



WINE TOUR 17th April
SUNDAY 10am – 4pm

Active 2
90 mins
Workshop

2. Shaping and Focusing - the keys for designing and facilitating student learning. (PRE,EY,PY,TY,C,IN)
Wendy Piltz, Unj SA

Cracking the ACHPER Conference Code

1. The columns list the type and title for the session.
2. Each session is coded (ie. 2.) and relates to the conference booklet containing an abstract and further details about the session.
3. An indication of the intended audience is provided using “Intended Audience Codes” (see the key to the right).
4. Presenters name and organisation.

Intended audience codes:

PRE = Preschool
EY = Early Years
PY = Primary Years
MY=Middle Years
SY= Senior Years
TY= Tertiary Years
R= Researchers
IN=Instructors
C = Coaches

Sunday 17th Social Activity - Barossa Valley Wine Tour 10am – 4pm (cost – \$60)

Sunday 17th Registration Evening 4pm - 6pm “Tasting South Australia” at Prince Alfred College

MONDAY 18th April

8am - 8.50am Registration

9am – 10.30am Opening and Keynote - Jean Blaydes-Madigan (USA) - Action Based Learning: How Brain Research Links Movement and Learning.



Jean Blaydes Madigan is an Elementary School Physical Educator with 30 years teaching experience, recognized for her excellence in teaching. She was awarded Elementary Physical Education Teacher of the year for Texas in 1992 and in 1993 for the National Association for Sport and Physical Education (Southern Districts). In 1997 she received the Texas Association of Health Physical Education Recreation and Dance (TAHPERD) Honor Award. Jean will present contemporary information linking brain based learning theory with movement and how this can be applied to teaching practice to promote quality learning. She will illustrate how movement can be incorporated into learning experiences as a key ingredient to engage and facilitate learning. She is a dynamic presenter who has facilitated workshops on this topic throughout the United States and Internationally. Jean is the author of articles linking Brain Research and Movement to Learning and she has worked with organisations including TAHPERD, American Heart Association, the Texas Association for Supervisors & Curriculum Developers, Parenting Magazine, Teaching Elementary Physical Education, and Kimbo Educational. In 2005 Jean was awarded Advocate of the Year from PE4LIFE in recognition of her development of an Action Based Learning (ABL) Program as a model elementary PE program. She has produced videos on ‘How to Make Learning a Moving Experience’ and ‘Teaching the Teen Brain’ and resources titled ‘Thinking on Your Feet: A Year’s Worth of Lesson Plans, Action Based Learning™ Lab Manual’, and the ‘Body Brain Adventure LAB Manual.’ Jean is currently involved in curriculum writing in a number of special projects including the Eric Jensen CD Library, Cooper Institute for Aerobic Research’s Voyager after school program, and the Richardson and Humble Independent School’s Districts PE Curricula.

**Jean will present her keynote address and conduct three 90 minute practical sessions. She is renowned as a dynamic and interactive presenter.*

10.30am - 11am Morning tea & networking break

11am – 12.30pm Monday 18th April SESSION ONE

Session A Active 1 90 mins Workshop	Session B Active 2 90 mins Workshop	Session C Active 3 90 mins Workshop	Session D Active 4 90 mins Workshop	Session E Active 5 90 mins Workshop	Session F Active 6 90 mins Workshop	Session G Non Active 1 90 mins Workshop	Session H Non Active 2 90 mins Workshop	Session I Non Active 3 2 x 45 min workshops	Session J 4 x 20 min Presentation A : Non-Active	Session K 4 x20 min Presentation B : Non-Active	Session L 3 x 20 min Presentation C: Non-Active	
1. Building Better Brains through Movement Jean Blaydes – Madigan, Keynote Presenter	2. Shaping and Focusing – the keys for designing and facilitating student learning (PRE,EY,PY,TY,C,IN) Wendy Piltz, University of South Australia	3. Learning with Elastics (Commercial) (Pre, EY, PY, TY, C, IN) Robyn Crowe, Creative Capers	4. Dynamic Dance Lesson Plans and Teaching Strategies for Primary and Secondary Schools (PY, MY, SY) Vicki Millar, Diablo Valley College, California	5.Transforming Play; Integrating the teaching of fundamental movements, game tactics and sport language (PY, MY, SY, TY, C, IN) Dennis Slade, Massey University	6. S’cool Cricket (PRE, EY, PY) Sam Konnis, The Pines Primary School	7. What’s the place of contemporary information communication technology (ICT) and new media in the HPE classroom? (EY, PY, MY, SY) Maggie Garrard, Australian Children’s Television Foundation	8. How can you integrate social and emotional learning into active HPE lessons? (MY, SY, TY, C, IN) Tracy Zilm, Principals Australia	9. Physical Education in the IB MYP (MY, SY) Jarrad McCabe, Paul Jarvis Mercedes College	10. Reporting Behaviour, Attitude and Effort (PY, MY) Pamela Algar, Glengarry Primary School	11. The Physical Education Project – Generalist teacher responses to an integrated project (PY, MY, TY) Jacqui Peters & John Quay, Deakin University & University of Melbourne 12. Technology and Engagement – it’s time (PY, MY, SY) Bronwyn Rakimov, Schools of Isolated & Distance Education 13. Promoting Healthy Communities through an Active Curriculum (EY, PY, MY, SY) Sharon Louth, University of Southern Queensland 14. Inspire to Aspire (PY, MY, TY) Alison Wrench, University of South Australia	15. Stereotypes and Perceptions of Physical Education Pre-Service Teachers (MY, SY, TY) Michael Spittle, Deakin University 16. Who are our PETE Students? (SY, TY, R) Jennie Garnham, University of Ballarat 17. Female physical educators in all boys’ schools: Opportunities for enhancing social interactions? (TY, R) Amanda Mooney & Chris Hickey, University of Ballarat & Deakin University 18. A Sense of Belonging; sport, masculinity and the team environment (SY, TY, C, IN, R), Deb Agnew, Flinders University	19. Sports Nutrition in Adolescence (PY, MY, SY, TY, C, IN) Karina Savage, Sports Dieticians Australia 20. Health Literacy and health-related parenting practices (P, EY, PY, MY, R) Stefania Velardo, Flinders University 21. Secondary students’ participation in sports and their parents’ level of support: A qualitative study from six Adelaide Schools (PY, MY, SY, TY, C, IN, R) Vegneskumar Maniam, The University of Adelaide

***numbers prior to the session titles refer to corresponding abstracts featured later in this booklet ***

12.30pm-1.30pm Networking Session – Lunch

12.30pm-1.30pm Networking Session – Lunch

MONDAY 18th April

1.30pm - 2.30pm KEYNOTE SESSION - DONNA CROSS – Minimising Bullying & Aggressive Behaviour in the School & Home: Exploring Links with Movement & Learning.



Professor Donna Cross has an international profile in school health promotion intervention research. She is Professor of Child and Adolescent Health and the Scientific Director of the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University (WA). The public health outcomes of her research have positively influenced the health promotion practice of teachers, schools and parents throughout WA. Dr Cross’s research team is currently conducting 12 cross-sectional and longitudinal school-based health promotion research projects involving children, adolescents, their parents and educators in the areas of bullying, cyber bullying, aggression and violence, school connectedness, drug use, obesity prevention and smoking cessation. Since 2000, under the direction of Professor Cross, the CHPRC has conducted several large-scale research projects in the area of school bullying, including the Friendly Schools (FS) and Friendly Schools Friendly Families (FSFF) projects, and the Supportive Schools Project (SSP). Recently, the CHPRC completed the Australian Covert Bullying Prevalence Study, commissioned by the Department of Education, Employment and Workplace Relations, and the Cyber Friendly Schools Project (2008-2009, Public Education Endowment Trust).

Her current and future research at the Centre includes a world-first empirical trial to reduce cyber-bullying in adolescents (2010-2012, Healthway); the development of parent education resource materials to reduce cyber bullying (2008-2010, Telstra Foundation); and a project focused on building school capacity to reduce social aggression among students (2010-2014, Healthway).

*** Donna will present her keynote address and one interactive 45 minute non active session.**

2.30pm - 3.15pm Monday 18th April SESSION TWO (45 mins only)

Session A Active 1 45 mins Workshop	Session B Active 2 45 mins Workshop	Session C Active 3 45 mins Workshop	Session D Non Active 1 45 mins Workshop	Session E Non Active 2 45 mins Workshop	Session F Non Active 3 45 mins Workshop	Session G Non Active 4 45 mins Workshop	Session H Non Active 5 45 mins Workshop	Session I Non Active 6 45 mins Workshop	Session J 2 x 20 min Presentation A : Non-Active	Session K 2 x 20 min Presentation B : Non-Active	Session L 2 x 20 min Presentation C : Non-Active
<p>22. Low Balance & Poor Bilateral Skills in Young Children Affect Gross and Fine Motor Coordination. Neuro-sensory Motor Activities Target these Skills & Enhance Overall Development (PRE, EY, PY, MY) Brenda Lovell, Victoria University: Xavier College</p>	<p>23. Play for Life – Active After School Communities Program (PY) Pierre Comis and Doug Elliott, Active After-School Communities</p>	<p>24. Indoor Games/Physical Activity Ideas (EY, PY, MY) Kirsty Crouch, ACHPER (South Australia)</p>	<p>25. Bullying that follows you home: Practical ideas to help reduce cyber bullying in the Net-generation Donna Cross, Keynote Presenter</p>	<p>26. Understanding and reporting on the health of Australia– the facts, the figures, the good and the not so good (SY, TY, R) Cherie McLean, Australian Institute of Health and Welfare</p>	<p>27. Technology in Physical Education – The Mix (PY, MY, TY, C, IN) Jarrod Robinson, Boort Secondary College</p>	<p>28. Changing the Curriculum, Where do you Start? (PY, MY, SY, TY) Alfred Colvin, University of Western Sydney</p>	<p>29. A Win Win Partnership (SY, TY) John Watkins Cricket Victoria and Brad Green SEDA</p>	<p>30. Water Safety Activities for Primary School Children (PY, MY) Simone Linder-Patton, AustSwim</p>	<p>31. The Nature of Skilled Performance in Sport – Defining Terms and why it Matters! (PY, MY, SY, C, IN, R) Scott Adams & Wendy Piltz, University of South Australia</p> <p>32. 1860-2010: Celebrating 150 Years of Organised Football in South Australia (PRE, EY, PY, MY, SY, TY, C, IN, R) Shane Pill, Flinders University</p>	<p>33. Guess Where the Goal Posts Are? (SY, TY, R) Robyne Garrett, University of South Australia</p> <p>34. Physically Educated & Healthy in Contemporary Australia - what lessons can be learnt as 'Health & Physical Education' contemplates going national... again (EY, PY, MY, SY, TY) Russell Brown, Flinders University</p>	<p>35. "But Sport is Good for You: Exploring the Complexities of keeping Children in Sport, and Shaping a Curriculum of Possibilities" (MY, SY, C, IN) Graeme Severinsen, University of Auckland</p> <p>36. Can Sport Education Meet the Needs of the Amotivated Student? A Physical Activity Perspective (MY, SY, TY, C, IN, R) Dana Perlman, University of Wollongong</p>

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3.15pm - 3.45pm Networking Session – Afternoon Tea

3.15pm - 3.45pm Networking Session – Afternoon Tea

3.45pm – 5.15pm Monday 18th April SESSION THREE

Session A Active 1 90 mins Workshop	Session B Active 2 90 mins Workshop	Session C Active 3 90 mins Workshop	Session D Active 4 90 mins Workshop	Session E Active 5 90 mins Workshop	Session F Active 6 90 mins Workshop	Session G Non Active/Active 1 90 mins Workshop	Session H Non Active 2 90 mins Workshop	Session I 4 x 20 min Presentation A : Non-Active	Session J 4 x 20 min Presentation B : Non-Active
<p>37. Exploring the <i>More</i> in Movement – Promoting Critical Thinking in Physical Education Frances Cleland, Keynote Presenter</p>	<p>38. Fundamental Movement Skills (EY, PY) Rick Baldock, ACHPER (South Australia)</p>	<p>39. Touch Football – The Thrill of a Lifetime (EY, PY, MY, SY, TY, C, IN, R) Adam Raptis, Touch Football Australia</p>	<p>40. Gaelic Football – The Game for All (PY, MY, SY, TY, C, IN, R) Tom Javor, GFHA of South Australia</p>	<p>41. Dance Games and Activities (EY, PY) Carol Sharpe, East Adelaide School</p>	<p>42. Balls with a Difference (Commercial) (PRE, EY, PY, TY, C, IN) Robyn Crowe, Creative Capers</p>	<p>43. Using MVP Pedometers with Active Cooperative Games (MY, SY) L Michaud (Mich) Tomson and Tom Cuddihy, Griffith University and Queensland University of Technology</p>	<p>44. Positive Psychology: The Science of Happiness in you Classroom (MY, SY, TY) Janice Atkin, Inspire Foundation</p>	<p>45. Teaching Sport for Understanding: Moving, learning and Achieving through Backyard League (PY, MY, SY, C, IN) Dave Cohen, South Australian Rugby League</p> <p>46. Challenging Participants in target Games through Teaching Games for Understanding (TGfU) and Creating and Defining Games (CDG) (PY, MY, SY) Dr. Paul Iden Webb, University of Wollongong</p> <p>47. Incorporating TGfU into a Bachelor of Physical and Health Education degree at an Australian University (MY, SY, TY, C, IN, R) Phil Pearson, University of Wollongong</p> <p>48. Generating Positive Learning State through Play Practice (PY, MY, SY, TY, C, IN, R) Wendy Piltz & Scott Adams, University of South Australia</p>	<p>49. A Socio-cultural exploration of parent-perceived involvement in junior Australian Rules Football (EY, PY, MY, SY, C, IN, R) Sam Elliott, Flinders University</p> <p>50. The Development of a questionnaire to measure the confidence of teachers to teach Primary School Physical Education (PY, TY, R) Sharna Spittle, Victoria University</p> <p>51. Contemporary Issues and Challenges Primary Teachers Face when Teaching PE (PY, MY, SY, TY, C, IN, R) Ben Still and Andrew Bennie, University of Western Sydney</p> <p>52. Turning the Switch On! The Teachers Ability to Influence Student Motivation in Physical Education (PY, MY, SY, TY, C, IN, R) Dana Perlman, University of Wollongong</p>

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**5.15pm – 6.30pm Welcome Reception / Happy Hour – Guest Speaker Maggie Beer, Legendary South Australia Cook and Food Author.
Sponsored by the Almond Board of Australia - www.australionalmonds.com.au**

9.00am - 10.00am KEYNOTE SESSION - Dr. FRANCES CLELAND (USA) - Impacting Learners through Enriched Physical Education Environments: A Developmental Perspective.



Dr. Fran Cleland is a professor in the Department of Kinesiology at West Chester University where she has been teaching for seventeen years. She is the Assistant Chair of the Health and Physical Education Teacher Certification Program. Fran also taught at the University of New Hampshire and East Stroudsburg University. Prior to teaching at the college level, Fran taught K-12 health and physical education in schools in Indiana, Virginia and Oregon.

Dr. Cleland's research has focused on implementing critical thinking in K-12 physical education and in 2003 she co-authored an elementary textbook with her mentor, Dr. David Gallahue, Developmental Physical Education for All Children, currently used in schools and university teacher education programs.

Dr. Cleland has received numerous state, district and national awards, the most recent being the 2005 American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD) Honor Award. Fran is a Past-President of the National Association for Sport and Physical Education (NASPE), and served on NASPE's former Council of Physical Education for Children.

***Frances will present her keynote address plus two interactive practical sessions**

10.00am – 10.30am Networking Session – Morning Tea

10.30am – 12pm Tuesday 19th April SESSION ONE

Session A Active 1 90 mins Workshop	Session B Active 2 90 mins Workshop	Session C Active 3 90 mins Workshop	Session D Active 4 90 mins Workshop	Session E Active 5 90 mins Workshop	Session F Active 6 90 mins Workshop	Session G Non Active 1 90 mins Workshop	Session H Non Active 2 90 mins Workshop	Session I 4 x 20 min Presentation A : Non-Active	Session J 4 x 20 min Presentation B : Non-Active	Session K 4 x 20 min Presentation C : Non-Active	Session L 4 x 20 min Presentation D : Non-Active
<p>53. Increasing Student Decision Making Through the Spectrum of Teaching Styles Frances Cleland, Keynote Presenter</p>	<p>54. Making Dance Easy (PY, MY, SY, TY, C, IN) Cherie Broad, Ausdance SA</p>	<p>55. Athletics Play (PY, MY, C, IN) Nick Bowden, Athletics Australia</p>	<p>56. Moving, Learning and Achieving with Australian Football (PY, MY, SY, TY, C, IN) Ben Hopkins, Shane Pill, SANFL / Flinders University</p>	<p>57. European Handball (Commercial) (PY, MY, SY, TY, C, IN, R) Andres Olascoaga, Andy Entertainment</p>	<p>58. No Props: Developing Interpersonal Skills & Fun With No Equipment (Commercial) (PY, MY, SY, TY, C, IN) Mark Collard, Inspire Your Group</p>	<p>59. Navigating Healthy Relationships: A Skills-Based Empowerment Approach to Relationships Education (SY) Kylie Murphy, RMIT University</p>	<p>60. The Rite Journey: Helping develop responsible, resilient adults (Commercial) (MY, SY, TY, R) Andrew Lines, The Rite Journey</p>	<p>61. Enhancing Moving, Learning and Achieving through Sport Teaching in Physical Education: Learning from Digital Game Design. (PY, MY, SY) Shane Pill, Flinders University</p> <p>62. Shaping Sport & Physical Activity in SA Catholic Primary School's: Playing with Purpose (EY, PY, MY, TY, R) Toby Priest, SA Catholic Primary School Sports Association</p> <p>63. Cross- curricular learning and social leaning in physical education: Addressing pupil diversity (SY, TY) Louisa Webb, Loughborough University</p> <p>64. Physical Education in South Pacific Island Schools (R, TY) Phil Doecke, RMIT University</p>	<p>65. Like a Fish in Water: Health and Physical Education Policy and Practice in the Era of Australian and Global Neoliberalism (PY, MY, SY, TY, R) Doune Macdonald, School of Human Movement Studies, UQ</p> <p>66. Teaching Personal and Social Responsibility in New Zealand Secondary School Physical Educational (MY, SY, R) Barrie Gordon, Victoria University of Wellington</p> <p>67. Policy and Physical Education: Insights from Sir Humphrey et al (TY, R) Dawn Penney, University of Waikato</p> <p>68. Accessing social capital through sport: Tackling disadvantage (PY, MY, C, IN) Chris Hickey & Sue Cormack, Deakin University</p>	<p>69. The Olympics and Ultimacy (SY, TY, C, IN) John Cheffers, Ken Hawkins, Boston University /CQ University</p> <p>70. On justifying justifications of sport and physical education (PE): are there good reasons for the inclusion of sport and PE within educational institutions? (TY, R) Steven Stolz, (School of Philosophy - ACU/ La Trobe University</p> <p>71. Teaching Styles Used by Teachers of Senior Physical Education in Queensland Schools (MY, SY, TY, R) Brendan SueSee, Education QLD and QUT</p> <p>72. When are we playing the game? A coach's auto ethnographic account of four quarters of football (PY, MY, SY, TY, C, IN) Alastair Herrmann, Trent D. Brown & Brian J. Wattchow, Monash University</p>	<p>73. Teachers Values in Finnish Physical Education (SY, R) Timo Jaakkola, University of Jyväskylä</p> <p>74. Developing new ways of teaching PDHPE in the 21st Century University: an analysis based on Pre-service Teachers feelings and opinions (TY, R) Christina Curry, University of Western Sydney</p> <p>75. Barriers to providing Physical Education in Secondary Schools: Can we Engage Students? (SY, TY, R) Kate Jenkinson, RMIT University</p> <p>75. b) The relationship of coping strategies and performance—goal discrepancy (PGD) with positive and negative affects in Wrestler male Players (C, IN, R) Zahra Hojabrnia, Javad Norali Islamic Azad University-Shoushtar Branch</p>

TUESDAY 19th April

12pm – 1pm **KEYNOTE SESSION – FRITZ DURAS MEMORIAL LECTURE – Professor Emeritus Alan Reid (Aust) – HPE & capabilities: Towards an active national curriculum**



Alan Reid is Professor Emeritus of Education at the University of South Australia and will be the 21st Fritz Duras Memorial speaker. His research and publications focus on the broad themes of education policy, curriculum, the history and politics of public education, social justice and education, teachers' work, and citizenship education. He has authored, co-authored or edited 15 books and monographs and well over 100 journal articles. He is currently the national President-elect of the Australian College of Educators. Alan has been influential in education policy development at the state and national levels. In 2004/5 he was appointed by the South Australian Minister of Education to be a member of a three person panel to review the South Australian Certificate of Education (SACE); and he was engaged by the South Australian Department of Education and Children's Services (DECS) to lead the development of a system-wide culture of research and inquiry. In 2009, Alan was awarded the annual Gold Medal of the Australian Council of Educational Leaders (ACEL) for an educator whose 'contribution to the study and practice of educational leadership is assessed as most outstanding at the national level'. In the same year he was also awarded the Alby Jones Medal for excellence in educational leadership. In 2005, the Australian College of Educators awarded him the inaugural MacKillop Medal in recognition of his distinguished services to education. In 2004, he was named by the *Bulletin* as one of Australia's 'Ten Most Influential Educators.'

1pm - 2pm **Networking Session – Lunch**

2pm - 3.30pm **Tuesday 19th April SESSION TWO**

Session A Active 1 90 mins Workshop	Session B Active 2 90 mins Workshop	Session C Active 3 90 mins Workshop	Session D Active 4 90 mins Workshop	Session E Active 5 90 mins Workshop	Session F Active 6 90 mins Workshop	Session G Non Active 1 90 mins Workshop	Session H Non Active 1 45 mins Workshops Presentation A	Session I Non Active 2 45 mins Workshop Presentation B	Session J 4 x 20 min Presentation A : Non-Active	Session K 4 x 20 min Presentation B : Non-Active
76. Action Based Academics Jean Blaydes-Madigan, Keynote Presenter	77. Enabling Play in Invented Net/Wall Games: Social Role, Learning in Relation to Learner Designed Constraints Tim Hopper, Keynote Presenter	78. I'm game if you are! Fun Activities for Physical Activity Sessions (EY, PY, MY) Carol Sharpe, East Adelaide School	79. Torres Strait Island dance kit for schools (Commercial) (PY, MY, SY, TY, C, IN) Marilyn Miller, BlakDance Australia Ltd	80. Volleyball for your school (MY, SY) Harley Simpson, Thebarton Senior College	81. Active Children: Ideas for Physical Activity (EY, PY) Kirsty Crouch, ACHPER (South Australia)	82. Psst Pass it on - Learning from SA eat well be active Primary Schools (EY, PY, R) Rick Baldock, ACHPER (SA)	83. Online collaborative projects (SY) Cameron Hallowell, John Wiley & Sons 84. Healthy Lifestyles Project and Sustainability - A Great Beginning with 355 Ends (MY, SY) Anita Zocchi and Pam Woodburn, Seaview High School	85. Take the Challenge (PY) Ross Williams Murdoch, University 86. Training your students to be "Food Detectives" (EY, MY PY) Cheryl Peat, ACHPER (SA)	87. Moving, learning and achieving on tertiary campuses: What works in terms of promoting health and connectedness? (TY, R) Joan Strikwerda-Brown, Michele Schoder, Edith Cowan University (South West Campus) 88. Attitudes, knowledge & awareness of Directors of Physical Education on the use of dietary supplements & ergogenic aids by adolescent athletes, 'is there a need for policy?' (MY, SY, C, IN) Erica Stephens, Griffith University 89. Promoting Breast Awareness Among Teenagers (MY, SY, TY) Helen Paynter, McGrath Foundation 90. Where have we been, where are we now and where are we going? (PY, MY, SY, TY, C, IN, R) Assoc. Prof. Ian Heazlewood, Charles Darwin University	91. The influence of the NSW PSSA on the development of talent in senior primary school female swimmers (PY, C, IN) Richard Light, Carnegie Research Institute 92. Assessment in Senior Secondary Physical Education. Questions of judgement (SY, TY, R) Dawn Penney, Lorna Gillespie, Andrew Jones, Paul Newhouse and Alistair Campbell, University of Waikato and Edith Cowan University 93. Transferring personal body information in schools: a case study (SY) Louise Mathews, Deakin University 94. Health-Related Fitness of Primary School Children in Regional Victoria (PY, MY, SY, TY, C, IN) Dr. Ashley Woodcock, LaTrobe University

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3.30pm – 4pm **Networking Session – Afternoon Tea**

4pm – 5pm **Sporting Panel: Chair Roger Wills/ Panel Members: Andrew McLeod, Anna Meares and Phil Smyth**

7pm – 11.30pm **CONFERENCE DINNER – Sebel Playford (Additional Cost \$90-\$95) – Dinner Sponsored by IDM Sports – www.idmsports.com.au**

8am – 8.50pm Networking Session - Breakfast

WEDNESDAY 20th April

9am – 10am KEYNOTE SPEAKER – TIM HOPPER (Canada) - Moving & Teaching for Learning Within Social, Situated and Complex Spaces: Video Game Insights on Teaching Games & Dance



Dr. Tim Hopper is an associate professor and faculty member in the School of Exercise Science, Physical and Health Education, Faculty of Education, University of Victoria in British Columbia. Tim has taught at all levels of the school curriculum both in Canada and the UK. He regularly presents at National and International events and has established a reputation as an engaging speaker and an enthusiastic workshop presenter able to connect and translate theory with practice. His scholarly role at the University focuses on PE teacher education, in particular, conceptual approaches to teaching and learning such as Teaching Games for Understanding, complex learning theory and Movement Education. Working with his colleague Dr Kathy Sanford he has recently completed a three-year research project based on the development of a teacher education program-wide electronic portfolio process. Drawing on complexity theory the study examined the influence of e-Portfolios on pre-service teachers' learning and program renewal. Dr Hopper is currently collaborating with Dr Joy Butler to examine how inventing games, a process where students adapt the structures of games to make them fair, flowing, fun and for everyone, can be used in PE. This project will investigate how an inventing games unit can develop students' abilities to collaboratively create worthwhile games that nurture situated ethics and engaged game play. Tim uses his expertise in IT to collaborate with his pre-service teachers developing an expanding website of units of instruction (<http://web.uvic.ca/~thopper>), and video footage of his classes can be accessed on the pre-service teachers [video journals website](#).

***Tim will present his keynote address plus two interactive and practical 90 minute sessions.**

10.00am – 10.15am Networking Session – Morning Tea

10.15am – 11am AUSTRALIAN CURRICULUM Session

Chair: Dr. Dawn Penney, University of Waikato

Panel Members: Rosemary Davis ACARA, Will Morony AAMT, Trent Brown Monash Uni, Craig Fosdike St Josephs, Norwood

11am – 12.30pm Wednesday 20th April SESSION ONE

Session A Active 1 90 mins Workshop	Session B Active 2 90 mins Workshop	Session C Active 3 90 mins Workshop	Session D Active 4 90 mins Workshop	Session E Active 5 90 mins Workshop	Session F Active 6 90 mins Workshop	Session G Non Active 1 90 mins Workshop	Session H Active 1 45 mins Workshop	Session I Non Active 1 45 mins Workshop	Session J 4 x 20 min Presentation A : Non-Active	Session K 4 x 20 min Presentation B : Non-Active
<p>95. Creative Movement Enabling the Conditions for Complex Learning: Lessons on Teaching Dance Tim Hopper, Keynote Presenter</p>	<p>96. Dancing Using Props (EY, PY, MY) Druscilla Fabretto, OLQP/Nazareth Catholic College</p>	<p>97. Backyard League (PY, MY, SY, TY, C, IN) Dave Cohen, Australian Rugby League Development</p>	<p>98. Dance Aerobics (PY, MY, S, C, IN) Kerryn Cormick, Gymnastics Australia</p>	<p>99. Play With Purpose in Primary PE (EY, PY, MY) Toby Priest, St Thomas School/Flinders University/UniSA</p>	<p>100. Creating calm, confident kids in chaotic times (Commercial) (PRE, EY, PY) Julie Sexton, Relax Kids</p>	<p>101. The Girls in Sport Research and Evaluation Project: An example of a successful partnership between the NSW Department of Education, individual schools, and universities. (MY, SY, TY, C, IN, R) Tony Okely, University of Wollongong</p>	<p>102. Modifying Games for a Multi-Purpose (PY, MY, SY, TY, C, IN) Brendan Moy, QUT</p> <p>103. Coaching Methods (Commercial) (EY, PY, MY, C, IN) Steve Maxwell & Fraser Keegan, Coerver Coaching SA</p>	<p>104. Its not always easy assessing Health Education. We have good news about some new assessment tools (PY, MY, SY, TY, R) Nerida Matthews/Sharon Foster, VCAA/DEECD</p> <p>105. Using validated assessment tools in an active Physical Education curriculum (PY, MY, SY, R) Nerida Matthews/Sharon Foster, VCAA / DEECD</p>	<p>106. An investigation of early career teachers' integration of the principles of student social and emotional wellbeing into their professional practice (PY, MY, SY, TY, R) Frida Hristofski, University of Western Sydney</p> <p>107. Body Dissatisfaction, Eating and Exercise Disorders among Pre-service HPE Teachers: Implications for Teacher Training Programs (TY, R) Zali Yager, La Trobe University</p> <p>108. Setting the standard: Evidence for Curriculum renewal in Health Education Teacher Education (TY, R) Deana Leahy, Louise McCuaig & Diane Mayer Southern Cross University, University of Queensland and Deakin University</p> <p>109. Teaching body image issues to generation 'Y': Critical theory as an effective pedagogy (MY, SY, TY) Michelle Gorzanelli, The University of Sydney</p>	<p>110. 'Yeah, it's a hard one isn't it' - Physical Education teachers understandings and conceptions of children's subjective movement experiences (MY, SY, R) Trent D. Brown, Monash University</p> <p>111. Professionalism and the Primary School PE teacher (PRE, EY, PY, MY, R) Caroline Brooks, ACHPER (QLD)</p> <p>112. Moving, learning and achieving in sport related games teaching by playing with purpose (PY, MY, SY, TY, C, IN) Shane Pill, Flinders University</p> <p>113. The Recognition of the Prohibition of Performing New Methods of Ph. Ed training in according Teachers (C, IN) Abdolrahman Mehdipour Shahid Chamran, University of Ahwaz</p>

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12.30pm – 1.15pm Networking Session – Lunch

12.30pm – 1.15pm Networking Session – Lunch

1.15pm – 2.45pm Wednesday 20th April SESSION TWO

Session A Active 1 90 mins Workshop	Session B Active 2 90 mins Workshop	Session C Active 3 90 mins Workshop	Session D Active 4 90 mins Workshop	Session E Active 5 90 mins Workshop	Session F Active 6 90 mins Workshop	Session G Active 7 90 mins Workshop	Session H Active 8 90 mins Workshop	Session I Non active 1 45 mins Workshop Presentation A	Session J Non active 2 45 mins Workshop Presentation B	Session K 4 x 20 min Presentation A : Non-Active
<p>114. Can exercise make you smarter? Advocacy for Quality Physical Education Jean Blaydes-Madigan, Keynote presenter</p>	<p>115. Moving, learning and achieving game sense-intelligence of youth soccer/football players (PY, MY, SY, C, IN) John Murphy, Flinders University</p>	<p>116. Applying Game Sense theory to teach basketball to novice players (PY, MY, SY) Carlee Mitchell, St John's Grammar School</p>	<p>117. Dance and Cheerleading - Discover Team Cheer (PY, MY, SY, C, IN) Kerryn Cormick, Gymnastics Australia</p>	<p>118. Engaging learners with Play Practice – 'enhancing' the play (PY, MY, SY, TY, C, IN) Scott Adams, Uni South Australia</p>	<p>119. Play with Purpose to enhance moving, learning and achieving in sport related games teaching in physical education (MY, SY, TY, C, IN) Shane Pill, Flinders University</p>	<p>120. Teaching Personal and Social Responsibility through TGfU Invasion Games (PY, MY, SY, TY, C, IN) Barrie Gordon, Victoria University of Wellington</p>	<p>121. Teaching field hockey for understanding using constraining games. Novice to expert! (C, IN) Dennis Slade, Massey University</p>	<p>122. Insiders/Outsiders? (PRE, EY, PY, MY) Caroline Brooks, ACHERP (QLD)</p> <p>123. Bungee jumping through life's ups and downs: Teaching the skills of resilience (MY, SY, TY) Janice Atkin, Inspire Foundation</p>	<p>124. Using music in your health lessons (MY, SY) George Evreniadis, Adelaide High School</p> <p>125. Videogames as learning models for PE teaching: A complex systems perspective (MY, SY, TY, C, IN, R) Kathy Sanford, Tim Hopper, University of Victoria</p>	<p>126. 'Give Them a Go: Insights gained from Conducting a Cricket Program for Persons with an Intellectual Disability (C, IN) Dr Janet A Young and Mrs Anne Browne , Victoria University</p> <p>127. "Moving, Learning and Achieving": Harnessing the power of community Football and Pre-Service Teacher Education (EY, PY, MY, TY, C, IN) Darlene Voss, John Harris, Andrew Osborne, Shane Pill, Southern Knowledge Transfer Partnerships Office/ Flinders University</p> <p>128. Reprioritising Swimming and Water Safety Skills for All Australian Children (PY, MY, SY) Rob Bradley, Royal Life Saving Society Australia</p> <p>129. Including Saman Dance into Physical Education to Enhance Socio-Emotional Skill (C, IN) Eunike Raffy Rustiana, Semarang State University</p>

***numbers prior to the session titles refer to corresponding abstracts featured later in this booklet ***

2.45pm – 3.30pm FUTURE DIRECTIONS/ THANK YOU/ CONFERENCE CLOSE

Monday 18th April: Opening Keynote - Jean Blaydes – Madigan

9.00am – 10.30am

Action Based Learning: How Brain Research Links Movement to Learning

Jean Blaydes – Madigan (USA)

Neuroscientists are advocating the importance of movement and physical activity in the learning process. Physical activity gives students the advantage they need for increased student academic performance. Educators who understand how the brain works can teach more effectively. This interactive presentation will summarize recent brain research that links movement to learning and will advocate, validate, educate and motivate!

Through this keynote presentation participants will:

- Learn about brain research that supports the link of movement to learning.
- Gain insight into individual strengths and how to fulfil the needs of each child through movement.
- Gain insight into how learning academic content can be facilitated through kinesthetic teaching strategies using movement and music.
- Gain insight into how movement anchors learning.

Monday 18th April – Session One

11am – 12.30pm

6x90min Active Workshops

Session A

1. Action Based Learning: Building Better Brains through Movement

Jean Blaydes Madigan - Keynote – *Practical* (EY, PY)

Brain research suggests that what makes us move is also what makes us think. Physical movement builds the framework for cognition and proper brain development. This interactive, energetic presentation provides a checklist of activities that will give teachers insight that will help students work at peak performance for learning. It will also demonstrate how proper early brain development is linked to early motor development and how practice of motor movement enhances student performance.

Early childhood & primary teachers will gain an insight into important emerging findings about the stages of early brain and motor development that impacts learning. Through this they will be able to better fulfil the needs of each child through movement. They will learn how to facilitate language acquisition through movement & music, and why action based learning anchors learning in the early years. Examples of activities and teaching resources will be provided.

Session B

2. Shaping and Focusing – the keys for designing and facilitating student learning

Wendy Piltz, University of South Australia, (PRE, EY, PY, TY, C, IN)

Shaping the play is about the intelligent manipulation of key variables to facilitate student learning. It involves teaching through the game, as the game is designed to meet learner's needs and to build personal confidence and competence. With novices, enjoyment and success must be optimised while failure should be minimised. This session will explore ways to shape the play using examples from a variety of popular games/sports. In addition it will demonstrate the process of focusing the play which involves teaching in the game in order to help participants understand key concepts, reemphasise key cues, concepts or actions relating to fair play and resilience.

Session C

3. Learning with Elastics - commercial

Robyn Crowe, Creative Capers, (Pre, EY, PY, TY, C, IN)

Remember playing with elastics when you were a child? Now here are new and wonderfully original ideas for the use of elastics for use by individuals, pairs, groups of 3, small and large groups of children. Elastics can be fun, versatile, inexpensive, safe, used for indoor or outdoor use, suitable for all ages, offers fitness, coordination, challenges, rhythm, rhyme, educational values, language and numeracy development, social skills and visualization. Accompanying chants have been specifically written for this program and accompanying visual cards enhance the individual and partner

activities. This will be a practical session so come prepared to participate, suitably dressed and to have fun.... Something for everyone!

Session D

4. Dynamic Dance Lesson Plans and Teaching Strategies for Primary and Secondary Schools

Vicki Millar, Diablo Valley College, California, (PY, MY, SY)

This two-part session will engage participants in an invigorating and diverse cultural and creative dance experience. In part one, attendees will discover the lively culture of Samoa in a highly energetic and rhythmic dance, the Salsa. In part two, attendees will engage in a unique, interactive activity as sports and dance unite. Physical Educators and Dance Specialists will receive lesson plans, teaching progressions, and strategies that will assist them in providing students with non-threatening dance experiences as they embark on an exciting journey of discovery.

Session E

5. Transforming Play; Integrating the teaching of fundamental movements, game tactics and sport language

Dennis Slade, Massey University, (PY, MY, SY, TY, C, IN)

An issue often raised by teachers with the Teaching Games for Understanding methodology is the advanced level of sport specific knowledge one is required to have in order to modify a sport or game to teach the tactical concepts while still maintaining the essence of the game. The Transforming Play*1 approach overcomes this concern because the games do not require extensive sport knowledge. The simplicity of the games and the generic tactical concepts built into their structure allow the teacher to stand back from the games and choose to allow the implicit learning context to take its course or if they have the requisite knowledge, use more explicit questioning strategies to probe the learners understanding. Transforming Play games combine three of the characteristics associated with play, spontaneity, fun and competition. The transforming nature of the games is achieved through maintaining these characteristics but structuring the games to require, in the playing of them, the use of generic tactics and strategic principles gathered from various game categories e.g., invasion or net. Reflecting a constructivist philosophy of instruction and an integrated pedagogical approach to game instruction in physical education Transforming Play games also encourage the use of questioning by the teacher to promote learner understanding and the use of tactical sport language through naming the games after the tactical concepts designed to be taught e.g., Fast Break or Draw and Pass Participants in this workshop should anticipate a pragmatic approach to game instruction through experiencing games that have minimum rules, clear outcomes and only employ four or five fundamental movements.

*1 Slade, D.G. (2009). Transforming Play: Teaching tactics and Game sense. Ill. Human Kinetics

Session F

6. S'cool Cricket

Sam Konnis, The Pines Primary School, (PRE, EY, PY)

The ability to strike a ball, track a moving ball, throw and catch, run with an object and bowl a ball are all fundamental movement skills, which are also fundamental game skills to cricket. The SCool Cricket Resource is full of games and activities that teach children these important fundamental movement skills and at the same time introduce children to the wonderful game of cricket. SCool Cricket includes 3 stages that are progressive and sequential. Stage 1 is typically for children in the 5-7 age group, Stage 2 for students in the 8-10 year age group and Stage 3 for students in the 11-13 range.

The resource also promotes important social skills including teamwork, co-operation, communication and fair play. The session will look at the resource and how to best use it with students. Delegates will then participate in practical activities.

2x90 min Non Active Workshops

Session G

7. What's the place of contemporary information communication technology (ICT) and new media in the HPE classroom?

Maggie Garrard, Australian Children's Television Foundation (EY, PY, MY, SY)

21st century teaching resources should reflect 21st century pedagogy and 21st century learning styles. The production and availability of digital learning objects and digital video clips make it imperative for teachers to use new pedagogical strategies that utilise these resources to the fullest extent. Students demand more interactive learning opportunities and hands-on activities that utilise technology and create interesting and authentic avenues for exploring information and research. Students today are quite adept at managing their own learning and in creating their personal responses using multimedia. Given the software and hardware needed, they are unafraid of expressing their understanding in new and divergent ways and creating new knowledge. Critical understanding of what they can produce and how they can produce it is vitally important even from an early age. Creative students can think multi-modally and understand the integration of image, sound and text and transfer this knowledge and understanding to their own digital works. But they also need to learn to discern the good from the bad, the amateur from the professional. The really good students can then select and manipulate the best elements to produce their own digital learning objects.

Session H

8. How can you integrate social and emotional learning into active HPE lessons?

Tracy Zilm, Principals Australia, (MY, SY, TY, C, IN)

The benefits of explicitly teaching social and emotional skills are well documented in terms of improved outcomes for both learning and life. The teaching of these skills is part of the role of HPE teachers but goes beyond just this learning area, to the entire school. Explicitly teaching a comprehensive and well-planned social and emotional learning curriculum is one of the aspects of a whole school approach to mental health and wellbeing promoted by MindMatters. This interactive workshop will explore how teaching about mental health, social and emotional learning can be done in active ways as part of HPE lessons as part of a whole school approach. It's not so much about what is taught as much as how. Participants will engage with ideas and methodologies to create positive relationships, safe environments, and engagement in learning and reflect on their own practice.

MindMatters is an Australian national mental health initiative for schools with secondary enrolments funded by the Australian Government Department of Health and Ageing for over a decade and managed by Principals Australia. MindMatters is based on a whole school approach to wellbeing, which highlights the link between mental health and student learning outcomes.

1x2x45min Non Active Workshops

Session I

9. Physical Education in the IB MYP

Jarrad McCabe/Paul Jarvis, Mercedes College, (MY, SY)

The IB MYP provides a thorough study of various subject areas, with a focus on their interrelatedness. Physical Education is one of eight subjects studied within the MYP. This presentation will give an outline of how Physical Education is studied and taught within the MYP, using the current Year 6 – 10 programme at Mercedes College as a guide. Aspects covered will include the MYP areas of interaction (Approaches to learning, Community and service, Environments, Health and social education, and Human ingenuity) along with assessment criteria (Use of knowledge, Movement composition, Performance, Social skills and personal engagement).

This presentation provides an opportunity for teachers of non-IB schools to develop their understanding of the IB MYP curriculum framework, and perhaps gain insight into different ways in which Physical Education can be studied and taught. Additionally, the presentation also provides current teachers within IB schools the opportunity to discuss and share ideas on best practice.

10. Reporting Behaviour, Attitude and Effort

Pamela Algar, Glengarry Primary School, (PY, MY)

We have made links to our mandatory reports. Having participated in the National Values Programme, last year, we followed up how explicit teaching of values links with Self-management; Inter-personal skills; Citizenship skills and Skills for Learning. The explicit teaching of these skills and values fits within the Health Curriculum. Observations of child demonstrations of appropriate behaviours is assessable across the whole school day. (We agreed we could not assess values.) We are furthering our trials of ways to make assessment more transparent for children and parents so as they can build on skills and understandings. This is excellent workshop material. I have a large poster and will also bring a collection of reports from various states for groups to explore.

3x4x20min Presentations

Presentation A

Session J

11. The Physical Education Project – Generalist teacher responses to an integrated project

Jacqui Peters & John Quay, Deakin University & University of Melbourne, (PY, MY, TY)

The delivery of physical education by generalist primary teachers has received significant recent attention especially in relation to the difficulties generalist teachers experience in providing structured physical activity time for their students. Partly these difficulties emanate from a lack of perceived confidence and skill. In response to this the authors have conceived a way of understanding and teaching physical education that draws upon the generalist teachers' experience and knowledge of the individuals they teach, especially in relation to their interests and the ways in which they learn. The model draws together elements of physical education pedagogy but primarily requires the scaffolding and nurturing of skills regularly fostered in the classroom including interpersonal and organisational skills, teamwork, communication, cooperation as well as literacy and numeracy. This is cultivated through the physical but is strongly oriented towards cognitive and affective skills also. This paper will explore pre-service and in-service teacher responses to the model - in particular, focusing on their successes and difficulties with its implementation.

12. Technology and Engagement – it's time

Bronwyn Rakimov, Schools of Isolated & Distance Education (PY, MY, SY)

Participation in physical education in the distance education environment has often been viewed as too difficult. However, the availability and acceptance of technology by the younger generation can be seen as a catalyst to get children into action. This presentation will tell the story of how technology was introduced into physical education lessons for home based and school based students in Western Australia.

13. Promoting Healthy Communities through an Active Curriculum

Sharon Louth, University of Southern Queensland, (EY, PY, MY, SY)

A tactical response project to support the inclusion of regular physical activity within the curriculum which was cultivated and implemented as a rejoinder to the Smart Moves – Physical Activity Program (2008) developed for Queensland State Schools. The project involved consultation with and data collection from partner organisations responsible for physical activity, health and well-being within the local community. Fourth year education students developed integrated units of work using these resources and drew outcomes from both the Health and Physical Education (HPE) and Studies of Society and Environment (SOSE) Curriculum documents. An active curriculum and kinaesthetic learning is promoted by embedding physical activity as a crucial element within the units of work. Arising from this, a collaborative, web-based learning community was established to support both pre-service and existing educators with the knowledge, skills, resources and confidence to deliver a meaningful, effective and active curriculum to their students.

The outcomes of this project are significant to three stakeholders from the study, those being children, pre-service teachers and current teachers. For children, the project increases the time and opportunity to participate in meaningful physical activity within the curriculum. This project allows pre-service teachers to participate in professional dialogue and mutual sharing of ideas and resources and provides a framework for collaboration with their colleagues. The project achieves meaningful outcomes for practicing teachers by acknowledging the planning and preparation workload of current teachers, and provides tangible support for classroom teachers to effectively facilitate physical activity to their students on a daily basis. The website also provides a platform for professional discourse within the education community across the region, supports higher order thinking skills, engages professional reflection and helps to raise the confidence and moral of teachers within the Fraser Coast community. Recommendations for future directions, expansion and sustainability of the website are also discussed.

14. Inspire to Aspire

Alison Wrench, University of South Australia, (PY, MY, TY)

Recent studies show that significant numbers of young people experience factors that compromise their wellbeing, connectedness to schooling and hope. As a consequence wellbeing has become a key concern of education and schooling (Wyn 2009). The development of wellbeing includes the promotion of personal and physical identities, forging a sense of belonging, and exploring how social and cultural factors shape individual and group identities. It is becoming increasingly apparent that schools are most effective when they integrate efforts to promote children and young people's academic, social, emotional, physical and spiritual learning. The Uni SA, School Of Education University Aspirations Project aims to raise career awareness and educational aspirations in primary/middle years students and their families. This project has a focus on building aspirations through learning experiences that are intellectually demanding along with pedagogical practices that support students to be successful. This presentation describes action research undertaken, within this project, by teachers from a northern Adelaide school, which focused on year 7 students' wellbeing and engagement in schooling.

This action research investigated explicit teaching guided by the DECS Learner Wellbeing Framework, cross curricular learning experiences that included the 'Children's Global Challenge, an aquatics-based camp and a university-based 'wellbeing day'. Findings presented draw

attention to students' understandings of wellbeing, appreciation of learning styles, increased confidence and engagement with schooling and their aspirations. A longitudinal study, which seeks to monitor students' wellbeing and aspirations as they continue their schooling, accompanies this initial action research undertaking.

Presentation B

Session K

15. Stereotypes and Perceptions of Physical Education Pre-Service Teachers

Michael Spittle, Deakin University, (MY, SY, TY)

Within society, physical educators have often been stereotyped as buffoons; jocks who cannot teach, bully children, and blow whistles to command attention (Duncan, Nolan, & Wood, 2002; McCullick, Belcher, Hardin & Hardin, 2003). These generalisations can have an impact on the way society views physical educators, the importance placed on physical education, and the recruitment of future physical educators. In the current literature there is a lack of knowledge as to how physical education pre-service teachers (PE PSTs) view PE PSTs (stereotypes), or how PE PSTs view themselves (perceptions).

The purpose of this study was to examine the stereotypes of PE PSTs by PE PSTs and perceptions of PE PSTs of themselves. 250 students completing a Bachelor of Education (Physical Education) degree completed a questionnaire containing both biographic questions and 26 attribute items where they rated how they stereotype PE PSTs and then how they perceived themselves on the same attributes. Factor analysis revealed 2 factors, which were labelled as Sociable (e.g., socialise, partying, drinking, loud and outgoing) and Health and Lifestyle (e.g., fit, playing sport and not smoking). Perceptions identified for the males were perceived appearance and ability (e.g., athletic, physical fit, thin, attractive, muscular and pleased with their body), aggressive and confident behaviour (e.g., intimidating, dominant, show off and aggressive) and independence and intellect (e.g., independent, ambitious, self confident and intelligent).

Perceptions of females were strong willed behaviour (e.g., ambitious, and dominant), presentation and appearance (e.g., pleased with their body, attractive, thin and self confident), and aggressive and dominant behaviour (e.g., aggressive, intimidating, masculine and show off). The two male stereotype factors identified were physical, assertive and aggressive behaviour, and physical, and self-presentation and the three stereotype factors identified for the females included physical appearance and ability, aggressive and assertive behavioural style, and masculine behavioural style.

16. Who are our PETE Students?

Jennie Garnham, University of Ballarat, (SY, TY, R)

This study describes the demographics of 96 first year physical education teacher education (PETE) students attending a regional Australian university. It explores the students' recruitment into PETE and their teaching beliefs and intentions. A quantitative questionnaire-based study reports that this cohort generally reflects the profile of Victorian school completers, with the majority having followed the recent trend for deferring university studies for one year. Implications of this trend are discussed. The most common attractors into PETE relate to the service theme – "desire to help" and the continuation theme – "enjoy sport and physical activity and desire to continue". The recruits' physical education (PE) teachers are the most frequently cited facilitator, in particular their PE teacher's appearance to be having fun. Although a majority of recruits were certain of their desire to teach as they were taught, in particular those who had undertaken an Australian Football League traineeship, a significant minority report they do not want to teach PE as they had been taught. Cited concerns with personal PE experiences include lack of student input, low participation, and unequal opportunity for minority groups and less gifted students. Findings relating to the PETE students' teaching beliefs and intentions are discussed from a teacher socialisation theoretical perspective.

17. Female physical educators in all boys' schools: Opportunities for enhancing social interactions?

Amanda Mooney, University of Ballarat and Chris Hickey, Deakin University, (TY, R)

The significance of physical education (PE) and sport in a boys' school has long been highlighted as a device for the privileging of hyper-masculine identities at the expense of marginalised masculinities and femininities. The propensity for some "members of male sporting clique's to engage in practices of bullying, shaming, violating and excluding" (Hickey, 2008, p. 148) raises important questions about how the practice of boys' PE and sport can be implicated, at times, in the proliferation of unhealthy and damaging social interactions between different types of boys. In response to this rhetoric, some boys' schools have acted to employ female PE teachers to disrupt "concern about the codes of unity, entitlement and privilege that can be forged among groups of boys whose identities are strongly aligned with sporting forms of hyper-masculinity" (Hickey, 2008, p. 148). Given this potential, we suggest that there is something unique or different about working in spaces or contexts around boys' physicality and this has particular implications for a PE teacher's professional work, particularly as a female PE teacher.

In a climate where the performance of boys in social and educational contexts attracts considerable concern, better understanding the contributions and capacities of female PE teachers in all boys' schools, (as localised social and political environments in which gendered identities are formed) is warranted. Professional identities and "the meaning of gender is negotiated in everyday interactions" (Priola, 2007), implicating the culture of all boys' schools as significant in the development of ideas around effective, gender inclusive, pedagogical practices. Drawing on data from two case studies, this paper seeks to explore how notions of effectiveness about boys' PE are formed, with intent to make visible the extent to which female PE teachers influence dominant gendered practices of social interaction in all boys' PE settings.

18. A Sense of Belonging; sport, masculinity and the team environment

Deb Agnew/Associate Professor Murray Drummond, Flinders University, (SY, TY, C, IN, R)

One of the fundamental characteristics of hegemonic masculinity is self-reliance therefore, men are less likely than women to form close relationships in which they discuss sensitive issues. However, for men involved in a team sport such as Australian Rules football, an opportunity exists to develop close bonds with their team mates. The team bonding, camaraderie and friendships that are formed through team sport are some of the more significant aspects that are missed when retirement from sport occurs.

This research was an investigation into the constructions of masculinity following a career in elite Australian Rules football. It was a qualitative study involving 20 retired footballers and utilised a life history and social constructionist perspective. An important part of this research was how the experiences as a footballer have influenced their construction of masculinity. One of the more significant themes throughout this research was a sense of belonging to a team. In retirement this was the most common aspect of being an elite sportsman the men missed. Therefore, this presentation will outline the importance of being involved in a team to men and how participation in team sports such as Australian Rules football leads to a sense of belonging. This has significant connotations for the development of masculine identity, given that the social construction of masculinity encourages self-reliance in men and the formation of friendships that avoid discussing sensitive issues.

Presentation C ** Only 3x20 min presentations

Session L

19. Sports Nutrition in Adolescence

Karina Savage, Sports Dieticians Australia, (PY, MY, SY, TY, C, IN)

Health and Physical Education Teachers are inevitably involved in the provision of nutrition education/information to adolescents. The nutritional requirements of this group is a challenging and ever changing arena, as they are based on numerous factors including their age, sex, physical development and nature of their physical activity or sport. This session will provide attendees with a taste of some of the important sports nutrition principles for the adolescent. It will incorporate specific issues unique to this group such as nutritional requirements for growth and development, together with the additional requirements that physical activity and sport places on these individuals. It will include discussion surrounding energy, carbohydrate and protein requirements together with touching on specific micronutrient requirements needing consideration.

20. Health Literacy and health-related parenting practices

Stefania Velardo/Associate Professor Murray Drummond, Flinders University, (P, EY, PY, MY, R)

The contemporary concept of health literacy, which relates to the acquisition, understanding and application of health related information, has become an increasingly important public health issue. Health literacy, which has been identified as a key determinant of health, is particularly important where parents and children are concerned, considering that the home setting possibly comprises the strongest influence on children's dietary and physical activity patterns. However, there is a paucity of literature concerning parental health literacy and there is a need for qualitative investigation into patterns of intergenerational health.

Given that at present many Australian children are not meeting the daily recommendations for dietary intake and physical activity, the aim of this study was to explore the relationship between parental health literacy and health-related parenting practices, in a low socio-economic region of South Australia. Fourteen parents, with children aged from birth to twelve years, were sampled via a purposeful sampling technique, to participate in the investigation. Data was collected by means of two semi structured focus groups and four in-depth interviews. Data was then analysed using a thematic analysis technique.

Data analysis led to the emergence of five principle themes, which related to the ways in which parents access, understand and use health-related information. Themes included using the internet as a tool, interpersonal versus organisational networks, the notion of physical health: common-sense versus complexity, the cost of physical health, and the influence of the media. The study provided insight into a number of perceived barriers to accessing health information and making informed, healthy choices for children. It is hoped that these findings can guide future research and lead to development of more effective interventions around children's physical health.

21. Secondary students' participation in sports and their parents' level of support: A qualitative study from six Adelaide Schools

Vegneskumar Maniam, The University of Adelaide
(PY, MY, SY, TY, C, IN, R)

The study investigated the students' involvement in sports as part of co-curricular activities in the school and outside, and the nature of parents' support for their children's participation. The study included a class of year 11 students in six schools from the public, independent and catholic school sectors in Adelaide. The schools agreed to allow their students to participate on a voluntary basis. The primary data were gathered from 111 students in the form of written personal statements in response to the researcher's open-ended guideline questions. This method followed the theoretical framework for understanding individuals' personal perspective of a particular phenomenon, derived from the humanistic sociological approach first articulated by the Polish American sociologist, Florian Znaniecki and developed by J J Smolicz and his colleagues in their research on cultural pluralism in Australia over the past three decades. Asked whether they took part in sports, 11% indicated that they did not play in any form of sport, even though some indicated that their parents wanted them to do so. The others gave details of the different sports in which they participated in school and or outside. In all the

students claimed to be involved in 24 different sports, with soccer being the sport chosen by 16% of the respondents. All the other sports had participation rates of less than 10%, with 15 sports attracting less than 5% of the respondents. The respondents were also asked to comment on what their parents thought about their participation in sports. The data analysis shows that the main response given by 55 students was that their parents provided positive support for their participation. None claimed that there were forbidden or discouraged

from playing sport, but 12 respondents indicated or thought that their parents were critical in sport. The number who did not comment on this question could reflect those who felt that their parents were indifferent. The contribution of this study to the conference is related to increasing the understanding of students' preferences in sport and the current issue of parental involvement in student participation in sport.

Monday April 18th: Keynote Session - Donna Cross 1.30pm – 2.30pm

Minimising bullying and aggressive behaviour in the school and home: Exploring links with movement and learning

Donna Cross (Australia)

The physical benefits of regular activity are well known – lesser known are the protective effects of physical activity on mental, emotional and social health, particularly in young people. The OECD suggest, for example, that physical activity affects brain chemicals and positively influences planning, decision-making, coping with stress, correcting mistakes, motivation and enhanced memory performance, concentration and better performance at school. Importantly physical activity also aids the production of mood-stabilizing neurotransmitters. This keynote presentation will explore the links between physical activity, brain development and regulation of social behaviour – especially aggressive and violent behaviour in young people. These links with physical activity include the enrichment of neurobehavioral markers of brain plasticity and young people's ability to cope with social challenges through acceptance of responsibility, dealing effectively with winning and losing, positive communication, leadership and cooperation skills and quality reciprocated friendships.

A growing body of evidence indicates that early intervention may be most effective in preventing the high health and social costs of violence, victimisation, and other outcomes of aggression. New research has demonstrated a link between the development of social skills and the use of aggressive behaviours. This research is supported by the Theory of Mind and Social Information Processing models identify the processes a person uses to encode and react to social situations. It appears that aggressive young people often possess adequate social knowledge however, they experience difficulty in applying this knowledge in spontaneous social situations; structured physical activity can contribute much to this development. Young people who are readily able to solve social problems are more likely to establish positive relations with their peers and reduce the need to utilise aggressive behaviours. This keynote presentation will link these findings to effective teaching and learning practices as well as provide practical examples of how these could be implemented in schools.

Monday, 18th April – Session Two 2.30pm - 3.15pm (45 mins)

3x45min Active Workshops

Session A

22. Low Balance & Poor Bilateral Skills in Young Children Affect Gross and Fine Motor Coordination. Neuro-sensory Motor Activities Target these Skills & Enhance Overall Development

Brenda Lovell, Victoria University: Xavier College, (PRE, EY, PY, MY)

The early years (3-6 years) are when fundamental motor skills develop including the ability to jump, gallop, hop, skip, throw, catch and emerging pencil grip. By 6 years of age children will have the basic range of motor skills that are now competently performed. However some children do not enter school with a full range of these skills and this lack of competence may affect social interaction, confidence, daily living and academic performance.

Balance capability for example will influence the child's ability to hop, catch, climb and to react appropriately to moving and stillness. The development of the balance system in either static or dynamic positions is dependent on the interaction of the vestibular sensory system within the inner ear, brain stem and the cerebellum.

Bilateral (midline) proficiency will affect coordinated actions including skipping and galloping patterns and throwing actions. Bilateral coordination consists of the interaction of the right and left sides and the upper and lower sections of the body. This interaction is dependent on the efficient flow of information across the cerebral hemispheres, and subsequently across the midline of the limbs and the eyes.

In a recent study by this author, seven young children with coordination difficulties and ages ranging from 5-7 years were assessed using the BOT-2 test of Motor Proficiency. Each subject scored at one standard deviation below average on the total motor

composite test. All 7 subjects scored below to well below average on the balance, bilateral coordination and manual dexterity subtests. At the completion of a 14 week neuro-sensory motor intervention program each of the 7 subjects progressed to average on the motor composite test. Also all subjects reached the average level on the balance subtest with similar results on the bilateral coordination and manual dexterity subtests.

Teachers of young children require straight forward, evaluated and practical activities to assist with both gross and fine motor development and additional intervention activities to assist children exhibiting inadequate coordination skills.

Session B

23. Play for Life – AASC

Pierre Comis and Doug Elliott, Active After-School Communities (EY, PY)

The playing for life coaching philosophy is premised on the game sense approach to teaching and is the cornerstone to the success of the Active After-school Communities (AASC) program in engaging inactive primary school aged children. The program was established in 2004 to enhance the physical activity levels of Australian primary school aged children by providing them with access to free, fun, structured physical activities in the after school timeslot. The program is stimulating local community involvement in sport and structured physical activity which encourages participation and help teach children to be active for life with a selection of over 70 sports and 20 other structured physical activities. Since inception, around 45,000 local people, many who are sports affiliated, have been trained free of charge by AASC regional coordinators in the playing for life philosophy. Many transfer these skills to their role within their school or local club.

As part of the AASC program, more than 4000 participating teachers and more than 2500 OSHCS staff were provided with free professional development relating to structured physical activity. Playing for Life philosophy that is an integral component of the Community Coach Training Program, and is presented as a model of best practice for engagement of traditionally inactive children. AASC presenters will guide the audience through this philosophy and how it can practically apply to coaching. The Playing for Life resource kit will be showcased with over 120 games and video demonstrations.

Session C

24. Indoor Games/Physical Activity Ideas

Kirsty Crouch, ACHPER (SA), (EY, PY, MY)

Need new ideas for games/activities for indoors? What do you do with your Physical Education Classes or Physical Activity Sessions if it is 40 degrees, or raining and your school has no hall or gym? This session encourages participation in easy to organise and using limited equipment.

6x45 min Non Active Workshops

Session D

25. Bullying that follows you home: Practical ideas to help reduce cyber bullying in the Net-generation

Donna Cross, Keynote speaker

This presentation will review practical actions that can be taken to reduce cyber bullying and its effects, as well as develop online social skills. Cyber-bullying is a psychologically cruel form of covert relational aggression used primarily by adolescents to inflict harm on others through electronic and digital media. The use of technology enables the person bullying to reach a much wider audience than merely close friends within the school or neighbourhood. As such, social isolation can be inflicted on a much broader scale and cyber bullying does not end when the person being bullied arrives home. Importantly, because cyber-bullying can occur both within the school environment and out of school, it blurs the boundaries for supervision and responsibility, and introduces unprecedented legal and educational concerns for schools. This presentation will discuss how cyber bullying differs from face-to-face bullying, including the potential harm caused by cyber bullying; the barriers and misconceptions that have enabled cyber-bullying to flourish; as well as relevant laws and other ways this issue can be effectively addressed by schools, families and students.

Session E

26. Understanding and reporting on the health of Australia—the facts, the figures, the good and the not so good

Cherie McLean, Australian Institute of Health and Welfare (SY, TY, R)

All in all, Australia is a healthy nation. Our people generally have good health, our health is improving on many fronts and it compares well with other countries in many ways. Of course there are serious areas of concern that need to be tackled and there is great scope for Australia to do better. The AIHW presents the latest data on the burden of disease, life expectancy, morbidity, population groups, risk factors and expenditure.

Session F

27. Technology in Physical Education – The Mix

Jarrod Robinson, Boort Secondary College, (PY, MY, TY, C, IN)

This session will introduce teachers to practical and hands-on ways of integrating current technology into the physical education classroom. We will explore the use of flip video cameras, mp3 players, Nintendo wii, mobile phones and many more with the emphasis on improved outcomes. We will also look at the power of the Internet and how it can be harnessed for the good.

Session G

28. Changing the Curriculum, Where do you Start?

Alfred Colvin, University of Western Sydney, (PY, MY, SY, TY)

A model for discussion.

Change, hope and sometimes God are the only constants left in our lives. Helping people to understand and manage change is not just the problem of teachers it is also an issue for government and the community. The educational community is conservative and rarely into risk taking in terms of their clients, or having a philosophy of people and the broader nature of the science and art and vulnerability of teaching.

I would like teachers to become creative, that is have the freedom to be oneself in any medium, understand and appreciate the clients, work the environment as a challenging asset and use the broader curriculum as a vehicle to meet the students and societies values as social capital to improve our future.

To do this we need as people to have some idea or framework for understanding and using change. This model for discussion has grown through thinking, experience and reading over time and it will change with your input. Awareness, understanding, commitment, action and support are the key factors. As a result of this discussion I would like you to take the sections that help you to understand and apply change and creatively view your own framework for the future.

Session H

29. A Win Win Partnership

John Watkins, Cricket Victoria and Brad Green, SEDA (SY, TY)

The Sports Development Program is a joint initiative between Cricket Victoria, SEDA (Sports Education & Development Australia) and Victoria University, specifically designed for young people who would like to pursue a Sport and Recreation related career. Students can complete their senior secondary study via an integrated VCE, VCAL and VET curriculum. Students complete certificates III and IV in Sport and Recreation leading to a Diploma of Sport (Development). Core curriculum involves theoretical and practical experience in sports administration, marketing, fitness, coaching, event/project management, literacy, numeracy and career planning. Program teachers work closely with Cricket Victoria Regional Cricket Managers to specifically target schools that do not have cricket programs or support schools wanting to extend their current program. Students, in consultation with their class teacher, create lesson plans that match VELS curriculum (Victorian Essential Learning Standards) that incorporate the core elements of cricket – batting, bowling and fielding.

For a Regional Cricket Manager, these students act as a cricket workforce that allow Cricket Victoria to educate both teachers and students as well as provide opportunities that would not otherwise be available. For the Sports Development Program students, they gain 'on-the-job' experience and expertise and their teachers can continually monitor and review their progress and performance. Students also get the opportunity to gain valuable event management experience as they are put in charge of coordinating a carnival or gala day.

This presentation will provide useful information on how to engage TAFE's and university students to support school based programs. It will also provide some 'best practice' examples on situations and scenarios where students have significantly developed skills and created a pathway of success for themselves as a result of their involvement in such a program.

Session I

30. Water Safety Activities for Primary School Children

Simone Linder-Patton, AustSwim, (PY, MY)

The aim of the water safety program is to teach children how to identify hazards, the skills to deal with different situations and how to

assist someone in difficulty, within their own capabilities. Preparatory swimming skills are transferrable to water safety activities, which demonstrates that swimming progressions and water safety skills should be taught together. The recent increases in drowning statistics of young children highlight compelling reasons for water safety education to form a key part of every 'learn to swim' program. Water safety messages must be clear and consistent to ensure they are understood by the children and to avoid confusion when put into practice.

Children respond to activities that are fun, interesting and engaging. They are more likely to try something new when they are having fun, even though they are not very confident. They may attempt activities they have previously refused to do or they may not notice what they were doing because they enjoyed the activity. Children learn through exploration and play. Learning is an active process and the more the children take part in the lesson the more they will remember and understand.

Younger children can share stories and experiences, like placing equipment cards on the boat for a journey, trying on a PFD or identifying what's missing on a water safety poster. Older children enjoy wearing 'muddy goggles' to simulate moving under water in poor visibility, or by taking part in the variety of simulated survival scenarios or rescues.

The chosen delivery method will depend on the age and abilities of the children.

We are able to prepare children for hazards in the natural aquatic environment by simulating hazard conditions and allowing the children to explore the affects in a safe and controlled situation.

4x2x20 min Presentations

Presentation A

Session J

31. The Nature of Skilled Performance in Sport – Defining Terms and why it Matters!

Scott Adams & Wendy Piltz, University of South Australia (PY, MY, SY, C, IN, R)

The presentation defines and clarifies key terms relating to the nature of skilful performance in sport. This is highly significant for educators who are interested in improving the quality of professional practice in Physical Education and community sport. Traditional methods are ineffective and many contemporary approaches are limited by a lack of understanding of the complexity of skilled play. Misunderstood terms such as skill, game sense, tactics and strategy can result in constrained thinking, misleading planning and actions that limit the quality of learning and teaching in games and sport. The session will outline key definitions and concepts from the Play Practice model of skilful play and illustrate how this improved clarification and understanding can positively impact professional practice.

32. 1860-2010: Celebrating 150 Years of Organised Football in South Australia

Shane Pill, Flinders University, (PRE, EY, PY, MY, SY, TY, C, IN, R)

The AFL celebrated 150 years of VFL-AFL history in 2008 on the suspect notion that an 1858 schoolboys football match in Melbourne marked the 'birth' of Australian Rules football. 2010 witnessed the passing of 150 years since the (old) Adelaide Football club formed and began the task of organising football in Adelaide. This was the beginning of South Australia's participation in the development of what was to become a national football code in 1989, and yet it passed without a sound from the AFL dominated football community. This presentation will outline the pivotal role played by the 'old' Adelaide Football Club in the development of Australian Rules Football. It will attest to the need to celebrate (old) Adelaide Football club people, such as Nowell Twopenny, John Acraman and Charles

Kingsford as every bit as important to the birth of what has become Australia's national winter football code as Melbournians Tom Wills and William Hammersley. The history of Australian Rules Football in South Australia will be demonstrated as deserving greater prominence than currently afforded within the confines of the VFL-AFL narrative.

Presentation B

Session K

33. Guess Where the Goal Posts Are?

Robyne Garrett, University of South Australia, (SY, TY, R)

It is widely acknowledged that social conditions such as socio-economic status and Indigenous heritage are directly associated with health and well being (Wyn, 2009; AIHW, 2007). While recognizing the importance of these factors this research focuses on another dimension of social conditions – the impact of transition to university on young people's health and well-being. Increasing trends in mental health problems, rates of STI's, alcohol consumption, obesity and overweight for young people (AIHW, 2007) call for consideration of the social and structural conditions that might produce these effects. This research aims to investigate the perceptions of and factors that influence health and wellbeing for first year university students who will on completion of their university studies work in the education or health industries. Specifically, the research aims to investigate personal perceptions of health and wellness as well as the specific factors that impact on physical, social, emotional health and wellness for young people as they transition to university contexts. Empirical data for this research was collected via an online student questionnaire. Through the anonymous questionnaire participants were asked to respond to a series of closed questions to collect demographic data and open-ended questions regarding their perceptions of health and wellness as well as the factors that impact on them personally as they transition into university studies. Findings indicate that there are significant factors that impact on student well being during this transition. These include: geographical relocation, engagement with university learning, sense of community as well as managing time and competing demands.

34. Physically Educated & Healthy in Contemporary Australia - what lessons can be learnt as 'Health & Physical Education' contemplates going national... again

Russell Brown, Flinders University, (EY, PY, MY, SY, TY)

A new nationally developed Health and Physical Education curriculum is currently being considered by ACARA. The idea that Health Education and Physical Education as curriculum subjects in schools share sufficient similarities to gather them under a unifying umbrella for policy development or curriculum identification purposes is not new. In South Australian schools, for example, teachers have been asked to rethink, reorganise and redefine their teaching in tune with nationally developed curriculum documents since the early 1990's. For teachers of Health Education and Physical Education this has meant guiding and connecting their work to 'frameworks' provided by the nationally developed Health and Physical Education statements and profiles and, since 2001, the SACS curriculum. This current proposal by ACARA therefore is not a new concept. However, what is most relevant at this embryonic stage of their development is how much has been learnt from past implementations and to what extent will the administrators draw on the voices of teachers ultimately responsible for implementing and teaching the new curriculum. This paper will analyse these issues while highlighting the complexities, challenges and realities associated with curriculum reform.

Presentation C

Session L

35. "But Sport is Good for You: Exploring the Complexities of keeping Children in Sport, and Shaping a Curriculum of Possibilities"

Graeme Severinsen, University of Auckland, (MY, SY, C, IN)

Children in New Zealand are dropping out of organised sport in large numbers, especially during their teenage years. This is seen by many, especially those with a vested interest in children's sport, as an alarming trend. Children's sporting participation generally peaks between the ages of 10-13 years and then continually declines to the age of 18. Around 70% of New Zealand children drop out between the ages of 13-17. (Sport and Recreation New Zealand, 2009) There are complex reasons for this, but there are also solutions for keeping them involved, not all of them always palatable for sporting organisations, coaches and parents.

One of the most obvious reasons is that there is a mismatch between the reasons children play sport and the expectations and provision of sport that adults provide.

There are other sporting and recreational interests, often informal, often not valued by parents or sports administrators, but equally valued and valid for children (Coakley, Hallinan, Jackson & Mewett, 2009) Adults often overrate the contribution of participation in organized sport and underrate participation in these informal sports. This paper will look at the sporting participation of children through the lens of sports psychology, functional and critical theory. Strategies to enhance children's retention in organised sport are outlined and new possibilities suggested. It will also advocate that non-participation in sport is not a negative issue, especially if alternatives are found. Informal and 'alternative sports' have an equally valid, educative and engaging orientation.

36. Can Sport Education Meet the Needs of the Amotivated Student? A Physical Activity Perspective

Dana Perlman, University of Wollongong, (MY, SY, TY, C, IN, R)

The Sport Education model (SEM) was designed by Siedentop (1994) to provide students with a holistic sport-based experience. Accordingly, students are provided an array of opportunities, through the infusion of key SEM features, to engage and participate in all aspects that facilitate game play. The applied student benefits of the SEM are well documented, yet further investigation is needed (Kinchin, 2006; Wallhead & O'Sullivan, 2005). As research on the SEM continues, an aspect that has gained interest is the influence of SEM on (a) students with low levels of motivation and (b) opportunities to engage in moderate to vigorous levels of physical activity (MVPA). Therefore, the purpose of this study was to examine the physical activity differences between amotivated students engaged in the SEM compared with a traditional sport-based physical education class. A cohort of year-9 physical education students were categorised as amotivated based on the recommendations of Ntoumanis et al. (2004). A total of 68 amotivated students were randomly assigned to either the SEM or traditional (skill-drill-game) approach for a 15-lesson unit of basketball. Physical activity data were collected by having each participant wear an accelerometer during every class. Results of the study indicated that amotivated students (a) were more physically active within the SEM and (b) were more likely to meet the 50% threshold of time spent in moderate-to-vigorous physical activity when compared with the skill-drill-game class.

Monday, 18th April - Session Three
3.45pm - 5.15pm

6x90 min Active Workshops

Session A

37. Exploring the *more* in Movement – 'Promoting Critical Thinking in Physical Education'

Frances Cleland, Keynote Presenter

In this session participants will engage in a variety of lesson vignettes that foster critical thinking at the elementary and secondary level. Participants will also be familiarised the results of research studies conducted with elementary, middle and high school students. Critical thinking is defined as reasonable and reflective thinking focused on deciding what to believe or do. Tishman and Perkins suggest that good critical thinking does not require unusually high intelligence; anyone can learn to explore more options in a decision-making situation. In physical education McBride proposes that critical thinking is reflective thinking used to make reasonable and defensible decisions about movement tasks or challenges. Dispositions conducive to critical thinking include trying to be well-informed, being willing to take risks and being sensitive to others' ideas. Buschner suggests that in physical education critical thinking, feeling and moving are co-equal partners. A goal in physical education is to help students develop an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. This goal demands teachers employ instructional strategies that promote critical thinking. Teachers can foster critical thinking by helping students to focus on a problem, use available information, generate alternative responses, select criteria to judge solutions, and defend their ideas. Engaging students in movement activities where they examine similarities and differences or compare and contrast movement skills are just two of many examples that will be explored.

Session B

38. Fundamental Movement Skills

Rick Baldock, ACHPER (South Australia), (PRE, EY, PY)

Looking for ideas to develop a Fundamental Movement Skills (FMS) for learners? Want to know more about implementing Fundamental Movement Skills into your program?

This hands' on session will offer some practical activities focusing on Fundamental Movement Skills of over arm throw, catch, sprint run and foot dribble, this session will assist you to assess Fundamental Movement Skills and offer strategies for observation. A theoretical and practical session that will support you in facilitating your children's participation in physical activity and achieving developmental learning outcomes.

Session C

39. Touch Football – The Thrill of a Lifetime

Adam Raptis, Touch Football Australia, (EY, PY, MY, SY, TY, C, IN, R)

Touch Football is indeed a thrilling sport and often presents people with a thrill for a lifetime. It is a sport that can be taken up by children as young as four or five, and allows participants to continue playing well into their senior years.

Touch Football can lay legitimate claim to being the true family sport. There is no other organised sport in which a person can compete with their mother or father, sister or brother, wife or husband, son or daughter, cousins, aunts, uncles or grandparents all on the same team. The social and safe aspects of the game create an environment that is conducive to family involvement and encourages participation by all.

There is no other sport more beneficial to child activity than Touch Football. Touch Football is a minimal contact sport that actively encourages physical fitness, team building, communication skills, hand eye coordination, decision making skills and promotes mutual participation by both boys and girls.

As a school teacher, Touch Football provides you with a sport that is fun and easy to learn and teach, requires minimal equipment and set up time, is inclusive of all students - both boys and girls. It is safe while still allowing children to learn fundamental physical, communicative and social skills, and is an activity that promotes fitness and wellbeing.

Touch Football Australia is a national sporting organisation that is focused on the development of junior pathways and creating strong links for school children to community clubs, in conjunction with the

Australian Sports Commission's 'Play for Life' program. Touch Football.....a thrilling sport.

Session D

40. Gaelic Football – The Game for All

Tom Javor, GFHA of South Australia, (PY, MY, SY, TY, C, IN, R)

Gaelic Football is ideally suited for ages 7-50 and is played by both sexes. It's a faster free flowing game than its football code rivals with less risk of injury. In the 90 minute practical you will be taught all the skill sets, have the opportunity to play an actual game of Gaelic Football and be given all the best links and support you require to facilitate your introduction to Gaelic Football.

Session E

41. Dance Games and Activities

Carol Sharpe, East Adelaide School, (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 F

42. Balls with a Difference - commercial

Robyn Crowe, Creative Capers, (PRE, EY, PY, TY, C, IN)

Often as an early years teacher we modify games and skills from older ages to suit Preps and Grade one children. But we can often forget the equipment we use may not be suitable.

This session will offer many varied and interesting ways to offer those vital hand-eye/ foot-eye coordination skills using everyday items you may never have thought of using. Experience creative, fun, age appropriate activities using conventional balls, plus many more ideas using unconventional props. Dance and fitness can also be experienced using balls. It can be fun and challenging when offering variety for the practice of ball skills.

Come along prepared for physical activity and leave with a new way of thinking. Join in the fun and have a ball!!!!

2x90 min Non Active Workshops

Session G

43. Using MVP Pedometers with Active Cooperative Games

L Michaud (Mich) Tomson and Tom Cuddihy, Griffith University and Queensland University of Technology, (MY, SY)

This workshop utilises the Walk-4-Life MVP (moderate to vigorous physical activity) pedometer in the context of active cooperative games. Participants will learn how to use this unique pedometer, which is able to document the time in which the wearer is engaged in moderate to vigorous physical activity. Use of these pedometers is then put into a Primary level, active cooperative games context. Ideas on how to use Personal Development themes to debrief use of the pedometer and the cooperative games are included.

Session H

44. Positive Psychology: The Science of Happiness in your Classroom

Janice Atkin, Inspire Foundation, (MY, SY, TY)

We've all heard the saying that "happiness breeds success" but how can you create happiness in order to be successful? According to Dr Martin Seligman in the US and Professor Tim Sharp (aka Dr Happy) there is a science to happiness. Positive psychology, or the science of happiness, is not just a fad; nor is it pop-psychology or amateur self-help. It is a serious scientific discipline based on solid, empirical research.

The research demonstrates that happiness is something that means different things to different people. Overall it seems that happiness is influenced by the way we choose to think about ourselves, our place

in the world, and the world around us and how we act in that world, that differentiates the happy people from the less happy people. Research also indicates that happiness is something that we have control over and that we can work on in our daily life as well as the lives of our students.

This workshop will explore some facts and research that supports positive psychology in the classroom as well as providing some simple and easy to implement lesson ideas that participants can use in their Health and PE classes to support their students to BOOST THEIR HAPPINESS.

2x4x20min Presentations

Presentation A

Session I

45. Teaching Sport for Understanding: Moving, learning and Achieving through Backyard League

Dave Cohen, South Australian Rugby League, (PY, MY, SY, C, IN)

Many of us remember cutting our teeth with sport on backyard versions of the sports we loved. We did this by retaining the essential rules that made the sport identifiable while modifying and introducing other rules to suite the number of players and the environment of the game at the time. We explored, created and imagined the game and its possibilities. 'Backyard League' (Cohen, 2009) employs the Teaching Games for Understanding (TGfU) (Bunker & Thorpe, 1982) as a game-centred (Pill, 2007) concept of discovering, experimenting and appreciating the sport of rugby league.

Backyard League is consistent with the premise of a non-linear constraints-led approach to motor skill and game learning (Renshaw, Chow, Davids, Kieth & Hammond, 2010). This paper will summarise a constraints-led approach before describing a non-linear application of TGfU pedagogy to teach appreciation of Rugby League. The discussion will explain the curriculum and instructional process of Backyard League and provide a pedagogically flexible model that could be used in Primary or Middle years' physical education. This paper will be followed by a workshop where participants can experience Backyard League.

46. Challenging Participants in target Games through Teaching Games for Understanding (TGfU) and Creating and Defining Games (CDG)

Dr. Paul Iden Webb, University of Wollongong, (PY, MY, SY)

TGfU places an emphasis on the play, where tactical and strategic problems are posed in a modified game environment, ultimately drawing upon students to make decisions. It places the focus of a lesson on the student in a game situation where cognitive skills such as 'tactics , decision-making and problem solving are critical...with isolated technique development utilised only when the student recognises the need for it' (Webb and Thompson, 1998). In addition games under various categories: invasion, net/court/wall, striking/fielding and target games. Games are grouped into categories because there are some similarities such as technique, strategy/tactics etc. The aim of target games is to get the implement either in or close to the target. They can also be divided into 2 subcategories: opposed (eg. lawn bowls) or unopposed (golf). While many teachers feel comfortable in teaching some of the categories target games are often the ones that pose significant challenges in a school setting. This could be for a variety of reasons such as the perceived inactivity, lack of facilities or even teachers background in the area. This paper will focus on providing meaningful and challenging movement experiences in target games through both TGfU by providing a structure where key areas; strategy/tactics, technique, decision-making and risk taking are provided through practical examples in modified game situations. CDG provides an opportunity for a class to be involved in creating and developing/designing games (Almond 1983;Curtner-Smith 1996; Holt 2005 and Quay and Peters 2009) and provides further opportunities for participants to develop understanding and enjoyment in target

games. a practical example will illustrate this. In conclusion, this paper uses TGfU and CDG to provide meaningful experiences with target games.

47. Incorporating TGfU into a Bachelor of Physical and Health Education degree at an Australian University

Phil Pearson, University of Wollongong, (MY, SY, TY, C, IN, R)

Pearson and Webb (2010) investigated whether Physical Educators in NSW schools had adopted the TGfU approach to the teaching of games in their classes. Forty PDHPE teachers were surveyed with questionnaires and focus group interviews to determine their knowledge and understanding of TGfU and the extent to which they had incorporated TGfU into their teaching of games in Years 7 to 10. Fifty third-year Physical and Health Education pre-service teachers were also surveyed after completing their Professional Experience in the schools of the teachers surveyed. The pre-service teachers' observations of Physical Education classes in the schools were also used to determine the extent that TGfU was being used in the teaching of games within those schools. It was concluded that the integration of TGfU into the NSW secondary school physical education curriculum has so far been unsuccessful.

For TGfU to become more common place in the teaching of games in schools, it needs to have a solid base in pre-service teacher education programs. While the Faculty of Education offered a four year Bachelor of Education (Physical and Health Education) for many years, the new Bachelor of Physical and Health Education responded to a number of influences that emerged during the life of the previous program. One of the decisions was to firmly embed TGfU throughout the movement and pedagogy strands of the new degree. This paper discusses how TGfU has been incorporated across subjects within the new course structure. Core subjects that explore the pedagogical basis of TGfU with specific links to programming of games teaching and Professional Experience for pre-service teachers are examined. It is anticipated that with a strong focus on TGfU throughout the new Bachelor of Physical and Health Education program, TGfU will become much more commonplace in the teaching of games in NSW schools.

48. Generating Positive Learning State through Play Practice

Wendy Piltz & Scott Adams, University of South Australia
(PY, MY, SY, TY, C, IN, R)

This presentation investigates the significance of student engagement in promoting quality learning and presents strategies designed to 'enhance the play' as outlined in the Play Practice Model. The session will connect professional practice with relevant theory associated with brain based learning and positive psychology. It will explore ways to personalise play to differentiate learning and to design intrinsically motivated learning experiences.

Presentation B

Session J

49. A Socio-cultural exploration of parent-perceived involvement in junior Australian Rules Football

Sam Elliott/Associate Professor Murray Drummond, Flinders University
(EY, PY, MY, SY, C, IN, R)

In response to reports of poor parental behaviour in junior Australian sport, this study makes a contribution towards understanding parent-perceptions of parental involvement in junior Australian Rules football. Employing a basic interpretive design, this research uses in-depth qualitative data obtained during three separate focus group interviews from 15 parents of junior Australian Rules football participants. Parents provided rich, descriptive information which, through a comprehensive thematic analysis, led to the emergence of six principal themes. This session focuses on two of the key findings, which explore parental attitudes and experiences related to participation and verbal reinforcement. This research not only draws closer attention to understanding parental involvement in junior

Australian Rules football, but also extends the knowledge base of sport-sociology literature.

50. The Development of a Questionnaire to measure the confidence of teachers to teach Primary School Physical Education

Sharna Spittle, Victoria University, (PY, TY, R)

Providing opportunities to develop movement and sports skills is important in light of research that highlights low levels of physical activity and motor co-ordination within samples of Australian children. Primary school has been identified as an ideal setting for the development of motor skills. The delivery of quality physical education programs can aid in the development of fundamental motor skills and enjoyment in physical activity. Within Australia a large portion of the physical education curriculum is often delivered by the classroom teacher who is qualified as a generalist. Previous research has found these teachers often experience feelings of low confidence toward the subject. These feelings often lead to teachers avoiding teaching the subject or specific content areas. To date, research has only addressed the confidence of teachers without any exploration into motivation or willingness to teach. The aim of this study was to develop a reliable and valid instrument to measure the confidence of pre-service teachers to teach primary school physical education. To investigate the underlying factor structure of the twenty-nine items within the questionnaire data was collected from 133 pre-service teachers (M age = 24.26, SD = 4.34) completing a Bachelor of Education degree at Victoria University. Principal axis factoring with direct oblimin rotation was used to reduce the number of items and identify the underlying factor structure. Two factors were identified; Management/Planning, and Implementation. The internal consistency of the Management and Planning factor ($r = .85$) and the Implementation factor ($r = .88$) were found to be high indicating good reliability. This preliminary data suggests that the pilot version, with continued development, may provide valuable insights into critical aspects of the confidence of pre-service primary teachers to manage the learning needs of the students they will teach in the domain of physical education.

51. Contemporary Issues and Challenges Primary Teachers Face when Teaching PE

Ben Still and Andrew Bennie, University of Western Sydney
(PY, MY, SY, TY, C, IN, R)

Children in local, national and international populations are increasingly spending time in sedentary behaviours and as a result, obesity rates continue to rise among the younger generations (Booth et al., 2006). As a result, there has been much debate about the significance of physical education (PE) teaching within schools. In NSW Department of Education and Training (DET) primary schools, generalist primary teachers have experienced a range of problems when teaching PE (Senate Standing Committee on Environment, Recreation and the Arts, 1993). These issues were identified nearly 20 years ago and are still apparent in today's primary schools (Commonwealth Government of Australia, [CGA] 2009). That being the case, the CGA published the Crawford Report (2009), which drew attention to the importance of children participating in physical activity from an early age. The report made a clear statement that if physical activity and sport is to be improved, PE teaching in the primary school years must be enhanced (CGA, 2009). As such, research is needed to investigate the current status of PE teaching within NSW DET schools.

The purpose of this paper is to outline the contemporary benefits, issues and challenges generalist primary teachers face when teaching PE based on research conducted with a sample of Sydney-based NSW DET primary school teachers. The study utilised semi-structured interviews to collect data, which enabled the participants to share their own understandings of the issues and challenges they face when teaching PE. Data analysis identified six major categories that represent issues and challenges of the generalist primary teachers who participated in this study including: School Environment, School Personnel, Needs of a Generalist Teacher, Social Influences on PE, Purpose of PE and Importance of PE. Various benefits and 'enhancers'

of PE teaching were also drawn from the data analysis and are discussed in this paper.

52. Turning the Switch On! The Teachers Ability to Influence Student Motivation in Physical Education

Dana Perlman, University of Wollongong
(PY, MY, SY, TY, C, IN, R)

Student motivation is an area of importance in physical education due to the association with enhanced levels of effort, participation and aspects of learning (Tjeerdsma-Blankenship, 2008; Chen, 2001). Physical education specialists are routinely challenged by students who demonstrate behaviours indicative of low levels of motivation, such as high rates of absenteeism and severely low levels of active participation within the class setting (Ntoumanis et al., 2004). Bryan and Solmon (2007) indicate that the teacher is a primary driver for the development and implementation of experiences that support and/or thwart student motivation. This study examined the influence of a

motivational intervention on 27 pre-service physical education teacher's (PTs) abilities to develop and implement motivational instruction during a practicum field experience. Motivation and related intervention within this study was grounded in achievement goal theory (AGT), whereby students are motivated when engaged in an educational context that is supportive of their perceptions of competence. Data were collected from PTs narrative lesson plans and actual teaching episodes during the practicum using a pretest/posttest design. Analysis of data utilized a two-pronged approach; content analysis of lesson plans, while teaching episodes were systematically observed and analysed using the Physical Education Climate Assessment Instrument (Curtner-Smith & Todorovich, 2002). Data revealed that an AGT-based intervention can facilitate positive changes in a teacher's ability to design and implement educational experiences that support student motivation.

Tuesday April 19th: Keynote Session - Dr. Frances Cleland 9.00am – 10.00am

Impacting Learners through Enriched Physical Education Environments: A Developmental Perspective

Frances Cleland (USA)

This session will focus on the intricacies of creating enriched environments in physical education at various developmental levels. "Enrichment" is a positive biological response to a contrasting environment, in which measurable, synergistic and global changes occur. To facilitate an enrichment response the environment must be designed for the purpose of maximising an individual's potential. An enrichment response is universally positive and can modify the brain at any age. An enriched environment is characterized by seven factors: *purposeful and meaningful physical activity, novel and challenging learning, contrast to what one typically experiences daily, coherent complexity, managed stress, social support, good nutrition, and ample time on task*. When teachers intentionally design learning experiences that incorporate these factors, an enrichment response is likely to occur. For example although the vehicle of physical education is physical activity, an enrichment response is achieved when activity is of moderate to vigorous intensity. In addition teachers must provide for activity choices. Coherent complexity and facilitating social support can be facilitated through employing Mosston's Spectrum of Teaching Styles. Meaning can be achieved through the use of interdisciplinary instruction. The "law of contrast", the most important enrichment factor can be addressed by applying Laban's movement framework. Finally the duration of units of instruction needs to be considered since time plays an important role in sustaining learning, increasing student success rates and lowering stress.

Tuesday April 19th - Session One 10.30am – 12pm

6x90 min Active Workshops

Session A

53. Increasing Student Decision Making Through the Spectrum of Teaching Styles

Frances Cleland, Keynote Presenter

The Spectrum of Teaching Style offers an array of pedagogical possibilities by providing a framework for teachers to use when designing lessons. Mosston and Ashworth (2001) emphasize that every act of deliberate teaching is a consequence of a prior decision. The relationship between teachers and students varies depending on who makes the decisions. These decision patterns are called teaching styles, and the framework that holds them together is the *Spectrum of Teaching Styles*, or the *Spectrum* for short. The *Spectrum* identifies the structure of each teaching style by delineating the decisions that are made by the teacher and those that are made by the learner before, during, and after the lesson. The *Spectrum* outlines how to shift appropriate decisions from the teacher to the learner as both move from one teaching style to another. It also describes the influence of each style on the learner in the cognitive, affective, and motor domains. The teaching styles are grouped into two clusters, reproduction and production. The first cluster represents teaching options that foster reproduction of past knowledge. The second cluster represents options that invite the production of new knowledge — that is, knowledge new to the learner, not the teacher. Effective teachers carefully select and use various teaching styles. Teaching styles should be selected based on a combination of the degree of decision making our students are developmentally prepared

for and the desired objectives or the products of learning. Skilled teachers are thoroughly versed in a variety of teaching styles and use specific styles based on the needs of their students and the specific objectives of the lesson. In this session participants will be familiarised with the Spectrum through sample lesson vignettes based on a variety of movement forms.

Session B

54. Making Dance Easy

Cherie Broad, Ausdance SA, (PY, MY, SY, TY, C, IN)

Ausdance SA is a leading provider of dance for schools (kinder to secondary) through the 'Dancers in Schools' program. Ausdance tutors visit metropolitan and regional schools tailoring programs specifically to suit the school and student's needs. The range of tuition is varied, from popular dance styles such as hip hop and break dance to cultural dance styles like Indigenous, Bollywood and Flamenco to name a few. We also provide choreography for school concerts and for technique training for SACE Dance.

Ausdance SA also provides professional development for dance and non-dance teachers throughout the year. The 'Making Dance Easy' workshop is designed to help teachers with the organisation of a dance class. You will be guided through a safe dance warm up and travelling sequences. Elements of choreography will be taught and ideas for facilitating student driven choreography will be explored in small groups. Handouts will be provided.

Session C

55. Athletics Play

Nick Bowden, Athletics Australia, (PY, MY, C, IN)

The introduction will focus on the rationale for fundamental motor skills as the basis for running, jumping and throwing, and how they relate to the sport of athletics. The program and activities are taken from the International Athletic Association 'Kid's Athletics' resource, and are aimed at primary school aged participants, with variations and extensions suitable for 5 - 12yo.

Practical activities will be incorporated to encourage participants to both observe & sample the games and activities within the program, and the equipment and resources required to facilitate it.

Session D

56. Moving, Learning and Achieving with Australian Football

Ben Hopkins, Shane Pill, SANFL/Flinders University
(PY, MY, SY, TY, C, IN)

Sport Education (SE) was developed by Daryl Siedentop to teach sport in its fullest sense by providing a game development model that included sport skill development, personal and social skill development and a 'real world' experience of community sport. In Australia, SE is often better recognised as SEPEP. SE is a template for quality sport learning in physical education while also providing the potential for sport to be the stimulus for learning tasks that engage other Learning Areas of the curriculum. The AFL Sport Education program is an example of a 'best practice' sport initiative to support schools deliver quality sport learning in and through physical education. This practical workshop will introduce you to the Sport Education structure, outline how you can use the AFL SE program to enhance moving, learning and achieving in the primary and middle years of schooling, and introduce you to a modified version of Australian Football suitable for school physical education.

Presented by South Australian National Football League Development Officers, this session will also provide participants with an introduction to the AFL School Ambassador program. A nationwide program linking teachers with the football's parent body, in an effort to provide footy a place in all schools across the country. Development Officers will provide examples of programs and resources which have been used with great success to achieve outcomes in key curriculum areas. Dress to be active.

Session E

57. European Handball – commercial

Andres Olascoaga, Andy Entertainment, (PY, MY, SY, TY, C, IN, R)

This practical session will include basic skills, tactics and rules to allow you to introduce handball into your physical education or sport program. Learn to play European handball in a fun and unique way incorporating skills from Aussie games and transferring them all into the great game of handball.

Session F

58. No Props: Developing Interpersonal Skills & Fun With No Equipment – commercial

Mark Collard, Inspire Your Group, (PY, MY, SY, TY, C, IN)

A practical, interactive workshop which will present a series of simple activities and games (none of which require equipment) which teachers and other educators can use and integrate into their curriculum for the purposes of building critical interpersonal skills to develop self-esteem and team skills, or simply to have fun. The emphasis will be on interaction and fun and will feature discussion about key competencies and principles that will assist teachers to develop critical interpersonal skills of their students. Teachers will be able to immediately implement these ideas, and will be provided with further resources to equip them with a successful philosophical foundation to create and maintain a safe, rewarding and successful learning environment.

2x90min Non Active Workshops

Session G

59. Navigating Healthy Relationships: A Skills-Based Empowerment Approach to Relationships Education

Kylie Murphy, RMIT University, (SY)

The program "tasted" in this workshop grew from a program successfully trialled with adolescent girls in 2009. The program has now been revised for universal delivery with students in Years 8 to 10. Based on the dyadic slippery-slope model of relationship abuse, the program aims to minimise social, emotional and physical harms by equipping students with the skills to assertively resist slippery slope dynamics (secrecy, overdependence, anger, and power imbalance) from the earliest stages of their romantic relationships. Deliberately gender-inclusive and non-blaming, the program is relevant to the needs of boys and girls regardless of their relationship involvement or history.

To open the workshop, the program rationale will be briefly outlined, including the prevalence and impacts of young people's experiences of relationship abuse. The program will then be overviewed and brought to life through a selection of hands-on activities. Techniques for enhancing program engagement and effectiveness will be modelled. No disclosure of personal information is involved in any activity. To close the workshop, the evaluation findings of the original 133-participant trial will be summarised and future research directions will be indicated. Workshop participants will have the opportunity to register to receive a copy of the teacher-friendly 'Navigating Relating' facilitator manual, which includes photocopyable resources for all activities.

The workshop will be presented by Kylie Murphy, an experienced secondary teacher, parent educator, family violence worker and child counsellor. Kylie has been with RMIT University since 2007, conducting research into how educators might best assist young people to more consciously navigate their romantic relationships. Kylie has published and presented a number of papers on the topic of healthy relationships education, locally and internationally.

Session H

60. The Rite Journey: Helping develop responsible, respectful, resilient adults - commercial

Andrew Lines, The Rite Journey, (MY, SY, TY, R)

The Rite Journey is a school-based program which is creating cultural shifts in schools, helping develop responsible, respectful and resilient beginning adults as well as meeting critical international acclaim. It provides an opportunity for schools to 'meet' their year 9 students with a creative alternative, in that very year which many teachers deem 'the year of disenchantment'.

It has been created to help guide and celebrate a young person's transition into adulthood. The program allows the 14 year old student to participate in single gender classes in which they share a year long journey as they explore what it means to be a respectful, responsible and resilient adult in their society.

The program blends a specially created rite of passage process with four term-length topics of Relationship with Self, Others, Spirit and The World. Each of these areas includes the outcomes of connection, consciousness, communication, challenge and celebration. Steve Biddulph claims the boys' program is "one of the most exciting and well conceived ideas in boys' education for a very long time. There are lots of good programs about, but nothing I have seen that is so comprehensive, sustained over time, and potentially so life changing for the boys involved."

Maggie Hamilton, author of "What's Happening to Our Girls?" says of the girls' program, "The Rite Journey offers girls a profound, intricate, and imaginative journey. It enables girls to access substantial information and experiences. It feeds their inner self, allowing them to

get to know themselves, and to start to shape their future. The Rite Journey is a wonderful contribution to this next generation. They will benefit greatly from it.”

The Rite Journey comes recommended by experts such as Steve Biddulph, Maggie Hamilton, Michael Grose and Peter Ellyard but also by those who are implementing it in their schools.

4x4x20min Presentations

Presentation A

Session I

61. Enhancing Moving, Learning and Achieving through Sport Teaching in Physical Education: Learning from Digital Game Design

Shane Pill, Flinders University, (PY, MY, SY)

I watched the unbridled enthusiasm of my three boys as they loaded Assassins Creed onto the new computer, one with an interactive touch screen which I was informed was ‘just like the one on NCIS’. Their barely contained enthusiasm for the gaming experience they were about to share initiated a sort of ‘mental reckoning’. As a sport coach and sport teacher within physical education what could I learn from digital game design and the way digital games capture engagement, sustain and maintain it?

Physical educators can renovate and renew the design and enactment of sport teaching in physical education to enhance student learning by similarly attempting to accommodate the learning needs and preferences of the ‘wrap around technology’ generation (McLean, 2007). This paper will highlight how sport and digital game play have much in common and, therefore, sport teachers in physical education can enhance moving, learning and achieving by adopting the learning principles used in digital game design. Further, this paper will suggest that physical educators may not need to radically readjust curriculum practice to be consistent with digital learning principles. Renovating and renewing the design and enactment of sport curriculum through the assembly of pedagogies evident in the use of Teaching Games for Understanding (Bunker & Thorpe, 1982) as Game Sense (Den Duyn, 1996) within a Sport Education (Siedentop, 1994) curriculum framework is consistent with modern ‘digital’ learning principles.

62. Shaping Sport & Physical Activity in SA Catholic Primary School’s: Playing with Purpose

Toby Priest, SA Catholic Primary School Sports Association (SACPSSA) (EY, PY, MY, TY, R)

Over the past five years SACPSSA has embarked upon a physical education professional learning plan in partnership with Flinders University. This partnership has shaped moving, learning and achieving through physical education in South Australian Catholic primary schools. Research has consistently reported that primary school education in Australia undervalues moving, learning and achieving through, about and for physical activity and sport. This paper will outline this unique University - Teacher professional learning partnership. It will provide case study snapshots from three teachers that illustrate the professional learning impact of ‘Play with Purpose’ and the shaping of physical education that has occurred for the teachers. It will report on the ‘where to next’ for this innovative physical education initiative and the three teachers profiled in the ‘snapshots’. This paper will be of particular interest to primary classroom teachers and key teachers of physical education wanting to enhance physical education in the primary school, and physical education teacher educators interested in the value of University - Teacher/School professional learning partnerships from the perspective of the teacher.

63. Cross- curricular learning and social leaning in physical education: Addressing pupil diversity

Louisa Webb, Loughborough University, (SY, TY)

Cross-curricular learning aims to prepare young people for the future, including developing essential qualities and skills for learning, life and employment (Gravells, 2010). Personal, Learning and Thinking Skills are one aspect of cross-curricular learning. Pupils developing these skills are described as Independent Enquirers, Creative Thinkers, Reflective Learners, Team Workers, Self-managers and Effective Participators (QCDA, 2008). The project reported in this paper investigated the potential to address cross-curricular learning through Sport Education (Siedentop, Hastie & Van der Mars, 2004). Built into the Sport Education model is the opportunity for pupils to reflect on their cooperation, teamwork, decision-making and the ways they take on responsibility. The focus of this project was to provide an opportunity for pupils to reflect more formally through written worksheets (Bolton, 2010). The importance of this reflection was built into the scoring system of the Sport Education model. The aim of the project was to investigate the potential for developing pupils as “Reflective Learners” as a parallel process through their reflection upon their teamwork.

The pupils completed reflection worksheets during 7 lessons throughout the unit. The pupil responses were converted to electronic format and managed using a qualitative data analysis package (NVivo, 2008). The pupil response data were analysed using techniques appropriate to the qualitative research paradigm - an inductive approach using constant comparison and theme analysis. The learning theory guiding the research was social constructivism (Illeris, 2009). Through Sport Education, students learn teamwork through a variety of roles. They learn to play, coach, referee, and manage. The paper will present examples of pupil responses and their increasing understanding of reflective learning over time. The variety of options for participation in Sport Education were also found to be appreciated by Muslim pupils who were fasting during the month of Ramadan.

64. Physical Education in South Pacific Islands Schools

Phil Doecke, RMIT University, (TY, R)

Physical education holds a low status in curricula and schools across the South Pacific islands nations (Dorovolomo 2010; Doecke 2010, 2006). Populations in the region have reduced levels of physical activity, increasingly sedentary lifestyles, reduced consumption of traditional foods which are replaced by cheaper, larger quantities of highly processed imported foods, with increased incidence of illness and lifestyle disease among children and youth.

Recent initiatives however show that there are small groups speaking out for the community, to ministries and supporters alike, with the purpose of making a difference to individuals, families and communities. The inaugural regional physical education conference (under the auspices of FIEP) at the University of the South Pacific in Suva July 2010 brought together local and international South Pacific islanders and internationals, with a unified determination to seek ways to make a difference in the lives of the region’s children and youth. These included teachers college and university lecturers, sports coaches and school teachers - but few government representatives.

The conference authored and accepted unanimously twelve recommendations which described the poor status of physical education and subsequent health impacts to children’ growth, development and learning, and how governments and schools are urged to make changes for the benefit of the community. However attempts to have these placed on an October 2010 Ministers of Education Pacific Nations Forum were blocked by just one nation’s bureaucrat. Physical education in schools continues to have a low profile in the minds of some key Pacific Islands politicians – this makes a difference.

Earliest historical reports by explorers described healthy active people of the Pacific islands (Coyne 2000). That description does not now apply as widely as it once did to the community or population. A narrower few are participating in life-long healthy physical activity (Dorovolomo 2010; Doecke 2010, 2006).

Presentation B

Session J

65. Like a Fish in Water: Health and Physical Education Policy and Practice in the Era of Australian and Global Neoliberalism

Doune Macdonald, School of Human Movement Studies, UQ
(PY, MY, SY, TY, R)

Globally, Health and Physical Education (HPE) carries the stamp of neoliberalism and as a field we are keen, it seems, to accrue more of the vestiges of this ideology. Neoliberalism espouses: measurement for monitoring quality and improvement; efficiencies and cost-cutting; faith in market rather than government provision; and fragmentation of expertise. While neoliberal positions and practices are not necessarily harmful to the long-term interests of the field or the students we teach, indeed it may be strategic to take them up, the field needs to realise and reflect upon the pervasiveness of neoliberalism.

Two trends in PE will be presented: (a) standardised testing (such as fitness testing, BMI) and (b) outsourcing PE to private providers, making the case that each is a response to neoliberalism and potentially the de-professionalisation of HPE whereby teachers' work is undermined/reshaped. Yet each trend or set of practices is not only embraced by many in the HPE profession but is often espoused by the profession as a way of buying into the dominant policy agendas (e.g., accountability, reducing health costs, supporting choice) and gaining the ensuing recognition as a legitimate school practice. My question to ACHPER delegates is "Are we sufficiently reflective of the impact of this ideology?"

66. Teaching Personal and Social Responsibility in New Zealand Secondary School Physical Education

Barrie Gordon, Victoria University of Wellington, (MY, SY, R)

Teaching Personal and Social Responsibility (TPSR) has established itself as a pedagogical approach suitable for use in school physical education programmes. TPSR has received some research interest within the school context but, to date, no systematic examination of the model's implementation has been completed. The Head of Departments, physical education, in every New Zealand secondary school (N 370) received a 37 item survey. In total 148 schools (40%) completed and returned the survey. Seventy nine schools (158 individual teachers) reported using the model while 69 schools responded that they were not teaching TPSR. The major reasons given for not introducing TPSR were a lack of knowledge or that the schools had simply not considered the possibility.

The teachers using the model reported a high level of knowledge of the model and a strong level of confidence in their ability to use the model successfully. Their responses indicated that most were following the traditional lesson format and were consistent in their implementation of the four themes of integration, empowerment, teacher-student relationships and transfer of learning to other contexts.

Teachers generally believed that teaching TPSR lead to; a positive impact on student behaviour, an increase in student learning related to the physical education curriculum, students being more supportive of others in class, students being more able to be self-directed learners and positive outcomes in other areas of the school. While there is some previous research on TPSR within school physical education much of this has involved case study research of a single or a small number of classes. There has also been a shortage of research that examines TPSR when taught by normal classroom teachers using the model as part of their professional practice. This study reported on the experiences of a large number of such teachers.

67. Policy and Physical Education: Insights from Sir Humphrey et al.

Dawn Penney, University of Waikato, (TY, R)

This presentation takes inspiration from and adopts the genre of a legendary BBC comedy series, 'Yes Minister', that conveyed through

comedy, some of the arguably 'crazy reality' of policy issues and policy processes in government. It is also informed by a body of literature associated with the development of the National Curriculum and National Curriculum for Physical Education in England and Wales. The presentation seeks to encourage professional engagement with policy at a critical time for HPE in Australia.

'Yes Minister' centred on three characters, Jim Hacker, Minister for Administrative Affairs; Sir Humphrey Appleby, Permanent Secretary (Senior civil servant); and Bernard, Private Secretary to the Minister. Particularly pertinent to this narrative is the observation that Sir Humphrey's stance and political skills epitomised government as "a machine that has no gears, only brakes" (BBC, n.d). This episode follows a cabinet reshuffle and sees Jim Hacker taking on a new portfolio, Education, at a time when a revision of the National Curriculum is pending and the Minister has declared a particular interest in Physical Education. Can the Minister advance proposals that are immediately recognised by Sir Humphrey as 'dangerously progressive'? Will his enthusiasm to 'think differently' about curriculum be sustained? What will emerge as the policy outcome from deliberations in the corridors of Whitehall?

68. Accessing social capital through sport: Tackling disadvantage

Chris Hickey & Sue Cormack, Deakin University, (PY, MY, C, IN)

It is well recognized that income, employment and place of residence are linked to differences in health outcomes. Isolation and exclusion are frequently identified as key dimensions of such social disadvantage. This paper reports on a project undertaken to enable disadvantaged youth to participate in community sport as a way of enhancing connection and integration. The objective of this intervention was to overcome some of the barriers that restrict the access of disadvantaged youth to the social and health benefits of active sports participation.

Within the project 80 'at risk' primary school aged children were funded and supported to participate in their chosen sport. The project was based on the assertion that cost and transportation are among the most significant barriers to sport participation for the socially disadvantaged youth. Overall, 22 community clubs participated in the study and were instrumental in assisting with transportation and other forms of connection.

This paper reports on the experiences of various stakeholders, including the participants, their families, industry partners and key club and school personnel following the first 12 months of the project. Using a qualitative framework the research interrogates the fundamental assumptions of the project through the lived experiences of participants. Fundamental to this was the extent to which access to community sports participation contributed to the social and health development of disadvantaged youth.

Presentation C

Session K

69. The Olympics and Ultimacy

John Cheffers, Ken Hawkins, Boston University/CQ University
(SY, TY, C, IN)

This presentation will focus on the vital connection between children's play and the challenge of Olympism. When children play they use all the forces of interest, motivation, exhilaration and fancy. Sometimes this play is goal oriented and sometimes it simply invokes the joy of participation. The Olympics are similar and the desire of all children to achieve ultimacy is healthy and productive. The promise of Olympism matches the promise of children achieving goals at all levels of their abilities. Children emulate their heroes and imagine all kinds of personal achievements in which they engage. Building on Eleanor Metheny's research in the "play to win" rather than "beat opponents" enlightened conception, this presentation will underscore the ecstasy of gallant efforts and supreme sacrifices that accompany serious physical resolution. The strengths and weaknesses of Olympism will be dealt with in the context of value to the community ranging from

small children to the elderly in the philosophical designation known as ethics.

The strengths include; Olympian Effort, Universal Participation, Talent Identification, Sacrifice, Team Work, A Trickle Down Effect, Ambition, Modelling, Art and Ritual.

The weaknesses include; Excessive Nationalism, Boycotts, Illegal Drug Usage, Cheating, Commercialism, Pride, The "Putrid" Press and Ultimacy

70. On justifying justifications of sport and physical education (PE): are there good reasons for the inclusion of sport and PE within educational institutions?

Steven Stolz, School of Philosophy-ACU/ La Trobe University, (TY, R)

In this paper, I aim to revisit and explore some of the philosophical arguments contravening the educational value or significance that seem to persistently beset that group of educational activities that we generally associate with the conceptual term "Physical Education". I begin by identifying and critically discussing what I consider to be serious and convincing arguments against the inclusion of sport and PE within educational institutions as a means to construct an apology and a coherent conceptualisation of sport and PE. The conclusion, towards which I argue, is that the reasons why these arguments are so prominent and pervasive is the product of firstly misleading philosophical-educational views that are ambivalent towards play, traditional justifications that are flawed, educational discourses that encourage and favour theory over practice, mental skills over physical skills, extrinsic over intrinsic values, and high culture over low culture as a result of dualism's elevation of the mind over the body and secondly, from a failure in part with philosophers of education and physical educationalists to elucidate rational educational justifications and conceptions of sport and PE that are cogent and defensible.

71. Teaching Styles Used by Teachers of Senior Physical Education in Queensland Schools

Brendan SueSee, Education QLD and QUT, (MY, SY, TY, R)

Mosston & Ashworth's Spectrum of Teaching styles was first published in 1966 and is potentially the longest surviving model of teaching within the field of physical education. Its longevity and influence is surely testament to its value and influence. The intent of this presentation is to outline the findings of research completed on the current teaching styles taking place in the teaching of Queensland Senior Physical Education. Mosston & Ashworth's Spectrum of Teaching Styles was used to categorise the styles observed and to see if they correspond with the general objectives and exit criteria called for by the Queensland Senior Physical Education Syllabus and the teaching styles that the syllabus suggests should be used.

72. When are we playing the game? A coach's auto ethnographic account of four quarters of football.

Alastair Herrmann, Trent D. Brown & Brian J. Wattchow
Monash University, (PY, MY, SY, TY, C, IN)

It has long been acknowledged that sport and physical activity literature lacks the understanding to be gained from educators researching their own practice (Bain, 1995; Brouwer & Korthagen, 2005; Little, 2002). In this presentation I discuss how my coaching narratives, over two seasons of primary interschool football, could be used to understand the personal, social and professional dimensions of learning to coach. This includes both my embodied ways of knowing, as a developing coach, and my professional reflection upon the academic literature of sports coaching. To draw on first-person accounts of my 'lived' experience, though, required a departure from the accepted, objective and detached boundaries of research. Thus, by foregrounding my own voice and writing myself into the text, I configured the training sessions, matches, players and myself into narratives of self or auto ethnographies. In their telling, so as to not engage in an exercise of self-indulgence, I strike a balance between 'telling' the intensely biographical and discussing how the theoretical discourses of coaching may be used to better understand these stories

(Nilges, 2001; Sparkes, 2002). This weave of story and theory provides opportunities for the audience to gain insights into sports coaching and to reflect upon their own personal experiences and beliefs about this topic. This is important given sports coaching current tension between traditional skill instruction models and emerging pedagogic approaches that focus much more on players' decision-making and tactical skill development. This tension is explored in the presentation, particularly from the perspective of a developmental coach.

Presentation D

Session L

73. Teachers Values in Finnish Physical Education

Timo Jaakkola, University of Jyväskylä, (SY, R)

Values constitute the main bases of PE curriculum. Values practically determine the goals and the contents of physical education. Although teachers' values towards PE are crucial in the implementation of PE lessons there are not many studies analysing teachers' values in PE. The participants of the study were 200 physical education teachers (120 females, 80 males). The values were analysed by three open questions which included the introduction: "Write down the three most important values of physical education (in order of importance)". After this introduction the questionnaire consisted of three empty lines, where the teachers wrote the most important, the second important, and the third important values they considered PE to include. Additionally, the questionnaire included background variables analysing, gender, age, and school size.

Based on the teachers responses eight value categories were found. These were: 1. pleasure, refreshment, and enjoyment, 2. equality and fairness, 3. social aspect of physical education, 4. health, well-being, and physical fitness, 5. physically active lifestyle, 6. learning of motor skills, 7. safety, and 8. other values. Teachers reported enjoyment, refreshment, and enjoyment (55% of teachers reported it to be within the three most important values), equality and fairness (54%), social aspect of PE (54%), and health (53%) to be the most important values of physical education. Chi square tests indicated that teachers who worked in the biggest school category (more than 500 students) reported more safety value $p=0.032$) than teachers in smaller schools. The results of this study are rather consistent with other few studies analysing teachers' values in PE in US. Only notable difference was that Finnish teachers reported also enjoyment, refreshment, and enjoyment as well as equality and fairness among the four most important values. The results of this study suggest Finnish National Core Curriculum guides teachers' values in PE.

74. Developing new ways of teaching PDHPE in the 21st Century University: an analysis based on Pre-service Teachers feelings and opinions

Christina Curry, University of Western Sydney, (TY, R)

PDHPE (Personal Development, Health and Physical Education) is one of the six compulsory Key learning areas in Primary Education in New South Wales schools. Teachers are required to ensure that their students participate in both a practical and a theory lesson each week. However, because they feel pressured by the extent of the curriculum, both pre-service teachers and practicing teachers say that they would rather teach the other key learning areas, notwithstanding the immense educational value of PDHPE. Doubts have been raised about the quality of the teaching of Physical Education in NSW primary schools and most teachers face a range of barriers in teaching PE and sporting programs within schools, including low levels of confidence from the teachers, lack of time, poor facilities and inadequate resources.

To determine how we can better prepare and support these pre-service teachers, we conducted an anonymous open-question survey with a cohort of pre-service teachers studying the Master of Teaching program at UWS.

The survey showed a clear need to improve Teacher Education in relation to PE, particularly we need to assist those who lack the

confidence to teach PE; we need to acknowledge gender issues and ensure that these concepts are embedded in their study. We also need to ensure that the variety of PE activities and approaches taught at university engage the students, and the way it is taught meets the needs of all students in general rather than only the 'sporty' students. The survey also revealed a clear need to highlight the values of PDHPE to our pre-service teachers to ensure inclusive, health-oriented PDHPE practices in NSW primary schools.

75. Barriers to providing Physical Education in Secondary Schools: Can we Engage Students?

Kate Jenkinson, RMIT University, (SY, TY, R)

The proportion of a student's day that is spent within the school environment ensures that schools and physical educators are well positioned to promote health and physical activity behaviours to students. However, the barriers to participation in and provision of physical education experienced by both teachers and students, and those imposed by the school as an institution are increasingly impacting on the role that physical education plays within schools. These institutional, teacher and student-related barriers have not changed substantially over time however they have evolved and become more complex in their own context.

An on-line questionnaire was completed by 115 physical education teachers from Victorian State Secondary schools. It determined that the barriers to providing quality physical education programs were largely institutional including accessing facilities $\bar{x}=8.10$ (2.3), suitable teaching spaces $\bar{x}=7.95$ (2.15), and equipment $\bar{x}=7.37$ (2.10). In addition, the barriers perceived by teachers to impact on students' participation in school-based physical education and physical activity were also examined. Over two-thirds of teachers recognised their own difficulties in engaging students when teaching as a potential limitation on student participation. Teachers also perceived that students were influenced by their peers (62 per cent) and their own low levels of interest in physical activity (45 per cent) when choosing to participate.

To ensure an effective active curriculum and to enable teachers to implement engaging physical education programs within their schools, an awareness of these institutional, teacher- and student-related barriers is essential. However, of greater importance is the ability of teachers to develop and apply teaching strategies and skills to overcome barriers that are within their capacity to change; some of which will be explored.

Fritz Duras Memorial Lecture Tuesday 19th April, 12pm - 1pm

HPE and Capabilities: Towards an Active National Curriculum

Professor Emeritus Alan Reid

It now seems possible that in 2012, after several abortive attempts, Australian states and territories will begin to implement the first stage of the national curriculum. At the same time, work will continue on the next two stages, including (belatedly) health and physical education. This presents a rare opportunity to rethink the place of, and approach to, HPE in Australian schools. Traditionally such work begins with attempts to describe the content of a HPE-focused subject or course, followed by a lobbying process to ensure that HPE is given adequate time and resources in the curriculum. Drawing on some of the rich heritage of thinking inspired by Fritz Duras, this lecture will suggest that the capabilities described in the current version of the national curriculum present an additional point of entry for those committed to the importance of HPE. However if this opportunity is to be realised, there is need to conceptualise the place of capabilities in a 21st century curriculum. HPE is well positioned to take the lead in this development and so consolidate its presence in the official curriculum.

Tuesday 19th April - Session Two 2pm – 3.30pm

6x90 min Active Workshops

Session A

76. Action Based Academics

Jean Blaydes-Madigan, Keynote Presenter

"One of the best ways to maximize the brain is through movement."
"Physical activity contributes to better student performance."
"Exercise seems to boost brain function."

Neuroscientists are advocating the importance of movement and physical activity in the learning process. This 90 minute interactive active practical session will emphasize literacy and language acquisition using kinesthetic teaching strategies. Cross curricular lessons in reading, math, social studies and science will link movement to academic standards.

Through this session participants will gain an insight and implementation ideas into:

- The principles and stages of early brain and motor development that impacts learning.
- Individual strengths and how to fulfill the needs of each child through movement.
- How literacy, math, science and academics can be facilitated through movement and music.
- How movement and action based learning anchors learning based on the brain research that supports the link of movement to learning

Session B

77. Enabling play in invented net/wall games: social role, learning in relation to learner designed constraints

Tim Hopper, Keynote Presenter

This practical workshop will focus on the learning of core concepts to play games such as tennis, squash, badminton and volleyball within the net/wall games category. Using an inventing games approach, participants will create game structures individually, in pairs and then in teams through cycles of: explore, experiment, select, refine (repeat), and then practice for peer assessment and showcasing games. Drawing on a TGfU model, participants' invented games will feed into skill development focused on off-the-ball movements as they learn to read, respond, and react to the ball in play, then send the object before recovering to repeat the cycle. Participants will explore the way social role learning can inform the learning process by taking on team roles within a Sport Education model. In addition, and drawing on video game design, participants will explore the tactical learning that happens when (1) they take on avatar characteristics to their game play, and (2) their games adapt structurally after a winning outcome to make the next encounter more challenging for the successful player. The session will conclude with connections made back to the complexity framework and video gaming where learning is social, organic, situated, and emergent.

Session C

78. I'm game if you are! Fun Activities for Physical Activity Sessions

Carol Sharpe, East Adelaide School, (EY, PY, MY)

A fun packed session of games and ideas to keep you and your class enthusiastic and healthy. This hands on session will offer a range of ready to use ideas to get your students active! Offering new ideas and new takes on old ideas for fun activities, games or breaks during the day.

Session D

79. Torres Strait Island dance kit for schools - commercial

Marilyn Miller, BlakDance Australia Ltd, (PY, MY, SY, TY, C, IN)

BlakDance Australia Ltd produced and launched Australia's first Torres Strait Island dance kit for schools in May 2010. The kit is comprised of a DVD of the dances, CD of the songs, Teacher resource materials, a website, and quarterly Professional Development workshops. Cultural Consultant Dennis Newie conducts workshops of the compiled dances & songs, which then allows Teachers to carry on teaching them in schools, with activities that align with the curriculum. In a 90 minute workshop Dennis will present 2 dances & songs. The songs are in Kala Lagaw Ya language of the Torres Strait with English translation. The dances are both sit-down dances and stand-up dances catering to different skill levels.

Teaching methods are discussed as well as ways to vary the dances according to student's abilities.

Costumes & props are also discussed, along with the musical instruments.

Obvious learning includes movement, voice, rhythm, formation, interaction, coordination, expression.

Session E

80. Volleyball for your School

Harley Simpson, Thebarton Senior College (MY, SY)

A variety of skill practices and minor games will be presented, and they should help with your teaching of secondary students. The session will be practical, so be prepared to join in and have some fun. Some printed notes will be provided, as well as some resource ideas.

Session F

81. Active Children: Ideas for Physical Activity

Kirsty Crouch, ACHPER (South Australia), (EY, PY)

Come along and experience a host of ideas including indoor, outdoor, field, target, and court games, and other ideas for physical activity that can be used immediately in your classroom. Some of these fun games and ideas will be taken from the recently developed ACHPER (SA) resource 'Active Children – Ideas for Physical Activity' which is relevant for all preschool to middle years teachers and is currently available to purchase.

1x90min Non Active Workshop

Session G

82. Pstt.... Pass it on - Learning from SA eat well be active Primary Schools

Rick Baldock, ACHPER (SA), (EY, PY, R)

This session reports on the work of educators from South Australian primary schools who have developed processes and practices that promote healthy eating and physical activity through the *eat well be active - Primary Schools Project*. Working with the stewardship of a small group of ACHPER (SA) project officers, teachers in these schools provide their reflections on how they have enabled children, young people and their families to eat healthily and be physically active more often.

These presentations are the culmination of up to two years work that began in early 2009 as an element of SA Health's eat well be active Healthy Weight Strategy for South Australia 2006-2010. Through these presentations developed by participating sites, attendees will gain insights into processes and actions that assist these

sites to develop and shape their initiatives. The project is beginning to positively affect the quality of young people's lives and assists them to eat healthily and be physically active.

Take time to explore the learning and achievements of these schools. You will become aware of some tried and true as well as new ways of approaching the issues of healthy eating and physical activity in primary education settings.

Putting into practice the processes of the *eat well be active* –Primary Schools Project can help ensure that the children and young people in your site experience a physically active and healthy life.

2x2x45min Non Active Workshops

Presentation A

Session H

83. Online collaborative projects

Cameron Hallowell, John Wiley & Sons, (SY)

Teamwork and collaborative skills are not just confined to the sports field. This workshop will demonstrate ways in which group work can be conducted in an online environment. The aims are to help teachers in the classroom teach through engagement and cooperation. By fostering and developing the learning, social and digital skills required for today's modern education. Learning outcomes are improved by tackling some of the more difficult and sensitive issues for both teacher to teach and students to connect with. The collaborative learning environment can be used by groups of varying sizes, multiple classes and even different locations.

84. Healthy Lifestyles Project and Sustainability - A Great Beginning with 355 Ends

Anita Zocchi and Pam Woodburn, Seaview High School, (MY, SY)

Seaview High School introduced a two year Healthy Lifestyles Project built on the intent that exercise, healthy food options and the potential for positive wellbeing are in everybody's personal reach. Data collected from staff and students indicated a comprehensive knowledge of techniques and strategies to enhance their own and other's lifestyles – even when the application of this knowledge was influenced by timetable, pedagogy, behavioural and seasonal or social experiences.

Feedback from students clearly indicated they are aware of their potential to positively or negatively impact on theirs and others' learning/teaching and lifestyle outcomes. They were also acutely aware of teacher stress and potential emotional reactions towards them as individuals. This emotional awareness further impacted on their decisions to participate actively in and out of class. Students of all abilities, including the school's elite sports program students and the students with a visual impairment, voluntarily participated in off-campus personal challenges. Timetable allocation was created initially for Years 8-10 and links were made with multiple curriculum areas. Sustainability of the program for individual students has been nurtured through links made with community-based groups and organisations.

Sustainability of the project's positive outcomes and continuing opportunities for students to influence activity choices both within and out-of-school hours is requiring ongoing negotiation within the school. Seaview High School has no additional budget and shares a common challenge with other secondary schools to balance a crowded curriculum, desired learning outcomes and the diverse interests of staff and students.

(The number of staff and students voluntarily participating in different activities in 2010 is 355)

A Seaview High School presentation by Principal Anita Zocchi explores sustainability issues for the project and a paper authored by Pam

Woodburn and Brenda Hosking outlines some of the project research linked with sustainability.

Presentation B

Session I

85. Take the Challenge

Ross Williams, Murdoch University, (PY)

This workshop is designed to share some innovative strategies from a newly developed healthy lifestyle program known as Take the Challenge with teachers and/or health professionals. Participation in the workshop will benefit individuals or organisations interested in promoting healthy lifestyles among school-aged children. Take the Challenge will be implemented in schools across Western Australia (WA) during 2011 and it builds on previous Challenges that have operated in WA primary schools since the mid 1990s e.g. Canning Stock Route (1995), Pipeline (2001), Bibbulmun Track (2003) and Kimberley Health (2004). The new program aims to:

- Develop student understanding of the importance of regular physical activity, eating healthy food and drinking water to beat lifestyle diseases.
- Develop their decision-making skills.
- Foster positive attitudes and behaviours that can inform and enhance the quality of their own and others' lives.
- Involve parents and the community to reinforce the key messages.

Classes or schools participate in Take the Challenge as teams. Over the eight weeks of the challenge, teams are encouraged to participate in a minimum of two hours of physical activity and at least one healthy lifestyle lesson every week. To facilitate this, maps, stickers, certificates and healthy lifestyle lessons (integrated across most learning areas) are provided in order to motivate both teachers and students. Besides the existing virtual routes used in previous challenges, three new ones have been developed - Whale Migration and two conceptual routes - Around Australia and My Community. Participants will have the opportunity to participate in specific strategies from the new program and find out about the range of resources used to support the program in schools.

86. Training your students to be "Food Detectives"

Cheryl Peat, ACHPER (SA), (EY, MY, PY)

This session will provide a range of activities to reinforce learning about healthy eating including the best snacks to pack in children's lunch boxes and label reading. Identifying the hidden ingredients in processed food is a critical literacy skill that many students find to be challenging and fun. This approach to critical literacy is applied to analysing advertising and the real cost of food per kilogram. The session concludes with ideas for schools wanting to hold Nude Food days.

3x4x20 min Presentations

Presentation A

Session J

87. Moving, learning and achieving on tertiary campuses: What works in terms of promoting health and connectedness?

Joan Strikwerda-Brown, Michele Schoder, Edith Cowan University (South West Campus), (TY, R)

Although studying is an inherently sedentary behaviour, university campuses still can be important setting for health promotion, including physical activity. This session presents a range of different strategies for promoting health on tertiary campuses, both during and outside class time and considering both staff and students. Interventions that have been implemented on a regional university campus are presented, including examples of in-class SEPH (Social, Emotional and Physical Health) activities to promote student engagement, health and connectedness and the initiation of an "Engagement Statement" for student contribution to and involvement

in campus recreation activities. Previous and current findings about physical activity levels and recreational preferences of the university population are compared.

88. Attitudes, knowledge & awareness of Directors of Physical Education on the use of dietary supplements & ergogenic aids by adolescent athletes, 'is there a need for policy?'

Erica Stephens, Griffith University, (MY, SY, C, IN)

The efficacy and long-term safety of dietary supplement (DS) and ergogenic aid (EA) use by adolescent athletes are factors largely unknown due to the ethical complications of testing such products on this population. Despite this, the use of DS and EA, by adolescent athletes, is common. How adolescents, within the school environment, are guided with respect to DS and EA use remains unclear. This study aimed to reveal Heads/Directors of PE/Sports current attitudes, knowledge and awareness of DS and EA use by adolescent athletes. Additionally, the study aimed to investigate school policies and/or guidelines associated with DS and EA use by adolescent athletes.

Initially 35 private secondary schools and public secondary schools with sporting excellence programs from south east Queensland were invited to participate. Representatives from 13 schools (37% response) agreed to an individual semi-structured interview. Interviews were subsequently thematically analysed.

Results indicated an awareness of supplement use by students. Prevalence of supplement use was largely unknown. Sports drinks were the most commonly reported DS and/or EA provided to adolescent athletes within the school setting, while one school indicated the provision of protein powder. Awareness by Heads/Directors of PE/Sport of credible and reliable information on DS and EA is limited. The investigation did not identify a school policy of any kind regarding DS and EA use. The majority of Heads/Directors of PE/Sport were supportive of a school policy of some kind. The primary expected outcome of such a policy, as indicated by Heads/Directors of PE/Sport, would be the ability to provide more consistent advice and/or guidelines to adolescent athletes, across all school staff and in particular, school appointed coaches.

89. Promoting Breast Awareness in Teenagers

Helen Paynter, McGrath Foundation, (MY, SY, TY)

Australia is recognised globally as a leader in the development and execution of successful health promotion strategies to improve community health outcomes. Intervention in the areas of tobacco control and sun safety has demonstrated enormous benefit in the past from well-targeted and sustained activity (Vos, Carter et al 2010). Breast cancer, however, is the most common cancer among Australian women. By 2015, we expect over 15,000 women to be diagnosed with breast cancer (AIHW and NBOCC). The McGrath Foundation is a breast cancer charity that raises money to place McGrath Breast Care Nurses in communities across Australia and aims to increase breast awareness among young women. The McGrath Foundation's Breast Awareness Program will be introduced to schools and communities with the intent of reaching young people early and supporting them to create positive and lifelong breast health habits and behaviours. The Program will provide teacher resources which will be made available online and through the Foundation. Resources will comprise skills-based activities for adolescents, a workbook and DVD. This presentation provides a rationale for the development of a contextualised school based program and identifies the potential impact of such a program upon adolescents. Keywords: McGrath Foundation, health, school, breast awareness, breast health, teacher resource

90. Where have we been, where are we now and where are we going?

Assoc. Prof. Ian Heazlewood, Charles Darwin University (PY, MY, SY, TY, C, IN, R)

We live in a paradoxical World, where we know more about the effects of exercise in enhancing well being, yet we cannot control in developed nations a spiralling increase in adult and childhood obesity, with attendant implications for acute and chronic health, such as muscular-skeletal problems, cardiovascular disease, some cancers, sleep apnoea, type 2 diabetes, and hypertension (Australian Government - Department of Health and Aging, 2010). In the 1960's in Australia, childhood obesity was estimated to be 5%, whereas in 2004-2005 it is estimated to be 25%. These negative health outcomes are exacerbated by inactivity now identified as the fourth leading risk factor for global mortality (World Health Organization, 2010).

Where we are today is paralleling this pandemic in obesity and inactivity has been the proliferation of exercise and sport science programs within Australia (Australian Qualification Framework, Register and Accreditation, 2010) and Australian Government sponsored social engineering programs (Australian Government, Measure Up advertising campaign, 2010) to counteract these trends by promoting healthy eating and getting active, albeit unsuccessfully. There are currently no Australian guidelines for physical activity and weight loss (Australians Government, Measure Up, 2010), however the World Health Organization (2010, p.7-8) does provide "global recommendations on physical activity for health." The predictions for the future Australians are catastrophic. "Each Australian aged 20-74 years who dies from obesity between 2011 and 2050 will lose, on average, 12 years of life before the age of 75 years. If we just stabilise obesity at current levels, we can prevent the premature death of a half a million people between now and 2050 (National Preventative Health Strategy - Overview, 2009). The future will have to mobilise all the highly trained specialists from exercise and sports science programs, whether VET or higher education to solve Australia's overweight and inactivity epidemic and related unsustainable health burden. Developing effective strategies is the new horizon in exercise and sport science.

Presentation B

Session K

91. The influence of the NSW PSSA on the development of talent in senior primary school female swimmers

Richard Light, Carnegie Research Institute, (PY, C, IN)

Primary School Sports Associations (PSSA) operate within each state education department and are coordinated under the umbrella organization, School Sport Australia for national level competitions. These organizations have long histories of involvement in promoting school sport that, in some states, extends to over a century yet no research has been conducted on the influence that they have on either participation in sport or the development of talent. Given that their aims are explicitly stated as being to promote participation and the development of talent this represents a significant oversight in the literature on talent identification and development that this presentation sets out to redress. It reports on a case study conducted on the New South Wales (NSW) Primary Schools Sports Association (PSSA) that inquired into the influence that the NSW PSSA has on the development of talent in 12-year old girls. It inquires into the influence that the structure of the NSW PSSA swimming program had on their development as talented young swimmers.

92. Assessment in Senior Secondary Physical Education. Questions of judgement

Dawn Penney, Lorna Gillespie, Andrew Jones, Paul Newhouse and Alistair Campbell, University of Waikato and Edith Cowan University (SY, TY, R)

The ways in which various aspects of senior physical education courses should be assessed and whether some can, or indeed should be incorporated in external examinations, are matters of longstanding professional debate across Australia and internationally. Differences in current practice across Australasia reflects an ongoing lack of consensus about how requirements and arrangements relating to assessment and particularly, examinations in senior physical education, can best address concerns to ensure validity, reliability,

equity and feasibility. An issue never far from such debates is that of 'professional judgement' and more specifically, whether and how professional judgement does and/or should 'come into play' in assessment.

This paper reports on research that has explored new approaches to examination assessment and marking in senior physical education, using digital technologies. It focuses specifically on the ways in which 'professional judgement' can be deemed to be inherent to two contrasting methods of assessment used in the project: 'analytical standards-based' assessment and 'comparative pairs' assessment. Details of each method of assessment are presented. Data arising directly from assessors' comments and from analysis which explored inter-marker reliability for each method of assessment and compared results generated by internal teacher assessment, standards-based and comparative pairs assessment, is reported. Discussion explores whether the data arising can be seen as lending weight to arguments for (i) more faith to be placed in professional judgement and (ii) for the comparative pairs methods to be more widely employed in examination assessment in senior physical education.

93. Transferring personal body information in schools: a case study

Louise Mathews, Deakin University, (SY)

Internationally, childhood and adolescent overweight and obesity prevalence rates among industrialised countries are high at about 25-30% and are increasing by about one percentage point per year. As a result, international concern has stimulated research in children and adolescents in an attempt to address this issue, particularly in schools. To date, thousands of children and adolescents have been measured using Body Mass Index or more sophisticated methods such as the TANITA Body Composition Analyser to collect detailed body composition data. Missing in these studies has been any substantial attempt to provide a feedback mechanism, which would allow the data to be returned to the individuals.

Taking up this challenge, this study employed a case study methodology to develop a model of best practice whereby secondary school aged students could receive their personal body information in a safe, ethical and developmental way. This model was constructed and implemented in two year nine classes in a semi-rural Independent Secondary College (n=52 students) in the curriculum domain of Health and Physical Education (HPE). Throughout this process the voices and experiences of teachers (n=6), students (n= 15) and parents (n=4) were collected and analysed.

The qualitative data presented reports on the processes, practices and protocols established as part of the carriage of this intervention. These included: setting up supportive structures and developing the educational framework, identifying vulnerable students, building sequential learning experiences, and constructing an environment where difference was expected and no comparison required. Embedded within a mainstream 'health' program students obtained their data within this careful and developmental framework. This study revealed teachers could deliver personal body information with adequate professional development, when supportive structures are in place, and when they have a curriculum that they have the knowledge, skills and confidence to deliver. The study also showed that students can receive personal body information through the development of a sensitive model, which included rules and continual surveillance, and recognition and support for students that did not want to receive their information, and that even those who did not need to lose weight could learn from the unit of work. Parents involved in the study raised issues around the provision of personal body information, but provided overarching support for the knowledge their child would gain from this intervention.

94. Health-Related Fitness of Primary School Children in Regional Victoria (still to confirm)

Dr. Ashley Woodcock, LaTrobe University, (PY, MY, SY, TY, C, IN)

Many studies have been conducted to investigate the relationship between physical activity levels, physical fitness, and sport

participation. It is generally assumed that individuals who are physically fit are more physically active than others and that individuals who are physically active are more fit. Findings from the research, however, do not support these assumptions. Activity level and fitness are related, but relationships are generally modest and variable. Growth and maturation, among others, are confounding factors. Since the current focus is more on health-related fitness rather than performance-related fitness the purpose of this study was to determine the health-related fitness of primary school students in a regional setting. A total of 331 primary school students (Grade 4 = 87 males and 73 females; Grade 6 = 87 males and 84 females) were tested on a number of physical items taken from the Australian Fitness Education Award (2004).

These items were height, weight, the 20-metre shuttle run, curl-up test, seated basketball throw, and a sit and reach test. Analysis of the results of the health-related tests and the growth and development measurements indicated that the subjects in the study achieved PAZ 1 (i.e. Physical Activity Level 1, which is the minimal level) on each of the test items except the curl-up test. The mean score for the Yr. 4 males for this test was 11.93 repetitions compared to the criterion based standard for PAZ 1 of 16 repetitions; Yr. 4 females was 9.82 repetitions compared to 14 repetitions; Yr.6 males was 17.52 repetitions compared to 23 repetitions; and Yr. 6 females was 18.80 repetitions compared to 20 repetitions. All subjects were in the range for height and weight at PAZ 1. The Body Mass Index mean scores for males and females in both Yr. 4 and Yr. 6 were below the cut-off for overweight (i.e. 85th percentile).

Tuesday 19th April, 4pm – 5pm Sporting Panel

‘Can Sport ever be a serious part of a young person’s education’

Chair: Roger Wills (ABC Radio, Grandstand)

Panel members: Andrew McLeod (Adelaide Crows), Phil Symth (legendary basketball player/coach), Anna Meares (World Champion Cyclist)

- *Why have those who excel in sport often been labelled “sport jocks”, “meat heads” and spoken about in academically disparaging terms?*
- *Has sporting involvement dulled their cognitive development?*
- *Are sport and education compatible endeavours?*
- *Is the connection between experience in sport, enhanced learning, and achievement on and off the field clearly understood by Australian political and educational leaders?*

This panel will provide the opportunity for invited sports achievers to debate whether learning is enhanced through involvement in sport. If movement prepares or sharpens the capabilities to learn, then movement in sport should be valued for students in the school and community setting. Sporting stars often go on to successful careers after their involvement so is it because their learning was enhanced as a direct result of their sporting experience or is it due to other factors? It raises the question of what is the influence of sport on academic learning as well as social and emotional health. Sport has traditionally been a significant part of PE programs in Australian schools. Does it have a future?

Wednesday April 20th: Keynote Session - Dr. Tim Hopper 9.00am – 10.00am

Moving and teaching for learning within social, situated and complex spaces: Video gaming applied to inventing games and creative dance

Tim Hopper (Canada)

This keynote address will describe and explore complexity theory as an emergent process that can be applied to inventing games and creative dance. Often traditional and commonsense notions of learning are framed as acquiring or accumulating information. In this paper I will offer a broader conception of learning drawing on complexity theory. By way of examples, this paper will discuss how successful video games offer informative examples of how to form complex learning systems and how this information can be applied to inventing games and creative dance.

Creative dance has developed from the “dance for all” ideas advocated by Rudolf Laban. It focuses students on generating expressive movement solutions to problem-based stimuli structured by the teacher. Inventing games, as part of TGfU approach, shifts game teaching from the development of techniques with highly structured lessons to a game centered approach where learners are introduced to designing their own games to initiate tactical and skill learning. Both these approaches decentralize the teacher as the learner learns sophisticated skills in the same way video games engage players in very complex learning without teacher guidance.

To frame this address learning theories will be referenced as expanding concepts that have evolved from correspondence frameworks such as behaviourism and cognitive mentalism to coherence frameworks associated with constructivism, social constructivism, cultural/critical discourses and ecological theories related to complexity theory. These coherence theories enable human notions of learning to be considered as part of a complex system of interacting parts that create a whole. In complexity human cognition comes from joint participation in a complex web of relations, where order emerges from seemingly random elements that come together around a common purpose. In complexity theory learners form systems that are nested, inter-connected, diverse, affording patterns of acting within constraints, subject to bottom-up organization from decentralized control, and developing skills from co-mingle roles in the pursuit of a common goal. As such complexity theory will be used to describe learning as co-evolving as it is shown to be emergent, situated and social in video games, creative dance and inventing games.

Wednesday 20th April, 10.15am – 11am National Curriculum Panel

HPE in the Australian Curriculum: Possible futures – find out what’s happening and have your say!

Rosemary Davis ACARA, Will Morony Australian Association of Mathematics Teachers (AAMT), Trent Brown (Monash University and ACHPER Working group), & Craig Fosdike (Principal – St. Josephs School, Norwood)

Chair: Dr Dawn Penny, University of Waikato

This forum will provide an important update about the process for developing consultation documents for the Health and Physical Education learning area in the Australian Curriculum. It will provide an opportunity for members to discuss key issues that ACHPER and the wider HPE professional community need to consider, debate and provide input to ACARA about in the next phase of development.

Invited panel members will be asked to respond to a range of critical questions and take a stance on issues that can be expected to 'come to a head' as the development of HPE in the Australian Curriculum progresses. Hear what they have to say and take your opportunity to challenge them!

Wednesday 20th April - Session One

11am – 12.30pm

6x90 min Active Workshops

Session A

95. Creative Movement Enabling the Conditions for Complex Learning: Lessons on Teaching Dance

Tim Hopper, Keynote Presenter

This practical workshop will demonstrate the use of creative dance as an example of teaching physical education using a complexity frame of learning. Modeling dance ideas taken from Carline (2011), the workshop will enable exploration of the teaching process and learning experience of workshop participants.

Creative dance refers to a conceptual approach to teaching physical education that focuses students on generating expressive movement solutions to problem-based stimuli structured by the teacher. This approach was popularized in the 1960's and 1970's in the United Kingdom, developed from the approach called "dance for all" advocated by Rudolf Laban. In creative dance four principles—body concepts, effort concepts, spatial concepts, and relationship concepts—deal with what the body does, where it moves, how it moves, and with whom or what it moves. These concepts are used to stimulate learner movement vocabulary and refine expressive qualities to elicited actions. This workshop will show how creative dance relies on carefully designed learning conditions that elicit actions from the learners, related to the dance but based on the students' existing skills and understandings. Effective teaching then relies upon keen observational skills of the teacher to send enabling feedback loops to the learners, who as a collective learn from each other as they adapt to the progressive tasks and guidance of the teacher. Cycles of: explore, experiment, select, refine, (repeat) and practice for a performance, enable individual and collective learning.

The workshop will conclude with connections made back to Carline (2011) as a resource for teaching dance from 5 to 13 year olds, and to Hopper's (2010) research paper that connects creative dance to complexity learning theories.

References

- Carline, S. (2011). Lesson Plans for Creative Dance: Connecting With Literature, Arts, and Music. Windsor: Human Kinetics.
- Hopper, T. (2010). Complexity thinking and creative dance: Creating conditions for emergent learning in teacher education. *PHEnex*, 2(1), 1-20.

Session B

96. Dancing Using Props

Druscilla Fabretto, OLQP/Nazareth Catholic College, (EY, PY, MY)

This lesson is designed for Reception to Year 7 students, allowing students to express themselves through movement using a variety of props. The lesson is fun, interesting and relevant to the learner, one that convinces students that dancing is exciting and they can learn about themselves.

As students grow older they become more self conscious about movement and develop a list of reasons why they can and cannot dance. Dance uses the body as the instrument for expression and communication. Through dance they learn about themselves – how they move – how to communicate an idea through movement. How they relate to others and the world as moving, thinking, feeling human

beings and expressing feelings, thoughts and ideas using their body through space.

I am aware of the importance of dance, empowering students to express varied emotions, feelings and build self esteem and confidence. Using various props eg: ribbons, scarves, chairs, hats, hoops and pieces of material, it distracts them and takes the focus away from themselves and onto the prop movement. Using props allow students to express their feelings and emotions, to create a movement sequence or routine with set guidelines. Allowing time for individuals to explore their prop and then building on group cohesion and team work working with different people in their class, making small groups to work and co-operate with each other to create a routine.

Students enjoy experimenting and exploring their props, sounds, texture, shapes, how it moves and interacting with it. Teachers can use any props to encourage students to develop group cohesion, participation and enjoyment. Students need to have fun as they are learning about themselves and their world around them.

Session C

97. Backyard League – Practical

Dave Cohen , Australian Rugby League Development (PY, MY, SY, TY, C, IN)

This is the practical session that builds on the theory presented in Teaching Sport for Understanding: Moving, Learning & Achieving through Backyard League.

Participants will work through a Teaching Games for Understanding (TGfU) model on how to introduce Rugby League to students and then, using the Backyard League framework enables them to become independent players of the game.

We will also demonstrate the use of a game centred approach to enhance both skills and tactical awareness.

This is a highly practical session that will involve a lot of movement on the field.

Session D

98. Dance Aerobics

Kerryn Cormick, Gymnastics Australia, (PY, MY, S, C, IN)

Teach your students to dance with funky dance aerobics moves and not have you look like Mr Bean in the process. Discover a variety of ways your students can learn, reproduce and choreograph more complex movement sequences using dance and aerobics. Ideas on music selection, themes, team-work, performance and assessment will all be covered. All these ideas will be packaged up in the very popular AEROSkools resource.

Session E

99. Play With Purpose in Primary PE

Toby Priest, St Thomas School/Flinders University/UniSA (EY, PY, MY)

This workshop will assist you in being able to apply the concepts of play with purpose (Pill, 2007) in primary years physical education. A focus on the development of fundamental sport skills (Mandigo,

Francis & Lodewyk, 2007) and games literacy (Mandigo & Holt, 2004) through game sense (den Duyn, 1997) games will be evident as enhancing moving, learning and achieving in Primary Years PE. This workshop will provide examples of how the presenter has used the Play with Purpose teaching resource to enhance student learning in K-7 PE in a primary school setting. It combines practical and theoretical aspects so dress to be active.

Session F

100. Creating calm, confident kids in chaotic times - commercial

Julie Sexton, Relax Kids, (PRE, EY, PY)

This innovative concept teaches children to relax using a simple 7 point system. This is delivered in a fun and creative way through movement exercises, games, stretches, massage, breathing, affirmations and visualisations. Relax Kids encourages children to embrace their individuality and motivate them to understand their self worth. The programme will aid in developing a child's confidence, listening skills, concentration, imagination, creativity, sleep and self-esteem. It instils awareness and gives them tools to create a life of health, happiness and balance.

In this interactive workshop you will receive ideas & skills that will add value and benefit you and your classroom.

1x90min Non Active Workshop

Session G

101. The *Girls in Sport* Research and Evaluation Project: An example of a successful partnership between the NSW Department of Education, individual schools, and universities.

Anthony Okely, University of Wollongong, Wayne Cotton, University of Sydney, David Lubans, University of Newcastle, Philip Morgan, University of Newcastle, Lauren Puglisi, University of Wollongong, Judy Miller, University of New England, Jan Wright, University of Wollongong, Sue Meade, NSW Department of Education and Training, Janine Perry Southern Cross University, NSW, Louisa Peralta University of Sydney.
(PY, SY, TY, C, IN, R)

Girls in Sport is a New South Wales Department of Education and Training (NSW DET) initiative which aims to prevent the decline in moderate-to-vigorous intensity physical activity (MVPA) among adolescent girls. It specifically targeted girls in Year 8 in 2009 and Year 9 in 2010 using a community-based participatory research approach and action learning framework. 24 schools were recruited, matched then randomised into intervention (n=12) and control (n=12) groups.

A total of 1518 girls (771 intervention and 747 control) completed baseline assessments (86% response rate) and 1241 were follow-up at 18-months (82% retention rate). The project is a partnership between the School Sport Unit of the NSW Department of Education and Training (who is responsible for the promotion and implementation of school sport within the Department) and five NSW universities who also act as critical friends for each school. Within each intervention school, a committee developed an action plan aimed at meeting the primary objective of preventing a decline in accelerometer-derived MVPA. The specific intervention strategies derived for each school was independently designed to achieve the overarching aim of the project, which was the same for each school. Each school followed an identical process in developing their intervention. Once these plans were written, each school commenced implementation, and were encouraged to continually reflect on their progress and modify the strategies where required. Support was also given to the schools in a variety of ways, including an initial two-day training program, regular contact with the Girls in Sport project manager and research team, informal school surveys, as well as a two-day research symposium.

This workshop will showcase how the partnership worked, from the viewpoint of each of the partners involved (NSW DET School Sport Unit, individual schools, and universities). Representatives from each group will explain their specific roles in the project, including the strengths and limitations of the partnership from their perspective. It

will present qualitative and quantitative data pertaining to the study outcomes, including footage from interviews with adolescent girls and with school staff. From this, workshop participants who are interested in school-based programs to promote physical activity, will have a greater understanding of how to develop such partnerships and sustain them successfully.

1x2x45min Active Workshop

Session H

102. Modifying Games for a Multi-Purpose

Brendan Moy, QUT, (PY, MY, SY, TY, C, IN)

A modified game used in a physical education lesson should have a clear learning purpose to it and not just be played for fun. To effectively modify a game the physical education teacher should be able to:

- Identify the specific problems that students are having when playing a game through observation and knowledge of the game (e.g. many students play invasion games with their "head down" oblivious of defensive weaknesses in opposition).

- Decide what learning outcome the modified game must achieve (e.g. students keep head up and scan the opposition looking for attacking opportunities before they receive the ball and when they have the ball).

- Design the learning environment (modify a game) to increase the opportunity to achieve this learning outcome through participation in the game.

This presentation offer physical educators ideas to help develop students' perceptual, decision making and technical skills through participation in modified, small sided games. The other important objectives incorporated into these modified games is fitness development, inclusion and fun.

103. Coaching Methods - commercial

Steve Maxwell & Fraser Keegan, Coerver Coaching SA,
(EY, PY, MY, C, IN)

Coerver Coaching is the Worlds Number One Soccer Skills Teaching method, which delights beginners and challenges expert players alike, making it an ideal program for schools. Former Socceroo and Football Federation of South Australia Hall of Fame Member Steve Maxwell will provide an overview of Coerver Coaching, explaining the fundamental principles of the program and how it creates improvement quickly by breaking down skills into its simplest components. Participants in this session will receive information about how the Coerver approach works with boys and girls of all ages, and will also have an opportunity to participate in a practical session where demonstrations of activities and skills will be delivered. Visit <http://www.coerversa.com.au/> for more information.

1x2x45min Non Active Workshop

Session I

104. Its not always easy assessing Health Education. We have good news about some new assessment tools

Nerida Matthews/Sharon Foster, VCAA/DEECD, (PY, MY, SY, TY, R)

- Imagine being able to assess Health Education using quality validated assessment tools to provide evidence of student progress.

- Imagine that these assessment tools are available to use at anytime during the year.

- Imagine being able to access assessment tools to address areas such as human growth and development including personal identity and health and nutrition, and understanding and reducing risk taking behaviours.

- Imagine being provided with annotated samples and a scoring rubric to assist you.

- Imagine being able to use the same assessment tasks across the school and moderate the results.

This workshop will outline the Sample Assessment Project (SAP) undertaken in Victorian Government schools to develop reliable validated assessment tools in Health education for students in Years 4, 8 and 10.

The major focus of the workshop will be to explore the assessment tools and how these are implemented using the annotated samples and assessment or scoring rubrics.

Participants will be provided with a brief overview of the project's methodology and the statistical evidence for validation. Participants will be given the opportunity to reflect on current practice and challenges in formative and summative assessment in Health Education and explore the potential use of validated assessment samples.

105. Using validated assessment tools in an active Physical Education curriculum

Nerida Matthews/ Sharon Foster, VCAA / DEECD, (PY, MY, SY, R)

- Imagine being able to assess Physical Education using quality validated assessment tools to provide evidence of student progress and achievement.
- Imagine being able to access online assessment tools to address areas such as personal fitness, motor skills and team games.
- Imagine assessing the practical or active components of Physical Education as reliably as we assess in English or maths?

The development of an effective active curriculum requires consideration to be given to how and when to assess students. This workshop will outline the Sample Assessment Project (SAP) undertaken in Victorian Government schools to develop reliable validated assessment tools in Physical Education for students in Years 4, 8 and 10. The major focus of the workshop will be to explore the assessment tools and how these are implemented using the annotated samples and assessment or scoring rubrics. Examples will be provided showing how flip cameras can be used in the assessment of student performance in Physical Education.

Participants will be provided with a brief overview of the project's methodology and the statistical evidence for validation. Participants will be given the opportunity to reflect on current practice and challenges in formative and summative assessment in Physical Education and explore the potential use of validated assessment samples.

2x4x20min Presentations

Presentation A

Session J

106. An investigation of early career teachers' integration of the principles of student social and emotional wellbeing into their professional practice

Frida Hristofski, University of Western Sydney
(PY, MY, SY, TY, R)

Social and emotional wellbeing has grown in importance in educational settings, with an increasing focus on promoting the wellbeing of all students. Promoting social and emotional wellbeing has become a priority as researchers have found that poor physical or mental health in children, including the presence of emotional or behavioural disorders, is associated with poor academic achievement. A systematic focus on social and emotional wellbeing in schools may have a variety of benefits and the literature suggests that there can be an association with more positive behaviour and academic performance. However, there has been little research into how beginning teachers take what they are supposed to have learnt about

social and emotional principles and apply it in their early years of teaching.

Recent developments indicate the inclusion of social and emotional wellbeing as a key concept is becoming firmly integrated into the Australian educational context, through educational policy and guidelines, school practices and mental health programs. However, the presence of such policies, practices and programs does not assure their adoption and use by early career teachers in school and classroom practice. For this reason, both policies and the underlying principles of social and emotional wellbeing require inclusion in teacher education and professional development for early career teachers.

This study proposes a mixed qualitative and quantitative methods approach to explore the extent to which early career teachers integrate the knowledge and principles of student social and emotional wellbeing into their practice. Questionnaires and interviews provide the means to compare and analyse reflections of early career teacher professional practice. In addition to broadening the very limited research area, this study proposes to provide important information regarding early career teachers' practices to teach and interact with students in a way that builds social and emotional wellbeing.

107. Body Dissatisfaction, Eating and Exercise Disorders among Pre-service HPE teachers: Implications for Teacher Training Programs

Zali Yager, La Trobe University, (TY, R)

University students are known to engage in a range of behaviours that are not beneficial to their health. Students in health-related degree programs are not immune to these behaviours, and in the case of body dissatisfaction and eating problems, students in nutrition and dietetics, exercise physiology and physical education have been found to be particularly vulnerable, however in-depth research among Australian cohorts of students in Health and Physical Education [HPE] degree programs were not previously available. This study aimed to determine whether pre-service Health and PE teachers [HPE: N=295] had an increased prevalence of body image, eating and exercise problems compared to a control group of students who were in degrees not related to food and exercise [Non PE: N = 207]. Male and female PE participants were significantly more likely to have an exercise disorder and PE females were significantly more likely to be dieting and have disordered eating behaviours than other university students. These findings cause concern for the wellbeing of these trainee teachers and their future students and demand action from those delivering HPE teacher preparation programs. Therefore part two of this study involved the development, implementation and evaluation of an intervention program that was included in the regular undergraduate curriculum of pre-service HPE teachers. The intervention was successful in improving Drive for Masculinity among the males, and Drive for Thinness among the females, two important predictors of disordered eating pathology. This research demonstrated how a simple shift to include personal and professional elements of teacher preparation could have benefits for our student's personal wellbeing and their professional capabilities in this role. These findings have implications for tertiary education in Health and Physical Education and other food and exercise related university programs.

108. Setting the standard: Evidence for Curriculum renewal in Health Education Teacher Education

Deana Leahy, Louise McCuaig & Diane Mayer, Southern Cross University, University of Queensland and Deakin University
(TY, R)

Health Education Teacher Education (HETE) programs within Australia are currently governed by state-based institute standards and professional accreditation bodies. Standards or subject specific guidelines shape both primary generalist teacher training programs, of which health education is a part, and specialist secondary Health and Physical education teacher training. There is currently a paucity of research, scholarly or otherwise, in the field of HETE. To date we know

little, if anything about the ways in which state-based standards shape and influence programming, curriculum development or assessment practices in HETE across the sector and the impact of the competing and/or narrow agendas and objectives emerging out of the health sector.

This paper therefore aims to address the gap in the literature and does so through presenting the findings of a project which interrogated the scholarship underpinning the development of standards pertaining to HETE in Queensland and New South Wales and benchmarked HETE related courses across two institutions within these two states. The paper will firstly provide an overview of the 'Setting the Standards' project which was run between Southern Cross University in New South Wales and the University of Queensland. Secondly, we will offer an analysis of HETE within NSW and Queensland. This analysis will be delivered thematically and will encompass the Teacher Standards and programs within HETE in the two states. However we also consider the hopes of HETE and contemplate the implications of this within the imminent shift to National Teacher Standards.

109. Teaching body image issues to generation 'Y': Critical theory as an effective pedagogy

Michelle Gorzanelli, The University of Sydney, (MY, SY, TY)

The Australian Government's Body image: Information paper (2009) shows that the media and advertising industries contribute to the cultural view of the most desirable and beautiful body. The paper acknowledges critical thinking as an intervention that may protect adolescents against internalising unhealthy standards that lead to body dissatisfaction. Although there is much literature examining critical pedagogy, there has been limited research on using this approach to address body image issues in personal development and health (PDH) lessons throughout Australian secondary schools. The implementation of critical theory may enable a more effective and active curricula approach to addressing body image issues. Since a critical perspective upholds that schooling exists for reasons other than reproducing dominant (and supposedly neutral) ideologies, this study proposes that critical theory will require students to challenge hegemonic ways of perceiving 'media realities' of the ideal body. Thus critical thinking skills may encourage students to learn that knowledge on the 'ideal' body image is: socially produced and legitimated; apprehended as embodying particular interests; and negated by power and control.

Today's widening of lifestyle choices and new modes of learning and communicating provide particular pedagogical conditions for teaching. The implementation of critical theory to address body image issues will see increased personal responsibility and quality social interactions in the PDH classroom. A qualitative methods approach will explore pre-service and current teacher's perceptions of current literature pertaining to critical theory and pedagogy or how it influences the teaching and learning process. Consequently, a critical approach may enable students engage in systematic analyses of everyday media images and promote the adoption of an active and healthy life reflecting resilience, optimism and well-being. By posing new problems, defining different perspectives and demanding fresh discourses, critical theory may influence the current health conditions resulting from body image issues amongst adolescents in Australia.

Presentation B

Session K

110. 'Yeah, it's a hard one isn't it' - Physical Education teachers understandings and conceptions of children's subjective movement experiences

Trent D. Brown, Monash University, (MY, SY, R)

Subjective, 'intrinsic' meaning of movement experiences has not received due recognition in the current discourses of physical education. Movement is basic to bodily experiences and is at the core of the practice of physical education. For quality and comprehensive physical education to occur, educators need to understand and plan

for meaningful educational endeavours where subjective intrinsic experiences of the child are planned for and taught in an effort for children to understand their feelings, sensory experiences and 'place in the world'. The aims of this research is to uncover via a qualitative interpretive examination teacher understandings and conceptions of children's subjective and 'intrinsic' movement experiences and associated meaning-making of such experiences within the context of school physical education. Eight specialist physical education teachers working in government secondary colleges were interviewed using semi-structured questions about their knowledge of and about children's subjective movement experiences, the contribution of their teacher education program to this understanding and how their curricula and pedagogical skills could be developed in this domain in the future.

Analysis of the results has indicated that most physical education teachers interviewed have a global and superficial understanding and knowledge of the concepts related to children's subjective movement experiences, although their ability to articulate these is 'clouded' by dominant scientific expressions. Additionally, teacher's intimated that their personal experiences in movement related physical activities provided insight into how some groups 'felt' when participating in physical education. Implications for physical education teacher education unit and program development are drawn, as well as suggestions for ongoing physical education professional learning opportunities.

111. Professionalism and the Primary School PE teacher

Caroline Brooks, ACHPER (QLD), (PRE, EY, PY, MY, R)

Based on research undertaken for Doctor of Education this presentation looks at where the primary HPE specialist is located in the discourse of teacher professionalism. Are the Insiders- driving the agenda of professionalism? Or are they at the margins as spectators while others (not necessarily involved in education) are making the decisions?

112. Moving, learning and achieving in sport related games teaching by playing with purpose

Shane Pill, Flinders University, (PY, MY, SY, TY, C, IN)

This paper will explain how moving, learning and achieving in sport related games teaching are enhanced by playing with purpose (Pill, 2007). The purpose is intelligent engagement through game understanding. To facilitate this type of engagement sport teaching must develop thinking players (den Duyn, 1997). Thinking is not just tactical appreciation (Bunker & Thorpe, 1982) but the ability to respond creatively and effectively to game problems (Hemphill, 2008). Games and sport teaching in physical education has not consistently focussed on cognition and thinking as primary objectives of learning. The normative model of games teaching emphasises reproduction of stylised textbook techniques (Kirk, 2005; Piggott, 1982). This rigid approach does not develop intelligent players (Wein, 2000; 2007). Curriculum design features and instructional strategies which foreground intelligent engagement in sport in physical education will be discussed. Designing sport teaching and learning in physical education from this "intelligent" cognitive emphasis will be shown to be consistent with a "progressive pedagogically shift" (Kim et. al., 2006, p. 361) towards productive pedagogies (Department of Education, 2002) for Quality Teaching (Department of Education and Training, 2003) in physical education.

113. The Recognition of the Prohibition of Performing New Methods of Ph. Ed training in according Teachers

Abdolrahman Mehdipour, Shahid Chamran University of Ahwaz (C, IN)

The purpose of this research was description s and recognize the prohibitions of performing the new methods of Ph .Ed. training according to view of male and female teachers in secondary schools located in four districts of Ahwaz. This research is descriptive and practical. The statistical community consists of all the male and female teachers (213 teachers) from four districts of Ahwaz educational

organisation, which 140 teachers were chosen randomly as samples. Questionnaires are used to collect data. The content validity of questionnaire has been studied and proved by Ph.Ed Experts. The reliability of questionnaire has been computed with Cronbach's Alpha ($r=89/45$). Descriptive statistics and inferential statistics (One way variance analyses-ANOVA Test, Chi-Square Test, Pearson Correlation, one sample t- Test) was used to analysis the data. The results showed that the opinions between of four districts teachers about the prohibitions of using new methods in the level of ($\alpha=0.05$) are not meaningful and there was a positive and meaningful relation between the in service education of these methods and applying them and so

there was a positive relation between the degree of the teachers and applying these new methods. It was also showed that there was a negative relation between the years of service and applying these new methods. And finally it was also showed that there is no much difference between the view of male and female teachers in relation to using these new methods.

Wednesday 20th April - Session Two

1.15pm – 2.45pm

8x90min Active Workshops

Session A

114. 'Can exercise make you smarter? Advocacy for Quality Physical Education'

Jean Blaydes-Madigan, Keynote presenter

"Healthy active students make better learners." "The brain is only as healthy as the body that carries it." "Exercise is the body's Miracle Gro™." Neuroscientists are advocating the importance of movement and physical activity in the learning process. Physical Education gives students the advantage they need for increased student performance. Educators who understand how the brain works can better teach students. This highly informative interactive 90 minute practical session will summarise recent brain research that links movement to learning and will advocate, validate, educate and motivate!

Through this session participants will:

- gain insight into how the physical education curriculum lays the framework for learning.
- gain information about how the brain research supports the need for daily quality physical education for increased student performance.
- be given advocacy tools and information that will educate decision makers about the importance of daily physical education for increased learning.

Session B

115. Moving, learning and achieving game sense-game intelligence of youth soccer/football players

John Murphy, Flinders University
(PY, MY, SY, C, IN)

Game sense (den Duyn 1996; 1997) is the demonstration of movement solutions that successfully meet the situational need of the game. In other words, game sense is the visible demonstration of game understanding. Game Sense is an Australian iteration of the TGfU approach (Bunker & Thorpe, 1982) to games teaching for sport skill development. It proposes that game understanding can be best achieved through the practice of a logical progression of designer games (Charlesworth, 1994) and 'game sense' games (ASC, 1999). The Game Sense approach is very similar to the "football intelligence" model for soccer (Wein, 2004; Wein, 2007). Like the Game Sense approach, the football intelligence model challenges coaches to "master the skill of posing questions" (Wein, 2007, p. 5) so that players become aware of game problems, and when faced with those problems in game situations, players can "think, examine, judge and evaluate" (Wein, 2007, p. 5) solutions in the situation of the game. The Horst Wein "football intelligence" model is approved by the Football Federation of Australia. It has been initiated as a football/soccer game development model around the world. This practical workshop will introduce you to the "football intelligence" model and make links with the development of game sense and game intelligence for soccer/football. Dress to be active.

Session C

116. Applying Game Sense theory to teach basketball to novice players

Carlee Mitchell, St John's Grammar School, (PY, MY, SY)

This practical workshop will show you how to use a game sense approach to teach basketball with novice players. Playing with purpose and emphasising tactical games to develop game understanding and basketball movement skills will feature. Dress to be active.

Session D

117. Dance and Cheerleading - Discover Team Cheer

Kerryn Cormick, Gymnastics Australia, (PY, MY, SY, C, IN)

So You Think You Can Dance? Become an expert in one workshop, guaranteed. Gymnastics Australia in partnership with The Australian Sports Commission have launched their new TEAM Cheer program. This 7 week program provides step by step lessons, a DVD with choreography and all the games and activities you need to run a creative, motivating and successful unit to suit any year level. Students will learn a Hip Hop or Cheer routine and perform it in a Showcase event for assessment. Teachers do not want to miss this valuable session.

Session E

118. Engaging learners with Play Practice – 'enhancing' the play

Scott Adams, Uni South Australia, (PY, MY, SY, TY, C, IN)

This practical workshop will illustrate teaching strategies that can be applied to generate positive learning states in a variety of games and sports. These authentic methods demonstrate best practice and illustrate the process of 'enhancing the play', a key component of the Play Practice Model. Learning is optimised under circumstances where participants are interested, engaged and intrinsically motivated. The session will model this by integrating theory with practice and engaging participants fully in a fun and enjoyable session.

Session F

119. Play with Purpose to enhance moving, learning and achieving in sport related games teaching in physical education

Shane Pill, Flinders University, (MY, SY, TY, C, IN)

The traditional textbook technique (Kirk, 2005) emphasis of sport teaching and coaching does not encourage intelligent engagement in sport. This rigid approach does not encourage game intelligence (Wein, 2004) as creativity and problem solving in game contexts is not for grounded. In effect, in the traditional approach the game is the end of the learning sequence rather than the start of the process of learning. This practical workshop will enable you to experience Invasion/Territory sport (E.g. Australian Rules, Soccer, and Netball) Game Sense (den Duyen, 1996; 1997) games to teach game appreciation (Bunker & Thorpe, 1982) and sport participation with understanding (Pill, 2007). It will introduce you to a process of game modification for physical education that retains the "internal logic" (Grehaigine et al., 2005) of a sport while adapting it to make

engagement and learning more accessible to players new to a sport. The ideas and instructional strategies presented in this workshop will encourage teachers and coaches to stimulate more and instruct less (Wein, 2004) to enhance moving, learning and achieving in sport related games teaching. You will come away from this workshop with practical ideas, concrete examples of games and challenges for your teaching and/or coaching. Dress to be active!

Session G

120. Teaching Personal and Social Responsibility through TGfU Invasion Games

Barrie Gordon, Victoria University of Wellington
(PY, MY, SY, TY, C, IN)

There is some interest in the idea of merging the Teaching Games for Understanding (TGfU) and Teaching Personal and Social Responsibility (TPSR) models within physical education. This presentation will seek to generate discussion over the feasibility of such a merger, and give participants the opportunity to experience a merged model in practice.

AIM(s): This presentation will discuss the positives and negatives of merging the two distinctly different pedagogical models. It will discuss the commonalities between the two models and the potential tensions that may make such a merger problematic. In particular this presentation will look at competition and its role in (un)successfully developing personal and social responsibility.

ACTIVITIES: Participants will be introduced to TPSR with particular emphasis on the importance of the integration of the physical activity aspects of the lesson with the goals associated with teaching personal and social responsibility. A practical session will be used to demonstrate the challenges and opportunities that can eventuate when competitively based games (TGfU invasion games) are also expected to teach students to be personally and socially responsible. It is anticipated that this session will lead to discussion around the role and appropriateness of using competition as a means to teaching personal and social responsibility and whether the teaching of TPSR and TGfU in a merged model can result in an equal sharing of outcomes, or will lead to the requirements of one model taking precedence over the other.

Session H

121. Teaching field hockey for understanding using constraining games. Novice to expert!

Dennis Slade, Massey University, (C, IN)

Game analysis invariably reveals both technical and tactical issues that teams or individuals can improve. The standard coaching response to such observations is to develop a drill to fix the technique and then hope for a positive transfer in the next game. I propose that developing games with constraints that result in a focus on both the technique to be improved while also emphasising the tactic provide a more authentic and enjoyable learning environment than the traditional response. The constraints within the games are designed to provide high levels of repetition of the technique to be developed within an authentic tactical game environment. Another feature of the learning context that will be demonstrated in this workshop is the implicit learning environment that leads the players to gradually form their own understanding of technical deficiencies that they need to improve and their improved tactical understanding.

This workshop will explore how constraining games can be used to introduce tactics and technique to both novice and experienced players to solve both technique and tactical issues within an enjoyable learning environment.

[2x2x45min Non Active Workshops](#)

Presentation A

Session I

122. Insiders/Outsiders?

Caroline Brooks, ACHPER (QLD), (PRE, EY, PY, MY)

The title refers to specialist primary school PE teachers and their location in the contested area of teacher professionalism. Qld is one of the few states and territories that employs Specialist PE in primary schools. This may change with the introduction of the National Curriculum. Learn from the QLD experience how the specialist PE operates and what needs to be done to improve subject and teacher status. This presentation is based on current PhD research.

123. Bungee jumping through life's ups and downs: Teaching the skills of resilience

Janice Atkin, Inspire Foundation, (MY, SY, TY)

Resilience has been defined as many things. Andrew Fuller describes resilience as "the happy knack of being able to bungee jump through life's ups and downs". The concept of resilience developed from research looking at risk factors for developing mental health problems and substance use. Risk factors are those circumstances or experiences that increase the possibility of a person developing a mental health problem or illness, such as having a parent with a mental illness, being bullied or abused, or experiencing a stressful life event. Research showed that some young people, in spite of having a number of risk factors, managed life's challenges effectively and did not develop mental health problems. These people came to be described as resilient, able to bounce back even under difficult circumstances.

Most young people attend school daily and whilst at school, the school community can provide a space for a young person that is safe and gives them a sense of control over their lives. The school can also provide the ideal setting for developing the essential life skills that can support students to be resilient.

The key to teaching resilience is to focus on building and developing those key protective factors and skills that are known to reduce the risk of experiencing a mental health difficulty. These skills include interpersonal skills, problem solving skills, communication skills, help-seeking strategies and behaviours, coping strategies, mental health literacy, advocacy and self efficacy skills.

The question that this workshop will hopefully answer is how do you teach these skills of resilience to students? This workshop will explore the skills basis to resilience through practical and engaging activities and look at how these skills can be developed through school Health and PE programs.

Presentation B

Session J

124. Using music in your health lessons

George Evreniadis, Adelaide High School, (MY, SY)

A workshop that develops and shares strategies on how to make use of contemporary music and lyrics to enhance the quality of your teaching. Come prepared to share ideas for innovative teaching.

125. Videogames as learning models for PE teaching: A complex systems perspective

Kathy Sanford, Tim Hopper, University of Victoria
(MY, SY, TY, C, IN, R)

This presentation, drawing on previous work applying emergent learning properties in complexity thinking to videogames and a TGfU approach to games instruction (Hopper, Sanford, & Clarke, 2009; Hopper & Sanford, 2010), will explore the potential of the learning process in videogames to model immersive and meaningful engagement in physical education for all learners. The concept of game-as-teacher (Hopper et al, 2009; Gee, 2007) will be exemplified in this presentation showing examples from an ethnographic five-year study of adolescent videogame players

demonstrating how videogames create conditions that connect the learner into the “system” of a game (Sanford & Merkel, 2010). Guided by Barab et al’s (1999) notion that this relational connection creates meaning and ownership that cannot be externally arranged by the teacher, we discuss how to develop the self-organisation process where the individual becomes a participant in the activity. Through examples, we will demonstrate how videogames have effectively addressed the issue of learning knowledge and skills in a personally meaningful way.

Applying complexity thinking and notions of self-organisation to teaching PE means that the teacher, rather than being focused on leading students through learning experiences or modelling skills to be learned, should instead focus more on creating the conditions for learning to happen followed by skill development as needed and requested by the learner (Bunker & Thorpe, 1986; Gee, 2007). To highlight this idea in a TGfU approach, the concept of adaptation games taken from videogames will be presented. Adaptation games use the outcome of the previous engagement in the game to modify environmental constraints (players, area of play, rules and equipment) to increase the challenge to a successful player (Hopper & Sanford, 2010).

The presentation will conclude with suggestions on how game-play for learners of diverse abilities can be understood in video games and then transferred to teaching games and activities in PE. If possible, we will use a computer-based video game to model the game-as-teacher learning process embedded in popular video games.

2x4x20min Presentations

Presentation A

Session K

126. 'Give Them a Go: Insights gained from Conducting a Cricket Program for Persons with an Intellectual Disability

Dr Janet A Young and Mrs Anne Browne, Victoria University (C, IN)

The presentation reviews a cricket program for persons with an intellectual disability and, in doing so, highlights key principles associated with successfully coaching this special population of athlete.

Sixteen (10 female and 6 male) Victoria University Second Year Physical Education students delivered a 6-week series of cricket sessions to 24 (10 female and 14 male aged 8 – 34 years) persons with an intellectual disability (predominantly persons with autism and down’s syndrome). The sessions focused on providing a range of activities (e.g., batting, bowling, catching and running between wickets) designed to develop the clients’ fundamental motor skills. At the conclusion of the sessions, Victoria University students were asked to evaluate their experiences. A series of inductive content analyses was conducted to analyse the data.

The data analyses revealed key factors associated with successful coaching include: (a) ensure a safe and inclusive environment; (b) make it fun; (c) adopt a player-centred approach; (d) plan sessions; (e) ensure challenges are appropriate; (f) think about communication; (g) be flexible and adapt; (h) routines and structure are helpful; (i) ask when in doubt; and, (j) take a genuine and respectful interest. The program’s findings endorse recognised coaching principles for athletes with disabilities (Hanrahan, 2003). Without exception, all Victoria University students in our program reported they had gained much from the opportunity to coach persons with an intellectual disability and felt better equipped to work as a coach in the future. For participants in our program, there was no hiding the fun and enjoyment they derived from learning the game of cricket. The challenge exists for coaches to widen their horizons and target the oft-neglected persons with an intellectual disability. It is a win-win for all involved when everyone is given ‘a go’!

127. "Moving, Learning and Achieving": Harnessing the power of community Football and Pre-Service Teacher Education

Darlene Voss, John Harris, Andrew Osborne, Shane Pill, Southern Knowledge Transfer Partnerships Office/ Flinders University (EY, PY, MY, TY, C, IN)

Flinders University and the South Adelaide Football Club (SAFC), locally-known as the Panthers, have long histories of being bold and inspiring in developing and implementing new ideas and better ways to engage moving, learning and achieving. Given both parties’ dedication to excellence and innovative thinking, both have come together to further enhance opportunities for moving, learning and achieving through community engagement within the southern Adelaide region.

The SAFC-Flinders partnership covers a range of club and community engagement initiatives that includes educational and professional development opportunities for Panthers staff, players and members, support for the club’s outreach and mentoring programs in the southern Adelaide schools, and work integrated learning opportunities for PETE pre-service teachers through field experience. These programs will foster young people’s engagement with learning about the “healthy mind, healthy body” connection using positive role models in football and education. The messages that the partnership sends are positive and inspirational for young people to strive for success (often despite hardships).

The paper will explore the relationships forged with and between the club, players and development staff, pre-service teacher educators and schools. Case studies supported by data and profiles will demonstrate a new model of engagement across many aspects of football, community and education.

128. Reprioritising Swimming and Water Safety Skills for All Australian Children

Rob Bradley, Royal Life Saving Society Australia, (PY, MY, SY)

Royal Life Saving Society Australia estimates that over 50,000 children aged 11-12 will leave primary school this year without the skills to swim the length of a 50m swimming pool and with virtually no ability to demonstrate the basic survival and water safety techniques that could save their lives in an emergency.

Concerns are heightened by the increasing rate of drowning deaths in children in recent years and that 86% of drowning deaths occur in unsupervised inland waterways particularly lakes, dams, lagoons (43%) and rivers, creeks, streams (43%). 80% of deaths are male. The Australian Water Safety Strategy 2009-11 recommends that water safety competencies and success targets be set for all Australian children – established at appropriate age/development levels. In particular that 100% of Primary school children should achieve a minimum demonstration of competencies equivalent to Swim and Survive Level 4.

This presentation will highlight the latest findings of a continuing Royal Life Saving research project into the swimming and water safety skill and knowledge levels of Australian primary school children. The preliminary findings build on evidence obtained when in 2008 Royal Life Saving ACT conducted the ACT Primary Schools Swim and Survive program involving nearly 3000 students from across 24 ACT schools. The results were analysed against the National Swimming and Water Safety Framework that presents the competencies to be acquired progressively by students through a staged balanced water safety, personal survival and swimming education.

Initial findings of the research indicate that:

- Achievement of the swimming and water safety competencies is much lower than anticipated, particularly in government schools.
- In the ACT study some 70% of private school children achieved the benchmark skills whereas only 28% of government school children could demonstrate the competencies
- Many children completely miss out on water safety education, particularly those children from indigenous, CALD, rural and remote

communities and those from families of lower socio-economic backgrounds

- Many schools have significantly reduced or completely dropped swimming and water safety education from their programs
- Essential water safety and survival components are not being taught within many programs being removed in favour of repetition of swimming stroke techniques
- If children do not acquire these skills by the time they leave Primary School they are unlikely to ever learn them as the system at secondary school is ineffective in identifying and remediating.

Royal Life Saving believes that every Australian child must be able to demonstrate the minimum benchmark swimming and water safety skills before they leave Primary School. The research findings to be presented clearly show that this is not the case, that the situation is fast deteriorating and that the time to act is now. Strategies will be presented that seek to re-establish swimming and water safety as a key pillar within the Australian Curriculum, and to clarify elements of the partnership between schools, swimming pools and parents.

129. Including Saman Dance into Physical Education to Enhance Socio-Emotional Skill

Eunike Raffy Rustiana, Semarang State University, (C, IN)

Saman Dance is originated from Aceh, the northwest side of Indonesia. The dance is accompanied by vocal sound, without music instrument. First, a member of the dance group sings a section of a song, while the others dance. Then the solo vocalist and the other member sing each other until the dance is finished. The song contains advices. The dance lasts about 5 minutes. For primer school students, the movements of the dance are the basic movements, without ornaments, in order to be easy to dance. The number of dancers in a group are 18 to 20 persons, all girls or all boys. Primary school physical educators can use this dance, include it into physical education subject as a rhythmic activity. Physically this dance exercises the arms, neck, back, and thigh muscles. Psychologically, the saman dance, as a massive dance can develop students' interpersonal relations, when they learn to move harmoniously with their friends beside each of them. They have to control their arms and body movements. If someone makes wrong movements, he or she will get stuck. The students' are not allowed to be angry if someone beside them makes a wrong movement and get stuck, because anger will destruct the following movement. After several exercises, when the students' can dance together correctly, they will perceive a mastery experience, and also collective efficacy. Togetherness will arouse an ability to tolerate others feelings, a sense of involvement in a group, social responsibility, and also happiness.

75. b) The relationship of coping strategies and performance-goal discrepancy (PGD) with positive and negative affects in Wrestler male Players

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All athletes experience different emotions in competitions, but it's very important and determinant that how coping and which one coping strategies to select. The main aim of this research was to examine the relationship of coping strategies and performance-goal discrepancy (PGD) with positive and negative affects in Wrestler Players. The samples of this study included 60 Iranian Wrestler male Players (19-27 years old) who completed the Brief COPE (Carver, 1997) and the PANAS (Watson, Clark, & Tellegen, 1988) two hours prior and six hours after the competition. The score performance-goal discrepancy (PGD) achieved from difference of person predicted record and competition record. Multivariate path analysis was used to explore the mediating roles of coping strategies in the PGD and relationship affect, and mediating roles of PGD in the coping strategies and affect relationship. The results of this research showed that there are meaningful correlation between the problem-focused strategy and negative affect and also the emotion-focused strategy and positive affect at prior and after the competition. Also the results showed that there was meaningful correlation between problem-focused strategy

and positive affect after the competition. The results of studies like this study can be very operative at recognition and conquest on stressful stimulus in competition.

Poster Presentations

Michael Spittle

Use and beliefs around teaching styles in secondary physical education

Michael Spittle, School of Exercise and Nutrition Sciences, Deakin University, Mick Kennedy, Ballarat Christian College, Sharna Spittle, School of Sport and Exercise Science, Victoria University.

Michael Spittle

Frequency of teacher augmented feedback in secondary physical education

Michael Spittle, School of Exercise and Nutrition Sciences, Deakin University, Mick Kennedy, Ballarat Christian College, Sharna Spittle, School of Sport and Exercise Science, Victoria University.

Mohsen Ghanbarzadeh

The Effects Maximal and Submaximal Aerobic Exercise on the bronchospasm Indices in non-Athletic

Associate Professor Mohsen Ghanbarzadeh, PhD,
Department of Physical Education & Sport Science, Islamic Azad University, Sousangerd Branch, Iran

Abdolrahman Mehdipour

The relationship between personality traits and amount of aggression soccer players

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