



Summary of issues

The following key points were raised by the 27th ACHPER International Conference keynote presenters.

Jean Blaydes Madigan (USA)

- What makes us move is what makes us think
- Exercise boosts brain function
- Movement aids cognition
- Exercise grows brain cells
- Exercise throughout the day increases your capacity to learn
- Play is automatic in every species and helps develop the brain
- When children move to learn it anchors the learning
- Sitness vs fitness
- Movement with intention
- All movement should have a learning outcome
- Moving to learn, learning to move

Dr Frances Cleland (USA)

- Physical activity must be voluntary and involves choice
- Develop an enriched environment
- An enriched environment maximises the potential for learning
- Coherent complexity
- Limited freedom
- Start from where the children rather than where you want them to be

- Integrate the language of physical education
- The 5 C's - Choice, challenge, curiosity, control, creativity (Video game developers use these)
- Eric Jensen's 7 Seven Factors or "Maximizers" for Contrasting Environments
 1. Physical Activity (voluntary gross motor)
 2. Novel, Challenging, and Meaningful learning
 3. Coherent Complexity (not chaotic)
 4. Managed Stress Levels (not boring or distressful)
 5. Social Support (at home, school, and community)
 6. Good Nutrition (balanced and healthy with supplements)
 7. Sufficient Time (not rushed, plenty of sleep)
- Physical activity is central to cognitive development
- Enriched environments should include activity

Professor Alan Reid (UniSA)

- Improve the clarity about the focus/essence of Health and Physical Education
- Treat the learner as an integrated person rather than using mind/body dualism
- Advocate and act to improve the status of Health and Physical Education especially in the contribution of movement to learning
- Take learning from this conference and proactively share it with your colleagues
- As a profession we need to engage with the general capabilities of the National Curriculum

Dr Tim Hopper (Canada)

- How does learning happen?
- Ecological theories – Gaining internal coherence in a changing outside world
- The 4 R's
 - Read
 - Respond
 - React
 - Recover
- Being a better teacher by enabling the class to learn

Important Considerations

Towards a Rationale for HPE

- Reconsider the rationale for HPE in the curriculum
- Embrace the wider issues of learning beyond Health and Physical Education in the national agenda
- New evidence from brain research show how physical activity benefits the development and functioning of the brain
- Movement affects students' cognitive and academic performance
- Learning, memory, concentration and mood are enhanced through human movement
- Regular movement mitigates health risks such as obesity, diabetes, coronary heart disease and osteoporosis
- Personal and social development and sound mental health are key outcomes

Language & Terms

- Clear definitions are required to differentiate between the terms exercise, physical activity and movement
- It is important for us to explain how Physical Activity integrates with Physical Education

Advocacy

- There is a need for continuing strong ACHPER advocacy for HPE across Australia and a commitment to increased membership.