



Tim Lynch

**My experiences
and
Primary Principal
perspectives**



What does tennis look like in primary schools?







Earlier the better

- **Natural play structure**
- **Fewer competing activities**
- **Early detection of motor problems**
- **Early start of intervention programs – reducing physical and emotional problems**





Physical activities are developmentally appropriate & progressive.

Early Years

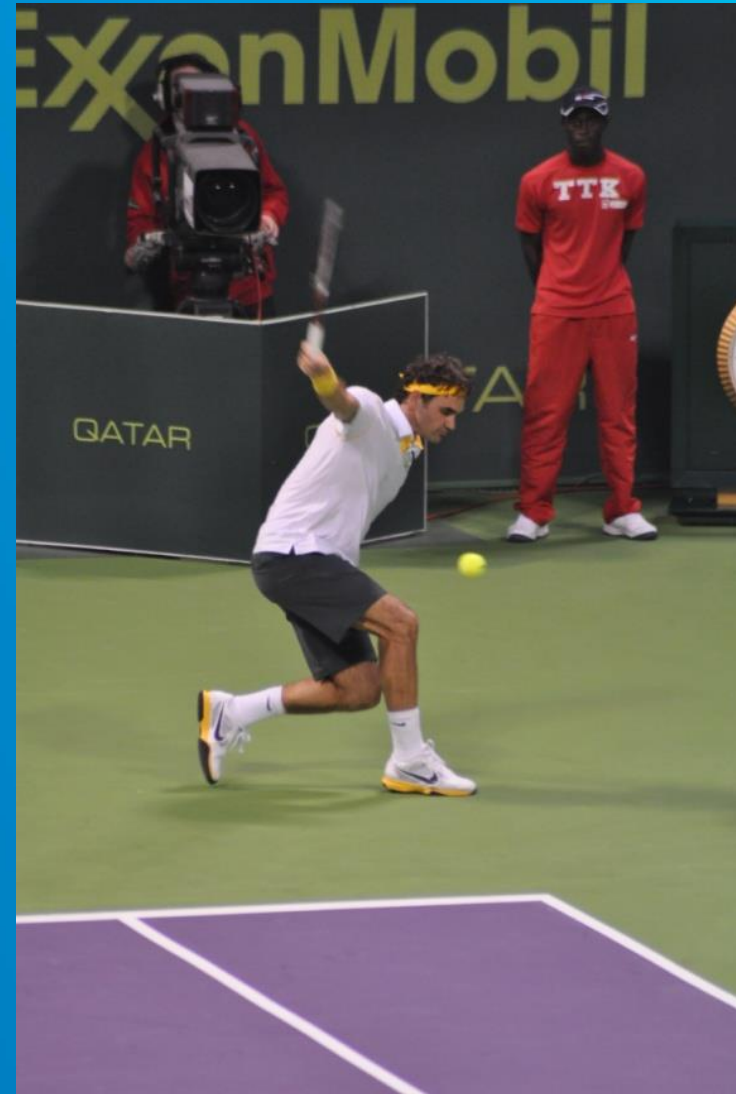
- Expose learners to relatively few stimuli
 - Keep simple: novices need additional time to detect and track objects in space
 - Anticipate upcoming events (allowing for faster decisions)
 - Practise decision making strategies under relatively slower than normal conditions
- **Correct practise makes perfect, under varied conditions and numerous rehearsal**





Engaging children – key aspects of quality games

1. Safe for all players.
2. Inclusive - all players can participate.
This involves having the skill level to participate safely and at an enjoyable level.
3. Engaging - the players' participation is optimised. Waiting time is eliminated or minimal.
4. Enjoyment is prioritised.





Health and Physical Education – implementation

- **Time**
- **Equipment**
- **Facilities**
- **Know the children**
- **Expertise** (content & pedagogy - developmentally appropriate)

(All are potential barriers for tennis in primary schools)



Sporting organisations -
are an extension to the
HPE program not a
replacement





Australian Government primary schools

Total returned Principal surveys **376**

<http://clearinghouse.aitsl.edu.au/Citations/06988d8c-301b-469a-aa39-a2580119cbdd>

If HPE is outsourced please give details of what is outsourced and background/qualifications of the people who take the classes?

No details/Not Applicable

318 (84.6%)

Gymnastics program – coaches 25 (6.6%)

Dance 15 (4.0%)

Specialist clinics on offer (Auskick, netball, cricket)

14 (3.7%)

Active After School Community (qualified coaches)

9 (2.4%)

Bluearth Program 8 (2.1%)

Swimming program – qualified instructors 8 (2.1%)

Specialist coaches (golf, tennis, Zumba) 5 (1.3%)

Sports in School Australia (biennial for 10 wks) 1 (0.3%)

Fundamental Movement Skills - qualified company

1 (0.3%)

Women’s Health Nurse 1 (0.3%)

Preschool outsource a PE program 1 (0.3%)

Qualified teachers – NIT (non instructional time) PE

1 (0.3%)

Coach Approach 1 (0.3%)

SEDA groups (basketball, hockey, rugby, soccer)

1 (0.3%)



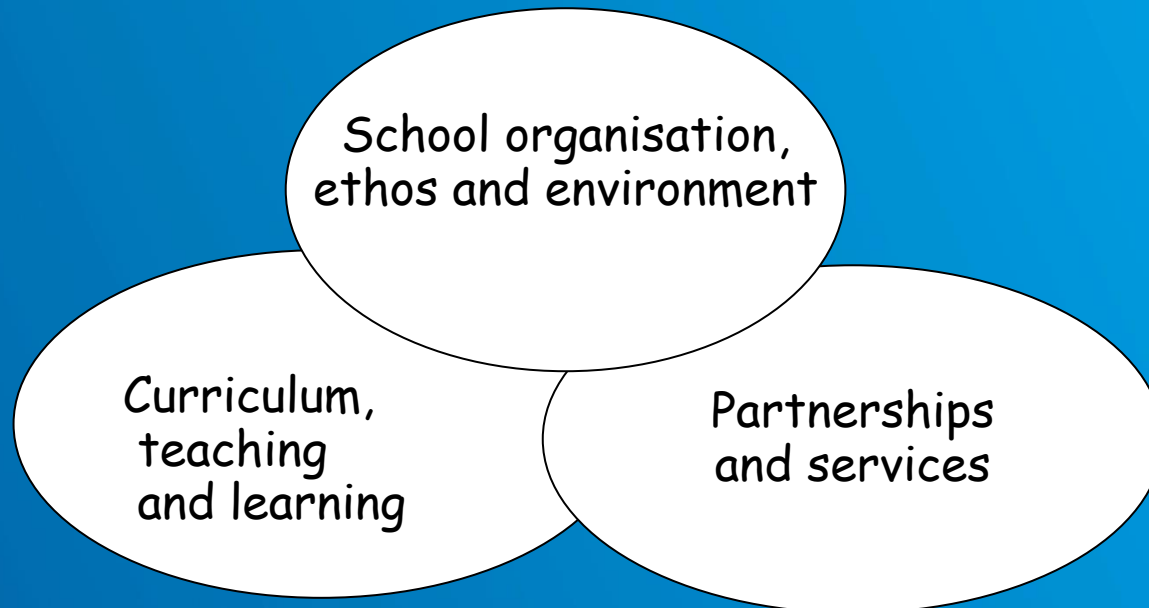
Implementation in Primary school - Generalist & Specialist HPE teachers

- **Developmentally appropriate (content & pedagogy)**
- **Interest in children**
- **Cost (Gonski Review)**
- **Preparation (University courses)**
- **Physical literacy V multi sensory/ physical learning**
- **Overcrowded curriculum (regular lessons)**
- **Are specialist HPE teachers ‘Specialist’?**



HPS model –strengths based approach

**Enhancing the emotional, social, physical
& moral well being of community
members**





What?

- Ex-post facto designed survey
- 138 government primary school principals
- cross section of Victorian schools

**Primary School Principal
Health and Physical Education (HPE) Questionnaire**

The following questions relate to practices in your school and your preferences as a School Principal. There are no right or wrong answers. Your opinion is wanted. Your responses are confidential and unidentifiable.

Instructions: Use a black or blue pen, HB or 2B lead pencil. Do not use a red pen or pencil or felt tip pens. Mark your choice by shading the rectangle like this:

- Which teachers are responsible for HPE in your school (e.g. classroom, specialist HPE, outsourced)? Class teachers
- If HPE is outsourced, please give details of what is outsourced and background/qualifications of the people who take the classes?
N/A
- Do you prefer to have specialist HPE teachers in your school?
If so, why? Integrate in curriculum, know the current behavioural & other issues within the community here. Yes No
- If your school does have a HPE specialist teacher, do they have specific HPE qualifications? Yes No
- On average how much time of PE (lesson) engagement do students in your school receive weekly?
 None 30 min an hour 1 hour 2 hours 3 hours or more
- When employing staff, do you look at the university certificate/ testamur of potential staff? Yes No
- When employing teachers do you peruse university transcripts of results? Yes No
- As a Principal, would a course that qualifies teachers to be generalist classroom teachers and HPE specialists be of value?
 No Maybe Probably Yes
- Would a testamur/ certificate that read "Bachelor of Primary Education (Health and Physical Education)" assist you with the employment of staff?
 No Maybe Probably Yes
- What are the key attributes of a good HPE teacher?
Sex Education - Creative lessons
Media Influence - Safety background
You Can Do It
- Are there any other details you would like to add on the issue of quality HPE experiences for children in schools?
It is such a small amount of a primary school program it is best added to a Dip Ed.

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Thank you for completing this survey.



Table 1 Victorian regions represented by school principals surveyed

Victorian Region	Size of school enrolment				
	Small schools (less 100)	Medium (100-300)	Large (300 – 600)	Very large (more 600)	Total
West	7	4	0	0	11
Inner West	0	8	3	1	12
North Central	6	3	0	1	10
Inner North	3	3	2	0	8
Melbourne	1	25	33	6	65
Inner East	4	7	2	0	13
East	6	11	2	0	19
Total	27	61	42	8	138



Vic DEECD outcomes birth-to-adulthood learning and development agenda

The first listed outcome for Children 0 – 8 years is:

- 1. Children have the best start to life to achieve optimal health, development and wellbeing**

(<http://www.education.vic.gov.au/about/department/Pages/default.aspx>)



In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing. (Australian Curriculum, Assessment and Reporting Authority, 2012, p. 2).



Summary Report

This study indicates two key findings:

1. Principals in Victorian government primary schools of various sizes and locations, strongly desire to have specialist HPE teachers in their schools
2. Principals in Victorian government primary schools want HPE specialist teachers who are interested and want to be working with primary aged children. Furthermore, HPE specialists who are able, willing and qualified to teach as generalist classroom teachers



88.2% of principals surveyed (120 out of 138) preferred to have HPE specialist teachers in their school.

- **small schools - not possible or financially viable (rural, regional or remote location)**

Quality was provided through

- **expertise, knowledge of the subject, priority of the learning area, skill development, motivation, community relations, sport coordination and to enable a developmentally appropriate and consistent program.**
- **Also, it was mentioned that some classroom teachers are not able to take HPE classes and that it provided release time for classroom teachers.**



82.6% of principals, believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable

No	2 (1.4%)
Maybe	22 (15.9%)
Probably	30 (21.7%)
Yes	84 (60.9%)



62.3% of principals believed a testamur/certificate that read “Bachelor of Primary Education (Health and Physical Education)” would assist or probably assist them with the employment of staff?

No	13 (9.4%)
Maybe	39 (28.3%)
Probably	37 (26.8%)
Yes	49 (35.5%)



There were 102 schools (73.9%) where a HPE specialist teacher was responsible for part or all of the implementation of the learning area

This included:

Specialist HPE teacher	52	(37.7%)
Classroom & HPE specialist	42	(30.4%)
Classroom & HPE specialist & outsourced	5	(3.6%)
A generalist classroom in HPE role	2	(1.4%)
HPE teacher & outsourced	1	(0.7%)



Qualified HPE teachers??

62 principals (59.0%) stated that their HPE specialist teacher was a qualified specialist,

43 principals (41.0%) stated that their HPE specialist did not have specific qualifications and

33 did not answer the question.



Qualified HPE teachers? continued

- **When employing staff, 98 principals (72.1%) indicated that they look at the university degree certificate/ testamur of potential staff and 38 (27.9%) stated that they did not.**
- **When employing staff, 74 principals (53.6%) said they do not peruse university transcripts.**
- *transcripts are needed to evidence Health and Physical Education units successfully completed under the current courses offered*



Principals' commented on key attributes of a good HPE teacher. The top six responses were:

HPE curriculum knowledge & dev appropriate pedagogy (mentions)	54
Planning/ assessment and flexibility (organised)	49
Passion/ interest/ enthusiasm (children)	35
Rapport /communication and management skills	32
Cater for all learning needs (empathy & support)	20
Engage students & fun	12



121 schools gave no details of HPE being outsourced (87.7%)

**HPE being outsourced included
Gymnastics, Swimming, sporting
organisations, Bluearth program, Active
After School Community (AASC), Tennis
and Dance.**



Health and Physical Education – implementation

- **Time**
- **Equipment**
- **Facilities**
- **Know the children**
- **Expertise** (content & pedagogy - developmentally appropriate)

**Prof David Kirk
(2013) Fritz Duras
Memorial lecture**

**- We must get the
primary school
HPE right.**