the healthy social, physical, emotional, cognitive, and physiological growth and development of individuals across the lifespan, which he has written about in his book ‘The Value of Human Motion’. His current focus is on the emerging global research evidence connecting human motion, cognitive (brain) development, enhanced learning & healthy optimal human development, which forms the basis of his Fritz Duras Memorial Lecture which is titled ‘The Unrealised Value of Human Motion: moving back to movement’.

Conference theme and sub themes

The Conference theme is ‘Values into Action - A Brighter Future’ with the sub themes listed below. Presentations have been structured in concurrent sessions of 4 x 20 minutes, 45 minutes or 90 minutes in length. Please note the program is subject to change, but every effort has been made to ensure minimal changes.

**Conference sub-themes**
- The educative purpose of HPE
- Strengths based HPE
- Learning in, through & about movement
- Health literacy
- Critical inquiry and problem solving in HPE
- Sport Pedagogies
Don’t stop now! Developing skill execution through Game Sense

Professor Richard Light, School of Sport and Physical Education, University of Canterbury, New Zealand

Renewed interest in Teaching Games for Understanding (TGfU) over the nineteen nineties recognized the ways in which it could develop tactical knowledge and decision-making but promoted a tactical versus technical debate. Later work emphasized a more holistic approach but the place of skills in TGfU, Game Sense and other game based approaches (GBA) continues to be a problem for many coaches and teachers. Basing learning in small-sided, modified games focuses on the game as a whole and develops various aspects such as tactical understanding, decision-making, awareness and skill execution as complex, interrelated aspects with skill developing in the context of games. The focus is on skills that enable the game to be played and developed but if a lack of skill is seen to be holding up the game many advocates of GBA suggest breaking from the game to briefly work on them and then returning to the game. Working over a full season coaches using GBA may also want to work on a specific skill and take a break from small-sided games to do some traditional, ‘skill drill’.

In both these cases skill is separated from the game as a complex phenomenon with the flow of learning and the very positive experiences arising from achieving a state of flow disrupted: but is this necessary? In this presentation I draw on the concept of Positive Pedagogy to argue for the importance of learners experiencing a state of flow and suggest how Game Sense pedagogy can be applied to skill development by narrowing the focus and intended outcomes through the use of ‘game-like activities’. This approach focuses on a particular skill while still providing some of the complexity of the real game needed for the transfer of skill practice to the full game. It maintains the flow of learning provided by achieving the appropriate level of challenge needed to generate the positive experiences of learning that are so important for youth sport and physical education.

How to increase children’s physical activity and reduce their sitting for just 8c per child a day: the Transform-Us! program

Alfred Deakin Professor Jo Salmon, Deakin University - Research Centre for Physical Activity and Nutrition

With just 22% of boys and 20% of girls engaging in the recommended 60 minutes of moderate- to vigorous-intensity physical activity every day, schools are becoming increasingly important as settings for promoting children’s physical activity. Beyond physical education, time spent in class and recess and lunch time are key periods of the day during which children’s activity levels could be increased. However, research by Professor Salmon has found that approximately 60% of the school day is spent sitting. This keynote will draw on the latest evidence to highlight the difference a whole school approach to reduce sitting and promote physical activity can make in the lives of primary school children. Prof Salmon will draw on results from a low cost 30-month randomised controlled trial testing the effectiveness of the Transform-Us! program in 20 primary schools in Melbourne. She will demonstrate how relatively minor changes to the environment and classroom pedagogy can positively impact children’s sedentary behaviour, activity levels, concentration in class and other important health variables. How similar strategies can be applied in the secondary and tertiary education settings will also be considered.

Promoting ‘Values’ with the Teaching Personal and Social Responsibility Model

Professor David Walsh, San Francisco State University

David Walsh will talk about his experiences as both a practitioner with youth and professor using Hellison’s Teaching Personal and Social Responsibility (TPSR) model in various programs in Chicago and San Francisco. He will highlight the goals and strategies of this values driven model, and in addition provide a daily format for practical application. He will also talk about his own extension and vision of TPSR through a current youth program of past four years, called the “Kinesiology Career Club”.

Morning Tea | 10.30am - 11.00am
Renewed interest in Teaching Games for Understanding (TGfU) over the nineteen nineties recognized the ways in which it could develop tactical knowledge and decision-making but promoted a tactical versus technical debate. Later work emphasized a more holistic approach but the place of skills in TGfU, Game Sense and other game based approaches (GBA) continues to be a problem for many coaches and teachers. Basing learning in small-sided, modified games focuses on the game as a whole and develops various aspects that enable the game to be played and developed but if a lack of skill is seen to be holding up the game many advocates of GBA suggest breaking from the game to briefly work on them and then returning to the game. Working over a full season coaches using GBA may also want to work on a specific skill and take a break from small-sided games to do some traditional, 'skill drill'.

In both these cases skill is separated from the game as a complex phenomenon with the flow of learning and the very positive experiences arising from achieving a state of flow a particular skill while still providing some of the complexity of the real game needed for the transfer of skill practice to the full game. It maintains the flow of learning provided by achieving the appropriate level of challenge needed to generate the positive experiences of learning that are so important for youth sport and physical education.

With just 22% of boys and 20% of girls engaging in the recommended 60 minutes of moderate- to vigorous-intensity physical activity every day, schools are becoming increasingly

## Conference Program | Monday 13 April

* Session numbers e.g. 1A, 1B, 1C will correspond to online session preferences  
** Numbers listed before the session titles refer to corresponding abstracts at the back of this booklet (from page 27)

**Pre** = Preschool, **EY** = Early Years, **PY** = Primary Years, **MY** = Middle Years, **SY** = Senior Years, **TY** = Tertiary Years, **C** = Coaches, **R** = Researchers, **O** = Other

### Session 1 | 11.00am - 12.30pm

<table>
<thead>
<tr>
<th>Workshop: 90 minute active</th>
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<tbody>
<tr>
<td>1A</td>
<td>I'm game if you are! Fun Activities for Physical Activity Sessions, Carol Sharpe</td>
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<tr>
<td>1B</td>
<td>Engaging the Cognitive Domain in Physical Education through video analysis, Raymond Koh, Ng Thiam Hock, Victor Lim, Andy Chua, Chang Shu Yuet and Anthony Leow, Ministry of Education (Singapore) schools and HQ units</td>
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<td>1C</td>
<td>F-7 Gymnastics, Kym McLay, TriSkills North Adelaide</td>
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<tr>
<td>1D</td>
<td>So you think you can dance? Kerry Cormick &amp; Chelsea Wilkinson, Gymnastics Australia / Gymnastics SA</td>
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<td>1E</td>
<td>Developing essential questions to deepen understanding and drive the inquiry process, Mark Williams, Stamford American International School</td>
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<td>1F</td>
<td>Train the Ambassador, Erin Bell, Netball SA</td>
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<tr>
<th>Workshop: 90 minute non-active</th>
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<tbody>
<tr>
<td>1G</td>
<td>Teaching less and learning more: Effective Planning for Assessment and Evaluation, Bernie Holland, ACHPER Victoria</td>
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<tr>
<td>1H</td>
<td>Unpacking the strengths-based approach - what does it look like in Health and PE?, Janice Atkin, janiceatkin.com</td>
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<tr>
<td>1I</td>
<td>Taking the wheel: How Health and PE teachers can drive real change, Caroline Symons, Victoria University</td>
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<td>1J</td>
<td>'But can I be myself at school?' Teaching gender diversity and sexuality diversity in health education, Roz Ward, Safe Schools Coalition Australia (Victoria)</td>
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<tr>
<td>1K</td>
<td>School Health Promotion - Food and Physical Activity, Felicity-ann Lewis, Flinders University</td>
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**Forum 1**

| 1M | Game Sense Approaches to Coaching and Teaching, Facilitated by: Richard Light, University of Canterbury | PY, MY, SY, TY, C, R |

**1N**

| 14 | Stepping out of the margins, Caroline Brooks, ACHPER QLD | PY |
| 15 | "So he wove a subtle web"; Locating HPE in networks of provision, Eimear Enright, The University of Queensland | PY, MY, SY, R |
| 16 | The Discourses of Disability and Disability Sports Coaching in Australian sport policy. Preliminary findings of an analysis of policy documents from 1975-present, Andrew Hammond, Monash University | TY, C, R |
| 17 | Health and Physical Education - A Strengths Based Approach, Scott Clark, Education Queensland | MY, SY, TY, R |

**4 x 20 minute presentations**

| 18 | Active Families, Healthy Bodies: A new model to engage refugee families in active lifestyles, Tea O’Driscoll, Victoria University | R, O |
| 19 | Let’s play Superheroes!’ A fourteen year olds’ perspective on Physical Activity, Engela van der Klashorst, University of Pretoria | PY, C |
| 20 | The impact of Sport Leadership Program (SLP) on secondary schools: An in-depth evaluation, Petra Plencnerova, Victoria University | PY, SY, C, R, O |
| 21 | Year 6-R/1 Peer Teaching Fundamental Movement Skills at St Francis Lockleys, Mark Bowman, SACPSSA | EY, PY, MY |

| 22 | Student perspectives of teaching and learning experiences in secondary school biomechanics, Glenn Fyall, University of Canterbury | SY, TY, C |
| 23 | ‘If they say it they can write it’: Redesigning Pedagogies in Senior Secondary Physical Education, Robyne Garrett & Alison Wrench, University of South Australia | SY, R |
| 24 | The ‘integration of theory and practice’ as a central focus for senior schooling Physical Education Studies, Andrew Jones, Edith Cowan University, Perth | SY, TY, R, O |

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**Lunch | 12.30pm - 1.30pm**
## Conference Program | Monday 13 April

### Session 2 | 1.30pm - 3.00pm

<table>
<thead>
<tr>
<th>Workshop: 90 minute active</th>
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<tbody>
<tr>
<td>2A</td>
<td>25</td>
<td>Not just playing games - using the Game Sense approach to teach AFL game competencies, Dave Reynolds &amp; Shane Pil, SANFL / Flinders University</td>
<td>PY, MY, SY, C</td>
</tr>
<tr>
<td>2B</td>
<td>26</td>
<td>Ideas for using Technology in your PE program, Kirsty Crouch, Immanuel Primary School</td>
<td>EY, PY</td>
</tr>
<tr>
<td>2C</td>
<td>27</td>
<td>Dance Games and Activities, Carol Sharpe</td>
<td>EY, PY</td>
</tr>
<tr>
<td>2D</td>
<td>28</td>
<td>Theoretical and practical session demonstrating how the 'Launchpad' gymnastics programme can develop fundamental movement skills &amp; overall body coordination in primary school children aged 6-9, James Rudd &amp; Robyn Tribe, Victoria University / Gymnastics Australia</td>
<td>Pre, EY, PY, MY, R</td>
</tr>
<tr>
<td>2E</td>
<td>29</td>
<td>Footsteps: Never Miss A Chance To Dance, Taytum Cox, Footsteps</td>
<td>MY, SY</td>
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<thead>
<tr>
<th>Workshop: 90 minute non-active</th>
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<tbody>
<tr>
<td>2F</td>
<td>30</td>
<td>The Transform-Us! program - beyond physical education: integrating opportunities for children to move throughout the school day, Jo Salmon, Deakin University - Research Centre for Physical Activity and Nutrition</td>
<td>Pre, EY, PY, MY, R</td>
</tr>
<tr>
<td>2G</td>
<td>31</td>
<td>Challenges and opportunities for teaching nutrition in Health and Physical Education, Samantha Baker &amp; Margaret Miller, School of Exercise and Health Sciences, Edith Cowan University</td>
<td>EY, PY, MY, SY</td>
</tr>
<tr>
<td>2H</td>
<td>32</td>
<td>Curve Lurve ~ Breast and Body awareness resource from the McGrath Foundation, Tanya Hanaee, McGrath Foundation</td>
<td>MY, SY</td>
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<tr>
<th>Workshop: 45 minute active</th>
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<tbody>
<tr>
<td>2I</td>
<td>33</td>
<td>Fundamental Movement Skills in the Early Years: Ideas and activities for teaching and reinforcing physical education concepts for children aged 3 - 8 years, Jennifer Fane, Flinders University</td>
<td>Pre, EY, PY</td>
</tr>
<tr>
<td>34</td>
<td>Feasibility of the Canadian Assessment of Physical Literacy’s obstacle course to assess the movement skill proficiency of groups of children, Justin Lang, University of Ottawa</td>
<td>PY, MY, C, R, O</td>
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<th>Workshop: 45 minute non-active</th>
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<tr>
<td>2J</td>
<td>35</td>
<td>Student leadership and playtime activities: how to set up a self-running action team to promote eat well be active across the whole school, Amber Heaft, Prospect North Primary School</td>
<td>PY, MY</td>
</tr>
<tr>
<td>36</td>
<td>Sports Education Model - Bringing the teaching of values alive in PE, Louis Ho, Sengkang Secondary School - Ministry of Education Singapore</td>
<td>MY, SY, TY</td>
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<tr>
<td>2K</td>
<td>37</td>
<td>National Position Statements: Advocating for HPE, Natalie McMaster &amp; Chris Hickey, ACHPER National</td>
<td>Pre, EY, PY, MY, SY</td>
</tr>
<tr>
<td>38</td>
<td>What’s in a name???, Alf Colvin</td>
<td>Pre, EY, PY, MY, O</td>
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<tr>
<td>2L</td>
<td>39</td>
<td>Bikes, the curriculum and a safe and active school community, Krystil Ellis, Department of Planning, Transport &amp; Infrastructure</td>
<td>PY, MY, O</td>
</tr>
<tr>
<td>40</td>
<td>Clarity Kids, Megan James, Clarity Counselling and healing</td>
<td>Pre, EY, PY, MY</td>
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</tbody>
</table>

| Forum | 2M | Realising ‘educative purpose’ in Health and Physical Education: Exploring the role of assessment, Maree DinanThompson & Dawn Penney, James Cook University / Monash University | PY, MY, SY, TY, R |

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* Session numbers e.g. 1A, 1B, 1C will correspond to online session preferences  
** Numbers listed before the session titles refer to corresponding abstracts at the back of this booklet (from page 27)

Pre = Preschool, EY = Early Years, PY = Primary Years, MY = Middle Years, SY = Senior Years, TY = Tertiary Years, C = Coaches, R = Researchers, O = Other
## Conference Program | Monday 13 April

### Session 2 | 1.30pm - 3.00pm (continued)

<table>
<thead>
<tr>
<th>Session</th>
<th>Presentation Title</th>
<th>Presenter</th>
<th>Audience</th>
<th>Location</th>
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<tbody>
<tr>
<td>2N</td>
<td>Mentoring as a key feedback loop in HPE pre-service teacher education</td>
<td>Wendy Piltz, University of South Australia</td>
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<td>TY, R</td>
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<td></td>
<td>Perceptions of undergraduate physical education students of the content areas in physical education courses</td>
<td>Michael Spittle, Victoria University</td>
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<td></td>
<td>Formative Reflections of University Sport and Recreation Science Students in South Africa on Credit Bearing Service Learning</td>
<td>Engela van der Klashorst, University of Pretoria</td>
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<td></td>
<td>Using instantaneous and dynamic video feedback to develop reflective skills and advance pedagogical practice in Health &amp; Physical Education (HPE) teacher education programs</td>
<td>Chris Zehntner, University of Tasmania</td>
<td>TY, C, R</td>
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<tr>
<td>2O</td>
<td>Dance and Homophobia: Moving in the right direction?</td>
<td>Mark Edward, Edge Hill University</td>
<td>MY, SY, TY, C, R</td>
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<td>Human rights education and combating racism</td>
<td>Dr Tim Soutphommasane, Australian Human Rights Commission</td>
<td>PY, MY, SY</td>
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<td>Associations between homework time, physical activity and school-related stress in senior secondary students</td>
<td>Sam Bolch, Flinders University</td>
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<td>High performance school-age athletes in my classroom: Teachers’ perspectives of the issues facing student athletes with balancing their study and training</td>
<td>Dr Maureen O’Neill, Australian Catholic University</td>
<td>SY, TY, C, R, O</td>
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<tr>
<td>2P</td>
<td>Playing ‘hot shots’ tennis: A case study of inclusive practice</td>
<td>Anne Browne, Victoria University</td>
<td>PY, MY, SY, TY, C, R</td>
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<td></td>
<td>Embedding Transition Pedagogy Principles across a First Year University Physical Education Curriculum</td>
<td>Russell Brown, Terry Magias &amp; Ashley Burnett, Flinders University</td>
<td>MY, SY, TY, R</td>
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<td>Supporting Success’: coaching adolescents with Autism Spectrum Disorder (ASD) in a school-based multi-sport program</td>
<td>Edoardo Rosso, University of South Australia</td>
<td>MY, SY, TY, C, R, O</td>
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<td></td>
<td>Strategies and Considerations for Controlled Landings on Floor and Horizontal Bar</td>
<td>Helmut Geiblinger, University of Southern Queensland</td>
<td>TY, C, R</td>
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</tbody>
</table>

### Afternoon Tea | 3.00pm - 3.30pm

* Session numbers e.g. 1A, 1B, 1C will correspond to online session preferences  ** Numbers listed before the session titles refer to corresponding abstracts at the back of this booklet (from page 27)  

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### Conference Program | Monday 13 April

#### Session 3 | 3.30pm - 5.00pm

| Workshop: 90 minute active | 3A | 54 | Teaching Personal and Social Responsibility, David Walsh, San Francisco State University | EY, PY, MY, SY, TY, R |
| 3B | 55 | Getting Inventive with Invasion Games, Dave Robinson, Urangan State High School | MY, SY, TY, C |
| 3C | 56 | Creating a Group Gymnastics Performance: Moving from the Known to the Unknown, Petrina Hutchinson, Gymnastics Australia | MY, SY, TY |
| 3D | 57 | PbaC Twenty20 Challenge - Actively learning through physical activity, Nick Warren, DECD | EY, PY, MY |
| 3E | 58 | Tennis Hot Shots: How tennis is employing the conceptual principles of the Game Sense approach, Dr Mitchell Hewitt, Tennis Australia | PY, MY, SY, TY, C |
| 3F | 59 | Making Sense of Primary School Game Sense, Sarah Rupena & Ben Clark, Mill Park Heights Primary School | PY |

| Workshop: 90 minute non-active | 3H | 61 | In, about and through movement - Integration in Health and Physical Education, Glenn Amezdroz, Queensland Curriculum and Assessment Authority | PY, MY, SY |
| 3I | 62 | Are you HPE tech and lingo savy?, Dianne Whittington & Rhonda Neary, Open Access College | PY, MY, SY, TY |
| 3J | 63 | The wellbeing classroom for staff and students, Daniela Falecki, Teacher Wellbeing | PY, MY, SY, TY, C |

| Workshop: 45 minute active | 3K | 64 | Fun games for your whole class to play and be active, Kirsty Crouch, Immanuel Primary School | EY, PY, MY |
| 65 | Balance Rhythm Movement, Robert Lennon, Got Game | PY, MY, SY, TY, C |

| Workshop: 45 minute non-active | 3L | 66 | Making Every Moment Count, Nicky Sloss, AISNSW | PY, MY, SY |
| 67 | Hands on Health - A new resource for Yr 11 & 12 health teachers, Annalise De Mel, Oxfam Australia | SY |

| 3M | 68 | Poor parental behaviour in youth sport: How can physical educators contribute to addressing this issue?, Dr Sam Elliott, Flinders University | PY, MY, SY, TY, C, R |
| 69 | High-performance adolescent female basketball players’ views on parental involvement, Ricardo Pimenta, University of Canterbury | PY, MY, SY, R |
| 70 | Development of 21st Century Competencies through PE in Singapore Schools, Dr Anthony Leow, PE and Sports Teacher Academy, Ministry of Education, Singapore | TY, R |

| 3N | 72 | Exploring the relationship of primary school children’s enjoyment of school-based physical activities with health-related quality of life and participation in physical activity, Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University | PY, R |
| 73 | Teachers’ Understandings of the Use of External Providers in Primary School Physical Education in Aotearoa/New Zealand, Jackie Cowan, University of Canterbury | PY, MY, TY, R |
| 74 | Exploring Australian secondary physical education teachers’ conceptualisation of physical education, Dr Shane Pill & Dr Steven Stolz, Flinders University / LaTrobe University | SY, TY |
| 75 | Exploring Teachers’ and Students’ Understandings of How Self Worth is Influenced in the Learning Environment, Jackie Cowan, University of Canterbury | PY, MY, SY, TY, R |

| 3O | 76 | Reinforcing positive trends in adolescent alcohol and drug use, Geoffrey Munro, Australian Drug Foundation | PY, MY, SY, TY, C |
| 77 | Online School-based Resources for the Prevention of Alcohol & Substance Use in Adolescents, Bill Reda, Centre of Research Excellence in Mental Health and Substance Use | SY, R |
| 78 | From theory into practice - PainBytes, an interactive educational health resource to assist students and families manage persistent pain, Alexander Smith, University of NSW, NSW ACI Pain Management Network | PY, MY, SY, R, O |
| 79 | Same sex practice in different environment and fight with stigma and discrimination under a safety network, Md Masbah Uddin Ahmed, Bandhu Social Welfare Society | EY, PY, R, O |

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**Welcome Reception / Happy Hour | 5.00pm - 7.30pm**
### Conference Program | Tuesday 14 April

**Various Physical Activities | 7.15am - 8.15am | Prince Alfred College**

**Recap of Day 1 and Keynote Presentation | 8.30am - 9.15am**

'A national health and physical education curriculum – what difference will it make?'

Rob Randall, ACARA

If the Australian Curriculum: Health and Physical Education is to make a difference for students, a key might be how well teachers engage with the 5 propositions set out in the curriculum as they engage with the curriculum, and how well they embed them in their teaching practice. The 5 propositions are new and challenging but give the curriculum a future focus and emphasise the educative nature of the HPE curriculum. This presentation will include an update about ACARA’s work and an opportunity for participants to ask questions.

**Session 4 | 9.15am - 10.45am**

<table>
<thead>
<tr>
<th>Workshop: 90 minute non-active</th>
<th>Session 4</th>
<th>9.15am - 10.45am</th>
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</thead>
<tbody>
<tr>
<td>4A 80 Technology and App integration in Physical Education, David de Lacy, HeapsGoodPhysEd</td>
<td>EY, PY, MY, SY, TY, C</td>
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<tr>
<td>4B 81 If ‘learning can only be done by the learner ..’ what can the teacher/coach do to facilitate and accelerate learning? Wendy Piltz, University of South Australia</td>
<td>MY, SY, C</td>
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<tr>
<td>4C 82 AFL in the classroom and on the field, Mark Riddiford &amp; Jake Battifouco, AFL / SANFL</td>
<td>PY, MY, SY, TY</td>
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<tr>
<td>4D 83 How to engage more students in early years PE, Andres Olascoaga, sportand</td>
<td>Pre, EY, PY, C, R, O</td>
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<tr>
<td>4E 84 LaunchPad Gymnastics Teacher Accreditation Module 1, Robyn Tribe &amp; Chelsea Wilkinson, Gymnastics Australia / Gymnastics SA</td>
<td>PY, MY, C</td>
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</tr>
<tr>
<td>4F 85 Footsteps: Rebranded, Relaunched, Reloaded, Taytum Cox &amp; Amanda Richter, Footsteps</td>
<td>Pre, EY, PY, O</td>
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<tr>
<td>4G 86 Volleyball Technical Models - How to teach the skills of Volleyball, Glen Urbani, Rostrevor College</td>
<td>MY, SY</td>
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<thead>
<tr>
<th>Workshop: 45 minute non-active</th>
<th>Session 4</th>
<th>9.15am - 10.45am</th>
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<tbody>
<tr>
<td>4H 87 Bringing the Australian HPE Curriculum into my primary classroom, Dr Tracey McAskill &amp; Tracy Zilm, ACARA</td>
<td>EY, PY, MY, TY</td>
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<tr>
<td>4I 88 Bad News Travels Fast, Kelly Johnson, ACU</td>
<td>MY, SY</td>
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<tr>
<td>4J 89 Wellbeing@School: Supporting whole school communities to foster wellbeing through a strengths based approach in Health and PE, Lisa Laschon, ReachOut.com</td>
<td>MY, SY</td>
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<tr>
<th>Workshop: 4 x 20 minute presentations</th>
<th>Session 4</th>
<th>9.15am - 10.45am</th>
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<tbody>
<tr>
<td>4K 90 Improving Outcomes and Innovating Change through Personalised learning in PE, Amber Heaft, Prospect North Primary School</td>
<td>Pre, EY, PY</td>
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<tr>
<td>91 Developing Specialist Sport programs to promote participation in co-curricular and after school sporting competitions, Cameron Willis, Cardijn College</td>
<td>MY, SY, C</td>
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<tr>
<td>92 Managing practice activities and games in Game Sense coaching: Reflections upon teaching in Asia, Richard Light, University of Canterbury</td>
<td>PY, SY, C, R</td>
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<tr>
<td>93 Teaching netball using a game sense approach- an example of constraints-led skill learning theory as pedagogical practice, Terry Magias, Flinders University</td>
<td>PY, MY, SY, TY, C</td>
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<tr>
<td>94 The SHAPE of Australian football: A discussion-based paper on the challenges embedded throughout the participatory journey, Deb Agnew, Flinders University</td>
<td>MY, SY, TY, C, R</td>
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<tr>
<td>95 Examining the change in throw-catch eye-hand coordination from childhood to mid-adolescence, Lennon Wicks, University of Canberra</td>
<td>EY, PY, MY, SY</td>
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**Session 4 continued on the next page**
### Conference Program | Tuesday 14 April

#### Session 4 | 9.15am - 10.45am (continued)

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<thead>
<tr>
<th>Session</th>
<th>Presentation Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
<th>Location</th>
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<tbody>
<tr>
<td>4M</td>
<td>Graduating student teachers’ beliefs regarding the philosophy and pedagogy of physical education within the New Zealand curriculum</td>
<td>Glenn Fyall, University of Canterbury</td>
<td>SY, TY, R</td>
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<tr>
<td>4M</td>
<td>First year Physical Education Teacher Education (PETE) student’s notions of the value of Health and Physical Education</td>
<td>Lisa Shuck, Deakin University</td>
<td>TY, R</td>
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<tr>
<td>4M</td>
<td>Opening minds - introducing mindfulness to tertiary Human Movement students</td>
<td>Dr Maarten Immink &amp; Scott Polley, UniSA</td>
<td>SY, TY</td>
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<tr>
<td>4M</td>
<td>Factors of Talent Detection form the point of view of the Volleyball coaches</td>
<td>Mohsen Ghanbar Zadeh, Physical Education Department, Islamic Azad University, Sousangeard Branch, Iran</td>
<td>SY, C, R, O</td>
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<tr>
<td>4N</td>
<td>Digging in and cooking with gas - what students really learn in the garden and kitchen</td>
<td>Ange Barry, CEO, Stephanie Alexander Kitchen Garden Foundation</td>
<td>SY</td>
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<tr>
<td>4N</td>
<td>Young people’s (mis)information, (mis)understandings and (mis)conceptions about health, fitness and physical activity</td>
<td>Jo Harris, Deakin University</td>
<td>MY, SY, C, R</td>
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<tr>
<td>4N</td>
<td>“I thought it would just be about healthy eating and exercise”: What we can learn about school health education from students and its implications for teaching health literacy and the new national curriculum</td>
<td>Jennifer Fane, Flinders University</td>
<td>PY, MY, SY, TY, R</td>
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<td>4N</td>
<td>Let’s CHAT about a whole school approach to health, Bruno Faletti, School Drug Education and Road Aware</td>
<td>Bruno Faletti, School Drug Education and Road Aware</td>
<td>PY, MY, SY, R</td>
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<tr>
<td>4O</td>
<td>Engaging students in activities beyond the classroom: A social-ecological exploration of primary school students’ enjoyment of school-based activities</td>
<td>Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University</td>
<td>PY, R</td>
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<tr>
<td>4O</td>
<td>“Sometimes you just have to let go of your plan!”</td>
<td>Engela van der Klashorst, University of Pretoria</td>
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<tr>
<td>4O</td>
<td>South Australian Catholic Primary Schools Sports Association [SACPSSA] Professional Learning Initiative: An innovative example of teacher professional learning using teacher-university-professional association partnership</td>
<td>Mark Bowman, SACPSSA</td>
<td>EY, PY, MY, SY, TY, R</td>
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<tr>
<td>4O</td>
<td>The ‘presence principle’ creating free play opportunities within communities</td>
<td>Engela van der Klashorst, University of Pretoria</td>
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#### Morning Tea | 10.45am - 11.15am

**Fritz Duras Memorial Lecture and ACHPER Awards | 11.15am - 12.15pm**

Dr. Fritz Duras has been justly called the father of Australian Physical Education. In 1936 whilst in England he was invited by Sir Raymond Priestly, then Vice Chancellor, to launch a Physical Education course in the University of Melbourne. From 1937 to 1939 he held a Carnegie lectureship in physical education and his impact was such that the University sought and obtained his services as permanent Director of Physical Education. This was the first such course to be introduced into an Australian university. From the outset he understood physical education to be a discipline that could give scope for full personal development in the best traditions of university education. He excelled in any intellectual or physical pursuit to which he set his mind. He was an olympic class ski jumper. Above all, Fritz Duras was an extremely kind man, deeply interested in people and their problems, never too busy, or too tired to be at the disposal of those who sought his help.

The 29th ACHPER International Conference is proud to host this year’s Fritz Duras Memorial Lecture. The orator of the 2015 lecture is Dr Graham Dodd.

**The Unrealised Value of Human Motion: the opportunity of a lifetime, Dr Graham Dodd**

#### Lunch | 12.15pm - 1.15pm

**ACHPER Fellow and Life Members Lunch, Ashton Room**
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<thead>
<tr>
<th>Session 5</th>
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<tr>
<td><strong>Workshop: 90 minute active</strong></td>
<td><strong>Workshop: 90 minute non-active</strong></td>
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<tr>
<td>5A</td>
<td>108 Games based learning and visible thinking routines - the quest to engage higher level thinking, Mel Hamada, Yokohama International School</td>
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<td>5B</td>
<td>109 Game Shaping and Development, Dave Cohen, National Rugby League</td>
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<td>5C</td>
<td>110 #HEREIFYOUNEED, Haylee Gillies &amp; Sam Poolan, Netball SA</td>
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<tr>
<td>5D</td>
<td>111 IAAF Nestle Healthy Active Kids’ Athletics Sporting Schools Coaching Course Part A, Kate Richardson, Athletics Australia</td>
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<td>5E</td>
<td>112 Teaching Handball using the SCT teaching model, Andres Olascoaga, sportandi</td>
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<tr>
<td>5F</td>
<td>113 Bringing the Australian Curriculum into my secondary classroom, Dr Tracey McAskill &amp; Tracy Zilm, ACARA</td>
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<td>5G</td>
<td>114 Assessment for learning - Movement and physical activity, Sue Monteath, DET</td>
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<tr>
<td>5H</td>
<td>115 Teaching Year 12 Biomechanics, Kain Noack, St Ignato College</td>
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<tr>
<td>5I</td>
<td>116 Delivering Wellbeing via PERMA in Health and PE, Sean Inman, St. Peters College</td>
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<tr>
<td>5J</td>
<td>117 Star gazing: What does the future of HPE look like?, Karen Lambert, Monash University</td>
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<tr>
<th><strong>Workshop: 45 minute active</strong></th>
<th><strong>Workshop: 45 minute non-active</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5K</td>
<td>118 Productive Pedagogical Practice Utilizing ‘Fitness’ Time to Promote Fundamental Movement Skills, Tamra Jones, UniSA</td>
</tr>
<tr>
<td>5L</td>
<td>119 Promoting resilience in children using literacy and interactive play to build values, resolve conflicts and promote solutions: Working with the NRL St George Illawarra Dragons, Sarah Tillott, University of Wollongong</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Forum</strong></th>
<th><strong>5M</strong></th>
<th><strong>Criticality of digital or critically digital? Technology and the HPE classroom, Facilitated by: Jan Wright, University of Wollongong</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5N</td>
<td>123 Skill Acquisition in Australian football: Some applications of theoretically informed practice, Shane Pill, Flinders University</td>
<td>EY, PY, MY, SY, TY, R</td>
</tr>
<tr>
<td>124</td>
<td>Physical Education and School Sport: The impact of policy on pedagogy, Helen Ives, University of Bedfordshire</td>
<td>PY, MY, SY, C, R</td>
</tr>
<tr>
<td>125</td>
<td>Effects of contextual interference on acquisition, retention and transfer of volleyball serves, Ali Moradi, Department of Education</td>
<td>CY, C, R</td>
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</tbody>
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<thead>
<tr>
<th><strong>4 x 20 minute presentations</strong></th>
<th><strong>5O</strong></th>
<th><strong>Implementing a critical inquiry approach in HPE, Justen O’Connor, Monash University</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>127</td>
<td>Skill Acquisition in Australian football: Some applications of theoretically informed practice, Shane Pill, Flinders University</td>
<td>PY, MY, SY, TY, R</td>
</tr>
<tr>
<td>128</td>
<td>Physical Education and School Sport: The impact of policy on pedagogy, Helen Ives, University of Bedfordshire</td>
<td>PY, MY, SY, C, R</td>
</tr>
<tr>
<td>129</td>
<td>Effects of contextual interference on acquisition, retention and transfer of volleyball serves, Ali Moradi, Department of Education</td>
<td>CY, C, R</td>
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</table>

| **5P** | **The Lunchtime Enjoyment Activity and Play (LEAP) intervention: Exploring the possibilities for creative primary school physical activity opportunities, Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University (CDU)** |
|---|---|---|
| 130 | Skill Acquisition in Australian football: Some applications of theoretically informed practice, Shane Pill, Flinders University | EY, PY, TY, R |
| 131 | Physical Education and School Sport: The impact of policy on pedagogy, Helen Ives, University of Bedfordshire | PY, MY, SY, C, R |
| 132 | Effects of contextual interference on acquisition, retention and transfer of volleyball serves, Ali Moradi, Department of Education | CY, C, R |

| **5Q** | **Canadian Assessment of Physical Literacy, Mark Tremblay, CHEO Research Institute** |
|---|---|---|
| 130 | The Lunchtime Enjoyment Activity and Play (LEAP) intervention: Exploring the possibilities for creative primary school physical activity opportunities, Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University (CDU) | EY, PY, TY, R |
| 131 | Effects of “Demo Cup” rope skipping training on students’ fundamental movement skills and social skills: A quasi-experiment, Cecilia Chan, The Chinese University of Hong Kong | PY, MY, SY, C, R |
| 132 | Canadian Assessment of Physical Literacy, Mark Tremblay, CHEO Research Institute | PY, C, R, O |
| 133 | Looking beyond the classroom walls: An insight for teachers of primary and secondary students’ perceptions to enhance the school physical activity environment, Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University | PY, MY, SY, TY, R |
## Session 6 | 3.00pm - 4.30pm

### Workshop: 90 minute active

<table>
<thead>
<tr>
<th>Session</th>
<th>Code</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A</td>
<td>134</td>
<td>Clear messages when teaching attacking and defending strategies in school sport</td>
<td>Andres Olascoaga, sportandi</td>
<td>PY, MY, SY, TY, C, R, O</td>
</tr>
<tr>
<td>6B</td>
<td>135</td>
<td>Developing Netball Game Sense</td>
<td>Terry Magias, Flinders University</td>
<td>PY, MY, SY, C</td>
</tr>
<tr>
<td>6C</td>
<td>136</td>
<td>IAAF Nestle Healthy Active Kids’ Athletics Sporting Schools Coaching Course Part B</td>
<td>Kate Richardson, Athletics Australia</td>
<td>MY</td>
</tr>
<tr>
<td>6D</td>
<td>137</td>
<td>LaunchPad Gymnastics Teacher Accreditation Module 2</td>
<td>Robyn Tribe &amp; Chelsea Wilkinson, Gymnastics Australia / Gymnastics SA</td>
<td>Pre, EY, PY, MY, SY, TY, C, R, O</td>
</tr>
<tr>
<td>6E</td>
<td>138</td>
<td>F-2 Creative, Action &amp; Folk Dances</td>
<td>Heather Mooney, TriSkills</td>
<td>Pre, EY</td>
</tr>
<tr>
<td>6F</td>
<td>139</td>
<td>The QR Code and it’s place in Physical Education</td>
<td>David de Lacy, HeapsGoodPhysEd</td>
<td>EY, PY, MY, SY, C</td>
</tr>
</tbody>
</table>

### Workshop: 90 minute non-active

<table>
<thead>
<tr>
<th>Session</th>
<th>Code</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>6G</td>
<td>140</td>
<td>Developing a Quality PE Program</td>
<td>Rick Baldock, ACHPER (SA)</td>
<td>EY, PY, MY</td>
</tr>
<tr>
<td>6H</td>
<td>141</td>
<td>Increasing activity and intelligent minds</td>
<td>Stacey Adamson, Jocelyn Elliott, Sarah Goddard &amp; Clinton Watts, QLD Department of Education, Training and Employment</td>
<td>EY, PY, MY, SY, R</td>
</tr>
<tr>
<td>6I</td>
<td>142</td>
<td>Assessment for learning - Personal, social and community health</td>
<td>Kay York, Department of Training and Education - C2C Project</td>
<td>Pre, EY, PY, MY, SY</td>
</tr>
<tr>
<td>6J</td>
<td>143</td>
<td>Let’s Talk Sexuality</td>
<td>Jill Spurling, SHine SA</td>
<td>PY</td>
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</tbody>
</table>

### Workshop: 45 minute active

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<thead>
<tr>
<th>Session</th>
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<th>Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>6K</td>
<td>144</td>
<td>So you think you can’t teach dance and gymnastics?! Learn to teach and integrated unit of dance, gymnastics and health concepts</td>
<td>Lisa Shuck, Deakin University</td>
<td>MY, SY</td>
</tr>
<tr>
<td>145</td>
<td></td>
<td>Active Every Day – Supporting Teachers to deliver Daily Physical Activity</td>
<td>Nick Warren, DECD</td>
<td>EY, PY, MY</td>
</tr>
</tbody>
</table>

### Workshop: 45 minute non-active

<table>
<thead>
<tr>
<th>Session</th>
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<th>Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>6L</td>
<td>146</td>
<td>Screencasting - a journey into more useful feedback for students</td>
<td>Melissa Hamada, Yokohama International School</td>
<td>EY, PY, MY, SY, TY, C</td>
</tr>
<tr>
<td>147</td>
<td></td>
<td>Physical Literacy Research</td>
<td>Chris Turner, Sunshine Coast University</td>
<td>Pre, EY, PY, MY, SY, C, R</td>
</tr>
</tbody>
</table>

### 4 x 20 minute presentations

<table>
<thead>
<tr>
<th>Session</th>
<th>Code</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>6M</td>
<td>148</td>
<td>When NAPLAN measure BMI, give me a call: the challenges of managing a regional physical activity project</td>
<td>Megan McNamara, Department of Education and Training</td>
<td>PY, MY, C, R</td>
</tr>
<tr>
<td>149</td>
<td></td>
<td>Deconstructing the Roles and Expectations of Change Agents Using Sport and Recreation in a South African Context</td>
<td>Engela van der Kloshorst, University of Pretoria</td>
<td>R</td>
</tr>
<tr>
<td>150</td>
<td></td>
<td>The Study to Explore the Effects of Varied Tempo music on Brisk Walking Performance</td>
<td>Saikot Chatterjee, University of Kalyani</td>
<td>MY, SY, TY, C, O</td>
</tr>
<tr>
<td>151</td>
<td></td>
<td>Designing a Model Program of Teacher’s Training for Sleep Education</td>
<td>Nobuhiro Tsuji, Shiga University</td>
<td>MY</td>
</tr>
<tr>
<td>6N</td>
<td>152</td>
<td>A Review of the Literature on Outdoor Education in Australian Schools</td>
<td>Scott Polley, Uni SA</td>
<td>PY, MY, SY, TY</td>
</tr>
<tr>
<td>153</td>
<td></td>
<td>Outdoor education programs provide an opportunity to demonstrate healthy eating patterns</td>
<td>Adrienne Forsyth, La Trobe University</td>
<td>MY, SY, TY, R</td>
</tr>
<tr>
<td>154</td>
<td></td>
<td>Getting good advice on getting out - Outdoor Education in the National Curriculum</td>
<td>Janice Atkin &amp; Scott Polley, Outdoor Education Australia</td>
<td>MY, SY, TY</td>
</tr>
<tr>
<td>155</td>
<td></td>
<td>Enhancing well-being naturally</td>
<td>Scott Adams, Amber Mosewich &amp; Scott Polley, Uni SA</td>
<td>MY, SY, TY, R</td>
</tr>
</tbody>
</table>

### 4 x 20 minute presentations

<table>
<thead>
<tr>
<th>Session</th>
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<th>Presenter(s)</th>
<th>Audience</th>
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</thead>
<tbody>
<tr>
<td>6O</td>
<td>156</td>
<td>Taking the wheel: How Health and PE teachers can drive real change through Fair go, sport!</td>
<td>Penny Wolf, Victorian Equal Opportunity and Human Rights Commission</td>
<td>MY, SY, C, R</td>
</tr>
<tr>
<td>157</td>
<td></td>
<td>Values into Action - Thirty-five years of trying</td>
<td>John Saunders, Australian Catholic University</td>
<td>SY, TY, C, R</td>
</tr>
<tr>
<td>159</td>
<td></td>
<td>Is health and physical education one of the powerful weapons that can change the world?</td>
<td>Michelle Gorzanelli, Australian College of Physical Education</td>
<td>SY, TY, R</td>
</tr>
</tbody>
</table>
Recap of Day 2 and Keynote Presentations | 8.45am - 10.30am

**Children in a digital world: what it means for teachers**
Griffin Longley, Nature Play WA

We are smack in the middle of the single biggest change in the experience of childhood in history. Australian children now spend, on average, less time outdoors than our maximum security prisoners and that great gem of the human legacy (an active and creative childhood) is in danger of being lost to future generations.

So what do these changes mean for our children? What do they mean for the task of parenting and educating them? How can we have an impact on the growing trend of sedentary and isolated childhoods? And is technology need to be the enemy of a creative, active and resilient childhood, or can it be an ally in the campaign to keep our kids engaged in the real world around them?

**Is leadership overrated?**
Jan Stirling

Having the right people in the right positions will produce the results that the team or organisation wants…right? Jan Stirling is one of the most motivating sporting personalities in Australia. In 2006 Jan was named “International Coach of the Year” after leading the Australian Opals to gold at the 2006 World Championships and Commonwealth Games. Jan will offer an insight into the essential skills of a successful coach/leader from the grass roots level to the elite and how to create a positive culture in an organisation/team.

**Trends in conditioning, recovery and physiological preparation of high-performance athletes**
Professor Kevin Norton,

The use of sophisticated technology to monitor player movement and game events in field sports over the last decade has enhanced the need for performance analysts. It is now one of the most rapidly growing areas in the sports science and medical departments at the elite level in sport. These developments allow trend analyses of many areas of game play as well as the associated evolution of player movement; both in games and across training programs. So how are these variables changing over time? What changes can be seen in game styles, speed and performance and has this been mirrored in the way training is structured for high-performance field-based athletes? Are these trends filtering through to junior levels and what are the impacts on talent ID and opportunities for those aspiring to reach the top levels in sport? Finally, where are we heading in terms of human performance and what are the limitations of human physical capacities?

**Morning Tea | 10.30am - 11.00am**
<table>
<thead>
<tr>
<th>Session 7</th>
<th>11.00am - 12.30pm</th>
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<table>
<thead>
<tr>
<th>Workshop: 90 minute active</th>
<th>Session 7</th>
<th>11.00am - 12.30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A 160 Making Technology Work in Sport, Dean Sharples, AutoCoach</td>
<td>PY, MY, SY, TY, C, R</td>
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<tr>
<td>7B 161 Low Organisation Minor Games for Early Years Students, Des Deuter, Mawson Lakes Primary School</td>
<td>EY, PY</td>
<td></td>
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<tr>
<td>7C 162 Touch Football Australia - Practical Coaching, Miles Wilson &amp; Mat Swan, Touch Football South Australia</td>
<td>PY, MY, SY, C, O</td>
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<tr>
<td>7D 163 Making Sense of Primary School Game Sense, Sarah Rupena &amp; Ben Clark, Mill Park Heights Primary School (REPEAT)</td>
<td>PY</td>
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<tr>
<td>7E 164 Maths 'N' Movement, Rachel McCann, Maths 'N' Movement</td>
<td>EY, PY, MY</td>
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<tr>
<td>7F 165 Basketball for Middle / Senior Years, Carlee Mitchell, St John’s Grammar School</td>
<td>MY, SY, C</td>
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<table>
<thead>
<tr>
<th>Workshop: 90 minute non-active</th>
<th>7G 166 Becoming a Nature Play School – the keys to changing how your school plays, Griffin Longley, Nature Play WA</th>
<th>EY, PY, MY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7H 167 Positivity v Honest and Direct Feedback, Jan Stirling</td>
<td>EY, PY, MY, S, C, R</td>
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</tr>
<tr>
<td>7I 168 Implementing the Australian Curriculum: HPE, Ros Cord-Udy, DECED</td>
<td>EY, PY, MY, SY</td>
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<tr>
<td>7J 169 7 Moves Physical Literacy, Christopher Turner, 7 Moves</td>
<td>Pre, EY, PY, MY, SY, C, R</td>
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</tbody>
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<thead>
<tr>
<th>Workshop: 45 minute active</th>
<th>7K 170 Improving gender relations through Korfball, Roy Kirkby &amp; Helen Searle, Korfball Australia / International Korfball Federation</th>
<th>PY, MY, SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7L 171 Sepaktakraw from zero to hero, Steven Svensson, ACHPER NT</td>
<td>MY, C</td>
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<table>
<thead>
<tr>
<th>Forum</th>
<th>7M 173 Online fitness communities and health literacies: Critical digital awareness, Stephanie Jong, Flinders University</th>
<th>MY, SY, R</th>
</tr>
</thead>
<tbody>
<tr>
<td>7N 174 The use of multimedia to improve health communication to children and promote and understand the issues underpinning health literacy, Karma Pearce, University of South Australia</td>
<td>Pre, EY, PY, MY, SY, C, R</td>
<td></td>
</tr>
<tr>
<td>7N 175 Results from the Active Healthy Kids Australia 2014 Report Card on Physical Activity for Children and Young People, Natasha Schranz, University of South Australia</td>
<td>PY, MY, TY, R</td>
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</tr>
<tr>
<td>7N 176 Teacher health literacy: The importance of multiple healthy role models within the school environment, Stefania Velardo, Flinders University</td>
<td>Pre, EY, PY, C, R, O</td>
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<thead>
<tr>
<th>4 x 20 minute presentations</th>
<th>7N 177 More Than ABC: What Really is Fundamental About Movement?, Chris Button, University of Otago</th>
<th>EY, PY, MY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7N 178 Associations between fundamental movement skills, perceived physical competence, enjoyment and physical activity among Hong Kong primary school children, Cecilia Chan, The Chinese University of Hong Kong</td>
<td>TY, R</td>
<td></td>
</tr>
<tr>
<td>7N 179 Effects of rhythmic and expressive movement teaching approaches on confidence and motivation to teach rhythmic and expressive movement in physical education, Sharna Spittle, Victoria University</td>
<td>Pre, EY, PY, MY, C, R</td>
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<tr>
<td>7N 180 Fundamental Movement Skills as an Equity Strategy, Tamra Jones, UniSA</td>
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</tbody>
</table>
### Conference Program | Wednesday 15 April

**Session 8 | 1.15pm - 2.45pm**

| Workshop: 90 minute active | 8A 181 | Linking assessment and instruction of fundamental movement skills (FMS), Bernie Holland, ACHPER Victoria | PY |
| | 8B 182 | Low Organisation Minor Games for Primary Years Students, Des Deuter, Mawson Lakes Primary School | PY, MY |
| | 8C 183 | Developing Physical Literacy through Dance - A workshop for PE Teachers, Rebecca Williams, Essential Dance & Fitness | EY, PY, MY, SY, TY, C |
| | 8D 184 | Fitness and Strength Training for HPE Teachers in Schools, Trent Worrall & Todd Brodie, United Fitness Solutions | PY, MY, SY, TY, C |
| | 8E 185 | Golf Coaching Made Easy, Allan Telford, Golf SA | PY, MY, SY, C |
| | 8F 186 | Movement Time as Learning Time, Paul Jeffrey & Mick Wilson, Blueearth Foundation | PY, MY |

| Workshop: 45 minute non-active | 8G 187 | Nailing the Australian Curriculum; HPE, Anne Goodman, ACHPER NT / Wanguri Primary School NT | EY, PY |
| | 8H 188 | Beyond Behaviour Management, Rick Baldock, ACHPER (SA) | EY, PY, MY |

| Workshop: 90 minute non-active | 8I 189 | Viva 7s, Cameron Tradell, Australian Rugby Union | PY, MY, SY, TY, C, O |
| | 190 | Game On, Cameron Tradell, Australian Rugby Union | PY, MY, SY, TY, C |
| | 8J 191 | Teaching for effective learning in PE: The use of Singapore’s PE Lesson Observation Tool (PELOT), Mabel Yong, PE and Sports Teacher Academy, Ministry of Education, Singapore | PY, MY, SY |
| | 192 | BOUNCE for Schools - The learning of movement & rebound skills and the promotion of health & well-being, in a unique, fun & safe environment, Kim McInnes, Bounce Inc. | PY, MY, SY |

| 8K 193 | The educative versus the interventionist role of HPE: A case study of teachers as health workers, Dr Eimear Enright, The University of Queensland | EY, PY, MY, SY, TY, R |
| | 194 | What we know, what we do and what we should do with regard to the delivery of health education in lower secondary government schools in Western Australia, Donna Barwood, Edith Cowan University | SY, TY, R |
| | 195 | Beyond ‘body image’: a critical inquiry approach to teaching about health and body size, Jan Wright, University of Wollongong | EY, PY, MY, SY, TY, R |
| | 196 | Gender difference in level of physical activity among higher secondary school students in Banke district, Nepal, Susan Paudel, Institute of Medicine | MY, R |

| 8L 197 | Physical education, pleasure and ethics: Drawing inspiration from lifestyle sport, Hamish Crocket, University of Waikato | SY, TY, R |
| | 198 | Bronze e-Lifesaving - a FREE interactive program for secondary schools, Penny Larsen, Royal Life Saving Society - Australia | MY, SY, O |
| | 199 | Sport and the Nation Character Building: Policy and Implementation (A New Theoretical Study on Physical Education and Sport-Literacy Policy Option in Indonesia), Agus Kristiyanto, Sebelas Maret University of Surakarta, Indonesia | |

| 8M 200 | Flipping Research, Anne McKay, Kylie Thompson & Margot Bowes, Unitec Institute of Technology / The University of Auckland | MY, SY, TY, R |
| | 201 | Experiential research inspired sport science pedagogy, Carl Petersen, University of Canterbury | MY, SY, TY, C, R, O |
| | 202 | The HEAR Framework - A model for understanding, structuring and sequencing action research, Hugh Shannon, Queensland University of Technology | PY, MY, SY, TY |
| | 203 | Instigating culturally responsive pedagogy: Historical shifts of Health literacy in the Cook Islands, Aue Te Ava, Charles Darwin University | EY, SY, TY, R |

### Future Directions, Conference Close and Awards | 2.45pm - 3.30pm

* Session numbers e.g. 1A, 1B, 1C will correspond to online session preferences  ** Numbers listed before the session titles refer to corresponding abstracts at the back of this booklet (from page 27)

- Pre = Preschool, EY = Early Years, PY = Primary Years, MY = Middle Years, SY = Senior Years, TY = Tertiary Years, C = Coaches, R = Researchers, O = Other
Social Program

Sunday 12 April

Conference Social Wine Tour (Barossa Valley)
10.00am - 5.00pm
Join other ACHPER Conference delegates in an excellent networking opportunity. This fantastic value for money tour will include refreshments, lunch, nibbles and a visit to 3 outstanding Barossa Valley wineries. The tour will start with a pick up at Parliament House (corner of North Terrace and King William Street). Drop off will be at Prince Alfred College. Bookings are essential.

Cost: $80.00 | Registration is available via the online registration link or contact the ACHPER (SA) office on 08 8363 5700 or info@achpersa.com.au to secure your place.

Pre Registration: ‘Tasting South Australia’
4.00pm - 6.00pm | Prince Alfred College
Come and enjoy some quality South Australian wine and cheese at the conference venue - Prince Alfred College, The Pavilion. Register and avoid the rush of Monday morning. A great chance to network.

Cost: included in registration

Monday 13 April

Welcome Reception / Happy Hour
5.00pm - 7.30pm | Prince Alfred College
It will be an evening of splendid food, South Australian quality wine and drinks at The Pavilion, Prince Alfred College.

Cost: included in registration for those delegates attending on Monday

Tuesday 14 April

Various Physical Activities
7.15am - 8.15am
Various physical activities will be available starting from Prince Alfred College, including Tennis, Bike Riding, Indoor Soccer, Yoga and Running. Limited opportunities available!

Cost: included in registration for those delegates attending on Tuesday. Bookings are essential. Registration is available via the online registration link or contact the ACHPER (SA) office on 08 8363 5700 or info@achpersa.com.au.

Conference Dinner (additional cost)
7.00pm - 11.30pm | Adelaide Oval
The Conference Dinner will be held on Tuesday 14 April at the newly renovated Adelaide Oval. This is a highly anticipated night with fantastic food, drink package, live band and outstanding networking opportunities. Bookings are essential.

Cost: ACHPER Member - $130 | Non-Member - $140

Wednesday 15 April

Conference Breakfast (additional cost)
7.00am - 8.30am | Prince Alfred College
Join us for breakfast in the Red Centre with a variety of breakfast options available including bacon and eggs, muesli, fruit, crossants, tea, coffee and orange juice. Bookings are essential.

Cost: $25.00 | Registration is available via the online registration link or contact the ACHPER (SA) office on 08 8363 5700 or info@achpersa.com.au to secure your place.

Please Note: The conference organisers reserve the right to cancel or vary optional activities if minimum numbers are not reached. Regrettably, optional social functions and additional ticket cancellations cannot be refunded if participation is cancelled less than 72 hours prior to the event.
Conference Registration Desk
All delegates must register themselves to be able to attend sessions, breakfasts, lunches, morning and afternoon teas and any social functions.

The registration desk will be open in the main foyer of the Pavilion, Prince Alfred College (Dequetteville Terrace, Kent Town) from 8.00am on each day of the conference.

If the desk is unattended please contact Matt Schmidt on 0412 357 558.

Name Badges
Conference delegates will receive a name badge at registration to be worn during the duration of the conference for admittance to sessions and social functions.

Conference Organisers
Please feel free to ask the organisers any questions, the conference staff and event volunteers will be available at the registration desk and around the venue to assist with directions, wearing ACHPER polo shirts.

Refreshments and Meals
Refreshments and meals included for delegates in the registration fee are as follows:

- Morning Tea, Lunch and Afternoon Tea is provided each day in the Pavilion.
- Sunday 12 April - 4.00pm - 6.00pm - Pre Registration: ‘Tasting South Australia’,
- Monday 13 April - 5:15pm - 7:30pm - Welcome Reception / Happy Hour

Trade Exhibition
You are invited to visit the trade exhibitors who have assisted the conference through their support. We encourage you to support these organisations and view their resources and materials. Each delegate bag includes an ‘exhibitor passport’ and we encourage you to visit each exhibit for a stamp. Collect all 13 stamps, complete your details, and submit at the conference registration desk for a chance to win great prizes. See page (X) for the full list of trade exhibitors.

Parking
Parking is available onsite – please enter off the Parade West, at the rear of the college.

Transport
The Conference is encouraging active travel. A short 1.2km walk from Prince Alfred College will get you to the heart of the City. Visit Adelaide Metro for more information on public transport options:

- **Trams** – commute to and from Glenelg to Entertainment Centre via Adelaide city. Purchase your tickets on board, travel is free from South Terrace to and from the Entertainment Centre.
- **Buses** leave for suburbs from various parts of the city – closest bus stops on Dequetteville Terrace are D1 and W1, Buses 141, 142, 144 all head into the city.
- **City Free Bus** – 99C city loop runs a loop around Adelaide city near most major tourist destinations including Rundle Street, North Terrace, Hindley Street and Grote Street. 98C includes the city and North Adelaide.
- **Trains** - leave from the Adelaide Railway Station situated on North Terrace for outer suburbs Belair, Noarlunga Centre, Gawler and Port Adelaide.

‘Metrocards’ are used as tickets on public transport and the nearest place to buy/recharge one is ‘Norwood Place Newsagent’ (161 The Parade, Norwood). Click here to find other locations where Metrocards can be bought.

**Airport Bus** – Jet Express (J1X) is a shuttle bus service from Adelaide Airport to many city hotel locations. Buses leave from the airport every hour starting from 5:40am until 9:40am and 4:40pm until 9:40pm. **Click here** for more information.

**Taxis** – there are a number of Adelaide taxi companies, please use the numbers below to book a taxi:

- Suburban – 13 10 08
- Yellow Cabs - 13 222 7
- Independent - 13 2211
- Access Cabs - 1300 360 940

Banking
The closest ATM is located at Hackney Fuel, 15 Hackney Road (ANZ). For nearest branches please see below:

- National Australia Bank – 134 Hutt Street, Adelaide
- Westpac – 180 Hutt Street, Adelaide (nearest ATM - 252 Rundle Street, Adelaide)
- ANZ – 185 Hutt Street, Adelaide
- Commonwealth - 202 The Parade, Norwood OR Corner Pulteney Street and Rundle Mall, Adelaide.
- Bank SA – Hutt Street, Adelaide

Medical and Dental Services
In an emergency dial 000 for police/ambulance/fire service

- Royal Adelaide Hospital – North Terrace Adelaide (Public)
  Phone: 8222 4000
- Wakefield Hospital – 300 Wakefield Street, Adelaide
  (Private) Phone: 8405 3333
- Norwood Medical & Dental Centre - 199 - 203 The Parade, Norwood OR Corner Pulteney Street and Rundle Mall, Adelaide.

**Medical**

- Independent - 13 2211
- Access Cabs - 1300 360 940

**Dental**

- ANZ – 185 Hutt Street, Adelaide
- National Australia Bank – 134 Hutt Street, Adelaide
- Commonwealth - 202 The Parade, Norwood OR Corner Pulteney Street and Rundle Mall, Adelaide.
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Internet Facilities
Wi-Fi internet access is available at the conference. Details will be available on a pin board by the registration desk.

Message Board
Any cancellations or conference news will be posted on the pin board next to the registration desk.

Dress Code
Dress for all professional and social functions is informal except for the Conference Dinner when guests are invited to wear more formal attire. **If attending practical sessions please wear appropriate clothing for active movement.

Smoke Free Zone
All venues for the Conference have been designated smoke free.

Conference Proceedings
A link to the conference proceedings will be sent to all delegates via email for online conference proceedings.
Have fun in Adelaide!
See below a list of things to do in Adelaide when you are not in sessions...

Adelaide Oval
War Memorial Drive, North Adelaide
Take a look around the newly redeveloped home ground for AFL and cricket in South Australia!

Tour & Museum Start Times:
• Mon - Fri 10:00am, 11:00am & 2:00pm
• Sat 10:00am, 11:00am, 1:00pm & 2:00pm
Cost: Adult $20, Concession $15, Child $10
Click here for more information

Adelaide Zoo
Frome Road, Adelaide (entry also from Botanic Park)
Opening Hours: Everyday 9:30am - 5:00pm
‘Meet the Keeper’ presentations daily
See Wang Wang & Funi – the southern hemispheres only breeding pair of Giant Pandas
Cost: Adult $32.50, Concession $23, Child $10
Click here for more information

Art Gallery of South Australia
North Tce, Adelaide CBD
Opening Hours: Daily 10:00am – 5:00pm
Cost: General Admission is free however some special exhibitions may have a free
Click here for more information

Barossa Valley Wine Tour
A tour has been arranged for the conference. Sunday, 12th April: 10am - 4pm
Cost: $60 per person.
To book: Click here or call 8363 5700

Bike Hire
Cost: Free bike hire with a helmet and bike lock
Need a valid driver’s licence, passport or Australian proof of age
• Adelaide Meridien; 21 - 39 Melbourne St., North Adelaide;
  Mon - Sun 9:00am - 5:00pm
• Adelaide Railway Station; 125 North Tce, Adelaide;
  Mon - Fri 9.00am - 5.00pm
• Adelaide Travellers Inn; 220 Hutt St, Adelaide;
  Mon - Sun 8.00am - 7.00pm
• Adelaide Zoo; Frome Rd, Adelaide, Mon - Sun 9:30am - 5.00pm
• Bicycle SA; 83 Carrington St, Adelaide;
  Mon - Sun 9.00am - 5.00pm
• Rydges South Park Adelaide; 1 South Tce, Adelaide;
  Mon - Sun 8.00am - 6.00pm
• Tandanya; 253 Grenfell St, Adelaide; Mon - Sat 8.00am - 4.00pm
Click here for more bike hire locations and opening times

Botanic Gardens
North Tce, Adelaide CBD
Opening Hours: Mon-Fri 7:15am-6pm & Weekends 9am-6pm
Guided walks start daily at 10:30am
Cost: Free
Click here for more information

BOUNCE Inc.
154-168 Richmond Road, Marleston
An indoor trampoline park with over 50 interconnected trampolines as well as giant air bags, basketball hoops, wall-running and dodge ball courts – a great time for anyone, any age!
Opening Hours: Mon - Thurs 10am - 9pm, Fri 10am - 11pm, Sat 9am - 11pm, Sun 9am - 9pm
Cost: General Access (people over 110cm) is $17 for the first hour and then $11.50 for the second hour. An extra $2 for BOUNCE grip socks which must be worn, however, can be kept once purchased.
It is recommended to book online in advance to guarantee a place in the session. Click here for more information or to book online.

Casino (SKYCITY)
North Tce, Adelaide CBD
Open 24 hours, 7 days a week - Dress Codes apply
Click here for more information

Cinemas
Palace Nova Eastend: Rundle St, Adelaide
Hoyts Norwood: 185 The Parade, Norwood
Piccadilly Cinema: 181 O’Connell St, North Adelaide
Click on the cinema name for session times

Dining Precincts
Rundle Street, Adelaide CBD
Hutt Street, Adelaide CBD
Gouger Street, Adelaide CBD
O’Connell Street, North Adelaide
The Parade, Norwood
Jetty Road, Glenelg

Golf
Strangways Tce, North Adelaide (8203 7888)
North Course: 6.00am - 5:30pm
Mon – Fri: Adult $22, Concession $16.50
Weekends: Adult $25.50, Concession $16.50
Twilight (7 days from 3:30pm): $17
South Course: 6.00am - 5:30pm
Mon – Fri Adult $27, Concession $21
Weekends: Adult $30
Twilight (7 days from 3:30pm) $20
9 Hole Rte (Mon-Fri): $20
Par 3 Course (off War Memorial Drive) 7:30am - 5.00pm
Adult: $15, Concession $12, Twilight (after 3:30pm): $11.50
Equipment available to hire
Click here for more information

Adelaide Central Market
Grote St, Adelaide
Fresh fruit, vegetables and produce
Click here for information on tours
Opening Hours: Tues 7:00am – 5:30pm
Wed 9:00am – 5:30pm (limited stalls open)
Thurs 9:00am – 5:30pm
Fri 7.00am – 9.00pm
Sat 7:00am – 3:00pm
Click here for more information
Adelaide Oval
War Memorial Drive, North Adelaide
for AFL and cricket in South Australia!
Mon - Fri 10:00am, 11:00am & 2:00pm
Sat 10:00am, 11:00am, 1:00pm & 2:00pm
Cost: Adult $20, Concession $15, Child $10
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State Library
North Tce, Adelaide CBD
Opening Hours: Mon - Wed 10am – 8pm; Thurs & Fri 10am – 6pm
Sat & Sun 10am – 5pm
Click here for more information

Ice Arena [ice skating]
23 James Congdon Drive, Thebarton
Opening Hours: Mon – Fri 9am-12pm & 12:30pm-3:30pm
Sat & Sun: 12:30pm-3:30pm
Fri & Sat nights: 7:30pm-11pm
Cost: Adult $17, Concession $15 (day only), Skate hire $5
Click here for more information

The Jam Factory
19 Morphett St, Adelaide CBD
Unique Art & Crafts
Opening Hours: Mon - Sat 10am – 5pm & Sun 12pm – 4pm
Click here for more information

The Beach House
Colley Reserve, Glenelg
Water slides, bumper boats, mini golf, sky cycles, dodgem cars
Opening Hours: Mon – Thurs 10am – 5:30pm.; Fri 10am – 8pm,
Sat 9am – 10pm; Sun 9am – 8:00pm
Cost: Free to enter, packages for numerous rides can cost $20-$100
Click here for more information

The Market Shed on Holland
1 Holland St, Adelaide CBD
Organic, seasonal, local food.
Open Sunday’s 9am - 2pm

Visitor Information Centres
Rundle Mall Information Centre
Rundle Mall, Adelaide CBD
Adelaide Visitor Information Services
9 James Place, Adelaide CBD
Glenelg Visitor Information Centre
Glenelg Town Hall, Moseley Square, Glenelg

Waterfall Gully to Mount Lofty Summit Hike – 3.9km
A steep, moderate walk with great views (see below) of Adelaide at the top. Allow up to 2 hours.
Cost: Free
Click here for more information

South Australian Tourism:
Click here for more ideas and contact details

Shopping
CBD trading hours generally Mon – Thurs 9:00am – 7pm Fri to 9:00pm, Sat 9:00am – 5:00pm & Sun 11:00am – 5:00pm
Suburbs have their late night shopping (open until 9pm) on Thursday’s

Main shopping areas in Adelaide
• Rundle Mall and Rundle Street: City Centre – Department Stores and speciality shopping
• King William Road: South of the City – Bistros/Cafes, fashion shops (10 minutes by car)
• The Parade: East of the City
• Bistros/Cafes, fashion shops (10 minutes by car)
• Harbour Town: West Beach near the airport
• Factory Direct (15 minutes by car)
• Jetty Road: Glenelg – take the tram direct from Victoria Square, Bistros/Cafes, fashion shops

South Australian Museum
North Tce, Adelaide CBD
Opening Hours: Mon-Sun 10.00am – 5.00pm
Costs: Free admission
Click here for more information

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Social Events happening in Adelaide close to the Conference
AFL – Come and watch an AFL game at the iconic Adelaide Oval. Tickets can be purchased here.
• 11th April at 7:10pm (Saturday) - Port Adelaide vs. Sydney Swans
• 18th April at 1:40pm (Saturday) - Adelaide Crows vs. Melbourne

Barossa Vintage Festival
15th – 19th April- Located at various locations within the Barossa valley region with a wide variety of activities for all ages and price ranges. Click here for information.

Netball – The Adelaide Thunderbirds play NSW Swifts at Netball SA Stadium as part of the ANZ Championships.
• 12th April (Sunday) – Click here for more information.

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• 12th April (Sunday) – Click here for more information.
Session 1B
2. Engaging the Cognitive Domain in Physical Education through video analysis
Raymond Koh, Ng Thiam Hock, Victor Lim, Ho Kuan Peng, Francis Teo, Nelson Chong, Matthew Ong & Anthony Leow, Ministry of Education (Singapore) schools and HQ units, (PY, MY, SY, TY, C)
This session aims to share an eduLab-funded project, undertaken by 4 schools and ETD, involving the use of a mobile application to foster metacognition and peer learning of students during PE lessons. Pilot studies on the effectiveness of the mobile application in facilitating student learning will be carried out on students of different age groups over a period of 2 years. Through this project, the team hopes to achieve twin objectives in improving learners' cognition and quality of field observation and peer feedback. This project is funded by eduLab, an MOE-NIE initiative designed to seed and spread ground-up pedagogical innovations supported by technology.

As the mobile application is currently being developed, the team hopes to share its early journey in the use of a substitute tool to address learning problems such as students not being able to visualise bodily movements, which affect their ability to engage in cognitive processes. Some students are also unable to provide quality feedback due to lack of ability to recall all physical actions and manage cognitive load. The team has identified the learning needs such as limited ability in visualising their own body movement through space. This lack of visualisation impedes their cognitive abilities and may result in students' inability to provide quality peer feedback.

Based on the preliminary findings, team would like to share a set of design principles that focus on the lesson design, group participation structures and social environment. It is hypothesized that using the mobile application with these design principles help facilitate students’ metacognition skills and improve the quality of peer feedback. In addition, participants will get to experience the mobile application on mini iPads and learn to use video replay technology to analyse various movements and sports skills. The application also provides guides and resources as reference for sports educators.

Session 1D
4. So you think you can dance?
Kerryn Cormack & Chelsea Wilkinson, Gymnastics Australia / Gymnastics SA, (PY, MY, SY)
Hip Hop, Dance, Cheerleading and Aerobics - learn the easy way to implement these fun activities into your session without making yourself look like Mr Bean. Discover a variety of ways students can learn, reproduce and choreograph more complex movement sequences. Ideas on resources, music selection, themes, teamwork, presentation, performance and assessment will be covered.

Session 1E
5. Developing essential questions to deepen understanding and drive the inquiry process
Mark Williams, Stamford American International School, (PY, MY, SY)
The historical approach to PE teaching has focused on the mastery of content. There has been little emphasis on the development of inquiring attitudes. This teacher centered approach focuses on development of skills related only to the sport being addressed so there is only one correct answer and outcome and no transfer of knowledge.
An inquiry based approach in its broadest sense, is the process initiated by students or teachers that takes them from their current level of understanding to new deeper levels of understanding. PE traditionally looks at the summative assessment as a tool to judge success. In the inquiry process however the summative is just a celebration of what students have learnt, the formative and the use of essential questions that draw out understanding and transfer are more important.

There is a belief that a student asking a question is inquiry, this is not true. Inquiry is structured and needs a framework of well crafted teacher questions. Teachers need to be explicit in their planning of inquiry questions and what they expect students to know while letting the students do the heavy lifting.
This workshop will look at how teachers can set up lessons/activities using conceptual and factual questions that allow students to do the talking and the teacher to facilitate inquiry.

Teachers will develop questions that cause genuine and relevant inquiry into big ideas; provoke deeper thought, sustained inquiry, and more questions; requires students to consider alternatives and create opportunities for knowledge transfer.

We will also consider how we use student questioning to support inquiry. How do we currently use students questioning? What methods do we use to encourage conditions for deeper student questioning? How can we display/use student questioning in PE?

How do we provide opportunities for students to inquire into their questions?

**Session 1F**

**6. Train the Ambassador**

Erin Bell, Netball SA, (MY, SY)

The ‘Train the Ambassador’ workshop will be run by Adelaide Thunderbird player Erin Bell and will commence in the classroom where teachers will be introduced to the National ‘Schools Teacher Ambassador’ Program. Erin will talk about the requirements of a School Ambassador, as well as the resources and benefits that our Ambassadors receive. I-pads will be available so teachers can sign up on the spot.

As part of the Schools Teacher Ambassador Program, Netball Australia have created a Secondary School resource, ‘Coaching a Netball Team’. This resource will be introduced and presented to the teachers, briefly covering areas of opposition analysis and using statistics to provide feedback.

Erin will run the second half of the workshop on the netball courts where she will coordinate a practical session focusing on how to teach a ‘shooter’. The Teaching points of a ‘preferred action’ will be discussed and demonstrated, as well as common errors to look for when coaching goalie. Erin will pull from her playing and coaching experiences to run teachers through some fun interactive goal shooting activities that they can then bring back to their individual schools.

**Workshops: 90 minute non-active**

**Session 1G**

**7. Teaching less and learning more: Effective Planning for Assessment and Evaluation**

Bernie Holland, ACHPER Victoria, (PY, MY, SY)

Does your HPE program articulate the critical knowledge, concepts and skills you want your students to develop in a sequential scope and sequence? Careful planning within the limitations of your setting will result in a more clearly defined program, making the task of assessment and evaluation less stressful. How do you cover the breadth and depth of the AC HPE in the time allotted to HPE? This presentation will challenge you to think about planning student outcomes from the perspective that we cannot be all things to everyone and expect to be effective and that we often overestimate the content that can be learned. Examples linked to the Australian Curriculum will be used to highlight the premise that teaching less can allow your students to learn more! Participants are encouraged to bring example outcome statements from their program to add to the discussion.

**Session 1H**

**8. Unpacking the strengths-based approach - what does it look like in Health and PE?**

Janice Atkin, janiceatkin.com, (PY, MY, SY)

The strengths-based approach which underpins the new Australian Curriculum in Health and Physical Education is still a bit of a mystery to some teachers. Come along to this workshop to explore the strengths-based approach and unpack some practical lesson ideas and strategies for embedding the approach in your teaching of health and movement lessons.

**Session 1I**

**9. Taking the wheel: How Health and PE teachers can drive real change**

Caroline Symons, Grant O’Sullivan & Penny Wolf, Institute of Sport, Exercise and Active Living, Victoria University and Victorian Equal Opportunity and Human rights Commission, (MY, SY, TY, C, R)

The landmark 2014 Equal Play Study by Victoria University (funded by Beyondblue) reports that school sport and PE classes are key sites of homophobic harassment, discrimination and exclusion. The study shows this bullying has a profound impact on the health and wellbeing of Same Sex Attracted and Gender Diverse (SSAGD) students and their classmates, and calls on Health and PE teachers and those who train them to drive change.

Enter the Victorian Equal Opportunity and Human Rights Commission ‘Fair go, sport!’ schools project. Piloted in Reservoir High in 2013, and extended to three further Victorian schools in 2014, the project enables staff and students to work together, primarily through sport, to make schools safer and more inclusive for SSAGD students. And it works! After less than 12 months, staff and students at Reservoir High reported seeing and feeling a positive change in verbal homophobia and greater compassion and acceptance towards the diversity of students and especially SSAGD students.

In keeping with the conference theme, this workshop will explore the Equal Play research, showcase the experience of the schools involved in ‘Fair go, sport!’ and workshop practical, tested strategies and resources to equip Health and PE teachers to take the lead in eliminating discrimination and building inclusion, helping their schools translate respect and diversity into action.

**Session 1J**

**10. ‘But can I be myself at school?’ Teaching gender diversity and sexuality diversity in health education.**

Roz Ward, Safe Schools Coalition Australia, (MY, SY)

Australian researchers have consistently found that same sex attracted and gender diverse young people experience high levels of verbal and physical homophobic and transphobic bullying and abuse, most of which happens in schools. This workshop will explore how we move beyond the vital work of challenging bullying to implement best practice positive and inclusive strategies in teaching gender diversity and sexual diversity in health education.

Safe Schools Coalition Victoria was launched in 2010 as a unique collaboration between academics at the Australian Research Centre in Sex, Health & Society at La Trobe University and the Victoria Department of Education together with schools, teachers, and students across the state. In 2013, the federal government Department of Education funded a national Safe Schools Coalition to work across the country, coordinated by the Foundation of Young Australians, and delivered by partners in every state and territory. The program has already provided professional development to thousands of school staff, and supported hundreds of students to take action to create safer and more inclusive schools.

This workshop will include discussion and activities aimed at;

- Understanding the experiences and needs of same sex attracted, intersex and gender diverse students;
- Building confidence and techniques for how to effectively challenge homophobic and transphobic language and behaviour in the classroom;
- Sharing best practice examples of how to include gender diversity and sexual diversity in a range of proactive and positive ways;
- Developing knowledge of resources and support available for teaching gender diversity and sexuality diversity in health education;
- Providing opportunities to action plan for whole-school approaches to support same sex attracted and gender diverse students;
- Supporting the needs of students who are same sex attracted, gender diverse, transgender and/or intersex.

All levels of experience and knowledge of this subject area welcome.
12. Inclusive PE: Kids understanding the learning needs of classmates with disability
Dr Phil Doecke, RMIT University, (EY, PY, MY, SY, TY, C)

The Australian community is being reminded that there are children in all schools with additional learning needs. Children with disability however are too often missing out on learning experiences to which most other children have access. Children with disability may be restricted and even excluded from successful participation in enjoyable movement sessions.

Found upon selected reports (including ‘Heard Back’ (VEOHRC 2012); and recommendations for education of children with disability in ‘Review of the Australian Curriculum’ (Australian Government 2014)), this session will present and seek ideas from participants for sharing: for planning lessons to meet the needs of (1) children in the class with disability, and (2) providing learning experiences for so-called ‘neurotypical’ children (children without apparent disability) to learn a little about what it might be like to play while having a disabling condition. Is it possible to equip children with learning experiences with a view for them to be more empathetic and understanding teachers and community members?

13. Game Sense Approaches to Coaching and Teaching
Richard Light, John Evans, Christina Curry, Shane Pill, Bianca Aguiar
University of Canterbury, University of Sydney, University of Western Sydney, Flinders University, University of Canterbury, (PY, MY, SY, TY, C, R)

Chair: Professor Richard Light, University of Canterbury, New Zealand

This forum comprises 4 x 15 minutes research presentations on teaching and coaching Game Sense, followed by a twenty-minute opportunity for interaction and debate between the presenters and the audience.

1. What are the factors encouraging or constraining teacher and coach adoption of the Game Sense sport teaching approach? Dr Shane Pill, Flinders University, Australia

Research using an appreciative ontology examined the attraction of teachers and coaches using the Game Sense approach and examined their attraction to it to amplify what was positive about it for them. It revealed similarities in pedagogical assumptions and “everyday” teaching philosophies as well as elements that constrain its broader adoption.

2. Self-taught Pre-service and beginning physical education teachers’ implementation of TGfU in Portugal. Bianca Aguiar
University of Canterbury, New Zealand

This study conducted in Portugal on six teachers with limited exposure to TGfU in their PETE programs but who pursued a better understanding of it informally. It investigated their expectations of putting it into practice on practicum to highlight the importance of knowledgeable and supportive mentor teachers in its development.

3. The Influence of a Game Sense Intervention on Teachers’ Practice. Dr Christina Curry, University of Western Sydney

This presentation draws on a two and a half year study on a department-wide attempt to change practice from a technique-based approach to a Game Sense approach in an Australian independent secondary school. It focuses on the extent to which the eight key informants’ practice of and views on teaching and learning were influenced by the intervention.

4. Indigenous AFL and NRL players’ early experiences of learning through games. Dr John Robert Evans, University of Sydney, Australia

This presentation draws on a larger research project on Indigenous sport to focus on the significance of learning through games as young children and the socio-cultural context for the development of expertise that enabled the participants to reach the AFL and NRL.
17. Health and Physical Education - A Strengths Based Approach
Scott Clark, Education Queensland, (MY, SY, TY, R)

Strength based education has two fundamental principles; the strengths of the educator and the strengths of the student (Anderson, 2004). A strength based model for education allows for both parties strengths to be recognised and developed in highly engaging learning environments. Primary educative goals are to transform talent in strengths through a comprehensive learning process. Introducing a strengths based model into the HPE curriculum allows students to access goals that are centred around personal strength and developing capacities that students need to promote, enhance and enrich their own and other’s health.

The process of a Physical Education curriculum accessing a strengths based approach involves educators intentionally and systematically discovering their own talents and developing and applying their strengths to improve teaching methods. Additionally it allows for the improvement of design and implementation of the curriculum to help students discover their own talents and strengths all while learning substantive knowledge, academic skills, and thinking and problem solving skills (Anderson, 2004).

This educational model embodies a student centred form, with the primary goal of transforming students into confident, efficacious lifelong learners whose work is informed with a sense of purpose (Lopez, Louis, 2014). It explores ways to empower individuals to flourish rather than simply survive. The Australian HPE Curriculum has moved past a deficit based approach solely focused on potential health risks, to a model that requires students to make decisions based on the strength of the outcome for the community, by being able to recognise the strengths of the community.

Session 10

18. Active Families, Healthy Bodies: A new model to engage refugee families in active lifestyles
Tea O’Driscol, Lauren Banting, Erika Borkoles & Remco Polman, Institute of Sport, Exercise and Active Living, College of Sport and Exercise Science, Victoria University, (R, O)

Migrant and refugee groups are not participating in sport and physical activity as much as other populations. Our previous research with Karen refugees revealed differences in how health; sport and physical activity are perceived and experienced after resettlement to Australia. The aim of our program, Active Families, Healthy Bodies, was to address culturally specific issues and encourage Karen parents and adults to engage in healthy active lifestyles with their children.

An 8-week family physical activity program was designed in collaboration with Karen community members and community leaders. The aim was for families to enjoy being active together through an introduction to physical activity with fun and inclusive play based sessions. The program also involved guest speakers on topics such as nutrition and type II diabetes, as requested by the community group.

The program was attended by 38 participants consisting of adults and children of various ages. The evaluation showed that participants enjoyed being able to play with their children, and found the new activities to be fun. Participants regularly provided feedback and their suggestions were incorporated into, future sessions. The success of the program was acknowledged by the local Council, who offered to continue running the program for an additional 6 weeks post research project.

Active Families, Healthy Bodies was a flexible, continuously evolving program which was a culturally appropriate and effective way of engaging Karen refugee families in active lifestyles. To ensure sustainability, the program needs to be supported by a range of stakeholders, particularly the community leaders and community members. Strong ownership of the program by the community group will ensure that refugee families continue to engage with the local community hub and remain active collectively.

19. Let’s play Superheroes!’ A fourteen year olds’ perspective on Physical Activity
Engela van der Klashorst & Philip van der Klashorst, University of Pretoria, (PY, C)

Children have an innate need to be play and be active. Children, however, do not have the same needs and interests in terms of how they want to play and be active, and do therefore not respond to physical activity in the same way. There are distinctive styles of play and physical activity amongst children which can be associated with subcultures of play and physical activity interests. This study explored the patterns of interests that pervade the subculture of children who view themselves as separate from children interested in dominant forms of sport; and who are more interested in utilising, for example, super heroes as foundation for physical activity. The theoretical foundation of the study is grounded in Social Constructivism from which data collected through focus group discussions and observation will be interpreted. Results of the study indicated that the ‘made-up’ world constructed by children represents an opportunity for the engagement of this harder-to-get-active group of children. Children expressed their perception of being different, and their aversion to physical activity in the form of team sports. Values of the importance of physical activity as well as skill development can be incorporated into this subculture’s play behaviour by means of legitimation of interests and it was suggested that teachers incorporate, for example ‘thinking games’ based on super heroes and their ‘powers’. The study concludes by suggesting possible alterations to existing physical activities that can impact on children’s inclination to participate.

20. The impact of Sport Leadership Program (SLP) on secondary schools: An in-depth evaluation
Petra Plencnerova, Victoria University, (PY, SY, C, R, O)

Objective: The ideology behind the SLP is to coach secondary school aged students to become sport leaders who deliver sporting activities to primary schools, in order to encourage participation in sports and physical activities. The aim of this study was to identify the impact the program had on secondary schools and their students.

Methods: Three secondary schools involved in SLP during the years 2011 to 2013 participated in the study. The sample of 36 participants consisted of three school principals, five teachers, 25 students and three parents. Data were collected through semi-structured interviews and focus groups.

Results: Some of the main themes which emerged from the data were: ‘State school's struggle’, ‘Program requiring support’ and ‘Potential of systemic change’. The findings revealed that students attained a number of skills and abilities by participating in the program, with a key theme ‘Students realising their potential’. Participants reported an increase in self-confidence, leadership, communication and organisational skills among students, as well as some improvements in their social and academic self-efficacy. This noticeable transformation in students consequently influenced the school environment, whether it was through teachers’ rewarding experiences, students’ positive interactions with their peers and family members or schools’ improved partnerships with primary schools and other organisations. Participants reported to experience some challenges associated with workload and organisational structure. In addition, principals and teachers outlined their perspective on how to ensure sustainability of the school program.

Conclusion: The SLP can provide a range of benefits for students’ development, their school environment and communities. The delivery mode employed by each school appears to have an influence on the level of benefits the school attains. To maximise opportunities for the schools to reach the positive outcomes, it is recommended to integrate the program within the school’s curriculum.
21. Year 6-1R/1 Peer Teaching Fundamental Movement Skills at St Francis Lockleys
Mark Bowman & James Goldy, St Francis Primary Lockleys SA, (EY, PY, MY)

For the past five years the South Australian Catholic Primary Schools Sports Association (SACPSSA) has actively supported the learning and teaching of “fundamental” movement skill (FMS). This project was developed in response to perceptions that many students leave primary school without sufficient coordination and control of FMS to meet the expectations of the curriculum framework. The project also sought to support the achievement of coordinated and controlled FMS to be physically active.

This presentation will describe the steps taken at St Francis Lockleys to increase the volume of practice and deliberate play to develop FMS through student-to-student ‘peer’ teaching. The benefits to both early years students and Year 6 students will also be reported on from a teacher perspective.

Session 1P

22. Student perspectives of teaching and learning experiences in secondary school biomechanics
Glenn Fyall, University of Canterbury, New Zealand, (SY, TY, CI)

Kinesiology courses appear to present many challenges to students of undergraduate Physical Education Teacher Education (PETE) and sport related programmes. Biomechanics, as a sub-discipline of kinesiology, with its unique relationship to Newtonian physics and mathematics provides many of these challenges and as a consequence many students struggle with, or disengage with the course and its content. Due to the compulsory, pre-requisite nature of these courses progression within these programmes is often compromised and in some cases degree completion is jeopardised.

The genesis of this research arises from the above concerns coupled with the re-conceptualisation of a first year undergraduate biomechanics course within a PETE and a Sport Coaching programme in a New Zealand university. Research and commentary in this area is scant, however, of the research available it is suggested that there is a lack of clarity when considering the relationship between learning, achievement and pedagogy. Therefore, in an attempt to investigate this issue from a pedagogical perspective this research looked to gain first-year PETE and sport coaching students’ perceptions relating to their recent high school learning experiences in sports biomechanics courses. Specifically, students were asked to give their perspectives of teaching and learning experiences that they perceived enabled them to best understand and learn the course content in secondary school.

The findings suggested that the study’s participants perceived that learning biomechanics course content may be enhanced through pedagogical approaches that are more learner-centred and constructivist in nature. Specifically, teachers who provided opportunities to explore the content through individual discovery, contextualisation and practical application enhanced the participants’ ability to learn the course content. These findings may have particular relevance to Physical Education teachers in secondary schools and those teaching biomechanics in PETE programmes.

23. ‘If they say it they can write it’: Redesigning Pedagogies in Senior Secondary Physical Education
Robyne Garrett & Alison Wrench, University of South Australia, (SY, R)

Pedagogical practices are fundamental to teachers’ work, and in the spaces of schooling bear a potential to impact on students success and achievement. This is especially the case for students from disadvantaged backgrounds who are deeply reliant on schooling for their educational resources. This research combines social constructionist theory of culture and discourse with phenomenological ideas that acknowledge the lived experience of the body. The research also signals a shift toward appreciating bodies as agents of knowledge production. It engages with pedagogical practices that explore the conceptual linkages between embodied ways of knowing, lived experiences and cognition.

Body-based learning, rooted in theories of critical pedagogy, is not new but appears marginalised in education systems focusing on students’ test scores and literacy accomplishments. This paper explores the interrelationships between embodied pedagogical practices, the physical education curriculum at the senior secondary level and learning by both students and a teacher in a school located in an area of socio-economic disadvantage. Action research investigating a pedagogical redesign of a unit of ‘Skill Acquisition’ is the specific focus. Of key interest are pedagogical practices that incorporated opportunities to learn ‘about’ Skill Acquisition ‘through’ and ‘in’ movement (Arnold 1979). These pedagogical practices were utilised with the intention to develop and apply scientific literacies specific to the human movement sciences, which are important for academic success in senior secondary physical education.

Findings reveal high student engagement, increasing utilisation of scientific literacies and application of new learning to life-world situations. We argue that pedagogical practices that integrate learning ‘about’ ‘through’ and ‘in’ movement disrupt default modes of teaching theoretical concepts in physical education, and offer ‘possibilities’ (Penney 2013) for academic success amongst students from low-socio-economic backgrounds.

24. The ‘integration of theory and practice’ as a central focus for senior school Physical Education Studies
Andrew Jones & Professor Dawn Penney, Edith Cowan University, Perth & Monash University, Melbourne, (SY, TY, R, O)

In February 2007 a new senior secondary Physical Education Studies (PES) was introduced in Western Australia (WA). The course was one of some 50 new courses that were developed in conjunction with the introduction of new Western Australian Certificate of Education (WACE). Notably, the Rationale for PES claims that the “integration of theory and practice is central to studies in this course” (Curriculum Council of WA, 2009, Physical Education Course Syllabus, p. 2).

This paper draws on findings from an ongoing PhD study to examine, in part, the notion of integrated theory and practice in the context of senior schooling. It will acknowledge that pedagogy is not a discrete entity, it is no island, and is influenced by a range of different factors, not least in senior schooling, examinations.

This paper initially draws on literature in the field of pedagogical practice in PE as linked to senior schooling, as a backdrop to the case for “the integration of theory and practice” (in the context of PES in WA) and briefly reports on how this was progressed in the initial course design and then subsequently during implementation.

In particular, the paper will report on a series of case studies which focus on the ultimate aim, of the study, that of identifying legitimate and original practice in the field of senior school PES, and specifically integrated “theory – prac” pedagogy. The paper will discuss the different ways in which ‘integration’ has been interpreted and enacted in the case study schools and the factors influencing the various approaches and responses identified.

This paper contributes to the ‘unpacking’ of the various discourses impacting “integration” and flags the need for more work that engages with the complexities of how curriculum and assessment discourses can be effectively mediated through pedagogical practice.
Session 2A
25. Not just playing games - using the Game Sense approach to teach AFL game competencies
Dave Reynolds & Shane Pill, SANFL / Flinders Uni, (PY, MY, SY, C)

This workshop will provide participants with practical examples of the use of the Game Sense approach across different levels of game development, from novice to more advanced players. The essential features of Game Sense teaching/coaching of: a) Progressing from simple to more complex game representations as skill develops b) Use of designer games to context skill development c) The changing of constraints to shape game behaviour and learning through the game d) Engaging players cognitively as ‘thinking players’ through the use of inquiry and questioning techniques, will be featured.

Session 2B
26. Ideas for using Technology in your PE program
Kirsty Crouch, Immanuel Primary School, (EY, PY)

This session will lead participants through ideas to use Technology (in particular iPads) in a primary PE program. We will work through a unit of inquiry using a number of apps, where participants will practice, observe, video, analyse and reflect on their learning. Bring your own iPad, and join in the fun, and take away some practical ideas for your program.

Session 2C
27. Dance Games and Activities
Carol Sharpe, (EY, PY)

A variety of games and activities incorporating dance and drama, with an emphasis on co-operation and teamwork. Be prepared to let loose, act the fool and create. A popular session that will offer a range of ready to use activities.

Session 2D
28. Theoretical and practical session demonstrating how the ‘Launchpad’ gymnastics programme can develop fundamental movement skills and overall body coordination in primary school children aged 6-9.
James Rudd (1); Erika Borkoles (1); Lisa Barnett (2); Jason Berry (1); Damian Farrow (1); Remco Polman (1) (1) Victoria University, Melbourne, Australia; (2) Deakin University, Melbourne, Australia, (Pre, EY, PY, MY, R)

Part 1: Will review the findings of the Sporting Success research project regarding the effectiveness of Gymnastics Australia’s Launchpad program. It also will focus on primary school aged children’s fundamental movement skills ability. The project was jointly funded by Australian Institute of Sport, Australian Sports Commission, Gymnastics Australia and Victoria University.

Background: FMS proficiency is positively associated with children’s physical activity participation rates, obesity levels and academic performance. However, FMS levels in primary school aged children are low in many countries including Australia. GA’s Launchpad activities can enhance children’s ability to acquire more proficient FMS.

Aim: This study measured the effectiveness of Launchpad activities on the development of FMS, motor competence and perceptions of fundamental movement skill competency compared to the regular PE curriculum in primary school children.

Part 2: Try LaunchPad
Practical workshop incorporating the four Fs: Fun, Fitness, Fundamentals, Friendship. This workshop will explore Launchpad activities and resources giving teachers an easy to follow primary school gymnastics/ movement curriculum specifically developed for classroom teachers to develop FMS body coordination in a progressive and sequential manner.
Tanya Hanae, McGrath Foundation, (MY, SY, TY)

Curve Lurve – Breast and body awareness teaching and learning resource for High Schools

The McGrath Foundation developed Curve Lurve, a breast awareness initiative. Curve Lurve’s key focus is on empowering young people to look after their bodies, to know what’s normal for them, to take action that promotes their own health and wellbeing. The material is age-appropriate, has been designed for students aged 13-18, for both single sex and co-educational schools

The content included in the Curve Lurve High Schools resource has been linked to each state or territory’s PDHPE/HPE curriculum and has been broken down into four modules. Teaching and learning resources for High Schools (Years 7-12) are available free on the website; www.mcgrathfoundation.com.au/curvelurve.

The four Curve Lurve modules:

Module 1 - (Years 7- 8) Boobie newbies: Puberty.

Module 2 - (Years 7- 8) Feeling comfortable with your curves - Knowing what is normal, debunking body image ‘myths’, media influence on body image, having a healthy body.

Module 3 - (Years 9- 10) What’s healthy & what’s not? Risk factors for developing breast cancer and adopting a healthy lifestyle approach.

Module 4 - (Years 11- 12) Breast cancer prevalence, Health promotion, McGrath Foundation case study: Health promotion concepts, social justice and the Ottawa Charter. Using the McGrath Foundation as a Health Promotion Case Study.

The Curve Lurve program provides an opportunity for inclusive learning and addresses the underlying pedagogical characteristics from the Australian Curriculum HPE upon which to base your teaching;

- A critical inquiry approach
- Strengths based approach
- Developing health literacy
- Focus on the educative outcomes of the learning.

The Sub-strands include;

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

As the Education Advisor, the workshop would be an interactive session, enabling PDHPE/HPE teachers, Student Wellbeing Coordinators as well as relevant University students to examine the content, activities and how they these resources could be incorporated into their programs for health enhancing behaviours in young people.

Workshops: 45 minute active

Session 2I

33. Fundamental Movement Skills in the Early Years: Ideas and activities for teaching and reinforcing physical education concepts for children aged 3 - 8 years.
Jennifer Fane, Flinders University, (Pre, EY, PY)

Through a hands on and active workshop, ideas and activities for teaching and engaging young children in Fundamental Movement Skills (FMS) will be demonstrated and practiced. The session is aimed at Physical Education and generalist educators who work with young children and would like to learn how to teach for FMS, how to teach FMS specifically to young children, or would like to expand their repertoire of activities, games, or lesson progressions for this age range.

The session will also help to link the practice and reinforcement of FMS to physical activity and play, supporting cross curricular connections and learning at the early years level. Ways to support and engage young children in developing FMS across the centre/school day, as well as ideas for teaching physical education in small or non-traditional spaces (classrooms, outdoors/playgrounds) will be covered.

Justin J. Lang, Pat Longmuir & Mark S. Tremblay, Healthy Active Living and Obesity research group, Children’s Hospital of Eastern Ontario, (PY, MY, R, O)

Physical literacy is described as the foundation of knowledge, understanding, behaviours, skills and awareness to adopt and maintain healthy active living. For the past 5 years the Canadian Assessment of Physical Literacy (CAPL) has been under development to fill a gap in the availability of a tool to assess physical literacy in school age children (8 to 12 years old). With data available on over 1500 children, CAPL provides physical educators, coaches and researchers with an understanding of how to improve programs and classes in order to educate children on how to adopt a physically active lifestyle. As a component of CAPL, a novel obstacle course has been developed to assess movement skill proficiency. The CAPL obstacle course protocol provides an evaluation of 7 movement skills in a time-to-completion format that enables the assessment of groups of children in a relatively short period of time (i.e., 5 minutes per 2 children).

All delegates are invited to a 45 minute workshop showcasing the CAPL obstacle course. The first portion of the workshop will present findings on the feasibility, validity, objectivity and reliability of the obstacle course. Next, delegates will have with the opportunity to perform and/or score the obstacle course, providing practical experience.

Sessions: 45 minute non-active

Session 2J

35. Student leadership and playtime activities: how to set up a self-running action team to promote eat well be active across the whole school.
Amber Heaft, Prospect North Primary School, (PY, MY)

Many research papers have proven that student leadership within school works; it gives students a voice and develops many life long skills. With physical education continually competing for space in education it’s time to get innovative in creating more opportunities to promote being active and healthy eating across the school.

Four years ago I was inspired by a presenter at an ACHPER conference to introduce a student leadership team. It was the first of its type within my school, within a year of the eat well be active Action team running, a journey of various action teams across our school began. We now have eight action teams that students can apply to be on and learn skills of being a leader in their chosen field. My action team has developed into a team of 28 students who work on promoting eat well be active across the school, they undergo training to run lunchtime activities and are part of the planning process of what games they run, they monitor sports equipment, present at assemblies, collect data, lead their teams on sports day, present healthy eating clips, just to name a few. I have trialed many different ways in running this action team and it is now almost a self-running team all year round. I wish to share my process on how to run a successful student leadership team with others to help promote eat well be active across the school, not just in PE lessons!

The amount of applications at the beginning of the year is enough to demonstrate the intrinsic motivation, commitment and excitement towards being on this student action team. I know other educators and students will benefit greatly from my story and resources to implement an action team at their school.
36. Sports Education Model - Bringing the teaching of values alive in PE

Louis Ho, Debbie Gan & Muhammad Shufi, Sengkang Secondary School - Singapore, (MY, SY, TY)

Sengkang Secondary School was awarded the Learning for Life Learning (LLP) Programme status of “Building character in sports and physical education.” As part of the PE department’s effort to provide an engaging and holistic PE experience, the PE department hopes to adopt the Sports Education Model (SEM) as the main pedagogy for teaching of games and sports in PE lessons.

The reasons for choosing SEM is line with Ministry of Education’s effort to provide a student centric, values driven education. Through SEM, the PE department hopes to provide each student with a deep foundation for a lifelong journey of healthy and active living. Similarly, the aim of the SEM model (Sidentop, 1994) is to help students to become competent, literate and enthusiastic sports persons.

The adoption of SEM also ties in with the objectives of the new PE syllabus that is to enable students to demonstrate individually and with others the physical skills, practices, and values to enjoy a lifetime of active, healthy living.

The SEM based PE lessons will enable students to practice and better understand the needs of the different roles such as referees, captains and team managers that a sports competition will need.

The aim of this research is to examine the influence of the Sports Education Model on student motivation (intrinsic/extrinsic motivation, goal orientations) in secondary physical education. 7 classes of 40 students were selected based on convenience sampling. At pre- and post-test, all participants completed two questionnaires: the Intrinsic Motivational Inventory (IMI) and the Goal (Task and Ego) Orientation (TEOSQ) in Sports Questionnaire. Students will have to complete a post lesson evaluation based on qualitative and quantitative feedback. Results indicated no significant difference in Intrinsic Motivation or Goal Orientations. However, this research has highlighted key challenges and benefits of the Sports Education Model in Singapore Schools.

Session 2K

37. National Position Statements: Advocating for HPE

Natalie McMaster & Chris Hickey, ACHPER National, (Pre, EY, PY, MY, SY, TY, C, R, O)

ACHPER National has worked strategically to develop position statements in response to a number of issues in Health and Physical Education (HPE) with the aim of strengthening the advocacy for the learning area.

The National Position Statements were developed by educators and representatives at several Australian Universities with the aim of influencing decisions in support of HPE.

The statements identify the importance that Health and Physical Education has in the Australian Curriculum, and the urgent need to better prepare children with the skills, knowledge and understandings to be active and healthy.

ACCHPER’s National Position Statement on ‘Time allocation of HPE in Australian schools’ and ‘The Relationship between Fitness and HPE’ will be released at this session, to accompany the recently released position statements on ‘The Importance of the HPE learning area in schools’ and ‘ACCHPER’s Support of the Australian Curriculum: HPE’.

Lead writers from two of the statements, Natalie McMaster and Chris Hickey, will lead discussions regarding purpose, intent and key points outlined in the ACHPER National Position Statements, followed by a Q&A.

38. What’s in a name ????

Alf Colvin (Pre, EY, PY, MY, SY)

Personal Development Health and Physical Education Syllabus K-12 (PDHPE) now part of the Board of Studies (BOSTES) has travelled through various school systems across Australia under a serious variety of names since it began its educational experience as “military drill” in the early convict colony in New South Wales. Where military drill was used as playground discipline and as a classroom health and hygiene activity.

In Australian states and territories different people have explored some aspects of areas of the Personal Development Health and Physical Education curriculum through sport, dance, physical education, health education leisure and recreation and have used particular perspectives to collect their data.

At the moment in New South Wales: Physical Education and legal studies top HSC list of fastest growing courses.

This paper will endeavour to trace the significant features in the development of the Physical Education and Health syllabus in the curriculum in NSW.

Session 2L

39. Bikes, the curriculum and a safe and active school community

Krystil Ellis, Department of Planning, Transport & Infrastructure, (PY, MY, O)

The workshop will begin by exploring the purpose behind teaching students to ride a bicycle, and how this aligns with the rationale of the Health and Physical Education curriculum. Participants will reflect on bike riding in the context of their school community, and consider opportunities for students to engage in safe and active lifestyles now and in the future.

New Way2Go Bike Ed teaching resources and materials will be shared, with an explanation of its intended use and design framework.

The workshop will conclude with a group conversation about current challenges to integrating bicycle education into a school context and how these might be overcome.

40. Clarity Kids

Megan James, Clarity counselling and healing, (Pre, EY, PY, MY)

Clarity kid’s is all about teaching children how to build a connection to their mind and bodies enabling relaxation and meditation. Equipping kids with tools to effectively calm and relax, through meditation and gentle stretching. Children gain an understanding, increasing awareness and learn the tools in a fun calm and relaxed environment then children can be rewarded with the emotional, physical and mental benefits of relaxation which leads to increased wellbeing.

Attendees can expect to learn why meditation is valuable to children and what teachers can benefit from incorporating meditation, gentle stretch and relaxation. The gentle stretch increase’s the children’s ability to meditate by practicing Yoga, Tai Chi and learning to switch on and off muscles.

Why is meditation important and how does it impact on children’s learning, mental health and wellbeing? We will discuss the emotional and mental benefits of meditation including the many physical benefits such as lowering inflammation and decreasing Asthma symptoms.

What is the connection to mindfulness and meditation with so many benefits why can’t we teach mindfulness to our children now?? Is there a connection to long term stable mental health?

Teachers will be taught practical and simple ways to connect to kids and facilitate their class to learn to meditate.
4 x 20 minute presentations

Session 2N

42. Mentoring as a key feedback loop in HPE pre-service teacher education.

Wendy Piltz, University of SA, (TY)

This presentation investigates the benefits for HPE pre-service teachers who are engaged in a progressive mentoring role as a part of their ‘Lab School’ teaching experiences in Health & Physical Education at the University of South Australia. All pre-service teachers in secondary HPE preparation participate in a progressive series of four courses of study designed to integrate theory with practice and to provide experiential opportunities to learn to teach within a Lab School structure. The opportunities provided in the HPE Lab school are designed to accelerate student learning, build their confidence and increase their readiness to engage in the formal ‘professional placements’ undertaken in the overall program of study. The presentation will outline the framework and key components evident in the preparation experiences provided for pre-service teachers in HPE and describe how they set the conditions for learning to teach. The framework for learning to teach will be interpreted with a complexity lens, illustrating how the key features of a complex system including the dynamic relationships, feedback loops and constraints, operate to enable adaption and transformation (Davis, Sumara & Luce-Kapler, 2008). Attention will be focused on the progressive mentoring roles from mentee, to critical friend to mentor (Davis, Sumara & Luce-Kapler, 2008). Attention will be focused on the progressive mentoring roles from mentee, to critical friend to mentor (Davis, Sumara & Luce-Kapler, 2008). This analysis revealed 77 unit descriptions or titles that could be distinguished from one another. Thus the questionnaire listed 77 “content areas” for students to rate, which were listed as the unit title. Individual units rated as higher in importance by students included School Experience, Health Promotion, Safe Practice in Physical Education, Physical Education Curriculum, Teaching for Learning and Understanding, and Skill Acquisition. Items rated as lower in importance included Statistics, Dance, History of Sport, and games and sports activities (e.g., Badminton, Tennis, Baseball, and Softball). An exploratory factor analysis was conducted to investigate the underlying structure of the 77 individual items. Nine factors were identified and labelled as: Physical education identity and issues, Sports, Exercise and sport science, Instruction of movement skills, Motor development, Socio-critical perspectives, Games, Physical education practice, and Health education. All but one of the 9 content areas (Sports) and 60 of the 77 individual units listed had high levels of importance indicating that students seemed to perceive a broad range of content as relevant to physical education. There were no significant differences for year level. Debates around the meaning of physical education have often focused on the content that characterises physical education. The practice and content of physical education in physical education training courses as well as what students perceive of this content has the potential to influence what physical education is. Thus, there are good reasons to further explore the perceptions of students towards curriculum being provided at a University level.

43. Perceptions of undergraduate physical education students of the content areas in physical education courses

Michael Spittle & Sharna Spittle, Victoria University, (TY, R)

This study explored the perceptions of university physical education students of the importance of curriculum content areas in physical education courses. Students (n = 188) rated their perceptions on a questionnaire. Content areas were sourced by reviewing units listed in course outlines for physical education courses from six universities in Australia. This analysis revealed 77 unit descriptions or titles that could be distinguished from one another. Thus the questionnaire listed 77 “content areas” for students to rate, which were listed as the unit title. Individual units rated as higher in importance by students included School Experience, Health Promotion, Safe Practice in Physical Education, Physical Education Curriculum, Teaching for Learning and Understanding, and Skill Acquisition. Items rated as lower in importance included Statistics, Dance, History of Sport, and games and sports activities (e.g., Badminton, Tennis, Baseball, and Softball). An exploratory factor analysis was conducted to investigate the underlying structure of the 77 individual items. Nine factors were identified and labelled as: Physical education identity and issues, Sports, Exercise and sport science, Instruction of movement skills, Motor development, Socio-critical perspectives, Games, Physical education practice, and Health education. All but one of the 9 content areas (Sports) and 60 of the 77 individual units listed had high levels of importance indicating that students seemed to perceive a broad range of content as relevant to physical education. There were no significant differences for year level. Debates around the meaning of physical education have often focused on the content that characterises physical education. The practice and content of physical education in physical education training courses as well as what students perceive of this content has the potential to influence what physical education is. Thus, there are good reasons to further explore the perceptions of students towards curriculum being provided at a University level.

44. Formative Reflections of University Sport and Recreation Science Students in South Africa on Credit Bearing Service Learning

Engela van der Klashorst; Anneliese E Goslin; Darlene Kluka & JGU van Wyk, University of Pretoria; Barry University, (TY, O)

Community-university partnerships through service learning have progressively developed as part of institutions of higher education’s mission statements. This paper explores the qualitative reflections of 410 undergraduate students enrolled in an academic sport and recreation science course on a first time service learning experience in South Africa. Students used written reflective journals to express concerns and formative reflections over a four week, twenty hour service learning experience. The service learning programme aligned with the social constructivism principles of team work, occurred under the guidance and supervision of lecturers, was embedded in a realistic problem, required collaborative problem solving and collaboration with the community partner and involved self-direction and self-management of students. Fear, antagonism and confidence were reported as pre-service learning reflections. Four themes emerged from inductive analysis of formative reflections: translation of theory into practice, personal development and changed attitudes, career vision and increased civic responsibility. Results suggested that the service learning experience fostered development in the areas of problem solving, civic awareness, linking theory with practice, decision making and collaborative team work while also challenging attitudes and beliefs relative to the career potential of recreation sciences in communities. Results confirmed the value of service learning and commensurate with the overall aim and purpose of service learning in institutions of higher education.
45. Using instantaneous and dynamic video feedback to develop reflective skills and advance pedagogical practice in Health & Physical Education (HPE) teacher education programs.

Chris Zehntner & Jenny McMahon, University of Tasmania, (TY, C, R)

Environmentally challenging learning areas (i.e., ovals, gyms and aquatic environments) have been identified as impacting upon the execution of effective pedagogical practice in health and physical education (Higgins, Hall, Wall, Woolner, & McCaughey, 2005). An effective pedagogical approach in such challenging environments is crucial to learners’ experiences (James & Pollard, 2014). Despite these challenging environments being identified, and the value placed on demonstrations of movement skill, no specific tool has been utilised in pre-service teacher education to assist the development of advanced pedagogy in difficult environments. This project was concerned with how instant video feedback might impact on the development of such pedagogy. As James and Pollard (2014) note, the development of advanced pedagogical approaches in pre-service teachers will invariably improve learner outcomes which underpins the very essence of education. By utilising tablet video playback technology to provide instantaneous feedback that can prompt a shortened and repeated reflective cycle, we can ensure pre-service teachers are developing their pedagogical practice beyond a superficial level. Video feedback has been utilised with some success in pre-service teacher education (Colasante, 2011; Prusak, Dye, Graham, & Graser, 2010). Both (Colasante, 2011; Prusak et al., 2010) utilised pre-service teacher reflection on recorded performances however practical considerations of technology in each investigation meant that video review occurred only after a protracted period, limiting the effectiveness of reflective practice on subsequent performances. A multiple case study approach was utilised to investigate how instantaneous video feedback through the use of tablet technology assisted pre-service health and physical education teachers to reflect and adjust pedagogy to suit their environment. The results indicated in the case studies were positive, and high levels of engagement with the shortened reflective cycle led to elevated levels of student satisfaction with their developing pedagogical skill set.

Session 20

46. Dance and Homophobia: Moving in the right direction?

Mark Edward, Edge Hill University, (MY, SY, TY, C, R)

This presentation is an investigation into boys’ participation with dance in school settings, both on the curriculum and as extra-curricular activities. The project initially involved several schools from the North West of England and the research focuses on two schools. The work demonstrates how the discipline of dance has never been able to escape its feminised stereotype within schools. The work raises important questions relating to a range of cultural, gender and sexual assumptions alongside issues associated with homophobia, well-being and empowerment. For many boys who do engage with dance, there can be social consequences as they effectively position themselves in opposition to hegemonic masculinities. Intertwined throughout this research is a reflexive turn to self, through an auto-ethnographic account were the researcher shares his experience as a male dancer and dance educator. The writings explore his own personal history, from his my working class roots and a desire to dance to his role as a university lecturer in Dance, Drama and Performance.

47. Human rights education and combating racism

Dr Tim Soutphommasane, Australian Human Rights Commission, (PY, MY, SY)

Teachers and educators are the agents of multicultural nation-building: ensuring that their students can participate in the life of this country as members and citizens. This presentation considers the importance of teaching civic values and ethical behaviour through human rights education. It reflects on the empowerment of young people to improve personal, social and community health; and on racism’s impact on young people. It also discusses the practical steps that the Australian Human Rights Commission has been taking to combat racism through the National Anti-Racism Strategy.

Research in Australian schools shows that human rights education enhances students’ empathy, tolerance and respect, and increased student confidence to address bullying. Human rights principles provide a valuable framework for respectful relationships and the negotiation of diversity. Through its RightsED program, the Australian Human Rights Commission has created a series of educational resources, designed to assist teachers in incorporating human rights issues into the classroom while covering core content from the Australian Curriculum. This includes four new Health and Physical Education teacher resources for students from Years 5 to 10.

The new RightsED resources are available here: https://www.humanrights.gov.au/education/human-rights-school-classroom

48. Associations between homework time, physical activity and school-related stress in senior secondary students.

Mr. Sam Bolch & Dr. Kate Ridley, Sport, Health and Physical Education (SHAPE) Centre, Flinders University, (MY, SY, R)

Adolescence has been labelled a time of ‘storm and stress’ for many young people. The school environment has the potential to foster a range of stressors. Homework presents a noteworthy stressor among senior secondary students and dedicating time to homework has the potential to conflict with other lifestyle elements including physical activity. Adolescents typically become less physically active as they progress into senior years of schooling. These declines are likely to impact adolescent health and wellbeing as well as educational outcomes. The primary aim of this study was to investigate associations between homework time, physical activity and school-related stress among a sample of senior secondary students. Secondary aims were to assess the stability of these associations across two consecutive school terms, and to assess sex and year group differences.

Sixty-six participants (mean age 16.5 years) were recruited from a South Australian metropolitan school. Participants self-reported homework time via the Adolescent Sedentary Activities Questionnaire (ASAQ) and school-related stress via the Adolescent Stress Questionnaire. Physical activity was measured using accelerometry over 6 days. Results showed a positive correlation (r = 0.64, p<0.05 ) between homework time and school-related stress, and a negative correlation (r = -0.37, p<0.05) between physical activity and school-related stress. No significant relationships were found between physical activity and homework time. Homework time, physical activity, school-related stress and their bivariate associations remained stable across school term 2 to term 3. Female students reported higher levels of school-related stress than males, while males showed higher levels of physical activity. These findings have implications for schools and teachers interested in assisting students manage the stressors associated with secondary school study and highlight the importance of promoting physical activity in secondary school environments.

49. High performance school-age athletes in my classroom: Teachers’ perspectives of the issues facing student athletes with balancing their study and training.


Aim: This investigation examined teachers’ perspectives of issues faced by high performance school-age athletes in balancing school and training. This study examined a complementary but different view about the training and study issues identified by school-age athletes themselves and was designed to provide a broader insight into this problematic area.

Methods: This research was part of a larger project where 19 high performance school age athletes were interviewed about their experiences in juggling school and sporting demands. Additionally 10 teachers who had or were teaching high performance school-age athletes were also interviewed about their views on how these student athletes cope with school and sporting commitments. Interview data from teachers were analysed using NVivo 10.1 and SPSS descriptives.
Results: Although teachers were empathetic to student athlete issues, the teachers’ perspectives about the problems faced by high performance school age athletes in balancing study and sport differed to the issues expressed by the students themselves. In particular teachers daily classroom observations of school-age athletes revealed that the main issues for student athletes related to balancing timetables, student tiredness, being time poor, and the need for students to set short term goals. Notably absent from teachers’ responses were: a lack of their awareness about the nutritional requirements of student athletes and their lack of any systematic monitoring strategies to gauge fatigue and physical stress levels in student athletes.

Conclusion: This research identifies observational issues for teachers in their management and support of high performance school-aged athletes. It provides strategies teachers can use to monitor student athletes’ wellbeing and also identifies some supportive strategies teachers can use to help these school-age athletes’ cope with their educational and sporting goals.

Session 2P

50. Playing ‘hot shots’ tennis: A case study of inclusive practice
Mrs Anne Browne, Dr Janet A Young, Mrs Loretta Konjarski and Mrs Sonja Kiernan, Victoria University, (FY, MY, SY, TY, C, R)

This paper outlines the successful conduct of Tennis Australia’s ANZ Tennis Hot Shots program in teaching Adapted Physical Education classes. Participants were Secondary School students with special needs who attended a series of 9 weekly sessions conducted by Victoria University (VU) in 1st semester, 2014. Twelve participants (8 male and 5 female) were from the Grange School and ranged in age from 14 to 17 years.

The series of sessions was conducted at VU’s Footscray Park Campus. The students teaching the program were Third Year Physical Education students who taught modified tennis using the ‘hot shots’ model of light short racquets, low compression tennis balls, portable nets and small playing areas. The sessions consisted of a 60 minute activity class beginning with fun and inclusive warm-up group activities. This was followed by VU students leading participants in small groups to enjoy a range of tennis activities and games.

From the first class the feedback from the teachers was enlightening and most encouraging. As reported by the participants’ carers, “all their students loved the adapted session” ; “no one stopped playing for the whole hour” , “and most of these students don’t generally enjoy physical education but they love this”.

This tennis case study suggests a number of practical implications for Physical Education teachers including:

- Choose a sport that fun and encourages everyone to ‘have a go’ and participate
- Use equipment that is safe and allows for a high success rate (e.g., low compression balls and small light racquets)
- ‘Hot shots’ tennis is a perfect fit for participants who do not like a ball to be taken off them or ‘fear being tackled’

The success of the program suggests that the ANZ Tennis Hot Shots program can be a catalyst to connect participants to positive and enjoyable participation in Physical Education classes.

51. Embedding Transition Pedagogy Principles across a First Year University Physical Education Curriculum
Russell Brown, Terry Magias & Ashley Burnett, Flinders University, (MY, SY, TY, R)

There is an extensive body of research that makes clear the conditions necessary to best promote student learning and retention in the first year of School and University studies which The US Policy Center on the First Year of College (in Kift 2012) clarifies as being characterized by a ‘culture of faculty responsibility that is realised through high-quality teaching and substantial interaction between faculty and first-year students’.

HLPE1520, Foundation Studies in Physical Education, is the first year first semester subject for all Bachelor of Arts and Bachelor of Health Sciences students at Flinders University who intend to complete a Bachelor of Education major, minor or elective study program in Physical Education. The enrolment, which peaked in 2014 at 280, is the largest of all the B Ed subject cohorts.

Last year a university funded project was developed to transform the learning and assessment processes the students were to use in the subject to engage them more collaboratively and more meaningfully. It was designed to enhance their understanding of, and connection with, not only the learning and assessment processes within the subject, but also within the Physical Education program and more broadly within the University and contribute significantly to the students’ transition to academic life.

Consistent with constructivist perspectives of the learner as an active explorer, the project positioned teaching and learning as a collaborative experience between the teacher and the learner where knowledge was co-constructed and new understandings were created through meaningful dialogue and experience. It foregrounded the learner as central in transformative pedagogy.

The conference presentation will outline the three key principles embedded within the subject’s pedagogical and curriculum approaches, transition, engagement and critically reflective assessment, and discuss the benefits of the project achieved for and by the students, the staff and more broadly the University.

52. Supporting Success: coaching adolescents with Autism Spectrum Disorder (ASD) in a school-based multi-sport program
Edeoardo Rosso, University of South Australia, (MY, SY, TY, C, R, O)

The prevalence of Autism Spectrum Disorder (ASD) appears to have increased significantly in Australia and overseas in the last few years. Between 2009 and 2012, the estimated number of Australians with ASD grew of 79%, from 64,000 to 115,400 (approx. 0.5% of the population). Typical symptoms of ASD include deficiencies in social interaction, communication skills and motor performances. Young people with ASD tend also to be considerably more sedentary than young people in the general population, especially adolescents. While physical education is often overwhelming for people with ASD, appropriate engagement strategies and pedagogies can result in increased motivation to participate in sport and physical activity, with important physical and psychosocial benefits. Importantly, this can help to shift attitudes towards physical exercise and promote lifelong participation. In this framework, the ‘Supporting Success’ project seeks to enhance employability and life skills of adolescents with ASD studying at Modbury Special School (Adelaide, SA). Among other strategies, the project will include a year-long multi-sport program for approximately 35 students with ASD aged 12-18. The multi-sport program aims to (a) improve perceived self-efficacy towards the performance of physical ability and sport-related skills, (b) build social and problem-solving transferable skills and (c) share positive social experiences through sport involving students, coaches, educators and local community members. Through a Participatory Action Research design, the project will seek to inform an ‘Empowerment and Self-determination’ model of adapted physical activity and to inform best practice coaching strategies for community coaches to engage with adolescents with ASD in a school-based sport program setting. Methods will include the establishment of an ongoing consultation framework among key stakeholders, multiple focus groups, interviews and debriefing sessions with coaches and educators, questionnaire surveys and self-assessed perceived self-efficacy measures with program participants.
53. Strategies and Considerations for Controlled Landings on Floor and Horizontal Bar
Helmut Geiblinger, USQ, (TY, C, R)
Dismounts from apparatus containing multiple rotations, performed by elite gymnasts during major competitions, require great courage and the highest level of movement precision. They also provide the final impression of a routine and are thus the key for a successful outcome of its evaluation by the judges. The subsequent landings therefore require the dissipation of substantial body momentum and precise body control. The purpose of this research article is to provide strategies and considerations for controlled competition landings on floor routines and horizontal bar apparatus. It draws from the current literature, discussions, questionnaires and landing video recordings from elite coaches, elite gymnasts and international judges (n=21). Consideration for controlled landings was given to linear and angular kinematics, and temporal characteristics involved in the execution of competition landings. Consideration was also given to determining the relative adjustment of identified kinematic parameters’ interaction, necessary to achieve controlled landings; and identifying the similarities and differences of landing parameters between floor and horizontal bar. Landings with multiple somersaults and twists from backward and forward horizontal velocities but backward rotating landings were considered. The methodology utilized a hermeneutic phenomenological approach that accessed participants’ ‘lived experiences’ of controlled landings. The study found that successful attainment of controlled competition landings is likely when gymnasts focus their efforts on achieving: optimal release conditions, optimal rotational flight requirements, and optimal body segment coordination and timing during the landing phase.

Session 3 | 3.30pm - 5.00pm

Workshops: 90 minute active

Session 3A
54. Teaching Personal and Social Responsibility
David Walsh, San Francisco State University, (EY, PY, MY, SY, TY, RI)
David Walsh will take the participants through a physical activity lesson implementing Hellison’s TPSR. Using the TPSR daily format, goals, and strategies, he will provides fitness strategies, skill progressions and modified games that seamlessly integrate the physical activity with the goals and values taught.

Session 3B
55. Getting Inventive with Invasion Games
Dave Robinson, Urangan State High; University of Southern Queensland, (MY, SY, TY, CI)
Invasion Games make up many of the most popular sports domestically and internationally. As well, invasion games are commonly played at schools as part of the HPE curriculum, as formally organised sports or informally at recess. Gaining a basic knowledge and understanding of positioning, use of space, offensive and defensive strategies can assist learners to improve in a variety of these types of games. Subsequently, such improvement can increase their confidence and their overall enjoyment when playing such games.

As a PE teacher and sports coach for over 20 years, the presenter has taken to using a different way to introduce invasion games; one that focuses on practicality, fun and variety and that easily links with the philosophies of Game Sense and Sport Ed. Moreover, the presenter has found the activities benefit students’ participation levels, decision-making, skill development and tactical thinking.

This workshop will allow attendees to actively participate in games that the presenter uses with classes. They will experience the various ways such games can be manipulated and moulded to suit the cohort of students, the class environment and targeted skills. Participants will have the opportunity to interact with each other and to build on the ideas presented to create and share their own practical suggestions and strategies for using such games in their own workplaces.

Session 3C
56. Creating a Group Gymnastics Performance: Moving from the Known to the Unknown
Petritna Hutchinson, Gymnastics Australia, (MY, SY, TY)
Group gymnastic performances are a very satisfying and exciting element of any gymnastics program and easily achievable. Creating a gymnastic performance in a group provides the opportunity for cooperation and teamwork; performances can be used to show skill development or to promote your group and its achievements to a wider audience.

All you need to create a group gymnastic routine is imagination, simple ideas and the ability to combine movements that are both suitable to the participants involved and the environment in which they will be performed. By guiding students from the known to the unknown, students are able to create new movement combinations which suit their way of moving from their existing movement vocabulary.

Participants will be involved in a practical session of fun activities which lead progressively towards their own group gymnastics performance. Fundamental partner gymnastics skills will be covered in the session for inclusion in the choreography. No previous dance or gymnastics experience is necessary. This is Gymnastics for All.

Session 3D
57. Pbac Twenty20 Challenge - Actively learning through physical activity
Nick Warren, DECD, (EY, PY, MY)
With the Australian Curriculum HPE subject area implementation only months away, this session provides you with 20 new games to hit the ground running in Term 2. With an educative purpose for each game, all children will be active participants and rewarded for their efforts.

Session 3E
58. Tennis Hot Shots: How tennis is employing the conceptual principles of the Game Sense approach
Dr Mitchell Hewitt, Tennis Australia, (PY, MY, SY, TY, CI)
The instructional practices of Australian tennis coaches have traditionally been characterised by high levels of explicit verbal instruction with a particular emphasis on developing technique in isolation and prior to the tactical aspects of the game. However, in recognising that players should be exposed to planned activities that foster development in four central domains including: the physical (technique), social (interaction), cognitive (decision making) and affective (fun and enjoyment) domains, Tennis Australia has acknowledged the benefits of incorporating a more game-centred approach to coaching that shares common and complementary features with other instructional philosophies such as the Game Sense approach (Australian Sports Commission, 1999; den Dyn, 1997). The employment of more contemporary forms of instruction within the discipline of tennis coaching has significantly enhanced the successful implementation of a number of Tennis Australia’s recent educational initiatives. These include: ANZ Tennis Hot Shots and the Tennis in Primary and Secondary Schools programs. Adhering to the guiding principles of the Game Sense approach, these programs encourage players to develop their skills implicitly and with understanding while being actively involved in the game. Learning is positioned, at least initially, within modified games to emphasise understanding of the way rules shape game behaviour, tactical awareness, decision-making and the development of contextualised technical skill. This workshop will present a variety of tennis activities for practitioners instructing large groups of players.

Session 3F
59. Making Sense of Primary School Game Sense
Sarah Rupena & Ben Clark, Mill Park Heights Primary School, (PY)
Is there a place for game sense in a Primary School? This session will give the knowledge and tools to integrate a Game Sense Curriculum in a Primary School. Targeting the middle to senior years of primary school it will give you the confidence to deliver age appropriate activities, integrate a SESEP unit and ideas on assessment.
The new Australian Curriculum is underpinned by the proposition to value movement as both content but also as a medium for learning. In this workshop we will explore how movement can ignite the brain and participate in easy to implement “brain energiser” activities that you can use with your students to kick start learning.

Workshops: 90 minute non-active

Session 3H
61. In, about and through movement - Integration in Health and Physical Education
Glenn Amnedroz & Jo Butterworth, Queensland Curriculum and Assessment Authority, (PY, MY, SY)

Within teaching and learning in Senior Physical Education in Queensland, physical activity becomes the medium for learning, as well as a source of data (Queensland Studies Authority, 2010). This has been described by Arnold (1985) as learning in, about and through physical activity. Similarly, the Australian Curriculum -Health and Physical Education shares a related view, with Valuing movement (ACARA, 2014) as one of the key propositions that underpin teaching and learning.

This workshop provides opportunities for teachers to develop ideas and investigate different ways of integrating learning experiences from across the two strands of the Australian Curriculum -Health and Physical Education from F-12, based on the experiences of teaching in Senior Physical Education in Queensland. The session will explore ways of planning for the development of learning through Personal, Social and Community Health and Movement and Physical Activity. The workshop will provide some ideas to plan movement challenges, as well as develop opportunities to demonstrate how students’ personal and social skills can contribute to health and wellbeing.

Session 3I
62. Are you HPE tech and lingo savvy?
Dianne Whittington & Rhonda Nearmy, Open Access College, (PY, MY, SY, TY)

Do you want to develop empathetic HPE students using Web 2.0 Tools? R U HPE Tech and Lingo savvy? Want to learn more? Want to use Moodle, and its glossaries, badges and wikis with your students, but don’t know how or where it could be used in HPE? For example Glossaries can be used as introduction tools , they can be used a fitness journal and to give peer support and to encourage students to look for challenging resources and allow others to comment on that material.

Have you used in your teaching, or encouraged your students to use Prezi, Adobe Voice, Animoto, PowToons, comic strips, voki’s to present information to share and to engage students in HPE in critical inquiry and problem solving. Do you know the power of gamification in HPE? We will show a game we have played on-line with our students as they face scenarios covering all situations protected by the bubble of a character that they develop through the throw of a dice.

As Distance Education teachers, we have had the opportunity to embed and use these web 2 tools in Webex lessons online, and we want to share them with you as we demonstrate with student examples from year 10 and 11, though the technology and lingo examples can be used at all ages and settings.

Session 3J
63. The wellbeing classroom for staff and students
Daniela Falecki, Teacher Wellbeing, (PY, MY, SY, TY, CI)

This workshop will support participants in understanding how they can best support their own wellbeing as well as that of their students. More and more research is showing that teacher wellbeing has a direct impact on student achievement. The science of positive psychology and coaching psychology offers us the tools and strategies we need to implement and teach resilience and success. The area of physical and health education offers a perfect platform to teach character strengths, develop optimistic mindsets and leave a legacy of skills to best navigate every day stressors. Participants will leave not only feeling inspired and refreshed, but with a tool box of ideas they can use in their classrooms straight away.

Workshops: 45 minute non-active

Session 3K
64. Fun games for your whole class to play and be active
Kirsty Crouch, Immanuel Primary School, (EY, PY, MY)

Come and play a variety of invasion, target and cooperation games that will update your program and keep your students motivated, challenged and being active.

65. Balance Rhythm Movement
Rob Lennon & Jack Mitchell, Got Game, (PY, MY)

Studies have shown that physical activity before lessons stimulates students brains to ensure more attention and retention of information. Some samples of activities we will run.

- Agility ladder skills working on rhythm, timing, balance and quickening he brains signals to the feet.
- Ball skill work- Pattern games that will challenge how you think and react ,improving hand eye coordination, team work and communication
- Inversion activities and rolling- Gymnastics skills that will focus on different axis points.
- Brain break activities that stimulate both hemispheres of the brain to work together ( Crossing the midline).

This session will be fun and inclusive getting all participants to engage in the activities as if they were students in one of our Got Game lessons. This will provide the participants with tools to get their students moving and to start thinking about what they can learn through movement games.
Teachers will walk away with access to, and greater understanding of, the new resource, which engages students via unique and holistic perspectives on issues of Australian and global health and human development.

Hands-on Health will assist students to explore, reflect and respond to stories, case-studies, videos, data and statistics from Oxfam and a variety of other expert sources. From fun and practical projects to analytical assessment tasks, your students’ learning and understanding of health and human development will be enhanced.

Content includes:

Indigenous perspectives on health are explored through Oxfam programs that engage Aboriginal and Torres Strait Islander youth, children and adults, and the Close the Gap campaign, Australia’s largest Indigenous health equality campaign.

Global health and development is also considered through the lens of Oxfam’s long-term development, humanitarian and advocacy work across the world. Students will learn about the work of this non-government organisation committed to sustainable human development, and the processes and logistics that are implemented to assist those affected by poverty and disasters.

www.hands-on-health.org.au

4 x 20 minute presentations

Session 3M

68. Poor parental behaviour in youth sport: How can physical educators contribute to addressing this issue?
Dr Sam Elliott, Flinders University, (PY, MY, SY, TY, C, R)

The topic of parents in sport or ‘sport-parenting’ as it is commonly referred to in the academic literature, represents a significant issue for sport providers, physical educators and policy makers globally. While parental involvement in youth sport has been well researched internationally, only recently has an Australian perspective contributed to broader discussions. In the absence of sufficient evidence, parental involvement in children and youth sport is often portrayed negatively, evidenced by numerous reports in the Australian media, perpetuating the view that there is a ‘growing’ problem negatively, evidenced by numerous reports in the Australian media, perpetuating the view that there is a ‘growing’ problem.

The results have suggest that a supportive environment helps the young athletes to enjoy and be committed to the sport despite the demands of school and of a period of rapid personal development and change. It shows the importance of encouraging, positive feedback and constructive criticism for keeping the girls motivated, focused and improving.

70. Development of 21st Century Competencies through PE in Singapore Schools
Hanif Abdul Rahman & Dr Anthony Leow, PE and Sports Teacher Academy, Ministry of Education, Singapore, (PY, MY, SY, R)

With the increased emphasis on the development of 21st century competencies (21CC) globally, physical education (PE) has been identified by the Ministry of Education (MOE, Singapore) as a good platform to facilitate students’ development of these competencies. The MOE 21CC framework entails a set of values, social-emotional competencies (SEC) and emerging 21CC competencies. There has been insufficient articulation of the specific pedagogical principles, practices, and the affective learning (AL) opportunities that lie within PE lessons. Professional learning (PL) for PE teachers in this area is also insufficiently documented.

The PE and Sports Teacher Academy (Singapore) embarked on a two-year research that focused on how twelve PE teachers increased their proficiency in the application of AL pedagogical principles within their classrooms. To strengthen teachers’ competencies in leveraging identified AL opportunities, PL intervention comprised pedagogy workshops, lesson observations and pre/post-discussions, continuous team-learning and co-creation of knowledge in learning communities. Krathwohl’s taxonomy (1964) for the affective domain provides a theoretical structure from which teachers can understand their students, and devise sequential series of activities to develop their personal relationships and value systems. Data was collected from lesson observations, and, teacher and student interviews and questionnaires, at three points over the research period.

The data suggests that teachers’ belief that PE is a good platform for AL, and their confidence in teaching the affective domain, increase as a result of the intervention measures. Teachers were more competent in creating positive learning environments, facilitating effective communication, providing engaged learning and managing classrooms. Student data also showed an increase in their acquisition of values, SEC and the emerging 21CC (critical and inventive thinking, and, communication, collaboration and information skills). This session expounds the teachers’ journey, and details the affective learning pedagogical principles, teacher practices and learning opportunities that can be advocated during PE lessons.
developing school physical activity areas and facilities to promote children's enjoyment of school-based physical activities was also revealed to be highest at the beginning of the school year (sub-

whether children's enjoyment were predictors of health-related quality of life or participation in physical activity. There were longitudinally measured over four time points (March- Autumn; June- Early Winter; August- Late Winter & November- Spring) to measure children's health-related quality of life and pedometers were used. The Pediatric Quality of Life Inventory 4.0 (PedsQL) was used to measure children's health-related quality of life and participation in physical activity. There is also an absence of literature examining children's enjoyment of physical activities across a school year.

This study consisted of children within two Australian elementary schools (n=105) aged 8-to-12-years-old being administered the Lunchtime Enjoyment Activity and Play (LEAP) questionnaire and the Physical Activity Children’s Enjoyment Scale (PACES) to determine children’s enjoyment of school-based and general physical activity. The Pediatric Quality of Life Inventory 4.0 (PedsQL) was used to measure children’s health-related quality of life and pedometers were used to measure children’s physical activity participation (steps per minute) during lunchtime recess. A sub-sample of children (n=80) were longitudinally measured over four time points (March- Autumn; June- Early Winter; August- Late Winter & November- Spring) to determine children’s enjoyment across a school year. Multiple linear regression models were applied in STATA (version 13.0) to investigate whether children’s enjoyment were predictors of health-related quality of life and/or participation in physical activity during lunchtime recess. Separate mixed regression models were fitted in Stata v12 to determine whether children’s enjoyment differed by gender and over the four time-points.

Children’s health-related quality of life and pedometer-determined steps per minute during lunchtime recess were associated with enjoyment of more vigorous-type physical activities in the schoolyard. Children’s enjoyment of school-based physical activities was also revealed to be highest at the beginning of the school year (sub-sample).

This presentation will outline a number of considerations relating to children’s enjoyment of school-based activities that can provide valuable insight for teachers and school decision makers when developing school physical activity areas and facilities to promote children’s physical activity participation.

73. Teachers’ Understandings of the Use of External Providers in Primary School Physical Education in Aotearoa/New Zealand

Jackie Cowan, Alison McKenzie, Ben Dyson & Barrie Gordon, University of Canterbury, University of Otago, University of Auckland, Victoria University, (PY, MY, TY, R)

The purpose of this study over the last two years has been to explore and interpret how physical education is being taught in primary schools across Aotearoa/New Zealand. One of the key findings has been the ubiquitous use of External Providers (EPs) in primary schools. A total of 487 classroom primary teachers were surveyed and 33 teachers were interviewed. A mixed methods approach was used and inductive analysis and deductive analysis for both the quantitative and qualitative evidence was carried out (Greene, 2007). Findings suggest that there are a multitude of reasons why EPs are welcomed into primary schools. Classroom Teachers (CTs) commented that the EPs provide: expertise, opportunities for professional development and exposure to a wide range of sports for students. There is, however, a general lack of evaluation and assessment of programmes and some criticism of EP programmes by CTs around pedagogical practices and the inability of EPs to meet the requirements of the New Zealand Curriculum. Our results indicate that there is a predominance of traditional sport and there is little talk of the NZC (MOE, 2007) in planning and implementation. There is support for EPs in primary schools but the question is whether the number of external people coming into our schools is educative for our children? One troubling finding is that the competence or suitability of EPs is often not evaluated. It was also noted that few were registered teachers or in the process of becoming registered. This presentation provides insight into teachers’ understandings of the use of EPs in their schools and opens up the discussion of the purpose and relevance of EPs in the HPE curriculum.

74. Exploring Australian secondary physical education teachers’ conceptualisation of physical education

Dr Shane Pill & Dr Steven Stolz, Flinders University / LaTrobe University, (SY, TY)

This paper explores Australian Health and Physical Education (HPE) teachers’ understanding of the nature of their subject and their interpretation about its particular point and purpose. It is argued that this interpretation will have a direct and/or indirect influence on a range of important decisions, such as understanding the nature and purpose of their subject, content selection, the type of pedagogical approach adopted, and the implementation of curriculum documents. With the release of the F-10 Australian HPE Curriculum in 2014, HPE teachers’ conceptualisation of HPE will be crucial to both its acceptance as the “new curriculum “document and its adoption across Australia. Consequently, this research had the broad objective to explore the “everyday philosophies” of Australian secondary school HPE teachers towards the teaching of physical education (PE) and how this influences the design and enactment of PE in Years 7 to 10. This paper reports on phase one of this research, a survey of (n=112) secondary HPE teachers. The research reveals the practical, everyday “philosophies” of Australian secondary HPE teachers which provides practical guidelines to action as well their justification for those actions.

75. Exploring Teachers’ and Students’ Understandings of How Self Worth is Influenced in the Learning Environment

Jackie Cowan, University of Canterbury, (PY, MY, SY, TY, R)

Positive self-worth and academic achievement of students in and throughout their educational experiences are strongly connected. These educational experiences become important and rather than schools focusing on academic success alone, schools that focus on holistic approaches that incorporate social, emotional and academic learning are more likely to enhance self-worth. This presentation is based on a larger qualitative study that examined a group of New Zealand teachers and students (12/13 yrs) understandings of how self-worth is influenced in the learning environment. The study involved an initial survey and was followed by individual interviews with teachers and focus group interviews with students.
Furthermore, we describe the development of new tools to improve initiatives. However, uptake of these programs is low, mainly due to implementation barriers. School-based prevention programs have proven effective for increasing about how to protect against drug-related harms. A number of universal engaged in these important discussions and provided with guidance the potential for broad-ranging impact and tailoring of health messages Schools are an ideal place for these conversations to take place, with Research suggests the teenage years are when alcohol and other drug use drawn from recent national surveys will be analysed, and ways in which teachers and parents can engage young people in consideration of the data, and its meaning, will be canvassed. Data on adolescent drug use Food Foundation, SY, R, O) The NSW Agency for Clinical Innovation Pain Management Network in association with consumer and government health agencies created a website (http://www.aci.health.nsw.gov.au/chronic-pain) in 2014 to provide an accessible, sustainable, educational resource for individuals with chronic pain. As part of the NSW Health Plan for Chronic Pain, a key feature of the site was to devise a series of interactive modules or episodes - 'PainBytes' - to help young people and their families develop strategies to manage pain and increase participation in, and functional outcomes at school; and maximise future opportunities for employment and community involvement. However, individuals with persistent pain present unique challenges for the educator and healthcare professional when designing health literacy resources. This is because persistent pain can be an intensely disruptive experience limiting the availability of attentional and working memory resources to attend to information processing and learning (Smith & Ayres, 2014; in press). In comparison to pain-free controls, individuals with persistent pain demonstrate lower performance outcomes on working memory (Jongsma et al., 2011), decision-making (Mongini et al., 2005), and executive functioning (Abeare et al., 2010) tasks. Individuals with persistent pain can also demonstrate a susceptibility to delayed response or completion times, as they direct or switch attention away from pain processing to attend to other tasks (Sjogren, Thomsen, & Olsen, 2000). To accommodate these factors and promote learning, the website was designed according to empirically validated multimedia instructional principles from Educational Psychology. Cognitive load theory (Sweller et al., 2011) was utilised as it provides a theoretical framework for understanding human cognitive architecture, the limitations of working memory, and the influence of multimedia representation when learning new information. Specific examples in how the website was designed to support students and families with chronic pain are demonstrated and discussed in the presentation.

78. From theory into practice - PainBytes, an interactive educational health resource to assist students and families manage persistent pain Alexander Smith, University of NSW, NSW ACI Pain Management Network, (PY, MY, SY, R, O) The NSW Agency for Clinical Innovation Pain Management Network in association with consumer and government health agencies created a website (http://www.aci.health.nsw.gov.au/chronic-pain) in 2014 to provide an accessible, sustainable, educational resource for individuals with chronic pain. As part of the NSW Health Plan for Chronic Pain, a key feature of the site was to devise a series of interactive modules or episodes - 'PainBytes' - to help young people and their families develop strategies to manage pain and increase participation in, and functional outcomes at school; and maximise future opportunities for employment and community involvement. However, individuals with persistent pain present unique challenges for the educator and healthcare professional when designing health literacy resources. This is because persistent pain can be an intensely disruptive experience limiting the availability of attentional and working memory resources to attend to information processing and learning (Smith & Ayres, 2014; in press). In comparison to pain-free controls, individuals with persistent pain demonstrate lower performance outcomes on working memory (Jongsma et al., 2011), decision-making (Mongini et al., 2005), and executive functioning (Abeare et al., 2010) tasks. Individuals with persistent pain can also demonstrate a susceptibility to delayed response or completion times, as they direct or switch attention away from pain processing to attend to other tasks (Sjogren, Thomsen, & Olsen, 2000). To accommodate these factors and promote learning, the website was designed according to empirically validated multimedia instructional principles from Educational Psychology. Cognitive load theory (Sweller et al., 2011) was utilised as it provides a theoretical framework for understanding human cognitive architecture, the limitations of working memory, and the influence of multimedia representation when learning new information. Specific examples in how the website was designed to support students and families with chronic pain are demonstrated and discussed in the presentation.

79. Same sex practice in different environment and fight with stigma and discrimination under a safety network Md Masbah Uddin Ahmed, Bandhu Social Welfare Society, (EY, PY, R, O) Bandhu Social Welfare Society (BSWS) was established in Bangladesh in 1996 to help reduce the Vulnerability and provide support to the most marginalized male populations (MSM, MSH&D HURA). This is because; social construction, religion & law are all against these population in Bangladesh. The social supportive Group (SSGM) is peer based and organizes periodical, workshops to sensitize these populations on Sex, Sexual orientation, Sexuality, Sexual Identity, Gender constriction and vulnerability within the community. They also periodically organise meetings for better understanding of these issues amongst the general population. Thus SSGM can be shown to help strengthen these communities through networking & advocacy at different levels, through public sensitization about sexual diversity and by supporting community leadership. Another significant achievement of the SSGM is that the attitude of society towards these populations has been changed and this can be demonstrated as vocational trained community people are now getting job opportunities. Total of 32 MSM gained employment with private sectors in 2014 and 15 MSM have now started their own small business (Beauty Parlour). The SSGM is recognised by both donors & local community people as a most excellent practice events, because it encompasses many different tools of community, development, empowerment and so forth.

Session 30

76. Reinforcing positive trends in adolescent alcohol and drug use Geoffrey Munro, Australian Drug Foundation, (PY, MY, SY, TY, C).

Alcohol and other drug use among adolescents has declined substantially on a population basis over the past decade in Australia. The downward trends for the most popular substances - tobacco, alcohol and cannabis - are similar, whether measured by the National Drug Strategy Household Survey or the Australian Secondary School Student use of Alcohol and Other Drugs survey. Fewer young people aged 12-17 years are drinking alcohol, smoking tobacco and smoking cannabis than in previous years and consequently the age at which young people initiate use of those substances is rising. Although these trends have persisted for more than a decade they are not widely understood by key influencers of young people, including teachers and parents.

So it is important that adults who educate and mentor young people are cognisant of the sustained decline in AOD use by young people; first because it suggests that a health promotion approach to drug use is meeting with success and that there is value in maintaining preventative efforts. In the second place, as normative beliefs about the use of alcohol and other drugs is a driver of drug use by young people, adolescents who understand that drug use is not the norm among their peers should be further protected from early use of psychoactive substances.

Epidemiologists report the risk of harm from alcohol and cannabis (in particular) is magnified when they are used in early adolescence, so that delaying use by a few years, even only until late adolescence, is protective of some of the highest risks.

Data on adolescent drug use drawn from recent national surveys will be analysed, and ways in which teachers and parents can engage young people in consideration of the data, and its meaning, will be canvassed. Other drug use and alcohol use are first initiated. This highlights the importance of engaging early with young people to prevent drug use initiation and associated harms. Schools are an ideal place for these conversations to take place, with the potential for broad-ranging impact and tailoring of health messages to suit students’ developmental level. In parallel, parents should be engaged in these important discussions and provided with guidance about how to protect against drug-related harms. A number of universal school-based prevention programs have proven effective for increasing student knowledge about drug-related harms, and delaying drug use initiation. However, uptake of these programs is low, mainly due to implementation barriers.

This paper describes the development and evaluation of the internet-based Climate Schools Health and Wellbeing courses. In 4 Australian trials these curriculum-based programs have been shown to reduce risk of alcohol and drug consumption compared to usual health education. Furthermore, we describe the development of new tools to improve dissemination of evidence-based prevention programs.
Once they have established a well-shaped activity for the group, focusing the play is a key strategy for teachers and coaches to use in order to accelerate learning by focusing the play or ‘teaching in the game’. Teachers and coaches can also influence this process and simplify and shape the play in order to provide a realistic concept of ‘alignment’ will be discussed and linked to the key process of promoting the ‘joy’ in playing as the basis to establishing student commitment and continued engagement. The audience will engage in critical thinking on key processes associated with design and development of relationships that the subject of Physical Education is renowned for. All participants will be provided with the opportunity to inspire and be inspired by the opportunities that exist. The National Curriculum (ACARA), the International Baccalaureate and Physical Literacy will be used as the basis for the direction of which Apps will be presented and how they are utilised in order to value-add what we are doing within the classroom and on the sports field. The ideals of teacher planning, accountability, demonstration, collaboration, feedback and inquiry will be focussed upon within the session. All participants will be provided with session notes and links to further resources to support them in furthering their understanding of technology and it’s place within a Physical Education / Sporting Program.

Session 4B
81. If ‘learning can only be done by the learner …’ what can the teacher/coach do to facilitate and accelerate learning?
Wendy Piltz, University of SA, (MY, SY, C)

The AFL has recently developed a new practical activity AFL 9’s - the game for everyone. AFL 9s is a small sided version of the traditional game. It is the perfect game to play at school. The modified rules enable teachers to set up safe, fun activities and games. The game format is versatile in that it can be modified to suit the skill level and enable students to achieve educational outcomes in various learning areas in an exciting and engaging manner. These resources will be presented and explained how they can be integrated into the classroom setting. Also other resources in relation to coaching and umpiring will be highlighted as well.

The session will draw attention to the ‘freeze re-play’ and ‘time intervals’ in the game as methods for enabling the play to be focused. The teacher, individual players, the team or those in specific observer roles are able to contribute to this process. This has particular advantages with elite players where their rich personal experiences can add value in these interactions. From a complexity perspective, learning systems are characterised by interdependent agents operating with enabling constraints and a variety of feedback loops to influence the actions of the system (Davis, Sumara, & Luce-Kapler 2008). The session will illustrate how various feedback loops can be established using the process of focusing the play.

In addition to shaping and focusing the play, teachers and coaches can also influence learning by applying the process of enhancing the play. This is an important process because it relates to motivation, in particular identifying methods for maximizing enjoyment, maintaining learner commitment and promoting improvement. The session will consider a variety ways of enhancing the play drawing on audience experiences and sharing the concept of action fantasy games (Lauder & Piltz 2013).

Session 4C
82. AFL in the classroom and on the field
Mark Riddiford & Jake Battifuoco, AFL / SANFL, (PY, MY, SY, TY)

The AFL has produced an array of school curriculum resources that enable students to achieve educational outcomes in various learning areas in an exciting and engaging manner. These resources will be presented and explained how they can be integrated into the classroom setting. Also other resources in relation to coaching and umpiring will be highlighted as well.

Within the session participants will be involved in various skill activities, learn the rules of the game, umpiring and given an insight into various teaching strategies to enable mixed ability and mixed gender participation.

Session 4D
83. How to engage more students in early years PE
Andres Olascoaga, sportandi, (Pre, EY, PY, C, R, O)

A great toolbox full of new games, ideas and fun physical activities for educators teaching early years. A courageous and interactive session with an interesting concept that will provide practical curriculum based examples to enhance learning. If you want to bring fun, excitement, creativity and engage maximum numbers of students in your physical education lessons, then this session is for you! Best seller ACHPER VICTORIA 2013
Module 1 - this workshop will include examples of safe yet challenging gymnastics activities that can be done with mini-mal equipment in a school environment. Aimed as taking the fear out of delivering this fundamental and en-joyable sport, this workshop will offer teachers opportunities for further professional development as well as links to fantastic, easy to use resources available through Gymnastics Australia. Participants will be encour-aged to get active in this workshop!

Session 4F
85. Footsteps: Rebranded, Relaunched, Reloaded
Taytum Cox & Amanda Richter, Footsteps, (Pre, EY, PY, OI)
For twenty years, Footsteps has seen the amazing benefits dance can provide students. We have now joined forces with a powerful activity based Social and Emotional Learning (SEL) program to address the emotional needs of young people.

This session will show you both components of our new and exciting Ultimate Wellbeing Program - Dance and SEL. Let us help you cover both the ‘health’ and ‘physical’ aspects of HPE.

Session 4G
86. Volleyball Technical Models - How to teach the skills of Volleyball
Glen Urbani, Rostrevor College (MY, SY)
Volleyball is a technical game with some difficult skills - however with the approach featured in this presentation you will be able to have what looks like Volleyball occurring from the very first minutes of the lesson! We will cover advanced concepts as well, similar to those covered at the Stage 2 level.

Sessions: 90 minute non-active

Session 4H
87. Bringing the Australian HPE Curriculum into my primary classroom
Dr Tracey McAskill & Tracy Zilm, ACARA, (EY, PY, MY, TY)
This interactive workshop will introduce the full scope of the Australian Curriculum website with a focus on integrating HPE content with other learning areas. Participants will be invited to begin planning a strengths based unit of work in HPE in small groups using the content and functionality of the website as the planning framework and tool. Ideas generated will be shared across the group. This workshop will build knowledge of the HPE curriculum and increase confidence in using the Australian Curriculum website for managing future planning. Participants will need to bring their own internet capable device.

Session 4I
88. Bad News Travels Fast
Kelly Johnson, ACU Strathfield NSW, (MY, SY)
The media has deconstructed, commercialised and undermined childhood very successfully as they market their sense of peer fashion, desired image, teen sophisticatedness and independance. The premature sexualisation of young people has negative effects on their physical and mental health, cognitive functioning, and sexuality, all happening as their sense of self is still being formed. The course is designed to explore how: (i) advertising exploits young people’s insecurities, vulnerabilities and anxieties; (ii) adolescents spend more time worrying about their looks and popularity rather than really getting to know themselves.

The course will equip teachers / pre-service teachers with a range of resources and teaching activities on topics of sexualisation, body image and diversity. The session will demonstrate teaching activities linked to sexualisation, body image and media literacy via strategies aimed at developing young people’s sense of self and worth, critical thinking and reflection. Strategies are discussed and demonstrated to develop skills in resilience, self-esteem and problem solving.

The activities aim to encourage and empower adolescent girls to understand, reflect on and develop agency to resist negative media messages. Don’t miss this opportunity to develop strategies to resist negative media messages.

Session 4J
89. Wellbeing@School: Supporting whole school communities to foster wellbeing through a strengths based approach in Health and PE.
Lisa Laschon, ReachOut.com, (MY, SY)
Wellbeing@School: Supporting whole school communities to foster wellbeing through a strengths based approach in Health and PE explores how best to improve the wellbeing of school communities through practically applying the PERMA positive psychology framework through Health and PE. Utilised by over 70% of Australian High Schools and resulting in 91% of teachers reporting an increase in confidence in their knowledge and skills to promote positive psychology, the Wellbeing@School resource series and frameworks developed by ReachOut.com (Australia’s leading online mental health service for young people 14-25 years) will be shared in this interactive and engaging workshop. Through individual, small and whole group practical activities, participants will be encouraged to share ideas and will leave the workshop with a tool kit of effective activities, resources and opportunities for accessing future online tools developed by ReachOut.com.

Participants will learn:
- How the PERMA model can be practically applied to Health and PE in a school context through an online platform, ReachOut.com.
- How to apply practical concepts to personal and professional education contexts through exploring the Wellbeing@School series (the first Australian based resource to be successful in practically applying PERMA to a school context for both students and teachers).
- Skills to encourage whole school community (Parents, Teachers and Students) to embrace the PERMA framework for improving wellbeing.

Workshops: 45 minute non-active

Session 4K
90. Improving Outcomes and Innovating Change through Personalised learning in PE
Amber Heafit, Prospect North Primary School, (Pre, EY, PY)
With the new aitsl (Australian Institute for teaching and school leadership) trends in Professional Learning and Performance Development for teachers, we are shifting towards greater and improved student learning outcomes in your class. How do we go about innovating this change in PE and improving student-learning outcomes from Reception through to year 7?

With these global trends schools are setting SMART teaching and learning goals to improve learning outcomes, but what does this look like in PE? How do you get students to monitor and improve their outcomes in PE and what does personalized learning look like in PE? These are some of the questions I have been asking myself over the past few years. I have trialled various learning activities and would like to share my journey to inspire and encourage other PE teachers to set SMART Targets to improve their own student outcomes in PE.

Some key ideas I want to share include:
- What are SMART Targets
- Ideas for setting SMART Targets in PE R-7
- How to improve Fundamental Movement Skills and Movement Progressions in PE
- What is personalized learning and what does it look like in a PE setting?
- Setting individual student learning goals
- How to involve students in the learning process
I have implemented this approach in my practice and changed my own pedagogy as another means to involve students in the learning process. I have had an increase in engagement and motivation with students knowing where they are heading with their learning and believe it will be a valuable presentation for other educators to attend to improve outcomes of students at their school.

91. Developing Specialist Sport programs to promote participation in co-curricular and after school sporting competitions
Cameron Willis, Amy Willis & Sean Lang, Cardijn College, (MY, SY, C)

The Cardijn College specialist sports program is an integrated academic and sporting program that focuses on the development of skills in AFL, Soccer and Netball. The program was developed to provide students with an opportunity to receive specialist coaching and pursue excellence in their chosen sport whilst also promoting participation in co-curricular and after school sporting competitions. This aim on this session is to encourage other schools to look to establish similar programs. This presentation will explore; program philosophy, progression across year levels, student outcomes, challenges faced and how to overcome them and liaison with key stakeholders. The incorporation of engaging learning activities and authentic assessment into the program through will also be explored.

4 x 20 minute presentations
Session 4L

92. Managing practice activities and games in Game Sense coaching: Reflections upon teaching in Asia
Richard Light, University of Canterbury, (PY, SY, C, R)

Game Sense and other games based approaches (GBA) offer a means of delivering high quality coaching and teaching for games and team sports yet present significant challenges for teachers and coaches unused to its learner-centred, inquiry-based pedagogy. Perhaps the biggest challenges facing practitioners wanting to take up a Game Sense approach is the design and management of learning activities and games and questioning that stimulates thinking and interaction among learners and between learners and the teacher/coach. These challenges are typically accentuated in Asian settings with long traditions of the teacher handing down knowledge to learners.

This presentation draws on my experiences of teaching in Japan and Taiwan over the past three years in Game Sense workshops for teachers and pre-service teachers and coaches to focus on the challenge of managing the physical learning environment for optimal engagement and learning. It highlights some of the practical challenges that were accentuated for me when teaching touch rugby in Japan (2013) and Taiwan (2014) due to the learners’ lack of familiarity with, and conceptual understanding of, the need to move forward to score without passing forward. Reflection upon these situations and the use of the tools available for the teacher/coach provide rich examples of the practical challenges involved in the management of the learning activities that provide appropriate levels of challenge and opportunity for success. At the same time it suggests the need for researchers working in sport pedagogy to engage in the dialectic between theory and practice as reflective practitioners and researchers.

93. Teaching netball using a game sense approach- an example of constraints-led skill learning theory as pedagogical practice
Terry Magias, Shane Pill & Sam Elliott, Flinders University, (PY, MY, SY, TY, C)

This paper explains the application of constraints-led skill learning theory to performance analysis in netball enacted as the Game Sense approach. The progressive development of the inter-related dimensions of tactical decision-making and technical models of movement in skilled performance as complimentary pairs will be described. The discussion of conceptual ideas leading to theoretically informed coaching suggests the constraints hypothesis for skill learning theory enables netball teachers and coaches to analyse patterns of play, and identify the information-movement couplings at various stages of game development. This facilitates coach development of players with functional movement models that address specific moments of the game. A framing of netball “game sense” through a model describing the technical-tactical connection in skilled performance will be provided.

94. The SHAPE of Australian football: A discussion-based paper on the challenges embedded throughout the participatory journey
Dr Sam Elliott, Dr Deb Agnew & Professor Murray Drummond, Flinders University, (MY, SY, TY, C, R)

In 2014, Flinders University’s SHAPE Research Centre (Sport, Health and Physical Education) was launched in Adelaide, South Australia. Given SHAPE’s research strengths in the interdisciplinary field of Australian football, the theme of the launch was appropriately titled ‘The SHAPE of Australian football and sport in the 21st century’. The event not only provided an opportunity for key sport industry stakeholders to learn about the mission of the centre, but also about the contemporary challenges facing Australian football across the participatory spectrum. This paper infuses three distinct research areas that emerged from the SHAPE launch which bring focus to issues situated in the ‘beginning’ ‘middle’ and ‘end’ of the Australian football experience. That is, (1) the early sport experiences encountered by children and youth in the formative years, (2) the transitional pathways during a career, through to (3) the issues surrounding retirement from Australian football at the elite (AFL) level. The first research field illuminates the role of parents in the youth sport setting and the challenges they pose for children embarking on the Australian football journey. The second research field discusses the importance of understanding the impact of pathway transitions on holistic health. The third research field identifies the very real challenges facing players upon their exit from an elite AFL career. This paper, we argue, grapples with ‘real’ socio-cultural issues that may ‘shape’ broader attitudes and behaviours beyond merely the sport setting. The importance of pursuing these research agendas is considered.

95. Examining the change in throw-catch eye-hand coordination from childhood to mid-adolescence
Wicks LJ, Telford RM, Cunningham RB, Semple SJ and Telford RD, University of Canberra, Research Institute for Sport and Exercise; Australian National University, (EY, PY, MY, SY)

Background and Objectives: Enhanced eye-hand coordination (EHC) is associated with higher participation in organized sport and physical activity. To date there are no longitudinal studies that examine the change in EHC from childhood to mid-adolescence. We investigated the development of EHC with an object control (ball throw and rebound catch) test from childhood to mid-adolescence in boys and girls; and examined the variation in development of EHC according to difficulty of the task, when the catch was restricted to one hand.

Methods: Evaluated at age 8, 10, 12 and 16 years EHC was measured as the aggregate success rate of a throw and wall-rebound catch test. The test involved 40 attempts of increasing difficulty, as determined by increased distances from a wall (0.5m to 2.0m - independent of throwing power) and transitions from two-handed to one-handed catches. Outcomes were treated as quasi-binomial and modelled by generalised linear mixed logistic regression analysis.
Education degree is of interest as these students begin to develop as these preconceived notions are challenged in the Bachelor of Physical Education programme, which influence the transition of first year PETE students as they work on how to teach physical education. These factors can produce tensions in school physical education settings and sports-based programs that may not align with the pedagogies and curricula. More often than not these secondary high school sport and physical education programmes are experienced in a variety of settings that may have encouraged the participants to explore personal philosophical and epistemological beliefs that may be difficult to alter. These entrenched beliefs have the potential to act as filters through which PETE students acquire knowledge and, therefore, may hinder their ability to consider other views of teaching and learning. Research suggests that unless these historical personal beliefs are challenged, teacher education programmes may be considered as weak interventions.

The purpose of this study was to investigate the beliefs of a cohort of graduating PETE students around the philosophy and pedagogy inherent in the New Zealand curriculum. In the mid to late 1990's, physical education curriculum writers in New Zealand challenged the dominant skill mastery approach that was present in secondary schools. The resulting curriculum documents, Health & Physical Education within the New Zealand Curriculum (Ministry of Education, 1999) and its revision, the New Zealand Curriculum (NZC), reflected a critical/humanistic position with much broader curricular aims and objectives. This presented many challenges for Physical Education Teacher Education (PETE) programmes, where, it is contested, students entering these programmes do so with strongly held beliefs that may be difficult to alter. These entrenched beliefs have the potential to act as filters through which PETE students acquire knowledge and, therefore, may hinder their ability to consider other views of teaching and learning. Research suggests that unless these historical personal beliefs are challenged, teacher education programmes may be considered as weak interventions.

A mixed methods design was employed in the study. Data analysis revealed that the PETE programme may have had some impact on the philosophical and pedagogical beliefs of the graduating students, and may have encouraged the participants to explore personal philosophical and epistemological beliefs. Further examination revealed that the participants were grappling with the philosophical underpinnings of the HPE learning area and the pedagogical approaches promoted to support its implementation. This research supports the notion that unless historical beliefs about teaching and learning are deliberately and coherently challenged and confronted through PETE programme content and pedagogy, these entrenched beliefs may indeed act as knowledge filters and prevent graduates from making more informed decisions about differing conceptualisations of physical education curriculum and practice.

97. First year Physical Education Teacher Education (PETE) student’s notions of the value of Health and Physical Education

Lisa Shuck, Deakin University, (TY, R)

What are first year physical education teacher education (PETE) student’s perceptions about the value of health and physical education (HPE) on entering a Bachelor of Physical Education course? And how do these perceptions present themselves and change (or not) when they are challenged in a tertiary health and physical education setting?

First year PETE students come to university motivated by a love of sport and physical education experienced in a variety of settings that sometimes include very limited physical education (PE) teaching pedagogies and curricula. More often than not these secondary high school physical education settings and sports-based programs do not reflect contemporary approaches or course structures for learning how to teach physical education. These factors can produce tensions that influence the transition of first year PETE students as they work toward ‘becoming a teacher.’ The question ‘What happens when these preconceived notions are challenged’ in the Bachelor of Physical Education degree is of interest as these students begin to develop as teachers.
**99. Factors of Talent Detection form the point of view of the Volleyball coaches**
Mohsen Ghanbarzadeh, Physical Education Department, Islamic Azad University, Sousangeard Branch, Sousangeard, IRAN, (SY, C, R, O)

The purpose of this research is studying and regulating indices of talent detection in the game of volleyball. This is according to the views of prominent volleyball coaches in Khuzestan Province -Iran. In the most countries this is seen as a national phenomenon in which failure and success have been linked to the national pride. 2. According to sports scientists, talent detection is a short logical and cost-effective way for the successful emergence of athletes in the international scenes. Talent means natural or learned readiness to do some mental and physical activities. It assists learning and influences on the level of acquired skills and this is an important factor in efficiency and effectiveness.

The reason is that we have chosen this method is because this is influenced by cultural, social, educational, political and economic factors of Khuzestan Province. The researcher’s questionnaire is based on assessing the significance of the figure, psychological and also skill factors of the geniuses of the volleyball. Questions are evaluated by 5-points Likert scale and there are in 3 sections. First section has 10 questions about individual specifications. There are also 13 questions about conditions of talent detection in Volleyball in second section. Finally there would be 144 questions in section 3. In the last section, we also consider the various parameters of the talent detection which are reviewed about four female libero, setter, speedy and power players. Researcher assessed opinions of all 100 active coaches in the khuzestan province-Iran. Measurement material was five-value questionnaire of the likert with stability of 0.93. The raw statistical data was analysed by SPSS Software and the biseciton was at a significant level (0=0.05).

The results showed that the prominent coaches emphasize on the necessity of talent identification in the game of volleyball. They consider youth volleyball tournaments as an important which means in identifying and discovering volleyball talents. This also, the skill, physical, psychological and sociological indices seem to be essential priorities for genius players.

The present research is trying to formulate parameters which are required for elite volleyball players. All these showing that the volleyball is a group game which each player succeeds in context of a successful team not individually. Sociological parameters for setters are similar to the liberos. They are true for speedy and power players with partial variations. In other words, sociological factors are equally important for different volleyball players.

**Session 4N**

100. Digging in and cooking with gas - what students really learn in the garden and kitchen
Ange Barry, CEO, Stephanie Alexander Kitchen Garden Foundation, (PY)

Ange Barry, CEO of the highly innovative and successful Stephanie Alexander Kitchen Garden Program, presents an introduction to the Program, and demonstrates how the Program can be used to support a range of strategic school outcomes.

At the core of the Program philosophy is healthy living, and educating children in core gardening and cooking skills that serve them into adulthood. Within this ‘Pleasurable Food Education’ model children are active in regular garden and kitchen classes, engage with the natural environment, learn how to grow, cook, harvest, prepare and share a huge range of nutritious, delicious food, and learn to make water the drink of choice. The Program underscores classroom learning in a practical context, and is used as a foundation for creating strong, effective school-community partnerships.

As part of the presentation Ange will also show the audience how the Program directly links to the Australian Curriculum, including Health and PE streams.

**101. Young people’s (mis)information, (mis)understandings and (mis)conceptions about health, fitness and physical activity**
Jo Harris, Lorraine Cale, Hayley Musson & Rebecca Duncombe, Loughborough University, (MY, SY, C, R)

Research in England and elsewhere (Brusseau et al., 2001; Burrows et al., 2002, 2009; Dixey & Sahota, 2001; Harris, 1993, 1994; Kulina & Khu, 2001; Placeek et al., 2001; Smith & Parr, 2007; Stewart & Mitchell, 2003) reveals issues with young people’s information, understandings and conceptions about health, fitness and physical activity. For example, many young people believe that fitness is about looking good and being thin, and that ‘good’ exercise has to be ‘hard’ (Cale & Harris, 2005); fail to make informed links between exercise or energy expenditure and being overweight/obese (Dixey & Sahota, 2001); and have superficial lay-understandings of the relationship between health and exercise (Smith & Parr, 2007). This prompted investigation of young people’s (mis)information, (mis)understandings and (mis)conceptions about health, fitness and physical activity. This paper reports on selected findings from a three year research project commissioned by the British Heart Foundation focusing on the role of secondary schools in effectively promoting physical activity. During 2011, data was collected relating to young people’s knowledge and understanding associated with healthy, active lifestyles. The study involved the selection of eight case study schools across England within which 38 focus groups were conducted with 132 young people aged 12-15 years. Qualitative analysis of the data led to the emergence of categories and themes (Richie & Lewis, 2003) and constructivist learning theory was employed to explain and discuss the findings. Worrisingly, the findings revealed that many young people continue to have limited and superficial knowledge about health, fitness and physical activity, resulting in misinformation, misunderstandings and misconceptions being commonplace. Further in-depth research on this topic should aim to assist teachers in planning learning experiences which address the misinfromation, misunderstandings and misconceptions in order to more effectively promote healthy, active lifestyles amongst young people.

102. “I thought it would just be about healthy eating and exercise” : What we can learn about school health education from students and its implications for teaching health literacy and the new national curriculum
Jennifer Fane & Dr Samantha Schulz, Flinders University, (PY, MY, SY, TY, R)

The knowledge and experience students bring of health education to University is strongly shaped by societal constructions of health and healthy behaviours. This happens through interactions with family, media, and the community, but is also highly impacted by the work of schooling, or the reproduction of societal values surrounding health by schools. As ‘healthism’, or the pursuit of being healthy, becomes further entwined with the idea of the good, or valuable citizen; we have seen health education largely reduced to the idea of health as making ‘good choices’ in regards to eating healthy and getting enough physical activity - with little regard of health literacy and social determinants of health.

While the efforts of schools to teach and impart practices relating to healthy eating and physical activity are certainly important, emphasis on these highly individualized aspects of health, reproduced by dominant cultural forces, narrow student’s understanding of health and negate the ability to teach health literacy and engage students in thinking more holistically about health.

This paper explores the challenges of teaching health literacy to students who come into post-secondary health education with a highly individualized (thus narrow) view of health. It reports on a research project involving a first year health education topic at a Metropolitan Australian University, and the challenges facing students who are grappling with understanding the alternative view of health presented. Data from the research project is analysed to uncover how previous health education impacts upon their ability to think in health literate ways. This analysis seeks to further our knowledge about the understandings of health that students come to higher education with, and how their previous health education continues to impact upon their health literacy. Implications of the research for health educators implementing the new national curriculum in primary and secondary schools, as well as those working in pre-service teacher education are discussed.
103. Let’s CHAT about a whole school approach to health

Bruno Faletti, School Drug Education and Road Aware (PY, MY, SY, RI)

Changing Health, Acting Together (CHAT) is an initiative of School Drug Education and Road Aware (SDERA). SDERA is the State Government’s primary drug and road safety education strategy for children and young people in Western Australia (WA). The CHAT initiative offers intensive in-school support to guide schools, step-by-step as they develop a best practice whole-school approach to drug, road safety and resilience education and provides opportunity to narrow the broader, holistic notion of student wellbeing. Best practice research indicates clearly that a whole-school approach to any health related issue where schools, parents and communities work together can produce the best health outcomes. Approximately 100 WA schools are currently involved in CHAT including both primary and secondary schools from metropolitan and rural locations.

In 2013 SDERA commissioned Edith Cowan University to conduct a process evaluation of the CHAT initiative. The purpose of the evaluation was to describe observed changes to whole school policies, practices and environments in schools participating in the CHAT initiative by the SDERA implementation team, school teams, staff, parents and students.

This presentation will describe the CHAT approach to whole school engagement; report on the key findings of the evaluation and explore how school staffs interventions for developing a sustainable model for the implementation of a whole school approach to student health. The demonstrated benefits/outcomes of the CHAT initiative include:

• positive changes in the school culture
• improved student participation
• improved partnerships with parents
• a method for formalising processes and increasing collaboration with other schools and services
• opportunities for, and increased participation in, professional learning for teachers
• a set of management principles that build human, organisational and social capital within the schools
• development of policy / guidelines
• improvements to the social environment that can have a positive impact on students’ mental health, smoking and alcohol intake

104. Engaging students in activities beyond the classroom: A social-ecological exploration of primary school students’ enjoyment of school-based activities

Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University (CDU), (PY, RI)

A key to ensuring that schools develop children’s physical activity habits is the identification of psychosocial correlating to children’s physical activity such as enjoyment. Research continues to recognise the important link between children’s enjoyment and participation in physical activity. Enjoyment stems from kinesthetic experiences (e.g. kicking a ball, jumping) and the attainment of personal goals (e.g. scoring a try). The Youth Physical Activity Promotion (YPAP) model and self-determination theory (SDT) outline that if children enjoy participating in a particular physical activity (e.g. intrinsic motivation) they are likely to continue to adopt and maintain participation in that activity. The purpose of this study was to assess children’s enjoyment of school-based physical activities beyond the health and physical education classroom, including the type of activities children enjoy and the extent of his/her enjoyment. The Lunchtime Enjoyment of Activity and Play (LEAP) questionnaire was administered to 281 children aged 8-12 years, attending three primary schools in regional Victoria. In this paper, the social-ecological model levels of influence on children’s enjoyment are discussed including (1) intrapersonal (individual), (2) interpersonal (social), and (3) physical environment and policy/organization variables to identify the broader influences on children’s enjoyment of school-based physical activity. Gender and the specific influence on children’s enjoyment of school-based physical activities are also addressed. This paper provides important knowledge for researchers, teachers, and service providers to identify and target areas of low enjoyment within children’s school-based physical activities.

105. “Sometimes you just have to let go of your plan!”

Engela van der Klashorst & EGJ van der Klashorst, University of Pretoria, (PY, C)

Community sport and physical activity providers working with children in marginalised communities are often bound to pre-determined goals and objectives that must be accomplished in a specific timeframe. Sustaining community sport and physical activity programs necessitates adherence to planned programs and activities, however, providers are sometimes faced with the dilemma of whether to stick to the day’s activity and have less participants, or to adapt and have more children participate. This study utilised a post-modern approach to explore and describe the experiences of community sport and physical activity providers who work within strictly defined boundaries, often set by funding agencies. A phenomenological study was conducted with 15 community sport and physical activity providers working in marginalised communities in four provinces including Gauteng, Western Cape, Limpopo and KwaZulu-Natal, South-Africa. Semi-structured interviews and participant observation were used to collect data over a 6 month period. Atlas ti was used to code data into thematic units. Results obtained in the study showed that community sport and physical activity providers in marginalised communities recognise the importance of both long and short-term planning in ensuring that participants obtain maximum benefit from a program. Participants did, however, emphasise that it is important to be flexible in your approach as programmer to allow participants with a safe space to develop and be active in. This study, however, illustrated that sometimes we need to, in the words of a community sport development provider: “let go of the plan and just have fun. Sometimes just playing is more important than learning another life skill”.

106. South Australian Catholic Primary Schools Sports Association (SACPSA) Professional Learning Initiative: An innovative example of teacher professional learning using teacher-university-professional association partnership.

Mark Bowman, Craig Fosdike, Shane Pill, Toby Priest, Matt Schmidt & James Goldy, SACPSA, (EY, PY, MY, SY, TY, RI)

Since 2006 the South Australian Catholic Primary Schools Sports Association (SACPSA) has conducted a primary physical education teacher education program in partnership with Flinders University and ACHPER (SA). This innovative professional learning project has investigated student achievement of fundamental movement skills while also using peer learning to develop student leadership of Daily PE. The program has focussed on FMS practice as deliberate play while the teachers involved have also initiated innovations in their own schools as a result of their learnings from the project. This has included student leadership/personal and social skill development through sport programs. This presentation will involve primary school teachers who have participated in the professional learning program discussing their perspectives of the benefits to student learning as their students strive to become “physically educated”.

107. The ‘presence principle’ creating free play opportunities within communities

Engela van der Klashorst, University of Pretoria, (PY, R)

The benefits of free-play during childhood have been indicated in a variety of research studies. Provision of equipment to children in a marginalised community is, however, often counter-productive as it leaves them vulnerable to bullying and abuse by older children. This fear of equipment being taken by others often result in children not using equipment in free-play. Structured free-play opportunities are imperative in affording children not only with a safe space to develop and play in, but also with positive role models with which to engage. Unstructured play is an often overseen aspect in sport and recreation programming in marginalised communities. This study aimed to demonstrate the importance of providing supervised free-play opportunities in marginalised community sport and recreation interventions. A case-study approach was used to determine whether supervised free-play opportunities should form part of community sport and recreation program. Participant observation was used to collect data over a six month period in three marginalised community sport and recreation interventions.
Data was coded and analysed with Atlas.ti. Results of the study showed a marked difference in response by children to supervised free play versus free play without supervision. This study showed that the presence of a positive adult role model during free-play opportunities provided children with the sense of safety needed to afford them with the opportunity to be active. The increase in children using the supervised free-play opportunities have resulted in the continuation of supervised free-play as part of the current intervention.

### Workshops: 90 minute active

#### Session 5A

**108. Games based learning and visible thinking routines - the quest to engage higher level thinking.**

Mel Hamada, Yokohama International School, (PY, MY, SY, C)

What questions do you ask your students? And how do you assess their learning? In trying to reduce the assessment requirements of our students outside of the classroom, my PE dept decided to challenge ourselves with writing meaningful assessment tasks that extended our learners but that didn’t require copious amounts of research and writing and that were really testing their ability to connect concepts, ideas, inquiry and performance in our units. We agreed to trial working with “short, sharp and shiny” assessments for our students. These would be completed in class, taken regularly to allow us to (hopefully) see growth and measure their ability to learn in the PE environment. We need to assess a few different criterion based on the IBO MYP.

VTR’s or Making Thinking Visible is not new, but has come out of some extensive research. These routines cover a variety of outcomes (e.g., Core Routines, Truth Routines, Creativity Routines) and have been researched, tested and tweaked and made ready for teachers of all disciplines and age groups. We have decided to use a handful of these multiple times to assess student learning and to allow students to become familiar with the routine and to show that they can grow from teacher and student feedback as they use these routines multiple times. Our hope is that by using discussion and coaching time with peers and with teacher prompts and questions, that we can ask students extension questions and ask them to write/narrate or draw their answers to make their thinking (and learning) visible.

This session will take participants through a Games based lesson with the VTRs with discussion on the types of questions asked and how we can assess student understanding and extension. I should note here that I am using many of the games and activities that were presented by Stuart Welsh at ACHPER in 2012 (I haven’t been able to find him yet to ask his permission about this) with the addition of the questions and VTRs to enhance learning and reduce heavy assessment.

#### Session 5B

**109. Game Shaping and Development**

Dave Cohen, National Rugby League, (MY, SY, TY)

This presentation will demonstrate how a very basic game can be “shaped” to achieve a desired outcome. Through the use of strategy and manipulation of rules, participants challenge the presenter to have to alter the rule parameters in order to keep the those participants challenged. Once the game has been shaped, we will demonstrate how tactics, skills and strategies can be enhanced whilst playing the game. This is a highly practical session involving a lot of movement.

#### Session 5C

**110. WHEREIFYOU NEED**

Haylee Gillies & Sam Poolman, Netball SA, (PY, C)

Haylee Gillies, Netball SA’s Community Engagement and Legacy Office will introduce the newly created ‘schools mini NW2015’ resource for primary school. This resource will cross over a number of curriculum topics including; Maths, English, Art & Geography. The ‘schools mini NW2015’ will teach students how to coordinate, promote and market for their own mini World Cup carnival! This resource will be offered to all registered Netball teacher Ambassadors in 2015.

The second half of the session will be coordinated on the netball courts and presented by Netball SA’s ANZ NetSetGO Ambassador and Adelaide Thunderbird Player Sam Poolman. Sam will run teachers through a modified skills session utilising the 2015 ANZ NetSetGO resource ‘Coaching points’. This resource has been developed my Netball Australia and focuses on the teaching points and common errors of netball skills. Sam will focus on the ‘defence skills’ chapter which includes; One on one shadowing, interception & recovery.

The session will conclude by introducing teachers to the ‘Schools Teacher Ambassador’ Program. Discussing what is involved, what is required of teachers and the benefits that they then receive in return. I-pads will be available so teachers can sign up on the spot.

#### Session 5D

**111. IAAF Nestle Healthy Active Kids’ Athletics Sports Schools Coaching Course Part A**

Kate Richardson, Athletics Australia, (PY, MY, SY)

Learn how to teach the fundamental skills of running, the biomechanics of efficient running technique, the importance of reaction time, acceleration and maximal speed. These skills are required for track and field and form the basis of many sports. Come along and learn how to run fast. Participants who attend both Athletics Australia sessions are eligible to become an accredited Kids’ Athletic Coach in the Sporting Schools Programme.

#### Session 5E

**112. Teaching Handball using the SCT teaching model**

Andres Olascoaga, sportandi, (EY, PY, MY, SY, TY, C, R, O)

The SCT teaching model for physical education and sport was developed to engage more students playing handball in schools around Australia, improving handball skills, game development, and tactical understanding of the game of handball. This practical session is fun, interactive, challenging and will provide a wide range of new ideas on how to engage more students in your class.

### Workshops: 90 minute non-active

#### Session 5F

**113. Bringing the Australian Curriculum into my secondary classroom**

Dr Tracey McAskill & Tracy Zilm, ACARA, (MY, SY, TY)

This interactive workshop will introduce the full scope of the Australian Curriculum website. Participants will be invited to begin planning their next strengths based unit of HPE in small groups using the content and functionality of the website as the planning framework and tool. Ideas generated will be shared across the group. This workshop will build knowledge of the HPE curriculum and increase confidence in using the Australian Curriculum website for managing future planning. Participants will need to bring their own internet capable device.

#### Session 5G

**114. Assessment for learning — Movement and physical activity**

Sue Montearth, C2C State School performance DET, (PY, MY, SY)

This workshop will unpack the Australian Curriculum: Health and Physical Education syllabus document: Movement and physical activity strand to select fragments of the achievement standard, content descriptions and elaborations to construct assessment items to align with the achievement standard being assessed. During the workshop participants will review the achievement standard for a band to construct an assessment item and standard descriptors. Participants will be given a practical model for development of a unit of work. A unit of work would be developed by the participants at a later date to align the learning with the task.
Session 5H
115. Teaching Year 12 Biomechanics
Kain Noack, St Ignatius College, (SY)
This session would suit first time Year 12 PE teachers or anyone looking at how to integrate key biomechanical principles into various practical scenarios. Biomechanics can be a complex topic to teach to students. This session aims to simplify the process and make it less threatening to teach and easier to understand.

Session 5I
116. Delivering Wellbeing via PERMA in Health and PE
Sean Inman, St Peter’s College, (PY, MY, SY, TY)
The new Australian Curriculum document for H&PE makes more then 130 references to well-being. This presentation explains how to specifically and effectively deliver well-being through a PERMA focused approach to H&PE teaching.

Session 5J
117. ‘Star gazing: What does the future of HPE look like?’
Karen Lambert, University of Sydney, (PY, MY, SY)
Health and Physical Education (HPE) offers substantial opportunities for learners to develop lifelong health enhancing skills, attitudes and behaviours around health and movement. Despite this many HPE teachers remain a little uncertain about why curriculum change is necessary, and importantly how it influences what they do and how they do it. This uncertainty occurs mainly as a result of focusing on change as opposed to pedagogy - that is the WHAT is more important than the HOW. This workshop focuses on the HOW. It considers how HPE teachers can create classrooms, learning experiences and assessment tasks that dazzle their students and in the process cater for the varying needs and interests of young people both now and in the future. By concertedly seeking to nurture a brighter future for young people today’s HPE teacher can deal with the uncertainty of curriculum change by firstly reflecting upon and revising current practices, and secondly by gazing ahead in order to predict the complex learning needs of their students and hence how to teach them in the here and now. The Australian curriculum in HPE is designed with this futures orientation in mind and flags five pedagogical characteristics that can act as the foundation for effective teaching and learning into the future. In this interactive workshop participants will reflect upon their current practices in relation to these five pedagogical characteristics, and then seriously consider the required skillset and mindset necessary to turn this futures orientation into action in HPE programming and planning.

Workshops: 45 minute active
Session 5K
118. Productive Pedagogical Practice Utilizing ‘Fitness’ Time to Promote Fundamental Movement Skills
Tamra Jones, UniSA, (Pre, EY, PY, MY, C)
The naming of Fundamental Movement Skills (FMS) as a key focus area within the Australian Curriculum: Health and Physical Education (AC: HPE) is evidence of how it has acquired official recognition within the education field.

There is general agreement that the development of FMS is significant for shaping and enabling student engagement as well as enjoyment of varied forms of physical activity. However, FMS represent an area of contestation and debate due to multiple interpretations and understandings of ‘what is fundamental?’

Through a school ethnography this research explored pedagogical practice for advancing student FMS development. This research also investigated the existing school structures for promoting FMS development. This presentation will address the attempts of one PE teacher, employed in a school located in the Northern suburbs of South Australia, to develop a ‘fitness’ program that incorporated FMS development. The specific focus will be on a comprehensive school-based ‘fitness’ booklet, re-designed to align with AC: HPE, and FMS development, as well as professional development sessions that were provided, to support classroom teachers with its delivery. Examples of this productive pedagogical practice will be shared through the activity component of this presentation.

Findings from the research project revealed that allocating time alone, was not the issue, but how ‘fitness’ time was used by teachers to develop and refine FMS development, was more revealing. The pedagogical practices adopted by both the PE specialist and classroom teachers were also found to be significant.

In closing, this presentation will highlight evidence of how, in this context, supporting teachers with their pedagogical practice and improving their confidence in the delivery of “fitness” lessons, can enhance FMS development. We argue for ongoing teacher professional development that addresses the interrelationship of FMS curriculum offerings and pedagogical practices.

119. Promoting resilience in children using literacy and interactive play to build values, resolve conflicts and promote solutions: Working with the NRL St George Illawarra Dragons
Sarah Tillott, University of Wollongong, (Pre, EY, PY, C, R)
The Resilience program being presented aligns with the core principles of health promotion for children and helps to build social and emotional wellbeing along with values.

Health promotion in educational settings has become an important element within the PDHPE syllabus. Promoting wellbeing entails that students maintain mental, emotional and spiritual health which conversely promotes optimism, resilience and respect.

The program being presented aligns with the ACARA Health and Physical Education goals and is currently delivered by the St George Illawarra Dragons (NRL) in local Primary Schools. This program addresses the key areas of a national health priority area in Australia, mental health, and aligns with the Department of Education and Community School Research priority areas. With a representative from the St George Illawarra Dragons, a demonstration on how this program works along with the benefits and preliminary finding from the PhD study will be discussed. This model is simple, effective, engaging and empowering.

Workshops: 45 minute non-active
Session 5L
120. Alcohol and other drugs education, an initiative of the Safe Night Out Strategy
Robyn Rosengrave & Dianne Aylward, Department of Education and Training, (MY, SY, TY, R)
In February 2014, the Queensland Government conducted an online survey on alcohol and drug-related violence, receiving over 12,000 responses. Based on those responses, the Queensland Government developed the Safe Night Out Strategy to address community concerns regarding alcohol and drug-related violence and safety issues.

The survey indicated 85% of respondents recommended compulsory education for Year 7-12 students about culture, attitudes and social expectations of alcohol consumption, including the risks of binge drinking, illicit drug use and alcohol and drug-related violence. Education is a vehicle where responsible behaviour and social expectations can be examined to reduce anti-social behaviour and address safety issues.

The Department of Education, Training and Employment has led the development of an Alcohol and other drugs education program aimed at students in Years 7 to 12. Informed by research, the program is based on the principles of harm minimisation - a preventative approach that encourages non-use; reduces risks associated with use; and promotes healthier, alternative behaviours. The Years 7 to 10 programs are aligned with the Australian Curriculum: Health and Physical Education.

Join the journey of the development of the Queensland Years 7 to 12 Alcohol and other drugs education program. From a conceptual idea, this presentation will highlight the scope, considerations, extensive consultation, research and advice, stakeholder engagement, Premier’s implementation panel requirements and state wide school trials to the final web platform available for all Queensland teachers, within a tight timeframe.

The Alcohol and other drugs education program has been designed to develop students’ awareness and understanding of the impacts and consequences of alcohol and other drug use and to increase students’ capacity to make responsible, safe and informed decisions.
Equal access to healthcare is a basic human right, and in Australia, we expect it.

So what if we told you that you can expect to live almost 20 years less than your next-door neighbour? You wouldn’t accept it. No-one should.

But in reality, Indigenous Australians still die up to 17 years earlier than non-Indigenous Australians. Think about that—a young non-Indigenous child starting school this year may likely outlive an Indigenous student finishing Year 12.

Close the Gap is Australia’s biggest Indigenous health equality movement, with more than 200,000 people taking action in 2014—and a quarter of these were Australian school students and teachers.

This model workshop is an example of the interactive workshops Oxfam Australia delivers to secondary schools students of all ages across Australia, bringing Indigenous issues and active citizenship to your HPE classes.

The gap in health and life expectancy has a long and complex history and while great work is being done to reverse these trends and improve Indigenous health, improvements are still far too slow and geographically isolated.

Learn about ‘the gap’, how it can be closed, and practical activities that demonstrate how your students are critical to achieving health equality by the year 2030—within their generation.

Teachers also explore Oxfam Australia’s range of free AC linked student-led activities and action-based projects, and hold their own Close the Gap Day at school. www.oxfam.org.au/ctgschools

Session 5M

122. Critically digital or digitally critical? Technology and the HPE classroom

Michael Gard, Jan Wright, Deana Leahy & Eimar Enright, Southern Cross University, University of Wollongong, Monash University, University of Queensland, (EY, PY, SY, TY, R)

Digital technology has been taken up in many ways in HPE. It has been argued that digital technology will give HPE a more objective and scientific foundation, and inspire young people to be healthier by generating unprecedented amounts of personal and collective data that can then be analysed, manipulated and acted upon in creative and fun new ways (for example, ‘gamified’). Digital hardware and software have been advocated to ‘engage’ students and promote learning. In health education, digital resources that engage students in monitoring their body weight, physical activity and food intake are also now commonly used.

These technological developments are occurring at the same time as the ‘roll-out’ of the Australian Curriculum: Health and Physical Education, a forward looking curriculum intended to be relevant to the lives of young people today and in the immediate future. The five propositions, together with the cross curriculum priorities, are ways of expressing this forward-looking response to contemporary context and issues. In this forum we examine the tensions between teaching technologically, as a way of engaging students and being relevant, and teaching critically. We explore the potential technology offers for students, who are already researchers and knowledge producers on a daily basis through social networking sites, to become critical inquirers who are able to challenge the taken-for-granted. We argue that while there are clearly exciting possibilities associated with the increased use of digital technology in HPE, there are also compelling reasons for caution.

Each member of the panel will draw on their current research to present four brief presentations of 12-15 minutes, followed by an invitation to the audience to engage with and debate the issues raised.
125. Effects of contextual interference on acquisition, retention and transfer of volleyball serves
Ali Moradi, Department of Education, (C)

The purpose of this research is to compare three methods of training block, random and random block on acquisition, retention and transfer of volleyball serves. For this research 34 students of shomal university after the explaining of primitive rules and doing pre-test divided in to 3 groups (block, random and randomized block) subjects participated in 10 sessions training complete post including acquisition test (exactly at the end of the last session), retention and transfer (a week after the last session) were done. Analyses was based on ANVAs, and TUCKY H.S.D tests. The results show that in acquisition stage, the block group was better than the others and contextual interference effects has been occurred. But in retention stage differences were not significant and transfer stage (block group and randomized block) differences were significant.

126. Effect of pace on performance of swing bowlers: A comparative study of Bhuvaneswar Kumar, James Anderson and Dale Steyn
Shaleesha Krishna & Akash Malhotra, Indian Institute of Technology Bombay, (TY, C, R)

The art of swing bowling eludes the majority of fast bowlers, but for those few who have mastered this art, the pace at which they bowl makes a great difference. We compare the performance of three veteran swing bowlers belonging to the contemporary era on the basis of their pace, viz., Zaheer Khan (133 kph), James Anderson (137 kph) and Dale Steyn (140 kph). We briefly discuss the physics of swing bowling and the optimal speeds for achieving maximum deviation out of new and old ball. The statistical analysis of performance parameters (Average, strike rate & economy rate) for test and ODIs supports the fact that pace is indeed an important factor in enhancing the performance of swing bowlers. Distribution of wickets taken by batting order was found out to be significantly skewed away from lower order for Zaheer and Anderson while almost evenly distributed across the entire batting line-up for Steyn, indicating medium-fast bowlers to be less effective against the tail which could be explained by aerodynamics which suggests that more effective reverse swing is obtained at higher bowling speeds, supporting the performance of Steyn against lower order with the old and rough ball in the later part of the innings.

Session 5O
127. Implementing a critical inquiry approach in HPE
Justen O’Connor, Laura Alfrey & Ruth Jeanes, Monash University, (PY, MY, SY, TY, R)

If we are to respond to international calls for the design of more meaningful experiences for young people within Health and Physical Education (HPE), more is needed to understand how teachers and students engage with authentic inquiry-based approaches within HPE. This project builds on a series of pilot studies where teachers were encouraged to support students to identify, research and take action on issues that are important to them and their community members. This paper explores teacher and learner engagement, assessment approaches linked to knowledge outcomes, and the establishment of community stakeholder collaborations as part of a unit of work called Take Action. Researchers, as well as teachers and students, implemented and enacted in schools. This qualitative research examines the barriers and challenges associated with implementing authentic inquiry-based pedagogies in HPE. Overall, students highly valued the opportunity to identify and work on an issue they felt had relevance to their lived experiences of physical activity. Teachers and students benefit greatly through establishing early links with community members who have a stake in the student identified issues. Greater support is needed for HPE teachers to: implement authentic inquiry-based pedagogies; facilitate the development of learning outcomes linked with formal and informal assessment through authentic inquiry-based approaches and; to foster community stakeholders as learning allies in inquiry-based learning. Authentic, inquiry-based pedagogies show significant promise if HPE is to provide a more inclusive, engaging and educationally substantive contribution to learning.

128. Is there a ‘Bob the Builder’ approach to health in Northern Territory Government schools?
Natalie McMaster, University of the Sunshine Coast, (R)

International literature on the purpose of education identifies that there are two conflicting paradigms. The first is oriented to an economic purpose and the second on development of the whole student and belief in them becoming disciplined and self-motivated (Popkewitz, 2001). In 2008, the Melbourne Declaration on Educational Goals for Young Australians was released outlining the purpose of education in Australia. This document is an example of these conflicting paradigms, stating that “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” (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008).

Understanding the field of education is complex and in NT government schools the interface between policy, procedures and personnel is based on the strong relationship between the NT government and its Department of Education. The 2013 - 2015 Strategic Plan of the Department of Education NT, focuses on both educational outcomes and safety and wellbeing in education, which may be due to the unique context of government schools in the NT. Increasing demands are placed upon schools to address social problems, fix national economic issues and move beyond the formal academic curriculum to meet the social and psychological needs of students (Degenhardt & Duignan, 2010).

The proliferation of potentially competing purposes and responsibilities for schooling, in part, sit behind a successful Australian Research Council Grant (Macdonald, Rossi, Mangan & McCuaig, 2013-2015) to analyse the nature of “health work” being undertaken by teachers in Australian schools and address expectations and capacity of schools contribution to these competing agendas. Research has been conducted on the role of teachers, however far too little attention has been paid to exploration of what constitutes, facilitates and constrains teachers’ “health work” in NTG schools.

129. Health and Physical Education - navigating the chasm of school policy, management and practices to enact the intended curriculum.
Susan Wilson-Gahan, USQ, (PY, MY, SY)

The learning area of Health and Physical Education is marginalised and compromised through policies that result in low numbers of Health and Physical Education specialists being employed in schools; negative perceptions and misconceptions about the learning area; lack of professional respect and professional development and misguided pedagogy that fails to engage the 21st Century learner. This qualitative research examines the barriers to delivering the Health and Physical Education (HPE) learning entitlement and the disconnect between recommendations of curriculum developers and educational authorities, with how the curriculum is actually implemented and enacted in schools.

Session 5P
130. The Lunchtime Enjoyment Activity and Play (LEAP) intervention: Exploring the possibilities for creative primary school physical activity opportunities
Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University, (EY, PY, TY, R)

It is important to consider a whole-school approach to physical activity in endorsing and reinforcing positive physical activity messages that can be sustained over time and to complement the work of Health and Physical Education (HPE) teachers. Rather than relying on the organisational input from teachers, international evidence has highlighted that school-based non-curricular physical activity initiatives are important to provide further exposure to physical activity for children.
An example of a school-based non-curricular initiative is the Lunchtime Enjoyment Activity and Play (LEAP) intervention that consisted of the provision of movable/recycled materials. The movable/recycled materials were introduced during 2010 from the end of term one to the middle of term two, post-testing was conducted seven weeks after the intervention commenced and additional items were introduced up until 13-weeks after the intervention commenced (Autumn/Winter). Examples of the movable/recycled materials included milk crates, hay bales, swimming noodles, buckets, cardboard boxes and tyre tubes. This presentation will outline the effects of the LEAP intervention on children’s physical activity behaviour at multiple phases over two and a half years (baseline; 7-week post-test; 8-month follow-up & 2½-year follow-up). Insight will also be provided into a range of student-directed, innovative and creative physical activities developed by the primary school students after the LEAP intervention was introduced. The potential of using movable/recycled materials as a cost-effective and creative strategy to complement the work of primary school HPE programs will be discussed. The findings from the LEAP intervention could be used to improve teachers’ understanding of the benefits of an ‘informal HPE curriculum’ within the schoolyard and to consolidate understanding of non-curricular school-based initiatives as an opportunity to develop students’ skills beyond the classroom to optimise health, learning and development.

131. Effects of “Demo Cup” rope skipping training on students’ fundamental movement skills and social skills: A quasi-experiment
Amy Ha, Johan Ng & Cecilia Chan, The Chinese University of Hong Kong, (PY, MY, SY, C, R)

Rope skipping is a type of moderate-to-vigorous physical activity which requires proficiency in locomotor (e.g., jumping, hopping) and object control (e.g., handling ropes) skills. Regular rope skipping training may lead to improvements in some of these fundamental movement skills (FMS). In particular, “Demo Cup” is a rope skipping routine performed by 10 to 15 skippers simultaneously. Training and performance of such routines require communication and cooperation between performers. Based on these, a study was designed to examine whether students training for a Demo Cup routine (“skippers”), compared to those who did not receive any rope skipping training (“non-skippers”), would display larger improvements in their FMS and social skills. Using a quasi-experimental design, 203 skippers and 184 non-skippers were recruited to take part in the study. Participants’ mean age was 12.02 years (SD = 1.76); 61% were girls. Measurements for FMS (observed and rated using Test of Gross Motor Development) and social skills (using Social Skills Improvement System questionnaire) were taken before and after skippers received an 8- to 12-week Demo Cup training. Post-test scores (controlling for pre-test scores) between groups were compared using ANCOVA. In terms of FMS, we found that skippers had higher scores in both locomotor (F[1,315]=12.38, p<.05) and object control skills (F[1,315]=3.88, p<.05). However, they showed no difference in self-reported social skills. Results provide preliminary evidence that Demo Cup training may improve students’ FMS. Although previous qualitative data from focus group interviews suggested that students felt improvements in social skills, such findings were not supported by the quantitative data. Such unexpected results may be due to the short training period.

132. Canadian Assessment of Physical Literacy
Mark Tremblay & Patricia Longmuir, CHEO Research Institute, (PY, C, R, O)

Physical literacy is being increasingly used to describe the essence of what physical education, developmental sport and active recreation programs aim to develop. It is defined here as the attributes, characteristics, skills and behaviours that are related to the capacity for, and commitment to, an active lifestyle. In an effort to measure and monitor physical literacy the Canadian Assessment of Physical Literacy (CAPL) was developed to provide a valid, reliable and comprehensive approach to assess physical literacy among children in grades 4-6.

Developing the CAPL included comprehensive expert consultations with practitioners and researchers; and a series of feasibility, validity and reliability studies on more than 2000 Canadian children in grades 4 to 6 (51% female, 8 to 12 years of age) during 7 testing cycles (2009 to 2013). The CAPL model and scoring/interpretation procedures were refined using factor analyses and a Delphi expert review. The final CAPL consists of 4 domains, visualised as a model with overlapping circles that illustrate the interacting importance of different test elements designed to assess a child’s motivation and confidence, knowledge and understanding and physical competence towards physical activity, with a daily behaviour domain considered as the behavioural outcome of the other 3 domains.

Monitoring of these measures enhances our understanding of children’s capacity for physical activity, and assists with the identification of areas where additional supports are required.

133. Looking beyond the classroom walls: An insight for teachers of primary and secondary students’ perceptions to enhance the school physical activity environment
Dr Brendon Hyndman, International Graduate Centre of Education, School of Education, Charles Darwin University, (PY, MY, SY, TY, R)

With an increasing focus on schools to facilitate physical activity, there is more demand than ever for teachers to equip children with the necessary skills to be physically active. Gaining an understanding of students’ perceptions could help teachers promote increased physical activity levels among school students. The purpose of this paper was to explore primary and secondary students’ perceptions to enhance the school physical activity environment. Four government schools (two primary and two secondary) in the western region of Victoria were recruited for the study. Focus groups and map drawing sessions were used to gain a broad understanding of primary and secondary students’ perceptions for enhancing the school physical activity environment. During this study, 78 students from four government schools (two primary and two secondary) were recruited with students aged 10 to 13 years. The focus group discussions consisted of 54 students (32 primary and 22 secondary) and the map drawing sessions included 24 students (17 primary and 7 secondary). Gender-specific perceptions of the school physical activity environment will also be discussed. Currently, many school facilities are implemented by adults. Listening to students’ perspectives of the factors that could enhance school physical activity environments may assist in developing strategies to reduce the time students spend engaged in sedentary behaviours and to promote healthy, active students. The factors identified in this paper provide important information for teachers and school decision makers to consider when targeting children’s physical activity within the school environment.
Session 6A
134. Clear messages when teaching attacking and defending strategies in school sport
Andres Olascoaga, sportandu, (PY, MY, SY, TY, C, R, O)

Teach your students once and for all the secrets of attacking and defending strategies in ball games. Your multimillion dollar player is sick for the game? No worries, the team will cover in their absence. Learn to implement a game plan and style for your school sport team in any sport. If physical education and sport school are important to you, don’t miss this session!

Session 6B
135. Developing Netball Game Sense
Terry Magias & Shane Phil, Flinders University, (PY, MY, SY, C)

This workshop will demonstrate how to apply the Game Sense approach to teaching and coaching Netball. Particular emphasis will be given to developing conditioned and designer games, whereby technical and tactical dimensions of play emerge under the influence of modified task constraints. This as aspect of Game Sense coaching/teaching pedagogy acknowledges the importance of retaining the primary logic of Netball in representative task design, while secondary rules can be modified to achieve desired outcomes. The progressive development of the inter-related dimensions of tactical decision-making and technical models of movement in skilled performance as complimentary pairs will be demonstrated.

Session 6C
136. IAAF Nestle Healthy Active Kids’ Athletics Sporting Schools Coaching Course Part B
Kate Richardson, Athletics Australia, (PY)

One of the biggest grassroots development programs in the world of sport has arrived in Australia with a new action-packed program filled with fun activities for children of all ages and abilities. Already enjoyed by over 1.5 million kids in over 100 countries, Kids’ Athletics is currently being rolled out nationally by Athletics Australia through the Sporting Schools Initiative to help children learn to have fun in athletics. Come along and learn to run, jump, throw… and have fun! Participants who attend both Athletics Australia sessions are eligible to become an accredited Kids’ Athletic Coach in the Sporting Schools Programme.

Session 6D
137. LaunchPad Gymnastics Teacher Accreditation Module 2
Robyn Tribe & Chelsea Wilkinson, Gymnastics Australia / Gymnastics SA, (Pre, EY, PY, MY, SY, TY, C, R, O)

Module 2 - this workshop will include more examples of simple, yet challenging gymnastics activities that can be delivered with minimal equipment in a school environment. Aimed at taking the fear out of teaching gymnastics, this module will provide the tools for teachers to be able to provide a safe environment for their students, including adequate physical preparation, in which to develop fundamental movement skills with relevant links to both brain development and physical abilities. Participants will be encouraged to get active in this workshop!

(note: teachers must complete Module 1 (session 4) as a prerequisite to attending this workshop and gain Sporting Schools accreditation).

Session 6E
138. F-2 Creative, Action & Folk Dances
Heather Mooney, TriSkills, (Pre, EY)

LITTLE STEPS Creative, Action & Folk Dance is an exciting new Dance Program for F-2 students written by Heather Mooney & Dr Graham Dodd. The Program taught by TriSkills is linked directly to the Australian HPE & Arts (Dance) Curriculum. It evokes the joyful & playful involvement in the children to enhance their natural rhythmic spontaneity.
Supporting schools to develop physical activity action plans

DDSW schools have been invited to join the iAIM Action Schools program to show their commitment to increasing activity and intelligent minds. The main goal of the program is to support schools to review their physical activity culture and develop action plans including physical activity goals and actions for 2015. The iAIM Team has developed a range of support tools to help iAIM Action Schools develop their action plans. The program is underpinned by the Health Promoting Schools framework and process.

Celebrating leadership and innovation

The iAIM program celebrates leadership and innovation in the region by showcasing existing good practice around physical activity on the iAIM edStudio and e-Updates and rewarding schools with sport equipment vouchers. Schools are also encouraged to trial new ideas by using physical activity solutions to address school issues and implementing action research projects as part of the iAIM Physical Activity Leadership and Physical Activity Innovation Grant programs.

Session 6I

142. Assessment for learning - Personal, social and community health

Kay York, Department of Training and Education - C2C Project, (Pre, EY, PY, MY, SY)

This workshop will unpack the Australian Curriculum: Health and Physical Education syllabus document: Personal, social and community health strand to select fragments of the achievement standard, content descriptions and elaborations to construct assessment items to align with the achievement standard being assessed. During the workshop participants will review the achievement standard for a band to construct an assessment item and standard descriptors. Participants will be given a practical model for development of a unit of work. A unit of work would be developed by the participants at a later date to align the learning with the task.

Session 6J

143. Let’s Talk Sexuality

Jill Spurling, SHine SA, (PY, MY)

Relationships and sexuality are key contributors to identity and wellbeing. Children and adolescents have a natural curiosity and desire to understand this aspect of their health. It is important as health educators that we provide explicit learning opportunities for our students to discuss and question sexual health topics in a positive and safe environment.

Within the contemporary context in which we live children and young people receive messages about relationships and sexuality daily from television, film, music, advertising, computer games, the internet, friends and family. Sex is often joked about, discussed in derogatory ways or considered private or taboo - a topic not to be talked about. Many people are concerned about the exposure of young people to sexualised images and pornography. All these influences impact on the way students think and feel about their bodies in space but also develop creativity and cooperation.

Concerns about safety and also engagement of students in the areas of dance and gymnastics can prevent teachers from ‘having a go’ at teaching a unit of work in a different way. Through inquiry learning, your students can learn not only how to understand and use their bodies in space but also develop creativity and cooperation. Come along to this workshop and receive resources to build a unit of work (aligned with the national curriculum) that integrates dance, educational gymnastics and health concepts.

144. So you think you can’t teach dance and gymnastics?! Learn to teach and integrated unit of dance, gymnastics and health concepts

Lisa Shuck, Deakin University, (MY, SY)

Attend this workshop and gain ideas of how to teach an integrated (Health and P.E.) unit that explores health concepts through the mediums of dance and educational gymnastics. Dance and gymnastics are foundations for moving and learning! But, what is the best way to teach these areas of health and physical education?

In this workshop we will use experiential and inquiry learning, reflection and task cards to support the development of dance and gymnastics skills and health concepts. As a result of learning in, through and about movement participants will deepen their knowledge using health concepts as an impetus for creative dance/ gymnastics culminating in a group performance.

This is a hands-on workshop where you (the student) will experience, examine and apply understandings of health concepts integrated with movement experiences.

Concerns about safety and also engagement of students in the areas of dance and gymnastics can prevent teachers from ‘having a go’ at teaching a unit of work in a different way. Through inquiry learning, your students can learn not only how to understand and use their bodies in space but also develop creativity and cooperation.

Come along to this workshop and receive resources to build a unit of work (aligned with the national curriculum) that integrates dance, educational gymnastics and health concepts.

Session 6K

145. Active Every Day – Supporting Teachers to deliver Daily Physical Activity

Nick Warren, DECD, (EY, PY, MY)

You will take away with you games and activities that are highly inclusive. These new games have been created with the assistance of students for students.

Session 6L

146. Screencasting - a journey into more useful feedback for students.

Mel Hamada, Yokohama International School, (EY, PY, MY, SY, TY, C)

Feedback is any teacher’s essential tool. But PE teachers are trying to affect physical change - performance, so are just words alone enough? We offer verbal feedback to students, we try and ‘show’ them through demonstration or discussion on how to improve their technique or performance. We contort ourselves into various shapes in gymnastics, athletics, swimming or dance to try and give deeper understanding. But how much do our students retain from our verbal and physical efforts? Does my feedback improve student performance? Does my feedback aid the understanding of a task? Do I offer feedback to all learning styles? How could I solicit more discussion about my feedback within the class?

Screencasting is not difficult to master, there are a variety of screencasting web applications that work on a whole variety of IT platforms and that can be shared either online or can be downloaded quickly to your computer. This session will look at some of the tools available for screencasting - both on iDevices and on computers and take us on a journey into screencasting as we look to enhance student learning.

*SHine SA is South Australia’s leading sexual health agency supporting schools to deliver comprehensive R&SH education in Years 5-10.
Fundamental sports skills are considered the most crucial element underpinning sports competence and physical literacy. Obese children and those with motor skill difficulties tend to avoid physical activity and games as a coping strategy due to frustration, fear of failure and poor self-efficacy within competitive environments. The primary objective was to determine if foundation movements underpin fundamental sports skills as a preliminary assessment for physical education and physical literacy. Secondly to evaluate the effect gender, age, BMI and activity levels have on movement competency. One hundred and three boys and girls across grade four, grade six and grade eight were recruited. Assessment included foundation movements comprising a squat, lunge, push, pull, hinge, brace and rotation, and FSS specifically static balance, vertical jump, overarm throw, kick, hop, skip, run, side gallop and dodge. Activity characteristics were determined from a survey detailing transport, sport and leisure activity choice. Data was analysed using two-way analysis of variations (ANOVA) and Chi Squared analysis was performed comparing each movement with each FSS. Pearson correlations were then calculated between the different responses and variables. Foundation movements related to all FSS except the static balance and vertical jump. Children who spent ~60 minutes per day in physical activity scored better in foundation movements. Foundation movement criterion did not strongly relate to performance of fundamental sports skills likely due to the performance based outcomes of FSS assessment rather than the biomechanical requirements of the skill. Foundation movements do not appear to bias children with skill deficiencies and assess boys and girls equally. No correlations were determined between BMI and foundation movement performance suggesting that unlike FSS, all weight classifications are able to perform movements equally. Fundamental sport skills may not predict physical activity participation alone, but positive correlations reported in this study highlight potential movement interventions for skill enhancement.

4 x 20 minute presentations
Session 6M

148. When NAPLAN measure BMI, give me a call: the challenges of managing a regional physical activity project.
Megan McNamara, Department of Education and Training QLD, (PY, MY, C, R)

The Physical Activity Innovation with Schools was originally funded under the Queensland Healthy Children initiative, which is part of the National Partnership Agreement on Preventive Health. The Queensland Department of Education and Training is the service provider for this initiative which is being delivered in two of seven education regions: Darling Downs South West and Central Queensland. Each region is working with schools, teachers and partner organizations to develop, test and share innovation to support effective incorporation of physical activity into the school day. In Central Queensland, thirty-six primary schools have signed on to the trial as CQ Sporty Schools.

The two main aims of the project are to increase physical activity levels of students and the confidence and competence of their classroom teachers to teach it. This is an acknowledgement that HPE specialists are unlikely to significantly impact physical activity levels in schools where they operate independent of the classroom. In CQ Sporty Schools it was decided that while physical activity was the product, sport should be the packaging and so there is a focus on upskilling classroom teachers in a range of modified sports.

Three major challenges have arisen in the first year of the project. Attracting schools initially to the trial was difficult despite generous funding and high levels of school autonomy. Although there was only one exceptionally blunt principal who went as far as to say, “When NAPLAN measures BMI, give me a call,” perhaps more than that were thinking it.

The second challenge was implementing a strengths based approach. Based on a belief that the best people to find context specific physical activity solutions were the school based HPE specialists, this model required a belief that these often marginalized practitioners had both the skill and will to coordinate the initiative.

149. Deconstructing the Roles and Expectations of Change Agents Using Sport and Recreation in a South African Context
Engela van der Klashorst, University of Pretoria, (IR)

Sport and recreation have the inherent power to bring communities together, to provide a sense of inclusion to people living on the fringes of society and to solve a myriad of social problems such as social inclusion. The current sport and recreation provision system focusing on social inclusion in marginalised communities in South-Africa includes a variety of change agents with seemingly contradictory roles and expectations related to the goal of social inclusion. The discrepancy regarding the possible and actual benefits of sport and recreation participation necessitates the deconstruction of roles and expectations of change agents working towards social inclusion through the provision of sport and recreation opportunities. The overall aim of the study was to deconstruct the roles and expectations of change agents and marginalised community members in social inclusion through sport and recreation provision. Post-structuralism was utilised as theoretical lens through which change agents’ roles and expectations were deconstructed in order to emphasise the role of discourse and power in social reality. This study utilised a qualitative approach to ask the research question: How does deconstructing the roles and expectations of change agents operating in marginalised communities facilitate social inclusion through sport and recreation? Results of the study included the corroboration of two discourses that influences the roles and expectations of change agents providing sport and recreation opportunities related to the goal of social inclusion. The conclusion of the study emphasise that current sport and recreation provision system in marginalised communities in South-Africa is structured in such a way that the status quo in these communities is maintained which contribute to the difficulty in facilitating social inclusion.

150. The Study to Explore the Effects of Varied Tempo music on Brisk Walking Performance
Dr. Saikot Chatterjee & Dr. Sanjib Mridha, University Of Kalyani, West Bengal India, (MY, SY, TY, C, O)

In the age of technological gadgets, music has become more than just background noise at a party. Recent studies have seen that music has a much greater effect than just providing a distraction. Studies conducted by sports psychologists have determined that music has a great impact on the performance level of an athlete. A sports psychologist at Brunel University, Dr. Costas Karageorghis, has done studies to see the results of synchronous music and asynchronous music. Synchronous music, music that has a clear and steady beat, was what was shown to elevate a person’s performance by twenty percent whereas asynchronous music, background music, was shown to calm the nerves of athletes by as much as ten percent. The above facts and thoughts made the scholar enthusiastic about the amazing effects of music on human performance and hence he premeditated to conduct “The Study to Explore the Effects of Varied Tempo music on Brisk Walking Performance”.

For the study 21 male and female B.P.Ed students age ranging between 21 to 26 of Department of Physical Education University of Kalyani were selected randomly as the subjects of the present study. The subjects were divided into two groups one Boys and the other Girls. Both the groups were made to perform 10 minutes continuous brisk walk in three different test days. On the first day the subjects were made to run without any music, on the second day they were made to run with low tempo music and on the third day the subjects performed 10 minutes brisk walking with slow tempo music.
The author mainly measured the distances covered by the subjects with brisk walking for three times namely once without music, another with high tempo or fast music and for the third time with slow or low tempo music. Data analysis revealed that there was significant difference in performance when compared between slow music and fast music and also between no music and fast music. Thus the author reached to the ultimate conclusion that music i.e. fast music unquestionably have positive impact on exercise or physical performance.

151. Designing a Model Program of Teacher’s Training for Sleep Education
Nobuhiro Tsuji, Shiga University, (MY)

In cooperation with city-educational boards, we have developed a model program of teacher’s training for sleep education, which is aimed at helping teachers to acquire the essential scientific knowledge of sleep and to put it in practice at classroom for the establishment of the students’ wholesome lifestyle habits.

In our program for well-organized instruction on sleep, the participants go through the following four stages: (I) a fact-finding survey, (II) university lectures, (III) developing learning materials, and (IV) postmortem sessions. Stage I is aimed at having the teachers to obtain a picture on the students’ sleep. Stage II is set out for them to learn the importance of sleep education and the basic knowledge such as circadian rhythm, sleep architecture and pattern. With the knowledge obtained through Stages I and II, Stage III asks the participants to prepare learning materials, and put them in practice at classroom. And at Stage IV, they assess their classes and the efficacy of our program.

In teachers’ and lesson-observers’ evaluation, the following comment was obtained: while some modification might be required concerning materials and class structure, the program should work for the improvement of the students’ sleeping conditions.

Session 6N

152. A Review of the Literature on Outdoor Education in Australian Schools
Scott Polley, Flinders University / University of South Australia, (PY, MY, SY, TY)

A review of the literature in this field primarily reveals factors that have impacted on teachers and the teaching of Outdoor Education in Australian schools since 1999, but other relevant historical research is included. 1999 is the year that the last state-wide survey was undertaken in SA and Victoria. The review will show that historically, Outdoor Education has existed in Australia as a recognised subject of study in schools since at least the 1960’s (Pickett & Polley, 2001), but using outdoor experiences and activities as part school has occurred in Australia since the 1890’s (Georgakis & Light, 2010).

It has been a senior secondary subject in South Australia since 1984 (Pickett & Polley, 2003). Reflecting similar developments in New Zealand, the literature reflects that Outdoor Education has been part of both progressive and traditional western curriculum, compulsory and non-compulsory schooling (Lynch 2009) with great variation from school to school. While Outdoor Education is a compulsory component of some schools it is not a compulsory component of any current state curriculum. It is not a learning area, but is recognised as a component of a learning area (DECD 2004, DECD 2012, ACARA, 2014). In the literature it is sometimes referred to as the verb, outdoor education, to describe teaching other learning areas in the outdoors (Outdoor Education Australia, 2013). Despite the lack of clarity about what Outdoor Education is and the place it has in the curriculum, it is reported as being widespread (Georgakis & Light 2010, Lugg & Martin 2001, Polley & Pickett 2003). However, it is striking is that there would appear to be a weak relationship between curriculum and the practice of Outdoor Education by teachers in schools, as evidenced by the apparent widespread practice of Outdoor Education despite the lack of supporting curriculum documents. The literature review informs further investigation of the nature and scope in contemporary schooling in South Australia.

Outdoor education programs provide an opportunity to demonstrate healthy eating patterns
Adrienne Forsyth & David Forsyth, La Trobe University and Halls Outdoor Education, (MY, SY, TY, RI)

Less than five percent of the Australian population consumes the recommended number of serves from each of the core food groups in Australia’s Dietary Guidelines. While students may be taught dietary recommendations in school, and healthy canteen programs support students in making good dietary choices in the school environment, multi-day journey-based outdoor education programs provide an opportunity for students to be immersed in a program demonstrating whole-day patterns of healthy eating.

One Victorian outdoor education provider has begun a comprehensive evaluation of their food service in collaboration with a team of research dietitians. To date, they have conducted menu reviews, conducted staff surveys of food service perceptions and practices, and observed food service practices in planning and packing for programs.

Menu reviews found that despite perceptions of menus being healthy, some menus contained insufficient amounts of fruit, vegetables, milk and alternatives and meat and alternatives to meet the recommended daily serves of these food groups. Catering managers reported that fruit, vegetables, cereal and milk were being returned unused at the end of programs, conflicting with program staff reports of preparing meals according to recipes. Perhaps the focus for some program leaders needs to shift from adjusting recipes to please students’ and teachers’ preferences, to working with students to promote the inclusion of healthy foods.

In this setting, there is clearly a need for further research to determine students’ energy and nutrient requirements and food preferences, as well as to determine whether food is being prepared in a way that provides a positive and engaging healthy eating experience for students. Education about the importance of healthy eating is needed for both students and program staff. Outdoor education providers should consider working with dietitians to develop menus and educational materials that will meet the needs of their clients.

154. Getting good advice on getting out - Outdoor Education in the National Curriculum
Janice Atkin & Scott Polley, Outdoor Education Australia, (PY, MY, SY, TY)

Outdoor Education can offer unique learning opportunities for those students who are offered this as part of their schooling. Previous studies in South Australia and Victoria suggest that around 85% of secondary schools offer some form of Outdoor Education, with approximately 60% of schools explicitly offering Outdoor Education (Lugg & Martin, 2001; Polley & Pickett, 2003). In 1999, Outdoor Education can contribute to student learning by providing specific and direct contact with nature, critical perspectives of contemporary living, developing competence in specialised skills, risk awareness and safety management, enhancing well-being, and developing personal and social capabilities.

Outdoor Education is identified within the Australian Health and Physical Education Curriculum as providing an organisational structure for the delivery of content. The main relationship identified within the curriculum is in the challenge and adventure activities focus area which explores outdoor recreation, navigation, aquatic, and other specialised outdoor activities in those schools with access to facilities and expertise.

There is further scope for Outdoor education to deliver other aspects of Health and Physical Education, as well as other learning areas including Science and Geography. This can be either as a stand-alone subject, an annual sequential camps program, and/or a teaching methodology learning in, about and for the outdoors drawing on content from a range of learning areas.

This presentation reports on a project between Outdoor Education Australia and ACARA to produce documentation and functionality via the Australian Curriculum website to assist teachers and schools to either include Outdoor Education in the curriculum or use Outdoor Education to teach a range of learning areas. Organising ideas and direct links to content in Health and Physical Education, Science and Geography are presented.
Depression is the now leading disability globally, affecting 350 million people worldwide (WHO, 2012), with more than 3 million Australians living with anxiety or depression (Beyond Blue, 2014). 26.4% of young adults aged 16-24 experienced a mental health disorder in the last 12 months (Beyond Blue, 2014), with suicide the biggest killer of young Australians (Beyond Blue, 2014). Over $7.2 billion dollars was spent on mental-health related services during 2011-12, with $788 million spent on subsidised prescriptions for mental health during 2012-13 (AIHW, 2014). Well-being is a priority for Education departments through such mechanisms as the Learner Wellbeing Framework (DECD 2007) and any measures that increase well-being are likely to have positive educational, social and economic benefit.

A first year camp has been part of the Human Movement Program at University of South Australia and its antecedents for over 40 years. Anecdotally, students reported improved mood states and feelings of well-being following return from the camp; however, no formal study has investigated the claim. This presentation reports on a pilot study regarding mood states, with a view to undertaking a more comprehensive analysis in 2015.

In 2014, 227 (126M and 101F) students attended a 4-day camp as student learners as part of the course ‘Group Dynamics’. A convenience sample of 15 students took part in the pilot, with 9 males (Mean age = 19.67 years; SD = 1.66 years; range: 18-22 years) and 6 females (Mean age = 20.50 years; SD = 1.22 years; range: 19-22 years). Participants were 11 first years, 2 second years and 2 third years. Participants were administered the Positive and Negative Affect Schedule (PANAS; Watson, Clark and Tellegan, 1988), a simple 20 item questionnaire that assesses state levels of positive and negative affect. Participants self-administered the questionnaire on day 1 of the experience and then on the final day (day 4), providing pre and post camp measures.

There was a significant increase in positive affect from the start of the camp ($M_{pre} = 30.07$) to the end of the camp ($M_{post} = 36.40$) ![Image](t(14) = -2.771, p < .05). No significant differences were found for negative affect. ($M_{pre} = 14.00$; $M_{post} = 14.47$; ![Image](t(14) = -0.251, n.s.). There were no significant gender differences in pre or post test scores for positive or negative affect, or for change in positive or negative affect over the duration of the camp. However, given the lack of power due to sample size, these results need to be interpreted with caution.

These preliminary results suggest that the camp experience may be beneficial to positive affect. Further research with larger samples and a control group will allow for further assessment of this potential impact and allow for a more rigorous examination of causation.

To further explore the promising potential of the camp on positive affect, content analysis will be performed on student camp journals with the aim of further exploring and understanding their experiences.

Session 60

156. Taking the wheel: How Health and PE teachers can drive real change through Fair go, sport!
Penny Wolf Victorian Equal Opportunity and Human Rights Commission, (MY, SY, C, R)

The landmark 2014 Equal Play Study by Victoria University and beyondblue reports that school sport and PE classes are key sites of homophobic harassment, discrimination and exclusion. The study shows this bullying has a profound impact on the health and wellbeing of Same Sex Attracted and Gender Diverse (SSAGD) students and their classmates, and calls on Health and PE teachers and those who train them to drive change.

Enter the Victorian Equal Opportunity and Human Rights Commission Fair go, sport! schools project. Piloted in Reservoir High in 2013, and extended to three further Victorian schools in 2014, the project sees staff and students working together, primarily through sport, to make schools safer and more inclusive for SSAGD students. And it works!

After less than 12 months, staff and students at Reservoir High reported seeing and feeling a change in their school environment. In their words:

‘I didn’t use to think about some of the words I used like ‘gay’. But now with FGS it makes me think that I shouldn’t say these things and I should think before I talk because it could offend people.’ - RHS staff member

‘Students are more compassionate towards others and more accepting. The frequency of ‘gay’ as a derogatory comment has lessened’. - RHS staff member

In keeping with the conference theme, this presentation will showcase the experience of the schools involved in Fair go, sport! to date, and highlight practical, tested strategies and resources to equip Health and PE teachers to take the lead on eliminating discrimination and building inclusion, helping their schools translate their respect and diversity values into action.

157. Values into Action - Thirty-five years of trying
John Saunders, Australian Catholic University, (SY, TY, C, R)

A recent study examined the culture of a professional sport club that had combined success on the field of play with success in nurturing the personal development of their players (Pink, et a. l. 2014). The study used a theoretical model (Schein, 2010), to show the importance of culture as an explanation of how the club achieved its dual success. It showed how behaviours and artefacts were consistent with formal statements of aspirational goals. This underlines that it’s not just statements of values held but rather actions based on espoused values and beliefs and their underlying assumptions that will determine what an organisation will achieve. The depersonalization of athletes and the narrowing of their personal identities is just one of the values based issues facing modern sport. This author’s first conference attendance and presentation was here in Adelaide in 1979. The conference theme was Values into Action -Health, Physical Education, Recreation and Sport. A key issue then was the lack of professional opportunities for coaches and the difficulty of athletes’ funding their careers.

In the case of physical education key issues then were identifying an appropriate knowledge base for teachers and convincing “stakeholders” that the PE period was more than play but involved serious learning. Today the arguments for the importance of motor learning and exercise and the significance of play are more easily won; yet creating cultures with coherent actions that can effectively reflect these values remains a stubbornly difficult task. This presentation concludes with some suggestions for successfully achieving this challenge.

158. International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD): partnering ACHPER.
Timothy Lynch, Monash University, (Pre, EY, PY, MY, SY, TY, C, R)

Australian Council for Health, Physical Education and Recreation (ACHPER) National Strategy (2014-2016) lists four strategic priorities, which includes; ‘to identify and promote broader ACHPER collaborations and partnerships’. The International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD) shares vision and purpose with ACHPER and PENZ (Physical Education New Zealand), specifically with an international focus. Hence, ACHPER, PENZ and ICHPER-SD, working in collaboration, compliment and strengthen one another in promoting active and healthy living, as evidenced throughout history.
Since the National Curriculum was first proposed in 2003 there has been a renewed and vigorous interest in Australian education history. This is because a number of key learning areas (KLAs), particularly Mathematics and English, have used curriculum history to justify their subject area as essential in the Australian National Curriculum. However this level of interest in other curriculum areas has not translated to Health and Physical Education (HPE). On the contrary, debates linked to the history of HPE have raised questions on the make-up and educative legitimacy of the subject area; perhaps because it is comprised of three different subject areas (Health education, PE and school sport). While there has been significant treatment on the history of PE, this has not been the case for health education and school sport. More evident is the lack of research documenting the history of health education, PE and school sport in a combined analysis.

To address such neglect, this research traced the history of health education, PE and school sport in NSW government schools from the introduction of compulsory education in 1880 until the National Curriculum. A history of education research methodology, including document analysis, was adopted to trace this phenomenon. This study is significant for a number of reasons. Firstly, the research sheds light on a neglected part of education history. Secondly, the study traces the educative purpose of three traditionally separate subject areas inherently grouped into one KLA in the context of the history of Australian curriculum over time. Thirdly, this historical account captures the changing shape of HPE in NSW schools at an important time in Australian education history. Subsequently offering an official recording of the way in which HPE has been shaped and framed by directions pursued in education as a whole.
Session 7D
163. Making Sense of Primary School Game Sense (REPEAT)
Sarah Rupena & Ben Clark, Mill Park Heights Primary School, (PY)

Is there a place for game sense in a Primary School? This session will give the knowledge and tools to integrate a Game Sense Curriculum in a Primary School. Targeting the middle to senior years of primary school it will give you the confidence to deliver age appropriate activities, integrate a SEPEP unit and ideas on assessment.

Session 7E
164. Maths ‘N’ Movement
Rachel McCann, Maths ‘N’ Movement, (EY, PY, MY)

Move the desks to the side of the room it’s time for maths!

Maths ‘N’ Movement is designed for primary and combines the Maths Syllabus with the PD/HPE Syllabus.

With programs available for the new Australian, England and USA Common Core Standards Curriculum and from Kindergarten to Year 6 it provides a fun way to effectively engage students in maths learning for the whole school year.

Maths ‘N’ Movement increases both on task student behaviour and fitness by combining Maths with the key PD/HPE topics of fundamental movement skills, co-operation, game play, safety, nutrition and acceptance of consequences for one’s actions.

Designed to get more students, more active, more often, Maths ‘N’ Movement is a dual strand teaching strategy that leap frogs time constraints by teaching twice as much in half the time. Best of all, your students won’t even realise they are working hard because they are having so much fun!

By attending this 90 minute session you will clearly see how easily you can make maths fun and achieve outstanding maths results from all of your students.

But this would not be a Maths ‘N’ Movement session unless you spent the bulk of the time engaged in a series of activities to allow you to experience first-hand the joy of learning in a Maths ‘N’ Movement environment, how much fun teaching maths can be and how easily you can find time to add PD/Health/PE to your student’s day - every day!

By attending this session you will be armed with resources and pumped with excitement so that as soon as you get back to school your students will be able to hear you say - “Move the desks to the side of the room it’s time for maths!”

Session 7F
165. Basketball for Middle / Senior Years
Carlee Mitchell, St John’s Grammar School, (MY, SY, C)

This practical session using a game sense approach will provide teachers and coaches at both Primary and Secondary level an opportunity to effectively learn the core skills of the game and further develop their understanding of strategies to teach the sport to students at varied levels of ability. Specific attacking and defending principles will be explored and a clear pathway from basic skill development through to game sense skill application will be delivered.

The session will be conducted by Touch Football Australia staff Miles Wilson (Level 2 State Coach) and Mat Swan (Level 1 Coach - State Development Officer) and participants will be provided with a comprehensive practical session as well as valuable teaching resources to apply for future sessions.

Please come prepared with an open mind and willingness to get active for the session!
Isn't it time to try something new?

stunned by the elite skills that your students can develop.

challenges the very existence of gravity. Learn the basics and be

inclusion in any PE program.

immediate results of fitter, faster and stronger athletes. It’s the ideal

this sport with a wider community. Even when training for short

Kings Cup, World cup and super series where approximately 25

badminton court, using only legs and head, to keep the ball off the

As one of six Asian sports named in the Australian curriculum, this

now upon us, crossing the borders into our local schools and beyond.

Steven Svensson,

once strictly enforced. So, the takeaway question is:

Finally we look at the reasons why korfball is being successful in

emerging cultures where gender separation in physical activities was

once strictly enforced. So, the takeaway question is:

How can we use korfball as a vehicle in our schools, both mono- as

well as multicultural, to develop values that contribute to a more

positive relationship between females and males?

171. Sepaktakraw from zero to hero
Steven Svensson, ACHPER NT, (MY, C)

A truly global sport, Sepaktakraw was born out of ancient Asia and is

now upon us, crossing the borders into our local schools and beyond.

As one of six Asian sports named in the Australian curriculum, this

sleeping giant in Australia is stepping out of the shadows and into

main stream. For the novice it looks like kick volleyball played in a

badminton court, using only legs and head, to keep the ball off the

ground. High end tournaments include the Asian games, SEA Games, Kings Cup, World cup and super series where approximately 25

nations compete, to be the world’s best.

My vision is to de-mystify this exotic sport, to open up and share

this sport with a wider community. Even when training for short

sessions, the cross over to other Australian main stream sports shows

immediate results of fitter, faster and stronger athletes. It’s the ideal

inclusion in any PE program.

The resources presented here are by teachers for teachers, to share

with those who are seeking a sport that is cheap, portable, and

challenges the very existence of gravity. Learn the basics and be

stunned by the elite skills that your students can develop.

Sport is a great ice breaker and Sepaktakraw breaks down cross

cultural boundaries, forges friendships and allows long lasting

connections. Sepaktakraw is ideal to share with friends or strangers,

regardless of language, religion or culture. The sport builds bridges

into Asia in schools, language schools and local ethnic communities.

Isn’t it time to try something new?
The Active Healthy Kids Australia 2014 Report Card on Physical Activity for Children and Young People addresses one of the most critical issues facing Australia and much of the world: the epidemic of childhood inactivity. The Report Card is designed to: inform public policy; highlight where more research is needed; and encourage all Australians to make positive lifestyle changes.

The Report Card synthesised national and state-level data since 2008. The Research Working Group of 24 Australian experts evaluated all synthesised data before assigning grades to each of the indicators based on pre-determined benchmarks and metrics. Twelve indicators were included in the Report Card, with each grouped into one of four categories: Strategies and Investments (Government Strategies and Investments), Settings and Sources of Influence (Family and Peers, School, Community and the Built Environment), Physical Activity Behaviours that contribute to Overall Physical Activity Levels (Organised Sport and Physical Activity Participation, Physical Education and Physical Activity Participation in Schools, Active Play, Active Transportation, Sedentary Behaviours) and Traits (Aerobic Fitness, Movement Skills).

Overall Physical Activity Levels was assigned a grade of D+. Physical Education and Physical Activity Participation in schools was assigned an ‘Incomplete’ due to the lack of high quality nationally representative data. School Infrastructure, Policies and Programs was allocated a grade of B-. The physical activity levels of Australian children and young people are very low, despite relatively supportive social, environmental and regulatory environments. Specifically, when we are looking at the school environment we need to establish standardised processes for obtaining high quality data in regards to physical education and physical activity participation as well as other measures regarding the infrastructure, policies and programs in place to facilitate such activity. We need to open up a National dialogue regarding what support Schools need to further enhance the quality and quantity of physical education and physical activity offered to their students.

175. Results from the Active Healthy Kids Australia 2014 Report Card on Physical Activity for Children and Young People

Dr Natasha Schranz, Dr Grant Tomkinson & Prof Tim Olds, University of South Australia, (Pre, EY, PY, MY, SY, R)

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176. Teacher health literacy: The importance of multiple healthy role models within the school environment

Stefania Velardo & Murray Drummond, Flinders University, (PY, MY, TY, R)

Health literacy, defined as the ability to access, understand and use health information, has been identified as a key public health goal in Australia. In an educational context, ACARA’s Revised Australian Curriculum: Health and Physical Education – Foundation to Year 10 explicitly highlights the importance of developing children’s health literacy, based on the recognition that educational settings have the potential to foster a healthy literate youth. Teachers are fundamental to the success of school-based health promotion initiatives, given their roles in educating children about health issues and facilitating the development of interpersonal and social skills through classroom-based activities (St Leger, 2001). Teachers can also serve as role models by portraying positive attitudes towards health that may lead to greater receptivity to health concepts. More recent discussions have focused on the roles of teachers in promoting health literacy. This paper draws on data from a larger qualitative study that explored child health literacy, in a nutrition context, from the perspective of 38 students aged 11-12. The naturalistic manner of qualitative inquiry led to a number of key themes relating to the ways in which children access, understand, evaluate and use nutrition information. This paper provides a ‘snapshot’ of one smaller sub-theme that explores the role of teachers in fostering youth health literacy. These findings prompt consideration of teacher training practices in pre-service and in-service contexts.

177. More Than ABC: What Really is Fundamental About Movement?

Chris Button, University of Otago, (Pre, EY, PY, C, R, O)

Substantial financial investments by Governments in fundamental movement education are underpinned by a wide range of anticipated benefits including expectations of significant future savings to health care, improved physical and psychological well-being of the population, increased work-force productivity and raised levels of expertise in sport and exercise participation. However, scientific evidence showing the efficacy of interventions to successfully meet such high expectation is limited. It is possible that contradictions in research findings are due largely to limitations in movement assessment batteries and consequent discrepancies between measurements used to assess the immediate outcomes of fundamental movement skills programmes. Indeed, most movement assessment batteries were designed as clinical instruments to identify children with severe movement deficits and not for monitoring movement competency amongst the general population. Arguably there is currently no robust tool for evidencing skill learning and this presents a serious limitation to the design and monitoring of fundamental movement interventions. Instead physical education curricula, guided ideally by evidence, should be ensuring the development of more sophisticated and truly fundamental elements of motor coordination (see Table 1). In the future it is possible that technological advances in motion tracking may provide effective tools to monitor fundamental skill development.

Table 1. Summary of fundamental movement capacities underlying physical literacy. Movement Assessment Batteries are insensitive to several of these capacities.

<table>
<thead>
<tr>
<th>Simple movement capacities</th>
<th>Combined movement capacities</th>
<th>Complex movement capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core stability</td>
<td>Poise</td>
<td>Bilateral coordination</td>
</tr>
<tr>
<td>Balance</td>
<td>Fluency</td>
<td>Inter-limb coordination</td>
</tr>
<tr>
<td>Coordination</td>
<td>Precision</td>
<td>Hand-eye coordination</td>
</tr>
<tr>
<td>Flexibility, speed, variation</td>
<td>Dexterity</td>
<td>Control of acceleration/ deceleration</td>
</tr>
<tr>
<td>Control, proprioception, power</td>
<td>Equilibrium</td>
<td>Turning and twisting, rhythmic movement</td>
</tr>
</tbody>
</table>

178. Associations between fundamental movement skills, perceived physical competence, enjoyment and physical activity among Hong Kong primary school children

Cecilia Chan, Amy Ha & Johan Ng, The Chinese University of Hong Kong, (EY, PY, MY)

According to Harter’s competence motivation theory, motor competence and confidence are critical prerequisites for enjoyment and persistent participation in physical activity (PA). This study aimed to examine the associations between fundamental movement skills (FMS), perceived physical competence, enjoyment and PA levels of Hong Kong primary schoolchildren with a focus on their gender and grade level differences. A total of 763 children from primary levels 1 to 6 (62% girls; mean age = 9.25 years, SD=1.68) was recruited from six primary schools. FMS, including locomotor and object control skills, was measured using Test of Gross Motor Development-2. The accelerometer measurement of moderate-to-vigorous physical activity (MVPA), and questionnaire data assessing children’s perceptions of physical competence and PA enjoyment were collected.
The mastery of FMS was found to be low and the majority of students failed to meet the recommended 1 h/day of MVPA. After employing correlation, multivariate and univariate analysis of variance techniques, the results indicated that perceived physical competence was moderately correlated with PA enjoyment (r=.34), and time spent in MPVA per day (r=.30). Girls were more proficient in FMS than boys during the lower primary levels (P1-P4), but boys outperformed girls in upper primary level (P5/P6). FMS among boys were significantly improved across grade levels but their perceptions toward physical competence declined with age (F(2,560)=21.613, p<.001). Significant decreases were found in perceived physical competence (F(2,748)=62.955, p<.001), enjoyment (F(2,748)=11.244, p<.001) and MVPA (F(2,181)=4.281, p=0.015) among girls across grade levels. Given the importance of FMS development in subsequent developmental activity, the consistency of motor skill performance across developmental time for boys and girls must be clearly understood. These findings highlight the role of physical education in primary schools in facilitating the mastery of FMS with emphasis on the enjoyment and positive perceptions of physical abilities among children.

179. Effects of rhythmic and expressive movement teaching approaches on confidence and motivation to teach rhythmic and expressive movement in physical education
Sharna Spittle & Michael Spittle, Victoria University, (TY, R)
Rhythmic and expressive movement is one physical education curriculum area where pre-service teachers may experience lower levels of confidence and motivation. This study explored the influence of a standard dance curriculum and pre-packed rhythmic and expressive movement program on confidence and motivation to teach rhythmic and expressive movement. Undergraduate physical education students (n=101, male n=35, female n=66) with a mean age of 20.65 years (SD=2.76) completed a pre- and post-test measure of confidence and motivation to teach physical education (Confidence and Motivation to Teach Physical Education Questionnaire (CMTPE)) before and after completing 2 one-hour sessions of a standard dance curriculum condition (n=49) or pre-packed rhythmic and expressive movement program condition (n=52). Confidence and motivation scores appeared moderate to high but were lower for confidence in rhythmic and expressive movement as well as for the motivation subscales of guilt, professional expectations, and motivation. All confidence and motivation subscales as well as confidence in rhythmic and expressive movement and perceptions of pre-packaged program showed significant increases in scores from pre-test to post-test (p<.05), with most subscales not showing a time x condition interaction (p>.05), indicating that the pattern of change across time was not different for condition. There was a significant time x condition interaction for motivation (p<.05) with motivation increasing more for the pre-packaged program condition than for the dance curriculum condition. Thus, the programs both improved confidence and motivation and confidence in rhythmic and expressive movement but did not produce different effects. Given the lower initial confidence in rhythmic and expressive movement before the programs, it appears that training in rhythmic and expressive movement is important in physical education courses. Researchers and practitioners should continue to explore approaches to encourage physical education pre-service teachers to engage with rhythmic and expressive movement content.

180. Fundamental Movement Skills as an Equity Strategy
Tamar Jones, UniSA, (Pre, EY, PY, MY, C, R)
Fundamental Movement Skills (FMS) have in recent years’ attained increased prominence within education and coaching fields. Their naming as a key focus area in the Australian Curriculum: Health and Physical Education (AC: HPE) is evidence of this. FMS represents an area of contestation and debate due to multiple interpretations and understandings of what they are. However, there is general agreement that the development of FMS is significant with shaping and enabling student engagement and enjoyment of varied forms of physical activity.

The study from which this presentation is drawn, encompassed 3 projects; a genealogy tracing the historical positioning of FMS, policy sociology using Bacchi’s WPR model and a school-based ethnography, investigating pedagogical practices for promoting FMS development amongst students from disadvantaged backgrounds.

This presentation will specifically focus on the breadth in discourses underpinning FMS and their construction as solutions to shifting societal problematisations, such as concerns about inactivity and obesity levels. The presentation will also provide evidence of pedagogical practices which productively promote student FMS development.

Students from disadvantaged backgrounds rely heavily on formal schooling to gain access to educational resources, including FMS. The development of FMS amongst these students is significant in terms of potential development of physical capital, which has important exchange value. I will argue that opportunities to develop FMS is a social justice issue and conclude by raising implications for PE teachers and teacher educators.

Session 8 | 11.00am - 12.30pm

Workshops: 90 minute active

Session 8A
181. Linking assessment and instruction of fundamental movement skills (FMS)
Bernie Holland, ACHPER Victoria, (PY)
Many children do not develop an adequate base of FMS to be successful in the more complex activities, games and sports they will have the opportunity to participate in as they get older. This engaging workshop will challenge teachers to consider the question: Can I accurately observe FMS during an activity to provide meaningful feedback and instruction to my students? Providing effective feedback will impact student performance, motivate learning and enable you to measure the difference you can make in FMS development. A variety of activities will be utilised to highlight strategies you can employ to improve your assessment of FMS. Intertwined throughout the workshop you will be asked to consider, within the context of your school and the children you teach, are all FMS created equal?

Session 8B
182. Low Organisation Minor Games for Primary Years Students
Des Deuter, Mawson Lakes Primary School, (PY, MY)
Always looking for new ideas? Come along to this session and expand your repertoire of games in order to use them effectively. This session will supply you with low organisational games students love to play and develop your ability to modify them quickly to promote active participation.

Session 8C
183. Developing Physical Literacy through Dance - A workshop for PE Teachers
Rebecca Williams, Essential Dance & Fitness - Danceipi3y, (EY, PY, MY, SY, TY, CI)
Develop fundamental movement skills and physical literacy in PE classes through an innovative curriculum-based dance program that meets Daily Physical Activity requirements. Learn simple moves from a variety of styles- Hip Hop Urban, Ballroom, Bollywood, Lyrical, Jazz/Funk, try our unique 360 degree teaching approach and foster positive mindsets via the 3 Rules of Play: Be Positive. Be Fun. Be Yourself.

Students are motivated by music and dance - learn how to develop fundamental movement skills and physical literacy in your PE classes through a new and innovative curriculum-based dance program that meets daily physical activity requirements.
By the end of this workshop teachers will:

- learn simple moves to popular songs that students love
- develop physical literacy and fundamental movement skills through purpose-driven choreography,
- explore a mix of dance and music styles from Tango to Hip Hop, African to Top 40
- gain skills, song lists and lesson ideas to dance with your students on Monday!

Session 8D
184. Fitness and Strength Training for HPE Teachers in Schools
Trent Worrall & Todd Brodie, United Fitness Solutions, (PY, MY, SY, TY, C)

How much does the average HPE Teacher understand about the importance of mobility, flexibility, strength and balance in skill execution and movement performance?

This Practical workshop is all designed to help HPE teachers to learn about how to correctly identify movement, mobility and balance issues, then develop exercises to correct and adequately progress them to a point where movement is no longer hindered and strength training is beneficial.

The current generation we are teaching can be described as being ‘obsessed with their body image’. Strength training is often turned to as an avenue for teens to develop a positive body image and feel good about themselves. Strength training is beneficial to everyone and it is vital that all students are taught from a young age how to safely and appropriately engage in a resistance program that will improve their health and fitness.

Our goal at United Fitness Solutions is to upskill HPE Teachers to a point where they are able to prescribe and administer individual and group exercise programs that are safe, current in relation to the fitness industry standards and practices, and are appropriate.

Session 8E
185. Golf Coaching Made Easy
Allan Telford, Golf SA (PY, MY, S, C)

MY Golf skills coaching is ideal for the school environment, simple in delivery with supporting resources. This session will leave you with the confidence and skills to develop a successful golf program, and also improve your swing. The session will feature updated national programs and resources.

Session 8F
186. Movement Time as Learning Time
Paull Jeffrey & Mick Wilson, Bluearth Foundation, (PY, MY)

Strategies and practical applications that draw on movement time as learning time.

This engaging and inclusive workshop will focus on physical literacy issues as well as the effects of using movement to develop thinking and socialisation skills.

The Bluearth approach utilises movement, motivation and learning to support, encourage, enable and challenge active living.

Workshops: 90 minute non-active
Session 8G
187. Nailing the Australian Curriculum;HPE
Anne Goodman, ACHPER NT, (EY, PY)

This workshop is an engaging and informative way to familiarise teachers with the AC:HPE. Knowing the key resources eases the planning workload and enables both strands of the Australian HPE curriculum to be taught simultaneously. Delve into delightful descriptors that enlighten and expand the way you teach. Participants will have the opportunity to analyse ideal resources that provide an active learning approach to health themes and active resources with strong health messages. Clever planning of engaging programs will become a breeze for the teacher and a dream come true for their students. Begin your reinvigorated planning and programming with a sharing session with other PE teachers including the presenter.

This workshop is targeting PE specialist teachers and primary school classroom teachers, with or without a PE specialist.

Session H
188. Beyond Behaviour Management
Rick Baldock, ACHPER (SA), EY, PY, MY

Every class has students whose behaviour is challenging to teachers and their peers. How do you turn this around in your PE lessons and how can we emphasise the positive behaviours we’d like our students to acquire? How do we challenge students to acquire behaviours that are collaborative, helpful to others and focus on applying their learning in other situations? This session will explore the Teaching Personal & Social Responsibility through Physical Activity approach and how this can be applied in your classroom and across your school.

Workshops: 45 minute non-active
Session I
189. Viva 7s
Cameron Tradell, Australia Rugby Union, (PY, MY, SY, TY, C, O)

VIVA7s is the new national, professionally delivered, social, light competitive, non-contact Rugby format. It’s delivered in a fun, fast, safe, carnival-like atmosphere. It’s a high energy, free flowing game which anyone of any age can play. It is an inclusive sport designed to increase the participation gateway into communities. It aligns with rugby’s core principles and is a progression, graduating program, from the National in-school skills/education based initiative - “Game On”.

VIVA 7s engages existing and new participants, lapsed players looking to remain attached to rugby and introduces fans to a palatable participation opportunity. The format focuses on running or playing into, or creating space while attacking and identifying and reading the play while defending. Communication and teamwork are a strong component of the game. VIVA 7s allows for a variety of age groups to participate and compete together based on ability rather than size.

VIVA7s can be hosted at clubs or any available, appropriate community green space, is reactive to demand and isn’t limited by seasons. The only limitations are identifying a qualified deliverer, facility availability and light. There are currently three available competition formats; a five week, an eight week and a tournament event.

VIVA 7’s is professionally delivered by paid accredited coordinators at approved venues. The Australian Rugby Union works with its State Unions to generate interest ensuring existing programs, competitions and marketing opportunities compliment community/ club VIVA7s centres. The State Union representatives are working hard with schools to ensure as many Game On participants can have access to a VIVA 7s community based centre.

VIVA 7s focuses on fun and fitness, while incorporating critical social elements, after the final whistle, for participants and old and new mates, of all ages.
GAME ON is Australian Rugby Union’s new, curriculum aligned, national program designed to increase the participation gateway in schools. Game On commences first term 2015. GAME ON introduces participants to skills and core values required to play traditional rugby, 7s tackle, or VIVA 7s, which is the new community based, modified, non-contact rugby format.

The ideal program has a mix of two classroom, two field based and culminating in the 5th session which is an inter, or intra school carnival day celebrating all that has been learnt over the course of the program.

The GAME ON’s classroom lessons deliver on important key messages including cultural diversity, healthy lifestyle, inclusivity, sportsmanship and fair play to name a few. The supplied session plans and associated teacher resources have been developed to marry up with the student’s work sheets.

GAME ON’s field component has students developing both fundamental movement and rugby skills through inclusive, safe and importantly, fun activities. This builds confidence and competence to participate in a format of Rugby with their friends and families, whether a formal or informal setting. Teachers/deliverers are provided with comprehensive resources ensuring ease of delivery and a quality experience for students. Where possible, a development officer can arrange for delivery of the program, or part thereof, if required.

The GAME ON carnival is an opportunity for students to play, with friends, the modified, non-tackling format, VIVAs, potentially interschool, in a social, light competitive atmosphere. The VIVA 7s carnival mirrors the community based program of the same name.

GAME ON has been developed to talk to a broad audience, educating them on cultural and geographical diversity through highly interactive sessions. GAME ON is the perfect conduit introducing, new and existing rugby participants, not just to rugby or sport, but to a happier and healthier lifestyle.

Session 8J

191. Teaching for effective learning in PE: The use of Singapore’s PE Lesson Observation Tool (PELOT)
Mabel Yong & Tan Seck Heong, PE and Sports Teacher Academy, Ministry of Education, Singapore, (PY, MY, SY)

PE lesson observations in school had been conducted using generic instruments that did not include the critical considerations and components specific to the planning and delivery of a good PE lesson. To address this issue, the Physical Education and Sports Teacher Academy (Singapore) developed and introduced PELOT to all government and government-aided schools in 2013.

PELOT was designed to enable PE teachers to deepen their subject mastery and hone their professional practice through the improving of their planning and delivery of quality PE lessons. It identifies key PE-specific teacher practices for planning and teaching, and describes the corresponding characteristics within each practice. The level of specificity is what makes PELOT unique.

Endorsed by a panel of local and international scholars, PELOT focuses on practices that impact the teaching and learning of PE and is designed to be comprehensive, flexible and easy-to-use. It is a developmental tool that provides users with a detailed guide in lesson planning, observation and reflection. Through the use of PELOT, teachers are able to identify strengths and areas for improvement. It can be used as a form of self-assessment, peer-assessment or even by a mentor/supervisor. Since its introduction, the professional discourse generated from the use of PELOT has helped promote reflexive practice, engendered teamwork and deepened teachers’ pedagogical content knowledge in the effective teaching of PE.

PELOT provides a structured four-step process to help teachers raise the quality of lesson observations. By using PELOT’s reflective process that is anchored on teacher practices, teachers will be able to improve and replicate good practices to create positive learning experiences for students. This workshop will take the participants through the use of PELOT in planning and observation of PE lessons via video recorded lessons.

Session 8K

192. BOUNCE for Schools - The learning of movement & rebound skills and the promotion of health & well-being, in a unique, fun & safe environment
Kim McInnes, Bounce Inc., (PY, MY, SY)

BOUNCE provides an exciting experience that involves the learning of movement, rebound skills and the promotion of health and well-being in a unique, fun, safe, educational trampoline park environment.

The Workshop will showcase some of the features of the new Bounce for Schools Resource currently being developed by ACHPER including:

• How the Bounce experience provides opportunities to meet the requirements of the Australian Curriculum: Health & Physical Education (AC: HPE) as developed by the Australian Curriculum Assessment and Reporting Authority (ACARA).
• Example lessons and activities built around the range of BOUNCE venues and equipment.
• A flexible delivery format that involves a partnership between teachers and Bounce Instructors.

The Workshop will further highlight:

• A clear progression of activities for the Foundation - 7 primary years built around the BOUNCE facilities and learning stations.
• Clear progression and developmental pathways that engage students in movement exploration, skills learning and performance of movement combinations (sequences).
• Curriculum links and compatibility mapping with the AC: HPE and ‘general capabilities’ (eg. Personal and social competence).
• Flexible delivery approaches that reflect the diversity of teacher confidence and competence and the role Bounce can play in professional learning.

BOUNCE INC would also like to offer the share the BOUNCE gift of flight (free passes) with all attendees at the presentation so that they can experience the BOUNCE phenomenon themselves at the new BOUNCE facility in Adelaide whilst at the conference OR in their local state (except NSW, TASMANIA, NT) having returned home.

4 x 20 minute presentations
194. What we know, what we do and what we should do with regard to the delivery of health education in lower secondary government schools in Western Australia
Donna Barwood, Edith Cowan University, (SY, TY, R)

This research investigated the representation and delivery of health education as a separately timetabled subject in lower secondary government schools in Western Australia. More specifically, it identified the factors that impact on the delivery of skills-based, participatory health education in these schools. This research aimed to identify whether the current delivery of health education promotes healthy citizenry in young Western Australians.

Using mixed methods, quantitative data were collected from 75 teachers using a survey; and qualitative data from nine teachers using semi-structured interviews. Representation and delivery of health education were determined by: the amount of curriculum time, the qualifications and training of the teachers who delivered the subject and their preferred pedagogical approaches.

The findings showed that curriculum time attributed to health education in the schools studied decreased since 1987 with variation across the schools. However, for most of the schools, health education was allocated one hour per timetable cycle, which represents one third of the health and physical education curriculum time. In addition, half of the teachers delivering health education were untrained in health education pedagogy and significantly, one in three qualified health and physical education teachers delivering the subject were also untrained. Participating teachers viewed untrained teachers delivering health education as concerning, particularly because these teachers were overlooking skills development as a critical component of healthy citizenry.

Four recommendations were developed for lower secondary government schools to effect safer, healthier and more active citizenry. Two additional recommendations, for the universities in WA, aimed to ensure that pre-service teachers understand the significance of skills-based participatory health education and its contributions to developing healthy citizenry. Significantly, this research has determined that the current representation and delivery of health education in lower secondary government schools does not adequately support the promotion of healthy citizenry in young Western Australians.

195. Beyond ‘body image’: a critical inquiry approach to teaching about health and body size
Jan Wright & Deana Leahy, University of Wollongong, Monash University, (EY, PY, MV, SY, TY, R)

One of the enduring responses in schools (and on the internet) to concerns about young people’s ‘body dissatisfaction’ has been programs developed to promote positive ‘body image’ and to reduce eating disorders. These programs have considerable credibility in schools, at least partly due to the authority of psychology and social psychology on which they draw. In this presentation we want to examine the ways such programs engage with discourses around bodies, fat and size. For example, do they challenge discourses of weight-based oppression, create safe spaces for learning about weight and size or (re)produce normative notions of individual responsibility and health? We do this by examining several current popular programs used in schools. We argue that many of these programs are limited and health-based oppression, create safe spaces for learning about weight or (re)produce normative notions of individual responsibility and health? We do this by examining several current popular programs used in schools. We argue that many of these programs are limited and are administered to children and young people in educational contexts as health interventions. We propose that rather than an intervention approach, a critical inquiry approach offers possibilities of pleasure, paying attention to both the substantive theoretical points and empirical evidence drawn on to develop these arguments.

In this presentation, I critically review this debate over the educative possibilities of pleasure, paying attention to both the substantive theoretical points and empirical evidence drawn on to develop these arguments. I then offer a case study, drawn from my research on the lifestyle sport, Ultimate Frisbee, through which I offer a commentary on this debate. Through this commentary, I advance two related arguments. Firstly, I argue for a broader consideration of the range of pleasures which might have an educative purpose within PE. Secondly, I argue that we need to take seriously the ethical implications of such pleasures.

198. Bronze e-Lifesaving - a FREE interactive program for secondary schools
Penny Larsen, Royal Life Saving Society - Australia, (MY, SY)

The latest Royal Life Saving National Drowning Report: July 2013 to June 2014 was launched in September 2014. The National Drowning Report continues to show that young Australians are a great concern, particular males. The report highlights the alarming increase for 15-24 year olds. Statistics show a 43% increase from the previous year for 15-24 year olds and an 11% increase against the 10 year average.

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197. Physical education, pleasure and ethics: Drawing inspiration from lifestyle sport
Dr. Hamish Crocket, University of Waikato, (SY, TY, R)

Links between the pleasurable possibilities of movement and the educative purpose of PE are longstanding (e.g., Metheny, 1968; Tinning & Fitzclarence, 1992). Nevertheless, more recent advocates (e.g., Booth, 2009; Pringle, 2010) for the centrality of pleasure within PE have triggered a notable conservative backlash (e.g., Tweitmeyer, 2013; Hawkins, 2011). This backlash has argued that a turn to pleasure is ethically fraught and, subsequently, that pleasure is untenable as an underlying goal of PE.

In this presentation, I critically review this debate over the educative possibilities of pleasure, paying attention to both the substantive theoretical points and empirical evidence drawn on to develop these arguments. I then offer a case study, drawn from my research on the lifestyle sport, Ultimate Frisbee, through which I offer a commentary on this debate. Through this commentary, I advance two related arguments. Firstly, I argue for a broader consideration of the range of pleasures which might have an educative purpose within PE. Secondly, I argue that we need to take seriously the ethical implications of such pleasures.

196. Gender difference in level of physical activity among higher secondary school students in Banke district, Nepal
Susan Paudel, Institute of Medicine, (MY, R)

Background: Participation in physical activities declines dramatically during adolescence and population surveys show that many young people are not meeting the guidelines. Gender difference in physical activity level among adolescents has been less-studied in low income countries like Nepal.

Methods: A cross-sectional descriptive study was conducted in September 2013 in Banke district, Nepal. Altogether 405 students studying in grade 11 and 12 from randomly selected seven higher secondary schools were included in the study. Self administered questionnaire based on International Physical Activity Questionnaire was used to measure physical activity level.

Results: Forty four percent of the total 405 respondents were female. About 5% of the respondents had low physical activity (PA) level. Half of the female respondents (43%) were moderately active while majority (60 %) of the male students had high PA level. Out of the total MET-minutes/week of PA gained by females, a large proportion (53%) was contributed by domestic/gardening related activities but in males, highest proportion (39%) was contributed by transport related activities. Percentage contribution of leisure time PA was 13% and 32% for females and males respectively. On average, female students spent 8 hours on sedentary activities while it was 7 hrs among males.

Conclusion: The prevalence of low physical activity level was 5%, but participation in leisure time PA was lower and it was further lower in females than in males. Transport, domestic and gardening related activities were the major contributors to total physical activity. Hence, school based physical activities are recommended for addressing gender gaps.
Some of the key issues that have been identified are:
- Risk-taking behaviour
- Peer pressure
- Consumption of alcohol/drugs when recreating in and around water
- Engaging in high risk aquatic activities
- Increasing independence
- A lack of, or declining swimming and water safety skills

Royal Life Saving believes that education is vital in reducing these drowning statistics and recognises that teenagers and young adults need to be engaged in swimming and lifesaving activities to provide them with the skills and knowledge for safe aquatic recreation. For this reason, the Bronze e-Lifesaving initiative has been developed.

Bronze e-Lifesaving is an interactive e-learning program that can be easily implemented in the classroom and has strong links to learning outcomes in the new Australian Curriculum: Health and Physical Education. Utilising aquatic themes, the program challenges students to explore risk-taking behaviour, personal attitudes, beliefs and personal relationships, and to develop skills in making informed decisions, refusal tactics and leadership. Bronze e-Lifesaving teaches students skills for managing situations where their own or others’ wellbeing and safety may be a risk.

Bronze e-Lifesaving has two units available to complete. Unit 1 has been designed to suit Year 7 and 8 students, whereas Unit 2 is for Years 9 and 10.

This presentation will demonstrate the Bronze e-Lifesaving program including video and interactive activities as well as how it can be implemented at schools.

199. Sport and the Nation Character Building: Policy and Implementation (A New Theoretical Study on Physical Education and Sport-Literacy Policy Option in Indonesia)

Prof Agus Kristiyanto Sebelas Maret, University of Surakarta, Indonesia, (IO)

The Republic of Indonesia’s Law Number 3 of 2005 about the National Sport System (UUSKN), particularly in chapter II, explains that Basis, Function, and Objective of National Sports are as follows: (1) National Sport is organized based on Five Principles (Pancasila) and Republic of Indonesia’s 1945 Constitution (Undang-Undang Dasar Negara Republik Indonesia 1945), (2) national sports functions to develop physical, spiritual, and social abilities and to establish the nation’s prestigious character and personality, (3) national sports aim to maintain and to improve health and fitness, performance, human quality, to embody moral value and noble character, sportiveness, discipline, to strengthen and to build the nation’s unity and integrity, to solidify the national tenacity, and to raise the nation’s esteem, prestige, and respect (Public Relationship and Law Division of RI’s Youth and Sport Ministry, 2007: 6).

There are many arguments that can be expressed to confirm the interrelationship and role of sports (achievement sport pillar, educational sport, and recreational sport) and development issue, particularly the society character development and nation competitiveness. The role of sport as an instrument for nation and character building has been proved, because sport has the function of building nationality spirit. Sport becomes a means of uniting the nation, establishing individual and collective characters, and potentially dynamic zing other development sectors.

Literacy in physical education and sport (physical education and sport-literacy) is a distinctive issue receiving little attention from the public. This little attention makes the physical education and sport is known publicly only as “sport subject” taught at school. It does not have strong resonance and develops inadequately as an important instrument of establishing the character and competitiveness of pupil, society and nation. In the age following the issuance of UUSKN, literacy in physical education and sport (physical education and sport-literacy) is something that should be built in the society. In the teacher certification age, the teachers of physical education and sport should have stronger commitment to developing the composition of society educated in physical education and sport (physical education and sport-literacy). Thus, in the attempt of building the nation with character and high competitiveness in sport area, particularly through education sport domain, two big questions will raise: (1) what is actually the physical education and sport-literacy; and (2) what contribution and role does the prospect teacher play in improving the composition of physical education and sport-literate society?

200. Flipping Research

Anne McKay, Kylie Thompson & Margot Bowes, Unitec Institute of Technology / The University of Auckland, (MY, SY, TY, R)

While both tertiary educators and practicing teachers have engagement and achievement of students foremost in their research practice, tertiary educators and researchers often approach practicing teachers to participate in their studies rather than the practicing teachers driving what they want to find out about their practice. As a result, research can often be viewed by practicing teachers as something that is ‘done to them’. As a multi-institution tertiary group of teacher educators, we believe that current teachers are leading learning and that they are the best placed to identify the important issues for their practice that require further investigation. Flipping the traditional model of tertiary researchers approaching schools and teachers to be participants in research, this model demonstrates how we have built an effective partnership between competing institutions and practicing teachers to flip the research and lead learning. In this presentation we will report on an innovative research model where the teachers are the ones initiating the relevant research questions and driving the research in collaboration with teacher educators.

The title of this presentation draws on the notion of both the Flipped Classroom (Tucker, 2012) as research and addressing the tension for teacher educators to conduct what they politely refer to as, ‘the flipping research, demands of academic life.

‘Flappancy’ aside, this oral presentation will report on a first - a flipped research project that seeks to investigate visible learning in physical education. Working in partnership with teachers as researchers, this paper seeks to prioritize the development of ‘new knowledge and practice through teacher-researcher partnerships’ . This presentation will address a unique and exciting model for education research and report on progress to date of “flipping the research model to ensure that the links and relationships between secondary and tertiary remain strong and relevant to student learning and achievement.

201. Experiential research inspired sport science pedagogy

Petersen, C., and Clarke. J., School of Sport and Physical Education, University of Canterbury, New Zealand, (MY, SY, TY, C, R, O)

In secondary school science education, traditional teacher-centred pedagogies have disengaged many students who find this style not conducive to understanding scientific concepts, and limited in opportunities for in-depth discussion of ideas being introduced. These observations are independent of whether the students found the topic itself interesting (Lyon, 2006). Sport Sciences has a multi-disciplinary structure, bringing together numerous distinct scientific disciplines. A coach needing to solve a problem specific to an individual athlete is likely to require solutions that are multidisciplinary in nature (Williams and Kendall, 2007). Therefore students training as coaches need relevant knowledge acquired across the sport sciences. Through application of student-centred pedagogies, sport science can be regarded as a humanistic science (Schmidt-millard, 2003) with an emphasis on educating human beings. The current reflection enumerates the strengths of final-year undergraduate sport science paper (a compulsory component of a four year course that graduates PE teachers), by incorporating both the course facilitators’ thoughts and the anonymously surveyed perceptions of course participants. Interesting, insightful and informative views have been gained from participants of similar courses (McCullick, et al., 2005).

Several student engagement strategies were utilised by the facilitator including using an “application-led” model, successfully utilised in Scottish Physics classes (Lyon, 2006), and utilising research inspired experiential learning by integrating multiple disciplines of sport science. A majority of participants believed the course provided effective opportunities for active participation (83%) and analysis of participant experiences identified the two main course themes were interesting relevant lecture content and enjoyable lab sessions. It is important that regular review and improvement in the sport science praxis is undertaken to help ensure the degree programme graduates are effective, knowledgeable and are ultimately capable of providing competent instruction to their subsequent athletes and students.
202. The HEAR Framework - A model for understanding, structuring and sequencing action research
Hugh Shannon, Queensland University of Technology, (PY, MY, SY, TY)

This paper documents the outcomes of a process to develop a model to support teacher, pre-service teacher and student understanding and application of action research. The Health Education Action Research (HEAR) Framework was designed as a resource to support the Health Education Senior Syllabus (QSA, 2010), however it can be utilised in other contexts and with different year levels. Action research is process driven and provides an opportunity for unique insights into knowledge, beliefs, attitudes, values, behaviours and decision making. It has the potential to be a very motivating and engaging form of learning and assessment. As such, it can facilitate authentic integration of a critical inquiry approach, one of five propositions within the Australian Curriculum Health and Physical Education (ACHPE) rationale (ACARA, 2014). Despite these benefits, action research can be a daunting prospect for some students and challenging for teachers to conceptualise and implement. The HEAR Framework presents a series of action research phases and maps them against the cognitive and affective learning domains of Bloom’s taxonomy (Shannon & Brown, 2009). It is a resource that supports curriculum development, assessment design and implementation. In the Australian context, the HEAR Framework can be applied within units aligned with strands one and two of the ACHPE and through Health Education based senior secondary subjects.

203. Instigating culturally responsive pedagogy: Historical shifts of Health literacy in the Cook Islands
Dr Aue Te Ava, Charles Darwin University, (EY, SY, TY, R)

The Cook Islands health literacy is essentially developing. The aims of the paper are three folds: first to investigate the historical shifts of health literacy in the Cook Islands; second to examine Cook Islands culturally responsive pedagogy approaches and what constituted a culturally responsive pedagogy; and third to explore the tivaevae model conception of culturally responsive pedagogy and how this plays an important part of health literacy in the Cook Islands health and physical education. The findings of this paper indicate how important it is for health literacy research to be initiated within the context of Cook Islands values and culturally responsive pedagogy and how these could benefit curriculum and policy development in education and pedagogy.

Samantha Baker
Development of a K-10 Food and Nutrition Curriculum Framework for use in Australian Schools
Samantha Baker, Margaret Miller, Amanda Devine, Stacey Waters, Child Health Promotion Research Centre, Edith Cowan University and School of Exercise and Health Sciences, Edith Cowan University

Bi-Fon Chang
The Relationship between Balance Ability and Serve Skills in Different Levels of Junior Tennis Players
Bi-Fon Chang, National Taichung University of Education

Bi-Fon Chang
Predicting Ground Strokes Skills by Measuring Balance Ability for Junior Tennis Players
Bi-Fon Chang, National Taichung University of Education

Kim Graber
Addressing the Obesity Epidemic through Legislation: Perspectives of State Lawmakers
Chad M. Killian, Benjamin D. Kern, Douglas W. Ellison, Morgan N. MacFarlane, Andrew Hua, Dong San Choi, Amelia Mays Woods, Kim C. Graber, University of Illinois

Hassan Halawani
Physical Activity Participation Among Persons with Disabilities in Saudi Arabia (Barriers and Facilitators)
Hassan Halawani, Umm Alqura University

Kendall Jarrett
What about using authentic spoken word assessment?
Kendall Jarrett, University of Canterbury / Deakin University

Nara Oliveira
Physical activity and quality of life among brazilian university students
Nara Rejane Cruz Oliveira; Tullio Pieroni Toledo; Amanda Moretto Correa; Marcela Campos Rãa; Larissa Cavaiclanite Pires; Adalberto Dos Santos Souza; Rogáro Cruz de Oliveira; Ricardo da Costa Padovani, Federal University of São Paulo – Brasil

Amy Price
Investigating the application of Gee’s (2007) good digital game design features into invasion games coaching pedagogy
Amy Price and Shane Pill, St. Mary’s University and Flinders University

Juan Pablo Reyes
Effect of 14 Day Protocol Taper on the Fatigue in a Soccer Team
Juan Pablo Reyes, University National of Colombia

Adang Suherman
Character Education Program: The Effectivity of TPSR-Based Physical Education in Increasing Student’s Responsibility
Adang Suherman, et.al., The School of Physical Education and Health, Universitas Pendidikan Indonesia

Amelia Woods
National Teachers of the Year: Demographics, Roles, and Responsibilities
Amelia Mays Woods, PhD, Kim C. Graber, EdD, Gabriella M. McLoughlin, MS, Chris Gentry, PhD, Karen Lux Gaudreault, PhD, University of Illinois, California State at San Bernardino, University of Wyoming

Poster Presentations

Mohamed Abdelnaby
Sports cardiology for the Children with Autism
Mohamed A. Abdelnaby, Pegasus Sports Club
29th ACHPER International Conference

13 - 15 April 2015
Prince Alfred College
Adelaide, South Australia

The Australian Council for Health, Physical Education and Recreation
Promoting active and healthy living