

1. Which CATEGORY OF RESPONDENT best describes this perspective?

Primary teacher x 4

Education officer x 3

Secondary HPE teachers x 5

State Professional Association (ACHPER (SA) x 2

School leader x 1

Academic x 2

2. How many people have contributed DIRECTLY to this response? 16

RATIONALE AND AIMS

Rationale p1

3. The Rationale for the learning area is clear about the nature and importance of learning Health and Physical Education for all Australian students.

Agree

Comments:

The importance of the leaning area and its particular relevance in today's society is clearly and succinctly stated

Food and nutrition needs to be stronger in the Rationale of this document and in particular when making links to the community. e.g. school/community gardens

Agree - with the reservation that ACARA may have missed the opportunity to discuss the importance of the connection between physical activity and wellbeing.

Generally feel the document reads well, the terminology is clear and there is an appropriate inclusion of 'wellbeing'. Although there was comment that not enough mention was made of current terms and contemporary issues compared to previous curriculum e.g. social medias and time spent on 'screens', 'positive psychology', gender stereotypes, relationships, vegetarianism

The safe behaviour references tended to be practical ones, e.g. look before you cross the road rather than also including psychologically safe decisions e.g. resting to refresh

Aims p2

4. The Aims of the learning area clearly state the intent for the draft Australian Curriculum: Health and Physical Education Foundation to Year 10

Agree

Comments:

While the Aims are quite clear there needs to be a greater emphasis on the involvement of students in physical activity.

The weight given to the 'Learning through movement' in the aims (2 mentions) matches the content explanations. There is a definite bias toward Health Literacy/Health Education over physical education and the use of movement as a medium for learning.

Others stated:

There is a good balance between health and physical education in the aims.

CONTENT STRUCTURE P3

5. The nature of the two strands and their relationship is clearly recognisable in the draft Australian Curriculum: Health and Physical Education

Agree

Comments:

Yes but Health Literacy is dominant – There needs to be a greater emphasis on ‘movement/activity as a learning medium’.

The Health Ed strand remains faithful to the 3 aspects of Health Literacy explained in the shaping paper, but Movement and Physical Activity misrepresents valuing learning in, through and about movement and deviates from the definitions and explanation contained in the Shaping Paper.

Others believed that there was a good balance between Movement and Health.

The draft is overwhelming in volume. There should be some middle ground between the draft and the ‘Draft scope and sequence’.

KEY IDEAS P4

6. The key ideas in each strand provide a useful organisational element in the draft curriculum.

Agree

Comments:

The key ideas identify the major concepts in the HPE learning area and provide an organisational basis. There is some work to do in the sequential coherence from F-10, particularly in the Movement and Physical Activity strand

There are too many key ideas for teachers to deal with particularly when considering the need for generalist primary classroom teachers to teach across multiple subjects / Learning Areas. The number of key ideas need to be reduced otherwise teachers may do this arbitrarily.

LINKS TO OTHER LEARNING AREAS p24

7. The links between Health and Physical Education and other learning areas are appropriate.

Agree / Disagree

Comments:

Where are these evident in the document?

Because Home Economics is also identified with Design and Technology in the Shaping Paper, then the language of ‘food technology’ and the importance of learning to cook as part of the engagement with food-nutrition should have more substance?

Science and physiology, body systems etc. – Is this considered? –It is not obvious and yet these issues are an integral part of ‘learning about movement’. An example of the work needed on sequential coherent complexity from F-10 in preparing students for senior secondary PE as well as the broader idea of generally preparing students for active and healthy living.

The content should be more explicit. It is too open-ended for generalist classroom teachers and will not ensure all necessary learning takes place.

Others felt the document could be adapted to the individual’s and the school’s environment satisfactorily.

The links between Health and Physical Education and other learning areas needs to be improved especially in the F-7 section of the document where teachers should be provided with explicit ways of integrating learning across subjects / Learning Areas.

The F-7 (Primary) perspective appears to be ok.

IMPLICATIONS FOR IMPLEMENTATION p11

8. The advice in the implications for teaching, learning and assessment section is clear and appropriate.

Disagree

Comments:

All feedback agreed that the advice was either not sufficient or could not be found. The comments were as follows:

I can't find any advice!

More explicit advice needs to be provided regarding teaching, learning and assessment. This could be supported with the development of a teaching and learning cycle/diagram.

Did not find the information.

Concern was raised about the composite classes that are 'cross band' which will be an issue for some schools.

BAND DESCRIPTIONS FROM P26

9. The band descriptions provide a clear overview of the focus and breadth of learning in each band of schooling.

Disagree

Comments:

The feedback feedback received varied in this area but overall the response was that the band descriptors did not provide a clear overview of the focus and breadth of learning in each band of schooling. The comments were as follows:

A greater emphasis on movement and participation in physical activity should be evident in all band descriptors.

There is major concern about how a Primary School and a High School can moderate their assessment of student achievement of what a child can do in 7-8 Band.

What if a topic isn't addressed at all in one primary school and too much in another and then the students go to a High School that has multiple feeder schools providing students with differing experiences and learnings? – Where do they start/finish and are there guidelines for the year7-8 transition?

The sharing of info for student progress is very difficult to happen effectively – this may need some guidance.

Other were unsure if the draft paper was meant to be a general guideline or a resource? This needs to be explicitly stated within the paper.

CONTENT DESCRIPTIONS P59

10. The draft content descriptions are clear and unambiguous statements of what students should be taught.
11. The draft content descriptions are pitched appropriately for each band level.
12. The draft content descriptions describe an appropriate progression across band levels.
13. The draft content descriptions provide a manageable set for each band level.

Disagree

Comments:

A variety of comments regarding content descriptions were made and there were serious concerns raised about the amount of content to be covered. Responses were as follows:

There is a lack of emphasis on Movement as the medium for learning and a defining feature of H&PE. This should be the key component of the HPE Curriculum. It is what especially differentiates HPE from other learning areas and in particular is the rationale for the place of PE in the curriculum. There is an even greater justification with the increasing physical and social problems caused by decreasing levels of participation in physical activity. There must also be greater emphasis that the practical component of the HPE Curriculum should have most time devoted to it. I can also see a danger that with the crowded and competing curriculum schools will use various methods to pay lip service to achieving many of the health outcomes e.g. using pastoral care time in which the quality of delivery and assessment lacks credibility and vigour. This will leave HPE the poor relation once again in terms of curriculum time and outcomes achievement.

The scope and content of the Draft HPE Curriculum is such that it will be impossible to do it justice in 80 hours. Teachers will need to cover the concepts in a superficial manner if they are to deliver all the content. A thorough vetting process should be done to review and where possible amalgamate concepts in the curriculum if quality, depth of delivery, time to repeat and reinforce learning and assessment is to occur.

The document needs to be explicit about time requirements, especially the minimum time that should be devoted to practical activities. If this is not done then many school administrators will use inappropriate time allocations to meet minimal requirement e.g. counting school sport time in meeting requirements.

There are too many Content Descriptors. Is it possible to achieve all of this in the time frame?

Will sufficient detail and examples be discussed/shared/learnt in these areas or will it be glossed over and only ever be superficial?

There is reasonable sequential, coherent, complexity flowing vertically across the F-10 bands in the Health strand. Minimal editing will be required here by the writers.

The Movement & PA strand has not faithfully captured/represented the three aspects of PE explained in the shaping paper as valuing in, through and about movement.

It is illogical (and inconsistent with the directions of the shaping paper) to add two new organisers, essentially both expressions of education in movement, while (correctly-as it is consistent with Arnold's ideas upon which the internationally accepted definition of PE rests/is accepted, and is consistent with the language used in the shaping paper) retaining learning through movement as an organiser.

If the writers can't get their heads around the concept of 'education in movement', adopting the term 'learning to move' would at least have been faithful to the explanation contained in the shaping paper. It is also illogical that 'learning about movement' has not been used as an organiser.

The prominent emphasis on Fundamental Movement Skills development in F-2 is a positive

The huge array of content expressed through a large number of content descriptors (some would suggest "death by a thousand content descriptors") will put a lot of F-7 teachers off teaching anything at all in H&PE or "cherry picking" aspects of the curriculum that they know.

In its current format it will be overwhelming to many generalist teachers and needs to be urgently attended to. There are far too many content descriptors for the generalist and specialist teacher to address in a Primary School and Secondary setting. F-7 classroom teachers complained about the number of Content Descriptors to be addressed in the English curriculum, which many of them see as their core business in the classroom so I can only imagine what they will do with the 20+ content descriptors in H&PE when combined with every other learning area/subject that they need to teach. There is a strong likelihood that if things remain unchanged that many teachers will ignore the ACARA document which could further marginalise our subject/learning area.

In my opinion the document needs to be re-designed more elegantly (not simply because what we are grappling with is not simple) so that teachers do not spend ages dealing with the organisational structure and content of the document but can focus on what they need to teach and what students need to learn.

The progression of the Content Descriptors needs to allow for greater Repetition and Refinement (the 2 R's of PE) of skills, strategies and other learning particularly in the Physical Education strand rather than moving on to new content. This is especially important during periods of rapid growth where new skills often need to be re-learned.

CONTENT ELABORATIONS

14. The draft content elaborations provide clear and relevant illustrations of the content descriptions.

Agree

Comments:

The elaborations give examples of illustrations of the content. There seems to be a variety of examples.

Some of the elaborations are clearly not providing evidence of contemporary thinking about best practice or quality teaching in PE. The elaborations need checking-vetting and levelling.

It is important to reflect the diversity of how the content can be applied. The dot lists read more like a tick list. Perhaps there should be an introductory or stem sentence explaining that the dot lists are not the only examples of the point, but rather suggestions. It should also explain that the dot lists should not be used exclusively and that other ideas are permitted. For example meditation, tai chi and yoga should be grouped

ACHIEVEMENT STANDARDS P 31 P39 P47 P57 P67 P78

15. The draft achievement standards are clear and unambiguous statements of the expected quality of student learning.

16. The draft achievement standards are pitched appropriately for each band level.

17. The draft achievement standards describe an appropriate progression of expected learning across band levels.

Agree

Comments:

They give a brief summary of what is expected of students.

HOWEVER: Is the Australian Curriculum flexible enough to deal with the fact that there is great variance in the social, emotional and physical well-being of children and young people? Some schools, and their local communities, have issues that are far more prevalent – drug and alcohol awareness for example may well be needed in some areas in year 6/7 and in others maybe not until High School – this will be difficult to address.

The achievement standards require auditing to ensure flow/progressive sequential development that reflect a clear coherent complexity from F-10 while allowing for re-learning of physical skills in the middle years.

The achievement standards should be laid out at the beginning of the document. They should also be presented as dot points

GENERAL CAPABILITIES

18. The relationship described between the learning area and each of the seven general capabilities is evident in the curriculum content. Page 19-21

Agree

Comments:

Some are more relevant than others to the HPE curriculum and they are evident throughout

CROSS-CURRICULUM PRIORITIES

19. The relationship described between the learning area and each of the three cross-curriculum priorities is evident in the curriculum content.

Agree

Comments:

No comments received.

GLOSSARY

20. The glossary is comprehensive.

21. The glossary definitions are clear and appropriate.

Agree

Comments

The glossary definitions are clear and appropriate.

There needs to be a definition of Physical Activity, Health Education and Physical Education.

OTHER COMMENTS

22. Please provide any additional comments on the draft Australian Curriculum: Health and Physical Education (for example, strengths, priority areas for improvement).

As stated previously:

- *There needs to be a greater emphasis on learning through movement and movement as a medium for learning.*
- *The content is such that it will be difficult to cover in a meaningful way in the time allocated.*
- *The minimum time that needs to be given to physical activity needs to be explicitly stated*

I like the Australian Curriculum in general (especially the capabilities and Cross curriculum priorities) and feel we need an Australian Curriculum but there are some areas that for South Australian teachers and leaders we need direction and clarity on (see below).

The Australian Curriculum shows great thought and consideration – it is a very difficult task to create a document to assist all and be inclusive of all children and students in such a short space of time and with limited consultation when developing the initial draft.

Overall the writers have done a remarkable job getting this together in the time provided. I am left wondering though if the writers are 'stronger' in their experience and pedagogical-content knowledge of health education and the health sciences than they are in physical education.

Overall, there are far too many standards, from between 16-23 depending upon the band. The current draft of the ACARA H&PE curriculum is similar in complexity to the old statements and profiles of the 1990's, which was also criticised for excessive content expectations and its complex structure.

There is a fair bit of editing required to get sequential, coherent, complexity from F-10 in the language of the Movement & PA standards

The draft seems biased towards theory/classroom based learning experiences, in contradiction to the shaping paper identifying movement as the distinctive context for learning in H&PE. This bias could be a function of the excessive number of standards to achieve at each band. Again, I am reminded of the first draft of statement and profiles which marginalised active learning experiences typical of the best physical education has to offer.

Sport is not PE, but sport is recognised internationally as one of the legitimising reasons for PE in western school curriculum as sport is culturally valued for social, community and health outcomes and it has a strong academic basis (sport science, sport history, sport nutrition etc). The draft marginalises sport as a movement form and context for education in, through and about movement.

Some of the elaborations are clearly not evident of contemporary thinking about best practice or quality teaching in PE: elaborations need checking-vetting.

The balance between the practical and theoretical is an important issue but can I suggest that we should go further and consider the integration of theory and practical and that this is explicitly expressed in the document and reinforced in the content. Through the integration of theory and practical we then have a uniquely HPE approach to learning and the content that is not found in any other learning areas/subjects such as Biology, Chemistry, Physics.

We seem to have fallen for the old trap of trying to justify our existence as a subject/Learning Area through an emphasis on the theoretical aspects of our subject to the detriment of the practical aspect.

In its current form the complexity of the structure and content of the document does not equate to a World Class Curriculum.

There is also an absence of clearly stated values or principles that underpin the H&PE curriculum. In the previous Australian Curriculum and the SACSA Framework there were clearly stated principles of Social Justice, Supportive Environments and Diversity. These underpinned the curriculum and provided a compass to guide educators in the implementation of it in the classroom. Without clearly stated principles or values to underpin educators' work they are left guessing how they should behave and react to the curriculum and their students. A curriculum document without clearly stated values or principles is like a ship without a rudder and could be interpreted and implemented in a variety of ways that may not serve our students and Australian society well. This is an opportunity to develop some uniquely Australian principles or express them in a uniquely Australian idiom. e.g. We could draw upon the work of Dylan Chown (Tackling Controversy in the Classroom: The introduction of Senior Health Education in an Islamic School Context Head of Department, Islamic College of Brisbane, Queensland, ACHPER, Active & Healthy magazine, Vol 20, No 1 2013) where he used concepts from Elders in aboriginal communities in developing the Senior Health Education Program at his school. This included the three principles of :

- 'Respect' reflected in sensitivity to the school's culture and context;
- 'Proper way' is reflected in drawing upon the wisdom and expertise of scholars and experts and
- 'One mob' is reflected in a consultation process that included all stakeholders – school, home and community.

23. What are the key implications for teaching, learning and assessment in South Australia?

Please see previous comments. Unless these are addressed the opportunity to introduce a well structured and meaningful curriculum that will raise the profile of HPE in schools and provide quality outcomes for students will be lost.

Resourcing - I understand that its 'flexible' but lawn bowls, archery etc. are not easy to access and golf isn't necessarily either - even if some facilities are there is the expertise to teach it safely and effectively in such sports across HS and PS. We do not do gymnastics anymore due to OHSW, teacher confidence and the cost to maintain and purchase the right gear to be covered.

Active support to implement the curriculum through well structured, flexible and sustainable professional learning programs offered at multiple levels needs to be closely considered by education systems, professional associations and universities. These offerings need to provide support in flexible ways that can be adapted to needs of the learner (educators) and their environments.

There are no specialist Health & Physical Educators appointed to implement the Australian Curriculum in South Australian schools. How will the voices of H&PE teachers inform the implementation of the Australian Curriculum?

How will educators be able to identify if the assessment standards are being met? Will it be necessary to meet all of the content descriptions in order to report on the Achievement Standard?

Will data be collected about student achievement against the standards to assess overall achievement and developmental relevance of the Standards? Who's role is this?

Concern was expressed at the absence of a PE writer in DECD in SA. Will the subject areas of Health and PE be adequately represented? Will a lack of understanding lead to incorrect allocation of hours for this subject?

Some educators would like to see guidelines on how many hours should be spent over 80 hours, and clarification on time frame. i.e. subject should be taught over a calendar year not a semester. Perhaps there should also be a suggestion of hours to be spent for Health and PE separately, and if not maybe a percentage suggestion. Each school will like to have their say, but a guideline would be helpful.

The complexity of requirements laid out in this document add weight to the argument for specialist teachers in this subject area, which is really two subject areas together, and accommodating the newfound popularity of 'wellbeing' or 'positive psychology'.

ACARA should formulate some assessment guidelines, even though this was meant to be the responsibility of the individual states. The jurisdictions should be provided with guidelines.

Leadership skills should be included in the curriculum. Buddy groups are touched on but perhaps developing leadership skills through movement and physical activity should be investigated. At the least, roles that students are prepared to take on at various ages should be included.

Consideration should be given to the development of student's "Action Competencies" (Professor Bjarne Bruun Jensen, Environmental and Health Education, Danish School of Education). The Action Competence approach to involving young people as active agents in health promoting change was developed by the Danish network of Health Promoting Schools. This approach is now ingrained into the curriculum of all Danish schools. This approach was developed after alternating between an initial top-down, expert led approach, to a 'bottom up' student dominated style, to a 'dialogue approach' where both the professional has a key role and responsibility, and student involvement is a necessary precondition for their ownership and for making sustainable change. Action Competence integrates the four elements of 'health knowledge' (causes, effects, action strategies and knowledge of alternative solution scenarios) with a systematic approach to change involving Investigation, Vision, Action, Change (IVAC).

Action Competence stresses student participation and consequent ownership of all stages and components of the initiative. It includes:

- Knowledge/Insight: pre-requisite for students to believe that their schooling will be relevant to future life outside of school.*
- Visions: provides students with motivation to take action and persevere.*
- Experiential learning: opportunities for students to take action in real life and real settings, creating opportunities for students to develop skills in critical thinking, self-confidence, self-expression, collaboration and cooperation with peers.*