

National Curriculum Symposium

25-27 February 2010
The University of Melbourne
Enriching the New Australian Curriculum

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Human Movement Studies

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*Creative challenge: Painting
the vision splendid for*

Health & Physical Education

... that CAN contribute to a
rich, creative & coherent
curriculum

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HPE . . . provides students with the **knowledge, understanding and skills to care for their own and others' health** and well-being across the lifespan. In particular, HPE assists students to **recognise the significance of physical activity** for its contribution to well-being, health and contemporary Australian society. The **body** as a biological, physical, social, psychological and cultural entity **is central to the study of HPE.**

HPE can contribute to RICHNESS

- avenue for learning physical, social, emotional, mental & spiritual dimensions of health
- much of what can be learnt in HPE is fun!
- movement skills are fundamental to engagement with the world across the lifespan
- for some students, movement is their strength & preferred “learning style”

HPE can contribute to RICHNESS (cont)

- for many students (due to cultural, socio-economic etc reasons), school is their key access point to physical activity & health concepts & experiences
- the focus on e.g. diet, health practices, sport makes HPE a valuable space for learning about cultural differences

HPE can contribute to CREATIVITY

- movement challenges e.g. creative dance; games-making; refinement of performance
- optimizing daily living for self & others e.g. food preparation; conflict resolutions; emotional well-being
- integrating movement with creative arts e.g. art, music

HPE can contribute to COHERENCE

- human development helps them to understand themselves & others
- application of scientific principles to understanding e.g. nutrition, training effects
- sustainability e.g. active transport
- multiliteracies – health literacy
– physical literacy
- learning through movement / physical activity; integration
- the “whole” child – avoid dualism; avoid privileging mind over the body

HPE can contribute to a rich, creative & coherent curriculum if

- it is a legitimate subject area in the National Curriculum as advocated in the Melbourne Declaration
- it receives the full support of ACARA in writing, implementation, evaluation & review stages
- there are specialist teachers of HPE in all schools P–12
- HPE curriculum outcomes are assessed & accountable
- there is appropriate initial & continuing HPE teacher education / professional development

The Future of Australian Sport, 2009

National Health & Hospitals Reform Commission
(June, 2009, p.18)

“We recommend that health literacy is included as a core element of the National Curriculum and that it is incorporated in national skills assessment. This should apply across primary and secondary schools”.

National Preventative Health Strategy
(June, 2009, p.145)

“Ensure a curriculum entitlement to HPE for all Australian children by incorporating HPE into the second stage of National Curriculum development”.

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