Now in its third edition, *Health and Physical Education: Preparing Educators for the Future* continues to provide a comprehensive overview of the theoretical underpinnings, knowledge, understanding and skills required to successfully teach health and physical education in Australia. Emphasising the importance of the development of movement competence and health literacy, the book brings together research, curriculum and pedagogy in the field.

The hallmark of this edition is a strong ‘future focus’ approach. The text has been thoroughly updated to include the latest research and academic literature. It features a greater balance of early childhood, primary and secondary content and expanded coverage of health education across two chapters. The text links closely to the Early Years Learning Framework and the *Australian Curriculum: Health and Physical Education*. Each chapter is framed by the five propositions of the *Australian Curriculum: Health and Physical Education*, and includes key terms, vignettes, activities and review questions suited to personal reflection and group work.

Highly engaging and accessible, *Health and Physical Education* continues to be an essential companion for teacher education students and teacher educators.

- **Judith Miller** is Associate Professor, Health and Physical Education in the School of Education at the University of New England, New South Wales.
- **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.
- **Robyne Garrett** is Senior Lecturer in health and physical education, dance and teaching methodologies in the School of Education, University of South Australia.
Health and Physical Education
Preparing Educators for the Future

Judith Miller
Susan Wilson-Gahan
Robyne Garrett
Foreword

The third edition of this textbook for aspiring teachers of Health and Physical Education is once again timely, incorporating the recently developed and approved Australian Curriculum: Health and Physical Education. This development is an outstanding achievement given each Australian state’s constitutional responsibility for education. Aside from the politics of this process, and how it now spins out into state education systems, the Australian HPE curriculum is a remarkable piece of writing in itself. As a capability and standards-based curriculum, this document is among the very best in the English-speaking world and sets a benchmark for other countries’ education systems to emulate.

This third edition had plenty of good material to build on, and it has done so extremely well. The new and extensively re-crafted chapters and other features, including a VitalSource eBook, further enhance the student-centred approach adopted by the authors in the two earlier editions. At a time when digital media, and social media in particular, are becoming pervasive aspects of teaching and learning in educational settings, this edition’s incorporation of these digital features alongside a self-aware and reflective treatment of ICT is an important addition.

It requires special care and talent to take complex and sometimes controversial issues and present them in an accessible form. The authors have this talent, and it is an enduring feature of this book in all three editions. Another enduring feature is the futures-orientation of the writing, important given the future orientation of its users and readers, as prospective teachers at the start of their careers. While this book does not attempt to make predictions, its focus on the future will prepare its readers for the challenge of uncertain futures by helping them to imagine beyond the present.

David Kirk
February 2018
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Highlight

Highlight text in your choice of colours with one click. Add notes to highlighted passages.

Key terms

Hover over bold terms to display pop-up definitions of key concepts.
Weblinks

Useful weblinks are provided throughout the text to guide you to additional readings and resources that will enhance your learning.

Multiple-choice questions

Q1: Which of the following statements accurately reflects the principles of a health-education approach to health and wellbeing? (Note: I = implements capabilities and potential to the fullest)

- A. Implement capabilities and potential to the fullest.
- B. Primarily focuses on promotion of positive health.
- C. Involves healthy and wellness factors.
- D. All of the above.

Q2: According to the World Health Organisation, health education has the potential to:

- A. Improve the health status of individuals, families, communities, states and nations.
- B. Increase the quality of life for all people and increase premature deaths.
- C. Increase the financial and human capital that is vital to healthy, productive, communities and governments spend on medical treatments.
- D. Produce improved health outcomes for specific individuals or populations.

Audio/Video

Informative audio and video links appear throughout the chapters, accompanied by reflective questions to reinforce the salient points. Click the icon to access the content.

Discussion questions

Throughout the chapters, respond to the discussion questions and use the guided solutions to assess your responses. Note that the solution pop-ups can be moved about the page.

Full access phys ed

HPE teachers talk about making HPE physical activity accessible for all students, including those with a physical disability and conditions like Asperger's syndrome.

List some of the suggestions for making HPE inclusive and accessible for all. Add some of your own ideas. Discuss.
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Click the icon to download an essay question to practise your long-form responses and test your understanding of the content.

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Links to further useful videos, websites and documents can be found at the end of each chapter.