



The new Australian HPE curriculum: **A case of/for gradualism in curriculum reform?**

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Overview

- Gradualism
- HPE curriculum-as-text directions
- Case of/for gradualism



UQ Pitchdrop experiment
1927 — ongoing

Gradualism...

- The policy of seeking to change something or achieve a goal gradually rather than quickly or violently (policy)
- A theory maintaining that two seemingly conflicting notions are not radically opposed but are part of a gradually altering continuity (philosophy)
- Seen as a middle way between reformism & revolutionism (politics)



*“This is no time for cooling off
or to take the tranquilising
drug of gradualism.”*

Martin Luther King, 1963

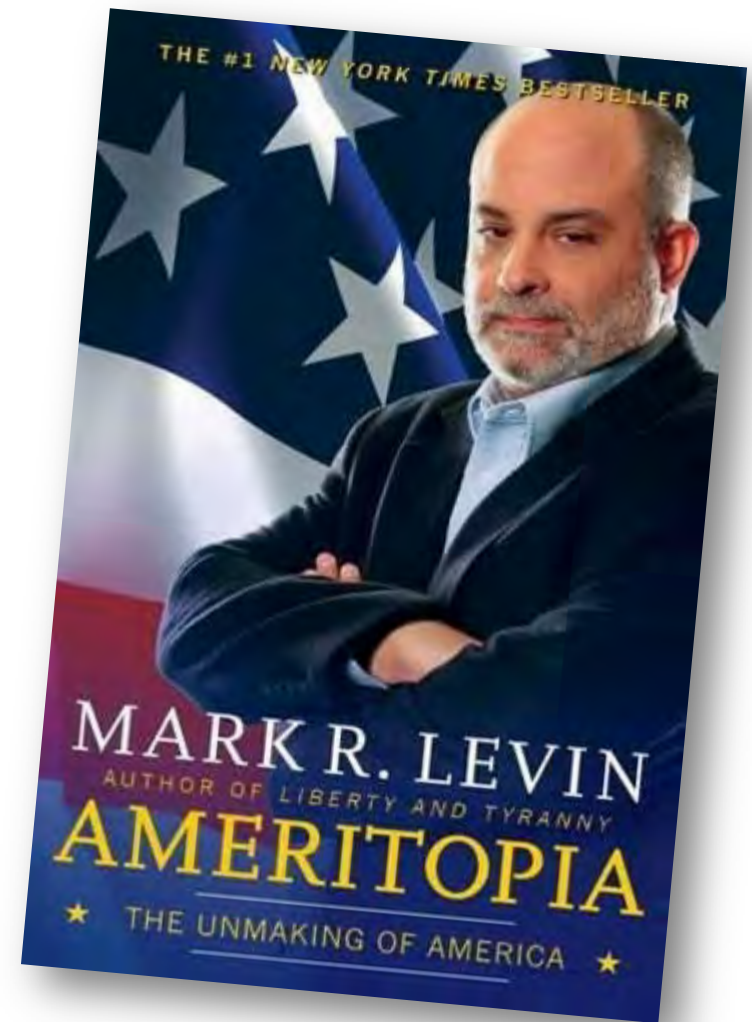
*“We can therefore very
easily become hostage to
incrementalism – it is our
natural default position.”*

Paul Keating, 2011



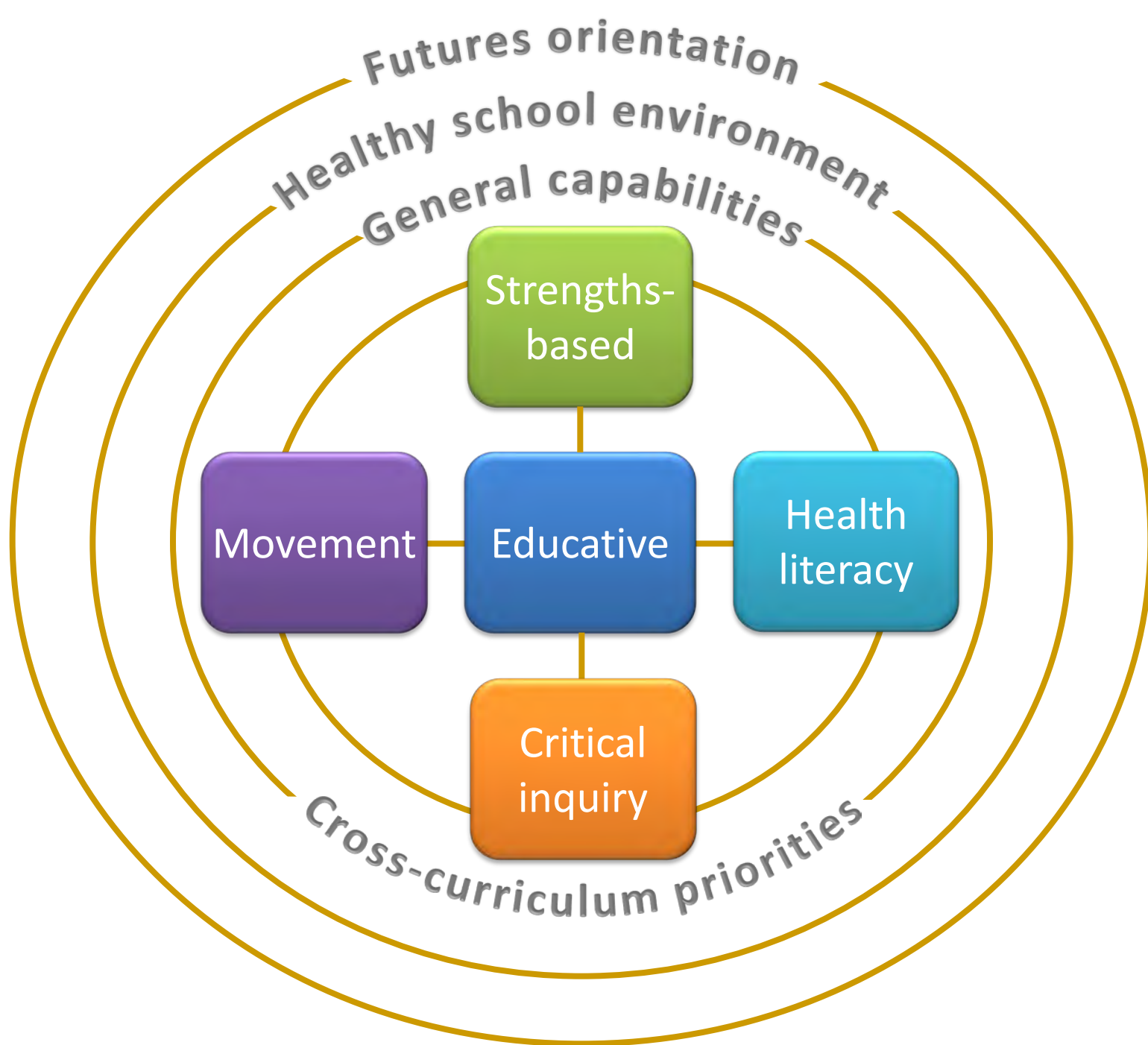
“Where utopianism is advanced through gradualism rather than revolution, albeit steady and persistent as in democratic societies, it can deceive and disarm an unsuspecting population...”

Mark Levin, 2012





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Futures literature: Education

- Schools will **guide learning**
- Orientation to **lifelong learning**
- Learning will be shaped by **connections & partnerships**
- Teachers will be **knowledge brokers**



Futures literature: Health



- Health will take a **preventive focus**
- **Predictive medicine** & interventions more widespread
- Emphasis on competencies for **health literacy**

(e.g. *A Healthier Future for All Australians*, 2009)

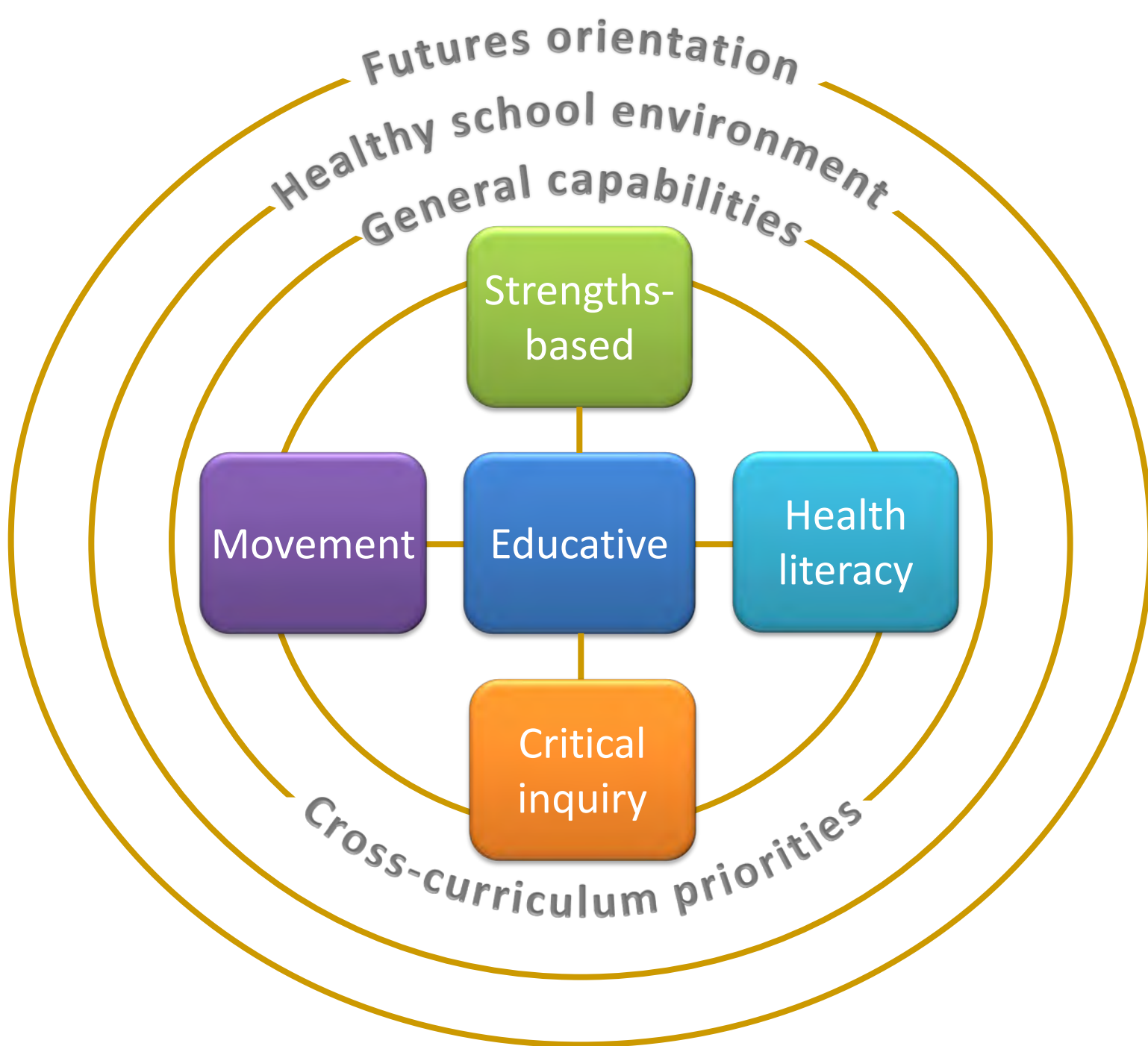


Futures literature: Sport



- Sport grows as **globalised entertainment**
- Development of sport policy framework — **participation & high performance**
(e.g. *The Future of Sport in Australia*, 2009)
- **Personalised and lifestyle sports**





Educative

Focus on educative outcomes of learning area

- HPE is part of school curriculum *for learning*
- Cannot address &/or be accountable for all/ever-changing health & performance priorities
- Value knowledge, understandings & skills that lay a foundation for transfer across movement contexts, health issues, building relationships.....



<http://www.smh.com.au/olympics/news-london-2012/coates-compulsory-sport-a-missing-link-in-medal-evolution-20120805-23o1v.html>

Coates: compulsory sport a missing link in medal evolution

Caroline Wilson

Published 5 August 2012 - 3:01AM

The Sydney Morning Herald

gold

School sports feel the heat of lost Olympic dreams

Andrew Stevenson
and James Robertson

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School sport under fire in hunt for medals scapegoat

Andrew Stevenson
and James Robertson

SPORT will not be included as a mandatory element when the new national school curriculum for health and physical education is introduced in 2014.

Instead, as a nation seeks ways to repair its dented sporting pride, the question will be left to state education departments and private school systems.

Australia's Olympic chief John Coates has blamed the federal government's failure to make sport compulsory as one of the reasons behind a disappointing Olympics.

Sport is compulsory in virtually every NSW school, prompting Premier Barry O'Farrell to tell those wishing to turn fingers of blame on NSW schools to point them somewhere else.

But Steve Georgakis, a lecturer in the Faculty of Education at the University of Sydney and the author of *Youth Sport in Australia*, says a bad situation is set to

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get worse. "It's there because it's a bludge for many teachers and also for many students as well. It's a way of filling in an afternoon of school time. They may as well not be there at all but in 2014 it's going to be a lot worse," Dr Georgakis predicted.

But, when it comes to watching television, it seems Australian children are up there with the best, with a new study finding almost 50 per cent of children watch more than the recommended maximum of two hours' television each day.

Growing up in Australia, a longitudinal study of children, found 46 per cent of 6-year-olds watch more than two hours' TV each weekday. On weekends, the figure rises to 52 per cent. One-third of 8-year-olds watch six hours of TV over the weekend.

"The evidence is convincing that a high TV viewing kid is going to be less physically active and play less organised sport," said Professor Jo Salmon of the school of exercise and nutrition sciences at Deakin University.

Dr Georgakis said Australia

needs a system that supports grassroots sport. "We need to institutionalise and value sport in the education system, promote a mass sport model for all and then you can identify gifted and talented students and give them a pathway in which they can excel," he said.

Two leading principals say sporting bodies need to lift their games when it comes to schools.

"I'm always amazed the state and national bodies aren't coming into our schools and seeing what we are doing. I would have thought that would be a priority for them," said Roger Davis, principal of Westfields Sports High. "They should be coming into the schools, especially the sports selective high schools, and telling us 'this is the direction we are going, this is the way we want your coaches to be coaching'."

Shane Hogan, the headmaster of Riverview and the chairman of GPS Headmasters Association, agreed. "No one is talking to us at all," he said. "Unless we seek them out - and pay them - it's not going to happen."

School sport under fire

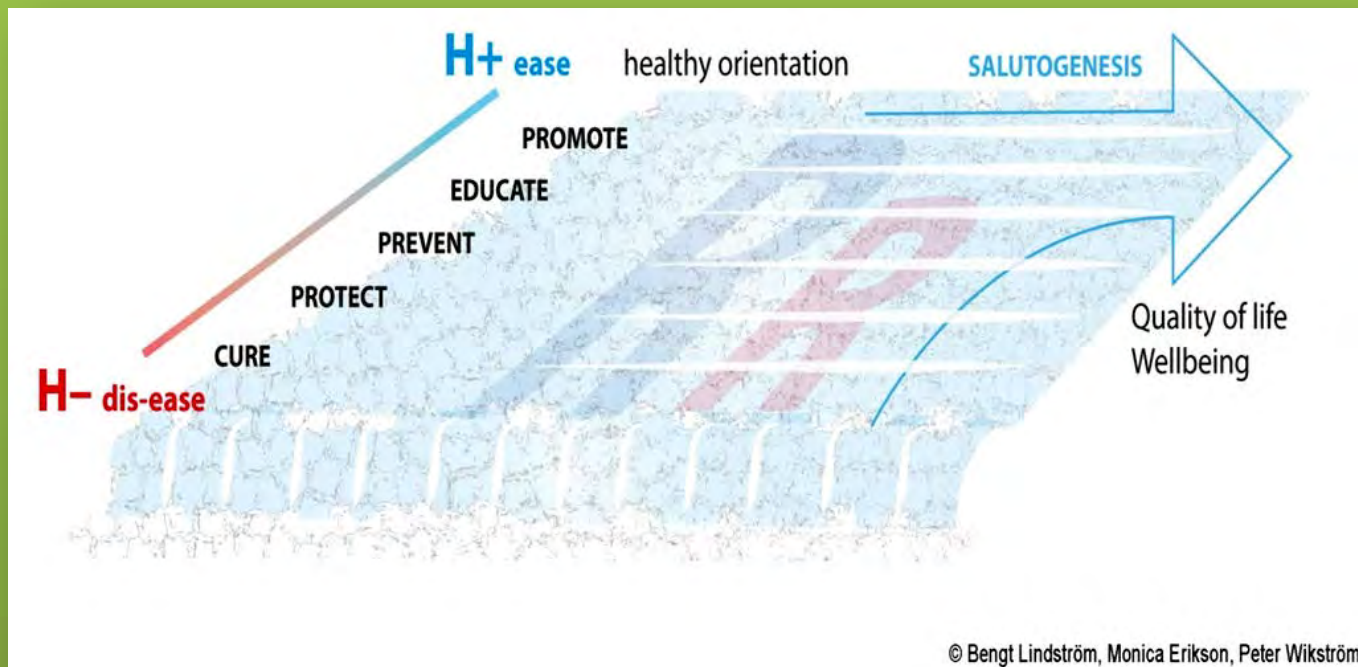
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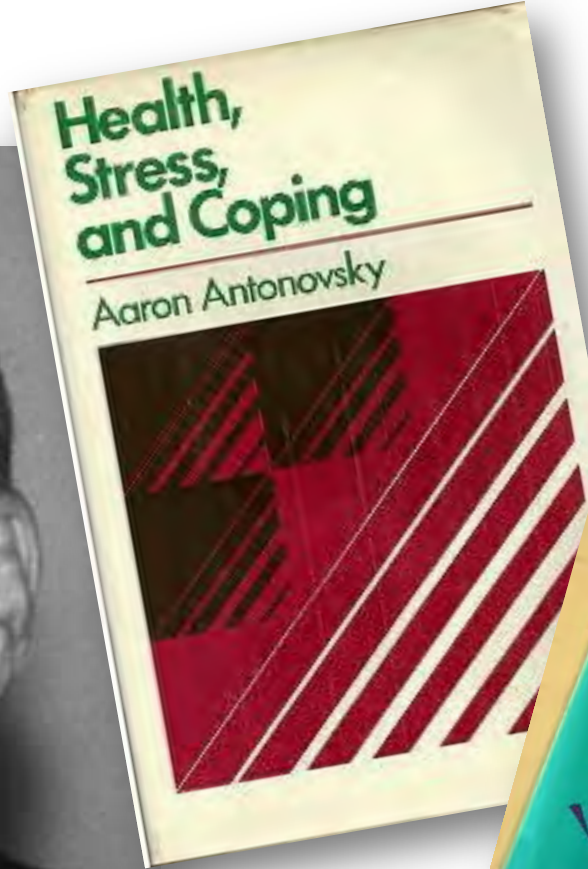
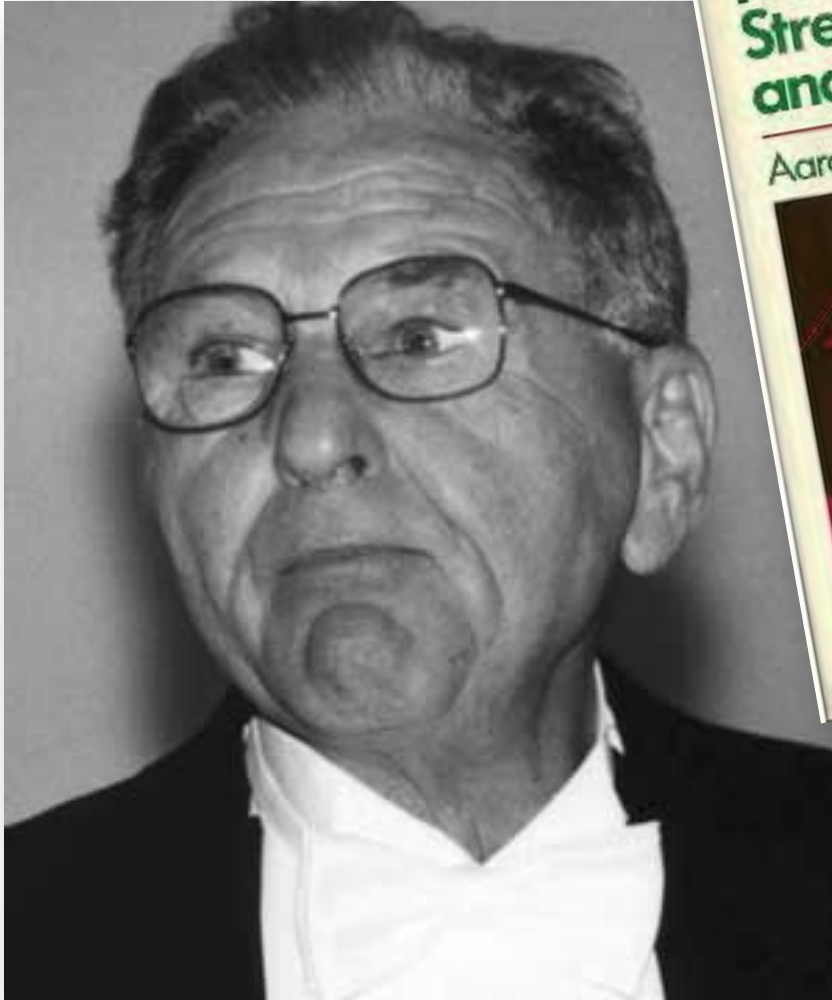


Strengths-based

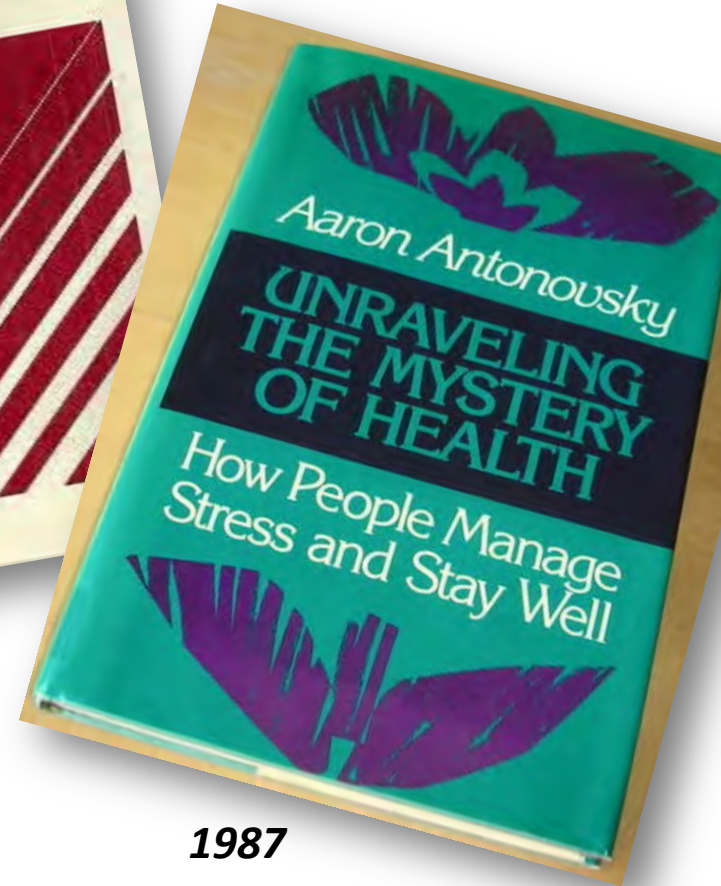
Take a strengths-based approach

- Shift emphasis from “why are you sick/ill/unhealthy/inactive?”
- “why are you healthy/active?” (salutogenic model)





1979



1987

Aaron Antonovsky

Strengths-based

- Salutogenesis — health & origins
- Shifts the balance of learning, resources etc from deficit & prevention → what works well? what do we have to build on?
- Recognises the importance of context
- Individuals, communities & societies have resources (assets) to optimize



Movement

Value learning in, about & through movement

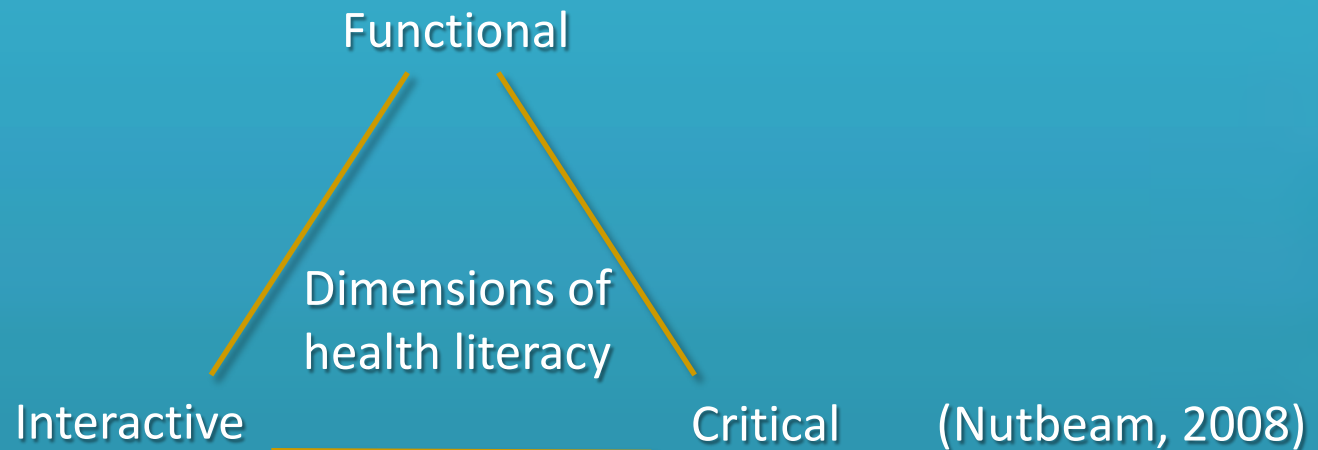
- *Movement* is central to HPE
- Movement is both *content* & *a medium* for learning
- Movement competence should be acquired early & across a *range of physical activities*
- Forms of movement have *value beyond health*



Health literacy

Develop “health literacy”

- Lifelong *navigation* of health information & systems
- Skills to access, understand, apply, evaluate, communicate, generate, ... information to promote own & others health, wellbeing & physical activity



Health literacy

- Values the role of **education** in achieving health & wellbeing
- Connects to socio-ecological models of understanding health, physical activity etc.
- Helps students' empowerment & understanding structural barriers



Critical inquiry

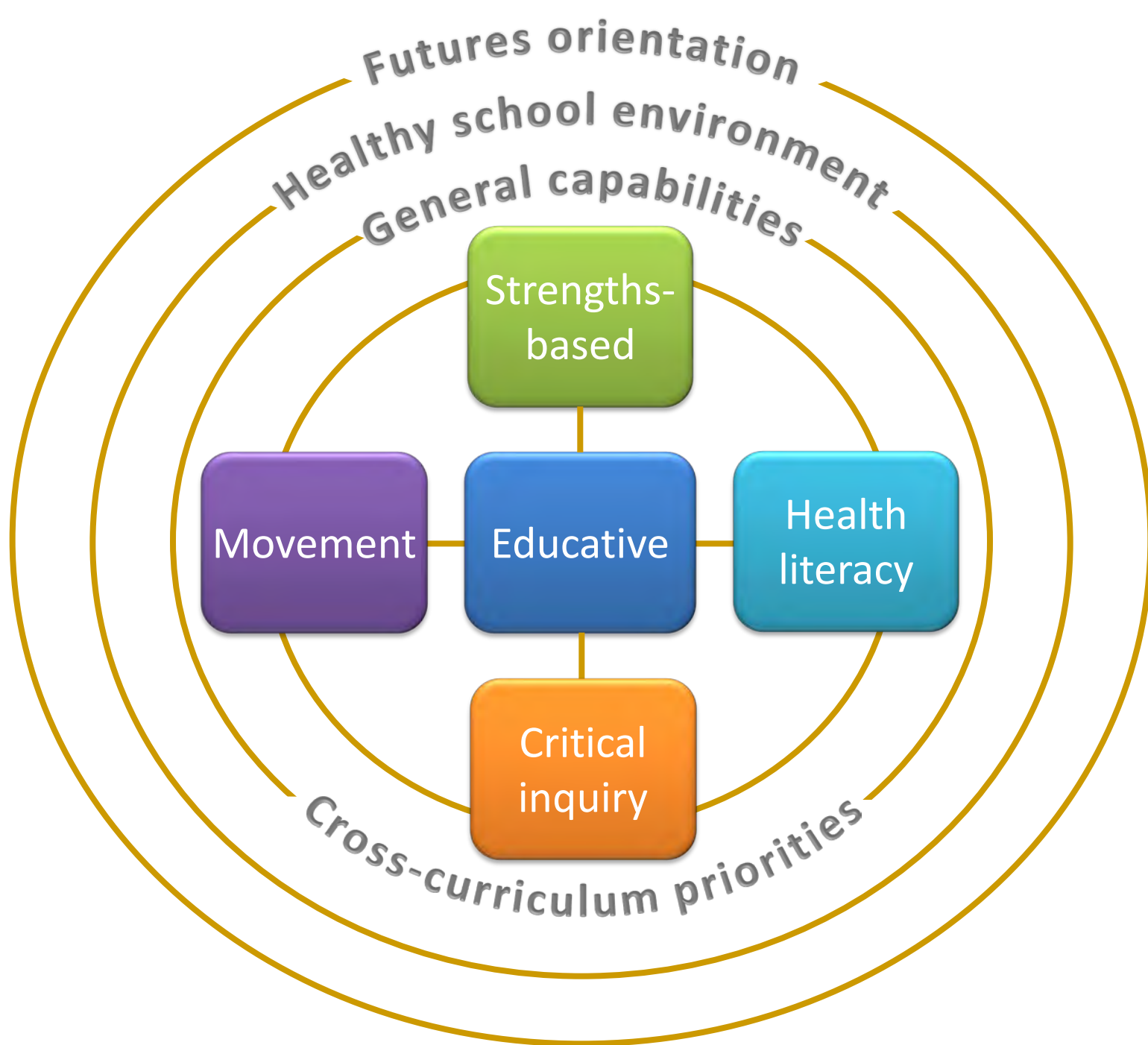
Include critical inquiry approach

- Provides some direction to content & pedagogy
- Asks questions of all knowledge
- Recognises that being & staying healthy & active is shaped by a range of factors beyond the individual's control

Achieved within:

..... a healthy school context





Intellectually, the HPE Shape Paper is speaking to challenges of...



- adeptness at lifelong learning
- neoliberalist agendas for schooling/ HPE to solve societal problems
- health inequalities
- alienation of many (young people) from movement cultures

HPE curriculum structure

Two strands:

- **Personal, social & community health**
- **Movement & physical activity**

Bands	—	Foundation
	—	Years 1 – 2
	—	Years 3 – 4
	—	Years 5 – 6
	—	Years 7 – 8
	—	Years 9 – 10

HPE notional time . . . 2 hours/week

Learning area	Notional time for curriculum writers
English	2130 hours
Mathematics	1700 hours
Health and Physical Education	880 hours
Science	840 hours
History	420 hours
Geography	420 hours
The Arts	640 hours

HPE curriculum structures: some see revolution more so than gradualism?!

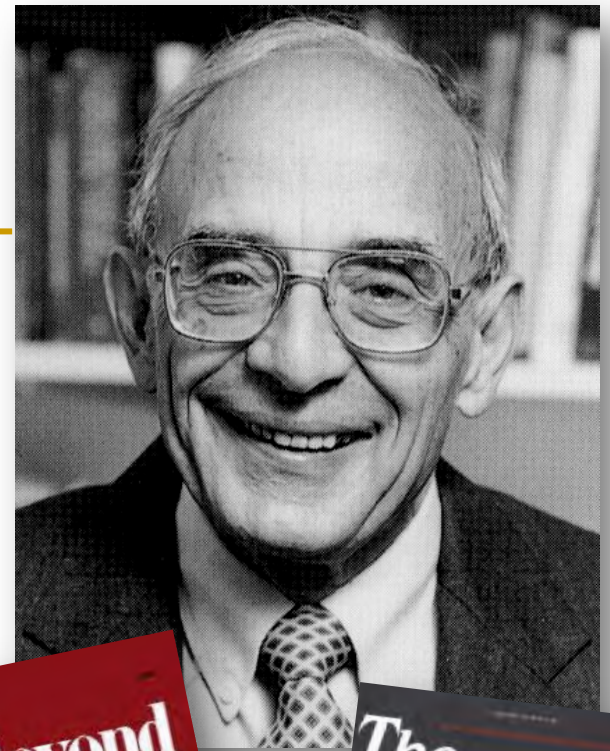
... observations with/from practitioners

- structural changes viewed by some stakeholders as threatening
- learning entitlement design of 2 hours HPE/week
- challenge to school timetabling & resource allocation
- challenge to teacher identity
- ... *as well as new knowledge, understanding & skills*

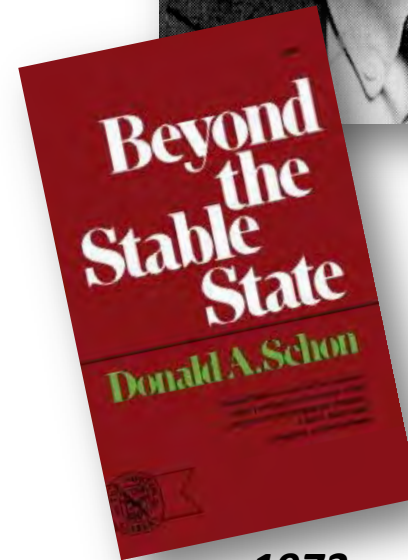
The case for gradualism

... as inevitable

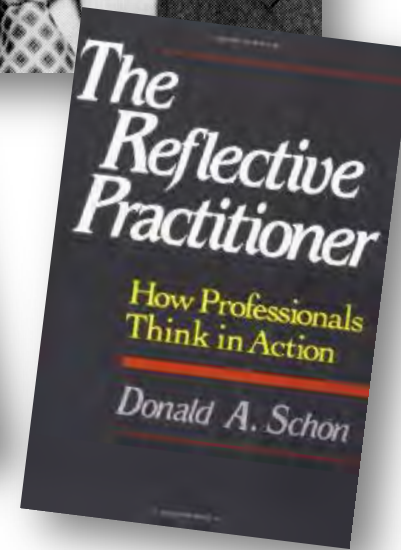
- “belief in the stable state is strong and deep in us”
- “Language about change is for the most part talk about very small change, trivial in relation to a massive unquestioned stability.”



Donald Schön



1973



1983

The case for gradualism in curriculum reform

... as appropriate

- “Like many other organizations, the culture of schools is not naturally innovative. Yet, attempts to change schools that do not take the characteristics of teachers and schools into account cannot succeed.” (Karen Seashore Lewis, 2006, p.19)
- Curriculum change aided by (in part):
 - compatibility with existing teacher beliefs, interests & practices
 - teachers, systems & stakeholders input into document creation
 - documents are accessible to teachers & inspire reform(eg. Cheung & Wong, 2012; Edwards, 2012; Johns et al, 2001; Smeed & Bourke, 2012)

Is the HPE Australian Curriculum a case of gradualism in curriculum reform?

**As with beauty,
gradualism is in
the eye of the
beholder**

**... perspectives vary across
systems, schools, providers,
leaders, teachers, academics...**



Would Fritz Duras have supported the direction of HPE?



Fritz Duras

- Commitment to education and/with health
- Lifelong, interdisciplinary learning
- Values learning both in and about movement
- Values action, advocacy & building community assets

Thank-you