Tim Lynch

My experiences and Primary Principal perspectives
What does tennis look like in primary schools?
Earlier the better

- Natural play structure
- Fewer competing activities
- Early detection of motor problems
- Early start of intervention programs – reducing physical and emotional problems
Physical activities are developmentally appropriate & progressive.

**Early Years**

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

- Correct practise makes perfect, under varied conditions and numerous rehearsal
Engaging children – key aspects of quality games

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

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

(All are potential barriers for tennis in primary schools)
Sporting organisations - are an extension to the HPE program not a replacement
**Australian Government primary schools**

Total returned Principal surveys  376

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No details/Not Applicable</td>
<td>318</td>
<td>84.6%</td>
</tr>
</tbody>
</table>

Gymnastics program – coaches  25  (6.6%)

Dance  15  (4.0%)

**Specialist clinics on offer (Auskick, netball, cricket)**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Active After School Community (qualified coaches)  9  (2.4%)

Bluearth Program  8  (2.1%)

Swimming program – qualified instructors  8  (2.1%)

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

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

Fundamental Movement Skills - qualified company  1  (0.3%)

Women’s Health Nurse  1  (0.3%)

Preschool outsource a PE program  1  (0.3%)

Qualified teachers – NIT (non instructional time) PE  1  (0.3%)

Coach Approach  1  (0.3%)

SEDA groups (basketball, hockey, rugby, soccer)  1  (0.3%)
Implementation in Primary school - Generalist & Specialist HPE teachers

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

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

School organisation, ethos and environment

Curriculum, teaching and learning

Partnerships and services
What?
- Ex-post facto designed survey
- 138 government primary school principals
- Cross section of Victorian schools
Table 1 Victorian regions represented by school principals surveyed

<table>
<thead>
<tr>
<th>Victorian Region</th>
<th>Size of school enrolment</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small schools (less 100)</td>
<td>Medium (100-300)</td>
<td>Large (300 – 600)</td>
<td>Very large (more 600)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Inner West</td>
<td>0</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>North Central</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Inner North</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Melbourne</td>
<td>1</td>
<td>25</td>
<td>33</td>
<td>6</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Inner East</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>6</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>61</td>
<td>42</td>
<td>8</td>
<td>138</td>
<td></td>
</tr>
</tbody>
</table>
Vic DEECD outcomes birth-to-adulthood learning and development agenda

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

1. **Children have the best start to life to achieve optimal health, development and wellbeing**
   (http://www.education.vic.gov.au/about/department/Pages/default.aspx)

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

This study indicates two key findings:

1. Principals in Victorian government primary schools of various sizes and locations, strongly desire to have specialist HPE teachers in their schools

2. Principals in Victorian government primary schools want HPE specialist teachers who are interested and want to be working with primary aged children. Furthermore, HPE specialists who are able, willing and qualified to teach as generalist classroom teachers
88.2% of principals surveyed (120 out of 138) preferred to have HPE specialist teachers in their school.

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

Quality was provided through

- expertise, knowledge of the subject, priority of the learning area, skill development, motivation, community relations, sport coordination and to enable a developmentally appropriate and consistent program.

- Also, it was mentioned that some classroom teachers are not able to take HPE classes and that it provided release time for classroom teachers.
82.6% of principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable:

- No: 2 (1.4%)
- Maybe: 22 (15.9%)
- Probably: 30 (21.7%)
- Yes: 84 (60.9%)
62.3% of principals believed a testamur/certificate that read “Bachelor of Primary Education (Health and Physical Education)” would assist or probably assist them with the employment of staff?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>13 (9.4%)</td>
</tr>
<tr>
<td>Maybe</td>
<td>39 (28.3%)</td>
</tr>
<tr>
<td>Probably</td>
<td>37 (26.8%)</td>
</tr>
<tr>
<td>Yes</td>
<td>49 (35.5%)</td>
</tr>
</tbody>
</table>
There were 102 schools (73.9%) where a HPE specialist teacher was responsible for part or all of the implementation of the learning area.

This included:

<table>
<thead>
<tr>
<th>Role Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist HPE teacher</td>
<td>52</td>
<td>37.7%</td>
</tr>
<tr>
<td>Classroom &amp; HPE specialist</td>
<td>42</td>
<td>30.4%</td>
</tr>
<tr>
<td>Classroom &amp; HPE specialist &amp; outsourced</td>
<td>5</td>
<td>3.6%</td>
</tr>
<tr>
<td>A generalist classroom in HPE role</td>
<td>2</td>
<td>1.4%</td>
</tr>
<tr>
<td>HPE teacher &amp; outsourced</td>
<td>1</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
Qualified HPE teachers??

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

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

33 did not answer the question.
Qualified HPE teachers? continued

- When employing staff, 98 principals (72.1%) indicated that they look at the university degree certificate/ testamur of potential staff and 38 (27.9%) stated that they did not.

- When employing staff, 74 principals (53.6%) said they do not peruse university transcripts.

- *transcripts are needed to evidence Health and Physical Education units successfully completed under the current courses offered*
Principals’ commented on key attributes of a good HPE teacher. The top six responses were:

1. HPE curriculum knowledge & dev appropriate pedagogy (mentions) 54
2. Planning/ assessment and flexibility (organised) 49
3. Passion/ interest/ enthusiasm (children) 35
4. Rapport /communication and management skills 32
5. Cater for all learning needs (empathy & support) 20
6. Engage students & fun 12
121 schools gave no details of HPE being outsourced (87.7%)

HPE being outsourced included Gymnastics, Swimming, sporting organisations, Blueearth program, Active After School Community (AASC), Tennis and Dance.
Health and Physical Education – implementation

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

Prof David Kirk (2013) Fritz Duras Memorial lecture

- We must get the primary school HPE right.