

Understandings, Attitudes and Intentions of Health and Physical Education
Teachers in relation to the Australian Curriculum: Health and Physical
Education

Doctor of Education

College of Arts and Education
Victoria University

Paul Gleeson

Acknowledgements

I wish to acknowledge the support of my family, supervisors and the participants in the study for their generous contribution of time and effort to assist me to submit this thesis.

I also acknowledge that this thesis was professionally edited prior to submission.

Doctor of Education Declaration

I, Paul Michael Gleeson, declare that the EdD thesis entitled “Understandings, Attitudes and Intentions of Health and Physical Education Teachers in relation to the Australian Curriculum: Health and Physical Education” is no more than 60,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.’

Signature

A solid black rectangular box used to redact the signature of the author.

Date: 10/2/2017

Abstract

Australia's education system is undergoing major reform with the staged introduction of the Australian Curriculum starting in 2010. One of the learning areas designated for development in the Australian Curriculum is Health and Physical Education (HPE). The aim of this study is to examine the understandings, attitudes and intentions of regional HPE teachers in relation to the Australian Curriculum: Health and Physical Education (AC:HPE). A qualitative research method based on narrative inquiry has been used to gather data to provide a depiction of regional secondary school HPE teachers during the initial implementation phase of the AC:HPE. This study is significant in that it occurs at a unique time in Australia's education system with the realisation of the nation's first national curriculum. Furthermore, this study will contribute knowledge to an area of HPE research that has received little scholarly attention in the past, using a research methodology that is not usually associated with the discipline.

Table of Contents

Chapter 1: Introduction	6
1.1 : Background and Context	6
1.2 : Problem Statement	12
1.3 : Position of Researcher	16
1.4 : Aim of the Study	19
1.5 : Introduction to Theoretical Framework and Methodology	20
1.6: Overview of the thesis.....	23
Chapter 2: Literature Review	25
2.1: Overview.....	25
2.2: Physical Education in Australia – a historically contested field	27
2.3: The Emergence of Health and Physical Education	30
2.4: Contemporary Discourses and their Impact	32
2.4.1: Neoliberalism	33
2.4.2: New Public Health.....	37
2.4.3: Risk Society	40
2.5: Gender	41
2.6: The Sociocultural Perspective.....	43
2.7: AC:HPE: The Five Key Propositions.....	45
2.8: Focus on Educative Purpose	46
2.9: A Strengths-Based Approach	47
2.10: Critical Pedagogy and Health/Physical Education Curriculum	50
2.11: Positioning of the Health and Physical Education Teacher	52
2.12: Educational Change Model.....	56
2.13: Curriculum Change In HPE.....	57
Chapter 3: Methodology and Framework	62
3.1: Conceptual Framework	64
3.2: Study Design	65
3.3: Sampling of Invited Participants	70
3.4: Data Collection	72
3.5: Conversations	72
3.6: Site Sensitivity to the AC:HPE	73
3.7: Data Analysis.....	74
3.7.1: “The Story Analyst”	75
3.7.2: “The Storyteller”	77
3.8: Development of Questions	79
3.8.1: Question Selection.....	84
3.9: Subjectivities.....	85
3.10: Ethical Issues/Considerations	86
3.10.1: Research merit and integrity	86
3.10.2: Beneficence	86
3.10.3: Respect.....	88
3.10.4: Justice	89
3.11: Summary	89
Chapter 4: Findings.....	90
4.1: Introduction.....	90
4.2: Settings and participants	90
4.3: Timeline of Conversations	91
4.4: St David’s College.....	92
4.5: Staff of St David’s College	92
4.5.1 Brenda	94

4.5.2 Kath.....	97
4.5.3 Carly	100
4.5.4 Aaron.....	102
4.5.5 Damian.....	105
4.5.6 Geoff.....	108
4.6 My reflections as a researcher – St David’s College	111
4.7 All Saints High School	112
4.8 Staff of All Saints High School.....	113
4.8.1 Tim.....	113
4.8.2 Will	117
4.8.7 Sally.....	120
4.8.10 Rachael.....	123
4.8.13 Yvette.....	126
4.8.16 Zoe.....	129
4.9 My reflections as a researcher - All Saints College	131
Chapter 5: Discussion	133
5.1: Introduction	133
5.2: Theoretical Framework for Discussion.....	133
5.2.1 Characteristics of change.....	134
5.2.2 Local Characteristics.....	153
5.2.3 External Factors	158
Chapter 6: Conclusion	163
Appendix.....	167
St David’s College.....	167
All Saints High.....	170
References.....	172

Chapter 1: Introduction

This is a study of the implementation of the Australian Curriculum: Health and Physical Education (AC:HPE) and its influences on the professional lives of Health and Physical Education (HPE) teachers¹. It offers an opportunity to research the knowledge and understandings of HPE teachers in relation to the historical controls that have steered and shaped the HPE profession within Australia. It examines their perceptions and constructions in relation to the AC:HPE, their attitudes towards the AC:HPE and the effects that the AC:HPE may have on their future teaching practices. This study took place during the developmental and early implementation phases of the AC:HPE into Australian secondary schools. Two independent secondary schools were involved in the study. These schools were located within regional districts of Australia – one in the State of New South Wales and the other in the State of Victoria

In this introductory chapter, I locate the study within the broader Australian HPE context so as to provide historical perspective. As researcher, I explore my position and background so as to present my underpinning beliefs and perspectives. I describe the purpose of the study and what is being investigated and provide a brief outline of the research approach and a plan of subsequent chapters.

1.1 : Background and Context

A distinctive characteristic of Australian schools is that they operate within a federal system. With the commencement of federation in 1901, each of the colonies of Australia brought to the table its own public education system,

¹ The discipline of HPE in Australia has not always been known by that name. The title of HPE is a more recent incarnation of the discipline that was once commonly called PE - and that title still has some usage today. In sifting through literature it is still possible to find the terms PE and HPE being championed by different authors. However, for the sake of consistency within this study, the title of HPE will be used except when it is either appropriate to use the term PE or in a direct quote/reference.

syllabus and infrastructure (Brennan, 2011). Since then schools within the States and Territories of Australia have been accountable to their respective State jurisdictions. This state lead administration of education has seen diversity and innovation between the various educational systems (Brennan, 2011) with each state developing and supporting what it believes to be an educational system suited to its particular setting and situation. However, States' rights had been a dominant and key focus and resistance to change has been a common feature of any educational policy initiative within Australia (Brennan, 2011).

The Australian Curriculum had its foundations in the work of the Curriculum Development Centre (Brennan, 2011), an independent statutory body that was established in 1975 to develop Australian school curricula and educational materials. Efforts were made to map the curriculum across the States/Territories of Australia during the late 1980s as part of a move for greater consistency. The Commonwealth Minister responsible for education in the late 1980s, John Dawkins, applied pressure on the States during this time to construct a common curriculum (Yates and Collins, 2008). The *Hobart Declaration on Schooling* (Ministerial Council on Education, Employment, Training and Youth Affairs, 1989) and the *National Report on Schooling in Australia* (Australia Education Council, 1992) both contained statements that agreement on key learning areas "signalled significant commitment to national development" (Brennan, 2011, p.261). However, during this period, it was felt that the emphasis was more on 'national consistency in curriculum' rather than a 'national curriculum' (Brennan, 2011). The focus of Australian education authorities during this time was on the incorporation of outcomes-based education which drove curriculum collaboration between the States (Watt, 2006).

Beginning with an agreement to produce a National statement on mathematics in April 1989 (Yates and Collins, 2008), the States/Territories agreed to divide the content knowledge of the curriculum into eight Key Learning Areas (KLA) of English, mathematics, technology, science, the arts, languages other than English (LOTE), studies of society and the environment (SOSE) and health

(Yates and Collins, 2008). The division of the curriculum into eight ‘piles’ was seen as a bureaucratic solution to the problem of gaining commonality across the States (Yates and Collins, 2008).

Within each KLA, profiles were set out in levels that established the learning outcomes of that particular KLA. These levels were written as statements as to what the child who had reached that level should be able to do (Yates and Collins, 2008). From this perspective, learning was viewed as a developmental process along an individual pathway, and not as a year-by-year staging process.

The Statements and Profiles that were established in the above process were rejected by the States/Territories in mid-1993 (Yates and Collins, 2008). This rejection by the States/Territories was driven firstly by a political desire by the States/Territories to reassert control over education and secondly by the complexity of political differences associated with changes in government at the State/Territory and Commonwealth levels (Kennedy and Marland, 1995).

However, whilst the States ‘officially’ rejected the Statements and Profiles, they still adopted them in some form as their State curriculum framework. Commonality occurred in relation to the adoption of eight KLA’s between the States/Territories and a commitment to outcomes based reporting (Kennedy and Marland, 1995). Even though the Statements and Profiles had been formally rejected, the educational discourse that was the national curriculum was beginning to be firmly established in the minds of Australian educators (Boughton, 1993).

Debate was reinvigorated in 2005 when the Federal Government of the day mandated the development and implementation of Statements of Learning in certain subject areas (Harrington, 2008). These Statements of Learning had previously been agreed to by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), and were tied to the Federal government’s educational funding package to the States/Territories of Australia (Harrington, 2008).

With another change of Federal government in Australia in 2007, the impetus for a national curriculum gained further momentum and the attention moved from one of debate to one of providing infrastructure (Brennan, 2011). ACARA (Australian Curriculum, Assessment and Reporting Authority), the independent statutory authority that was charged with the responsibility of developing and overseeing the national curriculum, was created in 2008 (Australian Government, 2008). Under the guidance of ACARA and shaped by two key documents: the *Melbourne Declaration on Educational Goals for Young Australians* (Ministerial Council on Education Employment Training and Youth Affairs, 2008) and the *Shape of the Australian Curriculum* (ACARA, 2012c) the development of the Australian Curriculum proceeded.

The introduction of the Australian Curriculum was scheduled to occur in three stages. Phase 1 commenced in 2011 with the release from ACARA of curriculum content and achievement standards for the KLAs of English, mathematics, science and history (ACARA, 2012b). This was followed by Phase 2 in 2014 that involved the KLAs of geography, languages and the arts and Phase 3 in 2015 that included the KLAs of health and physical education, technologies, civics and citizenship, business and economics learning areas (ACARA, 2014c).

Whilst ACARA developed and released the national curriculum, the implementation and application of the curriculum was to be decided by the relevant education authorities in each Australian State and Territory (ACARA, 2014b). This led to inconsistencies in the timing and execution of the national curriculum across Australia. For example, at the time of writing, in 2016, the AC:HPE has been implemented in Victorian schools through the *Victorian Curriculum* (VCAA, 2015) while in New South Wales, the timing of the implementation of AC:HPE into the curriculum has yet to be determined (Board Of Studies Teaching and Educational Standards, 2014).

The inclusion and implementation of HPE within the national curriculum has been one of many uncertainties and difficulties that HPE has faced in Australia. An examination of HPE revealed a field in which the foundation domains of

physical education and health were continually shaped and formed by dominant discourses of the time (Wright, 1996). Kirk (1994b, p. 173) declared that “from the earliest forms of physical activities in schools in the late 1880s to the arrival of comprehensive physical education in the 1940s, we can see marked contrasts in the ways in which anticipated outcomes were expressed”. This contrast has led to diversity within the states of Australia by which physical education is organised and operated at the curriculum level. For example, in the state of Victoria, the KLA is titled HPE and at the senior school level students can study two separate subjects – physical education and health. Yet in New South Wales the KLA is titled personal development/health/physical education (PD/H/PE) and at the senior school level students can study the one subject – PD/H/PE – a combination of senior health and physical education studies.

Briefly and broadly, physical education in Australia was linked to British heritage and strongly associated with military intent. This construct of physical education continued until the late 1940s, when a North American influence established scientific credibility in the field and this dominated physical education until recently. Reid (2011) referred to the 1970s and 80s as the ‘golden age’ for physical education in Australia with stand alone tertiary courses being offered in Australian universities and a ever increasing number of physical education specialists in schools. However, during the 1990s, there was a shift in the field away from the scientific influence to one that reflected a wider social context (Brooker and Macdonald, 1995). Furthermore, physical education was seen to be in crisis (Reid, 2011). There was ambiguity as to what the field represented (was it sport or was the focus on health?) and deliberations at the time suggested that physical education could be phased out and replaced with extra-curricula activities (Reid, 2011).

With this uncertainty and concerns in educational circles in relation to a crowded school curriculum, physical education was originally omitted from the list of initial Learning Areas of the 1980s (Reid, 2011). The original title of the KLA was that of Health (Reid, 2011). It was only through the vigorous advocacy of ACHPER (Australian Council of Health, Physical Education and

Recreation), the leading professional association in Australia for the field of health and physical education, physical education teachers and academics that physical education was joined with health (Reid, 2011). This alignment resulted in the development of the KLA of Health and Physical Education (Australian Educational Council, 1992) as one of the eight key learning areas.

With the formation of ACARA in 2008 and the creation and commencement of an Australian curriculum, there were still some concerns as to the inclusion of HPE within the Australian Curriculum. Reid (2011, p.82) refers to HPE in Australia arriving in the new (21st) century “still seeking a place in the curriculum, still undervalued”. These concerns were confirmed with an announcement by Julia Gillard, the Commonwealth Minister of Education in January 2008, that the national curriculum was to comprise of just four subjects – English, mathematics, science, and history (Reid, 2001).

ACHPER lobbied the Federal Government and State and Territory Ministers of Education as late as June 2009 to ensure that HPE was included in the Australian Curriculum. ACHPER's efforts were supported by two Commonwealth government reports that were released in 2009 – *Australia – The Healthiest Country by 2020 (2009)* and *The Crawford Report (2009)*. *Australia – The Healthiest Country by 2020* was a discussion paper written by the National Preventative Health Taskforce in 2008 to develop a national preventative health strategy, especially in relation to obesity, tobacco and excessive consumption of alcohol. *The Crawford Report (2009)* was commissioned to investigate Australia's sporting system and reforms in preparation for future challenges. Both reports argued strongly for the inclusion of HPE in the national curriculum (Emmel and Penney, 2010) and recognised the critical roles of schools as health-promoting agencies (Emmel and Penney, 2010). ACHPER welcomed these reports, especially *The Crawford Report (2009)*, in that it provided:

“further recognition of the important link between physical activity, physical education and academic achievement and the significant role that physical education and sport can play in achieving positive

preventative health outcomes and enhancing the quality of life for Australians.” (ACHPER, 2009)

However, whilst ACHPER was buoyed by the findings of these reports, it also expressed and shared the apprehensions of the *Crawford Report (2009)* in the perceived delay of the AC:HPE (Emmel and Penney, 2010). The national curriculum was viewed as a “defining time for HPE in Australia” (Penney, 2010, p.5) and steps had to be taken to ensure that HPE was seen as a critical part of a future national curriculum (Emmel and Penney, 2010).

Nevertheless, whilst there was genuine concern from the HPE profession in relation to the inclusion of HPE in the national curriculum, a ministerial announcement in 2010 confirmed HPE’s inclusion in the national curriculum at the third and final stage of the phase-in schedule. The focus of the profession then turned from an issue of involvement in the national curriculum to one of developing and implementing a national HPE curriculum.

With the announcement of HPE’s inclusion in the Australian Curriculum, interest groups within the discipline began to lobby strongly for involvement in what was seen as a high stakes game of selection, organisation and assessment of knowledge in the national curriculum (Atweh and Singh 2011). There were also other significant elements influencing the development of the national HPE curriculum. Globalisation, government policies, emerging public health issues and the decrease in adolescent participation in physical activity were just some of the factors that emerged as meaningful issues relevant to the development of a national HPE curriculum (Cliff and Wright, 2010, Lupton, 1999, Miles, 2007). With this background, plus the inclusion of the complexities of a major national educational reform, it can be seen that the implementation of AC:HPE has been an area for conjecture and uncertainty.

1.2 : Problem Statement

While inclusion in the national curriculum was seen both as a vindication and validation for the HPE profession, another matter of major significance within

the profession has been the positioning of HPE teachers in the reform process (Kirk and Macdonald, 2001). Teacher education in the field of physical education had its roots in the pure and applied sciences (Meldrum, 2011), with content knowledge including anatomy, physiology, exercise physiology and biomechanics (Meldrum, 2011). Writers have described this knowledge as performance-based and located in the applied sciences (Laker, 2003, Tinning, 1997). Students who entered Physical Education Teacher Education (PETE) programs were “not only trained to be experts in the sports science, but to apply that knowledge as teachers” (Meldrum, 2011, p. 134). In university curricula, PETE remains strongly aligned with performance (Laker, 2003, Cliff, 2012). Tinning (2004) declared that HPE teachers were taught to value objective and rational knowledge derived from science.

The inclusion of HPE in the Australian Curriculum signalled the evolution of the HPE curriculum from a biomedical base to one that “values biophysical, behavioural and sociocultural knowledge” (Macdonald, 2014, p. 245). From the biophysical perspective, the onus for healthy living is seen as the responsibility of the individual (Macdonald, 2014) whilst a sociocultural perspective “draws attention to the social and cultural dimensions of ill-health” (Cliff, 2012, p. 296). The sociocultural perspective² represented “a significant change in approaches to and readings of HPE curriculum” (Cliff, 2012, p. 293) and signified new knowledge and practice within the HPE curriculum that threatened to disturb long-running practices within the discipline (Cliff, 2012).

² It should be noted that for this study, a sociocultural perspective in HPE is defined as one that draws on knowledge from the sociological and cultural fields to examine issues of health and physical activity. An individual who applies a sociocultural perspective to HPE would consider social factors such as power, social relations, political and economic influences, and cultural factors such as ideas, values, beliefs and behaviours to construct an understanding of the field. This is in contrast to an individual grounded in a biomedical perspective would be focused on the physical or biological aspects of disease and illness. The AC:HPE represented an embedding of sociocultural values within the HPE curriculum.

The nature and place of HPE is therefore problematic for HPE teachers (Brooker and Macdonald, 1995). Once a teacher of PE was someone who trained and specialised in the teaching of sport-related skills and games. This 'old age' PE teacher must now adapt to become a 'new age' HPE teacher whose skills are far more wide ranging and diverse (Tinning, 2010). HPE teachers need to develop diverse knowledge, skills and attitudes in a wide range of 'health-related' areas (Hunter, Tinning and McCuaig, 2006). For this study, this point is significant. The AC:HPE implants the values and beliefs of the sociocultural perspective into the curriculum. Arguably as significant as the embedding of a socio-cultural perspective are the five interrelated propositions of the AC:HPE (ACARA, 2015) that attempt to guide the pedagogical action within the educational reform process (Lambert, 2017). HPE teachers who are grounded in the sciences (Macdonald, Kirk and Braiuka, 1999, Cliff, 2012) may have difficulty in relating to the values and beliefs of the sociocultural perspective and the five interrelated propositions.

There have been many studies of the role of teachers in the change process in relation to curriculum reform (Kirk and Macdonald, 2001, Leander and Osborne, 2008, Priestley, 2011). Teachers' positionality occurs at the local (school) level and so their ability to exert influence on the instructional discourse of curriculum reform is limited (Kirk and Macdonald, 2001). Policy makers develop curriculum policy and teachers implement it (Bascia, Carr-Harris, Fine-Meyer and Zurzolo, 2014).

In examining curriculum development Print (1993) identified three approaches that could be used in a change strategy, namely rational-empirical, normative-re-educative and power-coercive. The rational-empirical strategy is based on an assumption that people are reasonable and react to new situations/ideas in a rational manner. Supporters of this strategy maintain that when exposed to innovation, people see the innovation for what it represents and, if it is in their best interest, they adopt it. The underlying premise of the normative-re-educative strategy is that for change to be effective, peoples' perceptions and attitudes must be changed, which in turn would lead to changes in their behaviour. In the power-coercive strategy (sometimes referred to as political-

administrative strategies) there is a ‘top-down’ or ‘frontal’ approach. Power is used and the change process is based on the control of rewards and punishments as a means of regulating participants’ behaviour (Print, 1993). The difficulty associated with ‘top-down’ change is a possibility that it “fails to garner ownership, commitment, or even clarity about the nature of the reforms” (Fullan, 2016, p.11).

In relation to educational change, teachers are required to develop new skills and knowledge (Ha, Wong, Sum and Chang, 2008). Nevertheless, it has been found that teachers whose knowledge was underdeveloped tended to view change quite cynically (Ha et al, 2008). As previously stated, in physical education the dominant influence has been the applied sciences. Teachers’ knowledge and skills have been aligned with the biomedical sciences during their formative years in teacher training, and so it may be expected that a change of focus from the applied sciences to a sociocultural perspective would create uncertainty and conflict.

The strengthening of the sociocultural perspective within the AC:HPE therefore represents a point in time at which the beliefs and attitudes of HPE teachers are being challenged. It was with this consideration that the purpose for this study was established. The AC:HPE and its implementation in the various State/Territory education curricula across Australia created a timely opportunity to visit and consider the beliefs of HPE professionals in relation to the implementation of Australia’s first national curriculum. It also presented an opportunity to explore their attitudes and positions in relation to the introduction of new curriculum in the form of the AC:HPE.

Hence, in consideration of the above, the following over-arching question was developed to guide and direct this study:

“What are the understandings, attitudes and intentions of Health and Physical Education teachers in relation to the Australian Curriculum: Health & Physical Education?”

1.3 : Position of Researcher

I have been involved with the discipline of Physical Education, and more recently Health and Physical Education, for over 30 years. Presently, I am employed full time as an HPE teacher at a regional Catholic secondary school with teaching responsibilities from Year 7 to Year 12. At present, I do not hold a leadership position within the school.

As a tertiary student in the 1970s, I successfully completed a Bachelor of Applied Science: Physical Education degree. The appropriately name ‘applied science degree’ was heavily grounded in the sciences with functional units of work in subjects such as anatomy, physiology, exercise physiology, biomechanics and kinesiology. Included in these four years of study was a Diploma of Education so that a career as a teacher could be pursued.

I spent the 1980–90s teaching PE in secondary schools in regional Australia. During that time, I provided PE experiences for students that were based upon the syllabus of the day. Different curricular structures were introduced, the most notable being in the 1990s when Physical Education was replaced with the new Key Learning Area of ‘Health and Physical Education’. During the latter part of the 1990s I felt it necessary to update my knowledge within the field and so I returned to study to complete a Master’s degree through Deakin University. My motivation to study at Deakin University was at the time driven by two factors. Firstly, there was a desire to engage in a course of study that focused on current contemporary issues in HPE and so bring me up to date with the latest thinking. As an applied science graduate, I found my perspective and outlook were broadened significantly during this period of study. Secondly, as a student who lived over 400 kilometres from the university, the possibility of studying by distance education was very attractive, and this option was available through Deakin University.

With the introduction of HPE into schools throughout Australia during the 1990s (Victoria Board of Studies, 1995; Queensland Board of Senior Secondary Studies, 1998), there was a general acceptance within physical education that it was no longer 'Physical Education (PE)' but was in fact 'Health and Physical Education (HPE)'. Practitioners were facing a 'brave new world'. Linked to this shift was the emergence of the concept of 'health promoting schools' in the early 1980s (Lupton, 1999). Accepted practices and activities that were grounded in a sports-based teaching model (Penney, 2004) were challenged, and in schools curriculum development reflected the paradigm shift. The emphasis in schools was to provide "supportive environments for preventive health endeavours by working with students' families and the local community" (Lupton, 1999, p.288). It was during this time that my interest in the health perspective was established. This was further strengthened with a change in the subjects taught by myself at the senior school level from PE to Health. This imparted a different personal perspective on the field of HPE. While PE involved a factual approach to the subject, with teachers imparting knowledge and having students apply it, Health was an exploration of subject matter that applied to students' lives which was discussed in the context of the sociocultural and physical environments.

From there, life as a teacher continued with the gradual acceptance of Physical Education and Health becoming one. The curriculum and the name of the subject changed, and the associated school department also transformed from that of PE to HPE. These changes were designed to align the subject with the variations that had arisen in moving from Physical Education to Health and Physical Education. The school was obligated to implement changes through directives given from government departments.

With the completion of a Master's degree, the next postgraduate leap was made to doctoral studies. While the initial personal reasons to undertake the Doctor of Education may have changed (a possible career change), the impetus behind the study has not. Change is a constant in schools (Fullan, 2016). Yet, as teachers we do not seem to cope with it terribly well. I had experienced this both with major state-wide change in curriculum and more localised

curriculum innovations at the school level. I'd seen new curriculum discussed, heard conversations regarding its implementation, noted the new curriculum folder placed on the shelf, and seen how, after an occasional reference to it, the HPE staff continued with some modification to their teaching outcomes.

Initial discussions with my doctoral supervisor about ideas related to the study centred on the notion of curriculum implementation. Why are some teachers reluctant to move with the times and why does curriculum documentation get placed on the shelf, possibly never to see the light of day again? Parallel to this thought process about curriculum implementation were deeper questions about the place of teachers – where were the teachers in all of this? As teachers, we seem to enjoy making noise about curriculum change processes but that seems to be as far as it goes. New curriculum is placed in front of us and we are told “There you are... now off you go and teach it.” But where is the teacher's voice in all of this? Supposedly, this is our bread and butter and as the front-line personnel we have an idea of what works and what does not in our school environment. Yet, from a personal perspective, the teacher's voice seemed to be muted when the new curriculum was developed and implemented.

It was from these discussions that the notion of bringing to light the teachers' voice took hold. The intent was to shine a light on what teachers thought about an educational change process. Fortunately for this study, a readily accessible educational change was on the horizon – the Australian Curriculum.

So, it is against this backdrop that my position is declared. I am an HPE professional with a background in the applied sciences who has been, at times, slightly obstinate in relation to curriculum change. In the early days of KLA curriculum reform, you may have called me a “passive resistor”. And now...I am a late starter in the postgraduate world who has an interest in investigating and bringing to light a representation of HPE teachers in relation to the curriculum changes offered through the implementation of the AC:HPE. By undertaking this study, it is hoped two things will emerge: first, an investigation into HPE teachers and the AC:HPE, and secondly, a more

personal journey involving reflection upon and within a field I have occupied for over 30 years.

1.4 : Aim of the Study

The aim of this study was to examine the understandings, attitudes and intentions of Health and Physical Education (HPE) teachers in relation to the Australian Curriculum: Health and Physical Education (AC:HPE). The intended outcome from the study was to raise awareness in relation to the implementation of the new HPE curricula and give consideration to the position and deliberations of HPE teachers. This consideration was to be from the teachers' perspective – the teachers' representation. An important consideration of the study was the use of an appropriate research methodology so as to give authenticity to the teachers' representation. Narrative research was used so that the 'lived stories' of the HPE teachers could be collected and their voices heard. In addition to the position and deliberations of the HPE teachers, consideration was also given to the position of myself as researcher within the study.

The study entailed a review of the literature so as to establish beliefs and assumptions in relation to the discipline of HPE in Australia and curriculum change at the school level. Linked to this review of beliefs and assumptions is the underlying attitude of teachers to change. This literature review included an exploration of:

- The historical perspective of Physical Education and Health in Australia
- The location of the HPE teacher within the discipline
- Teachers' position within curriculum development
- The factors impacting the development of the AC:HPE.

These aspects formed the basis upon which the conversations with participants occurred.

Once the conversations had been conducted, data were coded and topics emerged, which were interpreted with reference to the scholarly literature. Through a narrative analysis, emphasis was placed on the representation of the participants, their theoretical positioning and their practice in articulating with the AC:HPE. This allowed the involvement of the participants to be enunciated and so gave rise to their lived experiences within the study. This appears in the context of the study as the ‘Story Analyst’. It also enabled myself, as researcher, to contemplate the perspectives throughout the duration of the study. For the reader, this will mean that I will appear throughout the narrative as I actively reflect upon the considerations of the participants and contemplate their relevance to my own position. This appears within the study as the ‘Storyteller’.

1.5 : Introduction to Theoretical Framework and Methodology

In this study, there are links to areas of research and literature that provided a conceptual framework. The conceptual framework was constructed from the theories and experiences that I, as researcher, had drawn upon from the very beginning of the investigation. It has influenced my exploration of the literature, the development of the research focus, entry into the field, conduct of the conversations with the participants, the gathering and consideration of the data and the final composition of the investigation.

This study was qualitative in its investigation and was designed to explore the implementation of the AC:HPE in secondary schools and the impact of this on the professional lives of HPE teachers. I used narrative inquiry as a research methodology so as to provide opportunities for the voices of the participants to be heard.

Narrative research has a long history (Chan, 2012). The application of life narratives was believed to have begun with Sigmund Freud in psychology and supported through the works of Erik Erikson (Chan, 2012). In education, Schwab was thought to be the first theorist “to call for close attention to the lived experience of children and teachers in classrooms” (Chan, 2012, p. 116). This has led many educators (Craig, 2006, Miller, 2005, Clandinin and Connelly, 1999) to use narratives as a means by which to gain insight and knowledge. Narrative inquiry is based on the notion that people live ‘storied lives’ and that they tell and retell stories of these lives shaped in context and over time (Oh, You, Kim and Craig, 2013). Narratives are seen as “the closest we can come to experience” and storytelling is considered the natural means by which teachers can tell their stories (Connelly and Clandinin, 1994, p.415). Chan (2012, p.116) noted that teachers’ stories are “one of the most pervasive forms we can use to represent their experiences”.

For this study I examined the experiences of HPE teachers in their school practice and their association with the AC:HPE. The study was not designed to generate findings that could be applied across the field but instead to show the range and variety of participants’ experiences that could be discovered within the settings. To that effect, through the study I sought to analyse the stories of participants within their settings (‘The Story Analyst’). Furthermore, as researcher, I was not a neutral entity but brought to the research process my own influences and preconceptions. The study highlighted my reactions and subsequent reflections on the research process as it unfolded (‘The Storyteller’).

The backdrop to this study was the implementation of the AC:HPE in two regional secondary schools, one in Victoria and the other in New South Wales, and the understandings, attitudes and intentions of HPE teachers. However, in relation to curriculum reform, teachers can be in a position where they have to implement change even though they are unlikely to have been involved in the construction of the change (Fullan, 2014). Furthermore, with educational change, teachers are required to not only be an agent of change for policy makers but also to change themselves (Fullan, 2014). They may be required to

implement educational change that they believe is inappropriate or change themselves to meet the requirements of the change (Fullan, 2014). Furthermore, teachers have been viewed as being separate to the curriculum change (Oh et al., 2013). Curriculum developers have developed curricula and teachers have then implemented it. This has led to teachers possibly rejecting a curriculum because they were not involved in its development or because it conflicts with their teaching intentions and practices (Oh et al., 2013).

As previously discussed, in physical education the dominant norm has been the applied sciences. Teachers' knowledge and skills were aligned with the applied sciences during their formative years in teacher training. However, from the beginning of the 2000s, the HPE curriculum for schools has been underpinned by a sociocultural perspective (Cliff, 2012). While HPE had traditionally drawn its knowledge from the medico-scientific, biophysical and psychological sciences to provide students with the tools to examine health issues, the sociocultural perspective drew its awareness from social and cultural studies knowledge and understanding (Cliff, Wright and Clarke, 2009). This knowledge was "deliberately couched in circumspect language, generating messages that are weakly framed" (Macdonald, 2014, p.241). This provided "notably different engagements with health and physical activity issues" (Cliff et al., 2009, p.4) In adopting a sociocultural perspective, students were no longer engaged in the accumulation of factual knowledge in relation to health and physical activity issues but explored the issues from their own contextual setting. There was less emphasis placed on finding the universal 'right' decision in relation to health and more on understanding the social construction of the knowledge wherein that decision occurred (Cliff et al., 2009).

The position of the sociocultural perspective has been further strengthened in the Australian curriculum through the release of the AC:HPE (2013). HPE teachers are the vehicles by which the curriculum is delivered to students and their views and practices are highly relevant (Green and Thurston, 2002). However, teachers' attitudes and beliefs are determined through previous experiences (Ha et al., 2008). Within HPE, teachers make a number of important educational decisions based on their values orientations and belief

systems (Ennis and Chen, 1992) and so for HPE teachers grounded within the applied sciences, a shift from the applied sciences to a sociocultural aspect may create uncertainty and conflict. To this end, Cliff (2012) believed that there was little research into what the sociocultural perspective would mean for teachers, students and classroom practices.

1.6: Overview of the thesis

This thesis is comprised of six chapters. The first chapter has provided an introduction to the study in presenting background and context. The problem statement outlined the place of HPE teachers within the discipline and their relationship to the AC:HPE. As researcher, my position within the study was investigated and declared. From there, the aim and purpose of the study was established. Linked closely to the aim and purpose of the study, there was a brief overview of the theoretical framework and the chosen methodology.

In Chapter Two, I review current literature that relates to the positioning of the HPE within Australia and the factors that affected its development.

In Chapter Three, I present the methodology of the study and rationale for the choice of a narrative approach. I consider the sampling of the participants, the collection and analysis of data and the ethics involved in the study.

In Chapter Four, the findings from the participants are presented. An insight is provided in relation to the conversations that occurred for each participant. As the researcher, a reflective piece is offered with a final summation for each of the settings.

In Chapter Five there is discussion of the findings in relation to the current literature. A theoretical model is used to frame the discussion in relation to both educational change and curriculum change.

In Chapter Six, a conclusion is reached in relation to the aims of the study. Reference is made as to the impression of the study upon myself, as the

researcher. The introduction of the AC:HPE and its impact upon HPE teachers is determined in reference to the applied theoretical model.

Chapter 2: Literature Review

2.1: Overview

Australia's education system has been undergoing major transformation since 2010. A national curriculum, which had been a political issue in Australia for many years (Brennan, 2011), was developed for schools in all States and Territories under the auspice of ACARA. HPE was designated as one of eight secondary school KLAs for inclusion in the Australian Curriculum.

HPE has faced many uncertainties and difficulties in Australia and the foundations of Physical Education have been continually shaped and formed by dominant discourses of the time (Wright, 1996). Historically, the curriculum areas of Physical Education and Health operated as separate entities. Physical Education teachers taught Physical Education while Home Economics/Health teachers taught Health. However, with the launch of national curriculum projects in 1991 by the Australian Education Council, Physical Education and Health converged. The HPE key learning area marked the formal integration between these traditionally discrete subject areas (Australian Education Council, 1992).

The development and implementation of the AC:HPE meant that HPE teachers faced the challenge of supporting and understanding the new curriculum (Macdonald, 2014). While it has been suggested that 'surface change' (new and revised materials and activities) is relatively easy for teachers, 'real change' (changes in beliefs, values, ideologies and understanding with regard to pedagogical assumptions and themes) is extremely difficult to instigate (Lynch, 2014). These difficulties were particularly apparent "at the junction between teachers' understanding and practices, and those endorsed by the new AC:HPE, where even the most innovative and well-designed curriculum can be unwittingly misappropriated" (Fane and Schulz, 2016, p.11).

Originally there was doubt about the inclusion of HPE in the Australian Curriculum. Concerned about its possible exclusion, ACHPER assembled a

National Working Group in 2009 that investigated and produced a national statement outlining the importance of HPE in the Australian Curriculum (Penney, 2010). In what was seen as an openly political move at the time, the statement was “designed to signal the commitment of the HPE community nationally to the inclusion of HPE in a national curriculum, and its readiness to take that development forward” (Penney, 2010, p.7). ACARA responded with a published overview of the Australian Curriculum in 2010 that incorporated HPE within Stage 3 of the Australian Curriculum (Penney, 2010).

With the question of inclusion resolved, the focus of the HPE profession turned from involvement in the Australian Curriculum to development and implementation. There had been debate in several learning areas, such as English, mathematics and science, about the nature of disciplines and their role in student learning (Tinning, Macdonald, Wright and Hickey, 2001). The national curriculum was seen as an opportunity for each included discipline to reveal significant and prominent positions (Atweh and Singh, 2011). The inclusion of HPE in the Australian Curriculum led to interest groups lobbying strongly for involvement in what was perceived as a high stakes game of positioning and representation (McCuaig and Hay, 2012). Interest groups such as education authorities, teaching associations, universities, health stakeholders, sport stakeholders and government departments all contributed input to the national HPE curriculum (Penney, 2010). They contended for relevance within the AC:HPE, and in doing so affected the production and scope of the official curriculum.

While the ‘official curriculum’ was one of the main influences in curriculum change, it was far from being a predominant one (Penney, 2010). Penney (2010) suggested that a study by Curtner-Smith (1999) into national curriculum implementation in England and Wales and its bearing upon the curriculum as experienced by the students served as a reminder to the Australian HPE profession to participate rather than stand by passively in the development of the AC:HPE. Penney (2010, p.11) argued that “it is the profession as a whole who will determine if the Australian curriculum is to be a catalyst for curriculum renewal”.

This call from Penney (2010) emphasised the importance of Australian HPE teachers to be actively engaged in the reform process as part of the HPE professional field. However, not all HPE teachers come to the AC:HPE table with the same perspectives. Due to factors such as the type of Physical Education Teacher Education (PETE) course undertaken, the age and gender of the HPE teacher, commitment to professional development and reading (and so an understanding of issues within the profession), all impact the perceptions of the field generated by the Australian HPE teacher.

To this end, to gain a sense of Australian HPE teachers' perspectives and assist locating them within the Australian HPE field, an inquiry into the major factors and influences that affected the discipline within Australia is therefore required.

2.2: Physical Education in Australia – a historically contested field

During the 1860s and 1870s there was a strong push for free, compulsory and secular education in Australia. By 1885, legislation had been passed in all States except Western Australia (which passed legislation in 1894) that gave the States responsibility for primary education. Although this did little to change the initial consideration into the physical needs of the students, Crawford (1981, p.8) noted that teachers began to take their classes for “class drill”. Kirk and Twigg (1993, p.393) supported this, stating that “military drill appeared in schools as early as the 1850s” but it was not totally successful when “interest in playing soldier waxed and waned among schoolboys [*sic*] over the next 20 years” (Kirk and Twigg, 1993, p.394).

Crawford (1981, p.i) declared that “two separate and quite different systems of physical education evolved in the schools of Victoria and New South Wales in the final decades of the nineteenth century”. In Victoria and New South Wales,

exclusive Public Schools modelled themselves on English Public Schools³ with team games and sport, while government schools ('state' schools) preferred military-style drill.

During the latter part of the 19th century, Australian governments become nervous about defence, mainly because of the withdrawal of British forces from Australian soils (Kirk, 1993). Politicians saw cadet training in schools as a way to meet the country's defence needs. Concerns about defence were exacerbated by public paranoia with regard to the 'Yellow Peril' and the expansionist policies of Australia's immediate Asian neighbours (Kirk, 1993). During this time, Australians viewed themselves as "independent, Australian Britons" (Kirk, 1993, p.18) and greatly feared their Asian neighbours. Kirk and Twigg (1993, p.394) suggested that "colonial governments saw schools as convenient training grounds for their volunteer citizen armies". The Commonwealth government wanted to raise a citizen militia (Crawford, 1981) and this led to an alliance between the Department of Defence and the State Departments of Education. With these factors operating in the background, military drill was firmly established in state schools and in 1911, the Junior Cadet Training Scheme was introduced (Stocking, 2008).

The Junior Cadet Training Scheme was to be the mainstay of physical activity in state schools until 1931 (Stocking, 2008). However, it was not without its critics. The scheme had a number of detractors who voiced their concerns during the time in which the scheme operated. Concerns included the inflexible nature of the drills and the time required to train and instruct teachers (Kirk, 1994b). There was also resistance from some teachers who had higher aspirations for physical education than just the teaching of drill (Kirk, 1993).

³ The use of the term public school in Australia can be misleading. In this instance, it refers to schools that charged fees. Public secondary schools commenced in Australia in the early 1880s. A public school was open to any member of the public who could afford to pay the fees, as opposed to religious schools that originally only offered enrolment to members of that religion. A traditional view of public schools in Australia was that of an elitist, independent school that offered prestige education at a significant fee. These schools are now more commonly referred to in Australia as 'private' or 'independent' schools. 'State' schools, on the other hand, were run by State governments and, in principle, were meant to offer free education. However, today many state schools ask parents to contribute money towards their child's education. State schools are open to all children and accept students into their schools from defined catchment areas.

The Junior Cadet Training Scheme ended in 1931 when the Defence Department withdrew its services after the Commonwealth Government was faced with a “climate of deepening economic and social crises” (Kirk, 1993, p.53).

Kirk (1994a, p.49) referred to the decade straddling the Second World War as “a watershed period for physical education in Australia”. During 1941, the Commonwealth Parliament passed the *National Fitness Act*, which was the key driver for the provision of physical education courses in universities. Specialist courses were established and the “currently dominant definition of physical education began to be constructed out of a clutch of disparate physical activities” (Kirk, 1994a, p.49). Physical education underwent a revolution during the 1950s in Australia with the introduction of specialist courses in universities and graduate teachers prominent in schools. In these courses the underpinnings of physical education were medico-scientific, biophysical and even psychological foundations (Cliff, 2012). More importantly, with the establishment of two- and three-year diploma courses, the discipline had an Australian flavour to it. Eventually, in the early 1970s the Diploma of PE was phased out in Australian universities and the training of PE teachers moved to the non-university tertiary sector (Tinning, 2008).

Another significant (and dominant) feature of the Australian physical education scene was evolving – the discourse and practice of sport. Physical education and sport are two closely associated fields whose paths frequently crossed over and intertwined (Tinning, 2002, Tinning and Kirk, 1991, Wright, 1996). Sport played a significant role in the early history of the Australian Public Schools and later in state schools, and so became firmly established within the fabric of the Australian education system. With the development of physical education courses across the country, sport was entrenched in education and so became the vehicle that could be used for the practical application of acquired knowledge. The influence of sport on physical education cannot be underestimated. Kirk (2006, p.1) claimed that there has been only one major shift in the field of physical education between the 1880s and the 1990s and that has been the shift from “the idea of physical education–as–gymnastics to

the idea of physical education—as-sport, and more accurately and specifically, sports-related skills”. Sport held a conspicuous position in the physical education curriculum and some observers reported that it was difficult to separate physical education classes and sports periods (Tinning, Macdonald, Wright and Hickey, 2001). Teachers of physical education became heavily dependent on using sport as a vehicle through which to develop and support the various aspects of the discipline.

2.3: The Emergence of Health and Physical Education

Released from military drill and with the establishment of a games/sports based curriculum in schools, physical education underwent a further during the 1970s. This was the development of the ‘physical fitness fad’ and the push for individuals to lead healthy lifestyles. Whereas once fitness was thought to be a by-product of involvement in sport, during the 1970s fitness became a pursuit in itself (Kirk, 1994a). During this time, physical fitness programs were included as defined goals for physical education in schools. One main impetus for this movement came from South Australia, where the daily physical education program was developed. Research by the Commonwealth Scientific and Industrial Research Organisation (CSIRO) in that State indicated that “a comprehensive program of physical activities could have a positive impact on children’s levels of physical fitness and skill acquisition, and not adversely affect performance in the ‘academic’ areas of the curriculum” (Kirk, 1994a, p.57). As an outcome of this research, daily physical education became legitimised in schools and received the recognition that its teachers believed it so richly deserved. Physical education became very much entwined in physical fitness and, to a large degree, rode on the wave of the fitness boom during the 1970s and 1980s.

The concept of daily physical education spread throughout Australian primary schools during the 1980s. The notion of daily physical education in schools (most notably primary schools) was strongly supported by programs that provided teachers with ready-made curriculum packages that were easily

implemented in classes. Materials such as the *Daily Physical Education Program* were the must-have item on the curriculum shelf. Kirk and Colquhoun (1989) described how the *Daily Physical Education Program* was so successful that in 1982 it became available commercially and sold not only in Australia, but also in Singapore, Britain and the United States. The high acceptance of the *Daily Physical Education Program* in Australian schools was attributed not only to the principles behind the concept and the perceived benefits for students, but also to the fact that it was strongly supported with curriculum material that made the job of teaching the program significantly easier for primary school teachers. It became the *de facto* ‘national curriculum’ in Australian primary schools (Tinning et al., 2001).

There was always a strong link between health and physical education (Lupton, 1999). Physical education was the medium by which students could develop into healthy young adults and it was “at the forefront of its educational standing” (Tinning et al., 2001, p.160). The 1970s and 1980s were seen as the period in which health gained a substantial foothold in Australian culture (Tinning et al., 2001). Health-based physical education programs were seen as a potential solution to the problems of ill-health that plagued Australian society (Tinning, 2002). Cardiovascular disease was targeted during the 1980s, followed by obesity in the 2000s (Gard and Wright, 2001). With the use of school-based intervention programs to educate students the link that existed between physical education and health was recognised (Lupton, 1999). Through the *Daily Physical Education Program*, primary school students were given a “daily dose of physical education as a means of regulating their bodily activities for health-oriented purposes” (Tinning and Glasby, 2002, p.114).

Health and Physical Education were linked at the curriculum level in the early explorations of a national approach to curriculum. The notion of a national approach to curriculum first emerged from the Curriculum Development Centre’s document *Core curriculum for Australian Schools: What is it and why do we need it* (1980). The document promoted discussion and prompted the mapping of curricula across the States (Brennan, 2011). When the Australian Education Council (AEC, 1991) announced that there would be eight Key

Learning Areas for national consideration, it initially intended that the Key Learning Area that was to include Health and Physical Education should be called Health. During this time PE curriculum in Australian schools was considered to be in decline and crisis (Lynch, 2007) which led to a Senate Inquiry into Physical and Sport Education (Commonwealth of Australia, 1992). Whilst the report of the Senate confirmed issues in PE in relation to resources, time allocation and program quality (Lynch, 2007) it also recommended that curriculum policies be developed for PE and that it be included in an expanded KLA of Health and Physical Education. After much debate and lobbying, the AEC Curriculum and Assessment Committee (1993) included PE into this broadened KLA of HPE.

However, even though there were efforts to develop a national curriculum from the eight KLAs, the process fell apart following changes to the political landscape in several State governments. State Education Ministers reasserted their authority over education (Vickers, 2008) and abandoned the educational reform process. However, the work of the AEC was not entirely wasted; most States adopted the curriculum statements and the profiles for the eight KLAs during the 1990s. This resulted in the curricula of the different States being more closely aligned than they had been previously. More importantly, the merging of Health and Physical Education was formally recognised in schools with the introduction of the HPE key learning area.

The unification of health and physical education was significant for its impact upon the discipline. However, it has not been the sole influence. Other influences have played a role in shaping its focus and direction.

2.4: Contemporary Discourses and their Impact

In investigating the preparation of HPE teachers in Australia, Tinning (2004) felt that PETE programs usually comprised of two types: a four year degree with concurrent studies in human movement studies (HMS) and education: or an undergraduate HMS course followed by an end-on education degree.

It has been felt that the knowledge gained in the study of HMS subjects has a powerful influence on prospective HPE teachers (Tinning, 2004). When examining the influences upon HMS, Tinning (2008) identified three contemporary discourses from a sociocultural analysis. These three perspectives were:

- a) neoliberalism
- b) new public health,
- c) risk society

Tinning (2008, p.23) believed that these three perspectives provided “the context in which HMS operates and significantly, how it defines its mission”. Through an examination of these perspectives a sense can be gained of the “complex and interconnected social world” that the field is “constructed and operationalised” (Tinning 2008, p.24). From this, a measure of influence upon the HPE teacher can be considered.

2.4.1: Neoliberalism

Neoliberalism is a political viewpoint that has had increasing significance in Western societies since the 1980s (Tinning 2008). Neoliberalism is based on liberal principles that include the notion that “citizens are rational, autonomous actors and that the state should avoid excessive intervention into its citizens’ affairs and welfare” (Lupton, 1999, p. 289). Advocates of neoliberalism believe in minimal government intervention and strongly support deregulation, privatisation and removal of government intervention in the market place (McGregor, 2001).

Neoliberal practices have been implemented in Australia over the last 20 to 30 years (Dinan-Thompson, 2009, McGregor, 2009). During this time, Australian governments have sought to support the ideals and practices of the discourse and implemented national policies and practice shaped and influenced by neoliberal doctrine. McGregor (2001, p.85) stated that neoliberalism “focuses on the individual – it values the person over the group or collective”. Neoliberals assume that all people are treated equally and wish to “eliminate

the concept of the public good and the community and replace it with individual and family responsibility” (McGregor 2001, p.84). A similar view of neoliberalism is given by Tinning (2008), who stated that “neoliberal initiatives are characterised by free market policies, deregulation, encouragement of private enterprise and consumer choice, small(er) government, the outsourcing of Government services to private providers, and the reward for personal responsibility and entrepreneurial initiative” (p.4).

In relation to education, neoliberalism has had a significant influence. Schools were identified as vehicles through which neoliberal ideals could be disseminated. However, the notion of cultural reproduction in schools is not a new one. Print (1993, p.39) stated:

It is hardly surprising that society and culture exert enormous influences on the formation of the school curriculum or indeed any curriculum. After all, as it was society that devised schooling to ensure survival of the cultural heritage, we would expect to see an extensive influence of society and culture upon curriculum in schools.

It is therefore not surprising that neoliberal ideals can be identified within school. Schools were seen as providing an “educational service to clients” (Tinning 2008, p.4), and the marketing and promotion of schools has increased rapidly since the 1980s. Jones and Duceux (2006, p.93) referred to this as a “market-driven change”. They viewed education “as an economic tool, at the service of the economy and its competitiveness” (Jones & Duceux, 2006, p.94). The primary role of the teacher was seen as “shaping ‘human capital’ for the private sector” (McGregor 2009, p.346).

McGregor (2009, p.345) also spoke of the social and economic changes under neoliberalism that “facilitated a reorientation of the focus of educational institutions”. Education policies were seen as serving the needs of the market, and this has led to the situation where the free market has “gradually colonised

teaching and learning and has commodified its participants and outcomes” (McGregor, 2009, p.345).

Tinning (2008) investigated school settings further and linked the field of HPE to the philosophies of neoliberalism. He suggested that in a neoliberal society, citizens need to be “healthy citizens who are self-regulating, informed, critically reflective and capable of constructing their own healthy lifestyle and minimising risky behaviours” (Tinning, 2008, p.24). Healthy citizens are not a burden on society and are able to lead healthy and productive lives; consequently “it is the task of the Health and Physical Education teacher to make the ‘healthy’ citizen” (Tinning 2008, p.24).

Through the philosophies of neoliberalism, the field of HPE has been reshaped and reconstructed. The quest to develop the ‘healthy citizen’ had seen neoliberal ideals infiltrate the discipline. Tinning (2008) noted the attention that health had received from the government in the previous two decades. This had led to a contemporary focus on health and the development and implementation of new public health initiatives. The repositioning of health and physical education led to changes in the role of Health and Physical Education teachers. Whereas once the subjects of Health and Physical Education were separate and usually taught by different teachers from different discipline backgrounds, the link between the two had by now been strongly established (Lupton 1999). Lupton (1999) spoke of the emergence of the concept of ‘health promoting’ schools in Australia during the 1980s and how schools were now viewed as providing “supportive environments for the preventative health endeavours by working with students, families and local communities” (p. 288). Tinning and Glasby (2002) argued that HPE was a form of health promotion that attempted to turn young people into healthy young citizens.

The notion of the ‘self-managing citizen’ (Dinan-Thompson 2009) and the ideals of neoliberalism were not without conflict and tension. Dinan-Thompson (2009, p.251) stated:

we can clearly see the tensions between a curriculum that values physical culture and the joy of movement for its own sake and a curriculum that aspires to produce self-managing, healthy (and/or high performance) citizens who can add economic value to their country.

Dinan-Thompson (2009, p.251) also referred to the curriculum of the ‘healthy citizen’ that emphasised the “promotion of health-related fitness, maintenance of a normal body mass index (BMI), a balanced diet, and social-economic skills that equip students to handle effectively competition, teamwork and wellbeing”. This curriculum, she felt, adversely affected the socially critical discourse of HPE and created a dilemma for the field.

In examining the *Draft AC:HPE Curriculum* (ACARA, 2012), Leahy, O’Flynn and Wright (2013, p.177) suggested that “the broader conditions for HPE curriculum development are replete with neoliberal tenets and aspirations”. This, they believed, was unsurprising because curriculum documents produced in neoliberal times would be “imbued with neoliberal purposes and tactics” (Leahy et al, p.177). They felt that an examination of the Rationale for the *Draft AC:HPE Curriculum* captured their point well. Within the Rationale it was stated:

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity, pro-social behaviour, and personal satisfaction, and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to optimise their health and wellbeing and contribute to building healthy, active communities.

Leahy et al. (2013, p.177), considered that although “there are multiple discourses in the wording of the Rationale, what is evident is that neoliberal

tenets inflect many of the discourses”. For Leahy et al. (2013), the AC:HPE was steeped in neoliberal ideals.

2.4.2: New Public Health

McGregor (2001) referred to the development of the ‘new public health’, a national health care program based on neoliberal ideals. In Australia, the new public health had its foundations in the 1980s . Traditionally, public health models centred on the control and cure of disease but contemporary new public health policy focused on the social and cultural factors that affect health. In Western societies, disease and illness were generally explained in terms of a medical model (Grbich, 1996) in which disease was caused by an “underlying biological entity” and was “best treated through technical medical knowledge, particularly drugs” (Grbich 1996, p.38). Illness was thought to be a series of “behavioural event(s) into which the social circumstances of the person enter only incidentally” (Grbich 1996, p.38).

In contrast, social models of health, such as the *Ottawa Charter for Health Promotion* (World Health Organisation, 1986), explained illness as a social action and challenged what was then the traditional model of health. Less emphasis was placed on the biological aspects of the illness and more on the sociocultural aspects. The sociocultural circumstances of an individual’s environment were examined to explain and evaluate the disease. Unlike the medical model, illness was seen as a social action rather than a behavioural one (Grbich 1996).

Lewis (2003) referred to the new public health of the 1970s and 1980s as focused on health promotion and community participation. Tinning (2008, p.24) stated “new public health encourages (expects) us to make good choices regarding lifestyle practices that impact upon our health”. New public health involved prescriptions about how we should live our lives and individuals were encouraged to choose healthy lifestyles. Importantly, new public health narrowly placed the responsibility of health upon the individual (Dinan-Thompson 2009).

Tinning (2008) referenced the emergence of the new public health and its implication for schools and teachers. He stated that “the emergence of the new public health has resulted in the creation of a new sub-discipline of Human Movement Studies by that group of exercise scientists who specialise in health-related physical activity” (Tinning 2008, p.25). Where once the teacher of Physical Education specialised in the teaching of sport-related skills and games, this ‘old age’ PE teacher has been replaced by the ‘new age’ HPE teacher whose skills were far more wide ranging and diverse (Tinning, 2010). The HPE teacher needed to develop a broader range of knowledge, skills and attitudes across a wide range of health-related areas (Hunter, et al., 2006).

Governments, too, had a stake in the work of HPE in schools. Through HPE, governments sought to promote population health and hopefully reduce the national health bill (Johns, 2005, Hunter et al., 2006). In 2007–08, health expenditure in Australia was 9.1% of gross domestic product (GDP) and exceeded \$100 billion for the first time. In 2014–15 health expenditure in Australia rose to 9.7% of GDP and health expenditure was \$161.1 billion (AIHW, 2016b). Health expenditure can only be expected to increase in the future. Tulchinsky and Varavikova (2000, p.808) stated that all “industrialised countries are facing serious problems financing health care...and reform is taking place amid an ageing population, increasing technology, and high expectations of health care”. Apart from an increasing life expectancy (in 2013, 82.2 years for Australian males and females combined (AIHW, 2016c)) and the associated increase in medical costs in caring for an aging population, lifestyle diseases dominate the healthcare landscape of Australia. In 2011, it was estimated that 4.5 million years were lost to premature death or living with illness, using the DALY metric (One DALY – disability adjusted life year – represents one year of healthy life lost either through premature death or living with illness or injury). Of this, it was estimated that 31% of the burden of disease was preventable (AIHW, 2016a). With an increase in national health spending and a sizeable percentage of diseases being preventable, it is of little wonder that governments in Australia (Federal and State) have been actively pursuing policies to bring to fruition the ideals of the ‘healthy citizen’. As early as 1995 it was estimated that if all Australians undertook regular, moderate

exercise, the savings to the national health budget would be \$6.46 million per day (Brooker & Macdonald, 1995).

HPE was seen as the critical link in schools to the new public health programs of government. Sallis and McKenzie (1991) intimated that in the USA public health experts were becoming increasingly interested in school HPE as an area, so as to promote health and wellbeing. They felt that school HPE programs were the ideal place to “address health-related physical activity needs of virtually all children” (Sallis & McKenzie, 1991, p.124). This was supported by Kolbe (2005) who discussed the changing roles of schools throughout the world and how effective school-based health programs could improve health behaviours and health outcomes. Through HPE, students could be provided with a foundation to improve and maintain not only their own health but the health of others as well. At an Australian level, a healthy population would assist the Federal government to moderate inflation in health spending (Gray, 2005).

However, whereas much of the ‘new public health’ discourse which underpins contemporary HPE was presented with a mask of certainty (Gard and Wright, 2001), observers such as Giddens (1991) and Beck (1992) argued that “certainty is precisely what is unattainable within modern ‘risk society’” (as cited in Tinning and Glasby, 2002, p.112). For example, Rose (2000) argued that popular culture had replaced much of the traditional authority of education and hence it was “an immensely significant proposition for HPE and its potential to ‘deliver’ on its charter of making a healthy citizen” (Tinning and Glasby, 2002, p.113). It was felt that it was paradoxical for HPE professionals to attempt to equip students with the skills to lead healthy lives when they worked in a social context in which unhealthy behaviours were actively promoted (Tinning and Glasby, 2002).

2.4.3: Risk Society

Tinning's (2008) third sociocultural perspective was that of the risk society. (Beck, 1992) argued that although modern society had overcome the risks presented by the natural world, in their place it had created new risks and uncertainties. Beck (1992) recognised a paradox in late modern society; that risk might in fact be increasing because of technology, science and industrialism rather than diminishing as a result of scientific and technological progress. Rather than being a world less prone to risk, modern day society might be creating what Beck (1992) described as a "world risk society." Beck (1992) argued that more of our energy is dedicated to averting risks.

One of the consequences of risk was, and still is, uncertainty (Beck, 1992). As a society, we live with risks and these risks create uncertainty. If risks cannot be "adequately insured against" (Gard & Wright 2001, p.538) then they must be managed to alleviate people's fears and concerns. Uncertainty, in a risk society, is dangerous (Gard and Wright 2001). The management of uncertainty can be achieved with the help of the 'expert', a person whose role "is to claim knowledge, expertise and an ability to control that which seems to be out of control" (Gard and Wright 2001, p 538). With regard to modern day health, Tinning and Glasby (2002, p.116) believed that "the contemporary HPE teacher can be seen as one of a raft of experts (including doctors, health promoters, psychologists, dieticians) on matters concerning bodies, health and lifestyle".

In the linking of risk society and bodily health, physical activity was seen as an opportunity to fend off many of the risks present in modern day society (Tinning 2010). While there were arguments as to how much physical activity was required, there was agreement between experts that physical activity should be promoted to adolescents (Tinning 2010). This placed the HPE teacher in a position of power and knowledge for constructing the 'healthy citizen'. As Tinning (2010, p.152) declared, "expert knowledge about the body, physical activity and health is essential to the governmental technologies

marshalled to create the healthy citizen”. HPE teachers played a central role in this program by offering expertise to school students in the area of health and becoming involved as the experts of such knowledge.

Through the management of risk, society would be able to move from a position of uncertainty to one of certainty. Tinning (2008, p.24) argued that this desire for certainty in health “resides in the very scientific discourse that forms the dominant way of knowing within the field”. Gard and Wright (2001, p.538) supported this argument when they suggested “biomedical research becomes the source of ‘expert’ knowledge in this context”. In other words, they claimed that it was through the sciences that one gained certainty with regard to one’s health. This, again, created a dilemma for the field. The requirement to use the sciences to obtain certainty and understanding appeared inconsistent with socially critical discourse of HPE.

2.5: Gender

HPE in Australia was, and still is, a highly gendered area. From its inception in military drill, physical education had been closely associated with manliness and strongly influenced by masculine discourses (Wright, 1996). In the early history of the discipline, top administrative positions were filled by men and the evolution of the discipline was heavily skewed towards the development of male activities. Instruction in military drill in early 20th Century Australian schools was normally undertaken by the male service officers of the day (Wright 1996).

Following the decline of military drill in schools during the 1930s, games and sport became the dominant feature of physical education after the Second World War (Wright 1996). Again, male values and traditions were to the fore. The ascendancy of the masculine tradition in Australian physical education was further strengthened with the growth of the North American influence. From the universities of North America there emerged a field of studies that

emphasised exercise physiology, human movement and motor learning (Wright 1996). These areas of scientific studies provided the basis for the legitimising of physical education within Australia. The development of such subjects was strongly associated with physical fitness activities and games skills. According to Wright (1996, p.342), this configuration “supported a form of physical education which privileged activities designed to produce muscular strength and endurance and the acquisition of specific skills”. Lessons in schools were strongly teacher-directed and placed a heavy emphasis on skill-based learning. Physical education curricula associated with sporting practices placed an emphasis on “tough, aggressive, competitive and potentially dangerous practices” (Hay & Macdonald, 2010, p.273). By its nature and implementation, physical education was considered the domain of boys (Hay and Macdonald, 2010). The dominance of the male tradition in Australian physical education meant girls' needs and opportunities were usually framed with reference to a fairer share of the ‘male pie’ (Wright 1996).

The masculinist hegemony has been associated with lower participation rates in physical activity for girls and a lack of physical fitness (Wright 1996). The close relationship between masculinity and physical education raised concerns about girls' participation rates. Studies showed that girls were a high-risk group for inactivity (Garcia, Norton-Borda, Grenn, Coviak, Pender and Ronis, 1995, Sallis, Prochaska and Taylor, 2000, Trost, Pate, Sallis, Freedson, Taylor and Dowda, 2002). According to Strength Clark (2003, p.iv) “there is an alarming number of girls not interested in physical education or physical activity”. Worldwide, boys were found to be more active than girls (Hallal, Anderson, Bull, Guthold, Haskell and Ekelund, 2012). In Europe, girls between the ages of 4-18 years performed around 17% less total daily physical activity compared to boys (Ekelund, Luan, Sherar, Eslinger, Griew and Cooper, 2012). For Australia, girls between the ages of 8 and 12 years were found to be 19% less active than boys (Telford, Telford, Olive, Cochrane and Davey, 2016). Dwyer, Allison, Goldenberg, and Fein (2006) examined the barriers that led to the decrease in girls' participation rates in physical activity. They discovered that factors such as a dislike of competition, low self-efficacy and self-consciousness played significant roles in girls' lack of participation. However,

in the UK context, discovered that girls' disinterest in physical education was not necessarily linked to a lack of interest in physical activity; it was associated with a strong belief that out-of-school experiences in physical activity were more rewarding.

Furthermore, it is not only the girls who have reported as feeling ostracised in HPE classes. Boys who did not fit the ideal of being 'physically normal' or a 'jock' felt uncomfortable in HPE lessons. Davison (2000) built on the notion that it was in HPE classes that the more obvious lessons of masculinity took place. If a young boy fell outside the male stereotype and did not engage in the appropriate discourse of masculinity, then he was open to ridicule. Conversely, athletic, muscular girls also ran the risk of having their sexual identity questioned (Clarke, 2002).

The nature of gender differences mentioned above is only a general review and the topic has only been touched upon briefly. The body of work related to this issue is much broader and deeper than what can be discussed here. There are undoubtedly many points that impact upon gender and participation rates within HPE such as cultural expectations, social support and influences, role models of teachers and peers and the teaching/classroom environment of the school.

However, in searching for meaning and the composition of HPE education curricula, it should be acknowledged that it is the masculine agenda has held position of prominence (Wright, 1996). This position needs to be taken into account in the development of the AC:HPE so that the dominance of the male tradition within the discipline could be contested and perspectives that had previously been marginalised could be included (Cliff, 2012).

2.6: The Sociocultural Perspective

The alliance between Physical Education and Health had seen the movement of the discipline away from a medico-scientific, biophysical and psychological foundation (Cliff, 2012) to one that aligned itself with a sociocultural perspective. The HPE syllabus, underpinned by a sociocultural perspective,

began to appear in schools during the late 1990s (Cliff, 2012). This was considered a major change, for as suggested by Cliff (2012, p.293) “a school subject that some has suggested has changed very little over 30 years (Kirk, 1992, 1998, Gard and Kirk, 2007), this makes a sociocultural perspective as one of the most recent curriculum changes in HPE”. It represented “a significant change in the approaches to and readings of HPE curriculum” (Cliff, 2012, p.293).

As explained previously, historically, the HPE curriculum was linked to an understanding of how the body functioned (Tinning, 2010). This understanding, in the main, was generated through scientific discourses (Tinning et al., 2001). Gard (2004) supported this view of the curricula – particularly Physical Education curricula – in that it developed in Western cultures through a strong relationship with scientific understandings of the body. In this understanding, the body was viewed as a machine and physical education, in its relationship with the body, was to be viewed in a scientific and systematic manner (Tinning and Kirk, 1991).

While the traditional model of physical education was strongly linked to the sciences, the inclusion of the sociocultural perspective required teachers and students to draw on and analyse the social and cultural factors that affected health and physical education. The sociocultural perspective, according to Cliff, Wright and Clarke (2009, p.165) was a “relative recent curriculum change” and emerged out of curriculum critique and dissatisfaction with the biomedical model.

The sociocultural perspective denoted a significant change in the approaches and readings of HPE curriculum (Tinning et al., 2001). The early emphasis in HPE school curricula (e.g. NSW Stage 6 PDHPE syllabus 1999, Queensland Studies Authority 2004) was on the study of the sociocultural factors affecting health. Risk identification and management was a feature of this approach (Tinning, 2010) and students learned about risks to their health and how best to avoid or minimise them. According to Cliff (2012), a critical underpinning of HPE was its construction of knowledge. HPE had previously drawn its

knowledge from the scientific field, knowledge that was seen as strongly classified and framed in a scientific method (Cliff, 2012). For HPE teachers grounded in the certainty of the sciences, the differences were difficult to reconcile because they were now engaged in a discourse that was “slippery and grey” (Cliff et al., 2009).

2.7: AC:HPE: The Five Key Propositions

Scholars have suggested that the future of schools will be their ability to guide student learning (Macdonald, 2013) and that the work of HPE teachers in particular will be one of ‘knowledge broker’ (Macdonald, 2013). In this regard, HPE teachers will be to assist students in their individualised learning and support them in navigating resources with regard to their own physical activity and health management (Macdonald, 2013). With the introduction of the AC:HPE, Australia is seen as implementing a curriculum unlike any other in the world (Lambert, 2017) and that the eyes of the world will be upon Australia to make a genuine and concerted change in HPE (Lambert, 2017).

Critical to the AC:HPE are the five propositions – these are five interrelated key ideas that support and shape the pedagogical actions of HPE teachers (Lambert, 2017). The five propositions have been informed by “a strong and diverse research base for a futures-oriented curriculum” (ACARA, 2014a, p.3) and are designed to provide Australian children with the capacity to enhance their own and others health within the context of living in the twenty first century (Wright, 2014).

The five propositions of the AC:HPE are:

- focus on educative purpose
- a strengths-based approach
- value movement
- develop health literacy
- a critical inquiry approach

(ACARA, 2016)

Through the application of the five propositions within the AC:HPE, it is felt that Australian students will:

develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

(ACARA, 2014a, p.3)

It is therefore vital to the success of the implementation of the AC:HPE that Australian HPE teachers are familiar with, and understand, the five propositions. Teachers are essential to the educational change process (Cameron, Mercier and Doolittle, 2016) and it has been understood that a significant factor behind teachers' willingness to implement change is not only their understanding of the relevance of the curriculum change, but the impact the change will have for their students (Ha et al., 2008).

2.8: Focus on Educative Purpose

Whilst it was felt that with the introduction of the AC:HPE students would increase their participation in physical activity it was also desired that students be knowledgeable in the areas of health, movement and physical activity. A significant aim of the AC:HPE was that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area (ACARA, 2014a).

HPE in Australia has long been considered a marginalized curriculum setting (Dinan Thompson, 2013). It has been portrayed as an area to play, learn about sports and what to eat. Academically, it has seen to be an area of low demand (Dinan Thompson, 2013). This view is in contradiction to those working within the field who view HPE as essentially educative in nature and its long history of educative outcomes (Dinan Thompson, 2013).

However, the confusion surrounding HPE within Australia could be due to the “surplus of educative outcomes across the disciplines of HPE” (Dinan Thompson, 2013, p 129). Coherence and focus has not been evident (Dinan Thompson, 2013). This is particularly clear in the naming of the KLA within the various States/Territories within Australia. For example, in the State of Victoria, the KLA is known as HPE. In the State of New South Wales, it is known as Personal Development/Health/Physical Education (PD/H/PE).

The development and implementation of the AC:HPE is therefore seen as an opportunity to embed uniform educative outcomes within the KLA. Dinan Thompson (2013) noted in the *Australian Curriculum Health and Physical Education: Foundation to Year 10. Draft for Consultation (ACARA 2012a)* that the emphasis of the ‘content descriptions’ was less on traditionally prescribed Health or PE content or activities, but more on the ‘knowledge, understanding and skills teachers are expected to teach, and students are expected to learn’ (p.132). Furthermore, it was contended by Dinan Thompson (2013) that educative outcomes is the ‘bonding agent’ of the five propositions of the AC:HPE. That foregrounding educative outcomes “requires knowledge building in relation to curriculum, pedagogy and assessment” (Dinan Thompson, 2013, p.128).

2.9: A Strengths-Based Approach

The establishment of a strengths-based approach “reflects the emergence of critique, across a range of disciplines, of deficit models of people, health, physical activity and well-being” (McCuaig, Quennerstedt and Macdonald, 2013, p.110). Historically, models or approaches to health promotion have

been founded on a deficit or risk model (McCuaig, Quennerstedt and Macdonald, 2013). These models emphasise “the patterns of ill-health and disease, their prevalence and how to treat and/or avoid the diseased condition” (McCuaig, Quennerstedt and Macdonald, 2013, p.110). A common feature of these models is a ‘negative’ approach to health promotion is underscored in that human deficits, societal risks, illness, individual risk behaviours are to be avoided or treated (McCuaig, Quennerstedt and Macdonald, 2013). When employed in the school situation, such an approach emphasises the idea that if a health problem exists, then it must be fixed according to contemporary health promotion theory and practice (McCuaig, Coore and Hay, 2012). The ‘fix-it’ school-based approach tends to focus on specific, problematic health issues, risk factor or lifestyle behaviour that needs to be rectified (McCuaig, Coore and Hay, 2012). This deficit model is transmitted to students, but in doing so, it fails to recognise the importance of experimentation and the complexity surrounding the health and life journeys that young people undertake (McCuaig, Coore and Hay, 2012).

The strengths-based approach, as proposed by the AC:HPE, brings a shift in emphasis from that of the ‘negative’ to that of the ‘positive’. A common feature of the ‘positive’ approach is the critique in what is seen as the one-sided focus on risk and deficits (McCuaig, Quennerstedt and Macdonald, 2013). The ‘positive’ approach affords the concept of health as “a more expansive meaning, one that seeks to recognize the interplay between physical, psychological, environmental and social aspects” (McCuaig, Quennerstedt and Macdonald, 2013, p.112). It works from the foundation of what creates health, rather than what are its limitation and causes of disease (McCuaig, Quennerstedt and Macdonald, 2013). Health is viewed from a salutogenic perspective in that the focus is on factors that support human health and not those that cause disease (McCuaig, Quennerstedt and Macdonald, 2013).

In relation to a strengths-based approach, at the school level the AC:HPE involves:

- a focus more so on the promotion of healthy living rather than on preventing illness;

- the viewing of healthy living as multi-dimensional and encompassing physical as well as social, mental, spiritual, environmental and community dimensions;
- consideration of health as something dynamic, always in the process of becoming;
- viewing health as something more and also something else than the absence of disease;
- acknowledging humans as active agents, living in relation to their environment; and
- that health is not regarded as an end goal in itself, but rather as an important prerequisite for living a good life.

(McCuaig, Quennerstedt and Macdonald, 2013)

However, the affirmation that has been afforded the strengths-based approach to health is based upon little research of what such an approach might look like within a school (McCuaig, Quennerstedt and Macdonald, 2013). McCuaig, Quennerstedt and Macdonald (2013) speak of the ‘risky business’ associated with advocating for a strengths-based orientation in what maybe seen as a ‘world first’ in curriculum making. In fact, they suggest that “PE teachers were ill-equipped, both professionally and philosophically, to embrace and construct the kinds of holistic health programs advocate within the new HPE KLA” (McCuaig, Quennerstedt and Macdonald, 2013. p.120).

Nonetheless, whilst there are concerns in relation to the introduction and establishment of a strengths-based orientation to health within schools, the AC:HPE has adopted it as one of its five key propositions. In doing so it is anticipated that:

a strengths-based perspective to Australian HPE can facilitate the capacity of schools and schooling to make a realistic, educative contribution to the health, physical activity and wellbeing of young people, in terms of both relevance to young people’s lives and a contribution to Australia’s health goals. As such, the strengths-based

approach can be considered a contemporary, engaging way to take all learners on the journey of lifelong healthy, active living.

(McCuaig, Quennerstedt and Macdonald, 2013, p.122)

2.10: Critical Pedagogy and Health/Physical Education Curriculum

Critical pedagogy had its beginnings in the 1930s with the critical theories of Max Horkheimer and the Frankfurt School (Philpot, 2015). Horkheimer “called for a social theory that critiqued the growth of capitalist society, culture and consciousness” (Philpot, 2015, p. 318). Education scholars, particularly the Brazilian educator Paulo Freire, added to this critique when agitating for a restructure of the education system.

In modern society, social commentators believe that the lives of everyday people are characterised by profound social and cultural changes (Burrows, Macdonald and Wright, 2013). People’s lives are shaped by their “social, political, economic, cultural, ethnic and gender values and resources” (Macdonald, 2014, p.241). Amid all this change, schools have been seen as places that were inherently biased and which perpetuated social imbalances of power, typically serving those who had power within the society (Philpot, 2017). Students, on the whole, were seen to accept these biases by adopting norms for relationships, expectations and behaviours. In this school model, referred to as the ‘banking model’ by Freire (2000) , teachers were the source of all knowledge and deposited knowledge into the students ‘mental’ banks.

Critical pedagogy, based upon the work of Freire (2000), challenged taken-for-granted biases through the constant questioning of schools, teachers and student (Spaaji, Oxford and Jeans, 2016). Critical pedagogy is committed to the transformative power of education with an emphasis on diversity and a rethinking of the status quo (Philpot, 2017). Furthermore, critical theorists not only attempted to describe the nature of a situation but also endeavoured to change the situation (Cohen and Crabtree, 2006). In advocating a critical

inquiry approach to education, critical theorists required that students not only thought about social issues and the social, political and historical processes that underpinned them, but also took appropriate action to address issues (Macdonald, 2014).

Critical pedagogy was introduced in Physical Education in Australia during the mid-1980s (Kirk, 2004). Researchers and theorists in HPE began to challenge the dominant bio-medical discourse, suggesting curricular units that encouraged students to reflect critically on their beliefs about physical activity and health (Oliver and Lalik, 2004). In the 1990s, national curriculum guidelines were introduced that were underpinned by the principles of social justice, diversity, and supportive environments (Tinning, 2002). These principles were applied to the eight KLAs, including HPE. Further to this, Wright (1997, p.20) suggested that there needed to be a reconsideration of the dominant place of sport and games and a desire to pursue “classroom practices which challenge patriarchal discourses”.

The introduction of critical pedagogy into the field of HPE education is not without its problems. Whilst many writers within the field welcomed the growing interest in the critical agenda in HPE, its timing was not ideal. During the last two decades of the 20th century, conservative ‘new right’ educational discourses became pervasive throughout Australian schools (Tinning, 2002). Schools were to become “self-managed entities embracing corporatist ideology, competitive (public and private) schools for students and accountable to a board of trustees” (Tinning, 2002, p.226). At the school curriculum level, HPE teachers therefore faced the dilemma of teaching a socially critical curriculum in the context of a school governance that aligned with the corporate world (Tinning, 2002).

McIntyre, Philpot and Smith (2016) noted that HPE teachers in New Zealand positioned their pedagogical practices in relation to Health rather than PE when enacting socially critical pedagogy within their classes. This, they felt, only served to differentiate Health from PE (McIntyre, Philpot and Smith, 2016). Furthermore, HPE teachers in New Zealand tended to draw on “individualistic,

behaviour change focus of the health sciences” (Cliff, Wright and Clarke, 2009, p.169) rather than critically examining the structures that contributed to health (McIntyre, Philpot and Smith, 2016). Responsibility for health was positioned towards the individual rather than examination of socio-cultural factors.

It was also felt that the language associated with the New Zealand HPE curriculum was confusion (McIntyre, Philpot and Smith, 2016). Whilst the purpose of the curriculum document was to support socially critical practices, it was difficult to find language associated with such practices (eg social justice, equity, emancipation). It was also felt that the term ‘socially critical pedagogy’ is problematic for many HPE teachers.

The introduction of the AC:HPE, therefore, is informed by aspects of critical theory and critical public health (Macdonald, 2014). In particular, a critical approach in relation to health education “would encourage students to critically analyse their own and others’ health and the social, political, environmental and historical influences upon it” (Macdonald, 2014, p.242). In relation to the AC:HPE, students were intended to be engaged in critical inquiry and this was can be done through an examination of the field using a sociocultural perspective.

2.11: Positioning of the Health and Physical Education Teacher

Traditionally, teachers have been viewed as “curriculum implementers”, acting as conduits for educational change (Clandinin and Connelly, 1995). Policy makers and educational administrators were historically positioned above the teacher in terms of hierarchy and control and so they had the power to determine the teachers’ output (You and Craig, 2015). Teachers were generally told what to do and were supervised to make sure that they obeyed (Oh et al., 2013). Casey and Schaefer (2016) spoke of teachers being positioned untrustworthy, non-knowledge holders in terms of curriculum reform. The lack

of trust in teachers in relation to educational reform meant that reforms had to be ‘teacher proofed’ (Macdonald, 2003). Because of their positioning, teachers were generally disconnected, or failed to see the value of curriculum reform (Fullan, 2016). This lack of input diminished the sense of voice and agency within teachers (Batra, 2005, Sikes, 1992).

In examining HPE teachers’ participation in curriculum reform, Kirk and Macdonald (2001) stated that most HPE teachers did not own the reform process because of their position within the process. Teachers’ voices, they declared, were to be discovered at the school level, the local context of implementation.

A second image of teachers is that of “curriculum maker” (Clandinin and Connelly, 1995), an agent of education who is involved in organising, planning and orchestrating learning (You and Craig, 2015). This view acknowledges the position of the teacher in organising and planning curriculum change with students (You and Craig, 2015). This experience has been described as a human enterprise that could not be engineered (Pushor, Parker and Kitchen, 2011) and it was contrary to the dominant perception of the technical, rationalist view. Curriculum development has been described as a life-making process, a “rich contextual process that is imbued with individuals’ ‘stories to live by’” (Clandinin and Connelly, 1998 cited by Casey and Schafer 2016, p117). Clandinin and Connelly (1998) Clandinin and Connelly (1998) Curriculum was viewed as experience, alive with the interactions of persons and situations from the past, present and future (Pushor et al., 2011). Pushor et al. (2011, p.7) added that “teachers’ knowledge is found and lived in their narratives of experience”.

Dominant discourses direct ideas about what is regarded as the ‘truth’ and this affects the way HPE teachers think and act (Flintoff and Fitzgerald, 2012). Penney, Brooker, Hay and Gillespie (2009) claimed that HPE needed to acknowledge the personal beliefs and values of teachers. Dowling, Fitzgerald and Flintoff (2015) expressed the need for HPE teachers to be concerned with the broad project of social justice and democracy. Their concern arose from the

dominance of medico-science that encouraged PE teachers to be depositors of knowledge (Freire, 2000) and not actively engaged with the sociocultural factors that influenced physical activity and health.

An early influence on HPE teachers' philosophical stance was related to their personal histories, which "are deep and meaningful to the individual" (Flory and McCaughtry, 2014, p.107). In relation to HPE teachers specifically, the early socialising experiences are, in many instance, years spent playing sports and being actively involved in HPE classes. These experiences had a tremendous influence on how HPE teachers eventually taught (Flory and McCaughtry, 2014). It has been shown that PETE programs were one influence on teachers' beliefs (Ziwei, 2016). O'Sullivan (2005) summarised the results of a major study into early pre-service HPE teachers' beliefs and discovered that pre-service HPE teachers perceived physical education as being primarily skills oriented, they preferred coaching to teaching, and they were more conservative than other teachers.

In moving from the sports field of youth into a future professional career, potential young HPE teachers 'self-selected' in that they chose to study about the body, but more importantly, they were physically able to play and achieve at sport (Tinning, 2010, Macdonald et al., 1999). Tinning (2010) implied that HPE teachers' values and beliefs were strongly connected to the hegemony of physicality and masculinity. The HPE profession internationally is seen as a homogenous, predominately White, middle class, able-bodied group whose values were conservative in nature (Dowling, Fitzgerald and Flintoff, 2015).

Teachers are an important element that contributes to the curriculum change process within schools (Fullan, 2016). Teachers' identities are not only connected to their early socialising experiences but are also connected to their practice (Rossi, Sirna and Tinning, 2008), their attitudes and thinking that shape their curricular decisions and practices (O'Connor and MacDonald, 2002) and the cultural reproduction evident within schools (Print, 1993). Physical education had its roots within the pure and applied sciences with

content knowledge including anatomy, physiology, exercise physiology and biomechanics (Meldrum, 2011). Writers described this knowledge as performance-based and located in the applied sciences (Laker, 2003, Tinning, 1997).

As previously discussed, the sociocultural perspective has only gained some traction in HPE since the early 2000s (Cliff, 2012) and its position has been consolidated with the release of the AC:HPE. As lead writer for the AC:HPE, Macdonald (2014) spoke of refreshing the HPE curriculum to bring it into line with a public health orientation. She believed that this would be achieved through embedding critical health education and practices in the AC:HPE to arrive “at a curriculum settlement for HPE that values biophysical, behavioural and sociocultural knowledge (as it should)” (Macdonald, 2014, p.245). The sociocultural perspective was also aligned with a student-centred, inquiry-based approach to learning (Cliff et al., 2009). This rendering of the sociocultural perspective has been embedded within the AC:HPE (ACARA, 2012c). Macdonald (2014) claimed that this approach to HPE in the Australian Curriculum represented a new approach for many teachers within the discipline of HPE.

The underpinning by the sociocultural perspective in the AC:HPE was therefore likely to be of significance for HPE teachers. While the AC:HPE was aligned with the sociocultural perspective, PETE programs generally had been, and still were, strongly influenced by a scientific discourse (Meldrum, 2011). The introduction of a sociocultural perspective represented a departure from predominately scientific foundations. The introduction of new bodies of knowledge and work threatened to disturb long-running practices and discursive positions (Cliff, 2012). Many HPE teachers faced the dilemma of not being equipped with the skills for cultural critique (Tinning and Glasby, 2002). With the transition of the discipline towards a more socially critical agenda, questions and issues arose about the implication of this shift for HPE teachers. The impact of the sociocultural perspective is best summed up by Tinning (2014, p.209), who stated:

the new HPE curricula in both Australia (and New Zealand) offer a social view of health and are meant to be taught as a socially critical curriculum. It is this conceptualisation that offers a considerable challenge to those (H)PE teachers who continue to see sport as the meaning of (H)PE, or think of health only in terms of physical fitness.

2.12: Educational Change Model

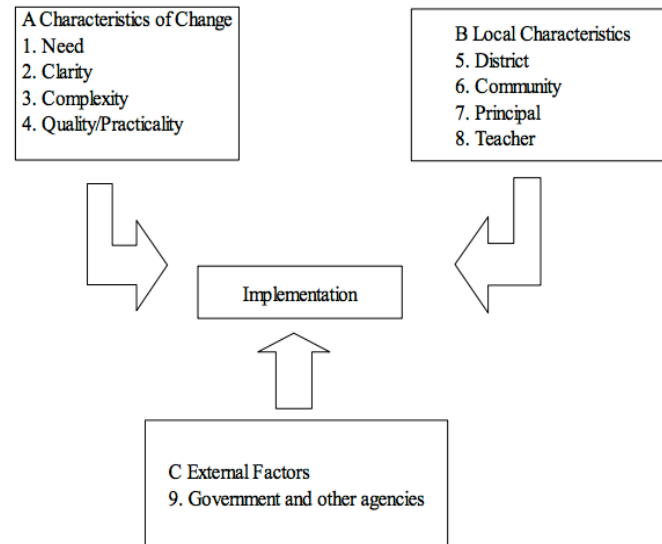
Much has been written in relation to educational change and improving teacher effectiveness as part of change process (Fullan, 2016). In large-scale curriculum reform that is underpinned by power-coercive strategies (Print, 1993) change was, and still is, initiated by government, policy makers and curriculum writers (Ha et al., 2008) while teachers are generally overlooked in the process (Garet, Porter, Desimone, Birman and Yoon, 2001). In relation to this study, a power-coercive strategy was used in the implementation of the AC:HPE, and teachers' understandings, attitudes and their intentions in relation to the educational change would be linked to the implementation of the AC:HPE

In examining educational change, Fullan (2016, p.67) declared that it is "technically simple and socially complex". While not wishing to understate the matter, Fullan (2016, p.67) further elaborated the point when he asserted:

A large part of the problem of educational change may be less a question of dogmatic resistance and bad intentions...and more a question of the difficulties related to planning and coordinating a multilevel social process involving thousands of people.

Fullan (2016) recognised and acknowledged that educational change was a complex procedure. To assist in the understanding of an educational implementation process, Fullan (2016) developed a model that explored factors affecting it. In it, he identified those factors that have to be acted upon for an educational innovation to be successfully implemented (Figure 1).

Figure 1 - Interactive Factors Affecting Implementation (Fullan 2016)



Fullan's (2016) model will be used in the discussion section of this study (Chapter 5) to assist with the framing and direction of the deliberations. This model was chosen because of its application to broad educational change and its focus on human participants taking part in the change process. Nonetheless, it is acknowledged that aspects of the model are not readily applicable to this investigation of the AC:HPE. Fullan's (2016) model was specifically developed for the North American education sector and has factors that are not readily transferable to an Australian setting. The factors of 'District', 'Community' and 'Principal' in the 'Local Characteristics' section of the model were not included in my discussion.

2.13: Curriculum Change In HPE

Change in an education system and its curriculum is change to the status quo (Scott, 2016). In some educational systems, top-down educational reform has been ineffective and had little success in implementing educational change (Kang, 2010, Papaioannou and Gorozidis, 2011). More specifically in relation to physical education, the top-down introduction of a national PE curriculum in

England and Wales during the 1990s did little to alter PE teachers' philosophies and had little impact at the classroom level (Papaioannou and Gorozidis, 2011).

Educational change requires teachers to implement new curriculum material; thus they need to be included in the change process. Madden (2010, p. 2) declared "the teacher's greatest contribution is to direct change in their school's physical education program". A major criticism of top-down change is that it does not involve teachers and so they have little opportunity to contribute to the change (Kang, 2010). Madden (2010, p. 129) stated "teachers are not blank slates". They bring to the process their own beliefs and attitude (Louis, Marks and Kruse, 1996) and their knowledge and experience plays an essential part in the change procedure. Madden (2010) believed that the most difficult concept to achieve is a change in teachers' beliefs and that while the development of any curriculum is a complex and contested area, proposing change in the educational field is easier than implementing it (Cothran, 2005).

Another major concern with the change process is the gap that can occur between policy intentions and their implementation (Ha et al., 2008, Penney and Jess, 2004). If no clear need or clear vision is articulated for the curriculum change, what is known as 'the intended and the enacted curriculum' could occur in the classroom (Vickers, 2008). PE teachers are interested in making learning experiences relevant to students (Cothran and Ennis, 1999). If teachers discern that the new model lacks flexibility and cannot be applied to the local situation, they might decide not implement the change or else modify it so that it sits more comfortably in the local context (Vickers, 2008). Other factors may also influence teachers' ability to grasp educational change. Teachers may find it difficult to move to a new curriculum model if it contradicts their philosophical stance (Vickers, 2008). Teachers lacking confidence in the educational reform may find it difficult to abandon practices that they found to be effective in the past (Crowther and Gaffney, 1994).

Studies have shown the importance of teachers' beliefs and philosophies in curriculum implementation. In a study of the introduction of a new National

Curriculum Standard in China, focused on the ways PE teachers engaged and interpreted curriculum reform. Fundamental to their engagement and interpretation was teachers' understanding of the factors that influenced the development of the curriculum. Capel and Piotrowski (2000, p.218) noted that in curriculum change, PE teachers needed to consider the external environment and that "they must remain abreast of current and anticipated external changes, including changes in society, which impact upon education in general, and physical education in particular". In addition, Capel and Piotrowski (2000, p.218) showed that in order to plan for development, PE teachers needed to "reflect on changes, trends and pressures and their potential impact upon physical education". This would suggest that to be actively engaged in curriculum reform, PE teachers needed to be familiar with the background of the reform and the factors that drove it. Likewise, PE teachers needed to contemplate the changes and their influence on the discipline. Capel and Piotrowski (2000, p. 218) declared that teachers needed "to discuss their core beliefs and align them with practice". PE teachers needed to have a clear understanding of their own philosophies and ideals. Teachers' pre-existing beliefs and practices could affect the ways they perceived, interpreted or distorted the curriculum and this would affect the fidelity of the implementation (Wirszyła, 2002).

Print (1993) explored the use of power-coercive strategies in educational change, suggesting that such strategies were employed as change agents where a quick response was required or the innovation was large or complicated, such as with the AC:HPE. However, it was noted "innovations that require substantial changes to teachers' perceptions, practices and beliefs are unlikely to be implemented effectively through the use of power-coercive strategies" (Print, 1993 p. 237).

Print (1993) developed a model of curriculum development that was sequential and logical to illustrate the process by which curriculum development occurred (Figure 2)

```

graph TD
    A[Aims, Goals And Objectives] --> B[Situational Analysis]
    A --> C[Content]
    B <--> D[Instructional Evaluation]
    C <--> E[Learning Activities]
    D <--> E
    B --> F[Curriculum Presage]
    F --> B
    C --> G[Implementation And Modification]
    G --> C
    G --> H[Monitoring and Feedback]
    H --> G
    H --> I[Phase 3 Application]
    I --> J[Phase 2 Development]
    J --> K[Phase 1 Organisation]
    K --> F
  
```

The flowchart illustrates the Curriculum Development Process, organized into three phases:

- Phase 1 Organisation:** This phase includes the initial stages of **Curriculum Presage** and **Situational Analysis**. **Curriculum Presage** leads to **Situational Analysis**, which in turn leads to **Instructional Evaluation**.
- Phase 2 Development:** This phase involves the core development of the curriculum. **Instructional Evaluation** leads to **Learning Activities**, which leads to **Content**. **Content** leads to **Implementation And Modification**, which leads to **Monitoring and Feedback**.
- Phase 3 Application:** This phase represents the final application of the curriculum. **Monitoring and Feedback** leads to **Phase 3 Application**, which leads to **Phase 2 Development**, which leads to **Phase 1 Organisation**.

Key components and their relationships:

- Aims, Goals And Objectives:** This box is at the top, with arrows pointing down to **Situational Analysis** and **Content**.
- Situational Analysis:** This box is in the upper left, with a double-headed arrow connecting it to **Instructional Evaluation**.
- Instructional Evaluation:** This box is in the lower left, with a double-headed arrow connecting it to **Learning Activities**.
- Learning Activities:** This box is in the lower middle, with a double-headed arrow connecting it to **Content**.
- Content:** This box is in the upper right, with a double-headed arrow connecting it to **Implementation And Modification**.
- Implementation And Modification:** This box is in the middle right, with a double-headed arrow connecting it to **Monitoring and Feedback**.
- Monitoring and Feedback:** This box is in the lower right, with an arrow pointing down to **Phase 3 Application**.
- Curriculum Presage:** This box is in the middle left, with an arrow pointing up to **Situational Analysis**.

In this review, I have presented an overview of the literature. This provided an insight to the historical factors that affected the discipline of PE and positioned the discipline within its present context. The introduction of the AC:HPE represented a period of significant adjustment within the discipline, in which the profession has moved away from a biomedical/scientific approach and engaged more actively with the sociocultural perspective. This has implications for HPE teachers who traditionally have had a strong grounding in scientific

discourse. In addition, the implications of curriculum change for teachers and the period of possible uncertainty that it may represent has been explored.

In the following chapter, I will outline the research approach that was used in this study to explore and investigate the understandings and attitudes of HPE teachers in their engagement with the AC:HPE.

Chapter 3: Methodology and Framework

Central to this study was representation of the teacher's practices and teacher's voices. The issue, as researcher, was with regard to the choice of research method that was most applicable for the study.

Qualitative research is described as a research strategy that locates the observer in the world (Creswell, 2007) and emphasises how individuals interpret their world (Bryman, 2008). It has as its focus the investigation of observable phenomena (Connelly and Clandinin, 1990). Qualitative research focuses on "uncovering the meaning of a phenomenon for those involved...understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009, p.5). It is an approach in which knowledge claims are based on constructivist perspectives and "emerging data with the primary intent of developing themes from the data" (Creswell, 2014, p.18). For this study, which developed themes from the understanding, attitudes and intentions of PE teachers in relation to the AC:HPE, a qualitative approach was considered most appropriate.

Creswell (2007) describes five approaches to qualitative research: narrative, phenomenology, grounded theory, ethnography and case study. For this study, I chose narrative inquiry because it was the most suitable way to represent each teacher and capture their stories about the implementation of the AC:HPE. Narrative inquiry "is a means by which we collect, analyse, and represent people's stories as told by them" (Etherington, 2002, p.167). Stories can be used to represent and understand experience (Connelly and Clandinin, 2000). Furthermore, in relation to narrative inquiry, Hegde and Tungesh (2016, p.151) stated that "the underlying presupposition is that the perspective of the interviewee is best revealed in stories where the participant is using his or her own spontaneous language in the narration of events".

Knowledge is viewed as a social construct that is embedded within historical and cultural stories and beliefs (McMullen, van der Mars and Jahn, 2014). Physical Education has been subjected to the dynamics of social construction,

with its stories and beliefs shaped by the influences of the day. A narrative inquiry would allow for the collection and investigation of participants' stories and beliefs. As the participants revealed their stories, narrative inquiry would allow me, as researcher, to develop interpersonal, contextual relationships with them (Clandinin and Connelly, 2000). Teacher knowledge is seen as personal, so the use of narrative inquiry in this research required me to make connections with participants.

A characteristic of science is the particular way of thinking and expressing knowledge used in it and this was the most common form of representing knowledge within the HPE field (Cliff 2012), with little research into what the sociocultural perspective meant for teachers, students and classroom practices (Cliff, 2012). Tinning (2012) spoke of the discipline being long dominated by the *logos* (analytic voice) and the need to include the *mythos* (the personal voice of storytelling) within the discipline. This study aimed to contribute to, and increase awareness of, the *mythos* of HPE. A study in HPE using the narrative approach would contribute knowledge in a methodology that has not often been used within the field (Dowling, Fitzgerald and Flintoff, 2012).

Narrative inquiry is also an unbounded form of investigation (Oh et al., 2013). It is a fluid form of exploration, one that is able to deal with both human and contextual indeterminacies (Oh et al., 2013). Through the use of narrative inquiry in this study, PE teachers would be able to express their understandings and experiences while they were engaged in the curriculum change process (Penney et al., 2009). It would enable them to gain a perception of their own beliefs and so be more actively engaged with the curriculum reform process. This would allow PE teachers to reflect on their practices, their understandings and attitudes throughout this process and so connect with the research process (Craig, You and Oh, 2013).

Pushor et al. (2011, p.7) added that "teachers' knowledge is found and lived in their narratives of experience". Narrative inquiry would allow the unfolding and telling of teachers' stories, such that when stories are rendered "it is human experience, not narrative, that is the driving impulse...narrative inquiry (is) a

way to study experience...narrative is the closest we can come to experience” (Clandinin and Connelly, 2000, p.188). From this viewpoint, a narrative inquiry would be useful in gaining an insider’s view (Etherington, 2002). It would enable an exploration of the lived experience (Hickey and Fitzclarence, 1999) and allow teachers’ stories to unfold within their professional landscape (Craig, You and Oh, 2013).

3.1: Conceptual Framework

Many definitions of narrative inquiry exist (Riemer, Quartaroli and Lapan, 2012). Differences regarding narrative have arisen from the disciplinary framework, the topic of study or the methodological approach (Andrews, Squire and Tamboukou, 2008). Narrative inquiry has been defined as “an interest in life experiences as narrated by those who lived them” (Chase, 2011, p.421). It is seen as a means of shaping or ordering an experience, a way of understanding actions, of organising events and connecting and seeing the consequences of actions and events over time (Chase, 2011). Nevertheless, it is essential to remember that narrations are “composed for particular audiences at moments in history, and they draw on taken-for-granted discourses and values circulating in a particular culture” (Riesman, 2008, p 3). Therefore, narratives do not always ‘speak for themselves’; they are loaded with meaning and worth.

As a researcher using narrative inquiry, it was critical that I maintained a close interpretation of these meanings and values. To do this, I decided to use an analysis in which the content of the narration was the exclusive focus of the study. Through this analysis, the focus became what the participants said, rather than how they said it. By focusing on the what, the meanings and worth within the structure of speech, the audience and the local context of the narrative were kept to a minimum (Riessman, 2008). This enabled me as researcher to focus on the content of participants’ narratives without being distracted by how and under what contexts they spoke.

Current forms of narrative include biography, autobiography, life story research and oral history (Riemer et al., 2012). Biographies are stories of other

persons' lives while autobiographies record an individual's own experiences. Life stories contain descriptions of an individual's entire life. Oral history is used to gather information from an individual or group about a specific experience or event (Riessman, 2008). For this study, the data would take the form of a collection of oral life stories presenting the understandings, attitudes and intentions of secondary HPE teachers in relation to their experiences with the AC:HPE. In gathering participants' stories, there is always an element of selection to be made as to what is included or excluded. The process of selection is considered in the following section, together with an overview of the study design and specific details about particular aspects of the study.

3.2: Study Design

The use of narrative in research and its representation can raise challenges. As mentioned, no representation of the field is value free. Researchers are positioned in relation to their research; they bring to the research task their own values and expectations. As a researcher, I had to consider how to manage this aspect of my research. It was difficult (nay, impossible and possibly even undesirable) to write myself out of the research, but an important step was to acknowledge my own perspectives and understandings. Hence it was essential that I inserted myself into the "story" because I was part of the research, a part of the process. I did this by establishing and acknowledging my own position in relation to the study and so conceded personal perspectives in relation to it. I then reflected upon these personal perspectives throughout the duration of the study.

Narrative inquiry is the telling of the story, a representation of a series of events (Elliott, 2005). It requires a shift away from the conventional practice of research questioning to one of invitation; inviting each participant to tell his or her 'story' (Chase, 2011). The shape of the conversation must therefore be structured to treat it as a guide, to stimulate the participants' narrative capacities (Elliott, 2005). Traditionally, narrative exploration could be seen as a co-construction between the interviewee and interviewer (Wells, 2011). This form of co-construction in which the interviewer asked questions and the

respondent answered raises issues of ownership and power differentials within the narration.

It is also essential in narrative research that the interview is viewed as a conversation (Riessman, 2008) with control of the process being relinquished by the researcher so as to decrease, if not totally eliminate, the power differential between interviewee and interviewer. From this point of view, it is essential that the narration is not viewed as a conversation between interviewer and respondent but is regarded as a jointly constructed narration between two active participants (Riessman, 2008). To assist in removing the power differential surrounding the terms interviewer and respondent, and to give credence to the notion of a conversation between participants, I decided to introduce the terms 'invited participant' (respondent) and 'inviter participant' (interviewer). These terms are used throughout this study to assist in framing the conversations between the participants and myself and to assist in establishing the foundation between the individuals (the participants and myself) within the conversation.

The process of conducting the narrative interview is also important in achieving this 'conversation between active participants'. Generating narrative commonly entails a longer turn of conversation (Riessman, 2008) and this meant that I, as the inviter participant, relinquished the path of the conversation to the invited participant. Narration can be hard work, in that the researcher enters the world of another person (Riessman, 2008). The inviter participant has to place the invited participant at ease, and be aware of the reality that the conversation is occurring in a constructed space. There are strategies that can be used to create spaces for narratives, so that invited participants have control of their stories. These strategies include using physical spaces that are conducive for the narration, pursuing topics in a manner that does not presume the prevailing discourse on the topic, and opening discursive space by challenging a narrative performance or redirecting the course of the interview (Hyden, 2008). In this study, the particular strategy I applied was the use of physical spaces for conversations that were familiar and comfortable for invited participants yet also conducive to conversation.

It is important to consider carefully the form of the conversation and ways of introducing topics in it. As the inviter participant, I disclosed my position through a general description of my own story. This positioned myself within the narration and added to the sense that the narration was a conversation between two individuals, rather than an interview between a researcher and interview subject. This helped to build rapport between each invited participant and myself. This sense of a shared conversation was also enhanced by the fact that, as well as researcher, I was also an insider in relation to the context of the study (Dwyer and Buckle, 2009). As insider researcher, I was positioned as a fellow PE teacher, confronting the same issues as the invited participants. I had insight and awareness into the world of physical education, its culture and philosophies. The narrations that developed from these conversations were therefore be collaborations between two individuals who shared and spoke a similar 'language'. The domain of Physical Education and the issue of curriculum change was a shared one. Furthermore, there was a shared understanding and knowledge of the Catholic Education sector between invited participants and myself. This insider knowledge enabled me to enter into the world of the invited participants with a sense of knowledge and awareness.

Nonetheless, despite this shared realm, I had to acknowledge that I was also an outsider researcher in relation to the invited participants. I had no relationship with the schools where they worked, nor was I familiar with the contexts in which they operated. From this perspective I was an outsider to their world (Thomson and Gunter, 2011).

To prepare for the anticipated conversations I constructed a set of open-ended questions in everyday language that would allow invited participants to respond in their own words (Patton, 2002). To further encourage the extended answers that were needed for each narration, questions were framed in ways such as "Tell me your thoughts on..." or "Tell me what happened..." (Riessman, 2008). This encouraged invited participants to construct and narrate their stories in their own words. As the inviter participant, I supported invited participants through active listening (Hoppe, 2011), a process whereby I displayed my willingness and ability to hear and understand what each invited

participant was saying. Active listening is particularly suitable where narrations are viewed as joint productions between two participants (Riessman, 2008). Active listening involved the skills of paying attention to the conversation, withholding judgment, reflecting, clarifying, summarising, and sharing (Wells, 2011). Through displaying these skills and developing an active listening mind set, I was able to acquire more meaningful information during each conversation.

During the conversations, it was important that I focused on each invited participant. My body language needed to be appropriate (open and leaning forward) and comfortable eye contact maintained. I also needed to be aware of the way I took notes during the conversation. Doing this at a furious pace would possibly be taken as a sign of high interest by the invited participant whereas a lack of note-taking might signify a lack of interest in the conversation. To convey a sense of balance, I attempted to strike a happy medium between the two. During each conversation, I wrote notes to myself but ensured that this did not appear as the core business of the conversation. It was significant that the conversations were not rushed but progressed at a pace that allowed invited participants to develop their narratives. Each conversation was also recorded digitally.

To maintain interest in the conversation, I made intermittent statements to ensure that I was 'hearing the story' correctly. These statements were reflective in nature, e.g. "What I am hearing is..." and "Let me make sure I understand what you are saying..." so as to ensure accuracy and assist in the promotion of conversation. I found it valuable, as the conversation proceeded, to summarise key themes or confirm points of view occasionally (Hoppe, 2011). This was done by using statements such as "It sounds as if your main concern is ..." or "These seem to be the key points...". As insider researcher, I needed to be able to develop an empathy with invited participants through a sharing of experiences. This added to the affinity between the invited participants and myself and further developed the sense of 'conversation between active participants'.

It is recognised that narration is built as a conversation; it is a specialised conversation in which information is elicited from the invited participant. The ability to draw out this information is a specialised skill, one that I had had only limited exposure to at the start of the study. Riessman (2008) states that in this regard she sees narrative interviewing not as a set of techniques, but rather as a skill that needs to be practised sensitively to forge the dialogic relationships. More importantly, she believes that narrative interviews need to be revisited or followed up, rather than being once-only conversations. Riessman's (2008) recommendations were followed in this study, in that a series of conversations and follow-up small conversations occurred. The follow-up conversations were dictated by circumstance and convenience. This allowed me opportunity to build an affinity with the invited participants and so establish a relationship that allowed them the time and space to construct their stories. It also gave me, as inviter participant, the opportunity to reflect on the narrations and to seek clarification as required.

After each interview, a transcript was generated from the digital recordings and sent it to the invited participant by email, to give him or her an opportunity to read the transcript and agree to its contents. They were able to add or delete sections as they so wished. This enabled the conversations with invited participants to continue, through email, throughout the data collection process even though the actual interview was completed.

There are issues about the written representation of a narrative analysis. Riessman (2008) claims that when writing up, the researcher does not stand outside the study and present what was said in a neutral manner. The act of summarising or paraphrasing means that narration has been abandoned and replaced by one that includes the narrator's words in full (Wells, 2011). In doing so, language may often be 'cleaned up' to make it sound better (Poland, 2002). This creates tension around how the narration should be presented. There are two opposed views about the process of transcription (Elliott, 2005). At one pole is the notion of the clean transcription, in which the narration is cleaned of extraneous verbal interaction and the matter is presented in a legible form. At the other pole is the detailed transcription, where importance is placed

on preserving the recorded detail. The process of writing a narrative therefore entailed making decisions about whether to preserve the narration in its original state or clean it of extraneous detail. Because of my desire to present this study as a ‘conversation’, the details of interviews were preserved but the transcripts were cleaned of break-offs and some utterances to make them more readable, while features such as pauses and laughter were included because they provided context to the conversation.

3.3: Sampling of Invited Participants

In research, sampling is determined by the methodological approach or topic of choice (Higginbottom, 2004). Rather than the traditional random sampling used in quantitative research, qualitative researchers seek to build a selection of people so as to gain a deeper understanding of a specific phenomenon (Maykut and Morehouse, 1994). To that end, qualitative researchers carefully select their sample so that each individual displays qualities suited to the study (Hennink, Hutter and Bailey, 2011).

As researcher, my physical location is in northeast Victoria. Consequently, invited participants were recruited from secondary HPE teachers in regional Victoria and regional New South Wales. All invited participants were employed in the Catholic Education sector. Invited participants’ ages varied but because they were employed as secondary school teachers it was expected that they would be at least 21 years of age. Gender depended on the site setting.

The Catholic Education sector was chosen because of ease of site access and my familiarity with the sector. Initial contact with potential invited participants was made once ethics permission was received from Victorian University and the appropriate Catholic Education Offices. The first step was to approach school principals seeking permission to conduct the research in their schools. Once granted, I approached the HPE Head of Department in identified schools seeking an opportunity to meet. At this meeting, details of the study were provided and teachers from the school’s HPE department were invited to participate. This was done at a convenient time for staff (e.g. faculty meeting).

To reduce the time commitment for invited participants and to make the idea of participation more attractive, the study's requirements were incorporated, wherever possible, into regular scheduled meetings of each PE department. In this way, the study was not viewed as an extra burden by the invited participants but was incorporated into their meeting schedule as a professional development exercise, supporting them as they undertook the challenge of curriculum change.

Geographically, the study was designed to include invited participants from schools located 60 to 90 minutes by road from the researcher. There were 10 Catholic secondary schools within this area in Victoria and New South Wales. The two States operate different education systems but both were implementing the national curriculum. This had the potential to provide a richer source of data for the study than one State alone, and therefore had broad appeal for the research. It was anticipated that three schools would be included in the study; one school in Victoria, another from New South Wales and depending on take-up, the third from either state. This maximised the cross-border appeal of the study. Three invitations were issued but only two schools, one from each State, agreed to participate. While it was disappointing not to include a third school (because the school was not interested in being involved), the study still achieved its aims of cross-border school settings and invited numbers.

For qualitative research, sample size is considered a matter of judgement (Sandelowski, 1995) with no set figure being determined at the start. While sample size is usually considered adequate when the data consistently answer the research question (Richards, 2005), 12 participants has been approximated as a likely sample size from which to generate data (Guest, Bunce and Johnson, 2006). For this narrative study, the sample size fell within the suggested range of 12 participants with 6 participants from each school.

The samples from each school were generally balanced with regard to gender. Three male and three female HPE teachers represented the Victorian school sample with a female Head of Department. The sample consisted of a mixture

of both experienced and inexperienced HPE teachers. Four of the teachers are what maybe termed experienced (ten or more years of teaching) whilst two of the teachers (both males) are just commencing their teaching careers. The sample from New South Wales consisted of two male and four female HPE teachers with a male Head of Department. Again the sample consisted of a mixture of both experienced and inexperienced HPE teachers. Five of the teachers are what maybe termed experienced (ten or more years of teaching) whilst one of the teachers (female) is within the early stages of her teaching career. All of the Victorian HPE teachers have only taught in the Victorian educational system whilst two of the New South Wales teachers have taught in the Victorian system.

This generated a richness of data while avoiding a situation of producing large volumes of data that could become unmanageable. If it was deemed that the research question had not been adequately answered with this sample the study would have been expanded to include other schools within the capture area. If that were not possible, schools outside the capture area could be added until saturation was reached.

3.4: Data Collection

It was acknowledged in Section 3.2 that power differentials exist in the data collection process, but it was still necessary to draw on existing literature about research design to decide the best way to gather data. Participants were invited to join in a series of conversations. The data collection for this study was scheduled over a 12-month period from October 2014 to October 2015, which was the beginning of the planned introduction of the AC:HPE.

3.5: Conversations

While I wished to gather and present data in the form of conversations with the invited participants, in the research literature the activity that I wanted to call ‘conversations’ is usually referred to as ‘interviews’. While I sought to have

conversations with the invited participants (for reasons previously explained), I need to acknowledge the use of the word ‘interview’ and its appearance within this section when framing the task of the conversations. The use of term ‘interview’ was not by intention but rather had been dictated to me since literature tends to use the more common term ‘interview’ and not that of ‘conversation’.

Weerakkody (2009) outlined three approaches to qualitative interviews: the unstructured approach, the semi-structured approach, and the structured approach. These approaches are related to the list of questions or the interview protocol of the research, and “indicates the freedom and flexibility available to the interviewer when asking questions from respondents” (Weerakkody, 2009, p.166) Semi-structured interviews are useful when the researcher wishes to focus participants’ responses on specific topic areas (Weerakkody, 2009, Conti and O’Neal, 2007). Moreover, the flexibility of semi-structured interviews provides room for further exploration or extrapolation on interesting topics and points as they occur during the interview (Weerakkody, 2009, Brennan, 2013).

For this study, in-depth, individual, face-to-face conversations were conducted, comprising a series of tailored questions posed to the invited participants. The interview was “a site for the production of data and an opportunity to explore the meaning of the research topic for the respondent” (Elliott, 2005, p.22). Conversations allowed the lived experience of each invited participant to be identified and established. The semi-structured approach was consistent with the proposed study, which sought to disclose invited participants’ experiences and actions in relation to the implementation of the AC:HPE.

3.6: Site Sensitivity to the AC:HPE

At the time of data collection, the school settings used for the study had different sensitivities towards the AC:HPE. The data for the Victorian school were collected in mid-2015. In 2016, Victorian schools were due to implement the ‘Victorian Curriculum’ (a curriculum model developed in Victoria and

based upon the Australian Curriculum), hence the sensitivity of this school towards the AC:HPE and the Victorian Curriculum was expected to be high. If anything, the timing of the data collection was optimal, occurring just before commencement of the new State-based curriculum based on the AC:HPE. Therefore I hoped that there would be heightened awareness from the invited participants in relation to the AC:HPE.

The situation was different in the New South Wales school. New South Wales, through the Board of Studies, Teaching and Educational Standards (BOSTES), adopted a staged approach to the national curriculum that occurred in three phases. Phase 1 included English, Mathematics, Science and History, which had been implemented into schools before data collection commenced. Phase 2 comprised Geography, Languages and the Arts. Geography was due to be implemented in 2017. Details about implementation of Phase 3 are yet to be determined (at the time of writing, 2016). HPE teachers did not know whether HPE would be included in Phase 3, or, assuming that it is, when it would be implemented into schools. Therefore, in comparison to their Victorian counterparts, at the time of data collection HPE teachers in New South Wales were not facing the prospect of implementing a new curriculum and so their situational awareness about the AC:HPE was not as urgent.

3.7: Data Analysis

The data gathered for this study were framed against the central research question. To analyse the narrative of this study I used a twin lens approach, using the lenses of both “The Story Analyst” and “The Storyteller” (Smith and Sparkes, 2008). As storyteller, I ‘stepped into the story’ and positioned myself within the narrative. In the role of storyteller I told of my reactions and interactions with the invited participants and the stories that were collected from them (Elliott, 2005). Furthermore, as one of the participants, I needed to place myself in the narration; otherwise the study would not be a true narration but only a ‘one-sided’ conversation. As story analyst, I ‘stepped back’ from the narration and analysed it as an extended account of invited participants’ stories

(Riessman, 2008) and so gained an awareness of their understandings, attitudes and intentions towards the AC:HPE. This occurred after each interview.

The analysis of the data required that I, as researcher, moved beyond the requirements of data collection and examined the data that was obtained from the conversations. This entailed, as researcher, that I moved from the role of ‘invited participant’ (a role required to obtain the data) to that of ‘story analyst/teller’ (a role required to analysis the data).

3.7.1: “The Story Analyst”

The design and plan for the “Story Analyst” was based on an exploratory approach to qualitative data analysis (GuestMacQueen and Namey, 2012). Initially the conversation with each invited participant was collated from the audio recording and transcribed. It was then sent to the invited participant for verification. Email and telephone conversations were used to ensure the accuracy of the conversations and invited participants’ satisfaction that any issues of anonymity and confidentiality had been dealt with. It also allowed me to follow up on any queries or clarifications that I required after I had read the transcript.

Next, I carefully read and reread the verified transcripts, examining them for key words, trends or ideas that could assist in the outline of the analysis. From this, the data were explored for patterns to generate the initial codes. To assist in the sorting of data, coloured pens were used to highlight different parts of the transcripts that appeared to be related. From this, codes were created through data reduction. This was done manually. The purpose of initial coding was to preserve and “see” across the data (Richards, 2005) and revisit the codes until patterns and explanations had emerged.

The coloured codes were then combined into overarching themes. In the coding process there was a search for meanings through thematic analysis (Braun and Clarke, 2006). In searching for themes, I initially examined how the codes had formed within the data. From this, a list of themes began to appear through a

search of recurring thoughts and experiences as mentioned by the invited participants. The purpose of these themes was to present an accurate ‘picture’ of the data – regardless of whether it supported the overarching theoretical perspective of the study. From this, a list of viable themes was established.

These viable themes were then viewed in relation to their support of the data and the overarching theoretical perspective. From here, the data were continual reviewed and compared with the candidate themes until such time that the candidate themes ‘painted’ an accurate story in relation to the data. Once this had been established, the themes were described. The emergent themes were based on a continual reviewing and reorganising of the data so as to achieve consolidation.

For this study, the use of narrative analysis allowed an emphasis to be placed on the representation of HPE teachers, their theoretical positioning and their professional practice in articulating with the AC:HPE. It drew out their experiences and gave rise to their voices. The thematic approach in this study was one that focused on the invited participants’ stories – the emphasis was moved away from the form of the narration with prominence placed on its thematic meaning. Through the use of thematic analysis, larger patterns and meanings were then drawn out of the invited participants’ responses. These patterns and meanings were styled as a composite text so as to draw common meaning. With regard to this form of analysis, it had been suggested that the story be presented as if “it has fallen out of the sky” (Riessman, 2008) and the reader knew little of the personal accounts of the participants. In addition, the position of the inviter participant was effectively erased from the text. The findings from this scrutiny would then be presented as a “traditional or realistic tale” (Sparkes and Smith, 2013), a form of presentation that centred on the voice of the participants and allowed the reader to gain insights into their perceptions of events (Sparkes and Smith, 2013).

In this study, I intended to start with an initial coding scheme and develop further categories and labels as the data suggested. Use of a computer software package such as NVivo to assist in the management and analysis of the data

was considered. However, once the data had been collected and transcribed, the data were analysed manually through a conceptually-ordered display (Miles, Huberman and Saldaña, 2014). This was achieved through the development of a conversation matrix for each setting. The horizontal axis represented the themes that had been identified and the vertical axis the invited participants in the setting. The conceptually-ordered display was then used to highlight either individual participants' responses within the conversations or the collective responses of the group to a particular theme (see Appendix 1). The matrix was continually refined and updated as I sifted through the data. The development of the matrix also allowed for a ready reference between the invited participants and settings.

3.7.2: “The Storyteller”

In qualitative research, researchers and participants bring to the research process their own subjective influences (Hennink et al., 2011). In the coming together of the two parties “each will react to the background, characteristics and positioning of the other, and in this way each will contribute to the co-construction of the reality during the interview process” (Hennink et al., 2011, p.19). Thus, in contrast to the story analysis in which ‘I the researcher’ had been removed from the text, the storyteller analysis ensured that I was visible in the research activity.

The analysis of the storyteller would be seen in my reactions and interactions with the invited participants and the stories that were collected from them (Elliott, 2005). The story that evolved would be an exploration of the practical elements of the research (Elliott, 2005) and as researcher I was to be highly visible within this account. As researcher, I am not edited out of the plot but remain structured within it, dealing with the difficulties and confusions of the research process. Furthermore, as an insider researcher, I had additional insights and perceptions that could be offered to the narration.

The form of this analysis would be a creative piece wherein I pondered the story of the engagement that occurred between the invited participants and myself (Smith and Sparkes, 2008). Van Maanen (1988, p.75) suggested that in such an account “the omnipotent tone of realism gives way to the modest, unassuming style of one struggling to piece together something reasonably coherent out of displays of initial disorder, doubt and difficulty”. Furthermore, to assist in this approach, Richards (2005) suggested that there is a need to include ‘project history’ which can be displayed as part of a diary. To this end the diary, or research journal, should include:

- Recordings of each step and why it was taken. Alternatives within the project are acknowledged and reasons given as to why they were rejected
- Project notes, setting notes and interpretive notes accompany each data record
- Archived models from the early stages of the project
- Records of theoretical sampling explaining decisions to widen the sample or to move into other areas
- Memos that are dated with each entry
- Archived copies of project ideas, how they grew and changed

(Richards, 2005)

As ‘storyteller’ I engaged in what has at times been described as the “messy and contingent nature of ... research fieldwork” (Elliott, 2005, p.164). To assist with this process, Richards (2005) advocated a paper-based research journal so as to maintain a ‘project history’. This document enabled me to record my own version or interpretations of events. Through the use of the research journal it was possible to track the history of the research project; incidents and developments were recorded and pondered.

The use of a research journal meant an additional means of data gathering was integrated into the study. The analysis of the story gathered through conversations and added to the narrative of the storyteller provided through a

research journal provided a richer and more complete understanding of the study.

3.8: Development of Questions

In the development of the questions, my desire was to generate a set of questions that would enable me to gather rich and accurate data. As researcher, I wanted to know the intentions and perspectives of the invited participants (Agee, 2009). To obtain that information, I needed to develop a set of questions from the overarching research question that would reveal the understandings, attitudes and intentions of HPE teachers in relation to the Australian National Curriculum in Health and Physical Education.

To give support and apply accuracy to the process of creating the questions, consideration was given to locating a suitable procedure that could assist in the undertaking. To this extent, the methodology used by Alvesson and Sandberg (2013) for generating research questions was used as a framework. While it is readily acknowledged that the overarching research question had already been developed, and therefore the use of Alvesson and Sandberg's (2103) framework may seem somewhat redundant, the framework placed the research question at the forefront of the study. It was deemed by the researcher that applying Alvesson and Sandberg's (2013) framework to the research question would ensure the rigour of the research question itself and of the interview questions developed from the research question. In this way, the framework would assist in the generation of questions were thorough and relevant to the research question.

In their methodology, Alvesson and Sandberg (2013) strived to challenge assumptions underlying the existing literature with the purpose of generating research questions that increased the possibility of their resulting in imaginative, interesting and influential research projects and results. To this end, Alvesson and Sandberg (2013) identified six underlying principles, shown in Table 1.

Table 1 – Alvesson and Sandberg’s Six Principles of Problematisation

Identify a domain of literature – what main bodies of literature make up the domain?
Identify and articulate assumptions – what major assumptions underlie the literature?
Evaluate articulated assumptions – are the identified assumptions worthy to be challenged?
Develop alternative assumptions – what alternative assumptions could be developed?
Relate assumptions to audience – how can one craft a convincing message to the major audience?
Evaluate alternative assumptions – would the alternative assumptions generate theory regarded as interesting by the targeted audience?

The six principles of problematisation were applied to the research topic as shown in Table 2.

Table 2 – Principles of Problematisation Applied to the Research Topic

1) Identify a domain of literature – Australian Curriculum: Health and Physical Education
2) Identify and articulate assumptions – that HPE teachers had an awareness of the AC:HPE
3) Evaluate articulated assumptions – what knowledge and beliefs do HPE teachers possess in relation to their teaching and how would this influence their teaching practice?
4) Develop alternative assumptions – that HPE teachers, in delivering the AC:HPE, will be engaged in personal and professional challenges to meet the curriculum demands.

- 5) Relate assumptions to the audience – the Australian HPE curriculum would impress upon HPE teachers.
- 6) Evaluate alternative assumptions – how did the AC:HPE impact upon the teaching practices of HPE teachers?

Therefore, taking these principles into consideration, the following questions were developed to guide the conversations:

1) Identify a domain of literature

Australian Curriculum: Health and Physical Education.

It had been suggested in literature that HPE in Australia had undergone a change from a bio-medical discourse to one that included a socially critical agenda with the introduction of the AC:HPE (Cliff, 2012). However, are HPE teachers aware of the historical positioning of the discipline within Australia and the continual evolution of the discipline over time?

Emergent Questions:

- What is your knowledge of the history of PE/HPE within Australia?
- What factors have impacted the field of HPE within Australia?

2) Identify and articulate assumptions

That HPE teachers had an awareness of the AC:HPE

PETE programs have traditionally grounded HPE teachers in the bio-medical sphere. The introduction of a socially critical agenda is seen as a significant evolution of the discipline. Yet, if the development and introduction of the AC:HPE is deemed to be of significance to the discipline, what awareness do HPE teachers have of its existence?

Emergent Questions:

- What is your awareness of the AC:HPE?
- What does the AC:HPE represent?

3) Evaluate articulated assumptions

What knowledge and beliefs do HPE teachers possess in relation to their teaching and how did this influence their teaching practice?

HPE teachers hold strong beliefs as to the content of Health/Physical Education. Prevailing beliefs of HPE teachers shape their attitude and intentions in relation to curriculum. Does the philosophical stance of HPE teachers' work align with the AC:HPE Curriculum and affect their teaching practice? Furthermore, what was the history and perspective of the invited participants in relation to curriculum change? Did their previous involvement in curriculum change, and the perspectives formed from this influence their thinking in relation to the AC:HPE? Furthermore, to what extent would HPE teachers engage with the curriculum reform process?

Emergent Questions:

- What has been your involvement in HPE curriculum change?
- What are your opinions/your feelings with regard to curriculum change?
- What has curriculum change meant to you as a HPE teacher in the past?
What are your feelings towards the AC:HPE?

4) Develop alternative assumptions

A two-day seminar titled "HPE National Curriculum Implementation – Provocation, Challenges and Responses" was held at the University of Queensland (2013). From this seminar the following points were realised in relation to the AC:HPE:

- All HPE professionals will need to engage with the AC:HPE, reflect on their current pedagogies and program content and be willing to adapt

and adopt. The steps for some will be small but for others this will present a great personal and professional challenge.

- Issues including content relevance, equity, critical thinking, cross-curricular learning, and embedding of technology will need to be addressed in each school within that school's priorities, context and resources. (ACHPER, 2013b)

Emergent Questions:

- What has been your involvement in HPE curriculum change?
- What are your opinions/your feelings with regard to curriculum change?
- What has curriculum change meant to you as a HPE teacher in the past?
What are your feelings towards the AC:HPE?

5) Relate assumptions to the audience

That the Australian HPE Curriculum would influence the teaching practices of HPE teachers.

In 2012, ACHPER summarised feedback received from HPE teachers in response to the *AC:HPE Shape Paper* (2012). The summary read:

It should be noted again that the issues/concerns identified by many ACHPER members focused on implementation and accountability issues regarding delivery, time allocation, the diversity of school contexts and their capacity to meet the curriculum demands represented by the scope of the paper (ACHPER, 2013a)

This statement provided a starting point in the investigation of issues relating to the implementation of the AC:HPE and its potential influence on the teaching practice of HPE teachers. Through this proposed investigation, HPE teachers' 'stories' in dealing with issues of pedagogical practice, program content and program delivery could be considered and explored.

Emergent Questions:

- What is meant by the term critical inquiry?
- What does the term ‘strengths-based approach’ to curriculum mean?
- What does it mean when you have a sociocultural perspective?
- What was your reaction when you discovered that there was to be a national HPE curriculum?

6) Evaluate alternative assumptions

How would the AC:HPE impact upon the teaching practices of HPE teachers?

Educational systems evolve at a slow pace, with a suggestion being that there is little catalyst to do so (Jónasson, 2016). Traditions, traditional values and strong interests keep education within the confines of old times (Jónasson, 2016). While a top-down curricular development such as the AC:HPE will ensure the evolution of the HPE curriculum across the nation, HPE teachers are the agents of change within the classroom. How would the development and implementation of a top-down curriculum influence the teaching practices of HPE teachers?

Emergent Questions

- How do you think the national HPE curriculum will impact upon you as a HPE teacher?
- In what ways do you think it will impact upon your classroom practices?

3.8.1: Question Selection

As described above, Alvesson and Sandberg’s (2013) ‘Six Principles of Problematisation’ was used to develop a series of emergent questions. From these, the prime questions that were to be asked of invited participants to satisfy the research requirements of the study, and secondary questions that could be asked if required, were selected.

Prime questions

- What is your knowledge of the history of PE/HPE within Australia?
- What does the AC:HPE represent?
- What are your opinions/your feelings with regard to curriculum change?
- What has curriculum change meant to you as a HPE teacher in the past?
What are your feelings towards the AC:HPE?
- What has been your involvement in HPE curriculum change?
- What are your opinions/your feelings with regard to curriculum change?
- What is meant by the term critical inquiry?
- What does the term strengths based approach to curriculum mean?
- What is meant by the term a sociocultural perspective?
- How do you think the national HPE curriculum will impact upon you as a HPE teacher?

Secondary questions

- What factors have impacted the field of HPE within Australia?
- Where could you obtain information relating to the AC:HPE?
- What was your reaction when you discovered that there was to be a national HPE curriculum?
- In what ways do you think it will impact upon your classroom practices?

3.9: Subjectivities

The researcher is responsible for shaping the character of knowledge and managing the subjectivities that occur in a research project (O'Leary, 2010). Subjectivities that could have arisen in this study in relation to the invited participants included issues of race, class and gender. Furthermore, questions may have arisen with concerns about 'hearing only the dominant voice' in the research, a disregard for the language (using jargon), capturing the 'truth' of

the research, building trust with the invited participants and listening without judgement (O'Leary, 2010).

3.10: Ethical Issues/Considerations

In undertaking qualitative research it was necessary to consider ethical issues that could arise (Creswell, 2009). To assist me in this consideration, I related the four ethical principles of research merit and integrity, beneficence, respect and justice (National Health and Medical Research Council, 2007) to the study and so identified broad ethical issues and considerations:

3.10.1: Research merit and integrity

This research proposal had research merit and integrity in that it was based on a thorough understanding of the current literature, the research design was appropriate to the task and it was conducted in a matter that passed ethical scrutiny.

3.10.2: Beneficence

Researchers should strive to maximise the good outcomes for science and humanity and minimise risk or harm to individuals in the research. While it was acknowledged that this study would intrude upon the lives of the invited participants, the intrusion would not be of a harmful, physical nature. The matter of professional or reputational harm to an invited participant was an issue that needed to be considered and avoided. Invited participants could experience anxiety through partaking in professional discussions that could cause unease and apprehension. If, for some reason, it became apparent that an invited participant was experiencing anxiety or unease, then he or she could withdraw from the study. Counselling, if required, was also available to invited participants. This information was conveyed to the invited participants and provided in writing at the commencement of the conversations.

For this study, the main consideration was the collection of data from PE teachers through conversations. This had the capacity to generate answers of a confidential and sensitive matter. Because of the nature of the inquiry, it was possible that the identity of invited participants would become apparent through their position and knowledge. Care was taken to ensure that individuals could not be identified. However, because of the richness of the data, individuals may have been identifiable even though their names had been withheld. These issues were considered because findings from the study would be shared in a public arena. It was therefore necessary to implement safeguards to protect the invited participants during the course of the inquiry. Issues that needed to be considered were consent, anonymity, confidentiality and the storage of data.

3.10.2.1: Consent

Consent to undertake the study was granted through the appropriate governing educational bodies. These governing bodies included the education office of the identified Catholic secondary schools and the ethics committee of Victoria University. Once permission had been obtained, informed consent was gained from the invited participants, detailing that their involvement was voluntary, what their participation entailed and the purpose, method and intended possible use of the research.

3.10.2.2: Anonymity

With regard to anonymity the invited participants' details would be altered so as to avoid identification. This would involve the use of pseudonyms and altering details of location so as to safeguard anonymity. Any identifying information that was provided would be removed or altered. For instance, when an invited participant spoke of their school or their teaching background, the text was modified so as to remove those identifying markers.

3.10.2.3: Confidentiality

Confidentiality was applied to the invited participants' responses and all raw data. The information that was gathered from the invited participants was not disclosed to others.

3.10.2.4: Storage of Data

Steps were taken to ensure the safe storage of research material. Data will be stored for possible future reference. It will be stored at Victoria University Research Storage as a long-term option as source material for any future follow-up study. The material will be retained for five years.

All recorded material was stored on password-protected devices and accessed only by the researcher. Chief and associate investigators were provided with an electronic file containing all data during the research period and they will store electronic files on password-protected computers.

Hard copies were stored in lockable cabinets, again only accessed by the researcher. All hard copy data were stored for the duration of the study and on completion of the research they will be destroyed. This will be done through a secure data and document destruction company.

3.10.3: Respect

In relation to this study, the invited participants were treated with respect and courtesy in that they were able to choose to participate or withdraw from the study without penalty. Within the conversations I was mindful to maintain a positive regard towards invited participants (Rogers, Lyon and Tausch, 2013) to assist in the facilitation of the conversations. Furthermore, if invited participants raised particular comments which were in opposition to my own views, my task as invited participant was to explore and investigate that view and not allow my own position take precedence in the conversation. It was

incumbent upon me as the invited participant to value the views offered to me in a respectful and appreciative manner.

3.10.4: Justice

As researcher, I needed to ensure that the people who participated in the research were those who would reap the benefits of the research. The principle of justice was achieved in this study by using procedures that were reasonable, non-exploitative, carefully considered and fairly administered (Lapan, Quartaroli and Riemer, 2012). To this extent, the group of invited participants were not overburdened with expectations in relation to the study, nor excluded because of issues of access.

3.11: Summary

In this chapter I explained the rationale behind my choice of research methodology so as to gain data in relation to the understandings, attitudes and intentions of regional secondary school physical education teachers in relation to the Australian National Curriculum in Health and Physical Education. I outlined the study design and incorporated ethical considerations in the development of the study and described the methods and techniques that were used to achieve the outcomes.

In Chapter 4 I outline the stories of the invited participants and paint a picture of their professional interaction in relation to the Australian National Curriculum in Health and Physical Education.

Chapter 4: Findings

4.1: Introduction

In this chapter I describe the invited participants in detail, discuss their backgrounds and present their individual stories, especially their experiences of working in the school environment and, more importantly, in teaching Health and Physical Education (HPE). There is an exploration of the influences on individuals who entered a career in Physical Education teaching, and these influences are tentatively linked to the invited participants to establish their possible positionality within the field. The influences are deemed to be of significance to warrant their inclusion within the background story of each invited participant. The conversations with the invited participants then focused on the AC:HPE, to explore their attitude towards educational change generally, and more specifically to the AC:HPE. From this, I was able to investigate the significance of the AC:HPE for the invited participants, their knowledge of the AC:HPE, and the potential impact it may have upon their teaching practices.

The chapter begins with an introduction to the settings and the invited participants. The conversations with the invited participants are highlighted and at times during them I reflect on what has been said. At the end of the conversations in each setting I reflect on my overall experience within that setting. At this stage of the study only a general inference was drawn and no conclusive deductions were made as to the influence of the setting on participants.

4.2: Settings and participants

The sites for this study were two regional secondary schools, one in Victoria (St David's College) and the other in New South Wales (All Saints High School). Both schools were from the Catholic Education sector. The choice of schools in two States operating under different education systems had the potential to provide rich data for the study and give it broad appeal.

The sample size for the study was twelve participants (six participants from each site). Participants' age varied. Gender mix was dependent on the site setting. However, it proved to be a relatively even mix, with St David's College providing three female and three male participants and All Saints High School four females and two male participants. Head of Department responsibilities were performed by a male in one school and a female in the other.

4.3: Timeline of Conversations

In this chapter, the conversations are grouped by the setting in which they occurred. This may give the impression that the conversations were sequential within the setting, and that the conversations in each setting occurred over a short period of time. However, the task of arranging twelve conversations in two different settings was not a simple one. It was not possible to conduct the conversations in sequence because of availability of invited participants (finding the most convenient time/date for the invited participants or myself) and unforeseen events that disrupted the appointment schedule.

The appointments for the conversations therefore became a compromise between invited participants and myself. It was necessary, though not ideal, to break the sequence of conversations and visit one of the settings a second time so as to complete the twelve conversations. The first set of conversations occurred at St David's and initially involved three invited participants, Brenda, Kath and Carly. The other three invited participants were unavailable at this time. In the interests of maintaining momentum with the study I moved to All Saints High, where the conversations occurred over two days. Tim, Will and Sally spoke with me on the first day, followed by Rachael, Yvette and Zoe next day. Finally, after negotiation, I was able to return to St David's and conclude the conversations, speaking with Aaron, Damian and Geoff.

However, for ease of reading, the conversations are presented in their settings and in the order that they occurred in that setting. Nonetheless the reader should be aware of the interruption that occurred while conducting the

conversations. This break in continuity may have affected the fluency of the report. All interviews occurred during the second half of 2015.

4.4: St David's College

St David's College is a co-educational, Years 7 to 12 secondary school that receives students from a regional city in Victoria. St David's College, like many Catholic schools, had humble beginnings but has expanded and prospered. Over the past 10–15 years, the school has grown and undertaken a building program to accommodate the increase in student numbers. Presently it has over 1,000 students and 130 staff members (full- and part-time).

The Health and Physical Education department at St David's College had 14 qualified physical education teachers, 13 of whom taught within the subject. There was a mixture of early career and established teachers, with the mix leaning more towards what may be termed 'experienced teachers' with ten or more years of teaching. Three beginning HPE graduates commenced teaching duties at St David's College more recently. Brenda, who graduated from university in 1999, had been at St David's College for 10 years and leads the Health and Physical Education department. Supporting Brenda in the HPE department were Kath, Carly, Aaron, Damian and Geoff.

4.5: Staff of St David's College

An outline of the staff at St David's College is presented in Table 3, showing their teaching position at the school, their qualification(s), the year in which they graduated from university and the number of years they have been teaching at St David's College. This information was considered important for a number of reasons. The specific qualifications of each invited participant provide an insight into the particular knowledge he or she received during their tertiary studies. A graduate of an applied science course would have a strong grounding in the sciences and so would have a strong association with that particular field, while a graduate from a Bachelor of Education course would

have received a preparation that focused on the field of education and its accompanying skills.

Another important feature was the year in which invited participants commenced their teaching practice. Dominant discourses have held sway in the field of physical education in Australia at particular times. The length of time each invited participant had been employed in the field gives an indication as to the prevailing influences that he or she may have been exposed to. Added to this, the number of years that invited participants have been employed within the field indicates whether they have been actively practising their craft and so may indicate the likelihood of their involvement in issues in the discipline such as curriculum change.

Table 3 – Position, Graduation Year, Qualification and Years Employment at Setting

Name	Position	Graduation Year	Qualifications	Years Employment at Setting
Brenda	Head of Department	1999	Bach. Ed. (Human Movement)	10 years
Kath	HPE teacher	1993	Bach. App. Sc. (PE)	26 years
Carly	HPE teacher	2006	Bach. Ed. (PE)	1 year
Aaron	HPE teacher	2012	Bach. Ed. (PE)	2 years
Damian	HPE teacher	2012	Bach. Ed. (PE)	3 years
Geoff	Deputy Principal	2002	Bach. Secondary Teaching Bach. App. Sc. (Human Movement) Master of Education (PE)	13 years

4.5.1 Brenda

Position	Graduation Year	Qualifications	Years employment at setting
Head of Department	1999	Bach. Ed. (Human Movement)	10 years

I went into this, my first appointment, conscious of my role in the conversation process and nervous at being a first-time researcher. Initially, I was more concerned with asking the questions (and making sure that all of the questions were asked) rather than allowing the conversation to flow and then steering it in the direction that I desired.

Brenda presented as an engaged and conversant individual and the discussion started to flow after a while. This (2015) was Brenda's first year in the role of Head of HPE Department at St David's College. She had worked in the Catholic education system previously, teaching in a regional secondary school in Victoria before returning to a major metropolitan city to teach in a large, co-educational Christian school. That appointment involved working mainly in the school's Outdoor Education program. From there, Brenda moved back to regional Victoria and gained employment at St David's College. For the past five years, Brenda had worked either part-time or not at all because of family commitments. She returned to teaching this year, and taught Physical Education, Health and Geography. Brenda combined her classroom duties and responsibilities as Head of Department with working at school for two full days and working from home for the other three days each week.

During this, her first year of department leadership, Brenda was focused on what she described as 'other matters' within the department. Those matters, which centred on some disruption in the HPE department following changes in staff, had involved a great deal of her time, and being part-time, she has found it a busy first half of the year. She readily recognised that being new to the position had required her to focus her energies in a number of directions and that at the moment her knowledge and awareness in relation to the AC:HPE Curriculum was limited.

Brenda - I am well aware that I am right down at the lower end and I know that circumstantial, it's not that I'm not interested at all, don't want to know, but it's just purely being part-time and not being here and a busy first half of the year with other matters. Knowing that this is coming and knowing the need to get my head around and I haven't got there yet.

I asked Brenda about her awareness of the historical background of physical education in Australia. She acknowledged that physical education had a military background, and added the involvement of dance. Additionally, she was able to expand on the historical timeline of the discipline with the learning of sports and its associated skills. Promotion of health to the individual and the need for individuals to be more physically active was seen as a pressing issue that was being addressed more in modern times.

Brenda described her involvement in previous curriculum development and the curriculum review that was currently being undertaken at St David's College. She spoke of her openness and willingness to embark on curriculum change. Brenda viewed curriculum change as an opportunity to update professionally but tempered this by adding that her willingness to undertake change was that it needed to be for the betterment of the students. As Head of Department, Brenda was pleased to be in a position to be able to exert an influence in relation to this matter. Brenda did indicate that one of the concerns she had in relation to curriculum change was a lack of time in which to implement the changes.

While Brenda was comfortable with curriculum change, she realised that there were deficits in her knowledge in relation to the AC:HPE Curriculum. The new national curriculum was not something that she feared, but as Head of the HPE Department she was aware of her position and so was keen to increase and expand her knowledge. One part of this development would involve examining what was occurring at other schools. Another source of knowledge would be the undertaking of external professional development. In this, Brenda

expressed frustration that any major professional development involved significant travel to a major city, which involved costs of travel and time.

The conversation then focused on Brenda's input into the AC:HPE Curriculum. She commented that she was aware of the opportunity to contribute to the national curriculum via the online portal, but did not avail herself of it. Brenda also indicated that during this time there were other matters within St David's HPE department that required her attention and that participating in a survey was not high on her priority list.

When the conversation focused more specially on the AC:HPE and its structure, Brenda initially referred to the notion of an imposed curriculum, but within that, she also spoke of the desire that the curriculum would be flexible so that it could be applied in a manner that best suited St David's College.

Brenda - It is definitely imposed upon us, we have to do it – and certainly we'll do it and we'll implement in a way that suits us the best. Which I guess the whole thing is about, there is freedom within it to implement.

Brenda viewed the AC:HPE Curriculum as a gathering of the best from each State's curriculum and from that a common curriculum would be developed and delivered. However, she was unsure as to what the content matter would be. Furthermore, when pressed to describe two of the five key characteristics of the new AC:HPE Curriculum, Brenda displayed uncertainty as to their meaning. In relation to the AC:HPE Curriculum, Brenda saw inactivity/obesity as a major driver.

Brenda was seeking further help and assistance in developing her knowledge of the AC:HPE Curriculum. She was conscious of her need to take a leading position and be able to direct and inform her fellow HPE staff members. However, she had been frustrated by a lack of information and/or knowledge in relation to the AC:HPE Curriculum. When she enrolled in a professional development opportunity that suited her needs, Brenda was exasperated by its

late cancellation. Added to her frustration was the issue of travel for regional teachers to gain professional development. At the end of our conversation, Brenda reiterated her comfort in embracing change and the opportunity it presented to her to update her knowledge within the field. Her view as to the implementation of the new AC:HPE Curriculum was one of ‘tweaking’ what was presently occurring at St David’s College rather than that of a major overhaul of its present curriculum.

Upon reflection, the start of the conversation was about getting the process right and ‘ticking all the boxes’ in relation to the questions that were asked. However, towards the end the conversation seemed to flow somewhat more smoothly. I did find it difficult to remember what questions to ask and this was something that I would need to address. Unfortunately, I am confident that my focus on asking Brenda questions meant that I heard but did not process her responses and so missed many valuable opportunities to probe more deeply into the issues.

4.5.2 Kath

Position	Graduation Year	Qualifications	Years employment at setting
HPE teacher	1993	Bach. App. Sc. (PE)	26 years

Kath graduated from university in 1993 with a degree in Applied Science (Physical Education). It was easy to build a quick connection with Kath as we had common ground in relation to where we had undertaken our tertiary studies. We had both studied at the same institution and so initially the introductory phase of the conversation was spent recalling people and places from that institution.

Kath’s conversation began with an overview of her teaching career and how she came to be teaching at St David’s College. She spoke of her enthusiasm and enjoyment while attending college and how she obtained a teaching position at St David’s College through filling in for a part-time leave position. Kath possessed a real connection to her school and students. She has been a

constant presence within the school since 1994 and therefore was familiar with many of the school community members. Kath was actively involved in the local community's sporting scene and consequently she sees many of her students, both past and present, outside of the school grounds. As a result, Kath was well known by many within the community.

Kath had previous experience in the domain of Physical Education as Head of Department. At the time of interview, she had stepped away from taking on such responsibilities within the school and had accepted the role of developing a course of study that she had not taught previously. Consequently, Kath was finding a lot of her time was spent on that subject.

When the conversation turned to the history of physical education in Australia, Kath spoke with some awareness of the regimented arrangement of the early military drill instruction. From there she spoke of the significant changes that occurred for girls in sport and a current focus on health and body image. She felt that a significant time in the history of the discipline was the release of the Moneghetti Report (*The Review of Physical and Sport Education in Victorian Schools* that was prepared 1993). When asked if she was able to elaborate any further on significant factors, Kath expressed concern about the high drop out rate from physical education, especially with girls in Years 9 and 10. She felt that this was an area of concern and one that she was keen to address at her work place.

Kath described her experience in curriculum development. As a past Domain Leader, Kath had been involved in the development and delivery of new curriculum. Further to this, she had also been engaged in the development of new programs and projects in the school setting. Kath expressed a passion for developing and delivering programs that fostered different pathways from the Middle School to senior VCE studies. The conversation focused on Kath's attitude towards educational change. She expressed openness in relation to change but voiced a concern with regard to educational change being 'cyclic':

Kath - Look I've seen a change, but it's a bit of a cycle – as you would probably experienced, where, as you know, you've had the VELS, and then we've had AUSVELS and now we've got the Australian Curriculum. It often keeps going around in circles. Each cycle has its own validity and its own reasoning.

In relation to the AC:HPE Curriculum, Kath stated that she was aware of the national curriculum but she did not have any input into its development via the online portal. The issue in relation to this was one of time. She thought that the national curriculum would mean an aligning of the States in relation to curriculum, an occurrence that she strongly supported. However, Kath's motivation to explore the national curriculum was not high because she was actively engaged in her own teaching and the national curriculum was an area in which she expected to receive guidance from her Head of Department.

As a final summation to the conversation, Kath communicated that in developing and changing curriculum, 'similar sorts of things' would be occurring and she viewed the process as 'ticking boxes'. She thought that while the documentation at the school level would state the changes that would need to occur, as a classroom teacher nobody is standing over your shoulder to ensure that you had implemented or taught the changes.

This was the second interview of the day and occurred after Brenda's. Between the two interviews I reflected upon the issue of remembering the questions and what would be a possible solution. I was torn between 'wanting to get the information' (just give me the facts, Ma'am) and to do that, making sure I asked the questions that I had developed, and the ideal of just sitting down and having a conversation with someone and everything flows. (What did I do? If in doubt go with what seemed to work and since I have only one interview experience to work with I stuck with that – try my best to remember the questions but have the key questions written on a piece of paper next to the workpad).

4.5.3 Carly

Position	Graduation Year	Qualifications	Years employment at setting
HPE teacher	2006	Bach. Ed. (PE)	1 year

The conversation with Carly was the last one of the day. In one respect, it had been a long day, far more draining mentally than I had anticipated. Nevertheless, there was a need to respect the other participant within the conversation and be just as alert and hopefully engaged as I was with the first participant.

Carly began the conversation by explaining her teaching background. It was from this discussion that I became aware of the broad background in educational systems and experience in school settings that she had achieved over a relatively short period of time. Carly was new to St David's College, having just recently moved to the area after accepting a teaching position at the school. Carly graduated from university in 2006 with a Bachelor of Education (Physical Education). This was her fourth school since graduating. Carly had teaching experience in both the Victorian and NSW education systems and was seen as a positive addition to St David's HPE department. Carly was an active member of the HPE department and the school community. She had held positions of responsibility at her previous teaching appointments. These appointments were associated either with the management of curriculum or the pastoral care of students. While Carly had held leadership positions at the various schools where she has taught, none of the appointments had involved leadership of an HPE department. This was something that Carly was keen to address in the future.

I asked Carly if she was able to reflect on the historical background of physical education in Australia. After some direction as to the exact nature of the question, Carly gave an answer that indicated a scientific context in relation to the background of the discipline.

Carly spoke of her experience across a range of school settings and curriculum models. She mentioned an awareness of the Curriculum Standards Framework (VCAA, 1995) model in Victoria and reflected on her work in using the Victorian Essential Learning Standards (VCAA, 2006) curriculum model and in developing and implementing a hands-on approach to teaching through the implementation of Sport Education in Physical Education Program (SEPEP) within her teaching program.

I asked Carly about her attitude towards curriculum change and she replied enthusiastically to the query. Carly explained that she had been actively involved in the development of new curriculum in her previous teaching appointments, with a particular emphasis on SEPEP. She spoke of her passion for the development of curriculum for the students and her joy in working in a school environment of development and innovation:

Carly - It is probably one my passions, I like developing and creating new and engaging ideas for students. We have got different learners these days. Compared to probably traditional, and that is probably where I've seen it. In other schools I have been in, there has been significant variety and variations of culture within the team I've been in and whether or not they are open towards new development of curriculum. Previous school that I was at was very open towards curriculum development. But the set structures and organisation probably wasn't there while I was teaching there. Coming to this school and a lot of things are very good and there's a lot of openness in terms of structural, organisational and resources are available that meet the standards.

In considering the AC:HPE Curriculum, Carly spoke of being aware of the national curriculum but not contributing any input to its development. She thought that this may have been a question of priorities at the time and that she was focused on other matters. Carly expressed concern about what appeared to be the extended process in the development and implementation of the AC:HPE, which appeared to add to its uncertainty. She thought that the

implementation of the AC:HPE Curriculum always appeared to be a distant goal and therefore as a HPE educator it was not necessarily worthwhile to get engaged with such a ‘distant’ subject matter.

Carly - I know that it has been a very a very extended process. It’s was probably a worrying process for a lot of people because there was a lot of questions about how it would be implemented, how it would effect peoples teaching loads, how we would have to change our teaching.

In relation to her knowledge of the AC:HPE Curriculum, Carly was able to speak of the key characteristic of critical inquiry but admitted to a lack of knowledge in reference to the strengths-based approach. In concluding our conversation, Carly stressed that she was proactive with regard to educational change but lacked knowledge of the AC:HPE Curriculum. She felt that the national curriculum would not necessarily change her as a teacher but would change the structure of what she taught. To assist her in this matter, she voiced a desire to be able to undertake professional development.

By this, the third interview of the day, the flow of the conversation felt a little less forced and more fluid. While I still had a ‘cheat sheet’ of questions to the side I found that I was referring to it (or should I say sneaking a look at it) less often. At the time, I found that this was the best compromise over the issue of remembering the questions. Carly was an attentive participant and I felt somewhat more comfortable within the process. It was an affirmative manner in which to finish the first set of conversations.

4.5.4 Aaron

Position	Graduation Year	Qualifications	Years employment at setting
HPE teacher	2012	Bach. Ed. (PE)	2 years

Before I went into the conversation with Aaron, I was made aware through incidental discussions with other staff members that he was an early career teacher. My expectations and assumptions included a consideration that Aaron

would be knowledgeable with relation to the discussion area, having just graduated from his tertiary studies. I thought that the matters under discussion would have been addressed most recently during his studies and he would be able to speak at some length and depth. This, unfortunately, did not turn out to be the case. Aaron's conversation was short and lacking in depth. It was 'hard work' to get any conversation flowing.

Aaron commenced his teaching career at St David's College. This was Aaron's second year of full-time teaching, having graduated in 2012 with a Bachelor of Education (Physical Education). From his late secondary school years, Aaron always had a desire to be a PE teacher. From this perspective, Aaron fulfils the 'ideal' of a young sportsman attracted to a career in HPE teaching. During his transition from university to a full-time teaching career, Aaron worked as a casual relief teacher for a year (2013) to obtain experience in the field and to acquire an income. His casual relief work led to part-time work at St David's, then to full-time employment in 2014. Aaron does not live locally but travels 50 minutes to work every day.

Being an early career teacher, Aaron admitted to being focused on his teaching duties and the establishment of his own career. Aaron began the conversation by explaining his background experience. When asked about his knowledge of the historical background of physical education in Australia, he identified that his knowledge was limited and that he had difficulty in recollecting any of the significant milestones within the discipline. He did venture an opinion that obesity was a noteworthy issue for consideration.

An enquiry led Aaron to comment on his lack of involvement in curriculum development. However, he felt this was due to his position as an early career teacher and so time and circumstances had prevailed upon him from being able to participate in any meaningful opportunities. When asked as to the types of curriculum models that he was familiar with, Aaron spoke briefly on his understanding and use of the Victorian Essential Learning Standards (VELS) curriculum model.

I then approached the subject of educational change and Aaron's attitude towards it. Aaron commented that educational change was annoying and it was frustrating to have to learn new things:

Aaron – It's annoying, 'cause you have to learn new things and always double check and make sure you're doing the right things to start with. Yeah. That's the main one. It's just frustrating, I suppose, when they change it. If it's a lot different, it's very frustrating.

He volunteered that his interest levels were low in relation to the AC:HPE Curriculum and that he would address the AC:HPE Curriculum only when it became necessary to do so. When asked if he was aware of any opportunity that he may have had to have had input into the AC:HPE Curriculum, Aaron replied that he was not aware, and even if he was, he would not have taken up the opportunity. I asked why he felt that way and he explained that he considered that he had not been teaching long enough to be able to make a meaningful contribution to the discussion.

I then proceeded to discuss with Aaron his knowledge of the AC:HPE Curriculum. Aaron again highlighted his lack of interest in the national curriculum. He deemed it to be not easily accessible and he was unable to describe the AC:HPE Curriculum in any detail. Aaron did venture an opinion in that he thought it would mean the same curriculum across the nation. The matter of having enough time in which to manage the change was a concern for Aaron.

In concluding the conversation, Aaron felt that the AC:HPE Curriculum would have little impact upon his teaching. He did not expect the curriculum to change significantly because he thought that the issue for him at the school level was about student participant in the subject. The only change he expected to see was in regard to the theory content of the subject.

Aaron - Might change a little bit how I teach, just with – if it's more specific, I suppose, teaching to those sorts of standards. I don't

think it will impact me that much. I don't reckon it would change a whole heap. Unless I was doing theory-based PE classes I don't think it will change a lot the way I teach.

Upon reflection, what I took away from this conversation was a sense of power and who controls the power during these conversations. There was an obvious age gap between Aaron and myself, and I felt that this gap played a significant part in the power game. I could not help but feel that as the conversation progressed, Aaron viewed me as the 'expert' in the field and therefore he was not really telling me anything I did not know already. Unfortunately, in this context, the reasons for this were simple. First, he had recently graduated from college whereas I had been teaching for a significant number of years. Second, I was obviously conducting some sort of research and he was assisting me in my inquiries. So while I was doing my best to make him feel comfortable and at ease to get the conversation flowing, circumstances were working against me.

4.5.5 Damian

Position	Graduation Year	Qualifications	Years employment at setting
HPE teacher	2012	Bach. Ed. (PE)	3 years

I approached this conversation with some trepidation. Again, I was conscious of the fact that Damian was an early career teacher, and after the conversation with Aaron, I was wary of repeating that scenario. Damian, however, seemed more at ease with the process and, in turn, that made me feel more comfortable.

As mentioned, Damian was a recent graduate from university, having completed his studies in 2012. After graduating with a Bachelor of Education (Physical Education), Damian commenced his teaching career at St David's College in 2013. Again, being an early career teacher, Damian admitted to being focused on his teaching duties and not looking forward with regard to future issues in the discipline:

Damian - Just you sort of – you feel like you're busy and especially – this is first year I've taught Year Nine Maths, so that's a sort of new subject, so I put a bit of time into that and make sure I'm prepared for that, things like that, so – yeah. I'd say as an early career teacher, a lot of your time is – focuses on making sure you're meeting your deadlines and teaching your students the right stuff. Like I say, you're sort of focused on what's happening nice and close to you, not so much the broader future.

I asked about his knowledge of the historical background to physical education in Australia and Damian acknowledged that his understanding was limited and that he had difficulty in recollecting any significant milestones within the discipline. He did venture an opinion that obesity was a noteworthy issue for consideration.

The conversation then explored Damian's involvement in curriculum development. For the most part, Damian's curriculum development experience had been limited to his university studies and the development and implementation of a VELS based curriculum. This was the curriculum model that he felt most comfortable and familiar with. When I enquired about other curriculum models that he was acquainted with, Damian spoke briefly of his understanding of the recently introduced AusVELS curriculum. Damian taught a range of classes at school, from Year 7 to Year 11. His teaching was not necessarily just HPE classes and he found the demands of teaching outside his preferred subject area took extra time and energy.

I then approached the subject of educational change and Damian's attitude towards it. He commented that in reference to educational change he felt his attitude was good but it was an imposed requirement because of the changing nature of the world:

Damian - Well, that's an interesting – my attitude towards it. I think updating it is a good idea, definitely needs to happen because otherwise – because I suppose we're changing as a nation and

the world is changing so quickly and technology and stuff like that, it needs to update to follow that. So I think updates are good as long as they're easy to understand and work out what you need to be, I suppose, getting out to your kids, what information.

Damian felt that his awareness of and involvement in the AC:HPE Curriculum were not high. As an early career teacher he found that he was focused on his own teaching and so he was not aware of any opportunities to have input into the AC:HPE Curriculum.

I then proceeded to discuss with Damian his knowledge of the AC:HPE Curriculum. He considered that his knowledge was limited although as a general statement he volunteered how the AC:HPE Curriculum would bring all the various State and Territory HPE curricula together.

Damian- It brings to mind that all the states and territories would be working to one curriculum and I suppose that would allow it to be instead of VCE and HSC, it would be just one say, top end sort of certificate

In attempting to draw out more detail from Damian as to the actual content of the AC:HPE Curriculum, he again volunteered that his interest levels were low and that he was focused on his own teaching. Once again, Damian reiterated that as an early career teacher his attention and motivation were focused on that.

In concluding the conversation, Damian felt that the AC:HPE Curriculum was a case of implementing enforced change. At the present moment he was not concerned as to what the changes would mean to him as a teacher. It was a case of 'wait and see' what type of impact the AC:HPE Curriculum would have upon his teaching. He offered an opinion that the AC:HPE would mean a 'tweaking' of the present curriculum – but he really was not sure. Until he saw

the document and the change was upon him he was not prepared to get too involved in the process.

Damian - Well, 'cause I sort of feel our curriculum at the moment – well, what we're running here at the moment is pretty good for students and just getting some benefit and having an impact on the students, so – I'd consider it. Look, it wouldn't be too bad.

While this conversation was more relaxed, the depth of the conversation was not what I expected. There was a part of me that felt that I should be getting more from the invited participants (and I'm sure as a first-time researcher I was missing a lot) but at what point in the research does the discussion with the invited participant turn from a "Q and A" session into a conversation? At this stage, my inability to probe deeper into the conversation could be likened to the early learner driver, heavily focused on the mechanics of driving and not scanning the road ahead for 'interesting detours'. This was frustrating, because I wanted to make the most of this valuable opportunity and to do it justice. After the first set of interviews, I was expecting that there would be more banter, more connection between the invited participants and myself, not just a question and answer type session.

4.5.6 Geoff

Position	Graduation Year	Qualifications	Years employment at setting
Deputy Principal	2002	Bach. of Secondary Teaching Bach. App. Sc. (Human Movement) Master of Education (PE)	13 years

Geoff held a senior leadership position at St David's but maintained an interest in the HPE discipline through his teaching of a junior HPE class and a senior

PE class. He felt that due to his position of leadership, and the fact that he was not in close contact with the other members of the HPE faculty, that he was 'out of the loop' as to what was happening with HPE within the school. He considered that he needed to rely on others to give him direction and to keep him informed as to what was happening in the subject area. While his position of responsibility limited his contact with the classroom, Geoff relished the interaction and opportunities that classroom teaching brings:

Geoff - I haven't been involved in a lot of planning for curriculum for PE, like I used to do prior to moving overseas. I tend to just catch up with teachers, where are we up to, what are we doing and with my experience, being able to go into classrooms. Now I am teaching one class of Year 7 and one of Year 12 and that is my only Phys Ed classes so I am really across the board from Year 7 to Year 12 so I really enjoy it because my Year 7s are very enthusiastic and you know it is great teaching a class of Year 7 kids because they just want to get involved, they just want to participate to the best of their ability and I find that when I challenge them, they really respond to that challenge. My Year 12s are great too because they are kids who want to do PE.

While all the other conversations had been conducted in a room set off to the side of the staff lunchroom, Geoff's was conducted in his office. The setting itself was not conducive to a conversation, because Geoff's office was located to the side in the hurly-burly atmosphere of the school's administrative centre office. Once during the conversation, it was necessary to stop so that Geoff could attend to other matters that needed his attention. The setting was not good, yet as a researcher I felt that I had already imposed upon Geoff so as to gain information from him for my benefit, and that I should not trouble him further by suggesting we move somewhere else.

Geoff possessed a very positive attitude towards curriculum design, and because of his previous work as a consultant and his senior position within the school, he felt very comfortable discussing educational change processes and

issues. Geoff is a person who feels that he is ‘across the issues’ in relation to curriculum and educational change and he was quick to respond to any of my queries during our conversations.

I directed our conversation toward the topic of the historical background of physical education in Australia and Geoff’s knowledge in relation to that area. In framing an answer to the significant milestones within the discipline, Geoff commented on the importance of the Moneghetti Report and the need for students to be healthy and active during their lives.

I inquired about Geoff’s attitude towards curriculum change and he replied in an enthusiastic manner. Geoff had been actively involved in the development of new senior Physical Education course design through VCAA and more recently with the International Baccalaureate program through his overseas teaching period.

A reference to the time spent overseas led Geoff to speak of his teaching experiences outside of Australia and he reflected on the differences that he saw between that teaching experience and St David’s College. He commented on how he believed that the Australia curriculum was cyclic and that the AusVELS curriculum model represented a framework that had been done previously:

Geoff - I think sometimes the curriculum generally in this country tends to keep coming back. With AUSVELS at the moment where you put your student on a continuum, so are they at standard or above standard, well they did that forty years ago and then we went in to grades and so forth and so I kind of think we are going through cycles and we are not really reinventing curriculum we are just changing the way we are assessing it. I would really like to see a drastic change from how we develop our curriculum in this country. I sometimes think we tend do the same thing.

In considering the AC:HPE Curriculum, Geoff felt that his knowledge and understanding were limited. He believed that this was mainly because he had been overseas for a period and so he had lost contact with current issues and developments. Furthermore, while he was aware of the opportunity to have input into the AC:HPE Curriculum he did not avail himself of the opportunity. This, he deemed, was due to the demands of his position.

In exploring the AC:HPE Curriculum, Geoff believed that it had merit and the appeal of a common curriculum across all States was persuasive. However, he expressed curiosity about what each State would bring to the “educational change table”. Geoff was unable to describe the curriculum in any great detail and explained that he had not done any significant reading or research into the AC:HPE Curriculum. He planned to become more familiar with the curriculum when it was introduced into the school.

In closing comments, Geoff clarified his own personal philosophy on teaching and education. He expressed a desire to be seen as a facilitator of knowledge and he wished that the curriculum that he taught be student owned and driven. He felt that the AC:HPE Curriculum presented an opportunity to redevelop and that he has a role to play in that redevelopment within St David’s College.

4.6 My reflections as a researcher – St David’s College

After completing the first set of conversations at St David’s College and gathering valuable experiences, it was time to reflect on the conversations and the adjustments that could/should be made before venturing to the next setting. Fortunately, the invited participants at St David’s College were not only willing to participate, they were good about it. At times, it was easy to forget that the participants were volunteers who did not have to be sitting down talking about the ‘stuff’ that I asked of them. To a researcher, especially a first timer, to have participants who were prepared to do that and to do it rather cheerfully, made that part of the research journey a lot easier.

There did not appear to be any ready-made solutions to my dilemma in relation to remembering and asking the questions. My desire was to have conversations

with the invited participants, but conversations with direction. Because I wished to make the interactions conversational I felt that referring to, or glancing at, the written *aide memoire* took away the conversational aspect. At the time, I felt that the best I could do was to remember the prompt questions, have the conversation and then at the end refer to the written list to see if everything was covered. In that way, if it was necessary to gain or seek extra information this was done so at the end and hopefully the overall integrity of the conversation was still retained (or at least a very large percentage of it).

My other concern related to my ability to draw out the conversation and delve deeper into what is being said. I felt that I still had my “Learner Plates” (I was sure there were big yellow L plates stuck on my back) and my focus was on the process and not necessarily what was being spoken. This, I felt, was not a skill that could be readily learned but one that needed to be perfected over time. Like any new skill, it would take time practising and perfecting the skill to move from the beginner to the proficient stage.

Lastly, the value of the conversation setting was important. It was important to have the setting right, one that is relaxed yet is not open to interruptions and distractions. The conversation with Geoff, I’m venturing, was a good example of how not to do it.

4.7 All Saints High School

All Saints High School is a co-educational, Years 7 to 12 secondary school situated in a large regional town in New South Wales and has an enrolment of over 850 students. The school’s 2014 annual report states that it is undergoing a growth in student numbers and is now experiencing excess enrolment applications. This situation requires the school to develop an ongoing master plan to lay the foundations for its future growth. The number of staff at All Saints College is 97.

The Personal Development/Health/Physical Education (PD/H/PE) department of All Saints High School has nine qualified physical education teachers, all of whom teach in the discipline. Like St David’s, there is a mixture of early career

and established teachers, with the mix again leaning more towards the more experienced teachers with ten years or more of teaching, with the newest HPE teacher commencing duties at All Saints High School in 2012 The PD/H/PE subject area is led by Tim and working with him in the department are Will, Sally, Rachael, Yvette and Zoe.

4.8 Staff of All Saints High School

Table 4 provides an outline of the staff at All Saints High School. It lists their teaching position at the school, their qualification(s), the year in which they graduated from university and the number of years they have been teaching at All Saints College.

Table 4 – Position, Graduation Year, Qualification and Years Employment at Setting.

Name	Position	Graduation Year	Qualifications	Years Employment at Setting
Tim	Head of Department	1994	Bach. Human Movement	19 years
Will	PD/H/PE teacher	2010	Bach. Ed. (PE)	5 years
Sally	PD/H/PE teacher	1999	Bach. PD/H/PE	16 years
Rachael	PD/H/PE teacher House Co-ordinator	2008	Bach. App. Sc. (PE)	5 years
Yvette	PD/H/PE teacher	2002	Bach. App. Sc. (PE)	12 years
Zoe	PD/H/PE teacher	2010	Bach. Ed. (PE)	4 years

4.8.1 Tim

Position	Graduation Year	Qualifications	Years employment at setting
Head of Department	1994	Bach. Human Movement	19 years

Tim has been at All Saints High School for 19 years and has been Head of Department since 2006. There was a good working relationship between Tim and his team members, with the PD/H/PE department functioning well to achieve optimal educational experiences and outcomes for students of All Saints High School. Tim believed in working with his team members through consultation and supporting change management and improvement through research and discussion:

Tim - I would consult with my team and lead that discussion and obviously make sure I've done the research and had my reasons for – I potentially want things to change or to stay as they are, but certainly, that's done through consultation and we do that on an annual basis with our programs and our scope and sequence. We're annually looking at those and looking for areas to improve.

Tim was comfortable in his role as Head of Department because it was a position he had held for 13 years. Unlike the Victorian education system where tenure of leadership positions is limited to periods of two to five years, leadership positions in New South Wales schools are retained (provided duties are performed at the required standard) until such time as incumbents relinquish them. As a consequence, Tim had been able to gain promotion and retain the position of Head of Department for a considerable time. He was very familiar with the school and its students and, being a long-serving member of the school community, had a standing within the school as to its story and operation. It could be said that Tim was one of the 'gatekeepers' of the school who was able to recall and speak of the school in relation to its history, values and beliefs.

Initially, the conversation centred on his understanding of the historical perspective of physical education in Australia in an attempt to establish his position in relation to the matter. In answering the question, Tim spoke of changing lifestyle patterns that he had witnessed during his time as a teacher, especially with regard to increased sedentary patterns and the challenge this

issue presented for Physical Education teachers. Linked to this increase in sedentary patterns was the use of ICT and technology. While Tim acknowledged the benefits of these resources within the classroom and the school, he was concerned about the lack of activity they promoted amongst children.

In describing his participation in curriculum change, Tim spoke of his involvement in working with changes to the Higher School Certificate (New South Wales) syllabus at All Saints High and leading the PD/H/PE department through changes to the Years 7 to 10 educational program during his time as Head of Department. In describing the changes that occurred, Tim voiced a concern that the original syllabus may have been too large and that the content was therefore reduced to make it more manageable. He felt that the syllabus had changed from what he thought was very content driven to one of experiential learning. He considered this change to be for the better in that students now had more time in which to understand and explore the subject content.

Tim was aware of the AC:HPE Curriculum and had attended a number of professional development days where the AC:HPE had been discussed. These professional development days had been regionally based and had involved people from the New South Wales Board of Studies and PD/H/PE consultants. They had strongly influenced Tim's opinion regarding the importance and value of the AC:HPE Curriculum, and in turn he had passed these opinions on to his team members.

Tim - I've been to a couple of talks, so presentations about the national curriculum. One was at the New South Wales teachers – PE teachers' conference, where they spoke about the national curriculum. We had people from the national curriculum talk about it and also from the Board of Studies – New South Wales Board of Studies – keep their perspective on it. The feeling that came out of that was – it was a long way off and don't worry about it for now, that's pretty much the feeling come out of this

is significant change and there's a lot of stakeholders trying to, I guess, put their little bit in.

Probably because of this communication, Tim's interest levels in the AC:HPE Curriculum were not high. While he participated in having input into the AC:HPE Curriculum, his attitude was one of 'wait and see'. He conveyed that he would make the AC:HPE Curriculum a priority when it became necessary to do so. The other PD/H/PE department members saw Tim as being in charge of the faculty and they accepted his direction and communications in relation to matters of AC:HPE Curriculum instigation and implementation.

Tim's attitude towards the AC:HPE Curriculum was relaxed. He had a concern that at the moment the school offered a 'good product' and that the AC:HPE Curriculum would 'dumb down' the New South Wales curriculum and so affect the work they were doing at All Saints High School. He had expressed this belief to his team members in the PD/H/PE department. In exploring the AC:HPE Curriculum, Tim described it as one in which 'everyone was on the same page'. He sensed that within the curriculum there would be opportunities to explore concepts, but overall he felt that schools throughout Australia would be using the same 'product'. When asked more specifically about the AC:HPE Curriculum, Tim was not able to describe the curriculum in finer detail. However, he was able to relate to a notion of critical inquiry and a strengths-based approach to curriculum.

In closing the conversation, Tim echoed his approach to the AC:HPE, which was one of 'wait and see'. For the present time, he was networking across the HPE field to gain information but he was not overly concerned regarding its implementation. The impact that it would have on his teaching was unknown but he expected to be able to adapt his present resources and curriculum. It was a case of fine tuning and adjusting what they had to suit the AC:HPE. However, when it became necessary he would consult with his staff and together they would begin the process of enacting the curriculum.

4.8.2 Will

Position	Graduation Year	Qualifications	Years employment at setting
PD/H/PE teacher	2010	Bach. Ed. (PE)	5 years

In opening the conversation, Will spoke of his background and experience from university and his transition from tertiary studies to full-time employment at All Saints High. He stated that during his five years at All Saints High he had held a number of positions including that of sports coordinator and a pastoral care role as house coordinator. He then touched on his role of leading an education project at All Saints High that focused on cross-curricular integration. Will spoke of the postgraduate studies that he had commenced in education and pedagogy which complemented his work at school.

I asked Will about his awareness of the historical background of Physical Education in Australia. In reply, he spoke of an awareness of physical education being a practical based subject that focused solely on skills development of students. He acknowledged that during this time there was little, if any, health education included in the subject. Individual health promotion was seen as a later inclusion in the HPE curriculum.

Will possessed a positive attitude towards change and embraced it openly. As a teacher he felt that he needed to model the philosophy of 'lifelong learning' and incorporating change in education was part of that belief:

Will - Most definitely. Oh. Most definitely. And I think if we're serious about education, it's an ongoing concern, we use this term in our mind, or we use this term not in our mind, but as a staff here that we should be lifelong learners. Well, if we're gonna encourage the kids to be lifelong learners, we've got to be open to change as well. So, if that doesn't happen, you probably need to jump out of the game, to be honest, in my opinion.

Will described his involvement in curriculum development with particular reference to the project that he was currently involved in at All Saints High. He placed a great importance on reviewing and updating the curriculum so as to keep it significant to the students. He declared that his approach to curriculum change was one of being proactive and he spoke of his openness and willingness to embark on curriculum change so as to improve outcomes for students:

Will - So I think in terms of making sure your content is current – that’s imperative, but – yeah. I’m open to change. I actually get quite a bit of a buzz out of different stuff as opposed to trying to do the same thing over and over. But I can see where people get upset and – “Oh. I’ve got to change that lesson,” or “I’ve done for five years or six years and now you’re telling me I’ve got to change it again and it’s worked fine and that,” but at the same time, I think it’s imperative ’cause kids change. Things change. You’ve got to make changes.

While Will willingly accepted the challenge of curriculum change, he realised that in relation to the AC:HPE Curriculum his knowledge was lacking and as such his interest levels were low. He attributed this to being informed that the AC:HPE Curriculum was not an immediate concern and hence it remained a bit of an unknown quantity to him. However, the AC:HPE Curriculum was not something that Will was fearing and he felt that he would adapt to it relatively quickly when it was time for implementation. For the implementation to be successful, Will spoke of a desire for professional development in the area of the AC:HPE Curriculum and time in which to develop and implement the changes.

Will - Now, I know that our head teacher went to a – in-service maybe two years ago and the conversation was around the national curriculum and concerned that New South Wales standards were gonna be thrown out the window or they were concerned that the package which had been proposed wasn’t to the same quality

that what they believe New South Wales was at. And they weren't willing to budge on that point. And that's two years ago. But they also said that being one of the later subjects to be enrolled into the national curriculum, the message at that particular in-service was that it might not even happen now, minus the – to be honest, outside of that, I haven't heard any conversation at our level as to when it will be implemented. Oh. Really – yeah – to be honest – outside of that I couldn't tell you too much more.

The conversation then focused briefly on Will's input into the AC:HPE Curriculum. He commented that he was not aware of the opportunity to contribute to the national curriculum via the online portal, and even if he was, he would not have availed himself of that opportunity. He felt that as an early career teacher he did not have the necessary background and experience to make a meaningful contribution to the discussion.

When the conversation focused more specifically on the AC:HPE Curriculum, Will spoke of the notion of a common curriculum across Australia, but within that, he spoke of a perception that the proposed curriculum may not be equivalent to present one and so had the opinion that the AC:HPE Curriculum may not be of the same quality. Will viewed the AC:HPE Curriculum as a gathering of the best from each State's curriculum and then developing and delivering the 'same product'. However, he was unsure as to what the content matter would be and was unable to describe the course strands of the curriculum. Nevertheless, he was able to provide overviews relating to strengths-based teaching and learning.

At the end of our conversation, Will reiterated his contentment in dealing with change and the opportunities it presented for updating and making the curriculum relevant to students. His view of the implementation of the new AC:HPE Curriculum was one of 'wait and see' and to this he saw time playing an important role. Until the time that the national curriculum would be realised,

the AC:HPE Curriculum would not be a priority. When it was, he would sit down and examine it.

Will - Well, I'm sure at some stage we're gonna get some information to say, "Right, you're on the national curriculum next year. You better get cracking." So – and what it could – it'd be as bad to say that but the way schools are designed and how busy people are, it's just a matter of – well, we'll deal with it when it comes at us, if that makes sense, so – yeah. I suppose until it comes to that point, probably won't worry too much about it, to be fair.

It was not until after I had had the discussion with Will that I realised just how enjoyable the conversation had been, to use that old cliché time did seem to fly. The fact that Will was 'switched on' in relation to his job and actively engaged within the school and its students assisted the process. If there were a rating of "Gee whiz, this is good and I'm really enjoying this", the conversation with Will would have ticked that box.

4.8.7 Sally

Position	Graduation Year	Qualifications	Years employment at setting
PD/H/PE teacher	1999	Bach. PD/H/PE	16

Sally had been at All Saints High since 2000, having graduated from university with a Bachelor of Personal Development/Health/Physical Education in 1999. All Saints High School was Sally's first, and only, teaching appointment. She had taught across a variety of year levels during her time at school, with her teaching now more focused on the senior years of the school. Sally, like most

of her colleagues, worked across the two areas of Health and Physical Education.

I spoke to Sally first about her tertiary studies and professional background. She spoke of her completion of a four-year degree majoring in PD/H/PE and her then subsequent employment at All Saints High. She reflected upon her teaching of what were mainly junior classes in the initial stages of her career and how that subsequently changed with time.

When asked to consider the historical background of physical education within Australia, Sally was at the outset somewhat flummoxed. However, she commented on the issue of obesity within Australian society and its increasing incidence. She related this issue to a lack of activity and increased technology use by children and the expectation from society that education was seen as a fix for the issue.

Sally's attitude towards educational change was one of compliance. She was at ease with being told what to do and when she would have to do it:

Sally - Yep. I'm pretty comfortable and I trust that there's people in those positions making those—they're making those—given the opportunity they're making those decisions for a reason so I trust that they've made them for a good reason but, yeah, I'm a bit of a "Yeah, okay, if that's what I've gotta do, I'm happy to do it." Like, I don't try to argue the point too much.

In contemplating previous curriculum experience, Sally spoke of the changes that she witnessed at the senior level. In adjusting to these changes she spoke of herself as an embracer and she was comfortable with what she was asked to do. She placed great faith in the curriculum designers who developed the courses and trusted that they had valid reasons for choosing the study design that they did. In this regard her position was one of acceptance.

Sally - I'm a bit of an embracer; I don't kind of – I find—yeah, I'm okay... I'm pretty comfortable and I trust that there's people in those positions making those—they're making those—given the opportunity they're making those decisions for a reason so I trust that they've made them for a good reason but, yeah, I'm a bit of a “Yeah, okay, if that's what I've gotta do, I'm happy to do it.” Like, I don't try to argue the point too much.

Sally's understanding of the AC:HPE Curriculum revolved around the issue of consistency between the Sates with delivery of similar content to students. She had an understanding that the new curriculum would highlight Indigenous material but was aware that content she was not familiar with may be added to the curriculum. As an HPE professional, Sally was aware that there was a possibility to contribute to the shaping of the AC:HPE Curriculum but she did not contribute to the process.

In continuing the conversation about the AC:HPE Curriculum, Sally disclosed that her knowledge, apart from what was mentioned above, was low. While she spoke of looking forward to the national curriculum, she was concerned with its uncertainty. Linked to that uncertainty was the impact that it would have upon her teaching. Sally freely admitted to being ‘a hoarder’ and with this came a reluctance to let go of material that she had developed and prepared for her students.

Sally - Let's be honest. I'm just gonna have to – yeah, I'll hate it; I absolutely will, because like you said, I know the time and the hours invested into getting that unit – work prepared and now, you know, am I ever gonna be able to use it again? Probably not. Yeah, recycle bin, here we go.

While Sally presented as a phlegmatic individual in relation to change, she also expressed some frustration at the likelihood of having to rewrite and rework the

current syllabus. As a teacher for a number of years, Sally has familiarity with the current PD/H/PE syllabus in the school and sees great benefit in teaching it to students. She has gathered and refined a number of resources during that time and she is concerned that with a new curriculum she will need to update her resources or start all over again. To assist her in the moving to the national curriculum, Sally wanted time and professional development during the transition phase.

In closing our conversation, Sally admitted that her interest levels had gone from low to one of wishing to know more because of our discussion, but the driving factor behind her capacity to seek information was one of time. Like many of her colleagues, Sally had to prioritise the demands requiring her attention. If the demand did not appear to have immediate urgency, then it would be managed within an appropriate timeframe.

4.8.10 Rachael

Position	Graduation Year	Qualifications	Years employment at setting
PD/H/PE teacher	2008	Bach. App. Sc. (PE)	5 years

Rachael commenced teaching in 2009 and joined the staff at All Saints High School in 2010. She completed a Bachelor of Applied Science (Physical Education) and currently holds a pastoral care position within the school. Rachael's pathway to teaching was slightly different to her peers, in that when she left school she commenced a sports coaching certificate then transferred to a degree course. Rachael's background was in the Victorian education system and she taught for one year at a Victorian secondary school before gaining full-time employment at All Saints High School in New South Wales. Rachael taught across a range of year levels in the school.

When asked about her knowledge of the historical background of physical education, Rachael was not able to recall nor reflect on significant milestones within the discipline. However, she identified obesity as a noteworthy issue of

recent times and the need for education to develop lifestyle habits that would improve and maintain health.

Rachael had less interest in the AC:HPE Curriculum than most of the teachers I spoke to. She enjoyed the classroom interaction with her students but the ‘nuts and bolts’ of teaching just did not interest her:

Rachael - I used to be good at ticking everything off and making sure I was meeting but now I’m just more interested in the kids and teaching them. If they’re stuck, I’ll fit two or three lessons on it rather than worrying about trying to get through what the curriculum says. I’ll focus on the learning needs and what’s going on in the classroom at the time. If I don’t get it finished, so be it and now I just write “No time. Didn’t get it finished.”

Rachael was happy to rely on and be directed by others in relation to the AC:HPE Curriculum. She appeared to have little interest in or time for curriculum improvement and developing the scope and sequence of units of work. Rachael did not enjoy the administrative side that was associated with teaching and was content to “just sort of roll with it”.

Rachael’s experience and exposure to curriculum development could be described as marginal. She explained that with regard to HPE she had yet to be actively involved in any major curriculum change and what she was involved in was outside the HPE area. Rachael indicated that she had a low interest level in any manner of educational change. Her focus when she was at work was on the students and she finds that dealing with questions and issues in relation to change takes her attention away from that. Rachael signified a desire basically to be ‘left alone’ so that she could get on with teaching the students:

Rachael - You’ve gotta go on to school and then you’ve gotta go to a program builder and you gotta grab all the different outcomes and put them in and then create your content. You’ve always

gotta be changing the content that you're delivering in the assessment tasks and, yeah, like it's just – I just wanna be teaching. What happened to just teaching? Why can't I just focus on that?

It was not surprising, then, that Rachael was not aware of the opportunity to contribute to the AC:HPE Curriculum. She stated that even if she were aware of the opportunity she would not have participated.

When trying to establish Rachael's knowledge of the AC:HPE Curriculum, her response was again negative, reinforcing her low interest level in the matter. She did venture the opinion that it could possibly mean a commonality between the States. But for her, the notion of a national curriculum was an issue that was presently beyond her scope of thinking. Rachael was happy to be directed by her Head of Department in relation to all matters of the AC:HPE Curriculum.

In closing the conversation, Rachael thought that the AC:HPE would have a 'little bit of an impact' in the way in which she taught. She sensed that she would be required to change some of her teaching practices. This she saw as a positive benefit, but the work that was associated with implementing those changes was not something that she was looking forward to.

Rachael - I think it'll have a little bit of an impact like it will force me to change the way I go about a few things, change some of my teaching styles as well, which could be a good thing. Sometimes we can get a little bit stuck and lazy in our ways...

My reflection in closing this conversation centred upon the difference between a good interview and a not so good interview. While the conversation with Rachael was 'hard work' (my subjective opinion), this did not and should not diminish what she had to say. The way in which Rachael conversed made the conversation somewhat tedious and her replies were not what I was necessarily expecting, but these issues should not diminish the importance of what she

was, in fact, communicating (or not communicating). A more skilled researcher would most likely have picked up on this and been able to probe Rachael for greater detail. For me on my ‘L’ plates, I thought it an opportunity missed. What did I take out of this? All conversations are valuable for the information they either do or do not provide. There is no such thing as a ‘bad’ conversation – there can be short conversations, long conversations, engaging conversations and disconnected conversations. But the very nature of the conversation, how it is constructed and recounted, is a valuable part of the invited participant’s story. To a degree, what is told in the storytelling holds no greater importance than how the story is actually divulged. The importance of Rachael’s story was not necessarily in her verbal replies (what she was saying) but the manner in which she was constructing the replies (how she was saying it). And what was the story behind Rachael answers?

4.8.13 Yvette

Position	Graduation Year	Qualifications	Years employment at setting
PD/H/PE teacher	2002	Bach. App. Sc. (PE)	12 years

The conversation with Yvette started with an overview of her tertiary studies and ensuing employment at All Saints High. Yvette had been teaching at All Saints High School since 2003, after she completed an applied science course at university. It was her first teaching appointment. Like Rachael, Yvette went to school in the Victorian school system but obtained a teaching appointment in New South Wales.

I asked Yvette about the milestones that she believed had played a significant part in the history of physical education in Australia. She thought that there was a major concern with obesity, and that there was substantial interest from the government in wanting to address the issue through the development of activity guidelines. This in turn had affected the HPE discipline. Another consideration was development of practical sport/activity skills so as to enhance the participation opportunities for young Australians:

Yvette - Certainly my understanding of the question in the scheme of it is, the historical side of it is that with the government's point of view of pushing to have standards, I suppose, of how many hours and keeping people active because of the obesity and overweight epidemic we have. So that has factored in and changed a little bit. There's also been the push from the AIS or the Sports Commission with learning basic skills, covering the practical side of things, leading into specific sports and giving children and young people the opportunity to participate in a variety of activities.

In exploring the area of curriculum change, Yvette's attitude was one of embracing change. She described her willingness to be involved in change, but it was on condition that the change was to improve the outcomes for the students. If the change was able to fulfil that requirement she was happy to 'get on board'.

Yvette - I would probably say that I'm willing to be involved in the change and I suppose my main aim is that you want to get the best out of the kids, and if that change looks to be doing that, I'm happy to jump on board and give it a go.

While Yvette indicated that she was happy to embrace curriculum change and she possessed a positive attitude towards it, she described her interest in the AC:HPE Curriculum as low. She described how she had examined the AC:HPE Curriculum area only briefly and not in great detail because the implementation to her seemed to be in the far distance. For Yvette, the AC:HPE Curriculum was not of immediate concern and so she did not have a vested interest in it. She did not participate in providing input into its development via the online portal.

In considering the AC:HPE Curriculum, Yvette felt that it was an opportunity for the States to come together to deliberate and develop a common national curriculum. This way she felt it would be possible to 'compare apples with

apples'. Because of her background, Yvette was conscious of the variations in the education systems of New South Wales and Victoria, particularly the differences at the HPE level. She saw the national curriculum as an occasion to have commonality across Australia. To this extent, she was looking forward to its implementation.

For the moment, Yvette's attitude towards the AC:HPE Curriculum was one of 'wait and see'. She felt that it was something that would occur in the future, but for the time being, she would focus on more immediate concerns within the school. In closing the conversation, Yvette spoke of an attitude of being happy to have the AC:HPE Curriculum 'placed in front of her'. She felt that as a teaching professional she was well equipped to handle the changes and that the AC:HPE Curriculum would not make a significant difference to her teaching. She felt that professional development in relation to the AC:HPE Curriculum would be advantageous.

After speaking with other participants, I had contemplated each conversation and reflected upon my actions and interactions with each participant. Yet with Yvette I found this difficult to do. There was no particular feature of our conversation that would lead me to examine it in further detail. I am not suggesting that there was no interaction between us – we did converse for a good period of time – but whereas with other participants I had been able to look at how the interaction played out and my reaction to that, with Yvette this was missing.

Was I 'asleep at the wheel' and so missed something? I believed that the setting was right, the conversation was relaxed, and so the interaction flowed. Yet there was nothing there that was jumping out at me. Narrative research, and the conversations that arise out of it, are a 'messy business' and do not always run to script. Sometimes, as researcher, it was easy to position myself and my reactions within the narrative, while at other times it could be difficult to do so.

4.8.16 Zoe

Position	Graduation Year	Qualifications	Years employment at setting
PD/H/PE teacher	2010	Bach. Ed. (PE)	4 years

In opening the conversation, Zoe spoke of her graduation in 2010 and her travels and part-time employment in 2011. She discussed her employment at All Saints High, the struggles of early career teaching and the difficulties associated with assuming a position of responsibility within the school.

Zoe wished to take on new responsibilities in her teaching career. She was currently the Sports Co-ordinator at All Saints High School and she taught across a range of subjects and year levels at the school. Zoe described herself as enthusiastic in her approach to her teaching and willing to adapt and try new ideas in teaching:

Zoe - I'm fairly open to curriculum development. I'm happy with adapting and changing the nature of it, I'm quite happy, it's all for the kids. So if we can keep it moving and keep it up to date it gets your students more engaged. So I'm fairly open.

In discussing her knowledge of the historical perspective of physical education within Australia, Zoe reflected upon her own experiences in school. She was unable to shed light on the major historical milestones of the discipline and spoke only of those influences that she had either seen or been shaped by during her own schooling. To this end, Zoe discussed the impact of health on the school curriculum. Added to the health curriculum was a practical component. In reflecting on the broader scope within the discipline, Zoe mentioned that changes 'come in waves' but she then admitted to having a limited knowledge related to this area of discussion.

In discussing the AC:HPE Curriculum, Zoe admitted that she would like to know more but that there was not 'much point at this time'. When questioned

more closely, Zoe thought the year 2018 was of significance in relation to the implementation of the AC:HPE Curriculum in New South Wales.

Zoe's description of the AC:HPE Curriculum was one of consistency, in which the subject descriptors and outcomes were common across the States. To this end, she believed that students would be taught similar content. Zoe saw advantages in this for students who moved interstate and it would also make assessment easier on a national scale:

Zoe - To me it's a set of outcomes or descriptors that will be national Australia wide, where all the students have got the same sort of content that they need to be learning. I guess therefore you can assess probably a bit better on a national level, because everybody has got the same outcomes that they need to address.

Zoe was not aware of the opportunities for teachers to provide feedback on the AC:HPE Curriculum. She stated that her awareness levels in relation to the AC:HPE Curriculum were low and that she had not explored or investigated the national curriculum as such. Her ability to identify issues and speak about them in relation to the national curriculum was limited.

Zoe possessed a positive attitude to curriculum change and was very open to its purpose and intent. She expressed joy and excitement in researching new curriculum ideas and being able to put them into practice. Her attitude was one of maintaining currency within the profession and adapting and changing so that students were more engaged in the subject. Zoe felt that education was always moving and that as a teaching professional there was a need to move forward with it.

Zoe - I'm fairly open to curriculum development. I'm happy with adapting and changing the nature of it, I'm quite happy, it's all for the kids. So if we can keep it moving and keep it up to date it gets your students more engaged. So I'm fairly open.

In closing the conversation, Zoe stated that the introduction of the AC:HPE Curriculum would mean a rewriting of the present school curriculum but she sensed that the content would be similar and the present curriculum could be fine tuned. She felt that there would not be much difference to her teaching. To this end she was confident in her ability to be able to adapt to the AC:HPE Curriculum. However, like others before her, she commented that there was a lack of urgency with the process because it was an issue that was not of immediate concern.

4.9 My reflections as a researcher - All Saints College

Upon completing the second set of conversations at All Saints High, the initial feeling was one of relief. I did not realise how difficult it would be to line up twelve participants from two different sites so there was a sense of accomplishment in at least realising this part of the research.

Like at St David's College, the invited participants at All Saints High were willing to participate in the research project. It made the task of conducting research significantly easier when participants were prepared to take time out of their busy day to sit down with me to converse on matters that to a degree they had not prepared for. It would have made my task a lot harder if I had had to work with what may be termed 'antagonistic' participants.

The conversations at St David's raised queries for me to ponder and questions that required resolution. In relation to remembering and asking the questions during conversations, my initial response had been that there was no apparent solution. Even now I am not sure what the answer should be. The desire to have authentic conversations with the invited participants meant that I was not in favour of referring to cue cards or some sort of written list that would take away the conversational aspect. However, having now completed the full set of conversations, I found I could remember the questions that I wished to ask the invited participants. If done correctly, the order of the questions should be logical and sequential and so the questions, like the conversation, should flow. After a period of time at All Saints High I discovered that the *aide memoire* I

had beside me was being referred to less and less and towards the end of the conversations not at all.

I also had concerns about my ability to draw out the conversation and probe more deeply into what is being said. I noted after the interviews at St David's College that I felt that I had my "Learner plates" on with regard to the conversations, with my focus being on the process and not necessarily what was being spoken. I believe this is not an easily learned skill but one that requires time and practice. While it is a subjective judgement, I would like to think that I did improve somewhat in this area. The one thing that I was determined to do at All Saints High was to keep my mouth closed – listen to the invited participants and then respond to their dialogue. For me as researcher, the mantra going into All Saints High was 'less is more' – less talk from me meant more dialogue from the invited participants. If I kept my mouth closed I might stand a good chance of hearing what was being said.

Chapter 5: Discussion

5.1: Introduction

In this chapter, the knowledge gained through the research process is examined and considered against the aim of the study. A theoretical framework for educational change was used to assist in the framing of the discussion. I have related my discussions to existing literature while also positioning the use of narrative inquiry in the research outcomes.

5.2: Theoretical Framework for Discussion

The purpose of this study was to explore the understandings, attitudes and intentions of regional secondary school Physical Education teachers through the lens of narrative inquiry. Adding emphasis to the inquiry was the implementation of a new curriculum, the national AC:HPE. I was not able to apply a framework directly to examine HPE teachers' understandings, attitudes and intentions, but an educational change framework was used instead to guide and direct the discussion. Fullan's (2016) educational change model, introduced in the literature review, was chosen as the framework with which to examine the understandings, attitudes and intentions of HPE teachers in relation to the implementation of the AC:HPE.

Fullan's (2016) three categories, namely characteristics of change, local characteristics and external forces, were used to examine and identify factors that affected the implementation of the AC:HPE in Australia. From this examination, a determination was made about the understanding, attitudes and intentions of HPE teachers in relation to the national curriculum. The issues raised did not always fit easily into Fullan's three categories, and there was possible crossover between categories. It was not the intent of this discussion to create or put into place artificial barriers, but rather to use Fullan's (2016) model as a framework and reference point to assist in and provide rigour to the discussion.

5.2.1 Characteristics of change

With reference to the characteristics of change, Fullan (2016) identified four variables that could have an impact. These variables were:

- a) need
- b) clarity
- c) complexity
- d) quality/practicality

5.2.1.1 Need

In examining the issue of need, two broad matters were addressed in relation to the AC:HPE. The first of these was the issue of whose need was met in the development of the AC:HPE and from where did this need emanate. The second matter examined the needs of the HPE teachers. What needs did the HPE teachers have with regard the AC:HPE and by what means were they able to convey those needs?

Print's (1993) model of curriculum development was used in the investigation of identified needs that occur during a period of curriculum change. Print (1993) identified three phases of curriculum development. These phases are:

- Phase 1 – Organisation or presage
- Phase 2 – Development
- Phase 3 – Application

In Phase 1, curriculum presage “considers the nature of those involved in the curriculum development task and the curriculum planning they undertake before the development phase commences” (Print, 1993, p.83). In relation to the development of the AC:HPE, an Advisory Panel (Shaping Phase) was established in 2011 to provided expert advice on the broad direction of the purpose, structure and organisation of the HPE learning area. ACARA referred to this phase as the ‘curriculum shaping phase’.

The Advisory Panel (Shape Phase) was comprised of ten members, experts drawn from various key stakeholders in the field of HPE. Three panel members were actively involved in HPE at the school level, three were curriculum managers at State level, one panel member was a State Development Officer for an identified key stakeholder and the remaining three members were from the tertiary sector. The panel produced an initial advice paper followed by a 'Shape Paper' that was intended to guide AC:HPE curriculum writers.

Once the Advisory Panel (Shaping Phase) had provided advice on the broad direction, structure and organisation of HPE for the Australian Curriculum: Health and Physical Education subject, it then became the work of the Advisory Panel (Writing Phase) to produce the Australian Curriculum for HPE. This movement into the writing phase is what Print (1993) termed Phase 2 of the curriculum development model, the Development Phase.

This phase involved teams of writers supported by expert advisory groups. The panel members for the Advisory Panel (Writing Phase) again comprised of ten members. There were representatives from universities, government departments (DECD – South Australia, VCAA – Victoria, School Curriculum and Standards Authority – Western Australia) and one teacher (a male Deputy Principal from the Australian Capital Territory who was a Physical Education consultant). There was no direct representation from the secondary school sector even though in 2013 there were 1385 secondary schools in Australia (McCrindle, 2015). While acknowledging that writing curriculum is a specialised skill and that the advisory panel was required to be knowledgeable and skilled in the area of HPE, the question could still be asked "Where was the teachers' representation"?

Print's (1993) model of curriculum development can be used to examine the absence of HPE teachers on the Advisory Panel (Writing Phase). In the model, a cyclical procedure is described in relation to the development phase, containing the following curriculum elements:

- Situational analysis

- Aims, goals and objectives
- Content
- Learning activities
- Instructional evaluation

Teachers are trained in each of these elements, for as stated by Print (1993, p.86):

By undertaking a situational analysis, the teachers become aware in the systematic manner of the needs of their students and the resources they have available to meet those needs. From this data they can make meaningful statement about the educational intent of their curriculum, that is, they can state useful and appropriate aims, goals, and objectives.

Teachers, through the skills and training they possessed, could have made a meaningful contribution to this part of the curriculum development process, yet their representation on the AC:HPE Advisory Panel (Writing Phase) was limited to one panel member.

As noted in the conversations with invited participants (detailed in Chapter 4), there was an online portal for teachers to provide feedback on the curriculum process. The *Consultation Report on the Draft Shape of the Australian Curriculum: Health and Physical Education* (ACARA, 2012a) detailed the key findings of the feedback provided on the draft Shape Paper AC:HPE (March 2012). At this point, the AC:HPE process deviated from Print's (1993) model of curriculum development. In Print's (1993) model the next step was Phase 3 (Application), but ACARA's actions in sending the Shape Paper back to key stakeholders for comment and refinement marked a return to the first or 'presage' stage.

The *Consultation Report on the Draft Shape of the Australian Curriculum: Health and Physical Education* (ACARA, 2012a) contained a summary of two sources of feedback, the online survey and written submissions. There were

912 responses to the online survey, but only 549 of these were used because the others were incomplete or considered not valid. By State, 27% of online survey respondents were from New South Wales, 18% from Western Australia, 18% from Victoria, 10% from Queensland, 9% from South Australia and 7% from Tasmania, with fewer than 6% each from the Northern Territory and Australian Capital Territory. The largest group of responses was from secondary specialists (assuming they are HPE teachers), with a total of 196 responses. This appears to be a very low number considering there are approximately 1400 secondary schools in Australia (McCrindle, 2015). The invited participants in my study were asked about their participation in the survey and while they comprised only a few teachers, they displayed a similar trend with only one of the invited participants responding to the survey.

Nevertheless, as the curriculum development process continued, teachers' representation was beginning to emerge more strongly. It occurred in response to the *Shape Paper of the Australian Curriculum: Health and Physical Education* as teachers reacted to the curriculum proposal that had been developed during the Shaping and Writing Phase of the AC:HPE.

Therefore, as suggested in the literature, teachers do not operate as agents in the recontextualising field (Johns, 2005) and in curriculum projects, and the matter is usually left to curriculum writers, line managers and other stakeholders, including curriculum researchers (Kirk and Macdonald, 2001). This would appear to have been the case for the AC:HPE. Curriculum researchers, curriculum writers, line managers and other stakeholders had established and decided what was feasible as a national HPE curriculum. Once that had been decided, the teachers' representations were heard.

The third phase of Print's (1993) model of curriculum development is application. In this phase, there is to be monitoring of the curriculum and feedback. This phase of the model could not be investigated in my study because the AC:HPE had only recently been introduced in Victorian schools through the Victorian Curriculum, and had not yet been implemented in the New South Wales education system. This meant that at the time of writing

(2016) there had not been sufficient time for my invited participants to monitor and evaluate the newly introduced curriculum. ACARA has indicated that it plans to undertake monitoring, evaluation and review of the AC:HPE. Monitoring will be coordinated by ACARA and, where relevant data gathering is required, this will include partnerships with State and Territory curriculum and school authorities (ACARA, 2012b)

The development and implementation of the AC:HPE followed the process of curriculum development described by Print (1993), going through the three sequential phases of organisation, development and application. There was a deviation from the model with the development and presentation of the *Consultation Report* (ACARA 2012) to key stakeholders. In each phase, key stakeholders were identified and interests investigated. Of particular relevance to my study was the limited representation of HPE teachers. Although they could have been of significant value in the development of the HPE curriculum, their usefulness was generally restricted to the consultative procedure.

5.2.1.2 Clarity

Writers have suggested that the nature of health and physical education in schools is changing and there is a gradual movement away from traditional games and sports (Davis, 2005). Some believed that the discipline was in crisis and in urgent need of transformation (Kirk, 2010, Thorpe, 2000). More recently, there has been increased pressure on school communities to implement various health-related initiatives and policies (Macdonald, Johnson and Leow, 2014). In this regard, schools are viewed as attractive and easily accessible settings in which to establish and implement health policies. The AC:HPE was seen as a curriculum model that would refresh HPE practices within schools with a message that was consistent with critical public health orientation of the day (Macdonald, 2014).

The joining of health to physical education in the 1990s, while being a significant event within the field, also represented a key issue for the discipline

and how it was depicted. There were questions about what the discipline truly represented and, therefore, the type of knowledge it imparted. Brooker and Macdonald (1995, p.108) stated “the nature and place of PE in contemporary Australian education is problematic for physical educators”. Sprake and Walker (2015, p.395) added to this assertion when they claimed that Physical Education “has long been a contested area” and “debates about establishing a definitive purpose for PE are still ongoing”. In this regard, the debates surrounding the nature of HPE were focused on the accumulated knowledge and traditional practices of the biophysical framework of physical education sitting uncomfortably with the more contemporary issues of health education.

A significant part of an educational change process is the development and implementation of new curricula. For HPE teachers in the field, it is easy to focus on (or get frustrated with) curriculum change and not understand the context in which the change is proposed. Curriculum change is quite often not clearly understood by those who implement it, nor is there an understanding of what had occurred previously. Teachers were at risk of becoming further exasperated with the change process involved in the AC:HPE when the proposed changes appeared to work against the knowledge that they had accumulated during their PETE training (Meldrum, 2011).

An understanding of the positioning of the curriculum change in relation to other changes that had occurred would assist in explaining the need and the rationale for the change. Wright (1996, p.332) stated “contemporary policy and practices in physical education have not arrived by chance” and this view is still very much applicable today. In this regard, it was important to know whether HPE professionals today had an understanding or appreciation of the ‘storyline’ of PE/HPE in Australia (military beginnings, strong science influence, the impact of physical fitness and more specifically health, and now the inclusion of a stronger social context in the discipline) and so were able to locate the AC:HPE within the HPE storyline continuum. One of the intentions of this study was to investigate the historical knowledge of HPE teachers in relation to the discipline, and to assess their ability to identify the significant influences that had affected it. In one respect, HPE teachers can view

curriculum change in isolation and it can be seen as just that – a particular change happening at a particular time. It is unknown how many HPE professionals reflect upon educational changes and take a broad view of the field and so are able to situate changes in the broader context of the discipline. It was hoped that by identifying and discussing the ‘storyline’ of the discipline with invited participants in this study that the evolution of the discipline would become more apparent and therefore the positioning of the AC:HPE would become more evident and logical. For as stated by Wright (1996, p. 332):

a major step in understanding and changing contemporary practice is to examine how those practices have been constituted historically by the negotiations of specific groups with vested interests in the privileging of one set of knowledge and beliefs over another

There were few references in the literature to studies of HPE teachers’ knowledge of the history of their discipline. It appears that there has been little academic scrutiny of this topic area and it was difficult to reference others’ work in this study. However, inquiring into HPE teachers’ historical knowledge and awareness of significant influences on the discipline allowed me to explore their position within the field. Although there was no literature or data with which to compare their responses, the importance of investigating participants’ knowledge became clear. Shedding light on their position in the field led to a broader exploration of the literature through the connected associations made with this part of the thematic analysis.

The responses from invited participants in relation to their knowledge of the historical influences and factors on the discipline varied. Through the use of narrative inquiry, I was able to engage with the participants and so draw out of them their responses to my query about the historical influences and factors on the discipline. In those conversations, few invited participants (Brenda, Kathy) were able to recall the ‘storyline’ of PE/HPE within Australia. Broadly speaking, in the view of the participants, health was identified as the significant influence, especially among the more recent graduates. Linked to this influence were issues such as obesity, sedentary lifestyles, body image and physical

activity. Of these, obesity was the dominant issue.

Macdonald et al. (2014, p.22) stated that “the case for Health Education, preventative health and health promotion in schooling has been, and currently is, strong and politically attractive”. Schools are presently viewed as attractive and easily accessible settings in which to establish and implement health policies. In one respect, schools could be viewed as crowded spaces of health work (Macdonald et al., 2014) with programs, interventions or services introduced into schools to influence health issues that need addressing. Schools maintain a strong standing in the health education of Australian school students, and HPE teachers and schools are increasingly involved in a range of health work (Tinning, 2014). The need for invited participants as HPE teachers to be aware of the relevance and importance of Health in their subject area was often reinforced during the conversations.

In the field, there is an issue about what the discipline represents and therefore, the type of knowledge it should impart. Dinan-Thompson (2006, p.25) asserted that the key learning area of Health and Physical Education “remains a contested political process”. The issue for HPE is that there was, and still is, a lack of clarity as to what the discipline represents. With regard to this notion, Brooker and Macdonald (1995) addressed the many functions of physical education. While they believed that physical education had many purposes, they chose to focus on four, namely physical education as health, physical education as sport, physical education as academic study and physical education as science. Their capacity to categorise physical education into four areas gives credence to the perception of the challenging nature of the field. Therefore, my question asking HPE professionals about their historical knowledge of the field had the potential to cause some uncertainty in their replies, for if there is no clear understanding as to what the field represents, how could the invited participants display certainty in their answers? Even though there may appear to have been ambiguity about what the field embodied, for invited participants there was a clearly defined influence, namely Health.

In reflecting on the conversations with invited participants (Carly, Damian, Aaron, Will, Rachael, Zoe), they did not appear to have an appreciation of the ‘storyline’ of HPE within Australia and therefore a clear understanding of the major influences that had affected it. While Health was identified as holding a significant place within the discipline (mainly, it would appear, because of the joining of Health and Physical Education into the KLA area of HPE), in the conversations with invited participants they were unable to locate successfully the development of PE/HPE practices in Australia. This a matter of concern because it means that for the participants, the AC:HPE would be viewed in isolation and not as part of the evolutionary process that the discipline has consistently undertaken to align itself with contemporary issues in Australia.

5.2.1.3 Complexity

Wright, Burrows and Macdonald (2004) claimed that physical education syllabus writers had not addressed the social and cultural context of the discipline during the latter part of the 1990s and 2000s. While much has been written advocating for the inclusion of critical pedagogy into HPE programs, little has been written on how this might be operationalised (Philpot, 2015). Critical pedagogy was, and is, based on a set of fundamental principles that give it identity (Ruiz and Fernández-Balboa, 2005). It emerged in the 1980s as a ‘big tent’ for those in education who were doing academic work towards social justice (Tinning, 2002). Advocates of critical pedagogy challenged many issues in physical education, including gender equity, equality of opportunity and catering for diversity, and unjust practices such as motor elitism and knowledge construction, while the discipline was critically engaged in its own ideology, power and culture (Tinning, 2002). At the start of the study, my assumption was that practitioners in the field would have an awareness of critical pedagogy principles and appreciate what was meant by the term.

The conversations with invited participants revealed they had either little or misinformed knowledge in relation to critical inquiry. For many of the invited participants such as Kath, Will, Sally, and Zoe the term ‘critical inquiry’ equated to inquiry-based learning. This raises serious concerns for the

implementation of the AC:HPE. With theories of critical inquiry a central tenet of the new national curriculum, a lack of understanding would significantly reduce the ability of HPE teachers to engage students in critical inquiry and involve them in transformative social work. This could lead to the students not being provided with an education that equipped them to meet future trends and health challenges within society (Macdonald, 2014).

There had been a shift in the classroom to ‘the student as learner’ but the way this has occurred has varied between countries. In Australia, the integration of health and physical education produced a different set of expectations as to what was or was not possible to do in PE classes (Wright et al., 2004). Adding to the complexity was the number of ‘criticals’ in the HPE picture (Leahy, O’Flynn and Wright, 2013). There was ‘critical thinking’ associated with processes of reasoning or problem-solving, ‘socio-critical pedagogies’ that involved questioning assumptions and power inequalities, and ‘critical health literacy’ which has been elevated to one of the five key propositions in the AC:HPE (Leahy et al., 2013). Each of these aspects had its own priority and purpose, and given the complex terrain of the national curriculum (Leahy et al., 2013), it is difficult to obtain a clear understanding of what is required of the HPE teacher.

There is also little known about how teachers regard the purpose of critical education and the ways in which it could be planned, assessed or practised in the classroom (Leahy et al., 2013). This could be because of problems in the application of socially critical practices in PETE courses, resulting in HPE teachers lacking skills in this area. Studies have shown that the ability of PETE courses to embrace and teach critical practices was limited (Ruiz and Fernández-Balboa, 2005). Ruiz and Fernández-Balboa (2005) have denounced the inconsistencies in critical pedagogy theory and practice:

My major concerns are that these claims to empowerment attribute extraordinary abilities to the teacher, and hold a view of agency which risks ignoring the context(s) of teachers’ work. Teachers are constrained by, for example, their location in patriarchal institutions

. . . Overly optimistic views of the agent of empowerment also set up serious shortcomings in the use of empowerment rhetoric. (Ruiz and Fernández-Balboa, 2005, p.334)

It has been suggested that critical pedagogy was a dream that could not be realised (Ruiz and Fernández-Balboa, 2005). If this is the case, then the manner in which critical pedagogy is used and constructed in the school setting could be seriously misrepresented.

In examining the ways in which criticality was translated into the classroom through a sociocultural perspective, Cliff (2012, p.303) found that the work was reduced to ‘factors’ that “are merely elements to be negated through learning to make ‘good’ choices”. Additionally, Leahy et al (2013, p.183) suggested:

that currently there is a gap in understanding how criticality is translated in the everyday teaching of HPE. Little is known about how teachers regard the purpose of critical work or how it figures in the lesson planning, assessments and classroom practices of HPE.

My conversations with the invited participants support the assertion by Leahy et al. (2013) that there is a gap in the understanding of HPE teachers in relation to the purpose (and intent) of critical work in the classroom practices in HPE. If HPE teachers are not clear in their understanding of critical work and its application to the classroom, then the implementation and fidelity of the AC:HPE would be compromised.

Broad, systematic change within schools can be hard. Researchers have documented some of the struggles of implementing and institutionalising top-down change. Educators and researchers alike have long acknowledged the problems associated with implementing and sustaining curriculum change (Nolan and Meister, 2000, Bekalo and Welford, 2000). Literature in relation to curriculum change in HPE indicated that it was reasonable to expect a degree of teacher resistance to any reform process (Jin, 2013). Kirk (2010, p.33)

stated, “it is noted that teachers play a critical role in making change happen, though few writers are confident that teachers will embrace change if and when the opportunity is offered”. Given these observations, what would be the position of HPE educators in educational reform efforts?

Even though teachers are considered central to the change process, they are “often unprepared and do not recognise the complexity of implementing new strategies” (Madden, 2010, p.2). Within the complexity of change are issues such as the starting point of the individual, and the difficulty, skills required, and extent of alterations in beliefs, teaching strategies, and use of materials (Fullan, 2016).

As previously discussed, the starting point for many HPE teachers was appreciably different to what would be required for the new curriculum. For these teachers, the AC:HPE required a change in teaching beliefs, philosophies and strategies. In exploring a unit of work based on critical practitioner inquiry in HPE, Wrench and Garrett (2016, p.247) noted a change in pedagogical practices that:

incorporated a transformation from teacher as the expert who made all the decisions for reluctant, passive participants to teacher and students as co-participants and co-creators of knowledge. In terms of justice, student ‘voice’ and input were validated and informed learning experiences, which incorporated high levels of affective, cognitive, and operative demands.

For some of the invited participants, the pedagogical approach described above may be a hurdle that is too difficult to overcome. The complexity of the changes required by the introduction of the AC:HPE should not be underestimated, and the greater the complexity, the more difficult it may be for HPE teachers to align their present day philosophies and practices with the future requirements of the discipline. As noted by Leahy et al. (2013, p.185), “can a critical inquiry approach sit easily with the normative and individualised health promotion approach that has gained prominence in HPE in the last 25

years?”.

Adding to the complexity of AC:HPE implementation is the relationship between key components of the curriculum. It is unclear how a socio-critical perspective will sit alongside individual responsibility for enhancing the health of self, considering the influence of neoliberalism within the curriculum (Leahy et al., 2013). Furthermore, questions have been raised about the possible tensions that could occur when critical inquiry is included with the other four propositions of the AC:HPE (Leahy et al., 2013). If lead writers in the field are identifying and questioning tensions and misalignments within the AC:HPE, then HPE teachers must surely struggle to understand and implement such a complex curriculum change. The data provided by this study suggest that they have a lack of understanding in relation to the complexities of the AC:HPE and so their ability to implement the curriculum is compromised.

5.2.1.4. Quality/practicality

The final factor that Fullan (2016) considered in relation to characteristics of change was the quality and practicality of the change project. With regard to the Australian Curriculum, this means the quality and practicality of the new national curriculum and its impact upon the invited participants in implementing and delivering HPE.

It had been claimed that the introduction of a national curriculum, and therefore the strengthening of the Federal Government’s involvement in education, was contrary to government policies on neoliberalism. Under these policies, governments (including Australia’s) aim to remove government interference from the lives of citizens. Yet the Australian Curriculum represented the opposite of these ideals. It sought to centralise and empower the Federal Government in the education sector.

Brennan (2011) recognised the diversity and innovation that had occurred in the Australian education under the State-led systems. These various systems developed education programs of major significance and invested significantly

in infrastructure, education authorities and agencies. Furthermore, the education systems and programs had been developed to work in each local context. This was an issue that concerned Brennan (2011, p.274) when she asked “how does a national curriculum deal with the differences between Indigenous education provision and those of the selective high schools in Sydney? Or resource a small multi-age rural primary school as compared to an elite metropolitan school?”

In this regard, the perception of local context occurred in the conversations with invited participants, especially those from All Saints High School (New South Wales). These invited participants from All Saints High, especially Tim (Head of Department), indicated that a sense of position had been established in the New South Wales education system and more so in the HPE field. There was a feeling among these invited participants of ‘wait and see’ what the national curriculum would bring, and they wanted to see what other States implemented and whether the curricula from other States could meet the needs of New South Wales. Time and again in our conversations, the invited participants from All Saints High spoke of ‘having a good product’ and the fear that the national curriculum would be ‘dumbed down’ in the interest of national consistency. This view had been further reinforced in professional development seminars the invited participants had attended in relation to the AC:HPE. The view conveyed in these professional development sessions was that the quality of the product, as it stood in New South Wales, was very good and that the AC:HPE may not be equal to the current curriculum. In this regard a curriculum that operated at a national level would not meet needs at the State level.

At the time of writing (2016), *The Foundation–Year 10 Australian Curriculum: Health and Physical Education* (2015) had been endorsed and released to State Education Departments for implementation. *The Foundation–Year 10 Australian Curriculum: Health and Physical Education* (2015) provides broad direction on the purpose, structure and organisation of the Health and Physical Education curriculum in Australia. In it, the HPE learning area was identified as providing opportunities that were contemporary, inquiry

based, learner centred and student relevant. The HPE curriculum, as previously mentioned, was shaped by five interrelated propositions:

- Strengths-based approach
- Focus on educative purpose
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

In relation to the AC:HPE, ACHPER released a *National Position Statement* (ACHPER, 2014, p.3) in which it stated that:

ACHPER believes that learning in HPE is enhanced when teachers are cognisant of the five interrelated propositions underpinning the Australian Curriculum: HPE; focussing on the educative purposes, developing health literacy, including a critical inquiry approach, taking a strengths-based approach and valuing movement. ACHPER advocates for high quality, well resourced teacher professional development opportunities focused on improving teacher confidence and competence in HPE curriculum content, planning, programming, assessment and reporting. This is essential for supporting contextualised understanding and application of the propositions.

The position of ACHPER is that HPE teachers need to be cognisant of the five interrelated propositions so as to enhance learning. In my study, I asked the invited participants what they knew in relation to two of the five propositions: critical inquiry approach and strengths-based approach. They were also asked what they understood was meant by a sociocultural perspective in HPE. The invited participants appeared to struggle to grasp and comprehend these terms. This was not surprising. When speaking of critical inquiry, Leahy et al. (2013, p.176) referred to “the layers of complexity involved in understanding the place and function of critical inquiry in the AC:HPE”. In relation to the strengths-based approach, ACHPER conducted a two-day seminar (2013) titled

“HPE National Curriculum Implementation – Provocations, Challenges and Responses”. In this seminar, an important issue identified was the implementation of a strengths-based approach to teaching HPE (ACHPER, 2013b). Further to this, ACHPER responded to the *Draft AC:HPE* (2013) and released the following statement regarding the concept of a strengths-based approach, concerned that it would promote ambiguity and uncertainty among its members:

The people we have consulted have had more time to digest and consider the strengths-based model and while it does present what could be seen as a noble – many still see it as a loose – concept, promoted on an inspirational basis that might not reflect the totality of students and schooling in the 21st Century Australia. It appeals to some as the correct message to be putting forward in the H&PE syllabus but it does not warrant the significant support it seems to have.

(ACHPER, 2013a, p.4)

Thus, there were concerns about the suitability of a strengths-based model being applied to the AC:HPE. As has already been mentioned, the sociocultural perspective “represents a significant change in approaches to and readings of HPE curriculum” (Cliff, 2012). In dealing with the sociocultural perspective, HPE teachers were entering into uncharted territory.

In examining the critical inquiry approach, concerns have been raised that students would be expected to “research, analyse, apply and appraise knowledge”. Ruiz and Fernández-Balboa (2005) were unimpressed in their review of PETE courses where critical theory was ‘taught’, believing that the intentions of teacher educators to impart knowledge was honourable but the challenge was not necessarily in the imparting of the knowledge but in embedding that knowledge through practice. To put it simply, it was one thing to ‘talk the talk’ but to embrace critical inquiry fully HPE teachers would need to ‘walk the walk’. It would appear that the concerns of Ruiz and Fernández-

Balboa (2005) will be echoed in the AC:HPE. As educators, HPE teachers will be asked to engage students through the imparting of knowledge, yet critical inquiry is more than that. It is also about taking appropriate action to address issues. It remains to be seen how reasonable and practical it will be for HPE teachers with classes of 20 or more students engaged in critical inquiries (all individualised) to identify issues then have the students take ‘appropriate action’ in addressing those issues. From a logistic standpoint, it could end up very confused and confusing. HPE teachers who, through their PETE training, had been guided in the belief that critical inquiry was to be ‘taught’, may themselves make a similar misjudgement. It would appear that issues in relation to the implementation of the AC:HPE in the classroom have not been fully addressed.

There was also the possibility that the AC:HPE was jargon- and language-rich, such that that HPE teachers would not understand what was needed to deliver the curriculum. Again, in commenting on the *Draft AC:HPE* (2013), ACHPER stated that “clearly the most concerning aspects of the document centre on its language rich content” (ACHPER, 2013a, p.10). The AC:HPE is full of, and underpinned by, many unfamiliar terms such as critical inquiry, strengths-based approach, and sociocultural perspective. The responses from the invited participants in my study strongly suggested that there was a lack of understanding about what these terms meant, their implications and application to the AC:HPE. This lack of understanding would be even more apparent in the non-specialist/generalist classroom teachers at the primary school level who are expected to be the major teachers of HPE in primary schools (ACHPER, 2013a) .

To assist in the development of quality HPE programs, ACHPER advocated that a focus was needed on enhancement of teacher preparation and in-service development (ACHPER, 2013a). Again, many of the invited participants spoke of a desire to undertake professional development so that they could update their skills and remain current in the field. Yet, if the Department Heads are taken as an example, Brenda (St David’s) was keen to undertake an in-service program but her professional development course had been cancelled, while

Tim (All Saints) had been informed through his professional development that the AC:HPE may not be implemented. For the invited participants in this study, the need for quality professional development for HPE teachers and the reality of the situation were not aligning.

In relation to curriculum implementation, researchers have found that the fidelity of implementation of a curriculum innovation was highest when the implementers understood the curriculum requirements (Okoth, 2016). Conversely, this meant that when the implementing agents (teachers) did not understand the curriculum requirements, they were likely to modify it to fit their own understandings. To enable the conceptualisation of a reform, teachers' knowledge was important (Okoth, 2016). For many of the invited participants, there was an uncertainty about the curriculum requirements of the AC:HPE because of their lack of knowledge and understanding of the propositions that underpin the AC:HPE. Added to this was the confusion about understanding the language of the implementation and the reported lack of professional development. Taken together, these factors would undoubtedly have an impact on the fidelity of the implementation.

A criticism of the AC:HPE has been that it was designed to be everything to all stakeholders, and in doing so diminished the importance of the learning area (ACHPER, 2013a). An overview of the Australian Curriculum showed that HPE was identified as providing “a foundation for students to enhance their own and others' health and well-being in ever-changing contexts” (ACARA 2012, p.2) that included “factors such as gender, sexuality, culture, ethnicity, socio-economic status, environments and geographical location influence the health, well-being and physical activity patterns of individuals, groups and communities” (ACARA 2012, p.2). This would appear to be a large amount of material to cover, especially with the additional aspect of the physical aspects of the subject. In a response to ACARA in relation to the AC:HPE, ACHPER (2013) stated a concern with the diminished emphasis on sport and asked “has the integration of physical education with health caused us to diminish that relationship?” (ACHPER, 2013a, p.6).

The Foundation–Year 10 Australian Curriculum: Health and Physical Education (2015) reflected the sociocultural perspective of HPE. In the section titled ‘Aims of the Australia Curriculum: Health and Physical Education’ it was stated that students would learn to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others’ health, well-being, safety and physical activity participation across their lifespan,
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships,
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings,
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes,
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

A sociocultural perspective in curriculum design is linked to a student-centred, inquiry-based approach to learning (Cliff et al., 2009). The notion of a sociocultural perspective was reinforced in the draft paper that stated that the nature of HPE for Australian students would be inquiry-based and learner-centred (ACARA 2012). However, as Cliff et al. (2009, p. 174) noted, “schools are often not conducive to these approaches”. Inflexible school architecture and schooling practices that are steeped in standardisation are inconsistent with a sociocultural perspective. Furthermore, the value placed on efficiency and accountability within schools may place teachers in a position where they are unable to devote the time or energy to come to terms with a sociocultural perspective (Cliff et al., 2009). With the development of the sociocultural model, the HPE curriculum was grounding itself in a discourse that was “slippery and grey” (Cliff et al., 2009, p.170).

5.2.2 Local Characteristics

Fullan (2016, p.93) stated that when examining the contribution of local characteristics to change, one should “analyse[s] the local context of change; the organisation or setting in which people work; and the planned and unplanned events and activities that influence whether or not given change attempts will be productive”. Fullan (2016) identified four key factors in the category of local characteristics:

- a) the school district
- b) the school community
- c) the principal
- d) the teacher

For the purpose of this study, the focus is on the fourth factor, ‘teacher’. The other factors are not included in the discussion.

5.2.2.1. Teachers

The classroom teacher is a significant factor in the process of educational change or implementation. Fullan (2016, p.97) stated the case very simply when he said “educational change depends on what teachers do and think – it’s as simple and as complex as that”. With regard to Fullan’s (2016) statement, it has been suggested that there are two possible areas of concern for teachers that must be addressed when planning the change process (Cothran, 2001). These two areas of concern are (a) there must be a need for the change, and (b) there must be a clear vision of alternatives to the current model.

There are suggestions in the literature that teachers (and schools) are reluctant to alter their practices (Ha, Lee, Chan and Sum, 2004). However, it has been shown that experienced teachers display more encouraging and positive attitudes towards innovation than their novice counterparts (Ha et al., 2004). In my study, many of the experienced participants displayed a positive attitude to change and a willingness to embrace the change process. They viewed change as a matter of staying current in their educational field and they regarded

change as a means of achieving better outcomes for their students. These teachers – Brenda, Carly, Will, and Sally - were willing to engage with the process and felt that change would bring benefits to their students and themselves. Another group of participants supported change but their level of engagement with the change process was minimal. These teachers – Yvette, Zoe and Kath - were happy to accept the change as it was presented to them. They felt at ease with the change process but would only invest what was required of them. Again, they viewed change as an updating process. Finally, and in contrast, there was small number of teachers – Rachael, Aaron and Damian - who did not view the change process in a positive manner. These invited participants (who were generally early career teachers) indicated a low level of interest with regard to the introduction of a new curriculum and displayed some indifference in relation to the process. Their interest was focused on establishing their career and ‘finding their feet’ in the school and the classroom. The change process, they felt, was out of their control and because the change was to be imposed upon them it was a process that had to be tolerated.

In conversations with the invited participants, one need that was frequently expressed was the matter of consistency in curricula across Australia (Kath, Kylie, Damian, Geoff, Yvette, Rachael, Tim, Andrew). This was usually identified in conversations with comments such as ‘everyone will be on the same page’ or ‘we’ll be operating from the same book’. The matter of consistency, which could quite possibly be a shared need across the profession in relation to the AC:HPE, may have further significance for schools that are situated near State borders, such as St David’s (Victoria) and All Saints (New South Wales). Teachers at these schools would be highly aware of the differences that exist in curricula between Victoria and New South Wales. In Victoria, the subject is called ‘Health and Physical Education’ (HPE) and at the senior level it is split into two parts, ‘Health’ and ‘Physical Education’. In New South Wales, the subject is called ‘Personal Development/Health/Physical Education’ (PD/H/PE) and at the senior level there is no division within it. Issues of consistency in curriculum can therefore arise for students who move across the State border during their education.

Another factor that may have led invited participants to identify the need for consistency between the States is the structure of the various State schooling systems. In Victoria and New South Wales, primary schooling is from Preparatory Year to Year 6 and secondary schooling is from Year 7 to Year 12. In South Australia and Queensland, primary schooling finishes at Year 7 and secondary schooling is from Year 8 to Year 12. The Northern Territory has six years of primary school (Year 1 to Year 6), three years of middle school (Years 7 to 10) and three years of senior school (Years 10 to 12). In the regional area where the study schools are located, there are many families who are highly transient because of employment (e.g. defence force employees), and it becomes problematic for students transferring from one education system to another. For example, if a student who is in Year 7 in Queensland (the last year of primary school) transfers to the Victorian system, is he or she placed in the first year of secondary school in Victoria (Year 7) or do they bypass that first year and go straight to Year 8?

In addition to identifying a need for the change, a number of other factors could also determine teachers' ability to embrace educational change. Teachers may find it difficult to move to a new curriculum model if it is contrary to their own philosophical stance (Vickers 2008). Teachers who lack confidence in the educational reform may find it difficult to let go of past practices that they had found to be effective (Crowther & Gaffney, 1994). If teachers also discovered that the new model lacked flexibility and therefore they were unable to apply it to the local situation, they may elect either not to implement the change or modify it so that it sits more comfortably within the local context (Vickers, 2008). A number of these factors were raised in the conversations with invited participants. One concern was the intellectual knowledge that they possessed in relation to their present curriculum and the time and energy that would be required to update and develop new practices (Sally and Rachael). Others (Yvette, Kath and Nick) believed that the change the AC:HPE represented would not affect them greatly. The introduction of a new curriculum meant a modification of what they presently taught but no significant change was anticipated. This group believed that the present curriculum could be shaped and adjusted to suit the needs of the AC:HPE.

Fullan (2016, p.98) spoke of teachers being faced with “with multifaceted diversity, overload and limits to reform”. He also stated that teachers were feeling beleaguered and “the lack of time and the feeling of not having finished one’s work are a perennial problem experienced by teachers” (Fullan 2016, p.102). Some invited participants in the study expressed this feeling of work overload. However, as was pointed out in the conversations, the national curriculum developers were not aware of the local issues and developments. Therefore, if teachers who were already overburdened at school by their workload also have to devote time and energy to the implementation and delivery of new national curriculum material, it is not hard to imagine feelings of stress and annoyance coming to the fore, possibly accompanied by actions to adjust the current curriculum to suit the new.

Major educational reforms such as a national curriculum run the risk of being regarded as top-down development processes (Crowther and Gaffney, 1994). The effectiveness of the top-down approach had long been questioned (Morris and Scott, 2003), and with top-down development processes being used for AC:HPE, teachers could feel excluded from the activity. By not being included in the development process, teachers could claim the moral high ground with ‘it wasn’t developed here’ and so distance themselves from the end product.

Anghelache and Bențea (2012) noted that teachers express concern about educational change. If there was no clear need or a clear vision attached to the educational change or implementation, it could lead to what is known as ‘the intended and the enacted curriculum’ in the classroom (Vickers, 2008). If teachers felt that there was no need for the proposed educational change, or if the change lacked the vision or direction of a current educational model, a gap would appear between what was proposed in the curriculum documents and classroom practice.

While some within the broad HPE field believed that health and physical education was struggling to be valued and identified in schools, others saw a desperate need for it in the school curriculum. Tinning (2000, p.12) referred to “the societal problems that have framed the new HPE curricula”. These

problems included issues such as drug use, teenage pregnancies, low levels of fitness, high levels of obesity and diabetes (Anderson, 2006, Fern, 1999). Similar issues were identified by the invited participants in my study, especially with regard to obesity. HPE was identified as a curriculum response to these problems (Beyer, 2008). Furthermore, Tinning and Glasby (2002, p.1) argued “that HPE is a form of health promotion that attempts to ‘make’ healthy citizens of young people in the context of the ‘risk society’”. Seghers, de Martelaer, and Cardon (2009, p.407) supported this view of health and physical education when they stated that “the occurrence of overweight and obesity among school-aged youth have become a major societal problem” and “moreover, it is beyond doubt that physical education (PE) has a key role to play” (Seghers et al., 2009, p.407). These arguments serve to illustrate the need for HPE in schools to address emerging societal issues. Although the new AC:HPE is a curriculum change that challenges some previously taken-for-granted viewpoints, the possibility of teacher resistance (Glover and Macdonald, 1997) and knowledge disavowal (Ennis, 1994) by HPE teachers who are not favourably disposed to the ideals and rationale of the curriculum must be genuinely considered.

On the surface, the development of an Australian HPE curriculum may appear to be an exercise in frustration. On the one hand, there are the teachers, who need educational change to be relevant, focused and with concrete possibilities that are applicable in their local context. They are wary of curriculum reform that is top-down and have little regard for the ‘wisdom of practice’. On the other hand, ACARA was charged with developing and implementing an Australian curriculum for HPE. By its very nature, the Australian curriculum is a top-down approach to curriculum reform, yet research would suggest that an important aspect of the educational change process is the need to consider the context that teachers work in (Cothran, McCaughtry, Hodges, Kulinna and Martin, 2006) and that this can only be done by locating teachers within the reform process.

5.2.3 External Factors

With regard to external factors, the school is placed in the context of the broader society (Fullan, 2016). For Australian schools, this means the various Departments of Education across Australia that influence the implementation of education curricula. In addition to Education Departments there are education institutions such as universities and professional teaching bodies that attempt to influence and support educational change. In the discussion below, consideration will be limited to the role of the Australian and State governments.

5.2.3.1 *Government and other agencies*

In trying to break down the complexities of educational change, Penney and Evans (1999) suggested a hierarchy of macro, meso and micro levels that could be explored in defining the issue. At the macro level, in relation to educational change, are the Federal and State/Territory governments. Boards of Studies, education systems, curriculum writers and lobby groups occupy the meso level, while at the micro level there are the teachers, students and parents. Each of these levels has its own agendas that shape and influence the key learning areas of HPE. However, for the purpose of this discussion, only the macro and meso levels of educational change will be explored. The other level of educational change, the micro level, has been discussed above in the context of the teachers.

5.2.3.2 *Responsibility for education in Australia*

According to the *National Report on Schooling in Australia* (2009) constitutional responsibility for schooling in Australia rests predominantly with the six Australian States and two mainland Territories. The States are primarily responsible for the provision and administration of funding for schools and for matters such as school and teacher registration, teacher employment, student enrolment, curriculum content, course accreditation and student assessment.

The Federal government's role in education is to provide financial support to the States and to assist in defining the broader scope of education in a national context.

Under this arrangement, education, and therefore curriculum development, was until recently the responsibility of the States. With a lack of direct control from the Federal government, State Education Departments were free to pursue their own curricular agendas. Partly as a consequence of this, diversity was a feature in curricula across the various states (Vickers, 2008). An example of this diversity at the HPE level was the naming of the subject. In Victoria, the subject was known as Health and Physical Education (HPE); in New South Wales, it was called Personal Development, Health and Physical Education (PDHPE); in South Australia, it was Health and Personal Development (HPD); and in Tasmania it was called Health and Wellbeing. This lack of uniformity across the various States/Territories occurred not only in the naming the subject, but could also be seen in differences in curriculum. It emphasised some of the difficulties that potentially could occur when the national curriculum body considered the starting point of HPE for each State/Territory. This served to illustrate the difficulty of attempting to bring together the various State versions of HPE under the umbrella of the Australian Curriculum. Of primary importance was the difficulty of competing demands between the States and the outcomes that could be achieved. Grumet and Yates (2011, as cited in Brennan 2011) claimed that when there is competition, there is the possibility that the needs of one party could be thwarted or muted in order to address the needs of another.

The effects of government actions (mainly State governments) were clearly visible in the findings of my study. Differences between the States could be seen in the implementation processes planned for the AC:HPE and were a topic of interest for discussion with the invited participants because of the cross-border location of the settings. St David's (Victoria) was facing the imminent implementation of the Victorian Curriculum (based on the Australia Curriculum) while at All Saints High (New South Wales) the decision had yet to be made as to whether PD/H/PE would be included in Phase 3 of the

implementation process (the assumption was that it would be). The settings therefore illustrated two opposing State positions. The body governing education in Victoria had mandated for curriculum change to occur and for it to happen relatively quickly, while in New South Wales the Education Department was far more circumspect and the mandate for change was more relaxed and lacking in urgency.

In relation to HPE teachers, these government policies had affected the attitudes of the invited participants. At St David's (Victoria) there was a sense of urgency and resolve in implementing the new curriculum. This sense of urgency was felt most at the Head of Department level, with Brenda speaking of a strong sense of needing to 'get up to speed' in relation to the Victorian Curriculum and its potential impact at the school. Furthermore, the urgency had filtered down to other teachers within the department. However, as to what the actual Victorian Curriculum represented was still unknown at the school.

In contrast, the attitude of the invited participants in the New South Wales system highlighted the difficulty of the competing demands between the States and the outcomes that needed to be achieved (Savage, 2016). At the time of writing (2016), the Board of Studies, Teaching and Educational Standards NSW (BOSTES) was undertaking a phased-in approach to the national curriculum with PD/H/PE scheduled to be part of Phase 3 (BOSTES, 2014). However, while NSW had committed to the national curriculum, in a review letter sent to the Australian Government Review of the Australian Curriculum, BOSTES (n.d.) stated that,

School education in Australia is the remit of the states and territories. In NSW, the Minister for Education is responsible for the overarching approach to achieving effective educational outcomes for all NSW school students.

(BOSTES, n.d., p.4)

BOSTES sent this reminder to the Australian Government review committee pointing out who controlled education in New South Wales. In relation to the national curriculum, BOSTES wrote in the same document “NSW has agreed that the Australian Curriculum has met the standard required for this purpose” (BOSTES, n.d., p.3). The implication was that the national curriculum was satisfactory for implementation in New South Wales schools. In considering the review letter from BOSTES to the Australian Government Review of the Australian Curriculum, it could be assumed that New South Wales would implement the national curriculum but it would do so only under the strict guidance of BOSTES and that the national curriculum would need to be fit for purpose within the New South Wales system. This was highlighted in the following statement:

Through the Australian Curriculum development and approval process NSW has attempted to align the nationally agreed ambition to describe common and essential learning for all Australian students with its own commitment to particular structures and processes for curriculum development and its legal requirements as set out in the Education Act.

(BOSTES, n.d.)

What seems to be implied here is that in relation to a national curriculum, the Australian Curriculum needed to conform to the wishes of BOSTES rather than BOSTES meeting the demands of the Australian Curriculum (BOSTES, n.d.).

From the New South Wales perspective, the extended process of implementation of the national curriculum has increased the uncertainty surrounding it. The lack of perceived urgency had led to the invited participants from All Saints High (New South Wales) questioning the value of the national curriculum. If the national curriculum was as good as it was meant to be, why had they not been asked to implement the educational change as soon as possible? This delay in implementing the national curriculum seemed to lessen the importance of the national curriculum in the eyes of the invited

participants from All Saints High and so diminished, to a degree, their attitude towards the AC:HPE.

The impact of governments can therefore not be underestimated in the implementation of a new curriculum. Apart from developing the curriculum, governments send strong signals to teachers in the manner in which they realise the implementation of the curriculum. For the invited participants in Victoria, a consistent message was sent to schools and teachers that the Victorian Curriculum was to be implemented across the school sector. For the invited participants at St David's (Victoria) this meant investigating the implications of that decision and developing strategies for its implementation. In that implementation, they developed a sense of curriculum that was purposeful and appropriate for use.

However, for the invited participants at All Saints High (New South Wales), the message was not as clear. The extended process of phasing in the curriculum, uncertainty as to whether the national curriculum would, in fact, be implemented and the perceived notion that the existing New South Wales curriculum was superior had possibly led participants to look upon the national curriculum in a less than favourable manner.

In this discussion chapter, I have located the findings from the study within Fullan's (2016) model of educational change. In using this framework, it has been possible to locate and discuss issues of the AC: HPE in relation to need, clarity, complexity, quality and practicality, external factors and teachers. From this discussion, a number of depictions were made. This included the representation of HPE teachers in the development of the AC:HPE, their positionality in the context of the historical perspective of HPE, their understanding of the key propositions underpinning the AC:HPE and the impact that external factors could have upon them. These depictions will be used to frame the 'Story Analyst' conclusion of the study.

Chapter 6: Conclusion

In this study I have utilized narrative inquiry to provide information in relation to the understandings, attitudes and intentions of regional secondary HPE teachers with respect to the AC:HPE. I investigated the knowledge and understandings of the participants in relation to the historical controls that have steered and shaped the HPE profession within Australia. Furthermore, I examined the participants' perceptions and constructions in relation to the AC:HPE, their attitudes towards the AC:HPE and the influence of the AC:HPE upon their future teaching practice.

The study occurred within the developmental and implementation phase of the AC:HPE and highlighted the various diverse interest groups who were seeking to have input into the AC:HPE. Whilst there is no conclusion (and it was not the intent) from this study as to which interest group attained the strongest position, the perception gained from the study adds to the notion from literature (Fullan, 2016, Morrison, 2006, Guo, 2012) that curriculum reform is a socially complex matter.

With the application of Print's (1993) model of curriculum development, the recontextualisation (Johns, 2005) of the Australian HPE curriculum was seen to be within the scope of the curriculum writers, line managers and major significant stakeholders within the field of HPE.

Also identified within this study was the influence of Government, and subsequently, governmental bodies. The AC:HPE, like any major curriculum reform, has been one of top-down change. The approach of State education bodies in implementing education change strongly influenced the attitude and mindset of the participants in relation to the AC:HPE. The roles of the two State governments (Victoria and New South Wales) affected the HPE professionals within those States. The timing and implementation of the AC:HPE, as determined by the respective State education bodies, played a role in its perceived significance. A sense of curriculum urgency developed a feeling of earnestness and importance within one setting, whilst a more

questioning attitude gave rise to a position of comparison in another.

The AC:HPE aims to bring the HPE curriculum into the 21st Century through a consistent approach across to Australian schooling. A significant outcome of the AC:HPE for the participants was seen in relation to the alignment and creation of a common HPE curriculum across Australia. They considered that the AC:HPE would mean greater consistency of the HPE curriculum across Australia, and this was viewed as an advantage, especially for schools located either near to or next to state borders.

The educational change that has been enacted through the realisation of the AC:HPE has meant HPE teachers forming new teaching identities, developing new pedagogy and updating their knowledge and skills. In relation to the matter of knowledge and understanding, the participants within the study did not have a well-defined appreciation of the 'storyline' of HPE in Australia and therefore did not have a clear understanding of the major influences upon it. The capacity of the participants to place the AC:HPE in the 'storyline' of the HPE discipline was limited. This lack of comprehension meant that they were unaware of the revolutionary nature of development that had occurred in the PE/HPE discipline and so were not able to place the AC:HPE within the broader contextual picture of PE/HPE within Australia. This could possibly lead to the AC:HPE being viewed as an isolated curriculum change rather than an development that was responding to societal change. This has ramifications at the school level where a lack of big picture clarity can impact the effectiveness of the implementation. The AC:HPE requires HPE teachers to approach their reading of the field in a manner that may not be familiar to them. If HPE teachers, as suggested by the responses of the participants, have difficulty in understanding and responding to the AC:HPE, then the quality of the interpretation could possibly suffer.

Moreover, a considerable hurdle to be overcome in the realisation of the AC:HPE would be the understanding that the participants have of the aspirations of the AC:HPE and its five interrelated propositions. The quality and fidelity of a curriculum change depends upon teachers translating policy

into classroom practice. The health of the students (and associated issues) is a need that was dominant amongst the deliberations of the participants. The AC:HPE, through the development of health literacy as one of the five propositions, aims to address this need through the investment in the future health of its population. However, health literacy is only one of five interrelated key propositions of the AC:HPE. Significantly, at this stage, the participants did not appear to have a well-developed knowledge or understanding of all the five interrelated key propositions of the AC:HPE. This is a major concern and could lead to issues of a gap developing between the policy intent of the AC:HPE and its intended implementation within the classroom.

Attitudes of teachers are central to curriculum development, and to transform the curriculum change must also occur with the teachers. Generally, in top-down educational reform (such as the AC:HPE) teachers have generally rejected educational reform due to lack of consultation (Oh et al., 2008). However, it was realised within this study that the experienced participants possessed a positive and involved attitude towards the AC:HPE. This was also true of the early career participants who possessed a positive attitude towards the AC:HPE. However they were less involved in the discourse surrounding the AC:HPE and were more focused on the immediate demands of their teaching duties. Early career participants were more likely to defer to their more experienced work colleagues in relation to curriculum change and implementation. This supports the work of Oh et al. (2008) who found that pre-service and in-service teachers were keen to derive meaning and knowledge from their more experienced colleagues.

However, whilst the attitude of the participants to the AC:HPE was generally positive to the AC:HPE, they did display some reluctance to let go of past practices. They were cautious of relinquishing practices that they developed and implemented. They were also wary of the extra work that they felt would be involved in the implementation of the AC:HPE. This, added to perceived concerns in relation to workload, may have given rise to their intention of 'tweaking' the AC:HPE to align with current embedded teaching practices.

Teachers have a vested interest in curricula through accumulated wisdom and practice (Ha et al., 2008). Past knowledge and understandings of the profession are not easily forgotten. A carefully structured and effectual program of ongoing professional development would be required to not only facilitate the curriculum change in relation to the AC:HPE but also to ensure that HPE teachers understand the need to refresh HPE practices.

Therefore, in relation to the problem statement that was posed, this study concludes that the participants' understanding and knowledge of the AC:HPE and its reading is incomplete. The participants generally possess a positive attitude towards education change – however this is linked to their years of teaching. With regard to their intent towards the implementation of the AC:HPE - their position is one of modification of their current practices. From a personal perspective, the participants' voice appeared to be muted when the AC:HPE was developed and implemented. The opportunity to provide input into the AC:HPE, even though it was offered, was not readily acted upon. This muting of the participants' voice could possibly be linked to an absence of perception in relation to the positioning of the AC:HPE and a lack of insight into the AC:HPE and its endorsements. This lack of insight meant that the participants were conceivably disadvantaged in providing understanding, and so possibly felt uncomfortable in providing commentary within the field. For the participants then, as HPE teachers, their level of influence, their 'voice', was to be found within their schools as of agents of change, as implementers of the AC:HPE.

Appendix

St David's College

	Background	Historical Background	Previous Curriculum Experience	Attitude	Input Into AC:HPE	What does the National Curriculum mean?	Knowledge of AC:HPE content	Impact Upon Teaching
Brenda (Head of Dept)	<ul style="list-style-type: none"> Human Movement ACU (97-99) Dip Ed Vic Uni (2002) Melbourne Secondary School – Outdoor Ed (1 yr) St David's College (10 years) Part time – maternity leave First year as HoD (part time basis) 	<ul style="list-style-type: none"> Awareness of military background Dance Sports and learning skills Physically active for health Health more important in present time 	<ul style="list-style-type: none"> Yes Don't have enough time 	<ul style="list-style-type: none"> As HoD – pleased to be doing tasks that make things better for students Feel comfortable in doing it (change) Betterment of the students Not resistant 	<ul style="list-style-type: none"> Aware of opportunities but a bit vague (away on maternity leave) As HoD didn't pass on any information Focus on other internal matters relevant to the school 	<ul style="list-style-type: none"> PD to learn about the National Curriculum as HoD (it was cancelled) Gathering information Follow the same curriculum Raise the bar 	<ul style="list-style-type: none"> Best from each state curriculum Inactivity/obesity major area of concern – driving the curriculum Health Ed needs more time Unsure of content Strengths based approach – unsure Rated knowledge of AC:HPE as low (2/10) 	<ul style="list-style-type: none"> Opportunity to update Happy to embrace the change "Tweak here, tweak there" Examine other schools and what they are doing
Carly	<ul style="list-style-type: none"> Bach. Of Ed (PE) at Ballarat (2003-06) Worked at four schools (Vic & NSW) Mainly PE, Health and Maths – senior health and PE 	<ul style="list-style-type: none"> Scientific approach Different curriculum 	<ul style="list-style-type: none"> Awareness of CSF, VELS SEPEP Experience in NSW school system 	<ul style="list-style-type: none"> Open to change Flexible Enjoys developing and creating engaging ideas for students 	<ul style="list-style-type: none"> Awareness but didn't input 	<ul style="list-style-type: none"> Not a lot Extended process Similar to VELS 	<ul style="list-style-type: none"> Critical inquiry – Yes Strengths based approach – not much knowledge 	<ul style="list-style-type: none"> Would like to know more Extended PD to assist Not change teaching but change the structure of what I teach Documentation associated with the change

Kath	<ul style="list-style-type: none"> Bach. App. Sc (RMIT) 89-93 Returned to rural – working at St David’s since 	<ul style="list-style-type: none"> Awareness “Regimented & drills” Girls in Sport Focus on Health & Body Image 	<ul style="list-style-type: none"> Domain Leader Outdoor Ed curriculum development Development of VET program Broader experience within the school 	<ul style="list-style-type: none"> “A bit cyclic” Schools are overwhelmed 	<ul style="list-style-type: none"> Awareness through ACPHER Didn’t have the time Relied on HoD for info 	<ul style="list-style-type: none"> Align the states Not anxious Open to new things 	<ul style="list-style-type: none"> Limited – haven’t gone into specifics Familiar with inquiry based learning Strengths based not so 	<ul style="list-style-type: none"> “Tick the box” from a curriculum point of view Collaborative type work “However – nobody is watching to see that it is done
Damian	<ul style="list-style-type: none"> Bach of Ed (PE) Ballarat CRT work – Wodonga LSL replacement at St David’s led to full time employment 2nd year full time teaching 	<ul style="list-style-type: none"> Little knowledge of historical background to PE Obesity 	<ul style="list-style-type: none"> Awareness of VELS and AusVELS Little experience in curriculum change 	<ul style="list-style-type: none"> Annoying Need to learn new things – frustrating Interest level low Will address the AC:HPE when he needs to 	<ul style="list-style-type: none"> Little contribution Feels that he hasn’t been teaching long enough to be able to contribute to the discussion 	<ul style="list-style-type: none"> Haven’t looked at it Not easily accessible Haven’t bothered Hope it is more specific in relation to the content Same curriculum across the nation 	<ul style="list-style-type: none"> Unable to describe the content – hasn’t looked into it 	<ul style="list-style-type: none"> Little impact It’s about participation Doesn’t expect to change a “whole heap” except at the theory level Time an issue
Aaron	<ul style="list-style-type: none"> Bach of Ed (PE) Ballarat (2012) St David’s College – (2013-to present) Taught various year levels across the school. 	<ul style="list-style-type: none"> Little knowledge of historical background to PE Major impact – health/obesity 	<ul style="list-style-type: none"> Some knowledge in developing curriculum (VELS) Aus VELS just started 	<ul style="list-style-type: none"> Updating is good Changing nature of the world and technology Good as long as they are easy to understand and work out “Does worry me” Work load not an issue 	<ul style="list-style-type: none"> Not aware of any opportunity “Too busy’ as an early career teacher – focused on own teaching 	<ul style="list-style-type: none"> Bringing all the states and territories together 	<ul style="list-style-type: none"> Unable to describe the content – hasn’t looked into it Interest level low Too much going on with own teaching . Focused on the “here and now” No professional dialogue in relation the curriculum 	<ul style="list-style-type: none"> Big changes – sceptical. Due to present curriculum is good. Minor changes – tweaks – OK
Geoff	<ul style="list-style-type: none"> Ex student of St David’s Bach. Sec Teaching & App. Sc. Human M/ment (1998) Started teaching in 2002 (St David’s) Masters in PE 	<ul style="list-style-type: none"> Moneghetti Report Week end sport for private schools Body image Health students 	<ul style="list-style-type: none"> Yes Work in IB schools VCAA PE course design 	<ul style="list-style-type: none"> Cyclic changes AusVELS standard– “we do the same thing” “More scope to be bold” Review practice 	<ul style="list-style-type: none"> No Aware of an invitation to be involved but didn’t attend - busy 	<ul style="list-style-type: none"> Merit in it Common curriculum across the state Curious as to what each state will bring Some hesitation 	<ul style="list-style-type: none"> Haven’t read up on it Read up on it when it starts to be introduced Across different domains Familiar with inquiry based work 	<ul style="list-style-type: none"> Facilitator of knowledge Student owned and driven

	(2006) <ul style="list-style-type: none">• PE Examiner• Senior PE teacher & DP of Student Welfare							
--	--	--	--	--	--	--	--	--

All Saints High

	Background	Historical Background	Previous Curriculum Experience	Attitude	Input Into AC:HPE	What does the National Curriculum mean?	Knowledge of AC:HPE content	Impact Upon Teaching
Tim (Head of Dept)	<ul style="list-style-type: none"> Sydney Uni. Bach. Human Movement Teaching experience in NSW 19th Year at present school PE/Sports Co-ord. from 2006 PE Co-ord. from 2013 	<ul style="list-style-type: none"> Lifestyle changes – more sedentary ICT & technology 	<ul style="list-style-type: none"> Changes to senior syllabus More manageable 	<ul style="list-style-type: none"> Not worried about AC:HPE Interest levels not high Concerned that the AC:HPE will “dumb down” NSW syllabus 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> ‘Everyone on the same page’ Same ‘product’ Awareness but playing a waiting game Opportunities to explore concepts 	<ul style="list-style-type: none"> Couldn’t describe the two strands Strengths-based Critical inquiry 	<ul style="list-style-type: none"> Networking with other teachers As HoD, consult with HPE staff Feels that HPE staff ‘not worried’ Time factor Will sit down and pick it to pieces Will become a priority
Will	<ul style="list-style-type: none"> Uni. Of Wollongong (4 yrs) Bach of Ed 5th Year at All Saint’s Completing Masters (Ed & Pedagogy) 	<ul style="list-style-type: none"> ‘Full-on practical’ No health Health focus improved 	<ul style="list-style-type: none"> Yes ‘At All Saints’ Project Keep curriculum current Change is imperative – issues change in society ‘You’ve got to make changes’ 	<ul style="list-style-type: none"> Proactive “get a buzz” Open to change Teachers as life long learners Interest level 5/10 	<ul style="list-style-type: none"> Nil Wouldn’t have (early career teacher) 	<ul style="list-style-type: none"> Vague Rolled out across Australia Different areas to be phased in Debate as to what it should be in it Concern from NSW that standards wouldn’t be met 	<ul style="list-style-type: none"> Knowledge of critical inquiry approach to teaching 	<ul style="list-style-type: none"> Embracing Explore issues Guidance from teachers for students to be critical thinkers Openness for kids to explore issues Time an issue for teachers Bit of an unknown
Sally	<ul style="list-style-type: none"> Uni. Of Newcastle (4 yrs) Bach. Of PD/H/PE Commenced teaching 2000 Has only taught at All Saints Taught across variety of year levels 	<ul style="list-style-type: none"> ‘Oh gosh’ Obesity levels Kids are less active Education seen as a solution to the problem Technology 	<ul style="list-style-type: none"> Senior curriculum 	<ul style="list-style-type: none"> Embraces change Doesn’t delve too deeply Happy to accept the change and go along with it 	<ul style="list-style-type: none"> Knew there was something out there but didn’t contribute 	<ul style="list-style-type: none"> More consistent across the states Deliver the same content Awareness of different curriculums across the states 	<ul style="list-style-type: none"> Movements and health strands Understanding – ‘still very low’ Need PD 	<ul style="list-style-type: none"> ‘Absolutely’ ‘Start all over again’ Need time to implement ‘Everyone’s in the same boat’
Rachael	<ul style="list-style-type: none"> Vic. Background NMIT Sports 	<ul style="list-style-type: none"> Childhood obesity Uncertainty (‘Is that 	<ul style="list-style-type: none"> Science – did not go well 	<ul style="list-style-type: none"> Low interest level ‘I don’t embrace 	<ul style="list-style-type: none"> No – wasn’t aware of the opportunity 	<ul style="list-style-type: none"> ‘Not much’ ‘Everyone on the 	<ul style="list-style-type: none"> Knowledge of curriculum 	<ul style="list-style-type: none"> ‘A little impact’ ‘Will force me to

	<ul style="list-style-type: none"> Coaching RMIT – Bach App Sc. (4 yrs) Commenced teaching 2009 (Vic) All Saints – started 2010 	<ul style="list-style-type: none"> the kind of thing we’re talking about’, Kids activity Movement skills Move away from structure to modified game 	<ul style="list-style-type: none"> No experience at the PE level 	<ul style="list-style-type: none"> change’ ‘It’s hard work’ ‘I just want to be teaching’ It’s too broad ‘I know nothing about curriculum’ 	<ul style="list-style-type: none"> Wouldn’t have contributed 	<ul style="list-style-type: none"> same page’ Deal with it when it comes 	<ul style="list-style-type: none"> limited ‘Oh my goodness! What does that mean?’ 	<ul style="list-style-type: none"> change the way I go about a few things’ ‘Just sort of roll with it’
Yvette	<ul style="list-style-type: none"> Uni. of Wollongong (4yrs) Applied Sc. Commenced teaching at All Saints 2003 Mainly junior PE classes 	<ul style="list-style-type: none"> G/ment concern with obesity & overweight epidemic AIS & Sports Commission– basic skills Set drills for skill development vs games sense 	<ul style="list-style-type: none"> Yes PE – “Your Choice’ (Sex Ed) Improving English Literacy Hesitant at first 	<ul style="list-style-type: none"> Embrace change ‘Get the best out of the kids’ I”I don’t have too much vested interest’ 	<ul style="list-style-type: none"> Felt no need to have input Between jobs and on maternity leave 	<ul style="list-style-type: none"> ‘States are coming together’ Changes to curriculum – Vic vs NSW Compare apples with apples Not on the horizon 	<ul style="list-style-type: none"> Two strands – no knowledge 	<ul style="list-style-type: none"> ‘I’ll happily have it put in front of me’ ‘Not different to my teaching at the moment’
Zoe	<ul style="list-style-type: none"> Graduated 2010 Part time work (Country NSW - 2011) All Saints – full time appointment 2012 Sport Co-ord. at All Saints 	<ul style="list-style-type: none"> ‘Comes in waves’ ‘Obesity and other health issues’ Not familiar with history of PE – ‘I’ve got no idea’ Relates to own schooling – practical experiences High school – theory & practical 	<ul style="list-style-type: none"> Yes – enjoyable Open to curriculum development “It’s all for the kids Keep up to date and keep the students engaged 	<ul style="list-style-type: none"> Would like to know more but ‘not much point at this time’ 	<ul style="list-style-type: none"> No Wouldn’t have even if she was aware of it 	<ul style="list-style-type: none"> Out/comes descriptors will be nationwide ‘Students will have the same sort of content’ Better assessment on a national scale Easier for students to move interstate 	<ul style="list-style-type: none"> Lack of awareness – hasn’t looked at the curriculum Awareness of critical inquiry approach 	<ul style="list-style-type: none"> Rewriting of curriculum Comfortable with what works at the moment Assume it would be similar We’ll adapt

References

- ACARA 2009. National Report on Schooling in Australia Sydney.
- ACARA. 2012a. *Australian Curriculum: Health and Physical Education Consultation Report* [Online]. Available: https://acaraweb.blob.core.windows.net/resources/HPE_-_F-10_-_Draft_Consultation_Report_-_July_2013v2.pdf.
- ACARA. 2012b. *Curriculum Development Process* [Online]. Sydney. Available: http://www.acara.edu.au/resources/ACARA_Curriculum_Development_Process_Version_6.0_-_04_April_2012_-_FINAL_COPY.pdf.
- ACARA. 2012c. *The Shape of the Australian Curriculum: Health and Physical Education* [Online]. Sydney. Available: http://www.acara.edu.au/resources/Shape_of_the_Australian_Curriculum_Health_and_Physical_Education.pdf.
- ACARA. 2014a. *The Australian Curriculum Health and Physical Education* [Online]. Available: <http://www.heia.com.au/resources/documents/HPE2014.pdf> 2017].
- ACARA. 2014b. *Learning Areas - subjects - Health and Physical Education* [Online]. Available: <http://www.acara.edu.au/curriculum/learning-areas-subjects/health-and-physical-education>.
- ACARA. 2014c. *State and Territory Implementation of the Foundation to Year 10 Australian Curriculum* [Online]. Available: http://docs.acara.edu.au/resources/State_and_Territory_F-10_Australian_Curriculum_Implementation_Timelines_August_2014.pdf.
- ACARA. 2015. *Health and Physical Education propositions* [Online]. Available: <https://http://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/key-ideas/>.
- ACARA. 2016. *Health and Physical Education (HPE), Foundation – Year 10* [Online]. Available: <http://www.acara.edu.au/curriculum/learning-areas-subjects/health-and-physical-education>.
- ACHPER. 2009. *Importance of Health and Health Education in Schools Recognised* [Online]. Available: <https://http://www.achper.org.au/documents/item/48>.
- ACHPER. 2013a. *ACHPER National Responds to ACARA* [Online]. Available: <http://www.achper.org.au/documents/item/206>.
- ACHPER. 2013b. *Summary of the Australian Curriculum: HPE Forum* [Online]. Available: <http://www.achper.org.au/associationnews/summary-of-the-australian-curriculum-hpe-forum>.
- ACHPER. 2014. *Support of the Australian Curriculum: Health and Physical Education* [Online]. Available: <http://www.achper.org.au/documents/item/393>.

- AGEE, J. 2009. Developing qualitative research questions: a reflective process. *International Journal of Qualitative Studies in Education (QSE)*, 22, 431-447.
- AIHW. 2016a. *Burden of Disease Study* [Online]. Available: <http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129555476>.
- AIHW. 2016b. *Health expenditure Australia 2014–15* [Online]. Available: <http://www.aihw.gov.au/publication-detail/?id=60129557170>.
- AIHW. 2016c. *Life Expectancy* [Online]. Available: <http://www.aihw.gov.au/deaths/life-expectancy/>.
- ALVESSON, M. & SANDBERG, J. 2013. *Constructing Research Questions: Doing Interesting Research*, London, SAGE Publications.
- ANDERSON, S. E. 2006. The School District's Role in Educational Change. *International Journal of Educational Reform*, 15, 13-37.
- ANDREWS, M., SQUIRE, C. & TAMBOUKOU, M. 2008. *Doing narrative research*, London, SAGE Publications.
- ANGHELACHE, V. & BENTEȚA, C. C. 2012. Dimensions of teachers' attitudes towards educational change. *Procedia - Social and Behavioural Sciences*, 33, 598-602.
- ATWEH, B. & SINGH, P. 2011. The Australian Curriculum: Continuing the National Conversation. *Australian Journal of Education*, 55, 189-196.
- AUSTRALIA INDEPENDENT SPORT PANEL 2009. The future of sport in Australia. In: DEPARTMENT OF HEALTH AND AGEING (ed.). Canberra: Independent Sport Panel.
- AUSTRALIAN EDUCATION COUNCIL 1992. National Report on Schooling in Australia. Carlton.
- AUSTRALIAN GOVERNMENT 2008. Australian Curriculum, Assessment and Reporting Act. Australia: Commonwealth Consolidated Acts.
- BASCIA, N., CARR - HARRIS, S., FINE - MEYER, R. & ZURZOLO, C. 2014. Teachers, Curriculum Innovation, and Policy Formation. *Curriculum Inquiry*, 44, 228-248.
- BATRA, P. 2005. Voice and Agency of Teachers: Missing Link in National Curriculum Framework 2005. Sameeksha Trust.
- BAUM, F. 2016. *The new public health*, South Melbourne, Victoria, Oxford University Press.
- BECK, U. 1992. *Risk Society*, London, Sage Publication.
- BEKALO, S. & WELFORD, G. 2000. Practical activity in Ethiopian secondary physical sciences: implications for policy and practice of the match between the intended and implemented curriculum. *Research Papers in Education*, 15, 185-212.
- BEYER, R. 2008. Restructuring the Secondary Physical Education Curriculum to Meet New Challenges. *Journal of Physical Education, Recreation & Dance (JOPERD)*, 79, 27-32.
- BOSTES. 2014. *New NSW Syllabus Implementation Schedule - no changes* [Online]. Available: <http://news.bostes.nsw.edu.au/blog/2014/2/14/New-NSW-Syllabus-Implementation-Schedule-No-changes>.

- BOSTES. n.d. *BOSTES Submission to the Australian Government Review of the Australian Curriculum* [Online]. Available: <http://www.boardofstudies.nsw.edu.au/australian-curriculum/review-aust-curriculum-bostes-submission.html> - [Toc382837105](#).
- BOUGHTON, D. 1993. The national arts curriculum and profiles: Is uniformity necessary in national curriculum design? *Curriculum Perspectives*, 13, 64-67.
- BRAUN, V. & CLARKE, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77.
- BRENNAN, B. 2013. *Qualitative Research Methods for Media Studies*, Wolverhampton, Routledge.
- BRENNAN, M. 2011. National curriculum: A political-educational tangle. *Australian Journal of Education*, 55, 259.
- BROOKER, R. & MACDONALD, D. 1995. Mapping Physical education in the Reform Agenda for Australian Education: Tensions and Contradictions. *European Physical Education Review*, 1, 101-110.
- BRYMAN, A. 2008. *Social research methods*, Oxford, Oxford University Press.
- BURROWS, L., MACDONALD, D. & WRIGHT, J. 2013. *Critical Inquiry and Problem Solving in Physical Education. Working with Students in Schools*, Hoboken, Taylor and Francis.
- CAMERON, J., MERCIER, K. & DOOLITTLE, S. 2016. Teacher-Led Change in Secondary School Physical Education. *Physical Educator*, 73, 32-58.
- CAPEL, S. & PIOTROWSKI, S. 2000. *Issues in physical education*, London, RoutledgeFalmer.
- CASEY, A. & SCHAEFER, L. 2016. A narrative inquiry into the experience of negotiating the dominant stories of physical education: living, telling, re-telling and re-living. *Sport, Education & Society*, 21, 114-130.
- CHAN, E. Y.-M. 2012. The Transforming Power of Narrative in Teacher Education. *Australian Journal of Teacher Education*, 37, 111-127.
- CHASE, S. 2011. Narrative Inquiry: still a field in the making. In: DENZIN, N. K. & LINCOLN, Y. S. (eds.) *The Sage handbook of qualitative research*. Thousand Oaks, California: Sage Publication.
- CLANDININ, D. J. & CONNELLY, F. M. 1995. *Teachers' professional knowledge landscapes*, New York, Teachers College Press.
- CLANDININ, D. J. & CONNELLY, F. M. 1998. Personal experience methods. In: DENZIN, N. K. & LINCOLN, Y. S. (eds.) *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.
- CLANDININ, D. J. & CONNELLY, F. M. (eds.) 1999. *Storying and restorying ourselves: Narrative and reflection*, Singapore.
- CLANDININ, D. J. & CONNELLY, F. M. 2000. *Narrative inquiry: experience and story in qualitative research*, San Francisco, Jossey-Bass Publishers.
- CLARKE, G. (ed.) 2002. *Difference matters: sexuality and physical education*, London: Routledge.

- CLIFF, K. 2012. A Sociocultural Perspective as a Curriculum Change in Health and Physical Education. *Sport, Education and Society*, 17, 293-311.
- CLIFF, K. & WRIGHT, J. 2010. Confusing and Contradictory: Considering Obesity Discourse and Eating Disorders as They Shape Body Pedagogies in HPE. *Sport, Education and Society*, 15, 221-233.
- CLIFF, K., WRIGHT, J. & CLARKE, D. (eds.) 2009. *What Does a 'Sociocultural Perspective' Mean In Health and Physical Education?*, South Melbourne: Oxford University Press.
- COHEN, D. & CRABTREE, B. 2006. *Qualitative Research Guidelines Project* [Online]. Available: <http://www.qualres.org/HomeCrit-3518.html>.
- COMMONWEALTH OF AUSTRALIA 1992. Physical and sport education - A report by the senate standing committee on environment, recreation and the arts. Canberra: Senate Printing Unit.
- CONNELLY, F. M. & CLANDININ, D. J. 1990. Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19, 2-14.
- CONNELLY, F. M. & CLANDININ, D. J. 1994. Telling Teaching Stories. *Teacher Education Quarterly*, 21, 145-58.
- CONNELLY, F. M. & CLANDININ, D. J. 2000. Narrative Understandings of Teacher Knowledge. *Journal of Curriculum & Supervision*, 15, 315-331.
- CONTI, J. & O'NEAL, M. 2007. Studying power: qualitative methods and the global elite. *Qualitative Research* 7, 63-82.
- COTHRAN, D. 2001. Curricular Change in Physical Education: Success Stories from the Front Line *Sport, Education and Society*, 6, 67-79.
- COTHRAN, D. 2005. Promoting change in your physical education program. *Strategies*, 18, 37-38.
- COTHRAN, D. & ENNIS, C. 1999. Alone in a crowd: Meeting students' needs for relevance and connection in urban high school physical education. *Journal of Teaching Physical education*, 18, 234-247.
- COTHRAN, D., MCCAUGHTRY, N., HODGES KULINNA, P. & MARTIN, J. 2006. Topdown public health curricular change: the experience of physical education teachers in the United States. *Journal of In-Service Education*, 32, 533-547.
- CRAIG, C. J. 2006. Why Is Dissemination so Difficult? The Nature of Teacher Knowledge and the Spread of Curriculum Reform. American Educational Research Association.
- CRAIG, C. J., YOU, J. & OH, S. 2013. Collaborative curriculum making in the physical education vein: a narrative inquiry of space, activity and relationship. *Journal of Curriculum Studies*, 45, 169.
- CRAWFORD, R. 1981. *A history of physical education in Victoria and New South Wales 1872-1939: with particular reference to English precedent*. Doctor of Philosophy Dissertation, La Trobe University.
- CRESWELL, J. W. 2007. *Qualitative inquiry & research design: choosing among five approaches*, Thousand Oaks, California, Sage Publications.
- CRESWELL, J. W. 2009. *Research design: qualitative, quantitative, and mixed methods approaches*, Thousand Oaks, California, Sage Publications.

- CRESWELL, J. W. 2014. *Research design : qualitative, quantitative, and mixed methods approaches*, Thousand Oaks, California, SAGE Publications.
- CROWTHER, F. & GAFFNEY, M. 1994. National Educational Priorities: A New Challenge for Professional Development. *International Journal of Educational Management*, 8, 11-15.
- CURTNER-SMITH, M. D. 1999. The more things change the more they stay the same: Factors Influencing Teachers' Interpretations and Delivery of National Curriculum Physical Education. *Sport, Education & Society*, 4, 75.
- DAVIS, R. 2005. Physical education: The state of play. *ACIPHER Healthy Lifestyles Journal*, 53, 12-16.
- DAVISON, K. 2000. Boys Bodies in School: Physical Education. *Journal Of Men's Studies*, 8.
- DINAN THOMPSON, M. 2013. Claiming "educative Outcomes" in HPE: the Potential for 'Pedagogical Action". *Asia-Pacific Journal of Health, Sport and Physical Education*, 4, 127-142.
- DINAN-THOMPSON, M. 2006. Why the KLA? And Why Now? In: TINNING, R. & MCCUAIG, L. (eds.) *Teaching Health and Physical Education in Australian Schools*. French Forest, NSW: Pearson
- DINAN-THOMPSON, M. 2009. *Health and Physical Education: Issues for Curriculum in Australia and New Zealand*, South Melbourne, Oxford University Press.
- DOWLING, F., FITZGERALD, H. & FLINTOFF, A. 2012. *Equity and difference in physical education, youth sport and health: a narrative approach*, London, Routledge.
- DOWLING, F., FITZGERALD, H. & FLINTOFF, A. 2015. Narratives from the road to social justice in PETE: teacher educator perspectives. *Sport, Education and Society*, 20, 1029-1047.
- DWYER, J., ALLISON, K., GOLDENBERG, E. & FEIN, A. 2006. Adolescent Girls' Perceived Barriers to Participation in Physical Activity. *Adolescence*, 41, 75-90.
- DWYER, S. C. & BUCKLE, J. L. 2009. The Space Between: On Being an Insider-Outsider in Qualitative Research. *International Journal of Qualitative Methods*, 8, 54-63.
- EKELUND, U., LUAN, J., SHERAR, L., ESLINGER, D., GRIEW, P. & COOPER, A. 2012. Moderate to vigorous physical activity and sedentary time and cardiometabolic risk factors in children and adolescents. *JAMA*, 307, 704-12.
- ELLIOTT, J. 2005. *Using Narrative in Social Research : Qualitative and Quantitative Approaches*, London, SAGE Publications.
- ELLSWORTH, J. B. 2000. *Surviving Change: A Survey of Educational Change Models*, New York, ERIC Clearinghouse on Information & Technology, Syracuse University.
- EMMEL, J. & PENNEY, D. 2010. State of Play. *Teacher: The National Education Magazine*, 32-34, 33-37.
- ENNIS, C. 1994. Urban Secondary Teachers' Value Orientations: Social Goals for Teaching. *Teaching and Teacher Education*, 10, 109-120.

- ENNIS, C. & CHEN, A. 1992. Teachers' value orientations in urban and rural school settings. *Research Quarterly for Exercise and Sport*, 66, 41.
- ETHERINGTON, K. 2002. Working together: Editing a book as narrative research methodology. *Counselling and Psychotherapy Research*, 2, 167-176.
- FANE, J. & SCHULZ, S. 2016. 'Re'-Learning health: Challenges in teaching health literacy and implications for the new national Australian HPE curriculum. *Education & Health*, 34, 10-14.
- FERN, V. D. 1999. System Wide Reform: The San Francisco Unified School District Case. *Bilingual Research Journal*, 23, 69-87.
- FLINTOFF, A. & FITZGERALD, H. 2012. Theorizing difference and (in)equality in physical education, youth sport and health. In: DOWLING, F., FITZGERALD, H. & FLINTOFF, A. (eds.) *Equity and difference in physical education, youth sport and health: A narrative approach*. Hoboken: Taylor and Francis.
- FLINTOFF, A. & SCRATON, S. 2001. Stepping into active leisure? Young women's perceptions of active lifestyles and their experiences of school physical education. *Sport, Education and Society*, 6, 5-21.
- FLORY, S. B. & MCCAUGHTRY, N. 2014. The Influences of Pre-Professional Socialization on Early Career Physical Educators. *Journal of Teaching in Physical Education*, 33, 93-111.
- FREIRE, P. 2000. *Pedagogy of the oppressed*, New York, Continuum.
- FULLAN, M. 2014. *Teacher Development And Educational Change*, Hoboken Taylor and Francis.
- FULLAN, M. 2016. *The NEW meaning of educational change*, New York, NY, Teachers College Press, .
- GARCIA, A. W., NORTON- BORDA, M. A., GRENN, M., COVIK, C., PENDER, N. J. & RONIS, D. J. 1995. Gender and developmental differences in exercise beliefs amongst youth and prediction of their exercise behaviour. *Journal of School Health*, 65, 213-219.
- GARD, M. (ed.) 2004. *A elephant in the room and a bridge too far, or physical education and the 'obesity epidemic'*, London: Routledge.
- GARD, M. & KIRK, D. 2007. Obesity discourse and the crisis of faith in disciplinary technology. *Utbildning & Demokrati : Tidsskrift för Didaktik och Utbildningspolitik*, 17.
- GARD, M. & WRIGHT, J. 2001. Managing Uncertainty: Obesity Discourses and Physical Education in a Risk Society. *Studies in Philosophy and education*, 20, 535-549.
- GARET, M. S., PORTER, A. C., DESIMONE, L., BIRMAN, B. F. & YOON, K. S. 2001. What Makes Professional Development Effective? Results from a National Sample of Teachers. *American Educational Research Journal*, 38, 915-945.
- GIDDENS, A. 1991. *Modernity and Self-Identity: Self and Society in the Late Modern Age*, Cambridge, Polity Press.
- GLOVER, S. & MACDONALD, D. 1997. Working with the health and physical education statement and profile in physical education teacher education. *ACHPER Healthy Lifestyles Journal* 44, 5.

- GRAY, G. 2005. *Health Policy In Australia* [Online]. Available: <http://apo.org.au/commentary/health-policy-australia> [Accessed June 8th 2012].
- GRBICH, C., ED 1996. *Health in Australia, Sociological Concepts and Issues*, Sydney, Prentice Hall.
- GREEN, K. & THURSTON, M. 2002. Physical education and health promotion: A qualitative study of teachers' perceptions. *Health Education*, 102, 113-123.
- GUEST, G., BUNCE, A. & JOHNSON, L. 2006. How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18, 59-82.
- GUEST, G., MACQUEEN, K. M. & NAMEY, E. E. 2012. *Applied thematic analysis*, Los Angeles Sage Publications.
- HA, A., LEE, J., CHAN, D. & SUM, R. 2004. Teachers' perceptions of in-service teacher training to support curriculum change in physical education: The Hong Kong experience. *Sport, Education and Society*, 9, 421-438.
- HA, A., WONG, A., SUM, R. & CHAN, D. 2008. Understanding Teachers' Will and Capacity to Accomplish Physical Education Curriculum Reform: The Implications for Teacher Development. *Sport, Education and Society*, 13, 77-95.
- HALLAL, P. C., ANDERSEN, L. B., BULL, F. C., GUTHOLD, R., HASKELL, W. & EKELOUND, U. 2012. Global physical activity levels: surveillance progress, pitfalls, and prospects. *The Lancet*, 380, 247-257.
- HARRINGTON, M. 2008. *Australian Curriculum, Assessment and Reporting Authority Bill 2008* [Online]. Parliament of Australia. Available: <https://http://www.aph.gov.au/binaries/library/pubs/bd/2008-09/09bd060.pdf>.
- HAY, P. & MACDONALD, D. 2010. The gendering of abilities in Senior PE. *Physical Education & Sport Pedagogy*, 15, 271-285.
- HEGDE, R. & TUNGESH, G. 2016. Exploring Teachers' Perceptions with the Narrative Inquiry Approach. *Language in India*, 16, 150-158.
- HENNINK, M. M., HUTTER, I. & BAILEY, A. 2011. *Qualitative research methods*, Los Angeles, California, SAGE Publications.
- HICKEY, C. & FITZCLARENCE, L. 1999. Educating Boys in Sport and Physical Education: Using Narrative Methods to Develop Pedagogies of Responsibility. *Sport, Education and Society*, 4, 51-62.
- HIGGINBOTTOM, G. M. A. 2004. Sampling issues in qualitative research. *Nurse researcher*, 12, 7.
- HOPPE, M. H. 2011. *Active Listening Improve Your Ability to Listen and Lead*, Hoboken, John Wiley & Sons.
- HUNTER, L., TINNING, R. & MCCUAIG, L. 2006. *Teaching health and physical education in Australian schools*, French Forest, N.S.W, Pearson Prentice Hall.
- HYDEN, M. 2008. Narrating sensitive topics. In: ANDREWS, M., SQUIRE, C. & TAMBOUKOU, M. (eds.) *Doing narrative research*. Los Angeles: Sage Publications.
- JIN, A. 2009. Challenges facing Chinese PE curriculum reform - Teachers' talk. Refereed paper presented at 'Teacher education crossing

- borders: Cultures, contexts, communities and curriculum'. *Australian Teacher Education Association*. Albury, New South Wales, Australia.
- JIN, A. 2013. Physical education curriculum reform in China: a perspective from physical education teachers. *Physical Education & Sport Pedagogy*, 18, 15-27.
- JOHNS, D. 2005. Recontextualizing and delivering the biomedical model as a physical education curriculum. *Sport, Education and Society*, 10, 69-84.
- JÓNASSON, J. 2016. Educational change, inertia and potential futures. *European Journal of Futures Research*, 4, 1-14.
- JONES, K. & DUCEUX, N. 2006. Neo-liberalism in the Schools of Western Europe. *Our Schools, Our Selves*, 15, 93.
- KANG, B. J. 2010. *Exploring teachers' professional development and change through physical education curriculum reform and the Sport Education model*. Dissertation/Thesis.
- KENNEDY, K. J. & MARLAND, P. 1995. Implementing National Curriculum Statements and Profiles: Corporate Federalism in Retreat. *AARE*. Hobart.
- KIRK, D. 1992. *Defining physical education : the social construction of a school subject in postwar Britain*, London, Falmer.
- KIRK, D. 1993. *The Body, Schooling and Culture*, Geelong, Deakin University Press.
- KIRK, D. 1994a. 'Making the present strange':sources of the current crisis in physical education. *Discourse: Studies in the cultural politics of education*, 15, 46-63.
- KIRK, D. 1994b. Physical Education and Regimes of the Body. *Australian and New Zealand Journal Of Sociology*, 30, 165-177.
- KIRK, D. 1998. *Schooling bodies: school practice and public discourse, 1880 - 1950*, Herndon, Leicester University Press.
- KIRK, D. 2004. New practices, new subjects and critical inquiry: possibility and progress. In: MACDONALD, D., BURROWS, L. & WRIGHT, J. (eds.) *Critical Inquiry and Problem Solving in Physical education*. London: Routledge.
- KIRK, D. 2006. The 'obesity crisis' and school physical education. *Sport, Education and Society*, 11, 121-133.
- KIRK, D. 2010. *Physical education futures*, London, Routledge.
- KIRK, D. & COLQUHUON, D. 1989. Healthism and Physical Education. *British Journal of Sociology of Education*, 10, 417-434.
- KIRK, D. & MACDONALD, D. 2001. Teacher voice and ownership of curriculum change. *Journal of Curriculum Studies*, 33, 551-567.
- KIRK, D. & TWIGG, K. 1993. The militarization of school physical training in Australia: the rise and demise of the Junior Cadet Training Scheme, 1911-31 *History of Education*, 22, 391-414.
- KOLBE, L. 2005. A framework for school health programs in the 21st century. *The Journal of School Health*, 75, 226-8.
- LAKER, A. 2003. *The future of physical education: Building a new pedagogy*, London, Routledge.

- LAMBERT, K. 2017. *Health & Physical Education: The Five Propositions* [Online]. Available: <https://http://www.achper.org.au/blog/blog-health-physical-education-the-five-propositions>.
- LAPAN, S. D., QUARTAROLI, M. T. & RIEMER, F. J. 2012. *Qualitative research: an introduction to methods and designs*, Jossey-Bass.
- LEAHY, D., O'FLYNN, G. & WRIGHT, J. 2013. A critical 'critical inquiry' proposition in Health and Physical Education. *Asia-Pacific Journal of Health, Sport & Physical Education*, 4, 175.
- LEANDER, K. & OSBORNE, M. 2008. Complex positioning: teachers as agents of curricular and pedagogical reform. *Journal of Curriculum Studies*, 40, 23-46.
- LEWIS, M. J. 2003. *The people's health*, Westport, CT, Praeger.
- LOUIS, K., MARKS, H. & KRUSE, S. 1996. Teachers' Professional Community in Restructuring Schools. *American Educational Research Journal*, 33, 757-798.
- LUPTON, D. 1999. 'Developing the "whole me"': Citizenship, neo-liberalism and the contemporary health and physical education curriculum. *Critical Public Health*, 9, 287-300.
- LYNCH, T. 2007. What has changed since the 1992 Senate Inquiry into Physical and Sport Education?: An evaluation of school responses within three Brisbane Catholic Education (BCE) primary schools. *ACHPER Australia Healthy Lifestyles Journal*, 54, 16-23.
- LYNCH, T. 2014. Australian Curriculum Reform II: Health and Physical Education. *European Physical Education Review*, 20, 508-524.
- MACDONALD, D. 2003. Curriculum Change and the Post-Modern World: Is the School Curriculum-Reform Movement an Anachronism? *Journal of Curriculum Studies*, 35, 139-149.
- MACDONALD, D. 2013. The new Australian Health and Physical Education Curriculum: a case of/for gradualism in curriculum reform? *Asia-Pacific Journal of Health, Sport and Physical Education*, 4, 95-108.
- MACDONALD, D. 2014. Sacred ties and fresh eyes: voicing critical public health perspectives in curriculum-making. *Critical Public Health*, 24, 239-247.
- MACDONALD, D., JOHNSON, R. & LEOW, A. 2014. Health education and health promotion. In: FITZPATRICK, K. & TINNING, R. (eds.) *Health Education, critical perspectives*. New York Routledge.
- MACDONALD, D., KIRK, D. & BRAIUKA, S. 1999. The social construction of the physical activity field at the school/university interface. *European Physical Education Review*, 5, 31.
- MADDEN, M. D. 2010. *Implementing a new curriculum: Reflection of a physical education teacher*. Dissertation/Thesis.
- MAYKUT, P. S. & MOREHOUSE, R. 1994. *Beginning qualitative research: a philosophic and practical guide*, Washington, D.C, Falmer Press.
- MCCRINDLE. 2015. National Education Report: A Snapshot of Schools in Australia in 2015. *The McCrindle Blog* [Online]. Available from: <http://mccrindle.com.au/the-mccrindle-blog/national-education-report-a-snapshot-of-schools-in-australia-in-2015>.
- MCCUAIG, L., COORE, S. & HAY, P. 2012. Reducing dissonance along health-education fault lines: health-literacy advocacy and the case for

- efficacious assessment. *Asia-Pacific Journal of Health, Sport and Physical Education* 3, 3-15.
- MCCUAIG, L. & HAY, P. J. 2012. Principled pursuits of 'the good citizen' in health and physical education. *Physical Education & Sport Pedagogy*, 1-16.
- MCCUAIG, L., QUENNERSTEDT, M. & MACDONALD, D. 2013. A salutogenic, strengths-based approach as a theory to guide HPE curriculum change. *Asia-Pacific Journal of Health, Sport & Physical Education*, 4, 109-125.
- MCGREGOR, G. 2009. Educating for (whose) success? Schooling in an age of neo-liberalism. *British Journal of Sociology of Education*, 30, 345-358.
- MCGREGOR, S. 2001. Neo-liberalism and health care. *International Journal of Consumer Studies*, 25, 82-89.
- MCINTYRE, J., PHILPOT, R. & SMITH, W. 2016. HPE teachers' understanding of socially critical pedagogy and the New Zealand Health and Physical Education curriculum. *New Zealand Physical Educator*, 49, 5-9.
- MCMULLEN, J. M., VAN DER MARS, H. & JAHN, J. A. 2014. Promoting student ownership in a non-traditional physical education teacher education internship course. *Physical Education & Sport Pedagogy*, 19, 337-348.
- MELDRUM, K. 2011. Preparing Pre-Service Physical Education Teachers for Uncertain Future(s): A Scenario-Based Learning Case Study from Australia. *Physical Education and Sport Pedagogy*, 16, 133-144.
- MERRIAM, S. B. 2009. *Qualitative research: a guide to design and implementation*, San Francisco, Jossey-Bass.
- MILES, L. 2007. Physical activity and health. *Nutrition Bulletin*, 32, 314-363.
- MILES, M. B., HUBERMAN, A. M. & SALDAÑA, J. 2014. *Qualitative data analysis : a methods sourcebook*, Thousand Oaks, California, SAGE.
- MILLER, P. C. 2005. *Narratives From the Classroom : An Introduction to Teaching*, Thousand Oaks, California, SAGE Publications.
- MINISTERIAL COUNCIL IN EDUCATION EMPLOYMENT TRAINING AND YOUTH AFFAIRS 1989. *The Hobart Declaration on Schooling*, Melbourne, Ministerial Council on Education, Employment, Training and Youth Affairs.
- MINISTERIAL COUNCIL ON EDUCATION EMPLOYMENT TRAINING AND YOUTH AFFAIRS 2008. Melbourne declaration on educational goals for young Australians. [electronic resource]. *PANDORA electronic collection*. Melbourne: Ministerial Council on Education, Employment, Training and Youth Affairs.
- MORRIS, P. & SCOTT, I. 2003. Educational reform and policy implementation in Hong Kong. *Journal of Education Policy*, 18, 71-84.
- MORRISON, K. 2003. Complexity theory and curriculum reforms in Hong Kong. *Pedagogy, Culture & Society*, 11, 279-302.

- NATIONAL HEALTH AND MEDICAL RESEARCH COUNCIL. 2007. *National Statement on Ethical Conduct in Human Research* [Online]. Available: <https://http://www.nhmrc.gov.au/book/section-1-values-and-principles-ethical-conduct>.
- NATIONAL PREVENTATIVE HEALTH TASKFORCE 2009. Australia: the healthiest country by 2020. National preventative health strategy - the roadmap for action. In: DEPARTMENT OF HEALTH AND AGING (ed.). Canberra.
- NOLAN, J. F. & MEISTER, D. G. 2000. *Teachers and Educational Change : The Lived Experience of Secondary School Restructuring*, Albany, State University of New York Press.
- O'CONNOR, A. & MACDONALD, D. 2002. Up Close and Personal on Physical Education Teachers' Identity: Is Conflict an Issue? *Sport, Education and Society*, 7, 37-54.
- O'LEARY, Z. 2010. *The essential guide to doing your research project*, London, SAGE Publications.
- O'SULLIVAN, M. 2005. Beliefs of teachers and teacher candidates: Implications for teacher educators. In: CARRERIO DA COSTA, F., CLOES, M. & GONZÁLEZ, M. (eds.) *The art and science of teaching in physical education and sport*. Leige, Belgium: University of Leige Press.
- OH, S., YOU, J., KIM, W. & CRAIG, C. J. 2013. What Spurs Curriculum Making in Physical Education? Four Narratives of Experienced Teachers. *Sport, Education and Society*, 18, 243-266.
- OKOTH, T. A. 2016. Challenges of Implementing a Top-Down Curriculum Innovation in English Language Teaching: Perspectives of Form Iii English Language Teachers in Kenya. *Journal of Education and Practice*, 7, 169-177.
- OLIVER, K. L. & LALIK, R. 2004. Critical Inquiry on the Body in Girls' Physical Education Classes: A Critical Poststructural Perspective. *Journal of Teaching in Physical Education*, 23, 162-195.
- PAPAIIOANNOU, A. & GOROZIDIS, G. 2011. Teachers' self-efficacy, achievement goals, attitudes and intentions to implement the new Greek physical education curriculum. *European Physical Education Review*, 17, 231-253.
- PATTON, M. Q. 2002. *Qualitative research & evaluation methods*, Thousand Oaks, California, Sage Publications
- PENNEY, D. 2004. *Sport education in physical education. research based practice*, London ; New York, Routledge.
- PENNEY, D. 2010. Health and Physical Education in Australia: A defining time? *Asia-Pacific Journal of Health and Physical Education*, 1, 5-12.
- PENNEY, D., BROOKER, R., HAY, P. & GILLESPIE, L. 2009. Curriculum, pedagogy and assessment: three message systems of schooling and dimensions of quality physical education. *Sport, Education and Society*, 14, 421-442.
- PENNEY, D. & EVANS, J. 1999. *Politics, Policy and Practice in Physical Education*, London, E & FN Spon.

- PENNEY, D. & JESS, M. 2004. Physical Education and Physically Active Lives: A Lifelong Approach to Curriculum Development. *Sport, Education and Society*, 9, 269-287.
- PHILPOT, R. 2015. Critical Pedagogies in PETE: An Antipodean Perspective. *Journal of Teaching in Physical Education*, 34, 316-332.
- PHILPOT, R. 2017. What critical pedagogy is possibly becoming and why this is not the preferred outcome. *New Zealand Physical Educator*, 50, 12-13.
- POLAND, B. 2002. Transcription quality. In: HOLSTEIN, J. A. & GUBRIUM, J. F. (eds.) *Handbook of interview research: context & method*. Thousand Oaks, California: Sage Publications.
- PRIESTLEY, M. 2011. Schools, teachers, and curriculum change: A balancing act? *Journal of Educational Change*, 12, 1-23.
- PRINT, M. 1993. *Curriculum development and design*, St. Leonards, NSW, Australia Allen & Unwin
- PUSHOR, D., PARKER, D. C. & KITCHEN, J. 2011. *Narrative Inquiries Into Curriculum-making in Teacher Education*, Bingley, Emerald Group Publishing Limited.
- REID, A. 2011. HPE and Capabilities: Towards an Active National Curriculum. *Asia-Pacific Journal of Health, Sport and Physical Education*, 2, 79-92.
- RICHARDS, L. 2005. *Handling qualitative data: a practical guide*, London, Sage Publications.
- RIEMER, F. J., QUARTAROLI, M. T. & LAPAN, S. D. 2012. *Qualitative Research: An Introduction to Methods and Designs*, San Francisco, Jossey-Bass.
- RIESSMAN, C. K. 2008. *Narrative methods for the human sciences*, Thousand Oaks, California, Sage Publications.
- ROGERS, C. R., LYON, H. C. & TAUSCH, R. 2013. *On becoming an effective teacher : person-centred teaching, psychology, philosophy, and dialogues with Carl R. Rogers*, Abingdon, Oxon, Routledge.
- ROSE, N. 2000. Community, Citizenship, and the Third Way. *American Behavioral Scientist*, 43, 1395-1411.
- ROSSI, T., SIRNA, K. & TINNING, R. 2008. Becoming a health and physical education (HPE) teacher: Student teacher 'performances' in the physical education subject department office. *Teaching and Teacher Education*, 24, 1029-1040.
- RUIZ, B. M. & FERNÁNDEZ-BALBOA, J.-M. 2005. Physical Education Teacher Educators' Personal Perspectives Regarding Their Practice of Critical Pedagogy. *Journal of Teaching in Physical Education*, 24, 243.
- SALLIS, J. & MCKENZIE, T. 1991. Physical education's role in public health. *Research Quarterly for Exercise and Sport*, 62, 124-137.
- SALLIS, J., PROCHASKA, J. & TAYLOR, W. 2000. A review of correlates of physical activity of children and adolescents. *Medicine and Science in Sports*, 32, 963-75.
- SANDELOWSKI, M. 1995. Sample size in qualitative research. *Research in nurse and health*, 18, 179-183.

- SAVAGE, G. C. 2016. Who's steering the ship? National curriculum reform and the re-shaping of Australian federalism. *Journal of Education Policy*, 31, 833-850.
- SCOTT, D. 2016. *Policy transfer and educational change*, London, SAGE Publications.
- SEGHERS, J., DE MARTELAER, K. & CARDON, G. 2009. Young people's health as a challenge for physical education in schools in the twenty-first century: the case of Flanders (Belgium). *Physical Education & Sport Pedagogy*, 14, 407-420.
- SIKES, P. 1992. Imposed Change and the Experienced Teacher. In: FULLAN, M. & HARGREAVES, A. (eds.) *Teacher Development and Educational Change*. Taylor and Francis.
- SMITH, B. & SPARKES, A. C. 2008. Narrative and Its Potential Contribution to Disability Studies. *Disability & Society*, 23, 17-28.
- SPAAIJ, R., OXFORD, S. & JEANS, R. 2016. Transforming communities through sport? Critical pedagogy and sport for development. *Sport, Education and Society*, 21, 570-587.
- SPARKES, A. C. & SMITH, B. 2013. *Qualitative Research Methods in Sport, Exercise and Health From Process to Product*, Hoboken : Taylor and Francis.
- SPRAKE, A. & WALKER, S. 2015. 'Blurred lines': The duty of physical education to establish a unified rationale. *European Physical Education Review*, 21, 394-406.
- STOCKING, C. 2008. Khaki in the Classroom: Compulsory Junior Cadet training in Australian Schools, 1911-31. *History of Education Review*, 37.
- STRENGTH CLARK, L. 2003. *Girls Participation in Physical education*. Doctor of Education, Auburn University.
- TASKFORCE, A. N. P. H. 2008. *Australia, The healthiest country by 2020 : A discussion paper prepared by the National Preventative Health Taskforce*, Canberra, A.C.T. : Commonwealth of Australia
- TELFORD, R., TELFORD, R., OLIVE, L., COCHRANE, T. & DAVEY, R. 2016. Why Are girls less physically active than boys? findings from the LOOK longitudinal study. *PLoS ONE*, 11.
- THOMSON, P. & GUNTER, H. 2011. Inside, Outside, Upside Down: The Fluidity of Academic Researcher "Identity" in Working with/in School. *International Journal of Research & Method in Education*, 34, 17-30.
- THORPE, S. 2000. Physical education crisis discourse and conservatism in the mass media. *ACHPER Australia Healthy Lifestyles Journal*, 48, 19-22.
- TINNING, R. (ed.) 1997. *Performance and participation discourses in human movement: Toward a socially critical physical education*, Albany, NY: University of New York.
- TINNING, R. 2002. Toward a "Modest Pedagogy": Reflections on the Problematics of Critical Pedagogy. *Quest*, 54, 224-40.
- TINNING, R. 2004. Rethinking the Preparation of HPE Teachers: Ruminations on Knowledge, Identity, and Ways of Thinking. *Asia Pacific Journal of Teacher Education*, 32, 241-253.

- TINNING, R. 2008. From Fritz Duras to the 'obesity crisis': Observations the evolution of Human Movement Studies as an academic field. *ACIPHER Healthy Lifestyles Journal*, 55, 21-27.
- TINNING, R. 2010. *Pedagogy and human movement: theory, practice, research*, New York, Routledge.
- TINNING, R. 2012. The Idea of Physical Education: A Memetic Perspective. *Physical Education and Sport Pedagogy*, 17, 115-126.
- TINNING, R. 2014. Getting which message across? The (H)PE teacher as health educator. In: FITZPATRICK, K. & TINNING, R. (eds.) *Health education: critical perspectives*. New York: Routledge.
- TINNING, R. & GLASBY, T. 2002. "Pedagogical Work and the "Cult of the Body": Considering the Role of HPE in the Context of the "New Public Health". *Sport, Education and Society*, 7, 109-119.
- TINNING, R. & KIRK, D. 1991. *Daily Physical Education, Collected papers on health based physical education in Australia*, Geelong, Deakin University Press.
- TINNING, R., MACDONALD, D., WRIGHT, J. & HICKEY, C. 2001. *Becoming a physical education teacher: Contemporary and enduring issues*, French Forest, Pearson Education
- TROST, S., PATE, R., SALLIS, J., FREEDSON, P., TAYLOR, W. & DOWDA, M. 2002. Age and gender differences in objectively measured physical activity in youth *Medicine and Science in Sports and Exercise*, 34, 350-355.
- TULCHINSKY, T. & VARAVIKOVA, E. 2000. *The New Public Health*, San Diego, Academic Press.
- VAN MAANEN, J. 1988. *Tales of the field : on writing ethnography*, Chicago : University of Chicago Press.
- VCAA. 1995. *Curriculum Standards Framework* [Online]. Available: <http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/previouscurricula.aspx>.
- VCAA. 2006. *Victorian Essential Learning Standards* [Online]. Available: <http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/previouscurricula.aspx>.
- VCCA. 2015. *Victorian Curriculum F-10* [Online]. Available: <http://victoriancurriculum.vcaa.vic.edu.au/>.
- VICKERS, M. 2008. Curriculum. In: CONNELL, R., CAMPBELL, C., VICKERS, M., WELCH, A., FOLEY, D. & BAGNALL, N. (eds.) *Education, change and society*. Melbourne: Oxford Press.
- WATT, M. G. 2006. From National Curriculum Collaboration to National Consistency in Curriculum Outcomes: Does this Shift Reflect a Transition in Curriculum Reform in Australia? : Online Submission.
- WEERAKKODY, N. 2009. *Research Methods for media and communication*, South Melbourne, Oxford University Press.
- WELLS, K. 2011. *Narrative inquiry*, New York, Oxford University Press.
- WIRSZYLA, C. 2002. State-mandated curriculum change in three high school physical education programs. *Journal of Teaching in Physical Education*, 22, 4-19.

- WORLD HEALTH ORGANISATION. The Ottawa Charter for Health Promotion. First International Conference on Health Promotion, 1986.
- WRENCH, A. & GARRETT, R. 2016. Pedagogies for justice in health and physical education. *Asia-Pacific Journal of Health, Sport & Physical Education*, 7, 235.
- WRIGHT, J. 1996. Mapping the discourse of physical education: articulating a female tradition. *Journal of Curriculum Studies*, 28, 331-351.
- WRIGHT, J. 1997. The Construction of Gendered Contexts in Single Sex and Co - educational Physical Education Lessons. *Sport, Education & Society*, 2, 55.
- WRIGHT, J. 2014. The role of the five propositions in the AC:HPE. *Active and Healthy Magazine*, 21, 5-10.
- WRIGHT, J., BURROWS, L. & MACDONALD, D. 2004. *Critical inquiry and problem-solving in physical education*, New York, Routledge.
- YATES, L. & COLLINS, C. 2008. Australian Curriculum 1975-2005: what has been happening to knowledge? *AARE* QUT Brisbane.
- YOU, J. & CRAIG, C. J. 2015. Narrative accounts of US teachers' collaborative curriculum making in a physical education department. *Sport, Education & Society*, 20, 501-526.
- ZIWEI, X. 2016. The Impact of Teacher Education on In-service English Teachers Beliefs about Self. *Journal of Language Teaching & Research*, 7, 519-526.