

Third
edition

HEALTH AND PHYSICAL EDUCATION

Preparing Educators for the Future

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

Third edition

Preparing Educators for the Future

Judith Miller
Susan Wilson-Gahan
Robyne Garrett

Cambridge University Press
978-1-108-33369-6 — Health and Physical Education
3rd Edition
Frontmatter
[More Information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781108333696

© Cambridge University Press 2012, 2015, 2018

This publication is copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2012
Second edition 2015
Third edition 2018

Cover designed by Tanya De Silva-McKay
Typeset by Integra Software Services Pvt. Ltd
Printed in Singapore by Markono Print Media Pte Ltd, July 2018

A catalogue record for this publication is available from the British Library

A catalogue record for this book is available from the National Library of Australia

ISBN 978-1-108-33369-6 Paperback

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 11, 66 Goulburn Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
E-mail: memberservices@copyright.com.au

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Please be aware that this publication may contain several variations of Aboriginal and Torres Strait Islander terms and spellings; no disrespect is intended. Please note that the terms 'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' may be used interchangeably in this publication.

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

Contents

| | |
|---|-----------|
| FOREWORD BY DAVID KIRK | v |
| ABOUT THE AUTHORS | xii |
| ACKNOWLEDGEMENTS | xiii |
| USING YOUR VITALSOURCE EBOOK | xiv |
| <hr/> | |
| Introduction | 1 |
| <i>Judith Miller</i> | |
| Outline of the text | 2 |
| <hr/> | |
| Chapter 1 HPE continuum from early childhood to secondary level of schooling | 7 |
| <i>Judith Miller</i> | |
| Introduction | 8 |
| The Early Years Learning Framework to the Australian (to state) Curriculum | 9 |
| The EYLF and the United Nations Convention on the Rights of the Child | 10 |
| Australian Curriculum HPE (F–10) | 10 |
| Teacher Education Students (TESs) | 12 |
| Teacher biography | 12 |
| Extension | 14 |
| Learning entitlement for early childhood, primary and secondary students | 14 |
| Conclusion | 17 |
| Review questions | 18 |
| <hr/> | |
| Chapter 2 General capabilities and health and physical education | 19 |
| <i>Judith Miller</i> | |
| Introduction | 20 |
| General capabilities in the Australian Curriculum | 21 |
| Critical and creative thinking capability | 22 |
| Ethical understanding | 22 |
| Information and communication technology capability | 23 |
| Personal and social capability | 24 |
| Intercultural understanding | 24 |
| Numeracy | 25 |
| Literacy | 25 |
| Developments in assessment and reporting | 26 |
| Information and Communication Technology (ICT) | 27 |
| ICT and students with disabilities | 29 |
| Conclusion | 31 |
| Review questions | 32 |

| | | |
|------------------|---|-----------|
| Chapter 3 | The foundation of movement skills | 34 |
| | <i>Judith Miller</i> | |
| | Introduction | 35 |
| | Movement terms | 37 |
| | Motor development across the early years | 38 |
| | The primitive, postural and locomotive reflexive phases | 38 |
| | The reflexive phase and later learning | 43 |
| | The rudimentary phase of development | 44 |
| | Implications for teachers working with developing infants | 46 |
| | Importance of play | 48 |
| | The fundamental movement phase | 49 |
| | Later childhood (ages 7–11) sports skill phase | 55 |
| | Further considerations in teaching physical education in a developmental curriculum | 59 |
| | Conclusion | 61 |
| | Review questions | 62 |
| | Appendix | 63 |
| Chapter 4 | Movement issues: Interventions and implications | 65 |
| | <i>Judith Miller</i> | |
| | Introduction | 67 |
| | Developmental Coordination Disorder (DCD) | 68 |
| | Developmental Coordination Disorder (DCD) defined | 69 |
| | What causes DCD? | 69 |
| | Identifying children with DCD | 71 |
| | Effects of DCD on development | 73 |
| | Behavioural issues | 73 |
| | Social and emotional issues | 74 |
| | Academic issues | 76 |
| | Interventions | 78 |
| | DCD in the playground and during physical education | 81 |
| | Implications for teachers | 82 |
| | Conclusion | 84 |
| | Review questions | 85 |
| Chapter 5 | Contemporary approaches to health education and health promotion | 87 |
| | <i>Susan Wilson-Gahan</i> | |
| | Introduction | 88 |
| | Definitions | 89 |
| | Health education | 90 |
| | Strengths-based approach | 90 |
| | Diversity and inclusion | 92 |

| | | |
|----------------|---|------------|
| | Health promotion in educational settings | 94 |
| | Holistic approach to health education and learning | 96 |
| | Comprehensive school health promotion | 96 |
| | The social determinants of health and wellbeing | 97 |
| | Research – the backbone of credible program development | 98 |
| | Australian Institute of Health and Welfare (AIHW) | 99 |
| | Australian Bureau of Statistics (ABS) | 108 |
| | National Health and Medical Research Council (NHMRC) | 108 |
| | World Health Organization (WHO) | 109 |
| | United Nations Educational, Scientific and Cultural Organization (UNESCO) | 109 |
| | Federal, state and territory health departments | 109 |
| | Finding useful research and resources | 109 |
| | Conclusion | 111 |
| | Review questions | 111 |
| <hr/> | | |
| Chapter | 6 Health and wellbeing | 113 |
| | <i>Susan Wilson-Gahan</i> | |
| | Introduction | 114 |
| | The purpose and importance of health education | 115 |
| | Including health education in the school curriculum | 116 |
| | Who teaches health education and when? | 117 |
| | Health literacy | 118 |
| | Build critical inquiry skills and health literacies through focused learning | 119 |
| | Plan developmentally appropriate programs | 120 |
| | Appropriate pedagogies for health education contexts and foci | 122 |
| | Example resources for focus area inquiry | 126 |
| | Working with the curriculum | 127 |
| | Making education for health and wellbeing work for students and the community | 130 |
| | Purposefully connecting health learning with other learning | 131 |
| | General capabilities addressed in health education | 132 |
| | Conclusion | 133 |
| | Review questions | 134 |
| <hr/> | | |
| Chapter | 7 Teaching inclusively: Equity and diversity in education | 136 |
| | <i>Robyne Garrett</i> | |
| | Introduction | 138 |
| | Inclusion in health and physical education: what does it mean? | 139 |
| | What can theory tell us about working toward inclusion and equity? | 140 |
| | The construction of difference in health and physical education | 141 |
| | Gender differences | 141 |
| | Students with a disability | 144 |
| | Aboriginal students | 148 |

| | | |
|----------------|---|------------|
| | Ethnicity and religion | 150 |
| | Overweight and obese children | 153 |
| | Conclusion | 156 |
| | Review questions | 157 |
| <hr/> | | |
| Chapter | 8 Pedagogy | 158 |
| | <i>Robyne Garrett</i> | |
| | Introduction | 159 |
| | Performance and embodied pedagogy | 161 |
| | The need for critical approaches to pedagogy | 161 |
| | The hidden curriculum and powerful learning in physical education | 161 |
| | Critical pedagogy | 163 |
| | Pedagogical decision making and instructional approaches | 164 |
| | Command (direct) approaches | 166 |
| | Task approaches | 166 |
| | Practice approaches | 167 |
| | Reciprocal/cooperative approaches | 168 |
| | Inquiry approaches | 168 |
| | Guided discovery approaches | 169 |
| | Problem-solving approaches | 169 |
| | Free exploration | 170 |
| | Curriculum models in health and physical education | 171 |
| | Models-based practice | 171 |
| | Teaching Personal and Social Responsibility (TPSR) | 172 |
| | Sport Education | 173 |
| | Teaching Games for Understanding (TGfU) / Play Practice | 174 |
| | Cooperative Learning | 175 |
| | Emerging activist models | 177 |
| | Conclusion | 179 |
| | Review questions | 180 |
| | Acknowledgement | 181 |
| <hr/> | | |
| Chapter | 9 Planning for teaching and learning | 182 |
| | <i>Susan Wilson-Gahan</i> | |
| | Introduction | 183 |
| | The curriculum | 184 |
| | Curriculum development specific to the Australian context | 184 |
| | Planning with educative purpose using the curriculum | 186 |
| | Elements of planning for teaching and learning | 187 |
| | Collaboration in planning | 188 |
| | Purposefully connected or integrated curriculum | 190 |
| | Planning in early childhood settings | 190 |
| | Planning in a nutshell | 191 |
| | Teaching programs | 191 |

| | |
|--|------------|
| Lesson plans | 203 |
| General lesson structure | 204 |
| Lesson plan design | 205 |
| Flexibility and adaptability | 206 |
| Learning experiences | 206 |
| Learning experience checklist | 206 |
| Conclusion | 209 |
| Review questions | 210 |
| <hr/> | |
| Chapter 10 Assessment in health and physical education | 211 |
| <i>Susan Wilson-Gahan</i> | |
| Introduction | 212 |
| Assessment defined | 213 |
| Educative purpose of assessment | 214 |
| Types of assessment | 214 |
| Assessment for learning | 215 |
| Assessment of learning | 216 |
| Assessment as learning | 217 |
| Performance-based assessment | 217 |
| Characteristics of quality assessment | 217 |
| Assessment in early childhood settings | 220 |
| Designing assessment | 220 |
| What to assess in health and physical education | 220 |
| How to assess in health and physical education | 222 |
| Performance product versus process | 225 |
| Portfolios of work | 226 |
| Criteria for assessment | 226 |
| Principles of assessment | 227 |
| Validity | 227 |
| Reliability | 227 |
| Manageability | 228 |
| Fairness and equity | 229 |
| Alignment of teaching, learning, assessing and reporting | 229 |
| High-stakes testing and multiple measures of assessment | 230 |
| Assessment of movement and physical performance | 231 |
| HPE assessment – contested space | 232 |
| Conclusion | 236 |
| Review questions | 237 |
| <hr/> | |
| BIBLIOGRAPHY | 239 |
| INDEX | 263 |

About the authors

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, and has been making major contributions to HPE Teacher Education for two decades at UNE. Judith has been an active contributor to the Health and Physical Education Special Interest Group of Australian Association for Research in Education (AARE), the British Educational Research Association of Research (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. 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).

ROBYNE GARRETT is Senior Lecturer in health and physical education, dance and teaching methodologies in the School of Education, University of South Australia. Her undergraduate teaching degree allowed her to specialise in both Physical Education and Dance and she taught for five years at a diverse secondary school before furthering her dance background at the Laban Centre for Movement and Dance in London. After this time she was integral to introducing Dance as a subject within the curriculum and served as both a curriculum writer and professional educator in the field. Her teaching experiences in Australia and England include age groups from early childhood to Year 12 as well as experience in special education and with students at risk. Her doctoral studies focused on the construction of gender in physical activity contexts and she has since worked in the tertiary sector where her storytelling methodologies are widely utilised as strategies for developing critical reflection. She is committed to socially just and culturally sustainable practice across all sites and her ongoing research interests include gender and critical pedagogies, as well as creative and body-based learning.

Acknowledgements

The authors wish to dedicate this book to Dr Don Hellison (1938–2018). The physical education community is mourning his loss and recognises his great work *Teaching Personal and Social Responsibility (TPSR)*, which remains a major contribution to the teaching of physical education globally. He was a great teacher, researcher and friend; he will be missed.

Judith Miller: Judy acknowledges the extensive contribution of Professor David Kirk in supporting researchers across their careers and his generous assistance in the formulation of contemporary ideas presented in this book.

Susan Wilson-Gahan: I would like to acknowledge the ongoing influence of my parents, Ross and Patricia Wilson, both career educators; the patience and invaluable support of my family, Peter, Courtney and Caleb Gahan; the support of my colleagues at USQ; and the many people I have taught with and learnt from over the years of my teaching career.

Robyne Garrett: I would like to acknowledge the ongoing and significant influence of my colleagues who continue to strive for social justice through education, my wonderful family, and my many students who really want to make a difference for kids.

The authors should like to acknowledge the work of Deborah Callcott, as an author of the first and the second editions of this book. Her work has influenced the content of chapters 3, 4 and 7 of the current edition.

Cambridge University Press would like to thank the following for permission to reproduce material in this book.

Figure 3.6: from the personal collection of Judith Miller; **5.2, 9.1–9.3, 9.5, 9.6 and 10.1–10.5:** from the personal collection of Susan Wilson-Gahan; **7.1:** © Getty Images/Image Source; **8.1:** © Getty Images/DGLimages.

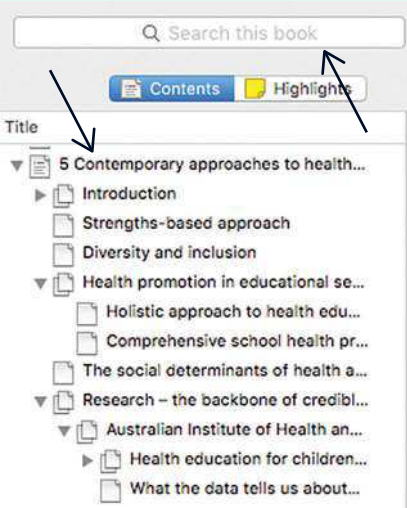
Table 6.1 and 6.2: © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014 to present, unless otherwise indicated. This material was downloaded from the ACARA website (www.acara.edu.au) ('Health and Physical Education: Sequence of content F–10', http://docs.acara.edu.au/resources/Health_and_Physical_Education_-_Sequence_of_content.pdf, and 'Australian Curriculum: Health and Physical Education focus areas', http://docs.acara.edu.au/resources/HPE_-_Focus_Areas.pdf respectively) (accessed February 2018) and was not modified. The material is licensed under CC BY 4.0 (<https://creativecommons.org/licenses/by/4.0/>). ACARA does not endorse any product that uses ACARA material or make any representations as to the quality of such products. Any product that uses material published on this website should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product.

Every effort has been made to trace and acknowledge copyright. The publisher apologises for any accidental infringement and welcomes information that would redress this situation.

Using your VitalSource eBook

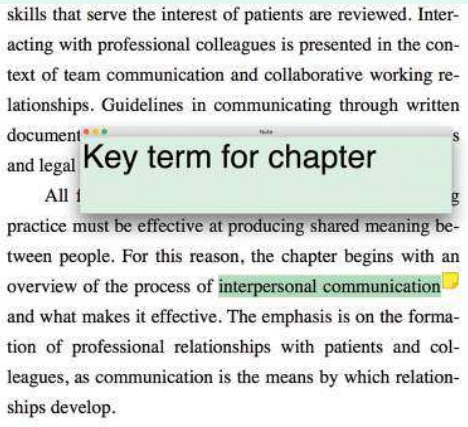
Once you have registered your VitalSource access code (see the inside front cover for instructions), you will have access to the enhanced eBook via your VitalSource Bookshelf. The navigation instructions below provide a general overview of the main features used within the enhanced eBook.

Icons This icon is used throughout the textbook to indicate the presence of an interactive component in the eBook. A descriptor below indicates the type of content available.



Navigation and search

Move between pages and sections in multiple ways, including via the linked table of contents and the search tool.



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.

Weblink

[AIHW reports & statistics](#)

The AIHW website contains a number of reports on a number of health and welfare issues in Australia.

Multiple-choice questions

Q1: Which of the following statements identifies characteristics of a salutogenesis approach to health and wellbeing?

- ☐ A – Enhances capacities and potential to live fully.
- ☐ B – Primarily focuses on promotion of positive health.
- ☐ C – Works to create health and wellbeing factors.
- ☒ D – All of the above.

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

- ☒ A – Improve the health status of individuals, families, communities, states and nations.
- ☐ B – Decrease the quality of life for all people and increase premature deaths.
- ☐ C – Increase the financial and human costs that individuals, families, communities and governments spend on medical treatment.
- ☐ D – Produce inequities in health outcomes for specific individuals or populations.

Check Answers


← **Multiple-choice questions**

Open the multiple-choice questions pop-up box, select your choice of correct answers and click ‘Check Answers’ to assess your results. Note that this box can be moved about the page in order for you to read text while choosing your responses.

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.

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.

Discussion question

Q: What is a strengths-based approach to health education and health promotion? Why is a strength-based approach a better approach to health and wellbeing than a pathogenesis or biomedical approach?

A strengths-based approach acknowledges that all people and communities have particular strengths and resources. [Read more](#)

Use the Australian Curriculum HPE, reading the rationale, aims, and five propositions to inform your response.

Submit

← **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.

Essay questions →

Click the icon to download an essay question to practise your long-form responses and test your understanding of the content.



A circular icon with a white question mark on a pink background.

Review questions

Q1: Jenna has been appointed to a secondary school in a remote area of the state. She would love to implement the new health and physical education curriculum. She is especially keen to move away from a deficit model of health education and believes strongly in the five underpinning propositions that inform the development of a program of HPE learning. Identify three barriers to introducing a revamped program that Jenna will need to address when she introduces a revamped program. **enablers that can facilitate change.**

The three barriers Jenna will need to address when she introduces a revamped program are:

Jenna will face the following barriers:

1. Tradition – we have always done it this way, why change?

2. Colleagues will be opposed to the paper work involved in change and the effort they will need to make to learn new teaching approaches.

3. An attitude of 'it isn't broke, why fix it?'

Jenna will probably need to do a lot of work herself to write her units of work and lesson plans that are inclusive, dis-

Q2: Lauren is a recently appointed teacher. She is disturbed that the play-based learning approach is being replaced by a more structured approach. Identify three barriers to introducing a revamped program that Jenna will need to address when she introduces a revamped program. **enablers that can facilitate change.**

← Review questions

Respond to the review questions at the end of each chapter and use the guided solutions to assess your responses. Note that the solution pop-ups can be moved about the page.

Online resources →

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

Online resources

Organisations

- Australian Research Alliance for Children and Youth (ARACY)**

ARACY aims to help children achieve a better life through a focus on prevention. It does what research tells us are the best practical ways to overcome disadvantage early and set children on a positive future path. ARACY brings together researchers, policy makers in government, people delivering services, children and youth to learn from each other. Children and youth have reported that what matters most are: love and safety; meeting material needs like food, clothing and housing; health; learning; a chance to participate in decision making; and pride in culture and identity.