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978-1-107-44612-0 - Health and Physical Education: Preparing Educators for the Future: Second Edition

Deborah Callcott, Judith Miller and Susan Wilson-gahan

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# Health and Physical Education

## Preparing educators for the future

### Second edition

Health and physical education encompasses the development of movement competence and health literacies crucial to child and adolescent health and wellbeing. Now in its second edition, *Health and Physical Education: Preparing educators for the future* continues to offer a comprehensive overview of the knowledge, understanding, skills and theoretical underpinnings required to teach health and physical education in Australian schools. This edition outlines the latest developments to the *Australian Curriculum: Health and Physical Education*, to help pre-service teacher educators understand the application of these concepts in practice. Maintaining a focus on the education of all learning ages, it provides a stronger focus on physical education and development in early childhood, and broader coverage of the perspectives of culturally diverse students.

Well-structured and engaging, this edition has been updated throughout to include the latest literature, figures, statistics and resources. Learning is enhanced through further reading, end-of-chapter questions and case studies, as well as an updated and comprehensive companion website, available at [www.cambridge.edu.au/academic/hpe](http://www.cambridge.edu.au/academic/hpe).

**Deborah Callcott** is Senior Lecturer in the School of Education at Edith Cowan University.

**Judith Miller** is Associate Professor in the School of Education at the University of New England.

**Susan Wilson-Gahan** is Lecturer in the School of Linguistics, Adult and Specialist Education at the University of Southern Queensland.

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# Foreword

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There is a particular satisfaction for an author to have their book returned in a second or subsequent edition following its first publication. Any edition subsequent to the first suggests, in the first place, that the book is selling well, always a winner with publishers! From a more professional and academic point of view, subsequent editions show that the text serves a field that is fast changing, and that the authors are able to keep their material up to date and current. Subsequent editions also demonstrate, in an almost contradictory fashion, that notwithstanding the pace of change in a particular field, the book itself is of such quality that it continues to be valued by readers.

This second edition of *Health and Physical Education: Preparing educators for the future* retains all of its excellent features from the first edition and in many places strengthens these features. Callcott, Miller and Wilson-Gahan provide updated examples of the uses of ICT in health and physical education, further strengthening the alignment of these fields. The developmental perspective that underpins the book is highlighted by increasing the focus on the crucially important topic of early childhood pedagogy and curriculum. They strengthen an already outstanding feature of the book, of speaking directly to the student-teacher reader, by updating the literature on the use of vignettes and teacher biography in teacher education. The whole area of health education is substantially further developed with the inclusion of the concept of salutogenesis and of the emerging strengths-based approach to health education. And the authors' concerns for social justice are amplified by the greater use of examples of cultural diversity among students. Illustrating the currency of the authors' knowledge of recent developments in the school curriculum since publication of the first edition in 2012, there is an overview of the status of work on the Australian Curriculum and of the research literature on models-based practice in health and physical education.

The result is a textbook that continues to provide student teachers experiencing their initial teacher education with the grounding they need in health and physical education, since it seeks to prepare them for both the practical immediacies of the present and the uncertainties of the future.

David Kirk  
April 2015

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## About the authors

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

**Judith Miller** is Associate Professor in the School of Education at the University of New England, New South Wales. After gaining her undergraduate teaching degrees from Portland State University, Oregon, where Dr Don Hellison was formulating his Teaching Personal and Social Responsibility (TPSR) model, Judith taught physical education in a K-7 school in Oregon. These learning and teaching experiences were augmented by nine years of secondary school teaching in rural Australia. She then pursued higher degrees in research, with a focus on coordination and skill levels of primary school-aged children. Judith is an active contributor to the Health and Physical Education Special Interest Group of Australian Association for Research in Education (AARE), the British Association of Research in Education (BERA) and the American Educational Research Association (AERA).

**Susan Wilson-Gahan** is Program Coordinator, Bachelor of Education, Health and Physical Education specialisation programs, and Lecturer in the Faculty of Business, Education, Law and Arts, School of Linguistics, Adult and Specialist Education at the University of Southern Queensland (USQ). She is a PhD candidate examining sociocultural influences on the development of elite sportspeople. Prior to entering academia, Susan was a curriculum leader and secondary school teacher of health education and physical education for 33 years, with additional experience in primary school teaching and special education. She worked at the Queensland Studies Authority on the Queensland Curriculum, Assessment and Reporting (QCAR) Framework, including the Years 1-9 Essential Learnings and Standards curriculum development team and as a writer for the QCAR Assessment Bank.

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Susan is passionate about the holistic nature of health and wellbeing and the part health plays in academic engagement. She has a continuing involvement in sports administration at all levels. Susan is an active contributor to the Australian Council for Health, Physical Education and Recreation (ACHPER), as well as to the Australian Association for Research in Education (AARE).

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## **Susan Wilson-Gahan**

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