

Cuddihy -Tomson Lecture

ACHPER Queensland Conference

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I acknowledge the traditional custodians of the Country we meet on today.

I pay my respects to the profound contribution that First Australians have made as elders past, present and emerging, as story tellers and as holders of deep wisdom of these lands.

Acknowledgement
of Country

purpose

/ˈpʊr.pəs/ 

noun

1. the reason for which something is done or created or for which something exists.

Reflections

My memories of PE at school are standing in a row waiting to get picked last and then spend an hour letting down 10 other people who are all silently wishing you didn't exist. Or sometimes not so silently.

The kids who do enjoy team sports would far prefer not to have to play alongside the terrible ones. And the kids who are terrible would prefer it as well.

(Primary pre-service teacher)

Reflections

My memories of PE at school are standing in line and waiting my turn to show how unskilled I was before I could go back and hide in the line hoping the teacher would blow the whistle before I was put under the spotlight again

(Primary pre-service teacher)

How can we re-imagine
our practice?

How can we re-imagine
Health and Physical
Education?

What are your reflections of Health and Physical Education at school?

Were your experiences positive or negative?

Think about the students in your classes. How do they perceive our subject?

Are there students in your classes who are difficult to engage, or are unwilling to participate?



CHANGE

AHEAD

The current state of
play...

*'a healthy and sustainable future for
Health and Physical Education'*

(Kirk, 2010)

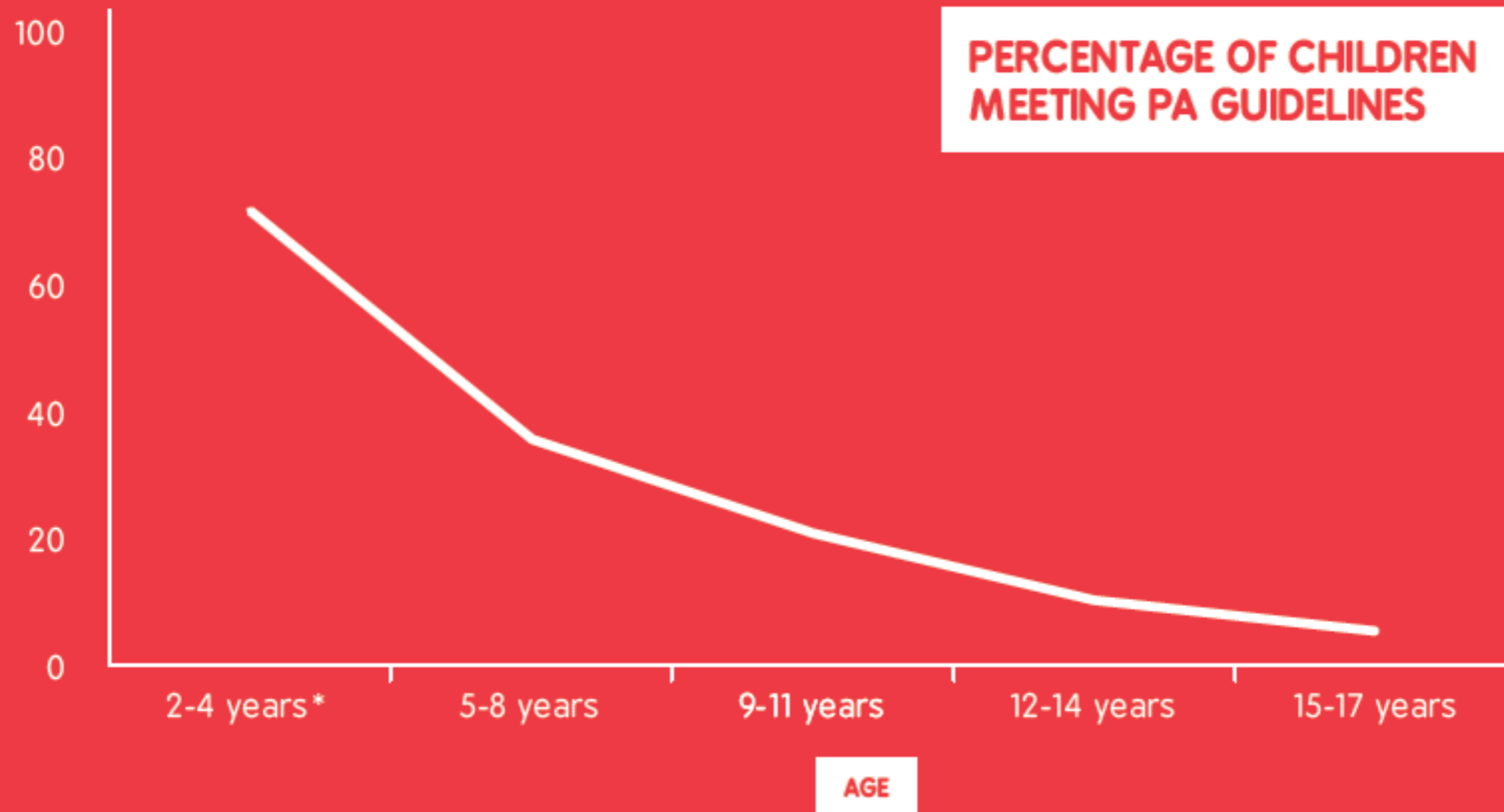
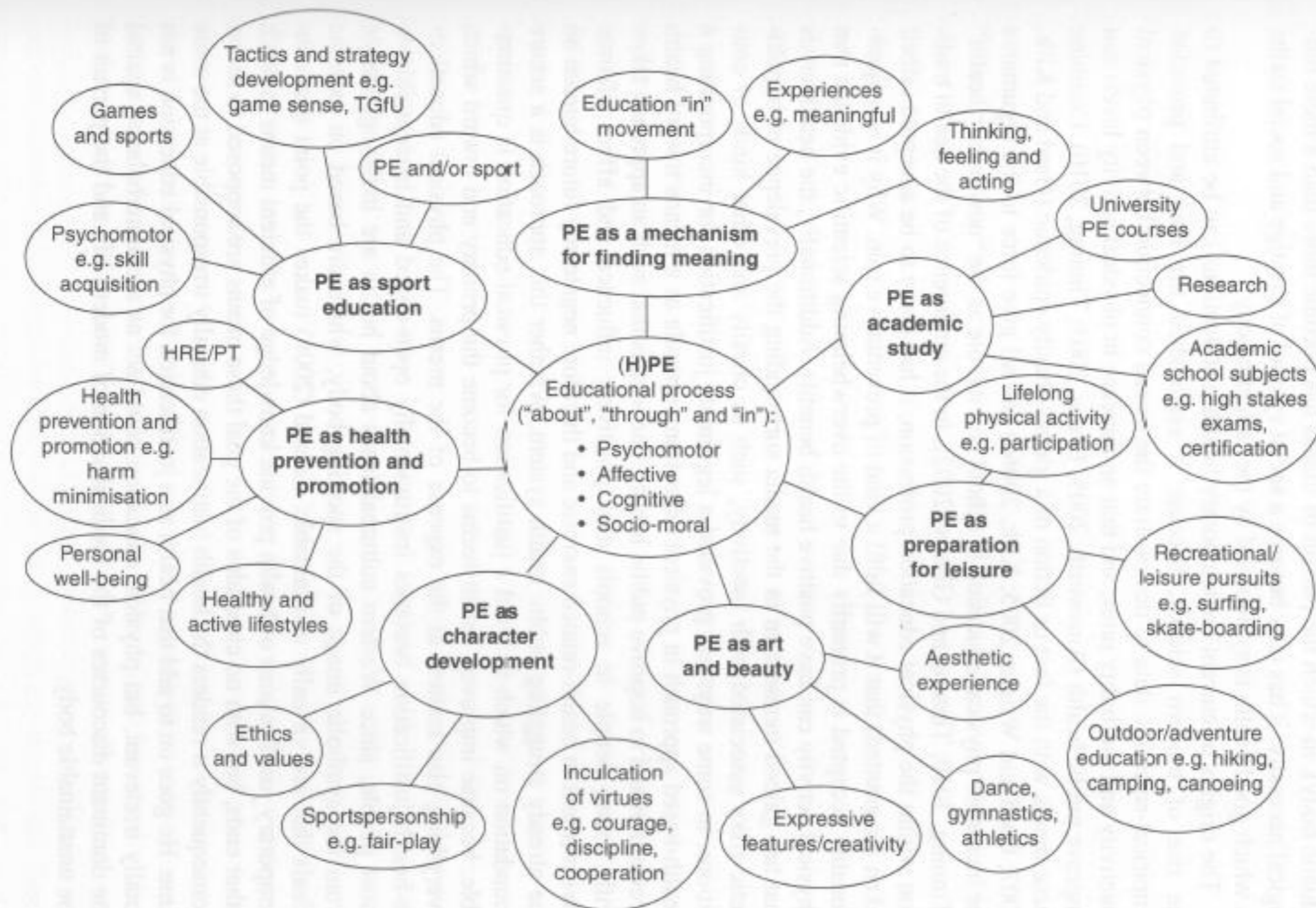


Figure 2.

Proportion of children meeting physical activity guidelines across different age groups. Note: PA = Physical Activity.

*Guidelines are different to other age groups: accumulate at least 180 minutes of physical activity (of any intensity) every day vs. accumulate at least 60 minutes of MVPA every day.

Source: Active Healthy Kids Australia (2016). *Physical Literacy: Do Our Kids Have All the Tools? The 2016 Active Healthy Kids Australia Report Card on Physical Activity for Children and Young People*. Adelaide, South Australia: Active Healthy Kids Australia.



Skills are taught in isolation rather than as part of the natural context, executing strategy in game-like situations.

The rituals, values and traditions of a sport that give it meaning are seldom even mentioned, let alone taught in ways that students can experience them.

(Siedentop, 1994)





What type of citizens and learners do we want to play a part in developing?

What are the implications of these visions for the subject of Health and Physical Education, and for our work as teachers and teacher educators?

Does our learning area contribute to the development of societies that we endorse?

How can health and physical education be 'more connective' (within the subjects, with other aspects of the curriculum, and with lives and societies beyond schools) and express a 'lifetime approach' to education?

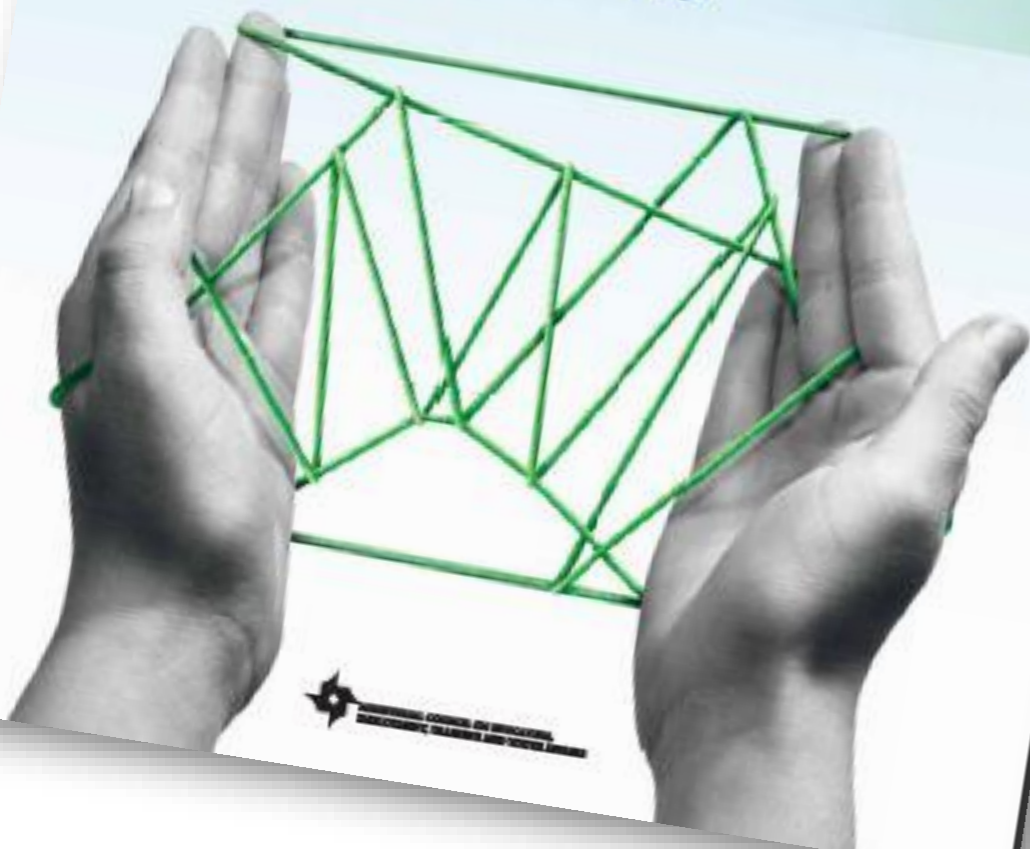


Does your Health and
Physical Education
program foster
'motor elitism'?



Melbourne Declaration on Educational Goals for Young Australians

December 2008



QUALITY PHYSICAL EDUCATION

Guidelines for
Policy-Makers



acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

... offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

The most
dangerous phrase
in the language is “we’ve
always done it this way.”

Rear admiral Grace Hopper