

Index

Aboriginal and Torres Strait Islander children, health issues, 107, 148	athletic activities, 57
Aboriginal and Torres Strait Islander students and communities, 149, 150	Australian Bureau of Statistics (ABS), 108
and cultural considerations, 149	Australian Curriculum, 184–5
curriculum, 148	cross-curriculum priorities, 20, 201
described, 148–9	general capabilities, 21–6, 132, 201
inclusion, 150	propositions, 92
and physical education programs, 149, 150	Australian Curriculum Assessment and Reporting Authority (ACARA), 10, 20, 185
academic issues, 48, 76–7	<i>Australian Curriculum: Health and Physical Education</i>
accountability, individual levels of, 172–3	adoption, 10–11
achievement, and effort, 233	assessment, 232–4
Active Healthy Kids Australia (AHKA), 49	described, 10, 119
Active School Curriculum, 59	design, 185
activist curriculum models, 177–8	focus areas, 123–7
activity levels, 49	general capabilities, 21, 31
advocacy, 116	health strand, 124, 129
ages, 13	principles, 138
alcohol, 106, 126–7, 130	propositions, 1, 9, 17
anecdotal records, 221	state variations, 10, 11
annotated samples of work, 221	strands, 17
anxiety, 75	strengths-based approach, 91
apps, 27	threads, 124, 129
aquatic activities, 57	<i>Australian Dietary Guidelines</i> , 103, 106
Asian students, 151	<i>Australian Government’s Disability Standards for Education</i> , 144, 145
assessment	<i>Australian Guide to Healthy Eating</i> , 127
alignment, 229	Australian Health Promoting Schools Association (AHPSA), 96–7
<i>Australian Curriculum: Health and Physical Education</i> , 232–4	Australian Institute of Health and Welfare (AIHW), 99, 121
as learning, 217	Australian Sports Commission, 145, 147
characteristics of quality, 217–19	
criteria, 226	Babinski reflexes, 40
described, 212, 213–14	barriers, 93
designing, 220	behavioural issues, 73–4
developments, 26–7	biomedical information, 130
early childhood settings, 220	Bloom’s Revised Taxonomy, 195
educative purpose, 214	body image, 143, 153, 154
evaluation, 235	Body Mass Index (BMI), 101
for learning, 215–16	bottom-up interventions for DCD, 78–9
high-stakes, 230	
how to assess, 222–5	cancer, 102
importance of, 188	central nervous system, 37, 52
manageability, 228	central tendency error, 234
multiple measures, 230	CHANGE IT approach, 147, 175
of learning, 216	child development, 61, 231
of movement, 231–2	children
performance-based, 217	health education for, 100–1, 107
play stations, 53	health of, 101–2, 103–7
principles, 227	<i>see also</i> students
recording and analysing, 221	chronic disease, 106
reliability, 218, 227–8	classrooms, 75
subjective, 222	CoachMyVideo, 29
types, 214	CoachPro, 29
validity, 218, 227, 228	coeducational setting, 142
what to assess, 220–1	cognitive development, 120
assessment plans, 221, 230	cognitive motor intervention, 79–80
asymmetrical tonic neck reflexes (ATNR), 40	

combining skills stage, 55–7
command approaches, 166
communication, 147
communities, 130, 149, 150
competition, 56, 58, 174
concept maps, 207–8
cone of silence, 100
cooperative approaches, 168
Cooperative Learning model, 175–6
cooperative task goals, 58
coordination difficulties *see* Developmental
Coordination Disorder (DCD)
covert curriculum, 162
creativity, 47, 121
criteria cards, 168, 222
critical and creative thinking capability, 22, 132
critical inquiry, 119, 123
critical inquiry–based pedagogies, 177
critical pedagogy, 141, 156, 161, 163–4, 179
critical theory, 140–1, 156
cross-curriculum priorities, 20, 201
cultural considerations, 149, 151–2
cultural equality, 93, 150–3, 233
curriculum
Aboriginal and Torres Strait Islander students, 148
Active School Curriculum, 59
alignment, 188, 194
content, 184
cross-curriculum priorities, 20, 201
crowded, 59
definition, 184
development, 184–5
functional, 162–3
health education, 116, 119, 121
physical education, 59
planning, 186–7
planning elements, 187–8
purposefully connected or integrated, 190
standardised, 185
and students with disabilities, 145
*see also Australian Curriculum: Health and Physical
Education*
curriculum models, 171–8, 179
cyber bullying, 23

.....

dance, 47, 55, 57, 149
decision making, pedagogical, 164–5
deficit model of health, 123
demographics, 91
departments of health, 109
depressed behaviour, 75
Developmental Coordination Disorder (DCD)
causes, 69–71, 84
consequences of, 68, 81, 84, 85
defined, 69, 84
described, 68–9
diagnosis, 69, 72, 84
incidence, 72
motor performance deficits, 72
see also students with Developmental Coordination
Disorder (DCD)

diagnostic assessment, 215
direct approaches, 166
disability, 144, 145
see also students with disabilities
diversity, 92–4
see also inclusion
dress codes, 151, 152
drugs, 106, 126–7, 130
Dynamic Systems Theory, 38
dysphraxia *see* Developmental Coordination Disorder
(DCD)

.....

early childhood
ages, 13
fundamental movement phase, 49–54
see also infants
early childhood settings
assessment, 220
planning, 190–1
early childhood teachers, 46
Early Years Learning Framework (EYLF), 9, 17, 46, 90,
96, 138, 190–1
ecological interventions, 79
Ecological Task Analysis, 38
Ecological Theory, 38
Edward de Bono’s six thinking hats, 153
effort
and achievement, 233
assessing, 223
embodied pedagogy, 160, 161
emotional issues, 74–6, 81–2
empowerment, 115
enablers, 93
environments
in classrooms, 75
exploring, 47
safe, 49, 143
equity, 93–4, 196, 229
ethic of care, 177
ethical understanding, 132
described, 22–3
ethnicity, 93, 150–3
evaluation, 188, 200, 209, 235
evidence of learning, 219

.....

facial cues, 75
fairness, 229
feedback, 48, 76, 168, 188, 221
festivity, 174
fielding games, 57
food *see* nutrition
formative assessment, 215–16
four corners activity, 78
free exploration approaches, 170
functional curriculum, 162–3
functional skills, impairment, 68
fundamental motor skills (FMS)
definition, 36
mastery, 54
teaching strategies, 52–4
fundamental movement phase, 49–54

games <ul style="list-style-type: none">for combining skills, 55–7and competition, 56, 58modifying, 83, 145–6, 147, 175multicultural, 153sports skill phase, 58and students with Developmental Coordination Disorder (DCD), 81–2, 83Teaching Games for Understanding (TGfU), 174–5teaching strategies, 58team games, 58	health literacy, 23, 25, 109, 118–19, 129
gender bias, 144	health needs, 120, 121
gender differences, 55, 141–4, 151, 233	health outcomes, 116
generalist teachers, 13, 35, 59	health promotion <ul style="list-style-type: none">areas of priority, 95definition, 88, 94in educational setting, 94in schools, 96–7
<i>Give it a Go</i> resource, 145	healthism, 153
group work, 234	Healthy Harold Life Education van, 15
guests, 94	Healthy, Safe and Thriving: National Strategic Framework for Child and Youth Health, 103–5
guided discovery approaches, 169	heuristic play, 47
gymnastics, 55, 57	hidden curriculum, 162–3, 179
halo effect, 222, 234	high-stakes assessment, 230
hand–eye coordination, 56, 71	higher-order thinking, 121
handwriting, 77	hospitalisation rates, 104, 106
health <ul style="list-style-type: none">definitions, 89–90Healthy, Safe and Thriving framework, 103–5protective factors, 101research, 98–9risk factors, 101and safety, 200–1social determinants of, 97–8and wellbeing, 96	immunisation, 104
health behaviours, 115, 119	impact decisions, 164
health education <ul style="list-style-type: none">for children, 100–1, 107curriculum, 10, 116, 119, 121, 127–30definition, 1, 8, 90, 115, 116diversity and inclusion, 92–4general capabilities, 132holistic approach, 96how to assess, 222–5meaningful, 94purpose and importance of, 115–16settings, 117strengths-based approach, 90–2teaching strategies, 110what to assess, 220–1who teaches and when?, 117–18	inclusion <ul style="list-style-type: none">Aboriginal and Torres Strait Islander students, 150critical theory, 140–1described, 139–40and gender, 143–4multicultural, 150–3students with disabilities, 144–8
health education programs <ul style="list-style-type: none">communities, 130connecting with other learning, 131content, 127–30context, 130development, 102–5developmentally appropriate, 120–2effective, 120, 122overweight students, 154–5planning, 121scope, 121and teacher confidence, 123	Indigenous students <i>see</i> Aboriginal and Torres Strait Islander students
health issues, 100, 105, 107, 116, 148	Individual Education Plans (IEP), 146
	infants <ul style="list-style-type: none">movement experiences, 47–8object exploration, 47reflexive phase of motor development, 38–42rudimentary phase of motor development, 44–9<i>see also</i> early childhood
	information, personal, 100
	information and communication technology (ICT) <ul style="list-style-type: none">apps, 27capability, 23–4evaluating, 29gendered practices, 28integrating in curriculum, 27and social justice, 31and students with disabilities, 29–30teaching programs, 202tools, 28–9, 30use of, 29, 30
	injuries, 49, 104, 106
	inquiry approaches, 168–9
	instructional approaches <ul style="list-style-type: none">described, 164–5, 171types, 166–71
	integration, 139, 141, 144
	intercultural understanding, 24, 132
	invasion games, 57
	iPhones, 29, 31
	judgements, 188, 213, 232
	kinaesthetic system, 43, 78

language, 144, 152
language skills, 48
late childhood sports skill phase, 55–8
learning
 assessment as, 217
 assessment for, 215–16
 assessment of, 216
 depositions, 185
 entitlements, 14–16
 evidence of, 219
 inquiry-based, 199, 209
 key areas, 26
 objectives, 194–6
 outcomes, 165
 planning elements, 187–8
learning activities, 131
learning experiences, 206–7
leniency error, 234
lesson plans, 55, 191, 203–4, 205–6
lesson structure, 204–5
lifestyle, 122–3
literacy, 25–6
 see also health literacy
locomotion, 48, 57
locomotor reflexes, 42

mainstreaming, 139
manipulative skills, 50
Maslow’s Hierarchy of Needs, 10
Match the Activity to the Child strategy, 77
maturational theories of motor development, 38
medical model of disability, 145
*Melbourne Declaration on Educational Goals for Young
 Australians* (MCEETYA), 22, 92, 138, 185
mental health, 106
midline crossing, 47
Ministerial Council on Education, Employment, Training
 and Youth Affairs (MCEETYA), 185
models-based practice, 171–2
moderation, 222, 234
Moro reflexes, 40, 43
mortality, 102, 104, 106
motor, definition, 37
motor ability
 poor, 75
 stages, 47–8
motor control, 64
motor development
 fundamental movement phase, 49–54
 in utero, 37, 38
 reflexive phase, 38–42
 rudimentary phase, 44–9
 sports skill phase, 55–8
 theories, 37–8, 63–4
motor learning difficulties (MLD), 69
motor-skill development, definition, 37
movement
 assessment of, 231–2
 in, through and about, 161
 terminology, 37–8
 valuing, 17, 46

movement activities, 47–8
movement skills
 combining skills stage, 55–7
 definition, 37
 fundamental, 49–54
 offensive and defensive play stage, 55, 57
 poor, 70, 71
 skilfulness, 57
 teaching strategies, 46–8, 60
 see also Developmental Coordination Disorder (DCD)
Moving with Language Program, 80, 167
multicultural education, 151
Muslim students, 151, 152
myelination, 38

National Assessment Program – Literacy and Numeracy
 (NAPLAN), 26
National Health and Medical Research Council
 (NHMRC), 108
net games, 56
neurodevelopmental disorders, 69
Neuronal Group Selection Theory (NGST), 38
new knowledge approaches, 168
null curriculum, 162
numeracy, 25
nutrition, 102, 103, 106, 119, 127

obese students, 101, 104, 105, 153–5
object exploration, 47
occupational therapists, 80
offensive and defensive play stage, 55, 57
online safety, 23
Ottawa Charter for Health Promotion, 89, 91, 95, 97
Outdoor Education, 11
outsourcing, 15, 18
overt curriculum, 162
overweight students, 101, 104, 105, 153–5

parachute reflexes, 41
pathogenesis, 91
pedagogical approaches, 188
pedagogy
 critical, 141, 156, 161, 163–4, 179
 critical inquiry-based, 177
 definition, 159, 188
 embodied, 160, 161
 functional curriculum, 162–3
 performance, 160, 161, 171
 and physical education, 160, 161
 student-centred, 177
peers, problems with, 74
perceptual motor interventions, 78
Perceptual Motor Program (PMP), 78
performance
 assessing, 223, 225
 product versus process, 225
performance-based assessment, 217
performance pedagogy, 160, 161, 171
personal development, 11
Personal Development, Health and Physical Education
 (PDHPE), 11

personal identity, 120	product assessment, 225
personal information, 100	professional development, 94
personal and social capability, 24, 132	proficiency barrier, 52
physical activity	profiles, 221
assessment of, 231–2	protective factors, 101
and culture, 151	proximity error, 234
and curriculum, 59	
definition, 4, 17	reciprocal approaches, 168
gender differences, 142	recording, 221
mandating time allocations, 60	reflection, 188, 200, 209
recommendations every day, 102, 104, 105	reflexive phase of motor development, 38–42
physical education	reliability, 218, 227–8
curriculum, 10	religion, 93, 150–3
definition, 1	research, 98–9, 192
described, 18	risk assessments, 200
how to assess, 222–5	risk behaviours, 106
and pedagogy, 160, 161	risk factors, 101, 126
what to assess, 220–1	role models, 144, 147, 150, 152
physical education programs	rudimentary phase of motor development, 44–9
and Aboriginal and Torres Strait Islander students, 149, 150	
cultural equality, 150–3	safe environments, 49, 143
gender inclusion, 143–4	safety, 200–1
and motor-skill development, 45, 46	salutogenesis, 89, 91
overweight students, 154–5	scenarios, building, 14
quality, 60	schools
and students with Developmental Coordination Disorder (DCD), 81–3	and communities, 149
and students with disabilities, 145–6	and curriculum, 11
physical education teachers	health promoting, 96–7
preparedness of, 59	outsourcing health and physical education, 15
specialist, 59	transition from home, 75
physical literacy, 25–6	self-assessment, 215
Physical, Personal and Social Learning Health and Physical Education, 11	self-awareness, 23
physiotherapists, 80	self-esteem, 76
planning documents, 187	self-management, 23
play	Sense of Coherence, 91
definition, 14, 17	sensory information, 52
importance of, 48–9	sensory integration, 43
and motor development, 45	severity error, 234
play practice, 175	sexual bias, 144
play stations, 53–4	sexual health, 93, 106
playgrounds, 81–2	smartboards, 28
policies, 115	social determinants of health, 97–8
portfolios of work, 221, 226	social interactions, 147
post-impact decisions, 164	social issues, 74–6, 81–2
postural reflexes, 41	social justice, 15, 17, 31, 116
posture, 77	social media, 23, 28, 117
practice approaches, 167	software, 29
pregnancy, 107	SOLO Taxonomy, 196
pre-impact decisions, 164	sport
pre-judgements in assessment, 232	assessment, 233
pre-service teacher education (PSTE) programs, 11	definition, 10, 17
preventative health agenda, 122	and ethical understanding, 23
primary school generalist teachers, 13	Sport Education model, 173–4
primitive reflexive phase, 38–41	Sports Education in Physical Education Program (SEPEP), 147, 174
private providers, 15	sports skill phase, 55–8
problem-solving approaches, 169–70	stakeholders, 214
process assessment, 225	standards, 222, 233
process-oriented interventions for DCD, 78–9	Stay in Step Screening Test, 73
	stereotypes, 146, 151, 152, 233
	strengths-based approach, 90–2, 122

striking and fielding games, 57
student-centred pedagogy, 177
students
 ages, 13
 Asian, 151
 Muslim, 151, 152
 overweight or obese, 101, 104, 105, 153–5
 see also Aboriginal and Torres Strait Islander students
students with Developmental Coordination Disorder (DCD)
 academic issues, 76–7
 behavioural issues, 73–4
 effects on development, 73
 and games, 81–2, 83
 identifying, 71–3, 84
 in the playground, 81–2
 interventions, 78–81
 and physical education, 81–3
 social and emotional issues, 74–6, 81–2
 teaching strategies, 77, 82–3
 testing, 73
students with disabilities
 and curriculum, 145
 described, 144, 145
 inclusion, 144, 145, 146–8
 and information and communication technology (ICT), 29–30
 integration, 144
 physical education programs, 145–6
 social interactions, 147
subjective assessment, 222
subjective warrant, 12
summative assessment, 216
sun-safe behaviours, 103, 119, 122
swimming, 57
swimming reflex, 42
symmetrical tonic neck reflex (STNR), 40
.....
tactile system, 43
task approaches, 166–7
task cards, 166
task-oriented interventions for DCD, 79–80
taxonomies, 195–6
teacher biography, 12–14, 17
Teacher Education Students (TESs), 1, 12
teachers
 confidence in content, 123
 early childhood, 46
 full-time physical education, 35
 generalist, 13, 35, 59
 generalist/specialists, 35–6
 perceptions and expectations of students, 138
 personal views, 93
 preparedness of, 59
 specialist, 59
Teaching Games for Understanding (TGfU), 174–5
Teaching Personal and Social Responsibility (TPSR), 24, 172–3

teaching programs
 collaboration, 188–9
 context, 193–4
 cross-curriculum priorities, 201
 described, 186, 191
 developmentally appropriate, 120–2
 educative purpose, 186
 elements, 191
 equity, 196
 general capabilities, 201
 integrating information and communication technology (ICT), 202
 learning objectives, 194–6
 planning elements, 187–8
 rationale, 192–3
 resources, 197
 scope and sequence, 197–8
 unit plans, 198–200
 see also health education programs; lesson structure; physical education programs
teaching styles, 164, 170, 188
 see also instructional approaches
team sports *see* games
tonic neck reflexes, 40
top-down interventions for DCD, 79–80
toys, 45
Traditional Indigenous Games (TIG), 149, 150
transitions, 75, 76
transport accidents, 102, 104
TREE approach, 145–6
tummy time, 47
.....
unit plans, 198–200
United Nations Convention on the Rights of the Child, 10
United Nations Educational, Scientific and Cultural Organization (UNESCO), 109
units of work
 assessment, 218, 221
 context, 193–4
 described, 186, 191, 198
 focus of inquiry, 199
 rationale, 93, 192
 scope, 121
.....
validity, 218, 227, 228
vestibular system, 43
.....
weight, 101, 104, 105, 154
wellbeing, 11, 90, 96
World Health Organization (WHO), 89, 109
.....
Y charts, 122
young people, health of, 101–2, 103–7
YouTube, 29
Yulunga (Indigenous games resource), 150, 201