Physical Education and Wellbeing

Global and Holistic Approaches to Child Health and Academic Learning

Second Edition

Timothy Lynch

Physical Education and Wellbeing

"The author is a passionate educator and provocateur. This book is a significant and timely contribution to contemporary research that probes what it means to be 'physically educated'. The 'what', 'how' and 'status' boundaries are provoked. Local and global discourses, models and influences are explored and the challenge is set to take up a holistic approach to quality physical education that explicitly integrates wellbeing and health intentions in policy and more importantly, in practice."

—Professor Maree Dinan-Thompson, *Deputy Vice Chancellor Education, James Cook University and Health and Physical Education Curriculum Advisor, Australia*

"This book provides innovative understandings for contemporary perspectives of childhood around health and wellbeing. It is essential reading for the field of physical education."

—Professor Susanne Garvis, *School of Education and Professional Studies, Griffith University, Australia*

"This book provides a pertinent overview of physical education (PE) today. Current provision, deeply rooted behavioural theories and approaches to PE are discussed to provide a platform for readers, followed by a hearty rationale for adopting a sociocultural approach. A must read for students and practising teachers to understand PE theories, approaches, history, global perspectives and policies, and the need for a holistic PE programme focussed on child well-being rather than healthist perspectives."

—Associate Professor Shrehan Lynch, *Course Leader, Physical Education, teacher education, The University of East London, United Kingdom*

"The author has over three decades of teaching experience in physical education and wellbeing, working with students across four different continents. He uses his vast research background and practical experiences to conduct global qualitative evidence-based research. This book offers an extensive and authoritative examination of how the physical dimension of learning positively impacts children's health and wellbeing. A must read for all school leaders and teachers who want to optimise academic learning—classroom and specialists."

—Professor Gregory J. Soukup, Sr., *University of the Incarnate Word, USA and President of the International Alliance for Health and Physical Education, Dance and Sport (IAHPEDS)*

"This book remains both relevant and timely, and helps explain why well-resourced physical education in primary school delivered by physical educators that are pedagogically skilled and who have content mastery is vital to ensuring young people receive the quality physical education that sets them up for a lifetime of physical activity and healthy living."

—Professor Shane Pill, *College of Education, Psychology and Social Work, Flinders University, Australia*

"All community and school leaders, teachers and parents need to touch base with this latest research and Tim's expertise. This book provides practical insight for us all to move from 'talking the talk' to 'walking the walk' and is a must read for all educators who want to make a difference to the future wellbeing of our children."

—Kathy Wood M. B. E., *Former Director (Netherlands) and Headteacher (Brunei) within Service Children's Education, United Kingdom*

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palgrave
macmillan

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ISBN 978-3-031-72873-0 ISBN 978-3-031-72874-7 (eBook)
https://doi.org/10.1007/978-3-031-72874-7

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

This book is dedicated to my family—Eftyhia, Eleanor, Nathaniel and Emilia for whom I am truly blessed.

Foreword

It gives me great pleasure to write the foreword for this globally significant research book, Physical Education and Wellbeing: Global and Holistic Approaches to Child Health and Academic Learning (second edition). The first edition of this book was published in 2019 and the research findings suggested that Physical Education (and children learning through movement in general) enhanced children's wellbeing. This involves movement across all learning areas and play, not just in the formal PE lesson that may be experienced once a week, with an interested and qualified PE teacher if the children are fortunate. The first edition of the book concludes:

The physical dimension is a powerful pathway for children's learning and holistic development. It cannot be stressed enough that learning through movement involves children from the very beginning of primary/elementary school truly belonging, being and becoming physically educated. Hence, PE is every teacher's friend in enhancing children's wellbeing now and in the future.

In March 2020 the Covid-19 pandemic struck and schools around the world realised just how true these words were and how significant this research book was. The wellbeing of children, students and teachers has never been given such attention as it is at present and never has it been in such a crisis. Wellbeing is at the core of executive functioning in this world of technological advancements, environmental issues and

international conflicts that leave question marks surrounding careers and futures.

The second edition picks up from where the first edition left off, using research from many nations around the world to illustrate the strong connection that exists between Physical Education (and movement in general), wellbeing and academic learning. In the second edition, literature is shared about the Singapore education system. Specifically, Singapore's education system is used as a model for education systems from around the world to learn from. One recommendation is that all nations explore the Singapore education model and critically reflect on how they have enabled their continual improvement and success across HPE, wellbeing and academic learning. In particular, the literature emphasises that in Singapore:

- teachers are valued and respected, selected according to ability and application
- Physical Education is prioritised
- Teacher Educators are actively involved in schools
- Teachers and school communities adopt and model Learning Values

The last point regarding Learning Values relates to the nine competencies (attitudes, values and skills) that are common across the globe: Reflection, Collaboration and Cooperation, Learning to Learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust (OECD, 2021). The literature, data and research findings argue that it is the Learning Values/competencies that enable the development of the whole person. However, they must be embedded within a socio-cultural approach and also by using a whole school approach. Hence, it is argued that quality PE enhances wellbeing more so than any other curriculum area.

Deeply implemented wellbeing using Learning Values and HPE is evidenced by the Singapore model (and Finland), PISA results, the PTE and PTM assessments in the BSO case study school, and the full curriculum recovery in the UK-maintained school case study (located in Asia).

Looking at PE through a wellbeing lens and looking at wellbeing through a PE lens enables many possibilities such as the proposal where HPE specialist teachers also lead wellbeing; Health, Wellbeing and Physical Education specialists. Another recommendation made by this book is

that education degrees in Initial Teacher Education (ITE) can be strategically amended and supplemented so that in the Australian state of Victoria, for example, where it is planned that wellbeing will be increased in every primary school by employing a Mental Health and Wellbeing leader; the Health, Wellbeing and Physical Education specialist can lead and implement wellbeing in addition to HPE.

May I conclude by acknowledging that the researcher and author of this book, Dr. Timothy Lynch is an experienced teacher, school leader and reflective practitioner. To have authored a 17 chapter book with research from around the world and limited funding is quite extraordinary and an outstanding contribution to global education.

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CHAPTER 1

Introduction

Abstract This research book offers insight into enacting 'physical education' (PE) to optimize children's wellbeing. The educational question is no longer whether or not physical activity enhances children's wellbeing, nor is it whether or not wellbeing enhances academic achievement, this is axiomatic; further reinforced by the Covid-19 pandemic data and findings regarding learning in schools. Rather the educational questions being asked today are 'how' regular quality PE classes and movement experiences can act as a platform for wellbeing in all schools, and 'how' wellbeing can be successfully implemented in schools for all children.

This research book offers insight into enacting 'physical education' (PE) to optimize children's wellbeing. The educational question is no longer whether or not physical activity enhances children's wellbeing, nor is it whether or not wellbeing enhances academic achievement, this is axiomatic; further reinforced by the Covid-19 pandemic data and findings regarding learning in schools. Rather the educational questions being asked today are 'how' regular quality PE classes and movement experiences can act as a platform for wellbeing in all schools, and 'how' wellbeing can be successfully implemented in schools for all children. PE is defined as "education through movement" (Pangrazi, 2001, p. 5) and as the book's title suggests—global and holistic approaches relating to the physical dimension of education are investigated. Hence, 'education

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_1

through movement' is adopted as a lens to explore a holistic approach towards child health and wellbeing.

PE has been advocated for many years within schools as an essential curriculum area, as have the holistic benefits of learning through the physical dimension. "Physical and health education has the potential to become one of the cornerstones of the education of tomorrow that contributes to the holistic development of students, fostering the development of crucial competencies and the physical and mental health of students" (Organisation for Economic Cooperation and Development (OECD), 2019). However, the education problem that continues to exist, the gap in practice that modern research illustrates, is that PE implementation is not progressing (unlike educational policies). Cale and Harris (2019) recognise gaps in children's knowledge and understanding of health and the physical dimension in the UK. Also, literature implies to some degree, that the holistic HPE ideal has failed in practice (Lynch, 2017; Tinning, 2009). However, we were reminded by the Covid-19 pandemic that holistic HPE is at the core of school wellbeing and academic achievement (Lynch, 2022). For "the COVID-19 pandemic has altered certain trajectories in ways that we are still unpacking today" (OECD, 2024).

UK Government research, involving school leaders and teaching participants, highlighted the significance of wellbeing for recovery in pupil attainment from the Covid pandemic; "School leaders described the continued impact of the pandemic on pupils' education and personal development… The pandemic continues to affect pupils' attendance and leaders also reported an increase in pupils with poor mental health and well-being" (Ofsted, 2021). Another contributing factor to the impact was that "Primary school pupils' learning was often dependent on the level of support parents were able to give and the confidence parents had in helping their children in different subjects" (Ofsted, 2021). School attendance remains a concern with more than 20% of children in England frequently missing school in a sign attendance is still struggling to return to pre-pandemic levels (Rhoden-Paul, 2023). Furthermore, a crisis of school refusal is also gripping Australia; in 2023 38% of all students in Years 1–10 were absent for more than 20 days, considered chronically absent (Amin & Ettinger-Epstein, 2024). There is a clear link between not wanting to go to school and wellbeing.

The UK Government's response resulted in new policy documents, namely the introduction of UK Government statutory guidance for Physical Health and Mental Wellbeing in primary and secondary schools. The Physical Health and Mental Wellbeing guidance is followed closely by the UK Government's 'Relationships education and health education' statutory guidance. The significance of Health, Wellbeing and Physical Education on a global scale was recently investigated:

> OECD education systems support child empowerment. This ranges from providing them with the civic skills and knowledge to effectively participate in democracy, to supporting their social, emotional and physical well-being, and reducing inequalities that threaten the empowerment of vulnerable or marginalised groups.… Child empowerment is increasingly recognised as a policy goal and priority by governments around the OECD. Many countries have taken effective steps in realising this goal. However we still have far to go in ensuring that all children are empowered today and in the future. (OECD, 2024)

This includes Equality, Diversity and Inclusion (EDI) in Health, Wellbeing and Physical Education. One definition of EDI is "ensuring that all students have equal opportunities to participate and succeed in meaningful learning experiences, ideally at a level of optimal challenge for them" (Alfrey & Jeanes, 2021). This is "regardless of their background, ethnicity, gender, ability or indeed any other personal characteristic" (Youth Sport Trust, 2024). Hence, this research book will explore the need to continue the journey of improvement in Health, Wellbeing and Physical Education (Kirk, 2014).

The book uses research gathered from around the world and adopts 'didactical questions' borrowed from France, Germany and Scandinavian countries—specifically, Swedish didactics of Physical Education research. Didactical in this context refers "to an interest in the relations between teaching, learning and socialisation" (Quennerstedt & Larsson, 2015, p. 1) and "in many European countries, the concept stands for a research tradition with an interest in theories and practices of teaching and learning" (p. 2). Hence, the term's meaning is different from that of the English language.

> Sometimes research in didactics asks slightly different questions regarding educational practice, where didactical questions traditionally are addressed by the questions what, how, and why, in terms of what and how teachers

> teach, what and how students learn and why this content or teaching is taught or learned. Questions such as who is teaching, who is learning, when and with whom are also relevant. (Quennerstedt & Larsson, 2015, p. 3).

Subsequently, this book's purpose is: to identify the 'what' of 'physically educating' children; 'how' literature and research suggest this should be done; to identify 'why' this is not happening as effectively as it should be and to offer global direction for our journey of improvement. Sub questions such as who is teaching and what qualifications do they have? Who is learning? Exploring beyond the children and students' wellbeing to explore general staff, teachers and school leaders. This is very relevant at present with inquest findings identifying Ofsted inspections in the UK officially contributing to the death of Headteacher Ruth Perry (Courts & Tribunals Judiciary, 2023). When and with whom learning happens is also considered as part of the learning context. Through research, problems with implementing the PE curriculum with a focus in primary/elementary schools are identified and recommendations are made for advancing the physical dimension in children's learning, enabling subsequent lifelong wellbeing benefits.

Purpose of the Book

Physical education provides a platform for wellbeing and wellbeing provides a platform for children's learning and development. Specifically, Quality Physical Education (QPE) enhances children's lifelong wellbeing and holistic health (Lynch, 2016; UNESCO, 2015). This is a simple statement, a given within the realm of education and validated by quantitative research relating to the benefits of physical activities (detailed in Chapters 12, 13, 14 & 15). However, understanding the implementation of QPE to enable holistic health is complex (Kirk, 2014; MacDonald, 2012). The concept of QPE implementation is multidimensional, containing many layers which contribute to this book's global significance and timeliness, as it investigates how educators, schools and community leaders can optimize children's wellbeing through the enhancement of PE. Subsequently, the book investigates how learning in schools can be optimised through the enhancement of wellbeing (cf. Figure 1.1).

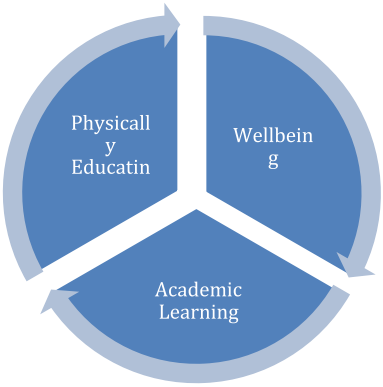

Fig. 1.1 Quality physical education, wellbeing and academic learning cycle

The global definition of PE offered by the United Nations Educational, Scientific Cultural Organisation (UNESCO) illustrates the holistic benefits of PE:

> the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life. (2015, p. 9)

While many books advocate wellbeing through the physical dimension, this book uses evidence-based research to authenticate the power of QPE and subsequently offers direction in developing whole child wellbeing. Furthermore, it uses evidence-based research to authenticate the power of wellbeing and subsequently offers direction in developing children's academic learning and development. The book sits within what Greenfield refers to as 'deep thinking', 'content' or 'meaning' derived from research (2012), also referred to as 'ideas, thinking, and constructing' (Hattie, 2009, p. 26), and more recently, critical reflection (Australian Government Department of Education [AGDE]):

> Educators who are critically reflective are also committed to their own ongoing professional learning and development, actively seeking out

> opportunities that develop capabilities, as well as collaborating with their colleagues as aspects of practice. (2022, pp.18–19)

Hence, the book is a culmination of years of evidence-based research, practical experience and internal insight, carefully constructed to make meaning. Therefore, different aspects of research have been embedded "into a whole nested hierarchy of associations that have accumulated" (Greenfield, 2012) in building knowledge.

The 'meaning' clarified relates to QPE and wellbeing and how they can be best achieved within the school community. Cook and Odom (2013) define 'evidence-based' practice in connection to 'meaning'; "practices and programmes shown by high quality research to have meaningful effects on student outcome" (p. 136). The meaningful objective evidence in this research book has been gathered from qualitative in-depth data from case study primary schools involving teacher and student participants; qualitative in-depth data from a recognised model Initial Teacher Education (ITE) Physical Education case study programme; interviews with secondary trained PE teacher participants who are responsible for teaching primary school children; a questionnaire carried out by educators across nine US states and qualitative and quantitative data gathered from a large empirical ex-post facto survey involving nearly 400 government primary school principals/headteachers. Zach et al. (2017) identify that qualitative research in this area of PE is lacking, describing it as a void which should be filled.

> While student health and well-being are a priority, robust research evidence and policy knowledge on which policies and practices in physical and health education support student health and well-being are lacking. The evidence base on comparative policy in physical and health education curriculum is comparatively under-developed relative to core academic learning areas such as literacy and numeracy. (OECD, 2019, p. 3)

Once again the didactical research thread interweaves; "In didactical research, education and educational practices are explored and scrutinised in terms of their institutional and political prerequisites and their consequences for the processes of educational practice. Teaching is thus regarded as a political and moral act" (Quennerstedt & Larsson, 2015, p. 2). Hence, this building of knowledge fills two current gaps; contributing clarity with regard to 'how' the physical dimension can be

best implemented to enhance students' wellbeing and 'how' wellbeing can be implemented to enhance academic learning for all—this is a moral act.

Research suggests that the optimum time for children to learn and refine their motor skills and to be introduced to QPE experiences is during preschool and early primary school years (Branta et al., 1984; Cale & Harris, 2019; Commonwealth of Australia 1992; Espenschade & Eckert, 1980; Kirk, 2005; Lynch, 2016). Hence, it is ideal to begin the physical learning journey as early as possible and to reach all children, which only the schooling system enables (Lynch, 2016). "Children's early learning influences their continuing educational journeys. Wellbeing and a strong sense of connection, optimism, resilience and engagement enable children to develop a growth mindset, and a positive attitude to learning" (AGDE, 2022, pp.18–19).

A glance at the education efforts in Australia evidences such priorities. Australia is a significant nation throughout this book as it is argued that Australia has been a leader of holistic Health, Wellbeing and Physical Education (H, W & PE) curriculum reform (Lynch, 2016; Stirrup & Hooper, 2022). In Australia, since 1901 each of the eight Australian states and territories has been formally responsible for education (Braithwaite, 1994; Lynch, 2014). However, in more recent times two national curriculum reforms have transpired in efforts towards a national curriculum; 1994 and 2013.

In 1994 the nomenclature of the key learning area was officially changed from 'Physical Education' to 'Health and Physical Education' and a holistic socio-cultural approach was adopted—the inclusive sociocultural approach is discussed in detail in Chapter 11. "The task of a sociocultural approach is to explicate the relationship between human action, on the one hand, and the cultural, institutional and historical contexts in which action occurs on the other" (Wertsch, 1998, p. 24). Supplementing health to the physical education nomenclature was momentous for the discipline, acknowledging strong wellbeing connections across the physical dimension. This is supported by neuroscience; while the 'physical' body slows down and deteriorates as one gets older, our brain connections known as plasticity, actually gets better as one ages (Greenfield, 2012). Hence, holistic physical education (health and wellbeing) throughout the entirety of one's life was acknowledged in policy, giving PE as a subject/learning area, increased significance throughout one's lifespan—'lifelong education'.

Problem

The problem that this research book builds upon and contributes towards is 'how' PE can be successfully implemented in primary/elementary schools around the world, thus enhancing student wellbeing. Subsequently, 'how' can wellbeing be successfully implemented in primary/elementary schools around the world, thus enhancing student learning (cf. Figure 1.1). Cale and Harris (2019) argue the importance "to reflect critically on how best to promote active lifestyles for all children and young people" (p. 4). Quay argues that a current problem "is the unquestioning acceptance of the everyday structures and practices of education" (Quay, 2024). Hence, this book questions the everyday practice and structures in search of improvements for QPE, wellbeing and subsequently, academic learning (cf. Figure 1.1).

Quantitative research has examined the benefits of physical activities and literature has advocated QPE and the notion of lifelong physical activity in schools since the 1940s (Kirk, 2014). However, while it can be argued this has been achieved in various schools, sadly research suggests this has been far too few in number, including developed nations (Lynch & Soukup, 2017). Literature and research have indicated this flaw for many years and despite more recent focused efforts, enacting policies continues to be a major barrier to children's health and wellbeing (UNESCO, 2014). This flaw was reinforced by the Covid-19 pandemic, specifically data and findings regarding learning in schools. Simply, more needs to be done in improving PE and wellbeing in all schools as supported by OECD Education 2030; "We are committed to helping every learner develop as a whole person, fulfil his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet" (OECD, 2018, p. 3).

There are some perceptions within education systems that require change; global research has found that physical education (PE) in primary schools is often:

- taught by inadequately trained teachers;
- has insufficient curriculum time allocation;
- has a perceived inferior subject status;
- has inadequate provision of facilities and equipment and teaching materials, frequently associated with under-funding;
- has large class sizes and funding cuts and

- in some countries, limited awareness of pathways links to wider community programmes and facilities outside of schools (Hardman, 2008a, p. 5).

Much has been written about classroom teacher's lack of confidence and competence and subsequent absence of interest and preparation to teach physical education in England. Many teachers are not confident in providing physical education and have had minimal training—therefore they have little understanding and knowledge (Cale & Duncombe, 2008; Cale & Harris, 2019). This is not only the case in England but extends internationally, in PE and across all learning areas within the teaching practice. Alarmingly, it is recognised that while everyone working as a teacher *should be* qualified, not all staff members being employed as teachers (and school leaders) *are* qualified (Kissock, 2017):

> Findings from a recent Council of British International Schools (COBIS) large-scale research project, based on 1,600 surveys from senior leaders and teacher participants in British International Schools, found that 43 per cent of senior leaders believed there was a need for Initial Teacher Training qualifications to train local and *international staff* (such as international qualified teacher status, iQTS) (COBIS, 2022, p. 17). Hence, in the big business of international education, questions are being raised about quality assurance, standards and qualifications. (Lynch, 2023)

It has also been noted that insufficient school leaders' reduced training in England, through National Professional Qualifications (NPQs) in middle, senior and executive leadership, as well as NPQH (headteachers), have replaced school expectations for higher degrees by research. In particular, it is argued that Programmes such as the NPQSL need to be flexible and open to the most recent research findings in education (Lynch, 2022). Furthermore:

> The range of NPQs has now grown to eight, including 'leading literacy' and 'leading teacher development' – any area can seemingly be tagged 'leadership' to make money. But with all NPQs strictly following the same 'golden thread' of evidence, and from such a narrow range of closely linked providers, a skilled and supposedly valued work force of teachers and school leaders is being bluffed. (Innes, Murtagh & Gregory, 2024)

NPQs are a government initiative which can be used as credits towards a Master of Education degree for a small number of identified universities. This varies from 15 to 50% credit but is not equivalent. The NPQ research projects illustrate the significance of research for school improvement, whether through formal postgraduate education qualifications or professional development.

> The NPQSL uses research as a framework for improvement in leadership and school performance. This does raise questions about recognised prior learning within the education realm. The project leader would have designed a similar initiative for academic recovery given they are a Senior Fellow in the UK Higher Education Academy (2021); identified as an experienced educator able to demonstrate, impact and influence, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas within Higher Education (in the UK). However, this educational accreditation, evidencing a readiness and ability to be an effective senior leader, was not recognised by DfE. A recommendation to come from this research would be that all NPQSL programmes be aligned with other UK Government education accreditation programmes. (Lynch, 2022, p. 16)

Education as a platform is essential and requirements of becoming a teacher and school leader change from nation to nation (especially between constituent countries of the UK; Wales, Scotland, Northern Ireland and England). In leading educational countries of the world, it is essential that teachers (P—Year 10) begin with a platform of at least 4 years of study in Education at university which combines theory and practice (and teachers specify in certain subjects). For example, in New South Wales, Australia every teacher is required to complete an accredited teaching degree (NSW Education Standards Authority, 2024)—an accredited four-year teaching degree (e.g. Bachelor of Education) or a combined degree (e.g. Bachelor of Arts/Bachelor of Education), or an undergraduate degree (e.g. Bachelor of Science) and an accredited graduate entry teaching degree (e.g. Master of Teaching—2 years).

In Finland, teachers must also have a master's degree in education in addition to the 4-year Bachelor of Education.

Griggs (2012) supplements that in England as little as nine hours are often donated to PE preparation on a one-year Postgraduate Certificate of Education (PGCE) course and just five hours for those involved with School Centred Initial Teacher Training (SCITT). Griggs (2012)

states that as a result primary PE is delivered 'ineffectively'. Subsequently, this negatively affects pupil's experiences in this vital stage of their learning (Ofsted, 2000, 2004, 2009; Physical Education Association, 1998; cited in Keay & Spence, 2012). Then the didactic questions about the quality of a PGCE come into play. Not all PGCEs meet the qualification requirements to teach in other countries, for example in Australia. The Australian Institute for Teaching and School Leadership's (AITSL) mission is "Promoting excellence so that teachers and leaders have the maximum impact on learning in all Australian schools and early childhood settings" (AITSL, 2024a). According to AITSL, the UK Qualified Teacher Status (QTS) is not regarded as an academic qualification and cannot be considered as such (2024b).

Prospective Initial Teacher Education (ITE) students with a key interest in PE and children, in England are often faced with a systemic choice; follow their physical passion and become a secondary physical education specialist, or follow their passion for working with children in the 5–11 year age group and become a classroom teacher in the primary school. Courses that qualify teachers to specialise in PE and become a classroom teacher (specifically for primary education) are rare, with only approximately three identified (Lynch, 2015). This is not only the situation in England but throughout the world as primary school generalist classroom teachers are most often responsible for teaching PE, whereas "In secondary schools, specialists are predominantly responsible for teaching physical education classes" (UNESCO, 2014, p. 8). With the exception of Singapore which is detailed in Chapter 9.

Hence, literature and research indicate in primary schools there is an absence of PE specialist teachers in England and some Australian states (Griggs, 2012; Lynch & Soukup, 2017). This also seems to be duplicated throughout many parts of the world. Within Australia, for example, teacher PE preparation has been described in the past as general physical activity courses rather than developmentally appropriate preparation for delivering physical education (Lynch, 2013). Hence, recommendations throughout history for tertiary-qualified PE specialist teachers in primary schools have been ignored (AHKA, 2018, Commonwealth of Australia, 1992; Lynch, 2005).

Within Europe PE delivery is mixed—some countries are considered as being stable to good and others are identified as only being in the initial stages of PE development. Hardman describes a "widespread perceived

decline or marginalisation of physical education in schools" (2008b, p. 5). Problems identified specifically with primary school PE in Europe include:

- insufficient curriculum time.
- limited quality mainly due to inadequate training of teachers.
- an undervaluing of motor development and motor learning (Hardman, 2008b).

Scandinavian countries are considered to be better than many other countries around the world. "In Sweden, for example, the climate vis-à-vis physical education is now much more positive, and the subject has regained status and resources. The situation for physical education in Finland and Norway also looks positive, if not quite as good as in Sweden. Physical education in Denmark, however, still waits for a breakthrough" (Annerstedt, 2008, p. 303).

The subject of PE is marginalised; "Globally, and for the most part regionally, in actual practice physical education is considered to have lower status than other subjects" (UNESCO, 2014, p. 7). Furthermore, specifically "in primary schools, there is an admixture of generalist and specialist teachers for physical education classes" (Lynch & Soukup, 2017; UNESCO, 2014, p. 8). A summary encapsulates support for previous concerns about PE quality:

> Evidence points to deficiencies in teacher supply, particularly of physical education specialists, inadequate preparation of physical education teachers, especially, but not exclusively so, in primary/elementary schools and to negative attitudes and low levels of motivation of some teachers responsible for physical education delivery. Concerns about the quality of physical education teacher training, teaching and teaching resources, inadequate supervision of practice, lack of professionalism and appropriate ethics and impacts on the quality of school pupil experience are also globally evident. (UNESCO, 2014, p. 9)

Within Asian nations supplementing the global concerns, there are:

- Limited space and equipment for PE and sports co-curriculum.
- Overcrowded classes of forty or more students in each PE class.
- Not a strong sports culture.

- Important decisions on PE and sports are often made by government officials, with no academic or professional qualifications in the discipline.
- PE and sports are commonly considered as "play" rather than subjects that develop the "thinking" capacity (UNESCO, 2008).

Furthermore, a study indicated that over 60% of elementary school teachers did not have any physical education training in the Canadian province of Ontario (Faulkner et al., 2008). Hence, the historical structure of teacher preparation appears to not be meeting the needs of today's society. This has a direct impact on children's wellbeing in schools. It is suggested by UNESCO (2014) that globally the subject of PE is marginalised and it does appear to begin with Teacher Education. Yet, physical education is described "as the only curriculum subject whose focus combines the body and physical competence with *values-based learning* and communication, [which] provides a learning gateway to grow the skills required for success in the 21st Century" (UNESCO, 2015, p. 6) (cf. p. 26). Thus, it appears that educators and society more generally are not capitalising on the physical dimension and subsequent wellbeing benefits.

A study released in 2013, 'The wellbeing of young Australians', conducted by Australian Research Alliance for Children & Youth (ARACY) involved over 3700 people. This study evidenced that Australian children and youth were not doing as well as they should despite being regarded as global curriculum leaders. The data for this study was compared with other countries within the OECD, which includes most of Europe, North America and advanced Asian, Latin American and Oceanic economies.

Australia ranked in the top third of OECD countries for around one-quarter of the indicators (12 out of 46). Areas of concern where Australia was ranked in the bottom third included "jobless families, infant mortality, incidence of diabetes and asthma, young people in education, 3–5 year olds in preschool and carbon dioxide emissions" (ARACY, 2013, p. 4). The 2018 'Report Card: The wellbeing of young Australians' indicated that Australia was in the bottom third of OECD countries for:

- bullying in Year 4 (ranked 40 out of 49);
- child obesity (ranked 28 out of 39);

- pre-primary enrolment rate (3–5 yrs) (ranked 35 out of 40);
- participation in organised learning one year prior to primary school (ranked 36 out of 37);
- feeling of belonging in school (ranked 26 out of 34);
- school pressure (ranked 24 out of 26);
- youth numeracy skills (ranked 15 out of 22) and
- teenage pregnancy (ranked 30 out of 41) (ARACY, 2018, p. 7).

Building on the 2018 Report Card (ARACY, 2018), The Wellbeing of Australia's Children report (ARACY & UNICEF Australia, 2023) identified that "the main drivers of inequitable outcomes, have been largely enhanced by the COVID-19 pandemic" (p. 7).

> COVID-19 living conditions have created an environment fostering reduced mental wellbeing for children and young people. For example, young people had the largest drop-off in life satisfaction due to the pandemic (Biddle & Gray, 2021). Three in four people aged 12 – 25 reported worse mental health in August 2020 than before the pandemic, and half reported the pandemic had hurt their confidence in achieving their future goals (Biddle & Gray, 2021). (ARACY & UNICEF Australia, 2023, p. 14)

Despite the rhetoric about children's wellbeing, social justice and a holistic H, W & PE curriculum reform, this report indicates that there has been no improvement in the majority of areas from the previous reports dating back to 2008. This is of concern as while Australia has addressed wellbeing in policy, it appears that this is yet to influence practice.

The negative effects of Covid-19 for Australian schools were similar to that of the UK; "Covid 19 related restrictions disrupted the normal social and environmental systems within which children live, learn and play" (Straker et al., 2022, p. 1). Overall, in Australia:

> Throughout 2020 and 2021, Australian regions experienced different 'lockdown' situations - ranging from just a few days to over 250 days of significant restrictions including limited opportunities to leave the home, no in-person schooling, no organised sports, no mixing with friends and extended family and closures of local playgrounds. (Straker et al. 2022, p. 1)

AITSL designed a Spotlight for wellbeing in March 2022; an evidence summary offering the latest educational research for wellbeing in the school community. The Spotlight is part of the Student Wellbeing Data Project, which in June 2020 was endorsed by the Australian Government's ministers. "The objective of the project is to support the development of a national approach to understanding student wellbeing, including the development of tools for the measurement of student wellbeing that support decisions about improvements in school climate at the system and school level" (AITSL, 2022). Key findings were:

- educators and school communities play a significant role in supporting and developing learner wellbeing.
- wellbeing is crucial to academic achievement, and wellbeing programmes can support and accelerate students' learning (Fig. 1.1).
- teaching is a demanding profession and educators require time and experience to determine which non-teaching tasks to prioritise in order to best support learner growth and achievement, as well as professional learning to best support their students' wellbeing.
- as is the case for their students, the wellbeing of educators and school leaders has come under increasing strain in recent years and various initiatives have been developed to foster their wellbeing.
- choosing the right wellbeing programme and measuring its impact and effectiveness are important components of a whole school community approach to wellbeing.

Subsequently, within the Australian state of Victoria it is planned that wellbeing will be increased in every primary school, by employing a Mental Health and Wellbeing leader to lead and implement wellbeing:

> The Labor Government will invest $200 million to expand the successful Mental Health in Primary Schools program to every single government and low-fee non-government primary school in Victoria – 1800 school campuses.
> Scaling up across the state from 2023, by 2026 every school will employ a Mental Health and Wellbeing Leader to implement a whole-school approach to wellbeing. (Victoria State Government, 2022)

Furthermore, if we look at a country whose PE has an explicit focus on the physical dimension only rather than a holistic approach; "the UK

ranked last for children's wellbeing among 21 of the world's richest countries in 2007, 16th among 29 in 2013 and 20th out of 35 of the richest countries in 2016" (United Nations Children's Fund, 2007; 2013; 2016; cited in Cale & Harris, 2019). This wellbeing concern continues today with the Mental Health of Children and Young People in England 2023 Report which found that 20.3% of 8–16-year olds had a probable mental disorder in 2023, rising to 23.3% for 17–19-year olds and 21.7% for 20–25-year olds (NHS England, 2023).

Reflecting on the wellbeing in the school community research finding, "as is the case for their students, the wellbeing of educators and school leaders has come under increasing strain in recent years" (AITSL, 2022). This was most recently evidenced in the UK by the death of Headteacher Ruth Perry, caused by an Ofsted inspection. Applying research of didactics which involves asking slightly different questions regarding educational practice, such as who is teaching, who is learning, when and with whom; a clear correlation exists between the wellbeing of educators and school leaders in a school community, and the wellbeing of the children (cf. Chapters 9 & 10).

Primary schools play a key role in children's health and wellbeing and according to education policy and guidelines around the world, should be prioritised. Kirk (2005) argues that early learning experiences are crucial to continuing involvement in physical activity and that currently only particular sections of the population are in a position to access quality experiences in schools and sport clubs. Furthermore, "the contribution of PE specialists in secondary schools may come too late to impact a majority of children in relation to their competence, perceptions and motivation" (Kirk, 2005, p. 240). It is argued that early years of education and primary school physical education have been neglected in education infrastructures around the world (Hardman, 2008a, 2008b; Lynch, 2015; Lynch & Soukup, 2017; UNESCO, 2014) which is a major problem. Hence, this research book investigates QPE implementation in primary schools around the globe, offering realistic directions to universally enhance children's health and wellbeing.

When exploring how educators can optimize children's wellbeing through quality physical education (QPE), there are a number of key themes and interwoven elements that need to be considered. The elements are borrowed and extended from the Health Promoting Schools (HPS) model but differ in that they have a 'movement' priority. Beginning at the top of Fig. 1.2 is the first element; the curriculum, teaching

and learning focus. Evidence-based research asserts that the movement focus in the PE curriculum also enhances the cognitive dimension (cf. Chapter 14)—this element explicitly states the value of movement in PE. The next key theme in Fig. 1.2 (moving clockwise) is holistic wellbeing. The wellbeing dimensions to consider in the whole child are split into two: 'social, emotional and spiritual wellbeing' and 'health and physical wellbeing'. At the bottom of Fig. 1, it is important to contemplate the 'school context' and how PE is inclusively implemented (including EDI). That is, how it is best organised and managed given the unique environment and facilities available (cf. place-based pedagogy, p. 90). This illustrates why this book is pertinent—it supplements quantitative research with qualitative, contextual evidence-based research (Chapters 11–15). Hence, this element is the inclusive 'socio-cultural' approach and 'whole school' approach, which literature suggests requires strong leadership and communication (IUHPE, 2009; Lynch, 2017). Continuing to move clockwise, the last key theme to be considered is community partnerships. These four elements offer a framework; helping to paint a 'big picture' of the relevant research to be explored in relation to how educators and schools can optimise children's wellbeing through the physical dimension.

Reflection

In this chapter the power of physical education (PE) to promote wellbeing is introduced. Think about your context. How is PE implemented? Who is responsible for teaching PE? Do all children/students enjoy PE and look forward to the lessons? Is PE integral to the wellbeing of all community members? Can you identify connections between PE implementation, wellbeing and learning in your context?

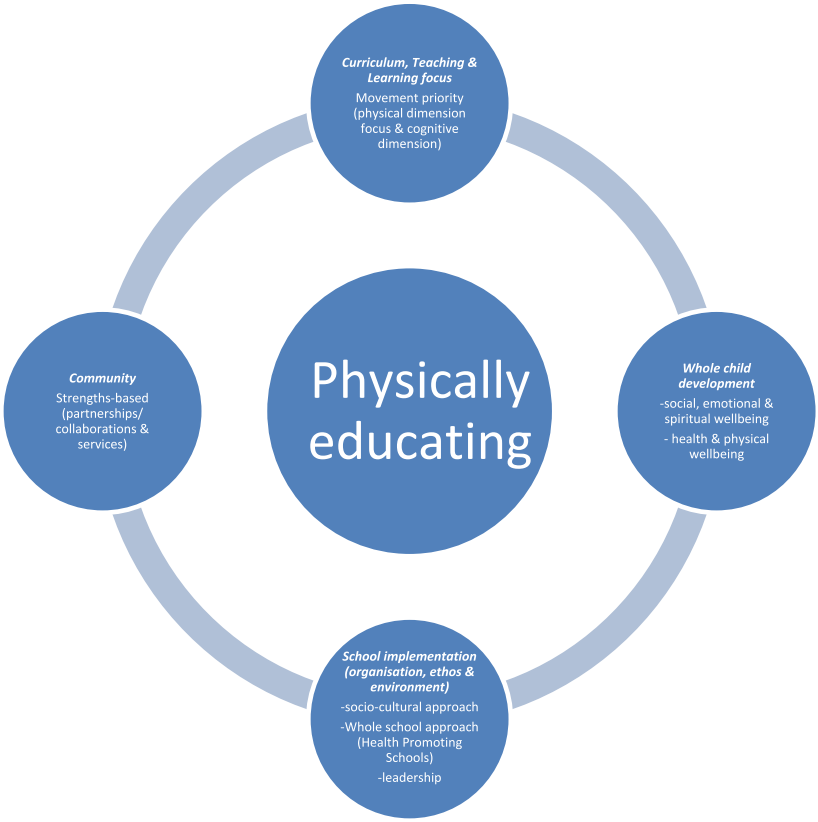

Fig. 1.2 Elements of quality physical education

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CHAPTER 2

Theories, Models and Approaches: Physical Education and Wellbeing

Beginning with the first element of quality physical education (cf. Figure 1.2) is Curriculum, Teaching and Learning. This chapter explores why having an in-depth understanding of educational theory is necessary for optimising children's wellbeing. Tracey and Morrow (2017) introduce the significance of theories; suggesting that often the way professionals approach education and research in practice are to a large degree driven by theories. This is supported by Ewing; "Different ideologies or beliefs will also impact on understanding knowledge and how learning happens. This in turn leads to different approaches to curriculum planning, evaluation and reporting processes" (2010, p. 23). It is argued that classroom teachers traditionally have been limited in this area, showing a lack of interest or knowledge about educational approaches (Tracey & Morrow, 2017).

It is advocated that linking theories to classroom (or sports field) practice will strengthen both classroom instruction and research; encouraging a wider use of approaches and selecting the most appropriate one to suit the particular context (referred to as 'pedagogy' and specifically place-based pedagogy, cf. p. 90). Similar to didactics of research, pedagogy is defined as the art or science of teaching (Quennerstedt & Larsson, 2015; Tinning, 2010) and involves three elements; the learning, teaching and curriculum (Kirk et al., 2006, p. xi). Pedagogies are similar to the

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_2

European research concept relating to teaching, learning and socialisation (Quennerstedt & Larsson, 2015, p. 2).

Theories are frameworks through which people view the world—a lens they may or may not be conscious of. Described by Tracey and Morrow as "explanations that are grounded in belief systems usually supported by extensive research and databases, and often held by large groups of people" (2017, p. 3). 'Models' are very similar to theories and often both terms are used interchangeably. However, it is argued that "models serve as metaphors to explain and represent theories" (Tracey & Morrow, 2017, p. 4), a set of plans or procedures (Kezar, 2001, p. 26). Hence, in PE there have been many models used to offer a 'game plan' for how to teach (pedagogy), thus representing a theoretical approach (Tinning, 2010).

More recent and popular PE models include Teaching Games for Understanding (TGFU) developed from Games for Understanding (Bunker & Thorpe, 1982), Games Sense (den Duyn, 1997), Play Practice (Launder, 2001), Games Concept Approach (Wright et al., 2004), Sport Education (Siedentop, 1994) and Hellison's Teaching Personal and Social Responsibility (TPSR) model (2011). "Health education framed through a social lens, with personal and social responsibility for health outcomes acknowledged", such as TPSR, is significant in relation to wellbeing (Miller et al., 2022, p. 7).

Tinning describes the most dominant PE curriculum models throughout the 1900s as Swedish gymnastics, movement education, health-related fitness (HRF), fundamental motor skills (FMS), sport education, TGFU and Games Sense (2010, p. 50). Curriculum is perceived in terms of approach; considering "the relationships and differences among curriculum's foundations and domains, its theory and practice, and the roles of participants" (Ornstein & Hunkins, 2017, p. 1). This is particularly significant in H, W & PE as "curriculum is crucial to the health of schools and society" (Ornstein & Hunkins, 2017, p. 1). Leahy, O'Flynn & Wright refer to Foucauldian governmentality to understand curriculum as practical "texts produced within political, economic and social conditions" (2013, p. 177).

Psychological Perspectives

As stated earlier, understanding the implementation of QPE to enable holistic health is complex. When investigating approaches to education and health it is also essential that the psychological perspectives which

frame the theory of knowledge are understood. Psychological perspectives act as the epistemological bed with which the approaches sit, hence they fundamentally influence teachers' decision-making skills, laws and public policies.

Biological Perspective

The biological perspective relates to the brain and nervous system, investigating plasticity, and brain structures. "This approach seeks to specify the neurobiological processes that underlie behaviour and mental processes" (Atkinson et al., 1990, p. 9). This perspective has built knowledge surrounding learning, memory, motivation and emotion through the conditioning of rats, cats and monkeys.

Behavioural Perspective

The behavioural approach relates to observing one's behaviour rather than their brain and nervous system. This perspective is derived from the American psychologist John B. Watson (1878–1958) in the early 1900s. Watson argued that objective science of psychology is only achievable by studying what people do—their behaviour. Behavioural psychologists who followed Watson include Pavlov and Skinner. The offspring of behaviourism, stimulus–response psychology "studies the relevant stimuli, and the rewards or punishments that follow these responses" (Atkinson et al., 1990, p. 11).

Cognitive Perspective

The modern cognitive perspective "is in part a reaction to behaviourism and in part a return to the cognitive roots of psychology. Like the nineteenth-century version, the modern study of cognition is concerned with mental processes, such as perceiving, remembering, reasoning, deciding, and problem solving" (Atkinson et al., 1990, p. 11). In PE this relates to the Information Processing Model (Lynch, 2017a, 2017b) which "stresses the importance of the internal cognitive processing of the learner" (Rink, 2010, p. 24) and relates to metacognition (cf. Chapter 14).

Differing to behaviourists, cognitive psychologists "believe that your behavior is determined by your expectations and emotions. Cognitive

psychologist Jean Piaget would argue that you remember things based on what you already know. You also solve problems based on your memory of past experiences" (http://mrmcnabb.weebly.com/5-major-perspectives-in-psychology.html). Swiss Psychologist, Piaget, studied children's cognitive development intensively over many years and developed a four stage theory of how children's abilities to think and reason progress. Within PE understanding the progress of children's motor development is equally as relevant; "the specialised area of study within the sub-discipline of motor control that deals with the description and explanation of these changes from the beginning to the end of life" (Williams, 2014, p. 68).

Psychoanalytic Perspective

The psychoanalytic perspective was developed by neurologist Sigmund Freud by combining:

> then-current cognitive notions of consciousness, perception, and memory, with ideas about biologically-based instincts to forge a bold new theory of human behaviour. The basic assumption of Freud's theory is that much of our behaviour stems from processes that are unconscious. By unconscious process Freud meant beliefs, fears, and desires a person is unaware of but that nevertheless influence behaviour. (Atkinson et al., 1990, pp. 12–13)

Forbidding children's natural impulses forces them out of awareness into the unconscious, "where they remain to affect dreams, slips of speech, or mannerisms, and to manifest themselves as emotional problems, symptoms of mental illness" (Atkinson et al., 1990, p. 13).

Phenomenological (Humanistic) Perspective

The phenomenological approach which is also referred to as the humanistic approach relates to subjective experience—the individual's personal view of events. It is about empowering the individual to be the best that they can be, self-actualisation. "We are the builders of own lives because each of us is a free agent - free to make choices and set goals and therefore accountable for our life choices" (Atkinson et al., 1990, p. 13).

Approaches to Education

Approaches to education sit within the psychological perspectives and influence PE; these include behaviourism, constructivism and critical. Approaches to curriculum reflect the teacher's belief about how children learn and how children are supported by families, communities and educators (Arthur et al., 2015).

Behavioural Approach

The Behavioural Approach is the oldest approach to education and has been the most dominant. According to Ornstein and Hunkins (2017), this approach is logical and prescriptive where goals and objectives are listed; and contents and activities are sequenced so that the goals can be achieved. "The learner is rewarded for small steps of learning and achievement with consistent positive reinforcement" (Westbrook et al, 2013, p. 9).

Ewing (2010) describes one of the founder's, Ralph Tyler (1949), conceptualizations of the behavioural approach to the curriculum; as a linear, sequenced recipe which begins with objectives, is followed by learning experiences, which emphasise learning of the prescribed content and then evaluating to see if the objectives had been achieved. Hence, learning is teacher-controlled, knowledge is experienced as separate subjects and there is little student choice or interaction (Westbrook et al, 2013).

There has been criticism of the behavioural approach—Ewing (2010) questions behavioural theorists such as Wheeler (1967, p. 11) whose objectives are described as deliberate and systematic planned attempts to change behaviour. "Pedagogic approaches that can broadly be described as 'behaviouristic' in origin may result in practices such as lecturing, demonstration, rote learning, memorization, choral repetition, imitation/copying or 'master classes'" (Westbrook et al, 2013, p. 9). Ewing gives the example of learning to recite river names as indicative of the behavioural approach and states that it doesn't constitute learning at all. "Critiques of behaviorism lie in the surface-nature of the knowledge acquired and the way in which 'one-size-fits-all' approach excludes students with individual differences" (Westbrook et al, 2013, p. 9).

PE, similar to all curriculum learning areas, has historically employed a behavioural approach. However, if PE is to succeed in enhancing children's wellbeing it must continue to become holistic in nature; that is, it can no longer afford to predominantly adopt a behavioural approach. For "While the simplicity of this means-end, objectives approach is its strength, it is also its strongest limitation. This is because it cannot take account of the more complex and integrated purposes and processes of education" (Ewing, 2010, p. 27).

However, there are arguments based on research into how humans best learn, that explicit instruction is the preferred pedagogical approach. "We should be teaching domain-specific knowledge, not generic skills" and "Initial instruction when dealing with new information should be explicit and direct" (Australian Government, 2014, p. 125). For the example of acquiring basic mathematical skills, "the research clearly shows that teacher-directed learning is better suited. Needless to say, these basic skills must be firmly in place before students can approach problem-solving questions with any degree of competence" (2014, p. 126). Furthermore, behaviourism has been dominant as it "could be held to be universal as a theory, applicable within a variety of contexts, both cost and time efficient and require fewer resources, including demanding less qualified and skilled teachers" (Westbrook et al, 2013, p. 9). Hence, the behavioural approach is influenced by business and industry with a focus on efficiency in schools which often means;

> eliminating small classes, increasing student-teacher ratios, hiring fewer administrators, reducing teacher salaries, maintaining or reducing operational costs and then preparing charts and graphs to show the resultant cost reductions... The goal was [is] to reduce teaching and learning to precise behaviours with corresponding measurable activities. (Ornstein & Hunkins, 2017, p. 2)

Embedded within the behaviourist approach is the 'utilitarian one' "where outcomes must be work-related and help a nation's economy be more productive in an increasingly challenging global environment" (Australian Government, 2014, p. 18). Hence, the behavioural approach is connected to a top-down directive, which historically within developed countries has been unsuccessful. This occurred within Australia during the 1960s and 1970s, which minimised the teacher's influence on curriculum reform (Kirk, 1990; Macdonald, 2003) and as a result, the changes did

not happen (Lawson, 1990; Sparkes, 1991). A behavioural, top-down governmental approach is currently happening within England, where the Office for Standards in Education, Children's Services and Skills (Ofsted) inspect and regulate. Ofsted set common ideals and expectations for every maintained school to strive for. From 2017 Ofsted have stated that:

- All of their work is evidence-led.
- Their evaluation tools and frameworks are valid and reliable.
- Their frameworks are fair.
- They aim to reduce inspection burdens and make their expectations and findings clear.
- They target their time and resources where they can lead directly to improvement (https://www.gov.uk/government/organisations/ofsted/about).

This statement does question the educational practice expected by Ofsted before 2017 before the practice was evidence-based. This is supported by Coffield who concluded from a study on behalf of the British Educational Research Association (BERA) that Ofsted "currently does more harm than good. Its methods, although changed every few years during the 25 years of Ofsted's existence, are still invalid, unreliable and unjust" (Coffield, 2017). Hence, Moran argues that "the Ofsted hand is fundamentally broken" (2019) and creates stress for school communities rather than raising standards (Jeffreys, 2023).

Historically, Ofsted inspections and judgements have weighted heavily on quantitative data, such as Year 2 and Year 6 national curriculum standardised testing (known as SATs). Corbyn speaks of "SATs and the regime of extreme pressure testing giving young children nightmares" (2019). Furthermore, it is argued that since 2010 due to austerity measures, education has been narrowed within the UK and only purpose has to have been for the economy or business (Corbyn, 2019). Quantitative research is "an approach that seeks to determine the relationships between variables and, particularly, cause and effect relationships" (Kervin et al., 2006, p. 36), hence, such research relates to the behavioural approach. This statement is supported by the Ofsted's Chief Inspector at the time, Amanda Spielman who during a speech delivered at The Festival of Education (23 June, 2017) stated:

> So I believe we have a vital role in balancing the accountability system. What we measure through inspection can counteract some of the inevitable pressure created by performance tables and floor standards. Rather than just intensifying the focus on data, Ofsted inspections must explore what is behind the data, asking how results have been achieved. Inspections, then, are about looking underneath the bonnet to be sure that a good quality education – one that genuinely meets pupils' needs – is not being compromised. (https://www.gov.uk/government/speeches/amanda-spielmans-speech-at-the-festival-of-education)

When Spielman speaks of data, she is referring to quantitative research data—performance tables and floor standards (e.g. SATs); where "variables of interest are very clearly spelled out, measurement is standardised, and results analysed through statistical means" (Kervin et al., 2006, p. 36). This is surprising in the field of education, as while the strengths of quantitative methods have been well suited to scientific research over the last century (Kervin et al., 2006), it is the richer and more varied insights offered by qualitative research that is commonly used in education and social sciences around the world (Kervin et al., 2006; Lune & Berg, 2017; Merriam, 1998; Moran, 2019; Salkind, 2017). Qualitative research is best suited because "Curriculum results from social activity. It is designed for both present and emerging purposes. Curriculum is a dynamic field" (Ornstein & Hunkins, 2017, p. 1).

The qualitative research approach is inferred by Spielman; "explores what is behind the data [quantitative], asking how results have been achieved" (2017). Hence it "provides insight into the subtle nuances of educational contexts and allows the exploration of the unexpected that cannot be accommodated in quantitative approaches" (Kervin et al., 2006, p. 37). Furthermore, "reports of qualitative research tend to adopt a narrative form that is more accessible to practitioners… and thus is more likely that the research findings will have an impact on educational practice" (Kervin et al., 2006, p. 37).

The need for qualitative data methods is invoked by Spielman; "interpreting data wisely and placing it in its proper context". Considering that the success of policy [curriculum] implementation ultimately depends on teachers and students (Gardner & Williamson, 1999), qualitative research methods are most appropriate as they enable the participants to share their stories and valuable insights on how the curriculum [including PE] is

taught and learned within the contexts of their schools. Moreso, a qualitative study approach in education acknowledges that meanings are socially constructed: "Social realities are constructed by the participants in their social settings" (Glesne, 1999, p.5).

Qualitative researchers establish credibility and trustworthiness through their data gathering, analysis and reporting—rather than focusing on quantitative terms of validity, reliability and generalisability (Kervin et al., 2006), as adopted by Ofsted. Hence, only relying on quantitative research methods, as Ofsted has traditionally done, limits findings within schools, as it ignores contexts and experiences. This assumes that every school within England, every classroom, every teacher and every child is the same; subsequently, it forms a paradox to the UK curriculum policy titled 'Every child matters'. Therefore, to add balance and give a deeper analysis of the school context, Ofsted is required to apply qualitative research methods also. As Kervin, Vialle, Herrington & Okely (2006) recommend, qualitative research enables the research findings to have an impact on educational practice.

Ofsted standards are overseen by the government which "reduce teaching and learning to precise behaviours with corresponding measurable activities" (Ornstein & Hunkins, 2017, p. 2), ensuring efficiency in schools. It can be argued that this top-down behavioural approach and associated funding cuts are failing miserably in the UK (Bottomley, 2023; Corbyn, 2019; Meredith & Fox, 2023; Richardson, 2018a; Walker, 2023). Reports have included:

- increased teacher workloads, resulting in record numbers of early career teachers leaving the profession (Corbyn, 2019; Coughlan, 2017a; Smith, 2023);
- record high numbers of teachers suffering from job stress and feeling undervalued, including depression and anxiety (BBC, 2022; Brennan & Henton, 2017; Corbyn, 2019; Education Support Partnership, 2017; Education Support, 2023);
- regular strike threats; and frustrated head teachers leaving the profession (Coughlan, 2017b; Richardson, 2018b; Shearing, 2024; Smith, 2023);
- 95% of Headteachers feeling stressed, 89% of Senior Leaders feeling stressed (Education Support, 2023) and a shortage of headteachers (Clarke, 2022; Smith, 2023; Walton, 2014);

- experienced quality teachers being lost to the profession, resulting in reduced teachers in schools; increased number of unqualified teachers and increased class sizes (Burns, 2018; Corbyn, 2019; Lynch, 2023; Sellgren, 2017; Smith, 2023).

Due to the shortage of teachers in England, Initial Teacher Education (ITE) is being replaced by quick fix and ad-hoc Initial Teacher Training (ITT) programmes, where the time involved for UK Qualified Teacher Status (QTS) has been reduced from the traditional four year Bachelor of Education courses to as little as 12 weeks for candidates with recognised prior learning (https://www.tes.com/institute/assessment-only-route-qts). Consequently, it can be argued the quality of teacher preparation and quality education has diminished.

Furthermore, quality assurance extends to the regulators themselves, who is regulating the regulators—Ofsted? Following the recent death of UK Headteacher, Ruth Perry, school inspections as a whole have been questioned (Jeffreys & Evans, 2023), including the experience and qualifications of the inspectors. In English-maintained schools, his Majesty's Inspectors are required to have QTS, as well as successful experience (over five years) in school senior leadership (National Careers Service, 2024). However, unqualified teachers, who are 31 per cent cheaper (Department for Education, 2022), can become inspectors in British Schools Overseas (BSO) and do not require any school senior leadership experience—this can have dire consequences (Fazackerley, 2023). The circumstances leading to the tragic death of Headteacher Ruth Perry, the state of wellbeing in school communities and consideration of what the implications are for OFSTED going forward, are reflected upon in Chapter 8.

Subsequently, the UK has been described as 'lagging behind', and 'flat in a changing world' in the Programme for International Student Assessment (PISA) world rankings based on OECD tests (Coughlan, 2016). The PISA tests are taken by 15-year olds in maths, reading and science every three years from over 70 countries (79 in 2022). In 2015, the UK was ranked 27th in maths, the lowest in the 18-year history of participation; 22nd in reading and 15th in science. In 2018 the UK's results were their best ever, ranking 18th in maths, 14th in reading and 14th in science. However, in their most recent PISA results (2022) "average scores returned, in mathematics and reading, close to their pre-2018 level, reverting all gains observed in the previous cycle. In science, the most

recent PISA results are close to the results observed in 2018, but below those of any previous assessment—confirming a decade-long decline that began around 2012" (OECD, 2023). In summary, theUK's performance across the three learning areas has remained stable since 2006.

Hence, government efforts to produce and control 'trained teachers' (behavioural approach) rather than emphasising 'educators' (constructivist approach) have emanated limited trust in the profession. This is also directly related to the limited teacher and school leader qualification requirements. The absence of trust is witnessed by the overemphasis of teachers evidencing class progress, which results in increased workloads and subsequently, deducts from the teacher-student quality learning experience (Corbyn, 2019). As the PISA results suggest this has been ineffective and even counterproductive compared to quality educators spending quality learning time with students—as seen in countries such as Singapore, Hong Kong (China), Canada, Finland and Ireland (OECD, 2019; OECD, 2023; PISA, 2015).

Constructivist Approach

In the Constructivist Approach "educators recognise 'active learning' or 'play-based learning' where children learn across emotional, social, physical and cognitive areas" (Arthur et al, 2015, p. 427).

> Play-based learning capitalises on children's natural inclination to be curious, explore, and learn. Children actively construct their own understandings that contribute to their own learning. In play experiences children integrate their emotions, thinking and motivation that assists to strengthen brain functioning. They exercise their agency, intentionality, capacity to initiate and lead learning, and their right to participate in decisions that affect them, including about their learning. (AGDE, 2022, p. 8)

Given that this book adopts 'education through movement' as a lens to describe and advocate a holistic approach towards child health and wellbeing—this premise is underpinned by the constructivist approach. Moreso, "Children as active learners participate in integrated hands on experiences with open-ended materials as they construct new meanings" (Arthur et al, 2015, p. 427). Constructivism is based mainly on Piaget (1896–1980) and perceives "the mind as inherently structured to

develop concepts and acquire knowledge" (Westbrook et al, 2013, p. 10). It involves "individual learners actively exploring their environment by building on their existing cognitive structures" (Westbrook et al, 2013, p. 10).

The constructivist approach focuses on the process rather than the end result; influenced by theorists such as Bruner (1986, 1960) and Stenhouse (1975). "It emphasizes the importance of understanding how we learn and that, therefore, learning processes themselves must be carefully planned and organized to meet the needs of the learners, and to allow them to learn in different ways" (Gardner, 1983; cited in Ewing, 2010, p. 29).

> Learning experiences should be meaningful and engaging and learners must see the point of what they are learning because in reality they are the ones who control what they learn. While knowledge is acknowledged as important, the teacher is not viewed as the transmitter of the knowledge but rather a co-learner and a facilitator of the learning process for students. (Ewing, 2010, p. 29)

Learners actively explore their environment to build on their existing knowledge base. It is imperative that PE teachers have expertise in the subject content so that they can provide developmentally appropriate activities that enable individuals to continue making progress. Hence, in the constructivist approach, "Individual and group work centred around problem solving and project work is appropriate. Concrete activities are privileged for younger children, with activities involving symbolic and abstract thought reserved for older students" (Westbrook et al, 2013, p. 10). For example in the early years of PE:

> Consistent with the socio-cultural approach and comparable to play-based pedagogy, learning motor skills requires scaffolding and guidance from an expert to assist the child to become competent. Scaffolding sits within Vygotsky's zone of proximal development and expertise may involve family and community partnerships. While tasks may be initially challenging for the child, practising should be enjoyed regularly if the child is to master the skill. (Lynch, 2017b, p. 88)

Therefore, if teachers know their students and their students' interests, as part of a unique learning context deep understanding, then they can plan learning experiences that the learners will want to engage in.

The students will "make connections with and relevance to their own lives" (Ewing, 2010, p. 29). The constructivist approach also relates to didactic research. Quennerstedt and Larsson (2015) refer to the classical work of Czech scholar and teacher educator John Amos Comenius who in 1657 wrote the main objective of didactic research is "to find a method of instruction, by which teachers may teach less, but learners may learn more; by which schools may be the scene of less noise, aversion, and useless labour, but of more leisure, enjoyment, and solid progress" (p. 4; cited in Quennerstedt & Larsson, 2015, p. 2).

The term social constructivism is also used, implying that knowledge is socially constructed and learning is a social process. Meaning making is prioritised in familiar contexts and mediated using cultural tools, especially language (Westbrook et al, 2013, p. 10). Teachers apply Vygotsky's Zone of Proximal Development "where tasks are too difficult for a child to perform independently, but are possible with the assistance of more knowledgeable others" (Arthur et al., 2015, p. 431).

The 1999 Queensland (Australia) Health and Physical Education (HPE) Years 1 to 10 Syllabus sits within constructivism and advocates the inquiry-based approach to develop problem-solving and decision-making skills (connecting to metacognition). This curriculum document was purposefully chosen because it was in many ways the leading H, W & PE curriculum document. While there has since been a new national HPE curriculum released in November 2013, there have been many similarities drawn between this most recent national Australian Curriculum for HPE and the 1994 HPE National Statement and Profile, which provided a foundation for the construction of the 1999 Queensland HPE (P-10) Syllabus (Lynch, 2017a).

The inquiry-based model has been evidenced through research as a successful HPE framework for guiding teachers when designing units of work (Lynch, 2016). The iterative cycle involves four stages: understand; plan; act and reflect. The 1999 Queensland HPE curriculum contributed to lifelong learning described as:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an efficient communicator;
- a participant in an interdependent world;

- a reflective and self-directed learner (Queensland School Curriculum Council, 1999, p. 5).

As a participant in an interdependent world;

> Learners develop a sense of responsibility for the wellbeing of themselves, of others and of the environment. They develop an understanding of social justice principles by:

- learning about the values and views of other groups;
- planning ways and developing skills to redress inequities (Queensland School Curriculum Council, 1999, p. 3).

Hence, constructivism "is associated with so-called twenty-first century lifelong learning" (Australian Government, 2014, p. 125). The twenty-first-century lifelong learning skills include:

- Communication skills
- Numeracy skills
- ICT skills
- Thinking skills and problem solving
- Self-management and competitive skills
- Study and work skills
- Social skills
- Physical skills
- Aesthetic skills (UNESCO, 2019).

Furthermore, Miller et al. (2022) encourage practitioners to embrace the Australian Curriculum Assessment and Reporting Authority's (ACARA) seven general capabilities for inclusion: critical and creative thinking; digital literacy, ethical understanding, intercultural understanding; literacy; numeracy; and personal and social capability.

Examples of pedagogies used in constructivism include project work, individual activity, experiential, Montessori; Steiner and Pestalozzi education in the US and Europe, reciprocal teaching of reading in the US, communicative learning, cooperative learning and group work element in national strategies (Westbrook et al, 2013, p. 12).

A Critical Approach

> Critical pedagogies, originating from Paulo Freire (1972) in Brazil, aim towards pursuing a fuller humanity, social emancipation and transformation, led by 'the oppressed', such as the poor and women. This is a through a dialogic, reflective approach wherein the teacher is no longer authoritative but, as an intellectual, enables students to develop critical consciousness of their own oppression and to act on the world as they learn in order to change it. (Westbrook et al, 2013, p. 11)

Ewing draws on the work of Habermas (1984) to describe a critical approach as; "seeks to go beyond simple cause-effect or process oriented emphases" (2010, p. 30). The student also "shares responsibility for teaching and learning processes, along with the teacher and the whole group" (2010, p. 31). Collaborative and individual experiences are all important and vary depending on the context. The teacher is responsible for providing scaffolded learning. In reality, the curriculum comprises all the experiences that occur in a particular context (Pinar, 1975).

In this approach "competitive examinations and traditional academic subjects are seen as reinforcing inequality and being biased towards students from privileged backgrounds" (Australian Government, 2014, p. 20). The Liberal-humanist view also is embedded within a critical approach which specifically "differentiates between training and education, and is based on the belief that whereas the first is committed to skills and competencies directed towards utilitarian ends, the other is concerned with knowledge and understanding" (Australian Government, 2014, p. 20). Examples of pedagogies used in a critical approach include critical pedagogies such as Philosophy for Children in England and student voice (Westbrook et al, 2013, p. 12). Leahy et al. (2013) note that the inquiry approach adopted in the 1999 Queensland HPE (P-10) Syllabus was renamed a 'critical inquiry' approach as one of the five key propositions that underpin the 2013 Australian Curriculum: HPE. Furthermore, they argue that critical approaches have influenced the educational thinking that has shaped curriculum development in both health education and physical education since the late 1980s in Australia, New Zealand and the UK.

Which Approach?

Ornstein & Hunkins suggest that when considering education and, in particular, the curriculum covered that there are no precise answers to which approach should be used and this is intentional (2017, p. 1); it is about increasing understanding with regard to the complexities surrounding this issue. They argue that schools do tend to commit to one particular approach although many educators do not, "Rather, they emphasize one approach in some situations and advocate other approaches in other situations" (Ornstein & Hunkins, 2017, p. 2). This is why it is so important that curriculum designers, curriculum specialists, curriculum students and teachers need to continue to develop their understanding.

In the latest Australian curriculum reform review it was encouraged that teachers should use an eclectic choice of approaches to suit the context, as advocated by Lynch (2014). Ornstein and Hunkins (2017) support and emphasise the importance of context. Hence, the purpose of education is to achieve all approaches:

- Develop practical skills, strengthen productivity (utilitarian).
- Prepare and deal with the future (twenty-first-century learning).
- Develop the child (personalised learning).
- Critique society (equity and social justice).
- Introduce students to the best that has been thought and said (enculturation). (Australian Government, 2014, p. 24).

All approaches have a place and evidence-based research suggests that there should not be a prevalence of certain approaches (and pedagogies embedded within) over others. However, the "curriculums for geography, history and science [also health and physical education] all privilege inquiry-based and student-centred teaching and learning" which sit within constructivism (Australian Government, 2014, p. 5).

Reflection

In this chapter the three key approaches to education are discussed. Think about your context. How is the behavioural approach presented? How is the constructivist approach presented? How is the critical approach presented? Is there a predominant approach in existence within your

context? If so, why do you think this is the case? What are the strengths of each education approach within your context?

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CHAPTER 3

Approaches to Health and Wellbeing

It is suggested that a curriculum approach reflects views of schools and society (Ornstein & Hunkins, 2017). An educator's curriculum approach may conflict with the formal organisational view, as teacher's approaches can be influenced by external or governing bodies:

> The school curriculum is never value free as it either implicitly or explicitly embodies a particular educational philosophy related to the purpose of education. Different approaches to education also embrace a range of beliefs about the role of education, the place of schools in society and what it means to be educated. (Australian Government, 2014, p. 17).

Associations between public health and HPE can be traced back as far as the 1800s (Alfrey & Brown, 2013). Hence, educators need to also be aware of the influence of external or governing bodies and ulterior motives (Stirrup & Hooper, 2022). In particular, the term 'Governmentality' has been coined, which is concerned with the art of government (Chamberlain, 2014). Governmentality comes from the work of Michel Foucault and involves public health regulation as an "exemplary paradigm of the deployment of governmental strategies that seek to shape the conduct of individuals and collectives" (Tinning, 2010, p. 147). Thorpe warns that governmentality illustrates a "declining faith in the institutions responsible for governing education" (2003, p. 147). However,

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it is argued that "professionalism in learning areas should be trusted to develop the best curriculum" (Australian Government, 2014, p. 116).

The modern approach towards public health and health education considers determinants of lifelong health and wellbeing—some factors being more in the individual's control than others (Corbin et al., 2011). Health and wellbeing lifestyle determinants include:

- Personal actions and interactions—cognitions and emotions (greater individual control)
- Healthcare system access and compliance (some individual control)
- Environmental factors—physical, social and cultural, spiritual, work-site, other (some individual control)
- Heredity, Age, Disability (individual has least control) (p. 10).

The literature acknowledging the 'big picture' of health and the determinants which may or may not be in an individual's control sits within the World Health Organisation's (WHO) definition of health; "a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being, without distinction of race, religion, political beliefs or economic and social condition" (WHO, 1948). Hence, the next element of quality physical education when exploring health approaches that influence teachers and children is whole child development (cf. Figure 1.2). However, the findings from a research study in a case study school suggest that children's physical health is the key to the promotion of wellbeing.

> Physical education was prioritised by the school with a specialist teacher employed to passionately implement one hour of PE each week for all pupils. This was supplemented by the classroom teachers implementing another hour, giving the children two hours of PE each week. There were also lunchtime, inter-school and intra-school competitions organised for children from Year 2–6. Experiential learning and learning through movement were further prioritised with the introduction of nature-based Forest School (Tiplady and Menter 2020). This was a 2-h lesson per fortnight. Holistic education through movement was also enabled through play-based education in the early years (Lynch 2019). Learning through the physical dimension offered balance to the content across maths, reading and writing. Teachers' well-being was also an essential variable to curriculum

> recovery and was prioritised by offering Pilate's classes every Monday afternoon, free of charge. This was implemented using a strength-based approach and again by using staff meetings to complete work that would normally have to be done after school (Maslow 1943). Through discussions, observations and interviews (assessing and monitoring), teacher's well-being improved as did the children's. (Lynch, 2022, pp. 12–13)

Through this exploration, the complexity of implementing health and wellbeing in schools is identified (Cale & Harris, 2023). It is important to note that holistic development has not always been the priority as the following health approaches illustrate.

Biological Approach

Medical Model

The medical model is individualistic; it focuses on cure rather than prevention and subsequently members of society who are diseased. The healthcare system is a key player in the medical model where "traditional medicine has focused primarily on the treatment of illness with medicine, rather than illness prevention and wellness promotion" (Corbin et al., 2011, p. 10).

> Developed during the age of Enlightenment in the 18th Century, when the traditional natural sciences began to dominate academia and medical practice. The belief that science could cure all illness and disease has remained a core element of modern medicine. This concept of health may be easier to understand as it makes health an attribute you can measure simply by determining if a disease is present or not. However, the strong emphasis on the absence of disease as an indicator of good health, and the overdependence on the influence of medical science in health, ignores the power of other important influences. (Community Development & Health Network, n.d)

The medical model does not sit within the WHO's definition of health (1948) and has three major criticisms:

- it supports the false notion of dualism in health, whereby biological and psychological problems are treated separately;
- it focuses too heavily on disability and impairment rather than on individual's abilities and strengths and

- it encourages paternalism within medicine rather than patient empowerment (Swaine, 2011).

Behavioural Approach

Similar to the behavioural approach in education, health objectives can be perceived as being deliberate, systematic, planned attempts to change behaviour. It assumes that simply by advocating and providing information about having a healthy lifestyle [optimal wellbeing] is enough to change an individual's behaviour. Information such as:

- Engaging in regular physical activity
- Eating well
- Managing stress
- Avoiding destructive habits
- Practising safe sex
- Managing time
- Being an informed consumer
- Adopting good health habits
- Adopting good safety habits
- Learning first aid (Corbin et al., 2011, p. 10).

Transtheoretical Model of Behaviour Change

The transtheoretical model of behaviour change [also known as stages of change] (Prochaska & DiClemente, 1983; Prochaska et al., 1992) is founded on changing behaviour of an individual by practising self-management and self-planning skills. The model acknowledges that most people find it extremely difficult to make healthy lifestyle changes, relates to the level of motivational readiness to adopt a specific health behaviour and is an iterative and integrative process (similar to the inquiry-based approach). It is an example of a biopsychosocial model used to conceptualise the process of intentional behaviour change. However, it does assume that all determinants are within an individual's control.

Prochaska and his colleagues suggest that there are five stages of lifestyle change:

- Precontemplation—I don't want to change
- Contemplation—I am thinking about change
- Preparation—I am getting ready to make a lifestyle change
- Action—I have made some lifestyle changes
- Maintenance—I regularly practice healthy lifestyles (active for years, behaviour is automatic); sometimes referred to as termination (e.g. No longer smoke) (Corbin et al., 2011).

The factors influencing change include:

- Personal factors—age, gender, heredity, current health and fitness
- Predisposing factors—self-confidence, self-efficacy, safe environment, access (Am I able?); and self-motivation, enjoyment, balanced attitudes, beliefs and knowledge (Is it worth it?)
- Enabling factors—goal setting, self-assessment, self-monitoring, self-planning, performance skills, coping skills, consumer skills and time management
- Reinforcing factors—success, family support, peer support and support of health professionals (Corbin et al., 2011, p. 25).

Being familiar with constraints and the ability to overcome such barriers is a key self-management skill. Also, knowing the reasons why people do carry out the behaviour one is aspiring towards can assist. Self-planning is also a focus and is viewed as an important self-management skill. Self-planning skills include:

1. Clarifying reasons
2. Identifying needs
3. Setting personal goals
4. Selecting programme components
5. Writing the plan
6. Evaluating progress (Corbin et al., 2011).

Social Approach to Health

Social Model to Health

The social model of health was developed in reaction to the traditional medical model. The social model examines all the factors which contribute to health such as social, cultural, political and environment (e.g. poor housing), as it is well documented that both stress and low self-esteem can have a negative impact on health (Wilkinson & Marmot, 2003).

Social-Ecological Model (SEM)/Social-Cultural Approach

As stated by Lynch (2012), the complex layers of relationships between individuals and groups, involving personal, interpersonal and environmental factors which can be categorised as constraining and enabling, are captured within the social-ecological model designed by Sallis et al. (2006). The Social-Ecological Model (SEM) approach identifies potential environmental and policy influences on four domains of active living: recreation, transport, occupation and household. The SEM is supported by McMurray (2007) who suggests that community is a socio-ecological concept and

> systems of dynamic, interactive relationships between people and their physical, geographic, personal and social networks. Communities are ecological in that the relationships within the community not only connect people to the community, but give back to the community what it needs to sustain itself. (p.13)

Within literature more recently the SEM has been used to identify barriers for primary school classroom teachers responsible for teaching PE:

> used to provide a conceptual framework to analyse, explore and understand the multiple factors that influence teacher behaviours at the intrapersonal (individual), interpersonal (social), physical environment and policy levels (Elder et al., 2007; Hyndman, Benson, & Telford, 2014; Whittle, Telford, & Benson, 2015). The intrapersonal level consists of genetic characteristics, psychological influences (Stokols, 1992), learning histories (Hovell et al. 2009), behaviours, intentions and expectations (Glass and McAtee 2006). The interpersonal level consists of socio-cultural influences that interact with an individual such as family, friends, peers, cultures

> and support networks (Wattchow et al., 2013). The physical environment level refers to the structural components and resources within an environment that either facilitate or reduce the potential for a behaviour or outcomes (Wattchow et al., 2013). The policy environment level refers to laws, regulations and policies that impact behaviour across jurisdictions such as uniform requirements, access to funding and teaching guidelines. Combined, these factors can influence the behaviour of teachers and educators (Wattchow et al., 2013). (Hyndman, 2017, p. 27).

SEM's relevance has been identified across the globe. Furthermore, the growth and needs within various school communities are described:

> Reflecting increasing interest in not just students' academic performance, but their overall health and well-being, these curriculum reforms emphasise students' social and emotional skills and experiences, alongside cognitive development and academic outcomes. Such reforms often recognise the complex pathways for these outcomes to be developed in inter-dependent and ecological contexts. (OECD, 2019, p. 75)

Within the education field and specifically the implementation of the holistic Health, Wellbeing and Physical Education (H, W & PE) curriculum, the Social Model of Health has been represented and described in policy documents and literature as the socio-cultural approach. The socio-cultural approach relates directly to an inclusive learning experience for all children, catering for the diverse needs of a school community (Stirrup & Hooper, 2022). This approach is supported by the OECD Future of Education 2030: Making Physical Education Dynamic and Inclusive for 2030 report:

> Alongside the global trends that are rapidly changing the world, countries and jurisdictions must adapt and respond to nuanced local circumstances, priorities and expectations rooted in social, cultural and historical contexts... it is suggested to develop and deliver dynamic and inclusive physical and health education curriculum for children and adolescents today, and to ensure an effective implementation entrusted with agency models. (OECD, 2019, p. 74)

Hence, within the education field and specifically in relation to how the holistic H, W & PE curriculum is best implemented, the Social Model to Health is advocated; more specifically the socio-cultural approach,

which "acknowledges that health behaviour is closely related to social and cultural factors" (Ruskin et al., 2008, p. 32). Recent reforms in countries around the world in physical and health education are widely motivated by concerns over student wellbeing (OECD, 2019). "Well-being is not a singular or static concept. It encompasses a broad range of psychological, cognitive, social and physical qualities that underpin the overall development of the whole person" (OECD, 2019, p. 75).

Holistic HPE is described by Lynch and Soukup (2016):

> The introduction of the sociocultural approach saw a philosophical shift using a "holistic" discourse in PE. This holistic view was influenced by an inclusive ideology and in some regions of the world was relabelled HPE. This shift has occurred on numerous occasions throughout history, but most recently began as a complex counter discourse to those associated with the "body as object" [dualism] philosophy. The whole child view was "informed by critical pedagogues and pedagogy in Australia, the United Kingdom and New Zealand in the 1980s and 1990s" (Cliff, Wright, & Clarke, 2009, p. 165). This holistic discourse had important implications for PE teachers and students, "because its attention to social and cultural influences on health put it in opposition to notions which locate responsibility for health almost solely in the individual and their decisions" (Cliff et al., 2009, p. 165). This discourse changed perception of the body as a separate object, to that of the "whole person"; body, mind, spirit and well-being, along with their social and cultural context.

The socio-cultural approach in education and in particular, H, W & PE, is described in more detail in Chapter 10.

SEM and specifically the socio-cultural approach are essential to achieve UNESCO's goal to enable the promotion of better health and well-being for all children and young people. "This, in turn, will contribute to achievement of the Sustainable Development Goals [SDGs], particularly those related to education, health and gender equality" (UNESCO, 2016, p. 8). The SDGs apply to all countries, developed and developing (Lynch, 2016) and build on the 2000–2015 Millennium Development Goals (MDGs), 'Transforming our world: the 2030 Agenda for Sustainable Development', consists of 17 Goals and 169 targets. These goals "are truly global challenges that require solutions involving all countries" (Thwaites, 2015).

Goals 3 and 4 are representative of H, W & PE. In particular specific Targets 3.4, 3.d and 4.1:

Goal 3: Ensure healthy lives and promote wellbeing for all at all ages.

3.4—By 2030, reduce by one-third premature mortality from noncommunicable diseases (NCD) through prevention and treatment, and promote mental health and wellbeing.

3.d—Strengthen the capacity of all countries, in particular, developing countries, for early warning, risk reduction and management of national and global health risks.

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes.

As Target 3.4 and research indicates, mental and social wellbeing is promoted by engaging in regular physical activity (Commonwealth of Australia, 2014; Lynch, 2015; Parkinson, 2015; Public Health England, 2015; Richards, 2016; Salmon et al., 2011). Furthermore, "According to the United Nations (UN) 'partnerships' are essential for implementation of Sustainable Development Goals (SDG) and continued efforts towards equality in health and wellbeing" (Lynch, 2016, p. 1). This is supported by Elliott who suggests that at the "core of promoting children's health and wellness in early childhood and school environments is communication and partnerships with families, and strong links between school, home and community" (2014, p. 191).

Reflecting on the inclusive socio-cultural approach towards holistic HW & PE, UNESCO's goal is to enable the promotion of better health and wellbeing for all children and young people—specifically through working towards the Sustainable Development Goals. Clarity is offered in the description of physical education, described "as the only curriculum subject whose focus combines the body and physical competence with *values-based learning* and communication, [which] provides a learning gateway to grow the skills required for success in the 21st Century" (UNESCO, 2015, p. 6). Values-based learning and the opportunities for teaching and learning experiences in HPE will be investigated in Chapters 9 and 10.

Reflection

In this chapter key approaches to health and wellbeing are discussed. Think about your context. Does the medical model exist? How is the behavioural approach presented? How does the socio-cultural approach influence your context? Is there a predominant approach in existence within your context? If so, why do you think this is the case?

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CHAPTER 4

Global Policy: Holistic Health, Wellbeing and Physical Education Evolution

When considering Quality Physical Education (QPE) implementation in primary/elementary and secondary schools and subsequent child well-being, the promotion of health is of major significance. Hence, this chapter relates to various elements of quality physical education (cf. Figure 1.2) including Curriculum, teaching and learning; Whole child development; School implementation; and Strength-based community partnerships. The Health within Physical Education (PE) has impacted many parts of the world as evidenced by curriculum policy; the Health, Wellbeing and Physical Education (H, W & PE) revolution has and continues to grow globally. Furthermore, the worldwide survey of school PE found that countries of 'Best Practice' had a common theme relating to "promotion of health and healthy lifestyles" (UNESCO, 2014, p. 10). Hence, when considering quality physical education (QPE) implementation in primary/elementary and secondary schools around the world, the promotion of health is salient.

The volume of holistic HPE literature found in international, peer-reviewed journal articles and research books suggests that Australia has led the way in HPE nomenclature and curriculum reform (Lynch, 2016). In Australia, the HPE Framework document is described as an 'ideal' policy document (Hickey et al., 2014), more specifically, it is a public

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https://doi.org/10.1007/978-3-031-72874-7_4

incremental educational policy (Dinan-Thompson, 1998) that has gradually been enacted by Australian schooling systems over the last 25 years (Lynch, 2005, 2014; Macdonald, 2013).

Policies are a matter of the 'authoritative allocation of values', the operational statements of values, or 'statements of prescriptive intent' (Kogan, 1975, p. 55). The HPE national curriculum provides a flexible framework conceptualised as text (Penney, 2014). "Public policy is whatever governments choose to do or not to do" (Dye, 1984, p. 1). Text or written curriculum is defined by Goodson (1988, p. 9) as:

- an important part of a consolidated 'state' system of schooling;
- setting 'standards' and defining statements of intent and
- providing clear 'rules of the game' for educators and practitioners, parameters but not prescriptions.

Australian Education Departments' health and wellbeing outcomes, frameworks and statements all directly relate to the Health and Physical Education learning area:

> 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)

As discussed in Chapter One, the gap in practice that modern research illustrates is that PE implementation is not progressing (unlike educational policies). This is the case for many countries across the globe, whether or not they combine Health with Physical Education and espouse holistic education. Hence, although Australia has promoted an inclusive, holistic approach to H, W and PE over the last 25 years, PISA data indicates there is room for improvement in the curriculum's implementation. Australian 2022 PISA results for students' sense of belonging (wellbeing) were above the OECD average for making friends easily at school, 78% (OECD average: 76%) and below the OECD average for feeling that they belong at school, 70% (OECD average: 75%) (cf. Table 4.2, p. 63). Also, 18% reported feeling lonely at school and 21% like an outsider or left

out of things at school (OECD average: 16% and 17%) (OECD, 2023b), which was above the OECD average but was not statistically significant.

The holistic health and wellbeing shift is not unique to Australia, as identified by other developed countries, but not all. This is further evidenced by the OECD Future of Education 2030: Making Physical Education Dynamic and Inclusive for 2030 Report; "Physical and health education curriculum reform has become a policy focus in many OECD and partner countries and jurisdictions looking to promote student health and well-being" (OECD, 2019, p. 3). For this report a comparative study was conducted across 18 countries and jurisdictions. The OECD countries/jurisdictions participating were Australia, Chile, England (UK), Estonia, Japan, Korea, Luxembourg, Norway, Ontario (Canada), Portugal, Scotland (UK), Switzerland, Turkey and Wales (UK). The other four partner countries/jurisdictions were China, Hong Kong (China), Kazakhstan and the Russian Federation. Data was gathered through various means including "desktop research, international working groups, an international comparative survey on physical education, and national/jurisdictional case studies with input from experts, academics, policymakers, teachers and school leaders" (OECD, 2019, p. 3). Australia, Ontario [Canada], China, Japan, Korea, and Wales [UK] reported including health education content, mainly combined within physical education, in one subject (OECD, 2019).

This is supported by literature which suggests holistic Health & Physical Education (HPE) philosophy has been adopted by the US (Lynch, 2016), Canada (Kilborn et al., 2016) and parts of the UK (Wales, Scotland and Northern Ireland). In the US, similar to Australia, each state controls education policy and curriculum implementation; hence, it differs in quality between states and between schools. While there is no national curriculum as such, there is a National Framework for Physical Activity and Physical Education known as the Comprehensive School Physical Activity Program (CSPAP). The National Framework (CSPAP) is supported by National Initiatives which has included 'Let's Move! Active Schools' (LMAS), 'Presidential Youth Fitness Program' (PYFP), the 'CDC's (Centers for Disease Control and Prevention) State Public Health Actions Program' and 'CDC Healthy Schools'.

> CDC Healthy Schools works with states, school systems, communities, and national partners to prevent chronic disease and promote the health and well-being of children and adolescents in schools. The Whole School

> Whole Community Whole Child (WSCC) model is our framework for addressing health in schools. (Centers for Disease Control and Prevention, 2023)

According to the OECD PISA results for students' sense of belonging which is indicative of health and wellbeing; in 2022, 75% of students in the US reported that they make friends easily at school (OECD average: 76%) and 70% felt that they belong at school (OECD average: 75%). Meanwhile, 22% reported feeling lonely at school, and 24% like an outsider or left out of things at school (OECD average: 16% and 17%) (OECD, 2023ff). This was an improvement across all areas when compared to 2018 results but it did not change significantly. In 2022, 21% of students in Canada reported feeling lonely at school, and 21% like an outsider or left out of things at school (OECD average: 16% and 17%) (OECD, 2023f).

In the UK, Wales introduced wellbeing over 10 years ago, influenced by the Wellbeing of Future Generations Act (2015) and "showed a greater commitment to cross-curricular links" (Griggs, 2012, p. 4). Health and Wellbeing is one of six areas of learning and experience in Wales (HWB, 2024). In Scotland Health and Wellbeing includes: physical education, physical activity and sport; mental, emotional, social and physical wellbeing; planning for choices and changes; food and health; substance misuse and relationships, sexual health and parenthood (Griggs, 2012; Scottish Government, 2024). It is important to note that the UK consists of four constituent countries; Wales, Scotland, Northern Ireland and England. Each nation has its own unique education curriculum. Furthermore, the requirements of becoming a teacher and school leader change from nation to nation. England has 56, 536, 000 people which is 84% of the UK's population (67, 026, 000) (Office for National Statistics, 2024). Therefore, the UK results are a better reflection of England than any other UK country. In 2022, 25% of students in the UK reported that they were not satisfied with their lives. In 2018, about the same number of students were not satisfied with life (26%) (OECD, 2023ee). Students not satisfied, rated their satisfaction with life between 0 and 4 on a scale ranging from 0 to 10. Students' satisfaction with life, more generally, declined in many countries and economies over recent years. On average across OECD countries, the proportion of students who are not satisfied with life increased from 11% in 2015 to 16% in 2018 and 18% in 2022.

Other nations such as New Zealand have a 'Health and Physical Education' key learning area—"where the focus is on well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts" (New Zealand Ministry of Education, 2014). The latest OECD PISA results for New Zealand students' sense of belonging (wellbeing) were consistent with 2018. In 2022, almost one-quarter of students (23%) indicated they were not satisfied with their lives (OECD average: 18% in 2022).

Asian nations have experienced a shift towards H, W & PE, this includes the largest and most populous country in the world; China (OECD, 2019). China's education has experienced deep reforms to the curriculum and examinations which have involved:

- government's abandonment of a system built around "key schools" for a small elite for the development of a more inclusive system;
- all students are expected to perform at high levels;
- greatly raising teacher pay and upgrading teacher standards and teacher education;
- reducing the emphasis on rote learning;
- increasing the emphasis on deep understanding, the ability to apply knowledge to solving new problems and the ability to think creatively;
- greater curricular choice for students and more latitude for local authorities to decide on examination content (OECD, 2010, p. 83).

In 2001 China shifted from its traditional sports performance-oriented PE curriculum to a more holistic PE and Health curriculum. "Not unlike recent changes in Australia, New Zealand and the UK, this process has seen a heightening of the emphasis on health" (Hickey & Jin, 2010, p. 19). According to Jin the Chinese shift towards a H, W and PE holistic approach had similar challenges to other nations during enactment; as it "challenges many aspects of traditional PE theory and practices, and requires PE teachers to change their professional perspectives and pedagogic approaches" (Jin, 2013, p. 15). Jin researched teachers' perspectives on PE curriculum reform in China and found barriers:

> All eighteen PE teachers expressed their support for the fundamental goal of putting more emphasis upon health promotion in the new HPE curriculum. It is fair to say that the interviewed teachers, viewed as a group,

> overwhelmingly endorsed the broad direction of the new HPE curriculum. However, the data reveals a number of structural, personal and cultural factors that might prevent PE teachers from actively implementing the new HPE curriculum. (p. 15)

This drive for holistic PE curriculum reform continues to grow as the Chinese State Council promised to "further promote physical education in schools and improve students' physical health" (The State Council, 2016). The document advocated inclusive teaching; "Schools for the physically challenged should vary their physical education lessons to fit the needs of different kinds of disabilities and guarantee every student could enjoy their right to exercise". It also advocated community 'strengths-based' partnerships.

China developed 'Healthy China 2030': From Vision to Action, where "President Xi Jinping has put health at the centre of the country's entire policy-making machinery, making the need to include health in all policies an official government policy" (WHO, 2024).

> Healthy China 2030 is a breakthrough for ensuring that the Chinese population has access to health, through advocating the whole society's participation in the concept of "Health for All, and All for Health." The plan puts forward five strategies such as popularizing healthy life, optimizing the health service, improving health protection, building a healthy environment, and developing healthy industry, from the perspectives of health effects of personal life and behaviour, health care and security, production, and the living environment. (Tan et al., 2019, p. 96)

China's progress report on implementation of the 2030 agenda for sustainable development (Center for International Knowledge for Development, 2021) states "The Healthy China initiative has been implemented in great depth to improve the capacity of all-round and whole-cycle health services" (p. 34).

The latest OECD PISA results for Chinese students' sense of belonging (wellbeing) where data was collected include Macao and Hong Kong. The Chinese provinces/municipalities of Beijing, Shanghai, Jiangsu and Zhejiang were participants in PISA 2022 also (OECD, 2023a). In 2022, 16% of students in Hong Kong (China) reported that they were not satisfied with their lives (OECD, 2023k). Also, in the same year, 18% of students in Macao (China) reported that they were not satisfied with their lives (OECD, 2023gg). These results were lower

(Hong Kong, China) and the same (Macao, China) as the 2022 OECD average of 18%, suggesting that the promotion of holistic health approach underpinned by the Healthy China initiative is having a positive influence.

The drive for holistic PE and health curriculum reform appears to be consistent throughout many Asian countries:

> The economic growth witnessed in many countries in Asia has led to significant changes in cultural and social practices. As people become more affluent, their lifestyles and habits reflect their shifting priorities and spending power. In general, people in urban Asia have grown more sedentary in tandem with greater technological advances that offer an escape from physical work and exercise. This trend has raised the concerns of educators who have noted a declining interest in physical education and sports in schools. Educational institutions play an important role in improving the health and well-being of their students, especially through their physical education, sports and recreation programmes. (UNESCO Bangkok, 2008, p. iii)

UNESCO led the United Nations Decade of Education for Sustainable Development (2005–2014) in the Asia and Pacific region. "To achieve the goals of the Decade, UNESCO strongly advocates[d] the development of the intellectual capacity, morals and ethics, emotional maturity and physical well-being of children and youth, enabling them to become responsible citizens and leaders of the future" (UNESCO Bangkok, 2008, p. iii).

Within Asia, Singapore has 'Physical Education' and Health Education is embedded within (Ministry of Education Singapore, 2016). The Singapore education evolution to become one of, if not the most successful education system in the world is investigated in Chapter 9; The Power of Lifelong Wellbeing and Academic Learning: The Singapore Model. The latest OECD PISA results for students' sense of belonging (wellbeing) was consistent with the OECD average. However, 19% reported feeling lonely at school, and 20% like an outsider or left out of things at school (OECD average: 16% and 17%) (OECD, 2023z).

Brunei Darussalam has adopted a 21st Century National Curriculum consisting of nine key learning areas, which includes Health and Physical Education (Ministry of Education Brunei Darussalam, 2013). Extending PE to 'Health and Physical Education' corresponded with the aim of the curriculum reform—to address issues relating to the whole child. PISA results for students' sense of belonging (wellbeing):

> In 2022, only 59% of students in Brunei Darussalam reported that they felt that they belong at school (OECD average: 75%). Meanwhile, 24% reported feeling lonely at school, and 31% like an outsider or left out of things at school (OECD average: 16% and 17%). Also, 26% of students in Brunei Darussalam reported that they were not satisfied with their lives. (OECD, 2023d)

Similarly, neighbouring nation Malaysia also promotes a holistic curriculum, specifically in primary education they aim "at ensuring the overall, balanced and integrated development of a child's potential—which includes intellectual, spiritual, emotional and physical aspects" (UNESCO, 2011h, p. 15). This stipulates enabling pupils to look after their health and physical fitness. Health and Physical Education is embedded within Arts and Recreation (along with Music and Art) where the "elements of Health are incorporated within Physical Education" (UNESCO, 2011h, p. 16). PISA results for students' sense of belonging (wellbeing) were consistent with the OECD average. In 2022, 80% of students in Malaysia reported that they make friends easily at school (OECD average: 76%) and 75% felt that they belong at school (OECD average: 75%) (OECD, 2023s).

This is a similar curriculum situation being offered in the Philippines (UNESCO, 2011j). The PISA results for students' sense of belonging (wellbeing) in the Philippines in 2022 indicated that 83% of students in the Philippines make friends easily at school (OECD average: 76%) and 84% felt that they belong at school (OECD average: 75%) (OECD, 2023v).

The first aim of education in Japan is that it should "foster an attitude to acquire wide ranging knowledge and culture, and to seek the truth, cultivate a rich sensibility and sense of morality, while developing a healthy body" (UNESCO, 2011g, p. 2). Japanese elementary schools have 'Physical Education' as a subject and Health Education is embedded within (similar to Singapore) (OECD, 2019). However, in Lower Secondary Education and Upper Secondary Education, the curriculum is titled 'Health and Physical Education' (UNESCO, 2011g, p. 19). This is a similar curriculum structure to Nepal (UNESCO, 2011i). For the PISA results for students' sense of belonging (wellbeing) in Japan (2022), 86% felt that they belonged at school (OECD average: 75%), only 10% reported feeling lonely at school, and 6% liked an outsider or left out of things at school (OECD average: 16% and 17%). (OECD, 2023q).

Thailand also has the holistic Health and Physical Education subject area in education (primary and secondary) which includes "human growth and development; life and family; movement, physical exercises, games, Thai and international sports; strengthening of health, capacity and disease prevention; and protection from various risk behaviours" (UNESCO, 2011n, p. 22). The PISA results for students' sense of belonging (wellbeing) in Thailand (2022), indicated that only 13% of students were not satisfied with their lives [OECD average: 18%] (OECD, 2023cc).

Cambodian education has 'Health and Physical Education and Sport' as their subject area with the goal of "improving and maintaining their own physical and mental health and to contribute to the improvement and maintenance of the health of their families and wider society" (UNESCO, 2006, p. 13). PISA results for students' sense of belonging (wellbeing) in Cambodia (2022) indicated that only 9% of students were not satisfied with their lives [OECD average: 18%] (OECD, 2023e).

Indonesia is similarly titled 'Physical Education, Sports and Health' across both elementary and secondary education (UNESCO, 2011e). The PISA results for students' sense of belonging (wellbeing) in Indonesia (2022), indicated that 87% of students make friends easily at school (OECD average: 76%) and 86% felt that they belong at school (OECD average: 75%). In 2022, 14% of students in Indonesia reported that they were not satisfied with their lives [OECD average: 18%] (OECD, 2023n).

In India "Health and Physical Education must be an integrated part of schooling at the elementary level" as well as at secondary schooling. The aim of the HPE curriculum is "To provide the required theoretical and practical inputs in order to provide an integrated and holistic understanding and developing positive attitudes, values, skills and behaviour related to health and physical education at the primary, secondary and senior secondary levels" (National Council of Educational Research & Training of India, 2024, p. 3). This is a similar curriculum situation being offered in Sri Lanka (UNESCO, 2011m). Both India and Sri Lanka choose not sit the PISA choose not to sit the PISA assessments.

In Europe, unlike Asia, there has not been as clear a presence of holistic education in regard to PE curriculum and nomenclature. For example, in England, the curriculum area is only Physical Education (Department of Education, 2024). While there is Personal, Social, Health and Economic Education (PSHE) as a subject in England, it was "not statutory and therefore schools had the autonomy to decide on what and how

they implement these guidelines" (Department for Education, 2016). However, from 2020 Relationship education in primary schools, Relationship and sex education in secondary schools and Health Education in state-funded primary and secondary schools were made compulsory in England (Department for Education, 2019).

> As emerging trends, many participating OECD countries and jurisdictions indicate a general shift towards a more inclusive curriculum that balances competition and sports with other less competitive dimensions in physical education… A notable exception to this trend is England (United Kingdom), where competitive sports are becoming an increasingly central component in the national physical education curriculum. (OECD, 2019, p. 54)

The PE national curriculum for England has been described in the past as a 'dominant performance-oriented curriculum with its accompanying behaviourist inclined pedagogical approach' (Thorburn et al., 2011, p. 393); behavioural to the degree that "official guidance from the department of education advise teachers to use physical activity as punishment in schools—to discipline misbehaviour with forced exercise" (Curran, 2014; Department for Education, 2014). However, this does appear to be circumstantial, as the previous national curriculum draft purported a holistic approach. It proceeded the Rose Review and was suitably titled 'Understanding Physical Development, Health and Wellbeing'. This holistic H, W & PE curriculum, however, was discarded in 2010 with the change of government (Griggs, 2012). Notably, it can be argued that it planted the seed for future reform as Health education is now compulsory. "Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa" (Ofsted, 2021).

Furthermore, in the UK the health and wellbeing gap created by having optional PSHE, appeared to have been momentarily filled by the Physical Literacy concept which as argued has contributed to blocking curriculum policy in PE from reaching children in schools (Lynch & Soukup, 2016, 2017); "England, Canada and Wales are listed as having the most established physical literacy initiatives" (Corbin, 2016, p. 15), but there are confusing and problematic aspects which are addressed in Chapter 7 (cf. p. 105). It is of no surprise that the children in the countries who promote physical literacy or have adopted the term in

curriculum (US) are according to Curran "among the unhealthiest in the world" (2014; UNICEF, 2007), which suggests physical literacy may have been a reactive adoption, rather than proactive, strategic forward planning.

The PE curriculum in many European countries does appear to correspond to tradition which is detailed in Chapter 7. Hence, when it comes to learning through the physical, many countries in Europe do what has always been done; change is slow or non-existent. Germany has sports as a subject in primary education (and General Lower Secondary (European Commission, 2019c). In 2022, 22% of students in Germany reported that they were not satisfied with their lives (OECD, 2023j).

France has physical and sports education, again with no connection to health (European Commission, 2019b). In 2022, 16% of students in France reported that they were not satisfied with their lives (OECD, 2023i). Greece also has Physical Education which is related to mental health (not a holistic connection to health) (European Commission, 2019d). Compared to 2018, students' sense of belonging at school declined in Greece. In 2022, 19% of students in Greece reported that they were not satisfied with their lives (OECD, 2023k).

Italian primary education has sports education (European Commission, 2019e). Iceland, Poland, Spain and Romania refer to a PE curriculum only and again have no connection to health. In 2022, only 64% of Italian students felt that they belonged at school (OECD average: 75%) and 18% of students in Italy reported that they were not satisfied with their lives (OECD, 2023p). Whereas, in 2022, 17% of students in Iceland reported that they were not satisfied with their lives (OECD, 2023m) and in the same year, 64% of students in Iceland felt that they belonged at school (OECD average: 75%) (OECD, 2023w). In Spain, in 2022, 86% of the students felt that they belonged at school (OECD average: 75%). In 2022, 15% of students in Spain reported that they were not satisfied with their lives (OECD, 2023aa). Romania had similar findings, however, only 50% felt that they belonged at school (OECD average: 75%), whereas, only 11% of students in Romania reported that they were not satisfied with their lives (OECD, 2023y).

There are, however, many European countries that acknowledge a holistic H, W & PE curriculum in either nomenclature or structure. This includes Finland, Ireland, Northern Ireland, Scotland, Netherlands, Switzerland and Sweden. Ireland has Physical Education which aims to "promote the physical, social, emotional and intellectual development

of the child" (Government of Ireland, 1999, p. 10) which is similar to Northern Ireland who have 'physical education' and 'personal development and mutual understanding' as two of the six areas of learning in the primary curriculum (Department of Education, 2024). Scotland's curriculum area is titled Health and Wellbeing (European Commission, 2019f) and Switzerland and Sweden also have Health and Physical Education in nomenclature.

> The current Swedish PEH curriculum (Swedish National Agency for Education, 2011) includes not only a focus on physical but also mental health, as well as social well-being, along with aspects of democracy and societal values. Importantly, this broader notion of health is directed towards enhancing pupils' capacity to contribute to the development of society, where the core Swedish societal values of democracy, equity and social justice are particularly emphasised. (Gerden & Schenker, 2022)

In the Netherlands the promotion of physical activity is part of a healthy school programme (Lucassen & Dijk, 2020).

Finland's curriculum integrates wellbeing through all areas of teaching and learning; they have health education and physical education as separate subject areas, however, acknowledge the holistic development of the child as a foundation throughout a healthy life (UNESCO, 2011c). A research review by Yli-Piipari (2014) concluded that "physical education has a solid foundation in Finnish schools and it enjoys strong support in Finnish society" (p. 1). In 2022, 11% of students in Finland reported that they were not satisfied with their lives (OECD, 2023h). Students' sense of belonging at school did not change significantly in Ireland. In 2022, 19% of students in Ireland reported that they were not satisfied with their lives (OECD, 2023o). In 2022, only 7% of students in the Netherlands reported that they were not satisfied with their lives (OECD, 2023u) and in the same year, 14% of students in Switzerland reported that they were not satisfied with their lives (OECD, 2023bb). Similarly, students' sense of belonging at school improved in Sweden. In 2022, 16% of students in Sweden reported that they were not satisfied with their lives (OECD,).

Finland is a progressive nation when it comes to education and was identified as world leaders (Darling-Hammond, 2010). The national core curriculum (2016) has instruction based on Steiner pedagogy, embedded within a constructivist curriculum approach (cf. p. 24). Furthermore,

context is prioritised, the curriculum is closely aligned with the twenty-first-century lifelong learning skills (cf. p. 26) and innovation in delivery is encouraged (European Commission, 2019a).

Hence, similar to Australia, they advocate genuine school and community partnerships through curriculum implementation: developing schools as learning communities; emphasising the joy of learning; emphasising a collaborative atmosphere and promoting student autonomy in studying and in school life (European Commission, 2019a).

> The guidelines for developing school culture are specified in the national core curriculum. The goal is to build a school culture that promotes learning, interaction, participation, well-being and a sustainable way of living. The principles that guide the development of the school culture emphasise the school as a learning community. In addition, an aim to ensure the well-being and safety of every pupil.
> Schools must provide opportunities for experimentation, exploration, active learning, physical activity and play. Cultural diversity and language awareness are also key principles that guide the development of the school culture. The use of various languages in the school's daily life is seen as natural, and languages are appreciated. (Finnish National Agency for Education, 2014)

African nations are also mixed with many countries shifting towards a holistic H, W & PE curriculum. Nations such as Cameroon, Nigeria, Uganda, Sudan, Malawi, Namibia and Tanzania have Physical and Health Education and advocate a holistic approach to its implementation. However, there are countries such as Kenya, Botswana, Chad, Zimbabwe and Zambia who offer Physical Education in the primary school with no explicit connections to health (UNESCO, 2011l).

Many Middle Eastern countries have also shifted to a holistic HPE in schools. Afghanistan's primary education includes PE and health education (UNESCO, 2011e). Islamic Republic of Iran has PE and has 'Science and Health' as a separate subject in their primary curriculum (UNESCO, 2011f) and recently, the United Arab Emirates have experienced a holistic HPE curriculum reform;

> The Ministry of Education has designed a brand new Physical and Health Education curriculum to meet the individual needs of each student and will be implemented in all government schools from January 2017. The objective is to empower young Emirati students to take ownership of their

> physical education, health and wellbeing to ensure a future generation of healthy, motivated, highly educated Emiratis. (United Arab Emirates Ministry of Education, 2017)

Bahrain advocates a holistic primary education; "developing the children physically, mentally, morally, socially, and emotionally, and providing them with the basic general education and skills required to be good citizens", however, has PE (with no health) in the curriculum (UNESCO, 2011a). In 2022, 19% of students in the United Arab Emirates reported that they were not satisfied with their lives (OECD, 2023dd).

Other similar nations include Iraq, Jordan, Kuwait, Oman, Egypt and Qatar (UNESCO, 2011l). In 2022, 23% of students in Jordan reported that they were not satisfied with their lives (OECD, 2023r). In the same year, 69% of students in Qatar felt that they belonged at school (OECD average: 75%) and 21% of students reported that they were not satisfied with their lives (OECD, 2023x).

Countries in Central and South America such as Mexico, Brazil, Chile and Argentina all advocate PE with no Health subjects or curriculum connections. In 2022, 26% of students in Mexico felt like an outsider or left out of things at school (OECD average:17%) and 14% of students in Mexico reported that they were not satisfied with their lives (OECD, 2023t). However, 19% of students in Brazil reported that they were not satisfied with their lives (OECD, 2023c), 23% of students in Chile reported that they were not satisfied with their lives (OECD, 2023g) and 22% of students in Argentina reported that they were not satisfied with their lives (OECD,).

There are countries with no PE or health, such as Vanuatu in Oceania (International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD, 2014). However, most nations in Oceania have been heavily influenced by Australia and New Zealand's shift towards holistic H, W & PE. The Cook Islands has Health Education and Physical Wellbeing (includes Physical Education and Health) (UNESCO, 2011b) and Samoa has Health and Physical Education in their primary curriculum (UNESCO, 2011k).

The PISA results for students' sense of belonging (wellbeing) from the various countries are influenced by many contextual variables that make it difficult for comparisons to be made. Variables that may be beyond the school's control, such as the weather, religion and culture of the country. However, all nations and jurisdictions' results, despite their philosophy

Table 4.1 Countries who do not identify connections between PE and Health within their curriculum policies

Country	*I make friends easily at school (%)*	*I feel like I belong at school (%)*	*I feel lonely at school (%)*	*I feel like an outsider (or left out of things) at school (%)*	*Not satisfied with their lives (%)*
OECD average	76	75	16	17	18
UK	75	64	16	19	25
Germany	69	76	12	12	22
France	80	73	15	25	16
Greece	75	78	14	16	NA
Italy	76	64	14	13	18
Iceland	77	80	14	13	17
Poland	71	64	21	24	24
Spain	78	86	12	12	15
Romania	83	50	17	15	11
Mexico	69	78	25	26	14
Brazil	70	76	27	19	19
Chile	63	72	27	26	23
Argentina	73	78	22	26	22
Average	74	72	18	19	19

for H, W and PE in schools, curriculum documents and depth of implementation, have areas of belonging and wellbeing requiring further focus for improving the learning experience of the children. Having noted this, it is interesting to investigate the average results for the countries that do not identify connections between PE and Health within their curriculum policies (Table 4.1) with the countries who either combine or promote health and healthy lifestyles in their PE/HPE curriculum (Table 4.2).

In Table 4.1 on average the countries explored in this chapter who do not promote connections between PE and Health in their curriculum policies, when compared with the OECD countries average are: less likely to make friends easily at school, less likely to feel like they belong at school, more likely to feel lonely at school, more likely to feel left out at school and more likely to not be satisfied with their lives. However, these results are not statistically significantly above/below the OECD average.

In Table 4.2 on average the countries explored in this chapter who do combine or promote strong connections between PE and Healthy

Table 4.2 Countries with a strong promotion of health and healthy lifestyles in curriculum policies

Country	*I make friends easily at school (%)*	*I feel like I belong at school (%)*	*I feel lonely at school (%)*	*I feel like an outsider (or left out of things) at school (%)*	*Not satisfied with their lives (%)*
OECD average	76	75	16	17	18
Australia	78	70	18	21	NA
US	75	70	22	24	NA
Canada	75	72	21	21	NA
New Zealand	75	68	21	22	23
Thailand	84	76	20	18	13
Hong Kong (China)	75	68	20	24	16
Cambodia	77	81	24	26	9
Macau (China)	75	80	19	18	18
Indonesia	87	86	16	13	14
Singapore	77	73	19	20	NA
Japan	75	86	10	6	25
Brunei Darussalam	70	59	24	31	26
Philippines	83	84	28	28	17
Malaysia	80	75	22	18	17
Finland	77	79	13	12	11
Ireland	81	71	14	14	19
Netherlands	83	70	9	10	7
Switzerland	79	79	12	12	14
Sweden	79	70	15	16	16
United Arab Emirates	75	71	22	27	19
Jordan	77	76	22	32	23
Qatar	76	69	22	25	21
HW&PE revolution average	78	74	18.5	20	18.2

lifestyles in their curriculum policies, when compared with the OECD average are: more likely to make friends easily at school, less likely to feel like they belong at school, more likely to feel lonely at school, more likely to feel left out at school and more likely to be satisfied with their lives. However, these results are not statistically significantly above/below the OECD average.

There is clearly a global shift to a holistic constructivist approach in H, W and PE curriculum policy. However, there is a need for continued efforts in this process. Questions are raised regarding how effectively this curriculum reform is being implemented or enacted within schools around the globe.

Reflection

In this chapter the Health, Wellbeing and Physical Education (H, W & PE) revolution is proposed and discussed. Think about your context. Where would you position your context in relation to promoting health and healthy lifestyles? How strong are the connections in your curriculum policies? In the details and data presented, which country/ies did you find surprising? Why were you surprised? What percentage of community members do you think would feel that they belong within your context?

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CHAPTER 5

The Meaning of 'Education' in 'Physical Education'

This chapter introduces the concept of becoming 'physically educated' and the holistic wellbeing and health benefits that it enables, again relating to whole child development (cf. Figure 1.2). The terms 'schooling' and 'education'; 'wellbeing'; 'health' and 'health literacy' are defined and located within the broader physical education (PE) field. Explaining the complexity of the simple statement and book title; "Physical Education and wellbeing" is the purpose of Chapters 5, 6 and 7. What is meant by literally being 'physically educated'? At present there are many labels being used to represent the original nomenclature 'physical education'—this is a result of varying approaches associated with child health.

In contemporary education with the influence of technology and specifically social media, there are copious sources of information, which has advantages and disadvantages. It is argued that one of the hindrances is that both teachers and "students are accessing much information from technology without assessing its accuracy, its truthfulness" (Ornstein & Hunkins, 2017, p. 306). Teachers of today are required to be digitally literate, that is to understand and use technology. They also require analytic skills to be 'producers' of technology, which involves being able to control data and analyse data. However, according to Ornstein and Hunkins (2017) often teachers and students are only consumers (rather than producers) of the mass information referred to as 'big

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_5

data'. Ornstein & Hunkins consider being a consumer of technology as involving far less ability than being a producer as "information is not necessarily knowledge" (Australian Government, 2014; Greenfield, 2012). Virtual Reality (VR) and Artificial Intelligence (AI) have had a large impact on education and raised many questions in relation to the norms of being a producer of big data, such as how teachers assess, plan and ethically research in schools. UNESCO has directed educators to harness the potential of AI technologies for improving education experiences, while ensuring that its application in educational contexts is guided by the core principles of inclusion and equity (UNESCO, 2024).

Subsequently, research suggests that there is global confusion among practitioners responsible for physical education implementation (Lynch, 2016), including generalist classroom teachers and specialist PE teachers. This has major implications as the physical dimension is significant within the education of all children. To understand the concept of belonging, being and becoming 'physically educated' and the holistic wellbeing and health benefits that it enables, exploration of the following terms is necessary: 'schooling' and 'education'; 'wellbeing'; 'wellness', 'health'; 'physical education'; 'health & physical education'; 'physical literacy'; 'health literacy' and 'quality physical education'. These terms are defined and located within the physical education (PE) field over the next three chapters.

Schooling and Education: Understanding the Different Concepts

Much of the confusion caused by the labels and branding within PE is grounded by the misunderstanding of the words 'education' and 'schooling'. Often people use the word 'education' interchangeably with the word 'schooling' but they are fundamentally very different. Schooling traditionally refers to what is learnt and taught within the confines of the physical school walls, during the school hours of 9–3 and often inside the classroom. This is problematic in present society where the advances in technology and media (big data), extracurricular activities and experiences with family and community member connections/partnerships are accurately identified as making a large contribution to a child's education. This is affirmed by Bass and Good (2004) who express; "A person who is schooled only to pass the test, is ill prepared to cope with today's

rapidly changing world. Something more is needed to make the student successful in today's world" (p. 162).

Education is derived from two Latin words; 'educare' which means to train or mould and 'educere' which means to lead out (Bass & Good, 2004). Bass (1997) supported that it was a balance between educare and educere, the passing on of knowledge and preparing students for the changes that they will face in the future that best represents the term 'education'; "The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life" (http://www.dictionary.com/browse/education). This definition also indicates that education is a lifelong process, a concept that has been referred to as education's purpose for many years [constructivist approach] and also paramount to twenty-first-century lifelong learning skills. Based on experiences in the UK, Kirk suggests, "This notion of lifelong physical activity has been a commonplace aspiration of physical educators around the world since at least the 1940s and indeed has been the *raison d'etre* of physical education's place in the school curriculum" (Kirk, 2014, p. 105). This is consistent with the purpose of 'The National Curriculum' in England (1999, p. 3);

> The focus of this National Curriculum, together with the wider school curriculum, is therefore to ensure that pupils develop from an early age the essential literacy and numeracy skills they need to learn; to provide them with guaranteed, full and rounded entitlement to learning; to foster their creativity; and to give teachers discretion to find the best ways to inspire in their pupils a joy and commitment to learning that will last a lifetime." (p. 3).

Hence, education is more than schooling, it involves more stakeholders than the immediate school community and it occurs throughout the course of life. In 1999, the National Curriculum for England, Wales and Northern Ireland prioritised essential literacy and numeracy skills which is necessary for health literacy (cf. p. 59). In summary, 'schooling' relates to training—committed to skills and competencies with a utilitarian ends, whereas education is concerned with knowledge and understanding (Australian Government, 2014).

Similar lifelong education shifts over time have been experienced in Australia. In April 1989, the Australian Education Council (AEC)

endorsed ten *Common and Agreed National Goals for Schooling* established by the State, Territory and Commonwealth Ministers for Education. The term 'schooling' in the title referred to schools as a context and Goal 5 specifically referred to lifelong education:

> To provide a foundation for further education and training, in terms of knowledge and skills, respect for learning and positive attitudes for lifelong education. (AEC, 1994, p. 52)

The National Statement and Profile proceeded the goals and initiated the planning and subsequent release of the 1999 Queensland Health and Physical Education (HPE) Syllabus. The release of the HPE Statement and Profile "prompted Australian States and Territories to review and renew their HPE curricula" (Macdonald et al., 2000, p. 5) which saw a shift in valued attributes of a lifelong learner. Hence, the Queensland school curriculum was designed to help students develop the attributes of a lifelong learner (cf. p. 26). In 2019 at the Alice Springs (Mparntwe) Education Declaration, Goal 2 again identified the significance of lifelong learning:

Goal 2: All young Australians become:

1. confident and creative individuals
2. successful lifelong learners
3. active and informed members of the community (Education Council, 2019, p. 4).

Furthermore, lifelong learning has been recently confirmed as the vision for children's learning; "All children engage in learning that promotes confident and creative individuals and successful lifelong learners" (Australian Government Department of Education [AGDE], 2022, p. 6).

The 1989 goals prioritising lifelong education attributes closely aligned with the then National Curriculum of England and Wales' 'Personal, learning, and thinking skills' (PLTS) framework. "In essence the framework captures [d] the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work" (QCA, 2011). It achieves this by promoting the use of various pedagogies, enabling active student involvement and deeper thinking through

integration of objectives and life skills across the curriculum areas. The six groups of skills in the PLTS framework are:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participants (QCA, 2011).

Education perceived as a lifelong process and as a different concept to schooling has also specifically been a goal within PE in the US. Graham et al., (1998, p. 4) suggest PE within schools should be a "developmentally appropriate educational experience designed to provide immediate and lifelong benefits". As previously mentioned in the US each state controls education policy and curriculum implementation. While there is no national curriculum as such, there is a National Framework for Physical Activity and Physical Education known as the Comprehensive School Physical Activity Program (CSPAP). The CSPAP is a multi-component approach using all opportunities for students to be physically active each day to develop the knowledge, skills and confidence to be physically active throughout a lifetime. It "reflects strong coordination and synergy across all of the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement" (Centers for Disease Control and Prevention (CDCP) (2013, p. 12). In the US, the Society of Health and Physical Educators of America (SHAPE) is a critical player in PE policy, working across different levels of government, developing National Standards documents for outcomes in PE in schools and for initial teacher education (Landi, Walton-Fisette & Sutherland, 2022).

Curriculum is discussed in more detail in Chapter 6, but what is clear at this stage is that the curriculum advocates the lifelong and comprehensive approach of 'education', which supplements but is much more than the concept of 'schooling' or 'training'.

Wellbeing, Wellness and Health

Globally, it is argued that Social and Emotional Learning (SEL) should be an essential aspect of children's formal education (Durlak & Weissberg, 2005; Hargreaves, 2000; Payton et al., 2008; Zins et al., 2004). This is supported by the latest neuroscientific research which "has confirmed the powerful role of emotions on children's cognitive mastery, indicating that emotions can either facilitate or impede children's learning process" (Djambazova-Popordanoska, 2016, p. 1). Hence, wellbeing provides a strong foundation for healthy development and academic success. While this impetus in wellbeing is perceived as a priority today it has been gradually evolving over many years as an essential need in curriculum, having the strongest connections with the physical dimension.

> Children's learning is dynamic, complex and holistic. This means that cognitive, linguistic, physical, social, emotional, personal, spiritual and creative aspects of learning are all intricately interwoven and interrelated. (AGDE, 2022, p. 8)

Wellbeing is rightfully embedded in the health curriculum, as evidenced by the World Health Organisation's (WHO) definition of health (cf. 28). Furthermore, there is "growing international recognition between the inter-relationship of education and health, which necessitates a more comprehensive approach to school health and coordinated action across sectors" (UNESCO, 2016, p. 6). However, it is argued that the introduction of the multidimensions of health within curriculums requires clarity. In the UK, Griggs (2015, p. 3) states "there remains significant ambiguity around the definition, usage and function of 'health and well-being' in the public policy realm and in the wider world".

One popular and simple definition of wellbeing is "a state of feeling good about ourselves and the way our lives are going" (Commonwealth of Australia, 2014, p. 1), but it is stated that there is not one single definition around the world (Garvis & Pendergast, 2014). The Centers for Disease Control and Prevention (CDC) offer more details:

> There is no consensus around a single definition of well-being, but there is general agreement that at minimum, well-being includes the presence of positive emotions and moods (e.g., contentment, happiness), the absence

> of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment and positive functioning. (2018, http://www.cdc.gov/hrqol/wellbeing.htm#three)

An evidence-based framework for wellbeing designed in the UK using over 4000 children, youth, parents, researchers and practitioners is named the Nest. It outlines priorities for investment in six outcome areas which must be present for a young person to be said to have good/high wellbeing. These areas include Loved and Safe; Material Basics; Healthy; Learning; Participating; Positive Sense of Identity and Culture (ARACY, 2019). This framework draws similarities to Maslow's hierarchy of needs (1943) which supports having wellbeing as the platform for learning in schools: physical needs, safety, belonging and love, feeling good about yourself, desire to learn, artistic and creative and reaching your potential. Quality of life requires an inclusive welcoming environment where members feel loved and safe, where they can develop to their potential. All members experience wellness through truly 'belonging, being and becoming' within education environments.

Research evidence that regular physical activity promotes mental and social wellbeing (cf. Chapter 12) and can improve cognitive memory (Zhu et al., 2014) (cf. Chapter 14). For social, emotional, intellectual and health benefits, it is recommended that toddlers and preschoolers have at least three hours of physical activity throughout the day, and children aged 5–17 years 60 minutes a day of moderate-to-vigorous intensity physical activity (Australian Government Department of Health & aged care, 2022). This is consistent with the US Department of Health and Human Services *Physical Activity Guidelines for Americans* (2008) which suggests that 60 minutes should be the minimum amount of time per day, they encourage more time donated towards moderate or vigorous intensity aerobic physical activity (for at least 3 days a week). The US guidelines also recommend that this time should include muscle and bone strengthening activities.

Health Literacy

The following details on Health Literacy have been taken from Lynch (2016). Health literacy relates to lifelong education, specifically lifelong health-promoting behaviours. As the term suggests health literacy is derived from poor literacy skills and the negative influence they have

on health outcomes (Nutbeam, 2008). The Australian curriculum; HPE defines the term health literacy as:

> an ability to selectively access and critically analyse information, navigate community services and resources, and take action to promote personal health and the health of others. This includes online information and websites as well as information from friends, family and health professionals. Health literacy has three dimensions: functional, interactive and critical. (ACARA, 2016, p. 70)

The role PE plays in health literacy in the UK is supported by Cale and Harris (2023, p. 2); "young people need to be supported to become lifelong, critical consumers of health-related information and possess the skills to access, appraise and apply health-related knowledge".

According to Nutbeam, there are two conceptualisations of the term 'health literacy', asset and risk; "Both are dependent on the underlying base of literacy and numeracy, and are context and setting specific" (Nutbeam, 2008, p. 2076). Nutbeam concludes "Individuals with underdeveloped skills in reading, oral communication and numeracy will not only have less exposure to traditional health education, but also less developed skills to act upon the information received" (Nutbeam, 2008, p. 2077). Health literacy as a concept advocates preparation for life and wellbeing where knowledge and skills can be transferred and adapted across contexts; "developing knowledge and understanding in contexts that are meaningful to them" (Quennerstedt et al., 2010, p. 105). Miller et al. (2022) endorse integration and "meaningful connections between personal, social and community health strand, and the movement and physical activity strand of health and physical education" (p. 7).

Reflection

In this chapter, the terms 'schooling' and 'education'; 'wellbeing' 'health'; and 'health literacy' are defined and located within the broader physical education (PE) field. Think about your context. How does your context promote lifelong education? How is wellbeing addressed and promoted? Who is responsible for wellbeing? Who is responsible for health literacy within your context? How does Maslow's hierarchy of needs exist within your context?

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CHAPTER 6

‘Physically’ Educated for Student Wellbeing

The purpose of this chapter is to continue to clarify physical education labels, exploring the terms ‘health and physical education’ (HPE) and ‘quality physical education’ (QPE). Hence, this chapter relates to being, belonging and becoming physically educated and specifically in relation to whole child development (cf. Figure 1.2). The concepts are defined and located within the broader physical education (PE) field. PE curriculum practice around the world is explored in relation to the recent shift towards advocating ‘wellbeing’. The problem (gap in research) is identified; ‘What does quality holistic physical education look like in practice?’.

‘Health and Physical Education (HPE)’ and ‘Quality Physical Education (QPE)’

Literature suggests that the notion of health is reliant on the concept of wellbeing, which is explained as the complex inter-relationship of physical, social and mental health (Garvis & Pendergast, 2014). As already mentioned, connections between the physical dimension and wellbeing are evident in curriculum documents (cf. p. 40). The National Statement and Profile for HPE in Australia followed the ten national education goals. Goal Nine was “to provide for the physical development and personal health and fitness of students, and for the creative use of

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_6

leisure time" (Australian Education Council, 1989), thus highlighting the importance of HPE as a key learning area within Australian education systems. The Australian Education Council recommended in 1991 that statements and profiles be developed for eight broad learning areas of which HPE was one (Australian Education Council, 1994). This effectively "reinstated HPE as an essential component of a child's learning" (Dinan-Thompson, 1998, p.4).

Bradshaw, Hoelscher and Richardson (2007, p. 8) define wellbeing in the early years as "the realization of children's rights and the fulfilment of the opportunity for every child to be all she or he can be in the light of a child's abilities, potential and skills". The United Nations Convention on the Rights of the Child (United Nations, 1989) stated that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability and respects their family, cultural and other identities and languages. The Convention also recognises children's right to play and be active participants in all matters affecting their lives. This research book listens to children's voices about their learning.

The significance of child wellbeing and specific connections to the physical dimension in education appears to have initially been identified within early year's curriculum sources in the UK. The Statutory Framework for the Early Years Foundation Stage (EYFS)—birth to five (2008) in the National Curriculum of England and Wales consisted of six areas of learning and development which were identified as equally important and connected. Social and Emotional Learning (SEL) (mental health and wellbeing) has a strong presence and is the first of the six areas listed: Personal, Social and Emotional Development. It is stated that of the six learning areas, "none can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development" (2008, p. 11). Furthermore, "All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities" (2008, p. 11). Today, the EYFS statutory framework has seven areas of learning and development that are important and interconnected. "Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas" (Department for Education, 2023, p. 8). The three prime areas are:

- communication and language
- physical development

- personal, social and emotional development

All three prime areas can be enhanced through Physical Education. Furthermore, a significant strength for children to be actively engaged is through movement and more specifically, play:

> 'Play' sits within the physical dimension—'where children are learning through their interactions, as well as adopting and working through the rules and values of their own cultural group' (Arthur et al., 2015, pp. 99–100). The socio-cultural benefits of play enable 'the development of imagination and intelligence, language, social skills, and perceptual-motor abilities in infants and young children' (Frost, 1992, p. 48). (Lynch, 2024, p. 54)

Miller et al., (2022, p. 5) advocate Equality, Diversity and Inclusion (EDI) play environments; "the provision of research-informed play experiences for children of varied ages to facilitate the growing child in a non-gender-biased, culturally inclusive environment is essential to optimise learning outcomes". Play-based learning involves children moving and has many benefits:

- allows for the expression of personality and uniqueness
- offers opportunities for multimodal play
- enhances thinking skills and life-long learning dispositions such as curiosity, persistence and creativity
- enables children to make connections between prior experiences and new learning and to transfer learning from one experience to another
- assists children to develop and build relationships and friendships
- develops acquisition and concepts in authentic contexts
- builds a sense of identity
- strengthens self-regulation, and physical and mental wellbeing (AGDE, 2022, p. 8).

The Early Years Learning Framework for Australia (V2.0, 2022) is underpinned by the child-rights approach. "It also promotes children's safety, wellbeing and responsibilities as active citizens" (AGDE, 2022, p. 5). Furthermore, the Framework "underpins the implementation of relational and place-based pedagogies and curriculum relevant to each local community and all children in the early childhood setting" (AGDE,

2022, p. 7). Place-based pedagogy refers to educators' knowledge about a context that influences their practice. The Early Years Learning Framework for Australia:

> conveys the highest expectations for all children's learning, development and wellbeing from birth to 5 years and through the transitions to school. It communicates these expectations through the following 5 Learning Outcomes:
>
> - Children have a strong sense of identity
> - Children are connected with and contribute to their world
> - Children have a strong sense of wellbeing
> - Children are confident and involved learners
> - Children are effective communicators (AGDE, 2022, p. 7).

Within Australia, it was the 2009 Victorian Early Years and Development Framework (VEYDF) which first elucidated the relationship and responsibilities between the learning area of HPE and wellbeing. For outcome three, 'children have a strong sense of wellbeing', it categorised wellbeing into two aspects (cf. Figure 1.2, p. 12):

- children become strong in the social, emotional and spiritual wellbeing;
- children take increasing responsibility for their own health and physical wellbeing (DEECD, 2009, p. 23).

This identification of wellbeing as two categories was momentous for physical education. It is important to note that while HPE is the only learning area explicitly associated with wellbeing in curricula, it is not and cannot be responsible for all wellbeing development; for wellbeing is holistic and not one-dimensional. "Holistic approaches recognise the integration and connectedness of all dimensions of children's learning, development and wellbeing. When educators take a holistic approach, they pay attention to children's physical, personal, social, emotional and spiritual wellbeing and cognitive aspects of learning" (AGDE, 2022, p. 20).

This statement acknowledges that all areas of wellbeing need to be explicitly taught. Similar to what the EYFS proposes, learning needs to be purposefully planned. This is supported by Cale and Harris (2019, p. 5); "psychological and social benefits only occur if experiences of physical activity, physical education and sport are positive and explicitly planned and structured to produce particular outcomes". Additionally, Bailey et al. (2009) summarised from a review of research papers that many educational benefits claimed by physical education are highly dependent on contextual and pedagogic variables. This is reinforced by the Early Years Learning Framework for Australia which states:

> Educators are intentional in all aspects of the curriculum and act deliberately, thoughtfully and purposefully to support children's learning through play. They recognise that learning occurs in social contexts and that joint attention, interactions, conversations and shared thinking are vitally important for learning.
> Educators act with intentionality in play-based learning when they, for example:
>
> - plan and create environments both indoor and outdoor that promote and support different types of play for children's active engagement, agency, problem solving, curiosity, creativity and exploration
> - take different roles in children's play or make purposeful decisions about when to observe and when to join and guide the play
> - extend children's learning using intentional teaching strategies such as asking questions, explaining, modelling, speculating, inquiring and demonstrating to extend children's knowledge, skills and enjoyment in thinking and learning
> - sustain, extend, challenge and deepen children's ideas and skills through shared thinking and scaffolding learning
> - use a range of strategies to plan, document and assess children's learning in play-based experiences
> - plan and implement worthwhile play-based learning experiences using children's interests, curiosities and funds of knowledge
> - assist children to recognise unfair play and offer constructive ways to build a caring, fair and inclusive learning community
> - act as resourceful and respectful co-learners and collaborators with children

- support children's progress in play-based learning through the thoughtful extension of children's knowledge, skills and concept development
- notice and work sensitively with very young children's intentions in exploring, practicing and experimenting through play
- acknowledge children's enjoyment and sense of fun and playfulness in learning, particularly when engaged in group play
- provide a balance between child-led and adult initiated and guided play
- plan opportunities for intentional knowledge building, as well as recognising and utilising opportunities for spontaneous teaching and learning
- use routines and transitions to foster learning, development and wellbeing
- join in with children's play experiences, such as taking a role in children's pretend play, to understand and build on children's ideas to support and foster learning
- facilitate the integration of popular culture, media and digital technologies which add to children's multimodal play. (AGDE, 2022, p. 22)

Intentionality is not only necessary for play-based learning through movement for young children but relates to developmentally appropriate learning through the physical dimension of all physical education experiences. The National Association for Sport and Physical Education (2007) states five premises for a PE programme:

1. The ultimate purpose of any physical education programme is to help children develop the skills, knowledge and desire to enjoy a lifetime of physical activity.
2. Children should engage in physical activity that is appropriate for their developmental levels
3. Recess and physical education are important but different parts of the school program
4. Physical activity and physical education are not the same
5. Physical education and youth sports are different (NASPE, 2007, pp. 4–5).

In order for the PE curriculum to fulfil a role in developing life-long participation in healthy activities, thus optimising wellbeing, it is imperative that a quality HPE curriculum be implemented in schools (NASPE, 2007; Queensland Government, 2003). "Improving the quality of physical education in schools is the best-documented intervention approach to promoting physical activity in youth" (ACHPER WA branch, 1999, p. 9). Research data from a national survey in the United States of America of students Years Four to Twelve revealed that enjoying physical education was one of the most influential factors for encouraging participation in physical activities outside school (Sallis et al., 1999) and that if opportunities for physical activity were denied during school time, children would not voluntarily catch up on physical activity (Dale et al., 1999).

Pangrazi states that "there is no higher priority in life than health. Without it, all other skills lack meaning and utility" (2000, p.18). Pangrazi's opinion suggests that a quality PE school programme should be given priority over other subjects/ learning areas. A quality PE school program, rather than being neglected or relegated to a minor place in the school curriculum, plays a dominant role in the development of the child from the early years of primary school, it improves child wellbeing and the likelihood of life-long participation in physical activities. Within the dimensions of health, physical, social, emotional, mental and spiritual, while it is acknowledged that all are significant, it is the 'physical' explicitly named in the nomenclature, and the value of movement that forms the foundation of the Health and 'Physical' Education learning area.

> Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued. The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing. (ACARA, 2019)

Research findings suggest that if holistic HPE is to be achieved, students must first be 'physically educated' (Lynch & Soukup, 2016). Hence, while it is acknowledged that wellbeing can be achieved through

all health dimensions, the physical dimension of physical education is the focus within HPE. According to UNESCO "physical education forms a foundation for positive patterns of behaviour and is the best way to access and systematically engage children and youth in a rounded and healthy lifestyle" (2015, p. 44).

The notion of a quality PE programme was defined and endorsed by the Senate Inquiry in Australia in the early 1990s. One recommendation from the Senate Inquiry was that all children be provided with quality physical education opportunities, requiring "as a matter of priority, all physical education programs be conducted by, or under the supervision of, qualified physical education teachers, particularly at primary school level" (Commonwealth of Australia, 1992, p. xxi). Today, this recommendation remains as it has not come to fruition; "every primary school has a tertiary qualified health and physical education teacher who delivers physical education classes to all students and supports classroom teachers to engage students in physical activity throughout the school day" (AHKA, 2019).

Hence, having a quality HPE programme in the primary school requires access to a specialist physical education teacher, or what Cale and Harris refer to as a well-qualified professional (2019), for "several Australian studies have described the lack of qualifications and confidence of classroom teachers to deliver PE programs, [is] mainly due to inadequate teacher training" (Lynch, 2015; Morgan & Bourke, 2005, p. 7). Teachers can influence, for good or ill, students' views about the value of physical education (Solmon & Carter, 1995), particularly students' beliefs about physical activity (Lee, 2002). The Centers for Disease Control and Prevention (CDC) emphasise the importance "to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety" (CDC, 2013). Furthermore, "Quality physical education is both developmentally and instructionally relevant for all children" (NASPE, 2007, p. 3).

Quality instruction is a vital aspect of any PE program, yet other aspects to consider during the design and development stage of a programme are enjoyment and fun for the participants (Garcia et al., 2002; Sport England, 2019; Sport Wales, 2015). If children enjoy learning through movement, they develop optimistic views about being physically active (Henderson et al., 1999; Sport England, 2019; Sport Wales, 2015) and they "will be predisposed to engage in it" (Garcia et al., 2002, p. 3). Therefore, the way the programme is implemented is paramount

to it being enjoyable, engaging and successful. It is suggested that teachers "think through the mind of a child" (Morgan, 2005, p.16) to make games and PE lessons engaging and a positive social experience (Pangrazi, 2000) which underpins the 1999 Queensland HPE syllabus' socio-cultural approach, imbued as it is with strong social justice principles (QSCC, 1999).

Consequently, 'fun', 'participation' and 'engagement' elements need to reach all children, in a class of diverse student interests and abilities; this is easier said than done. The provision of quality school PE is not just for those children who excel in sport or in the competitive arena, but also for those who prefer individual activities such as bike riding, bush walking or swimming: "we need to offer something for all of them" (Boss, 2000, p. 5). Physical activity benefits especially the unskilled and obese youngsters as these children need to discover suitable physical activities that they enjoy (Pangrazi, 2000). This approach to PE is described as the 'new PE' (Boss, 2000) with an emphasis on the neo-HPE curriculum which requires teachers to adopt a socially critical perspective "for understanding 'new kids' and the context of 'new times'" (Tinning, 2004, p. 251). Hence, contemporary HPE teachers need to incorporate critical pedagogy into their teaching practice (Tinning, 2004).

Inclusive programs can be implemented by "assigning open-ended tasks that allow kids to progress as far as they can individually, and modifying traditional team sports so that teams are much smaller and everyone gets more opportunities to practise skills" (Boss, 2000, p. 4). This replaces the relay races or large groups with minimal equipment, where many children are spectators waiting for their turn (Boss, 2000). Subsequently, classes require sufficient equipment to enable this new pedagogy to be enacted. It was a recommendation of the Senate Inquiry that funding for HPE be comparable with other key learning areas (Commonwealth of Australia, 1992).

Schools play a vital role in the promotion and development of physical activity across a wide range of sports with a diversity of children (Cale & Harris, 2019). "Only schools currently provide an environment where children can experience and learn about a full range of physical activities and choose those to which they are best suited" (Moore, 1994, p. 24). Hence, for quality programs to be implemented in the primary school it is essential that they have sufficient equipment and facilities for these to occur. Because of the skills and expertise necessary to implement these programs specialist PE teachers are preferred (Clarke, 2000).

Pangrazi lists the essential components of a quality PE program:

- Being guided by content standards;
- Student-centred and developmentally appropriate;
- Having physical activity and motor skills forming the core of the program;
- Teaching management skills and promoting self discipline;
- Promoting inclusion of all students;
- Emphasising learning correctly rather than outcome;
- Promoting a lifetime of personal wellness; and
- Teaching responsibility and cooperation, and promoting diversity (2001, p. 18)

It is common knowledge that "not every PE programme is a quality program. Some are little more than organized recesses" (Graham et al., 1998, p. 6), which not only fails to achieve many of the outcomes it espouses under the rhetoric of enhanced health, fitness, skill and self-esteem, but often exacerbates the very problems it seeks to overcome. It is argued that "where physical education is poorly or insensitively taught, it is more likely to have a negative influence on learners than a positive one" (Tinning et al., 2001, p. 181).

Equality, Diversity and Inclusive (EDI) practices also need to be specifically considered, planned for and enacted within QPE (health and wellbeing) lessons. For "Learning in and through movement contexts presents both unique opportunities and challenges in terms of equity and inclusion" (Alfrey & Jeanes, 2021). The 7 Pillars offers a broad framework for sporting clubs to address EDI (Play by the Rules, 2024) and include access, attitude, choice, partnerships, communication, policy and opportunities. Supplementing the 7 Pillars, Alfrey and Jeanes (2021) suggest eight strategies to support EDI:

- Have a broad and balanced HPE programme that goes beyond sport
- Engage and respond to student's voice
- Carefully consider assessment, using a range of approaches
- Embed Indigenous perspectives and practices, respectfully and with permission
- Engage in critical discussion about exclusion
- Seek out opportunities to learn about promoting inclusion

- Audit your school, class-space and lessons using the 7 pillars of inclusion
- Offer at least three levels of challenge

Hence, PE teachers need to be able to deliver and lead quality HPE lessons (EDI practice) across strands of Physical activity, Health and Personal Development. A study conducted by Lynch (2017) found that HPE implementation is achievable through leadership, underpinned by clear communication and a 'whole school' approach. This is advocated by Cale and Harris (2019, p. 13); "Specifically, a coordinated whole school approach to teaching health would help young people connect learning across a range of subjects. In addition, we can adopt teaching approaches that help pupils relate their learning to themselves and their everyday lives".

Leadership does involve the teacher having the knowledge and understanding of the various pedagogies that exist in HPE and the awareness to choose the most appropriate for each particular learning experience (Tinning, 1999). PE teachers are often required to choose critical, socially just pedagogies rather than the traditional dominant science and performance-based pedagogies for HPE, which focus on technical outcomes in movement. Hence, the constructivist approach is necessary to counteract the ideologies that have existed throughout history.

Globally, PE curriculum in schools has been underpinned by the ideologies of sexism, elitism, healthism, individualism and mesomorphism (Colquhoun, 1991, 1992; Hickey, 1995; Kirk, 1992; Kirk & Twigg, 1993; Scraton, 1990; Tinning, 1990; Tinning & Fitzclarence, 1992; Tinning et al., 1993). Critical socially just pedagogies will necessitate teachers being trained and educated in this mode of teaching (Tinning, 2004). Webster recommended that "pre-service education of primary school teachers include mandatory units directly related to the content strands of the syllabus, with further opportunities for teachers to specialize in PE courses" (2001, p. 1).

Life-long and multi-component education is affirmed by UNESCO, "physical education is the entry-point for life-long participation in physical activity" (2015, p. 6) and is "the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for life-long participation in society" (2015, p. 6). In summary, Quality PE according to UNESCO involves:

> movement competence to structure thinking, express feelings, and enrich understanding. Through competition and cooperation, learners appreciate the role of rule structures, conventions, values, performance criteria and fair play, and celebrate each other's varying contributions, as well as appreciating the demands and benefits of teamwork. Additionally, the learner understands how to recognize and manage risk, to fulfill assigned tasks, and to accept responsibility for their own behaviour. They learn how to cope with both success and failure, and how to evaluate performance against their own and other's previous achievements. It is through these learning experiences that QPE provides exposure to clear, consistent values and reinforces pro-social behaviour through participation and performance. (2015, p. 14)

Alderman, Beighle and Pangrazzi (2006) suggest that children's enjoyment of physical education is enhanced when teachers promote; "intrinsic motivation, perceived physical competence, and create a mastery-oriented environment" (p. 41).

As previously mentioned literature suggests that there is global 'significant ambiguity' (Griggs, 2015, p. 3) surrounding "the definition, usage and function of 'health and well-being' in the public policy realm and in the wider world". Suggestions made in the opening paragraph that the implementation of quality physical education to enable holistic health is complex and multifaceted are heightened by many associated discourses (Garvis & Pendergast, 2014), and practitioner confusion is investigated in Chapters 7 and 8.

Classroom teachers are today required to be health and wellbeing experts, but not PE experts. This is a paradox and counteracts the premise of this book—*to be a health and wellbeing expert one must also be an expert in the physical dimension*. The issue of 'how' the physical dimension is being supported and implemented within and outside of primary schools relates back to the reason for 'why' primary schools must remain as the focus—schools are key to 'inclusive QPE'.

Reflection

This chapter emphasises that to be a health and wellbeing expert one must also be an expert in the physical dimension. Within your context what have you observed that sits within quality play? What evidence is there of QPE in your context? What areas of curriculum implementation,

in relation to learning through movement, could be possibly improved? How is EDI addressed and promoted within your context?

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CHAPTER 7

History of the Physical Dimension

A glance through history illustrates that from the dawn of civilisation, primitive man had to be very physically active to survive (Duncan & Watson, 1960). During ancient times, PE was given considerable emphasis by the Spartans, where PE was state-regulated, age-determined and involved similar experiences for men and women, boys and girls (Phillips & Roper, 2006). However, PE has always been philosophically associated with more than just the physical dimension. The following literature has been amended from Lynch and Soukup (2016).

The Athenians first acknowledged the power of the physical dimension to enhance and influence the other health dimensions; intellectual, emotional, social and spiritual. Similar to the Athenians, the Romans recognised the benefits of physical education for quality of life, but the Romans preferred milder forms of exercise (Phillips & Roper, 2006). It can be argued that the purpose of PE for the Athenians and Romans during this ancient time was similar to HPE today, underpinned by wellbeing—to educate the mind and the body embedded within all dimensions of health. Hence, this chapter connects with the whole child development element; Community connections (strengths-based); and the movement priority element of being, belonging and becoming physically educated (cf. Figure 1.2).

Whipp encapsulates the historical and present implications of the HPE ideal closely associated with 'wellbeing'.

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_7

> In the past, the Greek ideal; "Mens sano incorpore sano", stressed the importance of having a healthy mind within a healthy body… This communique highlights the importance of a comprehensive educationally-based and strategical approach to wellness that values the role of the health and physical educator. (2015, p. 111)

As addressed throughout the book, holistic HPE is not a new concept to education, but it has more recently been given greater recognition to the contribution that the learning area makes in developing the whole child and the important role the physical dimension plays in wellbeing. The significance of the physical dimension across all other dimensions of health was heightened by the Covid-19 pandemic.

The process of objectifying the body was evident in the second century AD when Galen opened the human body. Galen didn't believe he saw anything, but he only saw what he believed (Kirk, 1993). Leonardo da Vinci (1452–1519) was the first to give an accurate description of the muscles and their functions, which was not published until the end of the eighteenth century (Broekhoff, 1972). In 1679, Borelli metaphorically explained the human body as a machine and "paved the way for the emergence of rationalised systems of physical exercises" (Kirk, 1993, p. 14).

During the Middle Ages PE held fluctuating relations with the Catholic Church, which was very influential on European culture. The Church "permeated every aspect of culture—scholarship, politics, economics, and even one's private life" (Mechikoff & Estes, 2002, p. 104). While there were occasions where PE was not supported by the Church (Lynch, 2004), it was advocated through key figures during this period; St. Dominic (1170–1221), St. Thomas Aquinas (1225–1274) and Pope Pius II (1405–1464) (Feeney, 1995). This association with the Church strengthened the affiliation between PE and the spiritual dimension of health (Lynch, 2015). Present-day research findings suggest that "potential for spirituality can be capitalized by assuring HPE curriculum is delivered in a quality manner" (Lynch, 2015, p. 217).

Europe has had a large impact on the PE discipline. An Italian teacher, Vittorino da Feltre (1378–1446) first introduced holistic PE as an essential part of the school curriculum, necessary for the 'ideal citizen', encompassing body, mind and spirit (Phillips & Roper, 2006). Another European educator, Johann Friedrich GutsMuths (1759–1839) was accredited for professionalising PE. Germany, at this time, along with

Sweden and Denmark perceived PE mainly as military training. Hence, the focus for PE was on drilling and exercising, coercion, discipline and control rather than enjoyment (Kirk & Twigg, 1993). GutsMuths developed a PE syllabus at Schnepfenthal Educational Institute, Germany. This syllabus became a platform for PE teaching and consisted mainly of gymnastics (Phillips & Roper, 2006). Sweden's Per Ling (1766–1839) was the first to promote the medical benefits of PE, often associated with scientific discourse and advocated the various health dimensions.

In late modern history, since the mid-1800s governing bodies otherwise known as organisations grew in numbers to represent people's interests. William G. Anderson was considered the founder of what is today known as SHAPE America (Society of Health and Physical Educators), having established the organisation in 1885. In 2014, AAHPERD's (American Alliance for Health, Physical Education, Recreation and Dance) board became SHAPE America. This was the 7th name change of AAHPERD since its original founding as the Association for the Advancement of Physical Education (AAPE) (Yang, 2015). PE has augmented significantly since Per Ling to the present day and "in many respects has thrived since the 1960's" (Kirk, 2013, p. 974).

Exploring PE globally, considering the growth stated by Kirk and understanding that associations were representative of groups of people; one cannot ignore the impact of the International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD). Acknowledging that there is no one representative voice for the PE field, there is no denying ICHPER's influence. ICHPER was established so educators "could work together on an international basis… an association which was not representative of any one country, or system, or one method of physical education" (Hircock, 1988, p. 73). ICHPER-SD was initiated by AAHPERD [SHAPE America], founded in 1958 in Rome, Italy, and the first ICHPER world congress was 'Child health and the school'. The title of this world congress proposes that health dimensions of PE were promoted. According to Corbin, this was consistent at this time, "central to the 'new physical education' was the education of the whole child" (Corbin, 2016, p. 14).

ICHPER-SD has influenced many countries around the world and does acknowledge an HPE approach similar to the Athenians. One such direct influence was in 1970 in Sydney, Australia, at the ICHPER-SD first and only world congress to be held in Oceania. ACHPER (Australian Council for Health, Physical Education and Recreation) was formally

known as the Australian Physical Education Association (APEA) and the name change was a direct result of ICHPER-SD's assembly. As cited in Kirk & Macdonald the Conference report stated; "the Congress indicated that 'we in Australia are now part of the international scene', and it may have been this feeling of connectedness [belonging] internationally through ICHPER along with the great success of the conference that led to the acceptance of an Australian version of this name" (1998, pp. 6–7). The influence on Australia is evidenced in the first of the ten points made in the 1970 ICHPER World Congress Resolutions:

> Health, physical education and recreation are allied and closely inter-related fields and should be coordinated in the best interests of the community. (ICHPER, 1971, p. 189)

Furthermore, as cited in Kirk & Macdonald, Elaine Murphy (ACHPER National President 1988–1993 and ICHPER-SD Vice President - Oceania) describes: "our description of physical education is just not adequate when health is such a large component (of what we do)… they wanted these words included otherwise they felt that physical education was too narrow" (1998, p. 7). ICHPER-SD "has also directed efforts towards developing countries in order to initiate and strengthen programmes and leadership within the schools and higher education institutions" (Kane, 1989, p. 107). While ICHPER-SD was a branch of SHAPE America, sharing headquarters in Reston, Virginia, USA, it is separately governed and operated. However, more recently such national and international organisations have found it increasingly difficult to maintain members and subsequently, remain financially viable. This has forced contemplation of their purpose and need during a time of technological advancements which have allowed global connections, for example, through social media. In 2019, a new organisation was established by many former members of ICHPER-SD who wanted to rejuvenate the purpose of this historically strong and proud organisation. International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS) was established:

> IAHPEDS is governed by professionals from around the world, in the fields of Health, Physical Education, Dance and Sport. The home office is located in the United States, in Fredericksburg, Virginia, but has membership representation from around the world. Elections are held every four

years for Executive Committee positions, Board of Directors and Board of Governors.
As a non-profit [US 501 (c)(3) status], charitable and educational organisation IAHPEDS mission is to:

- Advance international research, learning, practices and standards among researchers, practitioners and students related to the Alliance's disciplines—to motivate individuals to adopt healthy active lifestyles.
- Advocate for quality global Health and Physical Education, Dance and Sport (IAHPEDS) in schools, higher learning institutions, systems and communities.
- Provide platforms for the sharing of information related to HPEDS.
- IAHPEDS seeks collaborative partnerships with other international and national professional organisations to expand the reach of health, physical education, dance and sport research and programming (https://iahpeds.org/, 2024).

Navigating one's health with a health-preventative focus involves connections and partnerships. This perspective offers guidance for education departments and governments when implementing HPE in schools, and sports generally within communities. Megatrends predict that in the future, education departments need to be prepared for a quality of life with limited world resources; the world economy shifting from north to south, west to east; associated healthcare costs and the responses in lifestyles and services; and the rising importance of social relationships (Hajkowicz et al., 2012). However, as the literature evidence, limited resources have been problematic for H/PE throughout modern history and remain a problem today (Cale & Harris, 2019; Commonwealth of Australia, 1992; Hardman, 2008; UNESCO, 2008; 2014). Furthermore, when faced with limited resources, educators find it easier to implement PE by adopting a behavioural approach which forms a barrier for health education (Westbrook et al., 2013).

Partnerships in HPE-related areas sit within a 'strengths-based' approach which "supports a critical view of health education with a focus on the learner embedded within a community's structural facilitators, assets and constraints, and is enacted through resource-oriented and competence-raising approaches to learning" (Macdonald, 2013, p. 100).

An example of a strengths-based approach is Antonovsky's salutogenic model which involves:

- A focus more so on the promotion of healthy living rather than on preventing illness;
- The viewing of healthy living as multidimensional 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 et al., 2013, p. 113).

Adopting a strengths-based approach from a salutogenic perspective, specifically through partnerships advocates preparation for life and well-being where knowledge and skills can be transferred and adapted across contexts (Lynch, 2016).

It can be evidenced that the holistic HPE ideal has existed and evolved since the Athenians and was strong during the twentieth century, although it was referred to as 'physical education'. As aforementioned, Robbins et al. identify seven dimensions of health (HPE ideal), referred to as wellness: physical, intellectual, emotional, social, spiritual, environmental and occupational. Additionally, "there is a strong interconnection among these dimensions" (2011, p. 9). Research suggests that "HPE should be embraced in all schools for its ability to offer opportunities in a holistic manner" (Lynch, 2015, p. 217). Throughout history, Physical Education has been an all-encompassing term, the one term consistently used to represent a number of discourses, ideologies, philosophies and aspects of movement development.

Exploration of the past reveals that physical education (PE) has been influenced by two philosophies: (1) the body viewed as an object and (2) the view of the whole person; body, mind, spirit and wellbeing. It is important to understand these two philosophical influences in recognition

that PE is socially constructed and subsequently semantics have evolved over time.

Literature suggests that on occasions throughout history, PE has been responsible for 'schooling' the body, where the body is viewed as an object. The body as an object occurs "in a society when man [and woman] has gained the capacity of looking at his [or her] own body as if it were a thing" (Broekhoff, 1972, p. 88). This concept is described by Kirk as a "useful and controlled body, one which is appropriately skilled with the capacities to meet the standards of acceptable social behaviour of any particular society and to make a productive contribution within the economic system" (1993, p. 13). Reiterating, the companion PE discourses to have influenced this philosophy include military, scientific, health and sporting—which portray ideologies which include sexism, elitism, healthism, individualism and mesomorphism—which is discussed in more detail (cf. Chapter 11) (Colquhoun, 1991, 1992; Hickey, 1995; Kirk, 1992; Kirk & Twigg, 1993; Scraton, 1990; Tinning, 1990; Tinning & Fitzclarence, 1992; Tinning, Kirk, & Evans, 1993). Wherein, students acquire knowledge and attitudes unintentionally while in the school environment (Kirk, 1992). Such ideologies are regarded as problematic as they give false messages (Kirk, 1992). The term 'schooling' the body is appropriate for this 'body as object' philosophy due to the dominant behavioural approach to health education it adopts (cf. Chapter 8).

Physical Literacy

As published by Lynch and Soukup (2016), the ambiguous grey area surrounding the terms PE and HPE has seen the rise and traction of new terms to represent and replace the original meaning of Physical Education, one such term is 'Physical Literacy' (PL). Grauduszus, Koch, Wessely and Joisten investigated school-based PL interventions and argued that "The promotion of physical literacy (PL) seems to be promising due to its holistic approach, combining physical, cognitive, and affective domains" (2024, p. 1). Hence, they have adopted the term PL to represent holistic PE. Corbin informs us that physical literacy is not a new term with references made in the early 1900s and again in the late 1950s (2016, p. 15). Earlier definitions of physical literacy referred to being able to read or write (Corbin, 2016) but "in its broadest context 'literacy' means becoming educated" (Richards, 2016, p. 1). Physical education has been

well known in the past as 'education through the physical' (Corbin, 2016, p. 14), hence, there are strong links between the semantics of 'literacy' and 'education' (Lounsbery & McKenzie, 2015).

Quality PE components were reinstated as the key qualities of the new-old term physical literacy. Common themes identified by Richards in literature include "Physical Literacy is a life-long process, that acquisition (competence) of fundamental movement skills is a core component, and that it embraces knowledge, attitudes and motivations that facilitate confident movement" (2016, p. 1). Lynch & Soukup propose that "compared to HPE, PL (physical literacy) by definition focuses on one-dimension" also that "PL has not been positioned within the international field of PE, or body of knowledge within the discipline" (2016, p. 19). Cale and Harris (2019) establish how within the UK physical literacy has also influenced physical activity and PE generally in schools. In their book, they assert to offer a holistic perspective on physical activity, but again only one dimension is addressed—the physical dimension.

According to Barnett et al. "There has been a surge of research interest in physical literacy in children and youth in the past 5 years" (2023, p. 1906). Traditionally, publications on physical literacy were often produced by government-funded organisations and departments, which are not always related to education (cf. 28). This provides some explanation of the concept's evolvement, a consequence of people's misunderstanding of the terms 'education' (constructivist) and 'schooling' (behavioural) (cf. p. 56). In Australia, initially, the limited literature on physical literacy was produced by the Australian Sports Commission (Richards, 2016) and by the National Institute of Sport Studies. Similarly, in the UK, a Primary School Physical Literacy Framework was produced by the Youth Sport Trust. Another example is the Canadian 'Healthy Active Living and Obesity Research Group', identified as a leader in physical literacy assessment (Corbin, 2016).

The term physical literacy constitutes different meanings to different organisations. Literature has identified the confusion that this may have on teachers and students, (Corbin, 2016; Griggs, 2015; Lounsbery & McKenzie, 2015; McKenzie & Lounsbery, 2016). Confusion among practitioners is only exacerbated by reiterative research topics usually published about physical education, being published in relation to physical literacy. For example, Rukavina and Gremillion Burdge (2024) share

that "whole-of-school approaches to physical activity and health promotion have the potential to promote physical literacy". (p. 1). Furthermore, another study "indicated that intervention integrating PL into active school recesses can promote health-related physical fitness especially for aerobic fitness and strength… and enhance academic achievement" (Zhang et al., 2023, p. 382). Lounsbery and McKenzie (2015, pp. 143–144) caution the use of physical literacy, for it is perceived as supplementing the already unclear learning area.

> the term physical literacy was adopted in the national K-12 PE standards [US] without either widespread consultation among professionals or market research. To date, its adoption has generally been substantiated on the bases that it will help to elevate the profession by providing increased clarity and by coming into line with current general education trends. We fully agree that PE needs clarity. However, to date there is no evidence that using and promoting the term physical literacy will help. There are currently very few peer review publications on physical literacy and none of these are data based.

This confusion also exists within the realm of education. In the UK, the Association for Physical Education (AfPE) defines PE in reference to the concept of 'schooling' rather than belonging, being and becoming 'educated':

> the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance. (2016)

The UK, similar to Australia, has a national curriculum, but Australia's sheer size (similar to the US) creates many barriers of consistency across all regions. Hence, individual state and territory frameworks are derived from national documents. The UK is much smaller in size (geographically), subsequently, their national curriculum appears to be implemented more consistently in comparison. The key learning area in The National Curriculum for England is titled 'Physical Education' (2024). It is important to note that this curriculum advocates quality PE (referred to as

high-quality PE) and not physical literacy (unlike the US), although as addressed, it does appear to have been influenced by the physical literacy concept (cf. p. 70). As a separate learning area, England (2024b) has Personal, Social, Health and Economic Education (PSHE) where it is advised:

> Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Hence, as previously discussed, PSHE was not statutory and therefore schools had the autonomy to decide on what and how they implemented these guidelines. In the lacunae created by having optional PSHE, the UK appears to have filled the 'whole child health development' philosophy gap with physical literacy. This theory is supported by Jurbala (2015), who shares that physical literacy has become a replacement term for holistic development.

McKenzie and Lounsbery (2016, p. 1) ask "What's in a name? Is physical literacy simply a rose by any other name?". Furthermore, they suggest:

> there is lack of consensus among international physical activity/fitness experts regarding what constitutes physical literacy. If experts are uncertain about what physical literacy is, one can only imagine how confused the lay public and policy makers might be. Many already cannot discriminate among terms such as physical activity, physical fitness, and physical education, and adding yet another term (physical literacy) would only add to the confusion.

As previously mentioned, in simple terms, physical literacy is PE (Kirk, 2013). Kirk describes physical literacy as a "philosophical position on physical education" (2013, p. 975). This position relates to the holistic discourse in PE, embedded within an inclusive ideology. For example, Ardiano found that "a high understanding of physical literacy is related to the holistic development of children aged 7–12 years" (2024, p. 21). Therefore, many of the physical literacy characteristics are not new and have been borrowed from PE, specifically literature relating to 'quality PE' and 'life-long physical education'.

According to Lynch (2017) QPE:

- enhances children's health and wellbeing
- is a planned, progressive and inclusive learning experience
- requires all children having opportunities to master fundamental movement skills (FMS) preferably before seven years of age
- requires educators to have expertise in the fundamentals of movement and the inclusive socio-cultural approach

The introduction of the socio-cultural approach saw a philosophical shift using a 'holistic' discourse in PE. This holistic view was influenced by an inclusive ideology and in some regions of the world was relabelled HPE. This shift has occurred on numerous occasions throughout history but most recently began as a complex counter-discourse to those associated with the 'body as object' philosophy. This discourse changed the perception of the body as a separate object, to that of the 'whole person'; body, mind, spirit and wellbeing.

Reflection

This chapter endorses that the holistic HPE ideal has existed and evolved since the Athenians and was strong during the twentieth century, although it was referred to as 'physical education'. What aspects of history did you find interesting? Furthermore, this chapter questions why the term Physical Literacy has evolved. What term/s are used to represent PE in your context? Is the term Physical Literacy used? Do people know what Physical Literacy is in your context? Do people find the various terms used within the PE field confusing?

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CHAPTER 8

Contemporary Problems in School Communities: Critically Exploring the Power of Educational Approaches for Health, Wellbeing and Physical Education

This chapter critically explores the power of educational approaches in Health, Wellbeing and Physical Education within school communities, which relates to Curriculum, teaching and learning; Community and School implementation (cf. Figure 1.2). Three key historical and contextual themes emerge from the present national curriculum for England in PE: healthism; assumptions about sport and an awareness of the social and cultural forces of influence. The first two themes relate to the behavioural philosophy, which views the body as an object to be controlled. The third theme adopts a constructivist approach, placing a focus on "awareness'. An awareness of social and cultural forces relates to holistic education and specifically the socio-cultural approach to PE. This is supported by Pringle, Larsson and Gerdin (2019). Stirrip and Hooper argue specifically that there is a present need to "focus more closely on how the critical movement is translated from research into practice" (2022, p. I). Hence, this chapter critically investigates contemporary problems with how Health, Wellbeing and Physical Education are enacted in school communities, revealing the power of balance and awareness, when choosing educational approaches.

Stirrip and Hooper "do not contest that many young people have positive experiences within PE" however, argue that "we cannot ignore the

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_8

considerable evidence that many do not" (2022, p. I). It is suggested that Health Education is currently guided by obesity discourses (Quennerstedt et al., 2010) and "offers a resurgence of individualistic and instrumental notions of health" (Alfrey & Brown, 2013, p. 160). In the UK, the relationship between Health and PE is embedded within the physical dimension, "PE's relationship with health is long-standing and generally accepted, given that it provides young people with regular opportunities to engage in physical activity and learn about the health gains associated with an active way of life" (Cale & Harris, 2023, p. 2).

Having a focus on the physical dimension of health is embedded in critical pedagogy. "Critical work around the body, health and physical activity—has a long history within the subject of physical education (PE). Such work has been evident since at least the 1980s (e.g. Kirk, 1986; Kirk & Tinning, 1990; Tinning, 1985) and has (arguably) had a consistent presence since" (Stirrip & Hooper, 2022, p. I). One example is that children in the early years of primary school in England are being informed that they need to exercise or else they will get fat. Intentional or not, viewing the body as an object to be trained, places pressure on children, parents and school communities, often at the expense of enjoying movement. As described by Cale and Harris (2023, p. 5), "The pervasiveness of neoliberal agendas has also led to concerns about health promotion outcomes being unattainable for the profession". This chapter investigates why this is happening, beginning in the early years of British (English) primary schools, through exploring the educational and health approaches; in this instance, the 'dominant performance-oriented curriculum with its accompanying behaviourist inclined pedagogical approach' (Thorburn et al., 2011, p. 393). This dominant behavioural approach reveals hidden messages (discourses) beneath the surface of the physical education (PE) national curriculum for England. A deeper investigation reveals that not only does it exist in the PE curriculum but also within the regulation of wellbeing by the Department for Education (DfE); namely Ofsted inspections within schools (Jeffreys, 2023). It is argued that such discourses often exist in society without challenge and are having adverse effects on the 'healthy active lives' the curriculum purports (Cale & Harris, 2019).

Hidden Messages

Some children in Reception class in south-east England state schools are bringing home a letter stating that they are overweight. This is because in England "Children are measured and weighed for their body mass index (BMI) in Reception class and in Year 6, under the government's National Child Measurement Programme (NCMP)" (Ford, 2018), even though it is widely recognised that the BMI is an imperfect measure for determining the extent of body fat (WHO, 2024). Furthermore, feedback letters associate the child's weight with dangerous diseases like cancer, and parents are advised to visit GPs to resolve child weight issues (Nnyanzi et al., 2016). This adoption of the Medical Model approach to Health is archaic and in a research study by Nnyanzi et al. was perceived as inappropriate by parents, causing controversy and anger, however, continues to this day. It is argued by the British Government that:

> Delivering the NCMP provides vital information that enables local authorities and their partners to plan for and invest in key services to tackle obesity and its wider determinants. It also provides the opportunity to raise parents' awareness of overweight and obesity, its consequences and healthy lifestyle choices. (Office for Health Improvement & Disparities, 2024)

This use of a medical model approach to health is also an example of governmentality (cf. p. 43); "the deployment of governmental strategies that seek to shape the conduct of individuals and collectives" (Tinning, 2010, p. 147). This approach has three major criticisms (cf. Chapter 3, p. 45):

1. it supports the false notion of dualism in health, whereby biological and psychological problems are treated separately;
2. it focuses too heavily on disability and impairment rather than on individual's abilities and strengths; and
3. it encourages paternalism within medicine rather than patient empowerment (Swaine, 2011).

The findings of the study indicate that the parents are the only stakeholders challenging approaches that are wrong and outdated. This does bring into question teachers' and school leaders' knowledge about

education approaches and practices, which clearly does not appear to be sufficient.

> Local authorities need to think about whether portraying the issue of child weight status as a medical problem and directing them towards GP services is the most sensible direction of travel. Evidence from this and other studies is that parents/guardians and children see child weight status much more as a social issue. Local authorities could therefore use their position to modify the broader environment—removing the health label and providing more holistic approaches to improving the weight status of their populations. (Nnyanzi et al., 2016)

In one example, a letter from Kent Community Health (NHS Foundation Trust) informed the parents that their child's measurements taken (as part of the National Child Measurement Programme) suggested they were overweight for their age, sex and height. Also, overweight children often become overweight adults (Head of School Health & Immunisation Service for Kent & East Sussex, Letter to parents, November 16, 2016).

In another example, a Dorset schoolgirl, Daisy who is eleven years of age, "lost confidence", and "was miserable and angry" after receiving the same 'fat letter'. Her mother was not notified of the programme and was unaware her daughter would be weighed at school. Daisy stated that after reading the letter she felt that "Because I was fat I didn't fit in with all of the other people that were playing cricket". Consequently, Daisy began skipping breakfast and it has taken weeks for her to return to playing cricket (Ford, 2018). Pressure on body image is also evident in advertisements for free summer school clubs in a primary school in Suffolk, listed under the West Suffolk weight management groups on the OneLife Suffolk website. The advert reads "Fun packed clubs for those children aged 4–14 years who struggle with their weight" and in 2016/2017 "over 200 children and their families successfully completed our child weight management programme" (One Life Suffolk, 2017).

While in each scenario, the messages given may be done with the best intentions, the question of what messages are being received by young minds needs to be identified and addressed by educators. Cale and Harris (2019, p. 11) assert "a key area to focus on is how recommendations for physical activity and health are promoted, interpreted and accepted

by teachers, health professionals and parents". For discourses and ideologies are not recorded in school curriculum documents, "but are traits taught and learnt through various mediums within society, often in what is termed the 'hidden curriculum'" (Lynch, 2017, p. 80). How does the child identified as 'fat' for the free summer school club feel? What impact will this label have throughout their lives? Also, it raises the question of what messages are being received by parents? For example, as a result of the letter that came home from Kent Community Health, the Reception child's mother was left distraught and unnecessarily questioned her parenting skills (personal communication, June 20, 2017). Furthermore, Daisy's mother questioned why there is not a holistic view of the child's health; "you don't get a chance to say what you are doing at home or what your child is doing regarding exercise" (Ford, 2018).

The 2012 Olympic Games held in London had a large influence on the planning of the national curriculum for England in PE. Griggs (2015) identified this occurrence as 'policy by the way' (Dery, 1998)—he further explained this connection as where 'dominant discourses and rhetoric are favoured and permitted often without understanding the appropriateness or impact that may result' (Griggs, 2015, p. 38). This chapter provides new insights and a deeper understanding of "appropriateness" and "impact" by exploring relevant literature. Hence, it can be argued that presently the national curriculum in PE for England advocates a focus on the body as an object rather than the 'whole' child. That is, the national curriculum for PE is heavily influenced by the behavioural, top-down governmental approach in education and health; being deliberate, systematic, planned attempts to change behaviour. This is supported by Leahy, O'Flynn and Wright who refer to the curriculum as a government assemblage (2013). Hence, it desperately requires a balance of approaches and preferably a predominant inclusive, socio-cultural approach (Stirrip & Hooper, 2022).

Subsequently, this chapter suggests that giving preference to a behavioural approach is having long- and short-term detrimental effects on many children's physical development and wellbeing and requires urgent change. Using critical pedagogy "inequities and injustices evident within educational systems and societies can be interrogated, exposed and challenged… serving to elucidate both how and why certain individuals might be marginalised or excluded within a given context" (Stirrip & Hooper, 2022, p. I). In exploring discourses underlying the national

curriculum for England in PE, two key historical and contextual themes/ questions emerge:

'Healthism' as an ideology
Does sport really build character in the early years of primary schools?

'Healthism' as an Ideology

Throughout history, PE has had different guiding principles or purposes which are often driven by the government or needs of society. Arthur et al., (2015, p. 429) refer to this as the philosophy of the discipline, 'beliefs and values that underpin practice'. As previously discussed, historically, PE has been influenced by two philosophies:

1. The body viewed as an object *(relating to behavioural model in education/ efficiency (top down)/ governmentality/ medical model in health and behavioural model in health)*.
2. The view of the whole person; body, mind, spirit and well-being (Lynch & Soukup, 2016) *(relating to process/ humanistic perspective/ constructivist approach/ learning across dimensions/ social model of health)*.

From the perspective where the body is viewed as an object, PE has been responsible for schooling the body; a "controlled body, one which is appropriately skilled with the capacities to meet the standards of acceptable social behaviour of any particular society and to make a productive contribution within the economic system" (Kirk, 1993, p. 13). Tinning and McCuaig share that in many countries often this has related to physical training, for the development of a certain type of citizen (2006). It is also "recognised that there is a crucial significance of the body and physical activity in relation to the exercise of power" within society (Tinning et al., 1993, p. 79).

According to Lynch and Soukup (2016), many discourses have influenced the 'body as an object' philosophy. Healthism is defined as "a belief that health can be unproblematically achieved through individual effort and discipline directed mainly at regulating the size and shape of the body" (Crawford, 1980, p. 366). Hence, health problems are perceived as individual problems, failing to recognise the social and environmental

influences—relating to the medical and behavioural models in health. Health discourses, from scenarios such as the ones described in the introduction of this chapter, and 'healthism' as an ideology (accepted beliefs within society), are underpinned by the ever-enduring crisis referred to as the 'obesity epidemic'.

> Young peoples engagement with healthism discourses may be facilitated by well-meaning but inadequately prepared teachers who themselves hold narrow, reductive views of health, fitness and physical activity. Such cases may result in schools falling well short of their potential to promote healthy, active lifestyles". (Cale & Harris, 2019, p. 13)

The obesity crisis has been growing over the last 60 years, produced by biomedical research experts; it is re-contextualised within professional and academic PE literature (and social media) to justify the importance of the discipline. Subsequently, it has been argued over the years that it often creates fear in society which involves governments and media blaming parents and schools (Gard, 2006; Gard & Wright, 2001, 2005). According to Steinbeck research in primary PE has focussed on physical inactivity and childhood obesity (2001). Gard and Wright (2001) warn that: unquestioning acceptance of obesity discourses in PE constructs anxieties about the body; creates a blame culture which takes away the pleasure of participating in physical activities, furthermore, marginalises physical activities that are not regarded to be 'fat burning'; and negatively affects the way PE is researched and taught in higher education and schools. Hence, there is "an urgent need to increase the breadth, depth and relevance of young people's learning about health in schools" (Cale & Harris, 2019, p. 13). Gard and Wright (2005, p. 13) propose that "the scientific foundations of 'obesity epidemic' thinking are far less certain than commonly assumed"; this is supported by Biddle et al. (2004) who describe the evidence as less than compelling.

Promotion of health is "greatly valued by governments responsible for costs involved with the wellness of citizens, especially considering the influence of hypokinetic diseases and the strong correlation research evidences physical activity plays" (Lynch, 2013, p. 258). However, healthism forms a belief that causes guilt for those who do not fit the 'exercise = fitness = health' triplex (Kirk & Colquhoun, 1989). Hence, physical appearance plays a leading role in healthism, underpinned by judgements being made about ideal appearances and how people conform

to society's expectations. "Like a script, bodies tell us a story about the person they embody, they convey sets of ideas and values" (Kirk, 1993, p. 7).

Healthism is associated with people's morals and with feelings of guilt. "The television program 'The Biggest Loser' is a prime example of healthism, where the body is associated with morally disciplined behaviour and people experience guilt if they are seen as undisciplined" (Lynch, 2017, p. 81). Such messages are passed onto children through what is referred to as the hidden curriculum, as in the scenarios given at the beginning of this chapter of the children in Reception and Year 6 class. It is debated that this is often unintentional and in many instances, the teacher has become so accustomed to the messages that they may be unaware of their existence (Lynch, 2017).

It can be stated that healthism is encouraged in the English national curriculum, in particular, where the 'purpose of study' states; 'It [PE] should provide opportunities for pupils to become physically confident in a way which supports their health and fitness' (Department for Education, 2013, p. 1). As the scenarios discussed in the introduction of this paper illustrate, a consequence of this PE curriculum has witnessed children in Reception and Year 6 fearing obesity, being labelled as overweight, and Headteachers permitting advocacy of 'fat' clubs in their schools. Subsequently, teachers and school leaders are required to be educated in the existence of ideologies and informed of practical ways that they can be sensitively addressed.

In relation to the obesity crisis, Gard warns of teachers' responses such as the undesirable examples identified earlier, which indicate a lack of professional thought and may even be unethical. Such practices are unlikely to have any 'detectable effect on population obesity or levels of health' (2006, p. 79). The current PE national curriculum for England has been described as a 'dominant performance-oriented curriculum with its accompanying behaviourist inclined pedagogical approach' (Thorburn et al., 2011, p. 393). A previous national curriculum draft purported a holistic approach and was suitably titled 'Understanding Physical Development, Health and Wellbeing', however was discarded in 2010 with the change of government.

Does Sport Build Character in the Early Years of Primary Schools?

As mentioned earlier, the present national curriculum for England for physical education was influenced by the 2012 Olympic Games held in London. At the close of the Olympics Prime Minister David Cameron published the following statement; "any new national Physical Education curriculum which would follow the Games will now 'require every primary school child to take part in competitive team sport like football, netball and hockey'" (Griggs, 2015, p. 38). Griggs refers to this curriculum as having a hegemonic position of sport (2015) with 'increased focus on competition and in particular competitive teams now permeates [ing] down into Key Stage 1' (2015, p. 40).

These details suggest the latest curriculum policy may promote discourses and ideologies such as sporting, sexism and elitism and therefore need to be identified and addressed by educators. Furthermore, if there is limited education in teacher preparation it is very likely that such ideologies are influencing children now even earlier in life. Unfortunately, this is of major concern as Griggs suggests that PE in English primary schools is being delivered ineffectively (2012), thus increasing opportunities for cultivation. This is supported by Penney (2022):

> Stirrup and Damant reaffirm that education policy—and particularly policy relating to health and wellbeing—is far from neutral, in the English context, at least. It reflects dominant political and social agendas, including the advancement of neoliberal ideals, and is designed to promote those agendas through formal primary and secondary schooling and via informal education in the pre-school years.

When unpacking the national curriculum for England in PE—Key Stage 1 policy, the purpose of study suggests that the citizen being developed is ideally an Olympic champion; one who is 'inspired' to "succeed and excel in competitive sport and other physically demanding activities" (Department for Education, 2013, p. 1). The problem with this ideal is that for most boys and girls, it is not realistic and therefore becomes exclusive. Kohn clarifies, "competition is structured to produce a single champion and many more losers" (1992, p. 109). As the scenarios shared

in the introduction of this chapter illustrate, unfortunately for many children failure is being reinforced before they may have even begun the Key Stage 1 school curriculum.

This national curriculum statement is an example of a sporting discourse, "developed beliefs about physical education and sport that are not always necessarily true" (Lynch, 2017, p. 82). Furthermore, the national curriculum 'purpose of study' also states; "Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect" (Department of Education, 2013, p. 1). Such statements need to be questioned by educators, rather than accepted.

Is it realistic to expect all children in schools, given the present problems identified with qualifications, the preparation of teachers and infrastructure for PE delivery (UNESCO, 2014), to excel in competitive sport? Does playing sport build character for every child? Are fairness and respect outcomes of playing sports for all children? Where do the ideologies of sexism, elitism and individualism sit within this rhetoric and how are they addressed?

As the National Curriculum for England in PE 'Purpose of study' accentuates, sports sits within the PE curriculum. However, there is often a misconception that PE is only sport. This becomes confusing for educators in the early years when children's motor control is not developmentally ready to combine a number of motor skills with game rules and strategies. Using the analogy of learning to read, throwing a child into a complex game is like introducing early years' children to phonics using a novel—it is not developmentally appropriate.

Curriculum statements about sport and PE, such as the ones located in the English curriculum's purpose of study for PE, are assumptions. While they may be outcomes experienced at times by some children through sport, for many they contradict experiences; exacerbated by limited teacher education. Simply put, they are not based on research evidence. According to Hickey, common assumptions about sport include:

- By being involved in sport, people naturally develop positive attitudes about healthy lifestyle;
- Friendship, teamwork, sharing and cooperation are incontestable manifestations of involvement;
- If you are prepared to work hard and make the necessary sacrifices you can achieve what you want;

- That boys and girls receive equal opportunity and recognition. (1995, p. 5)

These assumptions are ideals, which can be argued are enhanced through quality PE implementation, as the 'purpose of study' refers to a high-quality PE curriculum. Moreso, what is vital is quality implementation from quality teachers (Lynch, 2005). However, as previously mentioned, it is argued that PE as a subject can be vulnerable (Tinning et al., 2001). Quality PE is contentious within the context of England as it is well documented that most teachers are underprepared for teaching PE (Griggs, 2012, 2015; Lynch, 2015; Lynch & Soukup, 2017). Literature shares "England appears to have not experienced growth in the first of the five UNESCO pillars for quality PE, 'Teacher education, supply and development'" (Lynch & Soukup, 2017, p. 8). Furthermore, it is the only subject often taught by sports coaches; not requiring teaching qualifications, nor the presence of qualified teachers (Blair & Capel, 2011; Carney & Howells, 2008; Smith, 2013).

This gives impetus to Kohn's arguments against assumptions made by the national curriculum for PE. Conversely, "competing drags us down, devastates us psychologically, poisons our relationships and interferes with our performance" (Kohn, 1992, p. 114). Kohn positions the advocacy for sport and competition within the 'body viewed as an object' philosophy for PE, associated with schooling the body for a certain type of citizen:

> Sport does not simply build character, in other words; it builds exactly the kind of character that is most useful for the social system. From the perspective of our social (and economic) system—which is to say, from the perspective of those who benefit from and direct it—it is useful to have people regard each other as rivals. (1992, p. 85)

He asserts that competition is not enjoyable for all children, referring to competitive sports as a failure factory which not only eliminates the 'bad ones' but also turns off many of the 'good ones' (1992). This argument is of particular interest as the 2015 Wales school survey involving 110,000 Welsh school children across almost 1000 schools found that; "Making sport and physical activity enjoyable and fun is critical to boosting participation by children and young people" (SportWales, 2015).

Perhaps Kohn's argument against competition resonates with children in England, as it is affirmed in literature that PE in the UK fails to engage children in school and is unsuccessful in inspiring physical activities outside of school (Griggs & Ward, 2012; James & Brophy, 2019; Sandford & Rich, 2006). An England-wide survey from the Department of Culture Media & Sport (2016) titled 'Taking Part' researched child participation in sports for 5- to 10-year olds. Findings for 2015/16 (1096 participants) revealed that in July 2016 "there has been no significant change in the proportion of children participating in sport in any age group (5–15, 5–10 or 11–15) compared to 2008/09 or 2014/15". This indicates that the new PE national curriculum for England and the government's one billion pounds funding for Sport England to invest in grassroots sports has made no improvement (British Broadcasting Corporation [BBC], 2017). Based on these latest findings, it may be suggested a new holistic approach to PE is necessary and timely. It is recommended that unwelcomed ideologies are addressed in the early years of schools using a holistic, socio-cultural approach—which has been raised on numerous occasions throughout the book and is explored in detail in Chapter 10.

Reviewing literature reveals PE has had different purposes over the years, all driven by the needs of the government or society. At present the British national curriculum for PE was derived from a need for Olympic champions and young competitors. This is of particular significance because a deeper analysis reveals that it may be defeating its own aim of 'healthy active lives' in both the short and long terms. Educative questions are raised about possible hidden messages that are experienced by four-year-old children in their first year at primary school; messages adversely affecting the development of the 'whole' child.

This chapter offers balance to perspectives portrayed through the national curriculum in England for PE. In doing so it suggests that educators are made aware of existing social and cultural influences that influence PE and sport. Discourses and ideologies need to be identified; the position or contextual need for the discourse should be shared, as should the undesirable aspects. Children are passive consumers of discourses and ideologies; an awareness of their choices needs to be brought to their attention from the early years of school. The socio-cultural approach requires teachers to be educated about such forces and strategies for how best to manage these.

In short, the national curriculum for England in PE can and needs to be better, in design and implementation. This is supported by Cale and Harris (2019, p. 13):

> In PE, in particular, learning should challenge the narrow focus, misunderstandings and misconceptions that many young people hold [and teachers] concerning health, fitness and physical activity. Meeting this goal is likely to require us to develop alternative approaches, both in initial teacher education and in professional development related to PE-for-health pedagogies.

Developing School Community Wellbeing

To develop and optimise school community wellbeing, in reflection of recent happenings, Ofsted inspections within schools need to improve, in design and enactment. Learning should also extend to challenge the narrow focus, misunderstandings and misconceptions held concerning mental health and wellbeing in school communities, beginning at the top of the educational power hierarchy ladder with Ofsted inspectors (behavioural approach), and cascading down to Headteachers, teachers and other staff members. As addressed earlier (cf. Chapter 2 p. 32), there are many problems with teacher wellbeing in school communities at present and have been for many years. On a global scale, teachers report one of the highest levels of occupational stress and burnout in the job compared with other professions (Henebery, 2024).

Investigating the circumstances leading to the tragic death of Headteacher Ruth Perry and considering what the implications for Ofsted are going forward, it is clear that the DfE in England requires a continuation of their shift to research-informed practice (constructivist approach). This shift was identified and began in 2017 under the leadership of Amanda Spielman, the Chief Inspector at the time of Ruth Perry's death; Spielman described this as the vital role in balancing the accountability system (cf. p. 31). Thus, began the transformation of a traditional behavioural, top-down governmental approach to a more constructivist (research-informed), Ofsted regulation of 'educators'. Consequently, for this shift to continue moving in this constructivist direction, it is proposed that as a requirement, all Ofsted Inspectors be qualified in Educational Research—a Higher Degree by Research, minimally a Masters and ideally a Doctoral degree.

It has been formalised, the Ofsted inspection contributed to the death of Headteacher Ruth Perry. The Coroner report warned that there could be more deaths of this nature unless there is change; "In my opinion there is a risk that future deaths could occur unless action is taken" (Courts and Tribunal Judiciary, 2023, p. 2). It is proposed that the recommended change required, to prevent the suffering of teachers or any more deaths, will involve a continued shift towards research in education as well as practical school teaching experience. This is modelled by the Singapore education system (OECD, 2023), however, within the UK is presently absent. As it stands, all inspectors are only required to have Qualified Teaching Status (QTS), which in some Western countries is not recognised as an academic qualification (cf. p. 11).

Seven matters of concern were identified specifically for Ofsted and the Department for Education in the Coroner's report. The second of these concerns saliently states "There is almost complete absence of Ofsted training or published policy" (2023, p. 2), for inspectors looking for signs of distress in school leaders or how to deal with such concerns, pausing an inspection or having meetings during the inspection process. Subsequently, the third concern states "Parts of the Ofsted inspection were conducted in a manner which lacked fairness, respect and sensitivity" (2023, p. 2). This third concern begs the question 'How was the Ofsted inspection regulated?' If Ofsted were governed by ethical approval in the same way as educational researchers are, then their processes would be better shaped to manage inspections fairly and respectfully.

Research Ethics Committees (REC) enable a healthy research culture. They review research proposals, ensure high ethical standards and protect research participants, while also promoting research integrity (United Kingdom Research Integrity Office, 2024). Ofsted do not have a REC and while they do have a policy paper, it clearly states that "it does not apply to anyone collecting data who has a direct legal requirement to do so, for example as part of inspection and regulation of services in Ofsted's remit" (Ofsted, 2019). In the absence of a REC, subsequently there is a missing layer of essential support and quality assurance in Ofsted's inspections of schools. This missing layer is directly aligned to the Coroner's concerns. Hence, more significance is afforded to inspectors needing deep research knowledge.

The immediate change involved replacing the chief inspector for the last seven years, Amanda Spielman with Sir Martyn Oliver. Oliver, in his first week, launched an internal inquiry into Ofsted's response to the

death of Ruth Perry. Furthermore, he addressed the issue by postponing Ofsted inspections for two weeks while inspectors participated in training for mental health awareness. This action is described by Sparkes (1991) as Level 1, surface change—however, research warns that unless there is a significant establishment of all three levels only superficial change will result.

Digging beneath the surface of Headteacher Ruth Perry Coroner's Report suggests that the education community will not improve until Ofsted and the DfE changes their approach to education from behavioural to constructivist. This requires deep change and not band-aid surface level changes such as a quick-fix training or policy documents. Fully implemented innovation or reform will "require an understanding of the process, a way of thinking that cannot be captured in any list of steps to be followed" (Fullan, 2001, p. 71). Hence, Ofsted requires reform based on knowledge of educational research and practical school teaching experience. Concerns about school inspector, headteacher and teacher training in England, the required experience and qualifications have been previously raised (cf. p. 32).

As discussed previously (cf. Chapter 2, p. 31), Ofsted have traditionally relied on quantitative data from performance tables and floor standards (e.g. SATs). This is surprising in the field of education, as it is the richer and more varied insights offered by qualitative data that is commonly used for research in schools and about curriculum. "Curriculum results from social activity. It is designed for both present and emerging purposes. Curriculum is a dynamic field" (Ornstein & Hunkins, 2017, p. 1). Qualitative researchers establish credibility and trustworthiness through their data gathering using member checks and triangulation, data analysis and reporting. However, Ofsted only uses terms such as validity, reliability and generalisability which sit within quantitative research (Kervin et al., 2006). Hence, if inspectors were educated in qualitative research methodologies and terms then it would be assumed that Ofsted's research methods would also develop, specifically with regards to contexts and experiences. Hence, a richer, more accurate story of a school could be offered by inspectors.

The need for a change in approach was argued by Professor Julia Waters, Ruth Perry's sister: "What we have been pushing for, is there needs to be really radical change, systemic change, cultural change at Ofsted—and this training is just the start" (Standley, 2024). Accordingly, Ofsted requires greater knowledge of educational research, ideally with

inspectors who also have teaching experience. Concerns about school inspector training, experience and qualifications were raised previously and have been at the core of Ofsted's issues for an extended period of time (Lynch, 2023).

Ofsted's tradition of issues identified by Coffield (2017; cf. p. 30) is supplemented more recently with the death of Ruth Perry. Perhaps this tragedy may have been avoided if there was a REC and all inspectors could evidence research knowledge, across both quantitative and qualitative methods. Ofsted must continue on its journey towards evidence-informed practice which began in 2017. Furthermore, it is strongly recommended that they develop a REC and that inspectors are qualified in Educational Research, i.e. Masters or Doctoral degree. Hence, the underlying issue cannot be addressed with training and relates to the predominant behavioural approach adopted in education. The answer lies in a holistic approach to health and wellbeing for all school community members.

In summary of this chapter, children in Reception class should be moving for enjoyment, because it comes naturally to them, and this should be exploited by teachers (with a deep understanding of the socio-cultural influences of wellbeing) as a medium to enhance their learning across all areas. They shouldn't be exercising out of fear that they will get fat, nor should they be experiencing guilt for not meeting adult 'health' expectations. It is wrong for children to be categorised as overweight and school leaders should not be allowing this within their schools, nor should they be allowing inspectors to negatively impact the wellbeing of their school community. Hence, it is recommended that the global shift to a constructivist, holistic social-cultural approach be adopted for the national curriculum for England in PE and wellbeing across all curriculum areas, by the DfE and by Ofsted, one which has a focus on the whole person philosophy: body, mind, spirit and wellbeing.

Reflection

This chapter discusses hidden messages that are not stated explicitly in the curriculum documents. Thinking about your context, is obesity a problem and if so, how is it addressed? Are adult health expectations placed on children/students? If so, how? How does playing sport build character for every child in your context? How are fairness and respect outcomes of playing sport for all children? How are leaders aware of negative influences that impact the wellbeing of their school community members? How is

the socio-cultural approach with a focus on the whole person philosophy: body, mind, spirit and wellbeing, presented in your community's context?

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CHAPTER 9

The Power of Life-Long Wellbeing for Academic Learning: The Singapore Model

This chapter explores how wellbeing can be successfully enacted for enhancing learning and development within school communities. The quality physical education (QPE), wellbeing and academic learning cycle (cf. Table 1.1, p. 17) aligns QPE to optimising academic learning through wellbeing. Literature and research throughout this book has clarified the wellbeing benefits as a result of QPE. Furthermore, QPE acts as the foundation for life-long engagement in physical activity and sport and therefore, enhances children's life-long wellbeing and holistic health (cf. p. 7). Subsequently, physical education provides a platform for wellbeing and wellbeing provides a platform for children's learning and development. Using the Singapore education system as a model, this chapter's purpose is to investigate how schools can enact wellbeing through the use of values, to optimise academic learning. Hence, this chapter relates to various elements of QPE (cf. Figure 1.2) including Curriculum, teaching and learning; Whole child development; School implementation; and Strength-based community partnerships.

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_9

Singapore Model: Twenty-First Century Life-Long Learning with Purpose

When it comes to academic learning, development and performance, Singapore is of particular interest for further investigation, not only because they are strong performers (world leaders) in PISA (Programme for International Student Assessment) but because they have been successful reformers in education.

> When Singapore attained statehood in 1965, most of its two million people were illiterate and unskilled. The government moved fast to raise education standards. By the early 1970s all children had access to lower secondary education.
> In 2009, Singapore participated for the first time in PISA. Its students scored an average 526 points in reading, putting Singapore in the top eight performers. In math, they scored an average 562 points, surpassed only by students in Shanghai, China. And in science, they scored 542 points, putting Singapore in the top four. (EduSkills OECD, 2012)

Hence, Singapore is "one of the very few countries in PISA that show consistent improvement over time; this is even more remarkable in light of the fact that Singapore is one of the highest-performing countries in PISA" (OECD, 2023). Singapore is currently ranked first in the world for PISA results, scoring significantly higher than all other countries/economies in Mathematics (575 points), Reading (543 points) and Science (561 points) (OECD, 2023).

Singapore has adopted a constructivist approach to education. This reasoning is explained by Professor Tan Oon Seng, former Director of National Institute of Education (NIE) (2014–2018) and Dean of Teacher Education (2008–2013).

> In the early 1990s the teachers really were the monopoly of knowledge and they came to class to deliver that knowledge… but today knowledge is no more a monopoly among teachers because students can get knowledge from a myriad of sources. There is still a component of knowledge imparting but there is also a very large component of facilitation. That means facilitating the students, where they could get the right knowledge, how they could synthesise and discern the information they get. (Seng—EduSkills OECD, 2012)

Moreso, there are some salient characteristics and/or priorities embedded within the constructivist approach that have enabled Singapore's success. They are:

A. Teachers are valued and respected—teachers are selected according to ability and application, education qualifications are highly regarded and prospective teachers are paid to study.
B. Physical Education (PE) is offered and prioritised as a specialist learning area and is developmentally appropriate for the children in schools.
C. Teacher education (NIE) researchers and Ministry of Education (MOE) Directors are passionate about children's development and are actively involved in schools and with children.
D. School community members are identified as life-long learners and can evidence this through professional development. Teachers, like the children, are acknowledged and pride themselves as models, using values such as being curious, creative, collaborative, passionate, resilient, courageous and reflective.

Teachers are Valued and Respected

In Singapore, the teacher was prioritised and perceived as the most significant stakeholder in developing the education system. "In Singapore and Finland, for example, nations that have been regarded as world leaders in education over the last 25 years, teachers are highly valued" (Lynch, 2022, p. 6). In Finland, for general basic and upper secondary education, all teachers are required to have a master's degree (Eurydice, 2024). Professor Christine Lee, Head of Curriculum, Teaching and Learning at NIE (2006–2015), shares:

> We deeply believe that the teacher is the key in bringing about changes. You can have all kinds of reforms, [at] the end of the day it is the teacher who has to deliver that, in the classroom and who will make a real difference to the learning of the pupils whom they are in touch with every day. (EduSkills OECD, 2012)

The Singaporean education system is built on the belief that no education system can be better than the quality of its educators. Hence, the

quality of educators is given the highest priority and great emphasis is placed on recruiting the right teachers.

> Our teachers are recruited from the top one-third of every cohort of students and from that top one-third, go through a series of tests and interviews to ensure that we recruit teachers who are passionate about teaching and who care about students. Then they go through rigorous training [Initial Teacher Education] at the National Institute of Education. (EduSkills OECD, 2012)

The academic standard for teacher recruitment in Singapore is very high and prospective teachers evidence academic ability and application. It must also be taken into consideration that teacher recruitment is from the top one-third of student's academic achievements in a cohort within the world's highest nation for PISA results (2023) across maths, reading and science. "If you look at the status rankings of teachers in Singapore, they are accorded enormous social status by the community at large, so they're right up there with doctors, lawyers, judges" (EduSkills OECD, 2012).

A strong education system has enabled Singapore to develop from what was in the early years of independence, a very poor country, to a modern vibrant one with a strong economy. Well-trained and highly motivated teachers are acknowledged as being central to its success in nation building. This is shared by Ho Peng, former Director General of Education, Singapore Ministry of Education (2009–2015).

> Teachers are extremely, extremely committed in Singapore. The teachers I speak with really want the best for their kids. There's a deep sense of pride, there's a deep sense of commitment and so education is seen as a means to build a nation. Since Independence, education has been a means by which we could forge a national identity, have Singaporeans come together as one. (EduSkills OECD, 2012)

Using the PISA results, there is a clear correlation globally between the quality of Initial Teacher Education and higher education of teachers within countries and the learning and development of students. "The tests explore how well students can solve complex problems, think critically and communicate effectively. This gives insights into how well education systems are preparing students for real life challenges and future success" (OECD, 2023). Education generally is important but for the

same reasons so too is Initial Teacher Education, setting a strong platform for future teachers.

Physical Education (PE) is Offered and Prioritised as a Specialist Learning Area

To become a teacher with the Ministry of Education in Singapore, teaching in Primary and Secondary schools, Junior Colleges and Centralised Institutes, there are a number of programmes and schemes available. The Diploma in Education (DipED) enables candidates to specialise in Physical Education, prospective teachers are specifically selected and are paid during their trial teaching stint and if selected, during their two years of intense study:

> However, prior to admission into the DipEd programme, it is necessary to undertake a compulsory contract teaching stint. The stint allows the candidate to affirm their interest in teaching, and for the Ministry to further assess your suitability for the teaching profession. Only after successful completion of the contract teaching stint, will the candidate be enrolled in the DipEd programme at National Institute of Education (NIE). (Ministry of Education Singapore, 2024)

The second option is the Postgraduate Diploma in Education (PGDE); a full-time programme designed for degree holders who would like to become teachers. There are two types of PGDE programmes, one to teach in the classroom (or academic subjects) and one specifically for teaching PE.

> The PGDE training programme provided by NIE aims to equip prospective teachers with the knowledge and skills to teach school subjects and better understand the teaching profession in Singapore's educational context… The teaching levels include Primary, Secondary or Junior College and each is 16 months in length. Candidates assigned to be teachers at the primary level are trained to teach in two subjects to develop stronger mastery of content and pedagogical skills. (Ministry of Education Singapore, 2024)

The second PGDE programme offered specialises in physical education, the PGDE (PE): "The candidate is trained to teach PE at both the primary and secondary levels. Dual-level training helps candidates to

understand growth and motor development across the school years, and their implications on teaching and learning" (MOE Singapore, 2024). The philosophy for all teachers including specialists is described by Professor Tan Oon Seng (NIE):

> First of all we prepare a teacher to be first a teacher of the learner [quality and holistic teacher]. Secondly, to be a good teacher of the subject. So the essential foundation is that a good teacher must first of all be very passionate and clear about how to help people learn and how people learn best. (Eduskills OECD, 2012)

Both the DipEd and PGDE students earn money; the course is fully funded by the MOE Singapore and they are guaranteed 3 years teaching. A successful candidate:

> receives a monthly salary of $1,980 to $2,830 while undergoing contract teaching stint in school and if successfully enrolled, during NIE training as well. Exact salary will depend on: academic training, relevant experience to teaching, time spent on the job, and whether the candidate has completed full-time National Service. (MOE Singapore, 2024)

Furthermore, if a teacher changes teaching levels during their teaching career (e.g. primary instead of secondary), NIE provides necessary training. Also, once they have completed their course, they are deployed in schools where they get further support from experienced teachers as mentors.

NIE is Singapore's national teacher training [Initial Teacher Education] institute. The MOE recruits prospective teachers and sends them to NIE for training. NIE:

> play a key role in the initial preparation of Singapore teachers and the provision of teacher professional and school leadership development programmes. The university-based teacher education programmes leverage the strong partnerships that the NIE has with the Ministry of Education and Singapore schools to develop teachers who are grounded in theory and research, and strong in practice. (Nanyang Technological University Singapore, 2024)

Teacher Education (NIE) Researchers and MOE Directors are Passionate About Children's Development and are Actively Involved in Schools

Teacher education (NIE) researchers and directors are passionate about children's development and are actively involved in schools. NIE academics are research active and research projects involving children and learning include:

- Beginning Early: Singapore's ongoing study starting in infancy of twenty-first-century skills (21 CS), individual differences and variance in the environment (Be Positive Study).
- CORE Research Programme
- Exploring Creative Processes and Pedagogical Possibilities
- Empirically-Grounded STEM Education

There are student research projects and numerous active research centres/labs. (Nanyang Technological University Singapore, 2024). NIE has Academic Groups (AGs) including Masters and Doctoral degrees. However, AGs include undergraduate, graduate and professional learning working collaboratively:

> the delivery agencies for undergraduate, graduate and professional learning courses in the resident programmes for teacher education and teacher development.
> The AGs work closely with the Office of Teacher Education (OTE) and Graduate Studies and Professional Learning (GPL) to prepare school teachers and leaders.
> They also provide research direction for each subject discipline and accomplish research to create knowledge and impact, which influence educational practice and policy within NIE and beyond. (Nanyang Technological University Singapore, 2024)

AGs represent Asian Languages and Cultures; English Language and Literature; Humanities and Social Studies Education; Learning Sciences and Assessment; Mathematics and Mathematics Education; Natural Sciences and Science Education; Physical Education and Sport Science; Policy, Curriculum and Leadership; Psychology and Child and Human Development; and Visual and Performing Arts.

Miss Ho Peng, former Director General of Education (2009–2015), Ministry of Education Singapore, explains:

> We meet with schools and teachers very often. Every director here, in fact, will visit school at least 12 times a year. I went to a school just yesterday; you hear the teachers right, you hear the teachers and you know what the issues are on the ground. What are their concerns? How can we support them better? Teachers are your most precious resource and so I think developing teachers is what we pay a great deal of attention to. (Eduskills OECD, 2012)

Educators are Identified as Life-Long Learners and can Evidence this Through Professional Development

The final priority contributing to Singapore's constructivist approach and essential for enacting wellbeing within schools is that educators are identified as life-long learners and can evidence this through professional development. Teachers are acknowledged and pride themselves as being curious, creative, collaborative, passionate, resilient, courageous, explorers and reflective. The late Professor Lee Sing Kong, Director NIE (2006–2014) shared the significance of continuous professional development:

> On an annual basis we graduate some 2,000 teachers for the school system. Secondly, we have 31,000 teachers in the education system and our policy rightly identifies that the professional development of the 31, 000 teachers in the school is as equally important as that of preparing new teachers. (Eduskills OECD, 2012)

This priority for professional development is given weightage within the MOE Singapore infrastructure. It offers three career tracks (fields of excellence) for educators to develop and progress. They are the: Teaching, School Leadership and Senior Specialist Track. Professor Tan Oon Seng explains:

> There is quite a systematic approach towards developing teachers who are already in the schools. In fact, the ministry supports this professional development of teachers and recognises its importance by allowing every teacher to have an entitlement of 100 hours of professional development time to help her/him to become a better teacher. (Eduskills OECD, 2012)

Furthermore, "The Ministry is committed to supporting and developing each teacher's potential to the fullest through a variety of professional development opportunities like training courses and conferences" (MOE Singapore, 2024).

Professional development packages and leave schemes, including scholarships and sponsorships, that support teachers in strengthening and upskilling themselves professionally in different areas of educational specialisation.

Teachers' work attachment programme allows our teachers to take part in work attachments at organisations to broaden perspectives, create new learning experiences for professional development and to enrich their students' learning.

Management and Leadership in Schools programme and Leaders in Education programme are milestone courses for high-potential Education Officers to prepare them for leadership roles.

There are also various institutes and academies, such as the Academy of Singapore Teachers, that work together in synergy to foster a stronger culture of professional collaboration and excellence.

Professor Christine Lee relates the professional development to the constructivist approach and specifically, life-long learning.

> I think we are a deep believer of lifelong learning. At the pre-service level we cannot teach our beginning teachers everything [about] what it means to be a good teacher. We have to encourage our beginning teachers to come by and be involved with continual learning and in-service courses. There's plenty of professional development opportunities for them and I think that access, and the support is, I think, the envy of many countries. (Eduskills OECD, 2012)

Similar to Finland (cf. p. 63), strength-based partnerships are imperative to optimise the learning opportunities. Finland's constructivist approach draws many similarities with Singapore's approach where context is prioritised, the curriculum is closely aligned with twenty-first-century life-long learning skills and innovation in delivery is encouraged. Furthermore, Finland strongly advocates genuine school and community partnerships through curriculum implementation: developing schools as learning communities; emphasising the joy of learning; emphasising collaborative atmosphere; promoting student autonomy in studying and in school life (European Commission, 2019).

> In 2009, the Ministry of Education introduced the concept of Professional Learning Communities (PLC) to Singapore schools. PLCs provide a forum where teachers share and learn from each other with the specific intent of enhancing student learning. To date, 271 schools have created PLCs. Thanks to continuous dialogue and feedback, teachers improve their classroom skills and stay up to date with professional practice. (Eduskills OECD, 2012)

A study was conducted by Lynch (2015, 2016) investigating the learning environment underpinned by a strengths-based collaborative approach between universities (Initial Teacher Education) and schools. It was found that it did offer extended pre-service teacher learning opportunities and subsequently enhanced preparation. However, it didn't just happen, a 'hybrid space' needed to be created. "Hybrid space describes the ideal environment of shared partnership where knowledge is jointly created, and consequently, as too is collaborative egalitarianism between stakeholders". For collaborative leadership and teamwork:

> are built on professional and respectful conversations about practice. Educators engage with different ways of thinking and working to critically reflect on their practice both individually and as a team, and contribute to curriculum decisions and quality improvement plans. Children's learning, development and wellbeing is optimised when educators communicate and share ideas and views about improving practice. (AGDE, 2022, p. 19)

Teacher educators from around the world are challenged to rethink their connections within school communities. Not only do educators benefit from learning communities but most importantly; "children thrive when they, their families and their educators work together in partnership to support their learning, development and wellbeing" (AGDE, 2022).

Ongoing learning can take place in many forms but often involves coming together as a community. life-long learning professional development may include:

> professional learning experiences within settings, for example, professional conversations within teams, coaching and mentoring, professional reading, practitioner inquiry and participating in collaborative research projects. It may also include learning opportunities offered by others, for example, pursuing further study, attending professional conferences and completing professional learning programs. (AGDE, 2022, p. 19)

Learning Values for Wellbeing in Singapore: Enhancing Holistic Development

It was during Ho Peng's time as Director General of MOE that the twenty-first century life-long learning competencies were formulated and holistic learning became a common educational goal. "In 2007 I led a small team to various systems to study the focus of education in these countries. These study trips yielded rich insights. From our scans and study trips, we drew up twenty-first century competencies… this 'Swiss roll' as it came to be known, connected all the pieces" (Academy of Principals Singapore, 2024).

> As Director-General of Education, Miss Ho saw her greatest challenge in changing the mindsets of teachers and parents, helping them accept the idea that success in education is defined not so much by the 'A's one gets in examinations, but rather, what the child has gained in terms of intangible, non-quantifiable qualities in his/her character. It became an overriding goal to help schools, teachers and parents see that education goes beyond ensuring students do well academically. With passionate fervour, she believes that developing a child holistically is crucial for the future, "an important responsibility of our work". (Academy of Principals Singapore, 2024)

Holistic learning is supported and evidenced in a number of MOE advertisement videos located on their website and Youtube, which promote PE as an important learning area in their examples to enhance values such as respect, responsibility, resilience, integrity, care and harmony. (MOE Singapore, 2024)

For example, slogans such as;

- Teach lessons that outlast classes. *Values* that last a lifetime. As a teacher you build the foundation of education, equipping students with essential skills and sound *values* to prepare them for life. You will join the ranks of dedicated teachers who are committed to making a difference in the world, one student at a time.
- Be the one in your generation to shape the next generation.
- Embark on an unmatched leadership journey by shaping the *values* and character of the next generation.

The choice to prioritise PE in Initial Teacher Education and professional development is deliberate within MOE Singapore, as PE is embedded in holistic, life-long learning to develop wellbeing, which in turn optimises academic learning. Physical education is described "as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, [which] provides a learning gateway to grow the skills required for success in the 21st Century" (UNESCO, 2015, p. 6) (cf. p. 26). "Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development" (Department for Education, 2023, p. 9).

> To help our students thrive in this fast-changing world, we have identified a suite of core values and competencies that are increasingly important. They underpin the holistic education that our schools provide to better prepare students for the future. (MOE Singapore, 2024)

One definition of values is that "Values are the guiding principles that underpin what people believe to be important when making decisions in all areas of private and public life" (OECD, 2021, p. 7). MOE Singapore's Framework for 21st Century Competencies and Student Outcomes has, at its centre, the core values which include: respect, responsibility, resilience, integrity, care and harmony:

> which are acknowledged as values that are at the foundation of our shared societal and national values.

- **Respect**: Our students demonstrate respect when they believe in their own self-worth and the intrinsic worth of people.
- **Responsibility**: Our students are responsible when they recognise they have a duty to themselves, their families, community, nation and the world, and fulfil their responsibilities with love and commitment.
- **Resilience**: Our students are resilient when they demonstrate emotional strength and persevere in the face of challenges. They show courage, optimism, adaptability and resourcefulness.
- **Integrity**: Our students demonstrate integrity when they uphold ethical principles and have the moral courage to stand up for what is right.

- **Care**: Our students are caring when they act with kindness and compassion, and contribute to the betterment of the community and the world.
- **Harmony**: Our students uphold harmony when they promote social cohesion and appreciate the unity and diversity of a multicultural society (MOE Singapore, 2024).

The core values sit within the five interconnected Social-Emotional Competencies: Self Awareness, Self Management, Responsible Decision-Making, Social Awareness and Relationship Management.

> These are competencies necessary for children to develop healthy identities, recognise and manage their emotions, develop a sense of responsibility, care and concern for others, relate to others and develop positive relationships, handle challenges, make responsible decisions, and act for the good of self, others and the society. (MOE Singapore, 2024)

Emerging 21st Century Competencies "enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised, and interconnected environments" and involve Critical, Adaptive and Inventive Thinking; Communication, Collaboration and Information Skills; and Civic, Global and Cross-Cultural Literacy. As illustrated in the Singapore model, research suggests that embedding values and attitudes into curriculum has a positive impact on wellbeing and academic development (OECD, 2021).

Global Values for Wellbeing: Enhancing Holistic Development

As previously discussed, values for life-long learning and holistic education were not only evolving in Singapore during the turn of the century and/or immediately prior, but were also developing in schools across many parts of the world. Values have been significant and a purpose of most schools since they began. In 1971, Maslow argued; "the schools should be helping the children to look within themselves, and from this self-knowledge derive a set of values" (p. 185). Moreso, going back in history, the ancient Greek philosopher, "Aristotle said that Education is a moral pursuit in which everybody should flourish" (Hawkes, 2018). As shared by a counsellor on the Finnish National Board of Education, "A

curriculum for us doesn't have any standards or lesson plans or anything like that. We talk a lot about *values*, pedagogy and working culture. And the core of the new curriculum for basic education is growing as a human being, as a citizen" (Kantar Public Education Policy Group, 2016, p. 18). Specifically, in schools "Curricula can provide the opportunity for students to develop knowledge, skills, as well as *values* and attitudes that can support them to thrive and shape a better future towards increased well-being at individual, societal, and environmental levels" (OECD, 2021).

Values have been explicitly identified as being embedded in curriculum, including PE and Health, within many countries across the globe (OECD, 2021). The unique 'learning in, through and about movement' nature of HPE enables a focus on the physical dimension. Furthermore, values have always been present in education; predominantly with religious affiliation. Within Christianity, strong support for physical activities has come from many key figures throughout the history of the Catholic Church, including St. Paul; Clement of Alexandria; St Dominic; St. Thomas Aquinas; Pope Pius Il; St. Ignatius; Pope Pius XI; Pope Pius XII; Aristotle; Pope Paul VI and Pope John Paul II (Feeney, 1995). In the Christian tradition such values that enable the development of holistic life-long learning are referred to as gospel values. "In the physical dimension students can be presented with many practical and social experiences that require living and reflecting upon Catholic religious traditions and gospel values" (Lynch, 2004, p. 7).

"The Catholic school has at the heart of the curriculum, the values contained in the gospels" (Kealey, 1985, p. 14). The Catholic Christian tradition provides 2000 years of reflection and teaching on Jesus and requires constant referral as growing and renewing occurs. The four gospels in the bible provide insights into Jesus and his mission, the challenge for Catholics is to live according to the values that Jesus models (Brisbane Catholic Education, 2003).

It is important to identify that values have been given more impetus, especially by secular schools (including international) and educators since the turn of the century, which is consistent with the decline of religious orders (Treston, 1992) and globalisation. Globalisation has involved:

> Living in an interconnected world with cultural diversity, respect for others and intercultural understanding necessarily include showing respect to people who are perceived to have different cultural affiliations or different

> opinions and beliefs, even if it does not imply agreement with the others' views and beliefs. (OECD, 2021, p. 32)

Within Catholic Education schools have similar but different values depending on their denomination or religious order. For example, the Brisbane Catholic Education (Australia) system identifies the values of Excellence, Integrity, Justice and Hope (Catholic Identity, 2024). St. Margaret Mary's Catholic primary school in Sydney Catholic Education, New South Wales (Australia) identifies the Brigidine Sister's values of justice, love, peace, inclusion and stewardship as the cornerstone of their school (Sydney Catholic Schools, 2024). St. Joseph's College (Years 7–12), Geelong (Australia) community "are committed to continue education in the Catholic tradition, through the example of Jesus Christ, our beginning and end. Moved by the story of Edmund Rice and inspired by the gospel values of *love and justice*, we encourage one another 'to strive for the highest', to develop and *use our talents and abilities*, and to *respect and show compassion* towards others" (St. Joseph's College Geelong, 2024).

Padua College (Years 5–12), Brisbane (Australia) educates and inspires young men to live in the spirit of the Gospel following in the footsteps of St. Francis of Assisi (1182–1226).

> We provide a Catholic education that develops young men of wisdom, service and quiet strength. Values include *Joy, Courtesy, Humility, Simplicity and Peace*. We draw on these values from the Gospel and our Franciscan heritage to guide and inform our practices. (Padua College, 2024)

The increasingly significant role Catholic schools play in the holistic development is captured by Lynch (2004, p. 10):

> For many students today, the Catholic school is often their only experience of Church (Puttock, 2002). Therefore, the role religious education and HPE play and their relationship within the Catholic school has increased in recent times. Subsequently, the HPE specialist teacher has assumed the responsibility of contributing 'hands on' learning experiences that connect the HPE and religious education curriculum. This role occurs often subconsciously by the Catholic HPE teacher and therefore, exists without acknowledgement. The implications of this are that the importance of the HPE specialist teacher and the importance of the HPE curriculum

> within Catholic education are often undervalued and the learning and teaching potential of this key learning area is often not fully utilized. (Lynch, 2004, p. 10)

If HPE has strong connections with Catholic values then the same can be said for all religious values; "Throughout history, physicality has been closely linked with religion literally and symbolically" (Macdonald, 1998, p. 86). Hence, values are not evidenced in only Catholic religious schools, rather they have been explicitly advocated in all religious schools. Furthermore, children come to school with diverse understandings of values, some have no understanding of words such as respect and tolerance while others do (Hawkes, 2018). It is argued that religions share common values and

> that followers of different religions share common ground at the level of their morality, despite their disagreements over doctrine and metaphysical beliefs… This theory maintains that beneath the varying beliefs and practices of different peoples can be glimpsed natural laws concerning moral conduct, laws grounded in basic facts about common human existence. (Donovan, 1986, p. 368)

This theory is supported by Faith Impact Project's research; overarching values of Buddhism, Catholicism, Islam, Judaism and Protestantism.

> While these five world religions may be distinct from each other in terms of, for instance, creed, belief system, scriptures, law and traditions, they have one important thing in common. Namely, they provide an ethical code or moral guidance for humans to live by, with the aim of ensuring common good and a prosperous existence for all.

Hence, the Faith Impact Project identified five overarching themes that are shared among the religions. These include *Stewardship, Justice, Solidarity and compassion, Balance and Peace* (The Faith Impact Project, 2024).

For example, a Jewish School located in Brooklyn, New York (USA), Hannah Senesh Community Day School, shares that they are guided in all that they do by their values, which are deeply rooted in Jewish teachings:

- Kindness—Chesed— חסד—We treat each other with respect and strive to demonstrate compassion and empathy.
- Openness—Elu v'Elu— אלו ואלו—We seek to understand and welcome diverse ideas and perspectives.
- Belonging—Shayachut— שייכות—We create a culture that honours the dignity and self-worth of each person.
- Responsibility—Areivut— ערבות—We support the well-being of others in our community and the world around us.
- Perseverance—Hatmadah— התמדה—We approach learning as a continuous journey and persist through challenges. (Hanah Sanesh, 2024).

Another example is The Islamic School of Irving, which is a Pre-k through 12th accredited Islamic school in Texas (USA). Their school mission is "To provide our children an environment which will enable them to achieve their highest potential, founded on Islamic morals, scholastic excellence, and good citizenship". Their values include: *Committed balanced Muslims, Knowledgeable scholars, Contributing citizens and community builders.* The school prioritises Faith (Imaan), Prayer (Salah) and Strong Moral Character (Akhlaaq). (Islamic School of Irving, 2024).

Avanti House Primary School is a Hindu faith school based in Harrow, London. With the purpose of inspiring spiritually compassionate change-makers. It states it is distinctive because it uses a values-based approach to education.

> This encourages students to value self, others and the environment and empowers them to be effective learners as well as good citizens. The school offers a traditional and extensive curriculum, but also offers a focused study of Ethics, Philosophy, Sanskrit, Meditation and Yoga. (Avanti House Primary School, 2024)

The school achieves its purpose through six virtues (behaviours showing high moral standards): *Self-discipline*, *Respect*, *Empathy*, *Integrity*, *Courage* and *Gratitude* (Avanti House Primary School, 2024).

Pal Buddhist School is located in Canley Vale, New South Wales (Australia), and their "school ethos, inspired by the timeless teachings of the Buddha, forms the foundation of our [their] educational environment and profoundly influences the experiences of our [their] students" (Pal

Buddhist School, 2024). Pal Buddhist School's values are: *compassion, good-will, selfless-joy, patient understanding*, *resilient and fruitful*.

There is evidence from across the globe that the implementation of values enhances the wellbeing of children in schools, illustrated by OECD's research report (2021); Embedding Values and Attitudes in Curriculum: Shaping a Better Future. "Despite the variety of values espoused in national curricula, there is an emerging trend in prioritising values that enhance well-being and learning across different countries". However, this report also identifies the difficulties that schools have in implementing values at the deep level required;

> incorporating values and attitudes in curriculum design and implementation does not come without its challenges—values and attitudes can be intensely contested constructs. However, it [the report] also examines the desire by authorities to see curriculum reflecting future-focused goals to improve society as a stronger imperative for countries/ jurisdictions than the challenges presented. (OECD, 2021)

OECD identifies aspirational values cited for citizens, across countries, authorities and international bodies. The universal values are Human dignity, respect, equality, justice, responsibility, global-mindedness, cultural diversity, freedom, tolerance and democracy. These values shape shared futures built on the wellbeing of individuals, communities and the planet (OECD, 2021). Subsequently, there are nine competencies (attitudes, values and skills) that are directly related to these values: *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48). These nine competencies will be investigated in more detail in Chapter 10.

Reflection

This chapter explores the successful enactment of wellbeing and the impact it has on academic learning. Thinking about the Singapore model characteristics, where do they sit within your context? Specifically, in what ways are teachers valued and respected? How is PE prioritised? In what ways do teachers work collaboratively with Teacher Educators? What are the core values of your community? How do teachers model the core values of your community?

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CHAPTER 10

Wellbeing Enactment in Schools: Implementing Learning Values

This chapter investigates the wellbeing benefits of deeply implementing values and how this has been successfully done. It describes the nine universal competencies (attitudes, values and skills): *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48). Furthermore, this chapter explores programmes, approaches and strategies which have been used to implement values in schools and investigates how research and literature suggest they should be enacted in schools using a whole-school approach. Hence, it relates to the school implementation element of quality physical education (cf. Figure 1.2).

Learning Values for Optimising Wellbeing

There are many wellbeing benefits to implementing values within schools; subsequently, academic learning and development are enhanced. However, schools find this difficult to do and while many promote values on their websites, on display boards or even promote a values programme, they are often only at the surface-level stage of implementation; not making an impact on children's learning consistently across the school. The nine global competencies identified by OECDs research report, Embedding Values and Attitudes in Curriculum: Shaping a Better

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_10

Future (2021) are detailed. Furthermore, academic benefits suggested by research are shared, as well as successful means for deep implementation.

The first competency is ***Reflection***:

> the act of reflective thinking includes: thinking things through and examining them from all angles; refraining from jumping to conclusions; being able to change one's mind in light of new evidence; and being able to evaluate all evidence fairly (Peterson and Seligman, 2004). When an individual engages in reflective thinking, they also use metacognitive skills as they actively evaluate their own thinking and learning (Van der Schaaf et al., 2013). (OECD, 2021, p. 51)

Research findings suggest *Reflection* as a value impacts academic outcomes and wellbeing:

> As an individual reflects upon the role that these factors play in their own learning, they can better evaluate what types of conditions are best needed to support their learning process. Ideally, this then allows the individual to envisage a personalised learning environment that optimises learning (Istance and Dumont, 2010). (OECD, 2021, p. 52)

The next competency (attitudes, values and skills) is ***Collaboration and cooperation:***

Co-operation requires the development of communication skills as well as shared or socially negotiated skills, including attitudes and behaviours that involve:

- challenging assumptions;
- planning and managing time, including breaking complex tasks into parts and steps: communicating clearly, including refining understanding (through discussion and explanation). (OECD, 2021, pp. 53–54)

Research findings suggest *Collaboration and cooperation* impacts on academic outcomes and wellbeing:

> Collaboration can create a virtuous cycle that fosters agency, improving both student achievement and motivation to learn (Johnson, Johnson and Stanne, 2000; Williams, 2009). It is important to note, however, that organising collaborative groups does not in itself lead to such outcomes

> (Domingo, 2008). Findings from several studies point to the need for students to receive guidance from their teachers in how to collaborate through scaffolding such behaviours and competencies as support each other by generating feedback, sharing group decisions, valuing group goals and actively working towards achieving the agreed goals (Frey, Fisher and Everlove, 2009; Gillies, 2016); Jadallah et al., 2011). (OECD, 2021, p. 55)

The third competency (attitudes, values and skills) is ***Learning to Learn*** **[metacognition]** which involves learning values such as curiosity, exploration, reflection, resilience, confidence and creativity:

> Learning to learn strategies aim to equip each student with the ability to reflect on her/his own learning; the skills required to understand, analyse and regulate her/his thinking, attitude and behaviours when engaged in learning; the ability to set goals for learning, to monitor progress, and to take steps and adjust to improve learning. (OECD, 2020)

Research findings suggest *Learning to Learn* impacts on academic outcomes and wellbeing:

> Developing metacognition can improve the application of knowledge, skills, and character qualities beyond the immediate contexts in which they were learned (Schraw and Moshman, 1995). Metacognitive practices have been shown to improve academic achievement across age ranges, cognitive abilities and learning domains. This includes reading and text comprehension, writing, mathematics, reasoning and problem solving, and memory. (Dignath and Buttner, 2008; Dignath, Buttner and Langfeldt, 2008). (OECD, 2021, p. 57)

The fourth competency (attitudes, values and skills) is ***Respect***:

> Respect is the valuing of self and others, and all living things, including the environment. Respect includes giving due regard to the feelings, wishes, or rights of the self and others. (Dillon, Spring 2018; cited in OECD, 2021, p. 58)

Research findings suggest *Respect* impacts on academic outcomes and wellbeing:

> There is widespread agreement that schools should contribute to students' moral development and character formation (Nucci, 2014). Schools should be places where children receive support to develop honesty, respect for others, democracy, and respect for people of different races and backgrounds (Agenda, 1997). Current educational movements, such as Moral Education, Social and Emotional Learning, and Character Education (Elias, 2014) have the goal of and proposed processes for creating such school environments… Successful academic performance has been shown to occur in the context of safe, supportive classroom and school climates that foster respectful, challenging and engaging learning communities. (Zins, 2004; Thompson. 2018). (OECD, 2021, p. 58)

The fifth competency (attitudes, values and skills) is ***Responsibility*** and is defined as:

> the ability to act responsibly for a good cause, principles and integrity for individual and collective well-being. A responsible person demonstrates the willingness to accept praise, blame, reward, or punishment for an act or omission and to accept the consequences of their behaviour, they have a commitment to the group and others, they can be depended on, and they have integrity. (OECD, 2020)

Research findings suggest *Responsibility* impacts on academic outcomes and wellbeing:

> In school settings, a lack of responsibility increases the likelihood to be actively engaged in bullying. Taking responsibility is as an important factor in developing a global mindset, global interconnectedness and reducing global inequalities (Andreotti, 2014). (OECD, 2021, p. 64)

The sixth competency (attitudes, values and skills) is ***Empathy*** and is defined as:

> the capacity to share, understand, and respond with care to others. People tend to have more empathy with others who are more similar (with regard to culture and living conditions) to themselves and with people with whom they are more frequently interacting. Empathy is a multifaceted construct, e.g. it involves perspective taking (cognitive skills) as well as social and emotional skills. (OECD, 2020)

Research findings suggest *Empathy* impacts on academic outcomes and wellbeing:

> Empathy has been shown to have a variety of impacts on social dynamics, such as to motivate prosocial behaviours such as helping, cooperation, and decrease antisocial behaviours such as aggression (Schonert-Reichl, 2011; Eisenberg, 2006). Empathy leads to other prosocial behaviours, to improving intergroup relations, and reducing violence (Finlay and Stephan, 2000). (OECD, 2021, p. 67)

The seventh competency (attitudes, values and skills) is ***self-regulation (self-control)*** and is defined as:

> the ability to delay gratification, control impulses and modulate emotional expression. Self-control is an umbrella construct that incorporates concepts from different disciplines (e.g., impulsivity, conscientiousness, delay of gratification, inattention-hyperactivity, executive function, willpower, intertemporal choice) (OECD, 2020). The related concept of "self-regulated learning" is defined as the process whereby students activate and sustain cognitions and behaviours systematically oriented towards the attainment of their learning goals (Zimmerman, 1986). (OECD, 2021, p. 69)

Research findings suggest *self-regulation* impacts on academic outcomes and wellbeing:

> Through self-regulation and self-control, students set goals, stay focused and aim to achieve their goals. Self-regulated learning enables learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill, such as writing (Zimmerman and Schunk, 2011). It is a proactive process that students use to acquire academic skills in addition to setting goals, such as selecting and deploying strategies and self-monitoring one's effectiveness. Self-regulated learners display personal initiative, perseverance and adaptive skills. These proactive qualities stem from positive motivational feelings and beliefs as well as metacognitive strategies (Zimmerman and Schunk, 2011)... Improvements in self-regulation are associated with decreases in internalising symptoms (e.g. depression, anxiety) and improvements in self-esteem (van Genugten et al., 2017). (OECD, 2021, pp. 70–71)

The eighth competency (attitudes, values and skills) is ***persistence (resilience)*** and is defined as:

> the disposition required to maintain effort or interest in an activity in the face of difficulties encountered, the length of time or steps involved or when opposed by someone or something' (OECD, 2020). The American Psychological Association defines resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress—such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. (OECD, 2021, p. 73)

Research findings suggest *persistence (resilience)* impacts on academic outcomes and wellbeing:

> Mastery goals are positively associated with not only academic learning but also psychological well-being (Kaplan and Maehr, 1999). Students who pursue mastery goals have relatively high levels of self-esteem and low levels of depressive symptoms, and this suggests that striving towards learning and growth can lead to enhanced well-being (Tuominen-Soini, Salmela-Aro and Niemivirta, 2008). (OECD, 2021, p. 76)

The ninth and last competency (attitudes, values and skills) is ***trust*** and is defined as:

> an attitude developed towards individuals and institutions/ organisations based on a belief in the reliability and integrity of actions taken or planned. Trust is formed when one is confident that the actions of others are primarily based on good intentions and ethical considerations rather than being specifically aimed to impact negatively on individuals or groups. Trust is a multidimensional construct which is formed when care, competence and openness are exhibited by individuals and institutions/ organisations. The degree of personal and/ or societal wellness is closely related to the level of trust held within a community (OECD, 2020). (OECD, 2021, p. 77)

Research findings suggest *trust* impacts on academic outcomes and wellbeing:

> Improvements in interpersonal trust within the school community (between teachers, teachers and parents, teachers and principal, and teacher and students) have been found to be related to improvements in academic achievement in elementary school students (Bryk and Schneider, 2002;

> Adams and Forsyth, 2013)... Interpersonal trust has been linked to prosocial behaviours (e.g. helpfulness) among peers, as prosocial behaviours are often initiated when an individual feels that others have good intentions and will keep their promises (Rotenberg et al., 2005). (OECD, 2021, p. 80)

Deep implementation of Learning Values occurs in all aspects of a child's lived experience. Planned learning (formal), unplanned learning (informal), intentional or not. This is explored, specifically within the realm of Health, Wellbeing and Physical Education (H, W & PE) in Chapter 8—*Contemporary problems in school communities: Critically exploring the power of educational approaches for health, wellbeing and physical education*. "They learn through the formal school curriculum, but also through their peers and teachers at school, from siblings and parents at home, and from others with whom they interact in the community" (OECD, 2021, p. 105). In what is described as a large learning ecosystem, "nourished from childhood and influencing students' wellbeing as cognitive development into their adult lives" (OECD, 2021, p. 106). Learning for Life in the 21st Century: Sociocultural Perspectives on the future of education (Wells & Claxton, 2002) promoted the cultural setting in which learning takes place, across the boundaries of school, home, work and community. The socio-cultural perspectives have influenced what is referred to today as place-based pedagogy (cf. p. 88).

There are books and programmes that are available and/or can be purchased by schools to assist with the implementation of values. Professor Guy Claxton who co-edited the socio-cultural book above, Learning for Life in the 21st Century, is a cognitive scientist who has authored numerous psychology and education books on the specific focus of *Learning to Learn* [metacognition] which he terms 'learning power'; non-intellectual forms of intelligence.

Claxton urges educators to look beyond the tests, grades and university entrance purpose of schools and to prepare students with a mental tool box for life, a building of character to meet the challenges and opportunities of life. "To be able to tackle complex matters with confidence, capability and relish; getting good academic results while developing independence, initiative and love for learning" (Claxton, 2020). Claxton has written books about learning power specifically for primary school and secondary school, acknowledging the developmentally appropriateness required for implementation. Powering Up Children: The

Learning Power Approach to Primary Teaching (Claxton & Carlzon, 2019) explains the LPA [Learning Power Approach] helps children grow in their independence, resourcefulness, creativity, curiosity and capacity for thinking. The elements of learning power include curiosity (inquisitive), attention (mindset for learning), determination (enduring challenges important to the learner), imagination (creative exploration), thinking (clarifying), socialising (collaborating), reflection and organising (ownership of learning).

Another programme framework used to implement values in schools is High Performance Learning (HPL) developed by Professor Deborah Eyres. HPL is identified by Eyres as an 'innovative style of cognition-based education'.

> HPL believes successful students are made, not born so the underpinning HPL philosophy is that schools should act accordingly. They should see every student as a potential high performer and they change their language and behaviour to reflect this.
> The successful students they are seeking to create are not just test passers they are independent thoughtful individuals who can thrive in school and beyond. The HPL student profile describes the dimensions of success.
> In order to become high performing students need to master, over time the key success competencies Advanced Cognitive Performance Characteristics (ACPCs), and Values, Attributes and Attitudes (VAAs). This language becomes the language of teaching and learning in the school and creates a common language that enables students and staff to describe and talk about learning. (High Performance Learning, 2024)

HPL is located in the Human Capital Approach (Eyre, 2011), also referred to as Humanism and Phenomenological Approach (cf. p. 26). HPL proclaim that everyone can reach their potential and perform highly if they are motivated and given opportunities and support. "We are not saying that everyone can be a high performer, but we are saying that if you take this approach every person will do as well as they can, and more will reach the high levels of performance we have traditionally called 'gifted'" (Eyre, 2011, p. 21). For HPL to be successful students require a clear understanding of the goal and journey; a school culture of excellence; the learner needs to truly believe in themselves and to be prepared to work independently; parents need to believe in their children and offer support and encouragement and teachers and school leaders need to have

high expectations and create opportunities and offer support. Furthermore, HPL should not be delivered as a separate subject, rather it needs to be implemented as the context suits (Eyre, 2011). "High performance needs to be nurtured systematically in class every single day, not just in a separate programme from time to time. This means a more advanced curriculum, teaching and learning methodologies focused on creating excellence" (p. 21).

There are seven pillars identified for high performance: Mindset shift, Enquiry based learning, Expertise development, Practice and training, Feedback, Engagement of parents and with students and not to them. "There are 30 generic competencies students need to develop and these can be grouped into 8 sets across 5 levels from novice to expert. The more competent students are in each of these the better they will do" (High Performance Learning, 2024). HPL consists of 20 Advanced Cognitive Performance Characteristics (ACPCs) and 10 Values Attitudes and Attributes (VAAs).

Values Based Education (VbE) was founded by Dr. Neil Hawkes and is referred to as a philosophy, an approach to education and movement rather than a programme. VbE:

> empowers educational settings to underpin their life and curriculum with universal positive human values such as respect, integrity, honesty and compassion. Values-based Education provides a teaching environment in which learners experience those positive universal values first hand throughout their schooling. (Values Based Education, 2024)

Hawkes explains that "This involves underpinning everything in school, the policies, the way you behave, the relationships, everything with a set of universal, positive, human values". Subsequently, "they can then form positive relationships with themselves and with other people" (Hawkes, 2018). An effective VbE school environment will have three core foundations. The first core foundation is that all adults model the school's chosen values. The second is that an ethical vocabulary derived from the values is used and the third is that reflective practices are used so that the experiences can be processed and awareness is optimised. It is argued by Hawkes that the outcome of using an ethical vocabulary in a VbE environment in schools is ethical intelligence. "The ethical vocabulary is the foundation of a new universal narrative through which all human beings, irrespective of culture; religion or ethnicity can

communicate, thereby establishing trust and well being" (Values Based Education, 2024). Also, the outcome of VbE is self-leadership, fulfilling one's potential.

Schools that have successfully embedded VbE using a whole school approach see improvements in:

- staff and pupil relationships
- respectful, responsible and kind behaviour
- quality of teaching and learning—motivated and brave teachers and learners
- educational standards and outcomes
- parent and wider community engagement
- levels of independence and ambition
- learners' ability to self-regulate and manage emotions
- child-centred pedagogy and learner voice
- staff contentment, recruitment and retention (Values Based Education, 2024).

There are seven pillars of VbE that underpin all values: Modelling, Inner Curriculum, Reflection, Atmosphere, Curriculum, Leadership and Ethical Vocabulary. Hawkes explains that when modelling respect, for example, teachers wouldn't yell at children and Inner Curriculum is the inner world of thoughts, feelings, emotions and sensations (Hawkes, 2018).

All programmes, philosophies and approaches advocating values in schools do actively encourage similar positive outcomes, however, there is no magic formula when implementing within schools. Rather it is contextual, complex, has many layers and requires strong leadership. "Cultivating positive attitudes and values in school can occur formally [taught explicitly] or informally. An increasing body of research suggests that students develop their attitudes and values in a large learning ecosystem nourished from childhood and influencing students' well-being as well as cognitive development into their adult lives" (OECD, 2021, p. 106). Values should be taught formally and explicitly in lessons and assemblies, they are also learnt informally. Values can be 'sought', a term used to represent the aspirations of the students and community members. Values can also be learnt through the hidden curriculum (cf. p. 115).

> To analyse how students develop their attitudes and values, not only being taught in formal learning settings, but also in informal and non-formal settings, a much broader analytical framework is necessary. The OECD E2030 project has set out a multi-layered ecosystem framework to curriculum change (with micro-, meso-, exo-, macro- and chrono-systems). This can illustrate the complex landscape in which students learn from many people, including those other than teachers; even from animals and nature; from home, school or neighbourhood/community environments; or through the roles they are given to play; and learn from reflections on the experiences or events they have gone through. (OECD, 2021, p. 106)

However, deeply implementing wellbeing through Learning Values/competencies involves curriculum change and curriculum reform is a socially complex process (Fullan, 2001; Sparkes, 1991).

> Policy construction, implementation, and evaluation are designed to bring about curriculum change, which according to Dinan-Thompson (2001, p. 9) 'implies a level of metamorphosis in the overall plan of education, including teachers and their ideologies'. Subsequently, Fullan offers a criterion for leading change in schools (2001) which includes leaders disposing: moral purpose; understanding change; developing good relationships; able to build knowledge; and coherence making. (Lynch, 2022a, p. 4)

Specifically for this project, the leader focused on:

- Using the strengths of teachers in the school to share their views and research (expertise with other teachers) during staff meetings and the evaluation of the whole school curriculum, environment and partnerships;
- adopting the Health Promoting School model (McCuaig et al., 2013; World Health Organisation 1996).
- Allowing teachers time to reflect on their practice during staff meetings. Using curriculum as the base of professional development (Lynch, 2022a, p. 12).

This is supported by OECD's research report, Embedding Values and Attitudes in Curriculum: Shaping a Better Future (2021). The complex nature of curriculum change (and curriculum reform) is further described:

> Design and implementation of curriculum are affected by many contextual factors at different levels: at the micro-(teacher), meso-(school), exo-system (mass media and community programmes), macro-(governmental/societal), and chrono-system (time and change over time) (Bronfenbrenner and Morris, 1998; McLaughlin, 1990; Spillane, Reiser and Reimer, 2002; Tichnor-Wagner et al., 2018). Students and teachers are part of a complex ecosystem which includes the school, family and community, as well as cultural beliefs that shape expectations around skills, competencies and values, for example, that should be included in a curriculum. The considerations then of curriculum redesign can be influenced at all of these levels and are not independent of them. Curriculum redesign and implementation are complex processes that involve the intersection of multiple policy dimensions (i.e. goals, tools, documents, programmes and resources associated with the redesigned curriculum), people (i.e. students, parents, teachers, community members, school leaders, administrators and all those who play a role in designing and implementing curriculum), and diversity of place (i.e. the varied locations in which the curriculum is taught) (Honig, 2006). (OECD, 2021, p. 161)

Teacher beliefs are also a key variable when it comes to successfully implementing values. Just as teacher's curriculum approaches reflect their views (cf. p. 41), so do the modelling of values. As addressed in Chapter 8 (cf. p. 122), teachers need to be educated about discourses and ideologies that often exist without their conscious knowledge.

During a Keynote presentation held at a Physical Literacy and Health conference on October 1st, 2022, at Dulwich College Singapore; Lynch shared how he recommended competencies (attitudes, values and skills) be implemented using holistic learning, specifically using the physical dimension to promote wellbeing. Giving the example of an International Baccalaureate (IB) Learner Profile amended to be developmentally appropriate for a primary/elementary context. The IB Learner Profile "describes a broad range of human capacities and responsibilities that go beyond academic success" (International Baccalaureate, 2024). Lynch, using the Learner Profile aim of developing students, gave an example of simplifying to what he termed Learning Values. Firstly, the Learning Values should be underpinned by the vision and the mission of the school. Furthermore, it is essential that, just like the curriculum, they are developmentally appropriate for the children. Accentuating the significance of implementation, Lynch questions, 'Are they truly in the classroom? Do the children identify them? Does the teacher give feedback related to

them? Do they give dojo points or rewards in relation to them? Is this what is ruling the goals for expected behaviour?' (Lynch, 2022b).

The Learning Values chosen for the particular primary/elementary school context were simplified to child-friendly language. Lynch explains a competition was held across the school involving the children (and parental assistance in the early years) to design and name a character that best represents the Learning Value. Every class collected a tally of votes for their favourite character. The Learning Values chosen by the children included: Inquirers—simplified to Curious, Knowledgeable—simplified to Explorers, Thinkers—simplified to Creative, Communicators—simplified to Confident, Principled—simplified to Respect, Open-minded—simplified to Accept, Caring—simplified to Kind, Risk-takers—simplified to Resilient, Balanced—simplified to Wellbeing and Reflective (Reflect).

The school had been implementing Learning Values for 12 months and while many strategies had been used formally and informally, it was going to take more time to continue to deeply implement. That is, to be considered across every policy, to be known, understood and used with confidence by all staff, all children, all parents and all community members. Ten Learning Values were regarded as appropriate for secondary students and upper primary but were too many for the early years. Ideally, this could be reduced to three or four Learning Value representative categories which has been done in a developmentally appropriate manner for the early years of primary school and special education schools (refer to Table 10.1). The simplified version (Table 10.1) may be a more effective way for implementing Learning Values for upper primary, secondary and even adult education. To relate the characters to the world of the students, fluffy toys and puppets were introduced as a sensory resource that the children could touch, cuddle, be responsible for and use as a reference for the Learning Value.

Fig. 10.1 Three key curriculum pillars for implementing competencies (attitudes, values and skills)

Table 10.1 Learning values simplified into four categories

Simplified Learning Value category/Goal Overview	*Relevant Learning Value/competencies (attitudes, values and skills)*
Be positive	Reflection (Reflect), Learning to learn (Explore, Curious, Resilient, Creative), Self-regulation (Wellbeing, Self-control, Confidence),
Show respect	Respect, Collaboration and cooperation (Empathy), Trust
Be kind (to yourself and others)	Empathy (Responsibility and Accept), Forgiveness
Give your best	Responsibility (Resilience), Persistence (Resilience, Self-regulation, Confidence)

Other strategies included reviewing and developing the Feedback Policy, Assessment Policy and Homework Policy to align with the Learning Values. Learning Value references were used in books, using stickers and positive rewards, feedback (teacher, peer and self), student reflections, everyday language embedded within school culture, signage, Assembly presentations and teachers addressing Learning Values within varying contexts and planning for them as part of the curriculum. This is what Hawkes and VbE refer to as using an ethical vocabulary. When all teachers in all classrooms are consistently implementing Learning Values in all areas of the curriculum, formal and informal; when the school as a whole is coming together regularly as one community of learners to celebrate and reflect on values at Assembly, then Learning Values are being deeply implemented.

Furthermore, Lynch shares that the Learning Values need to be enacted across three key curriculum pillars: Community (belonging and partnerships), metacognition (thinking about learning) and values (global citizenship) (Fig. 10.1). Similar to the education philosophy of Singapore:

> Another finding was that challenging deeper thinking is necessary for teachers and not only the children. Effective senior leadership in this project enabled refinement of the twenty-first-century curriculum and development of core drivers. The curriculum having a well-being platform was supported by the sequence of Maslow's hierarchy of needs (1943)... Thus, belonging, love, and feeling good about yourself gave impetus to

> the case study school's core curriculum drivers of Citizenship (values) and Community (partnerships and belonging). Furthermore, desire to learn, artistic and creative, and reaching your potential is aligned with the core curriculum driver Metacognition (learning powers). Examples where the curriculum was embedded with deep values (and empathy) included the Year 4 pathway 'A long walk to freedom—Nelson Mandela'. (Lynch, 2022a, 2022b, p. 13)

The review and development of the Feedback Policy resulted in children not only being assessed (and given feedback) with regards to their understanding of the learning objectives for the lesson or learning experience but also holistically as they develop as life-long learners; the learning process underlying the task. Lynch emphasises how powerful and important it was that these strategies were consistent not only across the physical dimension, especially quality physical education, but that they were consistent across all learning areas in a whole school approach.

When planning, it is essential that firstly, the educators as a collective, consider their context. This is required for identifying the school's vision and mission and subsequent values—all of which should have been decided and agreed upon as policy. The vision, mission and values should be revisited regularly, especially when planning. Hence, school leaders require skills and deep knowledge of the curriculum reform process and its complex nature. The key curriculum pillars (Fig. 10.1) need to be reflected upon by all teachers when planning and should be identified on any planning documentation. Hence, the school community needs to consider what makes them unique as a school, what is relevant and a priority within their holistic learning community and how they can best connect with the world of the children. Only then can the formal curriculum be considered, the knowledge and skills, aims and objectives (curriculum intent).

The teacher's role in planning is to contextualise the curriculum for their particular class who the teacher knows best, and this includes the school's Learning Values/competencies. As an educator, one is required to creatively think through the mind of the child to develop interesting and engaging learning experiences;to be a role model of the Learning Values/competencies; to cater for the different children's needs but to also challenge them; to offer a balance of approaches to learning in an inclusive (socio-cultural) learning environment; to offer constructive feedback which is also positive, relevant and timely (Lynch, 2018).

When values are successfully implemented:

> The leader was inclusive to all teachers and teaching approaches; using an inclusive socio-cultural approach. This is identified as one of the greatest modern-day challenges for leaders in education (Lynch 2017b) and was targeted during a two-hour workshop presented to small groups over 4 weeks, 'Digging Deeper: Learning that is intriguing, engaging and purposeful'... Another contributing factor shared by teachers for the lower-than-expected results for progress in 2019 SATs was that there was previously a heavy focus on a constructivist approach (process) to education across all subject areas and that the balance needed during implementation was limited… Grint (2008) emphasises the ability of leaders to identify the problem and consequent approach to resolving it. The three drivers had been a whole school focus for the last two years, but this project exploited their meaningfulness and connection to all learning areas. (Lynch, 2022a, 2022b, p. 14)

Research from around the world indicates that there are impacts on academic outcomes and wellbeing when values are implemented deeply and consistently in schools. Furthermore, values are necessary for preparing students for the future and are essential to every school, regardless of whether or not they are secular, religious or sit within a denomination. While values will be unique to the school's context and philosophy there are nine universal competencies, (attitudes, values and skills): *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48), which can be prioritised and enacted in a simplified and developmentally appropriate way for children. Deep implementation of Learning Values occurs in all aspects of a child's lived experience. Subsequently, values and competencies can be categorised into three key curriculum pillars: Community (belonging and partnerships), metacognition (thinking about learning) and values (global citizenship) (Fig. 10.1).

Curriculum change (and curriculum reform) is a long and complex process, which occurs in a large learning ecosystem. This chapter explores programmes, approaches and strategies used to assist with the implementation of values in schools and investigates how research and literature suggest they should be enacted in schools using a whole school approach. All programmes, philosophies and approaches advocating values in schools do actively encourage similar positive outcomes and priorities.

Values need to underpin everything in the school, teachers need to understand and believe in the power of Learning Values and they need to be models of Learning Values. Also, children and teachers need to regularly have time to reflect and ensure the Learning Values are developmentally appropriate, understood and embraced by the children. Moreso, school leaders need to not only believe in Learning Values but they need to be passionate role models, they require skills and deep knowledge of the curriculum reform process and its complex nature.

Reflection

This chapter describes the nine universal competencies (attitudes, values and skills): Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust (OECD, 2021). Which of these are explicitly enacted within your context? How are they enacted? Within your context, has a programme been used to implement values? If so, what are the strengths and weaknesses of this? Are values identified within your context's vision and mission? Are values identified in policies within your context?

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CHAPTER 11

The Socio-Cultural Approach, Whole School Approach and Implementing in Schools

Wellbeing enacted within schools is enhanced by the implementation of values and by quality physical education (QPE), embedded within the socio-cultural approach and using a whole school approach. Exploring the socio-cultural approach, investigating how it evolved and is best implemented in schools relates to the school implementation element of quality physical education (QPE) (cf. Figure 1.2). The socio-cultural approach has been discussed throughout the text in relation to an inclusive learning experience for all children, catering for the diverse needs of a school community. Within the education field and specifically in relation to how the Health, Wellbeing and Physical Education (H, W & PE) holistic curriculum is best implemented, the Social Model to Health is advocated; more specifically the socio-cultural approach, which "acknowledges that health behaviour is closely related to social and cultural factors" (Ruskin et al., 2008, p. 32). Furthermore, it recognises the physical, social, emotional, mental and spiritual dimensions of health, the interactions between the dimensions and that health is dynamic, a constantly changing state (QSCC, 1999). Therefore, it is appropriate for promoting wellbeing which is multidimensional in nature (OECD, 2017). The socio-cultural approach "contrasts with some historical views that defined health as the absence of disease and emphasised, to a large extent, physical health" (QSCC, 1999). Hence, the socio-cultural approach was developed reactively; to counteract the dominant medical approach traditionally used

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_11

in public health and the behavioural approach in education. For "an individual view of health used alone has limitations in addressing health concerns" (Ruskin et al., 2008, p. 32).

The socio-cultural perspective suggests that the curriculum be connected to the child's world and everyday interests (Arthur et al., 2015). As children have a natural play structure, learning through movement therefore heightens interest. 'Play' sits within the physical dimension "where children are learning through their interactions, as well as adopting and working through the rules and values of their own cultural group" (Arthur et al, 2015, pp. 99–100). The socio-cultural benefits of play enable "the development of imagination and intelligence, language, social skills, and perceptual-motor abilities in infants and young children" (Frost, 1992, p. 48). Hence, as previously mentioned it is imperative that QPE begins in the early years using an inclusive, holistic social-cultural approach.

Socio-Cultural Approach as Curriculum Policy

Lynch details how the socio-cultural approach was led and evolved as policy within the Australian education context, offering balance and advocacy for the constructivist and critical approaches within education:

> The Syllabus embraced a socio-cultural perspective that suggests "the disciplines of social psychology, pedagogy, philosophy, sociology and history sit alongside the biophysical sciences of anatomy, physiology, and biomechanics to inform the learning area" (Macdonald et al., 2000, p. 6). This approach also promoted social justice (QSCC, 1999a), enabling members of society to be informed and aware of such forces within their various environments. The key learning area emphasizes the social justice principles of diversity, equity and supportive environments. These principles underpin the syllabus and guide curriculum design and delivery. They are embraced in the tenets of an inclusive curriculum which seeks to maximize educational opportunities for all students (QSCC, 1999c, p. 1). As a result people are assisted to make well-judged decisions in relation to good health and well-being (QSCC, 1999b). (Lynch, 2017, p. 6)

The approach has been supported in literature by Tinning and Fitzclarence (1992) who considered the crisis in physical education at the time of the syllabus construction to have a cultural meaning. However,

curriculum reform shifting towards a socio-cultural approach has been slow and described as 'gradual' (Macdonald,).

Not all states and territories in Australia have prepared teachers to teach holistic HPE (Lynch, 2014a, 2014b). Furthermore, the depth that the socio-cultural perspective adopted by the 1994 National Statement and Profile "filtered into the implementation of the HPE curriculum in each state and territory, differed considerably" (Lynch, 2014a, p. 513). Subsequently, so too has the influence of this perspective on teachers' ideologies (Kirk & Macdonald, 2001).

The Australian national curriculum framework supports critical inquiry [constructivist approach]; "content and pedagogies that engage all students as active learners and, while doing so, question the 'taken-for-granteds' of how physical activity and health practices and opportunities play out locally and globally" (Macdonald, 2013, p. 102). Hence, the national curriculum [2013] is underpinned by the socio-cultural perspective (ACARA, 2010).

> The Health and Physical Education curriculum will draw on its multidisciplinary base with students learning to question the social, cultural and political factors that influence health and wellbeing. In doing so students will explore matters such as inclusiveness, power inequalities, taken-for granted assumptions, diversity and social justice, and develop strategies to improve their own and others' health and wellbeing. (ACARA, 2012, p. 5)

Socio-Cultural Approach Evolution Within Physical Education

The introduction of the socio-cultural perspective recognises that children are influenced by the different physical, social, cultural, political, economic and environmental forces affecting their well-being (QSCC, 1999). Therefore, offering a 'holistic' learning approach for PE. Throughout history, PE has often focussed on the body as an object, in contrast to the 'whole' child. Critically examining literature and taken-for-granted assumptions within the PE field, from a cultural and historical perspective, illustrates the pertinence of the socio-cultural approach.

As previously mentioned, discourses that have influenced the body as an object philosophy include military, scientific, health and sporting, which portray ideologies that include sexism, elitism, healthism, individualism and mesomorphism (cf. p. 79). Such ideologies often pass on false

messages to the child, on many occasions these are unintentional and/or the teacher is unaware of their existence. For ideologies are not recorded in curriculum documents, but are traits taught and learnt through various mediums within society, in what is termed the 'hidden curriculum'. The hidden curriculum is defined as where the students acquire knowledge and attitudes unintentionally while in the school environment (Kirk, 1992; Lynch, 2005).

Military discourse involved physical education through means of drilling and exercising. This military-style training existed in Australian schools from 1911 to 1929 and was the first and only national system of physical training. Kirk and Spiller described this period as a time of schooling rather than education, for "physical education was deeply implicated in the project of schooling the docile body, in knowing it and shaping it to meet particular circumstances and fulfil particular social and political projects" (1991, p. 108).

Science has had a major influence on physical education through means of technology and medicalisation, the scientific discourse has particular relevance to the bio-physical foundations of human movement. The influence of science on education began after the launch of the first Sputnik on October 4, 1957. Similar to current concerns, it was thought that schools were not producing enough scientists, so financial support was directed towards this goal. During this time, PE curricula became 'technocratically rationalised' (Kirk, 1988) where a new look physical education curriculum was focused on biomechanics, exercise physiology, sports medicine, psychology of sport and history of sport (Kirk, McKay & George, 1986).

Health as an ideology has influenced both society and physical education. Healthism is described by Crawford as "an individual effort and discipline directed mainly at regulating the size and shape of the body" (1980, p. 366) (cf. p. 87). The sporting discourse has developed beliefs about physical education and sports that are not always necessarily true. The National Curriculum for England 'Physical Education Programme' (Department for Education (DfE), 2024) states the 'purpose of study' for the subject in key stage 1 (5–7 years) and 2 (8–11 years):

> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities... Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

While competition can be delivered in an inclusive manner, over the years 'belonging, being and becoming' physically educated has not always been achieved especially when it was poorly or insensitively taught. The socio-cultural approach is opposite to the "body as object" philosophy, and subsequently, the behavioural approach in education. In simple terms, the socio-cultural approach in practice enables quality physical education (QPE) and involves quality implementation by quality teachers.

What Does the Socio-Cultural Approach Look Like in PE Practice?

The socio-cultural approach requires inclusive, creative activities that cater for the diverse abilities and needs of a class, successfully enabling enjoyment, engagement and challenge for all. Adopting this approach in PE can be challenging for teachers, especially if they do not feel that they have been adequately prepared. However, it is vital, as research evidence shows that the early years (preschool and early years of primary) are the best time to learn and refine Fundamental Movement Skills (FMS).

Notably, quality PE lessons prioritise: holistic health (physical, social, emotional, cognitive and spiritual); offers diverse PE learning opportunities and instruction; interest in the activities and learning is shown by significant others; are positive and encouraging experiences; FMS are developed in the early years of school; is developmentally appropriate; engaging and enjoyable; inclusive; and enable all children to succeed (Lynch, 2005). Finally, children respect one another and any societal misconceptions/discourses are addressed sensitively by the teacher. It is recommended that QPE is implemented using: the socio-cultural approach; movement/physical activity at the core of H, W & PE; teachers promote social justice and a learner-centred approach to learning and teaching (constructivist) emphasises students solving problems, making decisions and taking action to promote health (QSCC, 1999).

Supporting research indicates that many children unfortunately have limited FMS at the beginning of secondary school (Barnett et al., 2013). This is another socio-cultural aspect of PE that educators need to be mindful of. For it is not inclusive practice to play a game or modified sport when not all children have had opportunities to develop the skills required. Such practices in schools need to be critically examined as the children who have had prior experiences are often favoured over those who have not.

Educators are therefore challenged to be creative when implementing PE by adopting a socio-cultural approach. At all times, the aim should be to maintain inclusivity, by catering for the diverse needs of the class. This is easier said than done and is the greatest modern-day challenge for physical educators. Educators' ability to implement strategies to cater for all needs, while enabling enjoyment, engagement and challenges, evidences the teacher's mastery of being a quality physical educator. Furthermore, they are encouraged to be creative in their provision of inclusive movement activities and to offer progressive and developmentally appropriate learning experiences.

Whole School Approaches: Health Promoting Schools Model and Strengths-Based Approach

Looking at the 'big picture' of implementing quality physical education (QPE) begins globally with the UNESCO 'Strategy on Education for Better Health and Well-Being: Contributing to the Sustainable Development Goals' which reflects:

> growing international recognition of the inter-relationship between education and health, which necessitates a more comprehensive approach to school health and coordinated action across sectors. The Global Education First Initiative identifies health as one of the core outcomes of good quality education and the Incheon Declaration states that quality education 'develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges'. (UNESCO, 2016, pp. 6–7)

This global policy very much relates to the purpose of education—which is to achieve all approaches (cf. p. 28). Furthermore, "Schools are an important setting for promoting a healthy diet and physical education and activity, through a whole school approach that includes skills-based education" (UNESCO, 2016, p. 14).

A whole school approach is one that "goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school" (Public Health England, 2014, p. 10) and includes:

- Culture, ethos and environment: the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal'

curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment
- Learning and teaching: using the curriculum to develop pupils' knowledge, attitudes and skills about health and wellbeing
- Partnerships with families and the community: proactive engagement with families, outside agencies and the wider community to promote consistent support for children and young people's health and wellbeing.

'Healthy schools' or 'health promoting schools' approaches are used by some schools to help translate the whole school approach into practice and to enhance health and educational outcomes of their pupils (Public Health England, 2014, p. 10).

Healthy Schools is derived from the WHO Health Promoting Schools (HPS) global initiative:

> The concept of the health-promoting school is international in its development, with many countries around the world working on programmes which support schools and their communities in better health actions. It complements the WHO School Health Initiative, which provides an impetus for mobilising and strengthening school health promotion and education activities at local, national, regional and global levels. (WHO, 1996, p. 2)

This derivative can be evidenced by the definition of HPS:

> A health-promoting school is a place where all members of the school community work together to provide students with integrated and positive experiences and structures which promote and protect their health. This includes both the formal and informal curricula in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health. (WHO, 1996, p. 2)

HPS and Healthy School models (whole school approaches) are in action and advocated internationally. These include Schools for Health in Europe (SHE) network (http://www.schools-for-health.eu/she-network); Healthy Schools network (http://www.healthyschools.org/index.html; https://www.cdc.gov/healthyschools/index.htm; Project Healthy Schools (http://www.projecthealthyschools.org/); Health Promoting

Schools New Zealand (https://www.cph.co.nz/your-health/health-promoting-schools/); Australian Health Promoting Schools (https://www.achper.org.au/advocacy/australian-health-promoting-schools) and Healthy Schools London (http://www.healthyschools.london.gov.uk/).

The WHO Health Promoting Schools concept influenced the development of the Australian Health and Physical Education curriculum which adopted the socio-cultural approach, as described by Lynch (2016, p. 93):

> The concepts outlined in the national curriculum documents that laid the foundations for the 1999 Queensland HPE syllabus and later the 2013 Australian Curriculum (Health and Physical Education) are closely aligned with the Health Promoting Schools (HPS) principles (Centre for Primary Education, 1998; Lynch, 2013c). The Australian HPS Association was established in 1994 and HPS developed in Australia around the same time as the development and implementation of the 1999 HPE curriculum documents.

As illustrated by the whole school approach attributes above (Public Health England, 2014) "Health promoting schools are schools which display, in everything they say and do, support for and commitment to enhancing the emotional, social, physical and moral well being of all members of their school community" (Centre for Primary Education, 1998, p. 2).

> The Health Promoting Schools (HPS) concept was developed to promote health in education (World Health Organisation, 1996). The Health Promoting Schools Model encompasses programme implementation as it describes the broad, holistic framework for the implementation of health education beyond the boundaries of the classroom (Queensland Government, 2003b). It offers "a suitable approach because it encompasses a range of influences internal and external to the school environment" (O'Dea & Maloney, 2000, p.4). The HPS model comprises three overlapping elements: (1) curriculum, teaching and learning; (2) school organisation, ethos and environment; and, (3) partnerships and services. The overlapping components "need to be considered as a whole rather than as separate entities". (Australian Health Promoting Schools Association, 1996, p.1)
>
> Implementing across the three elements allows for a more comprehensive promotion of health (World Health Organisation, 1994) and therefore forms an ideal framework for the strands of HPE: enhancing personal development; developing the concepts and skills for physical activities;

> and promoting the health of individuals and communities (Queensland Government, 2003c). (Lynch, 2016, pp. 93–94)

These three elements relate directly to the elements of quality physical education (Fig. 1.2, cf. p. 14) and are underpinned by the socio-cultural approach. In particular, the third element—partnerships and services which Public Health England describes as "proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing" (2014, p. 10). Community partnerships sit within a 'strengths-based' approach to education. According to the Australian Curriculum, the strengths-based approach is contextual (cf. Figure 1.2):

> This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours. (ACARA, 2024)

Research on the strengths-based approach within H, W & PE found that community partnerships do offer opportunities to "increase the scale of effectiveness of activities, reduce transaction costs, bring together resources and tools that otherwise would not be available to one actor only and it helps to mutually understand perspectives that otherwise would not be understood appropriately" (Leisinger, 2015).

Reflection

This chapter identifies that wellbeing in schools is enhanced by the implementation of values and by quality physical education (QPE), embedded within a socio-cultural approach and using a whole school approach. What role does the socio-cultural approach play within your context? What aspects of a whole school approach for wellbeing are enacted within your context? What aspects of a whole school approach need to be implemented more deeply within your context? What role do values play within your context? What role does QPE play within your context?

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CHAPTER 12

Methodology: Research Design and Analysis of Data

As discussed in Chapter 1, the data used in this research book has been gathered from varying research projects relating to the preparation and implementation of 'holistic' Health and Physical Education and wellbeing. The predominantly qualitative data has been gathered from different regions of the world, namely Oceania, America, Europe, Asia, Africa and the Middle East. The purpose of the research was to identify 'how' the physical dimension can be implemented to best develop students' wellbeing and 'how' wellbeing can be implemented to best develop students' academic outcomes. Wellbeing is a complex, multi-dimensional construct that cannot be properly measured by a sole indicator in a single domain (Borgonovi & Pál, 2016). "Hence, in order to accurately monitor well-being, it is critical that its multi-dimensional nature is considered" (OECD, 2017). Researching 'Physical Education and Wellbeing' has involved various studies investigating various dimensions (cf. Chapters13, 14, 15 and 16):

a. Primary school case studies: qualitative in-depth data from three case study Australian primary schools of various sizes;
b. Questionnaire: qualitative questionnaire for educationalists representing nine states of the United States of America;

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https://doi.org/10.1007/978-3-031-72874-7_12

c. Initial Teacher Education case study: qualitative in-depth data from a recognised model (Ofsted outstanding) UK Initial Teacher Education (ITE) Physical Education programme;
d. Teacher Preparation: qualitative case study carried out in an International school in the Middle East, investigating secondary trained PE teacher participants who are responsible for teaching primary school children;
e. National survey: qualitative and quantitative data gathered from a large empirical ex-post-facto survey involving approximately 400 Australian primary [elementary] government school principals [headteachers];
f. Primary school case study: qualitative in-depth data from a maintained government school of England, located in Asia; two-form entry (3–11 years; FS1—Year 6), approximately 350 students (90% Asian) and followed the National Curriculum of England;
g. Primary school case study: qualitative in-depth data from a British School Overseas (BSO), located in Africa; 3–11 years; FS1—Year 6, had approximately 600 students (95% Egyptian) and followed the National Curriculum of England; and
h. Primary and secondary school case study: qualitative in-depth data from a British curriculum school located in the Middle East with less than 400 students (100% Kingdom of Saudi Arabian) enrolled from Kindergarten (3 years) through to Grade 10 (16 years) and followed the National Curriculum of England.

Research Design

The qualitative research conducted was interpretivist and positioned within a constructionist paradigm. This theoretical framework is most apposite for the research studies (a, b, c, d, e, f, g & h), considering that understanding of the PE field, its clarity and success of policy implementation ultimately depends on teachers and students (Gardner & Williamson, 1999). The participants shared their experiences and perspectives within their context, which were never wrong. This is important as the implementation of curriculum, policies and PE terms adopted differ between nations and states.

The interpretive perspective assumes that there is change and that we live in an ever-changing world (Glesne, 1999). Emphasis is placed on the

change and development of individuals, groups and societies (Sarantakos, 1998). This is most suitable given the various discourses, ideologies and philosophies that have influenced the PE field over the years. With regards to the practitioner's perspective of H, W & PE, it was envisaged that there would be both positive and negative outcomes. This assumption is based on the personal experiences of the researcher, who in "qualitative research is often the primary instrument for data collection and analysis" (Merriam, 1998, p. 7).

Primary School Case Studies (Australia)

A constructionist epistemology frames the research as meaning-making and was developed from engagement and interaction with the participants sharing their lived experiences and interpreting those experiences. The methodology chosen to construct meanings through capturing the context of each school was 'evaluative' and 'multiple' case study (Merriam, 1998). The purpose of the study was is to explore the implementation of the Queensland HPE syllabus in three primary schools of varying enrolment sizes. The sites for the three case studies involved: one small-sized primary school (less than 200 students); one medium-sized primary school (200—400 students) and one large-sized primary school (over 400 students). The three case studies were selected as representative of their different demographics, pertaining to their size as measured by enrolment numbers, their geographic location and their socio-economic status. The study was a storytelling case study as it is a 'narrative and descriptive account of an educational event, program or system which deserves to be told to interested audiences, after careful analysis' (Bassey, 1999, p. 58).

The methods engaged so as to enable precision of details within the chosen theoretical framework were semi-structured and focus group interviews, reflective journal, observations, and document analysis (Table 12.1).

There were three focus group interviews within each school/case. One focus group with representatives from a class in the early years, one with representatives from a class in the middle years and one with representatives from a class in the upper years of the school. Maximum variation representation (Glaser & Strauss, 1967) involves "identifying and seeking out those who represent the widest possible range of the characteristics

Table 12.1 Research framework for a) Primary school case studies (Australia)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Case Study
Data Generating Methods	Interviews; Semi-structured Interviews; Focus group Reflective Journal Observation Document Analysis

of interest for the study" (Merriam, 1998, p. 63). A maximum variation representation process was employed, by means of a questionnaire, to select four student representatives with a high-interest level in physical activities (two boys and two girls) and four student representatives with little interest in physical activities (two boys and two girls). The questionnaire results were checked for confirmation by the classroom teacher.

The overarching general research question that guided the conduct of this research is:

- How is the key learning area Health and Physical Education being taught?

Supplementary research questions that generated data include:

- How are teachers in the schools implementing the HPE curriculum documents?
- What readily accessible resources do schools have to assist with the implementation of Health and Physical Education?
- What are teachers' perceptions with regard to the HPE Key Learning Area?
- What are children's perceptions of the HPE Key Learning Area?

An analytical question arising from the research questions provides a more critical generation of data:

- What implementation strategies are required to optimise wellbeing?

Two ethical clearances were granted before this research was conducted. An ethical clearance was awarded from Australian Catholic University and from Brisbane Catholic Education (BCE). Permission was then granted by each of the case study school principals; each of the teacher participants within each case study school and consent from the parents of student participants. Credibility of the study was achieved by employing triangulation, the process of using multiple perceptions to clarify meaning (Stake, 1994). The multiple perceptions were obtained from observing and interviewing a variety of participants.

Questionnaire (USA)

The purpose of this study was to investigate if issues raised in literature regarding uncertainty and confusion about associated PE terms in relation to HPE implementation, exists among practitioners. For this investigation, it was decided to conduct an interview in the medium of a questionnaire (Table 12.2). The research site was set within the US as this chosen nation provided a sample from which most could be learned (Merriam, 1998); it is a large and heavily populated country, separate states have authority for education curriculum policy and as the literature eludes there appears to be a number of terms used to represent the traditional nomenclature of 'physical education' (cf. Chapter 6). Interviewing is a popular method for collecting qualitative data (Merriam, 1998); "There are many variants of the standard face-to-face interview. Questionnaires are one, where the respondent is given written questions and asked to respond at his [or her] leisure" (Bassey, 1999, p. 82).

Hence, the most appropriate method for gathering data in this sample, considering the research question, was a questionnaire (Kumar, 2005). The informal interview structure of an open-ended question is regarded as flexible, exploratory and more like a conversation (Merriam, 1998), enabling a format where "individual respondents define the world in

Table 12.2 Research framework for b) Questionnaire (USA)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Interview/Questionnaire
Data Generating Methods	Open-ended question

unique ways" (Merriam, 1998, p. 74). Participants were asked an open-ended question relating to PE nomenclatures, where the respondent recorded the answer in his/her words, expressing themselves freely (Kumar, 2005, p. 132).

Other benefits of asking an open-ended question were that participants answered the same question, thus increasing comparability of responses and reduced interviewer influence (Patton, 1990). Furthermore, this method was a favourable choice considering expense and time, and that the population was "scattered over a wide geographical area" (Kumar, 2005, p. 127). It is axiomatic that PE practitioners are articulate in written expression and are also very busy people.

A question relating to HPE implementation was posted on SHAPE (Society of Health and Physical Educators) America's Exchange online network as a discussion topic. Exchange is a modern online platform used by SHAPE America members for sharing ideas and insights; discussion topics, discussions and resources. The question posed is:

> Can we promote HPE as a strong combination or will it be at the expense of either Health or Physical Education?

Underlying implementation questions emerging from the literature and offering guidance during analysis include:

- What is the structure for PE/ HPE implementation?
- How do practitioners differentiate between PE terms?
- What discourses and ideologies exist in modern-day PE?

While no dates are disclosed, regions are acknowledged to illustrate population representation. All nine teachers who answered the question were selected as participants and represented a range of regions across the country; five elementary teachers, one middle school teacher, one secondary teacher and two university educationalists.

Initial Teacher Education Case Study (UK)

This research investigated how an award-winning UK Primary School Physical Education specialist course/program (Ofsted Outstanding) prepared their Initial Teacher Education (ITE) students. The specific

course was awarded 'Outstanding' by the British Office for Standards in Education, Children's Services and Skills (Ofsted).

> Ofsted is the Office for Standards in Education, Children's Services and Skills. We report directly to Parliament and we are independent and impartial. We inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages. From 2017 we will ensure that all of our work is evidence-led. (http://www.ofsted.gov.uk/about-us)

The case study university course was identified for having strong partnerships with local schools. Hence, it was the purpose of this study to investigate such course features (including partnerships as identified by Ofsted). The researcher in "qualitative research is often the primary instrument for data collection and analysis" (Merriam, 1998, p. 7), noting the differences between what was planned and what actually occurred (Anderson, 1990).

A successful program/course with established partnerships in England was deliberately chosen; and identified as an appropriate case study during online research when investigating Physical Education Teacher Education (PETE) courses that qualified graduates to be generalist primary school teachers with a specialism in physical education. The researcher, who was employed in an Australian University (in the Faculty of Education) with expertise in Health and Physical Education, was unable to find a similar primary course within Australia at the time. That is, a course specifically focussing on and specialising in primary education PETE did not exist in Australia (Lynch, 2013).

The methods engaged so as to enable precision of details within the chosen theoretical framework were semi-structured interviews, reflective journal, observations and document analysis (Table 12.3).

Table 12.3 Research framework for c) Initial Teacher Education (ITE) case study (UK)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Case Study
Data Generating Methods	Interviews; Semi-structured Reflective Journal Observation Document Analysis

The researcher observed: open days for prospective students, which included course-specific information from the Course Manager; interviews for prospective students; discussed the course with present students; worked alongside course teacher educators (two lecturers and one technical assistant) and observed course lessons; consulted the two university lecturers involved in the PETE Primary course and conducted semi-structured interviews. Meetings and discussions were held with the Initial Teacher Education (ITE) Course Leader, and the International Co-ordinator for the Faculty of Education. Observations also included visiting local primary partner schools and having discussions with teachers.

An ethical clearance was granted from the Monash University Human Research Ethics Committee (MUHREC) where the researcher was employed. Also, permission from the UK University was granted for the recruitment of participants and research to be conducted.

Teacher Preparation for Primary H/PE (Qatar, Middle East)

The purpose of this research was to investigate Secondary Education H/PE specialist teachers' preparation for teaching H/PE in primary school. The case study was an English international school catering for children from 3 to 18 years of age (primary and secondary school). The case study international school was identified for having teachers who gained their ITE qualifications from the UK and Australia.

This qualitative study school was located in Qatar, Middle East and specifically investigates:

- What are Secondary Education-trained H/PE specialist teachers' perceptions of teaching H/PE in the primary school?

The methods engaged so as to enable precision of details within the chosen theoretical framework were semi-structured interviews, reflective journal, and observations (Table 12.4).

All eight PE specialist teachers in the school were invited to participate and the six PE specialists who expressed interest were chosen. Observations were conducted to support the semi-structured interviews and were recorded as fieldnotes in a reflective journal.

An ethical clearance was granted from the Monash University Human Research Ethics Committee (MUHREC) where the researcher was

Table 12.4 Research framework for d) Teacher Preparation (Qatar)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Case Study
Data Generating Methods	Interviews; Semi-structured Reflective Journal Observation

employed. Also, permission from the English International School was granted for the recruitment of participants and research to be conducted.

National Survey (Australia)

This empirical research investigated school principal [headteacher] perceptions of how quality health and physical education in Government primary [elementary] schools is implemented. Data were gathered using ex-post facto surveys embedded within an interpretivist paradigm. The questionnaire formulated open-ended questions, providing principals [headteachers] with the opportunity to express themselves, and closed-ended questions, where they chose the category that best described their school. The aim of this project was to investigate how best to prepare Health and Physical Education (HPE) specialist teachers within primary schools to enhance students' wellbeing (Table 12.5).

This study sits within an interpretivist paradigm, as educational leadership and the role of the school principal [headteacher] is socially complex and constructed: "Social realities are constructed by the participants in their social settings" (Glesne, 1999). This theoretical framework enables the principal [headteacher] participants to share their stories on how HPE is taught and learned within the contexts

Table 12.5 Research framework for e) National survey (Australia)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Questionnaire
Data Generating Methods	Ex-post facto survey (qualitative and quantitative questions)

of their schools, thus providing valuable insights into implementation. My Schools website (ACARA) https://www.myschool.edu.au/, the National Education Directory https://www.education.net.au/ and the Australian Schools Directory https://www.australianschoolsdirectory.com.au/ databases were used to access a large-scale sample of school and principal [headteacher] contact details. A large-scale sample of 376 principal participants from a cross-section of Australian Government schools were chosen as participants, representing every state and territory, region and size.

Through this interpretivist paradigm, meaning that already exists was explored (inductive research), therefore, the surveys were ex-post facto design (Cohen et al., 2007) adopting a mixed methods approach. The open-ended and closed-ended questions on the ex-post facto designed survey represented problems identified in the Worldwide Surveys of School PE (UNESCO, 2014), Senate Inquiry findings (Commonwealth of Australia, 1992) and literature (Lynch, 2005, 2007; Morgan & Bourke, 2005, 2008). These issues were related specifically to resources, time and teacher qualifications/training.

The first ethical clearance granted was from Monash University Human Research Ethics Committee (MUHREC). Following, an ethical clearance was granted from all Australian state and territory Government Departments of Education (Victoria, New South Wales, Queensland, Tasmania, Australian Capital Territory, South Australia, Western Australia and Northern Territory). It was clearly stated in the "Explanatory Letter" that completing the questionnaire was voluntary and principals were under no obligation to consent to participation.

Primary School Case Study (Brunei Darussalam, Asia)

An interpretivist study was conducted within the constructionist paradigm. The participants shared their experiences and perspectives, which are never wrong. A constructionist epistemology frames the research as meaning-making and was developed from engagement and interaction with the participants sharing their lived experiences and interpreting those experiences. The methodology chosen to construct meanings through capturing the context was a case study (Merriam, 1998). The study was a storytelling case study as it is a 'narrative and descriptive account of an educational event, program or system which deserves to be told to interested audiences, after careful analysis' (Bassey,

Table 12.6 Research framework for a) primary school case study (Brunei Darussalam)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Case Study
Data Generating Methods	Interviews; Semi-structured Interviews; Focus group Reflective Journal Observation Document Analysis

1999, p. 58). Specifically, the educational event was the recovery from a pandemic. The methods engaged so as to enable the precision of details within the chosen theoretical framework were semi-structured and focus group interviews, reflective journal, observations and document analysis (Table 12.6).

Semi-structured interviews were held with each of the KS2 teachers at the end of the third week in term one and later in the term (November 2020). There were two lots of eight interviews with KS2 teachers; 16 in total. The student participants were also chosen to be interviewed to seek their responses. Hence, at about the same time as the teacher's, focus group interviews were held with the KS2 students. There were four focus group interviews. One focus group with representatives from the two Year 3 classes, one with representatives from the two Year 4 classes, one with representatives from the two Year 5 classes and one with representatives from the two Year 6 classes. Maximum variation representation (Glaser & Straus, 1967) involved 'identifying and seeking out those who represent the widest possible range of the characteristics of interest for the study' (Merriam, 1998, p. 63). A maximum variation representation process was employed, by means of the wellbeing questionnaire, to select two student representatives who indicated they had higher than average wellbeing (one boy and one girl) and two student representatives who indicated they had lower than average wellbeing (one boy and one girl). The questionnaire results were confirmed by each focus group's respective classroom teacher.

The researcher conducted observations of teaching and learning (informal drop-ins) to support teachers during the first six weeks of the year. In week 7 of term 1 (2020–2021), the researcher conducted formal drop-ins as part of a deep dive (Ofsted, 2019), involving informal lesson

observations, book scrutiny (document analysis) and pupil feedback analysis and was followed later with semi-structured interviews with teachers, allowing them to share deeper insights. The researcher conducted formal lesson observations (November 2020) where teachers evidenced how they addressed 'challenge' and Pupil Progress meetings were also held (March 2021).

The overarching general research question that guided the conduct of this research is:

- How do we improve children's mathematics, reading and writing through the promotion of wellbeing?

Two ethical clearances were granted before this research was conducted. An ethical clearance was awarded from the school (Headteacher, School Governor's Committee and Local Authority) and from the National Professional Qualification for Senior Leadership (NPQSL) tutor. The credibility of the study was achieved by employing triangulation, the process of using multiple perceptions to clarify meaning (Stake, 1994). The multiple perceptions were obtained from observing and interviewing a variety of participants.

Primary School Case Study (Egypt, Africa)

An interpretivist study was conducted within the constructionist paradigm. The participants shared their experiences and perspectives, which are never wrong. A constructionist epistemology frames the research as meaning-making and was developed from engagement and interaction with the participants sharing their lived experiences and interpreting those experiences. The methodology chosen to construct meanings through capturing the context was a case study (Merriam, 1998). The study was a storytelling case study as it is a 'narrative and descriptive account of an educational event, program or system which deserves to be told to interested audiences, after careful analysis' (Bassey, 1999, p. 58). Specifically, the educational event was the recovery from a pandemic. The methods engaged so as to enable the precision of details within the chosen theoretical framework were semi-structured and focus group interviews, reflective journal, observations and document analysis (Table 12.7).

Table 12.7 Research framework for a) primary school case study (Egypt)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Case Study
Data Generating Methods	Interviews; Semi-structured Interviews; Focus group Reflective Journal Observation Document Analysis

Semi-structured interviews were held with each of the Foundation Stage, KS1 and KS2 teachers during term one and later in the academic year. These were interviews with teachers as a formal check-in meeting and later also for pupil progress meetings. At about the same time as the teacher's, focus group interviews were held with the children (pupil voice). There were focus group interviews across classes, Years 1–6. One focus group with representatives from each year level. Maximum variation representation (Glaser & Straus, 1967) involved 'identifying and seeking out those who represent the widest possible range of the characteristics of interest for the study' (Merriam, 1998, p. 63). A maximum variation representation process was employed, by means of the Pupil Attitudes to Self and School (PASS) wellbeing questionnaire conducted mid-way during term one, to select two student representatives who indicated they had higher than average wellbeing (one boy and one girl) and two student representatives who indicated they had lower than average wellbeing (one boy and one girl).

The researcher conducted observations of teaching and learning (informal drop-ins) to support teachers during the first term of the year. Also, during terms two and three of the academic year, the researcher conducted formal drop-ins as part of a deep-dive (Ofsted, 2019). This involved initial informal lesson observations, learning environment observations, book scrutiny, online communication with parents—Class Dojo (document analysis) and pupil feedback analysis (observations and document analysis). Also, document analysis was used when analysing the last four years of results for Pupil Attitudes to Self and School (PASS) wellbeing surveys, and the last five years of Year 6 GL Assessment results; Progress Test English (PTE) and Progress Test Maths (PTM).

All observations and document analysis were followed with semi-structured interviews with teachers where feedback and professional

discussions were conducted, allowing teachers to share deeper insights. The researcher also conducted formal lesson observations, followed by semi-structured interviews during term two, where teachers were required to evidence how they addressed 'challenge'. Pupil Progress meetings were also held during term 2 and term 3.

The overarching general research question that guided the conduct of this research is:

- How do we improve children's mathematics, reading and writing through the promotion of wellbeing?

An ethical clearance was granted before this research was conducted. An ethical clearance was awarded from the school Principal and Primary Headteacher. The credibility of the study was achieved by employing triangulation, the process of using multiple perceptions to clarify meaning (Stake, 1994). The multiple perceptions were obtained from observing and interviewing a variety of participants.

Primary and Secondary School Case Study (Kingdom of Saudi Arabia, Middle East)

An interpretivist study was conducted within the constructionist paradigm. The participants shared their experiences and perspectives, which are never wrong. A constructionist epistemology frames the research as meaning-making and was developed from engagement and interaction with the participants sharing their lived experiences and interpreting those experiences. The methodology chosen to construct meanings through capturing the context was a case study (Merriam, 1998). The study was a storytelling case study as it is a 'narrative and descriptive account of an educational event, program or system which deserves to be told to interested audiences, after careful analysis' (Bassey, 1999, p. 58). The methods engaged to enable the precision of details within the chosen theoretical frameworkv were semi-structured and focus group interviews, reflective journal, observations and document analysis (Table 12.8).

Semi-structured interviews were held with the school Director, the school Principal, two Vice Principals, Wellbeing Lead, Assistant Principal, school Board Member, three KSA Cultural Committee Members, two

Table 12.8 Research framework for a) primary and secondary school case study (KSA)

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism
Research Methodology	Case Study
Data Generating Methods	Interviews; Semi-structured Interviews; Focus group Reflective Journal Observation Document Analysis

classroom teachers, three staff administrative members and two education consulting agency participants representing the school. Focus group interviews were held with Grade 10 students and Grade 6 students.

Document analysis occurred across the schools' policies, curriculum planning, philosophy, vision, mission and High Performance Learning (HPL) program adopted. Observations were held during a visit to the school. This involved a tour of the school's facilities and classrooms and observations of lessons, including physical education lessons across the primary and secondary schools, and daily routines.

The overarching general research question that guided the conduct of this research is:

- How can programs be effectively implemented to improve students' wellbeing?

An ethical clearance was granted before this research was conducted from the school Principal. The credibility of the study was achieved by employing triangulation, the process of using multiple perceptions to clarify meaning (Stake, 1994). The multiple perceptions were obtained from observing and interviewing a variety of participants.

Data Analysis

An interpretivist data analysis strategy employed for the purpose of these research studies was narrative/descriptive analysis. Each case study and questionnaire investigates a different context and a different story, and this analysis strategy enables emphasis to be placed on the communication of these stories (Merriam, 1998). The interpretivist is committed

to hearing the stories of the participants, and their perspectives of the world they experience (Taylor & Bogdan, 1998). The researcher attempts to capture the stories by interpreting the culture of the school through reported experiences, understandings and other collected data, resulting in a learning episode for both reader and researcher (Glesne, 1999). The narrative/ descriptive analysis method has been deliberately chosen to illuminate each story/ case study in this interpretive study and to identify 'how' the physical dimension and values can be managed to best develop students' wellbeing.

The combined research projects employ multiple case studies (and questionnaires), hence it is necessary to collect and analyse data from more than one school/school region (Merriam, 1998). The analysis process involves employing a narrative/descriptive report for each of the case study contexts (and questionnaire regions). During Stage One (Table 12.9), each interview, observation and journal entry (for each of the case studies) and questionnaires for each survey region were analysed using Wellington's six-stage simplified version of the 'Constant Comparative Method for Analysing Qualitative Data' (Wellington, 2000) (Fig. 12.1). This was followed by Stage Two (Table 12.9), where each individual case (and survey region) was described in a report. The constant comparative method of analysing qualitative data combines inductive category coding with a simultaneous comparison of all units of meaning obtained (Glaser & Strauss, 1967). As each new unit of meaning is selected for analysis, it is compared to all existing units and subsequently categorised and coded with similar units. If there are no similar units of meaning, a new category is formed (Maykut & Morehouse, 1994).

Table 12.9 Process of data analysis

Stage 1	*Analysis of data for each case study/ survey region using Wellington's table of analysis*
Stage 2	Narrative/Descriptive report given as an analysis for each case study/ survey region
Stage 3	Cross-case analysis again using Wellington's table of analysis. This time analysing whole stories or story sections (surveys were analysed according to school size)
Stage 4	Narrative/Descriptive report given for cross-case study/ survey state region analysis

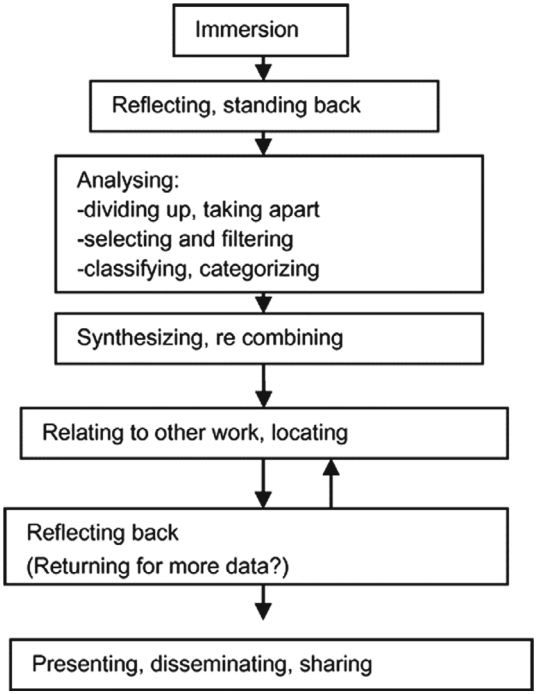

Fig. 12.1 General stages in making sense of qualitative data (Wellington, 2000, p. 141)

Stage Three (Table 12.9): the cross-case analysis began at the completion of an analysis report for each case/ survey region (Stage Two, Table 12.9). "A qualitative, inductive, multicase study seeks to build abstractions across cases" (Merriam, 1998, p. 195). Repeating the same analysis process, Wellington's six stages were used to analyse the data across the case studies (surveys were analysed according to school size) which was again reported in Stage Four (Table 12.9) using a narrative/ descriptive report.

The analysis is therefore iterative (Dey, 1993) and during cross-case and regional analysis, the researcher attempts through iteration to see processes that are common among the case studies/survey regions. Relating to the similarities in context can develop more sophisticated descriptions and more powerful explanations (Miles & Huberman, 1994).

During the analysis process, key themes were generated by employing a coding system. Table 12.10 illustrates a copy of a participant's coded transcript. In an attempt to answer the research questions, units of meaning were formed, coded and categorised with other similar units. This process occurred within each case study school/survey region and across case studies/survey regions. A detailed description of findings from the analysis process is provided in 'findings and discussion' (cf. Chapters 13, 14, 15 and 16).

Confidentiality and anonymity were assured during the study as pseudonyms were assigned to protect the privacy of the participants. A conscious effort was made by the researcher to be fair in the generation of data, in the interpretation of data, in the formulation of theories and in the presentation of data. Member checks involved soliciting informants' views as to credibility of findings and these were utilised to confirm the plausibility and credibility of interpretations. Themes and conclusions were checked within the other data-generating methods, for example, a finding during an observation was further explored during an interview. This addresses the issue of public disclosure of processes and gives the themes congruence and verisimilitude (Anfara et al., 2002).

Reflection

This chapter identifies the varying research projects relating to Health, PE and Wellbeing from around the globe. The qualitative research, within the interpretivist paradigm, was deliberately chosen to gather data about participants' experiences and perspectives within their context. What research is conducted within your context? What is the purpose of the research? Who is involved and how is the data gathered? How are the participants' experiences and perspectives within their context prioritised?

Table 12.10 Coding of Interview Transcript

Interview transcript	*Coding*
I What do you like about the Health and PE syllabus? P Because I haven't had that much experience with it I don't know it that well so it's hard to say what I like and what I don't like—what I have seen of it I like the way that it's set out because it's fairly easy to follow, easy to read and I just like the way it"s set out and structured I How does the school manage to fit the demands of the Health and PE syllabus that is the three strands, into the crowded curriculum? P We are fairly lucky here because we have an HPE Specialist who comes in and takes that strand of things for 40 minutes a week I So physical activities? P Physical activities, yep. In terms of Health and Personal Development, that's left up to the classroom teacher to do in your own planning. Personal Development is, we have included that into some of our units that we have done previously particularly with RE and with some of our SOSE, but with the Health and any other Personal Development you do, it's basically what you can implement into your everyday planning. Whether you do that with your buddy teacher or not, or whether you do that with your own class I Do you integrate or connect the curriculum with the Health and Personal Development to fit that in? P We try to do it—I guess it's happened more with Personal Development than what has happened with Health. Just that Personal Development does seem to fit in well with some of the RE outcomes. Yes it would be good to integrate it but it's hard	-Teacher familiarity with syllabus -Teacher confidence and knowledge -Syllabus likes & dislikes -HPE specialist -Time afforded to strands -Teachers responsible for strands -Integration with other KLAs -Methods of implementation -HPE Connections with Religious Education -Integration with other KLAs

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CHAPTER 13

Spiritual Dimension

This chapter explores the development of the spiritual dimension within the Health and Physical Education (HPE) learning area and with a focus on using values for implementing wellbeing; which sits within the Whole child development element of quality physical education (cf. Figure 1.2). Part of the following literature has been amended and condensed from a previous publication (Lynch, 2015).

Children's Spirituality

The spiritual dimension of wellness is defined as "the personal search for meaning and direction in life" (Robbins et al., 2011, p. 10). Furthermore, there is a strong link between spirituality and one's self-esteem (Robbins et al., 2011). Hence, connections can subsequently be made with the nine universal competencies, (attitudes, values and skills): *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48); specifically with Self-regulation (cf. p. 145) and persistence (resistance)(cf. p. 148). "Improvements in self-regulation are associated with decreases in internalising symptoms (e.g. depression, anxiety) and improvements in self-esteem (van Genugten et al., 2017)" (OECD, 2021, pp. 70–71). The spiritual dimension may be connected to a religion, but it may not.

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_13

"In its purest sense, spiritual wellness involves cultivating beliefs, principles, and values that provide guidance and strength throughout all of life's experiences" (Robbins et al., 2011, p. 10). Having emphasised that HPE is more than the physical dimension, it can be argued that the physical dimension does offer unique opportunities and perhaps more so than others, for children in primary schools to experience a "sense of connection", a spiritual dimension.

Spirituality is an essential aspect of all human beings which needs to be given the opportunity to grow (Lavery & Hay, 2004). This is axiomatically the same situation for children, where spirituality is an essential part of child development (Hay & Nye, 2006). There are numerous definitions of spirituality and the same can be said about spirituality experienced in a primary school (Mountain, 2011). Hyde (2008) suggests that the education systems have done little to describe what is meant by spirituality, yet it is advocated that spirituality promotes inner well-being and wholeness (Lavery & Hay, 2004). Harris (2007, p. 264) defines children's spirituality as; "transformational, directive, and peer-relational which involves actively living by being innately connected to a natural source within the moral universe and affectively belonging with relationships that are interconnected within a child's culture and community". Hence, the concepts of relationships, self, community and culture are recurring themes.

When exploring children's experiences of spirituality it is vital to understand how this may exist and appear. Hyde (2008) identifies four characteristics of children's spirituality;

1. the felt sense,
2. integrating awareness,
3. weaving the threads of meaning, and
4. spiritual questing

The first characteristic, 'the felt sense', involves physicality and bodily awareness and is the most applicable for the purpose of this study; "Individuals encounter and act upon the world with the whole of their bodies" (Hyde, 2008, p. 120). Hyde et al. (2012) profess that young children often are unable to articulate verbally their thoughts, subsequently they become "far more in tune with their physicality" (p. 3) using "non-verbal

avenues, such as laughter, crying, play and the like" (Hyde et al., 2012, p. 3).

The 'felt sense' was professed by Gendlin, an American psychotherapist:

> Individuals encounter and act upon the world in which they live with the whole of their bodies. He called this focusing, maintaining that it involved attending to the bodily awareness of situations, persons and events. Such bodily awareness is not a mental experience, but a physical one. It doesn't come from thoughts, words or other separate components, but rather as a single, though sometimes puzzling and complex, bodily feeling. Attending to one's own body may then assist with personal difficulties and in being sensitively aware in relationships with others. (Hyde et al., 2012, p. 2)

'The felt sense' is defined as "the way in which a child draws on the wisdom of her or his own body as a natural and primal way of knowing. It involves an awareness of the immediacy of experience and tactile, sensory activity" (Hyde, 2010, p. 510). The significance of this characteristic for children involved in PE lessons is axiomatic. According to Hyde, Ota & Yust, "The challenge for those who work with children is to recognise that many of these activities could be experienced by children as spiritual" (p. 3).

'Integrating awareness' "refers to an emerging level of consciousness enveloping, or integrating, a previous level of awareness. This might typically occur, for example, when a person meditates" (Hyde, 2010, p. 511). 'Weaving the threads of meaning' "refers to the child drawing on her or his own sense of wonder as a means by which to make sense of the world and events from the many and diverse frameworks of meaning that are available" (2010, p. 512). The last characteristic 'spiritual questing', "refers to the fact that children are seekers. They are actively searching for a sense of life's meaning and purpose, and this is often reflected in what they claim to value most" (2010, p. 514). Parallels can be drawn with secular spiritual wellness behaviours developed by a child which include:

1. develops an awareness of life verses death
2. develops a sense of the importance and expanse of life
3. begins establishing a value system; can distinguish right from wrong
4. begins showing compassion and forgiveness (Robbins et al., 2011, p. 556).

Spirituality is embedded within all strands of the HPE curriculum. Within this "holistic" curriculum, the spiritual dimension is defined as "a sense of connection to phenomena and unusual events beyond self and usual sensory and rational existence; a sense of place within the universe" (QSCC, 1999a, p. 26). As the contexts of the Australian case study schools were set in Catholic education, it is assumed that the term spirituality may often refer to a Christian expression of spirituality, although it was understood that this may not be the case for all children.

Hyde's four characteristics of children's spirituality (2008) are closely connected to the four inter-related themes which emerged from the data analysis in a Forest School research project, recognised as components of children's wellbeing: Engagement and enjoyment (the felt sense), Relationships and interactions with others (integrating awareness), Perception of self (weaving the threads of meaning) and Beyond Forest School (spiritual questing). (Tiplady & Menter, 2020).

Findings & Discussion

The data gathered in the case study schools and Initial Teacher Education case study supports that there are expressions of children's spiritual cognizance and opportunities within HPE lessons. Harris (2007) defines children's spirituality as "transformational, directive, and peer-relational which involves actively living by being innately connected to a natural source within the moral universe, and affectively belonging with relationships that are interconnected within a child's culture and community". Student participants and lecturer participants verbally articulated connections mainly through the physical activity strand. While connections are of a personal nature they can be identified as spiritual experiences in HPE.

Children in the early years of the schools did not express spirituality verbally. This is reasoned by Hyde et al. (2012), professing that young children often are unable to articulate their thoughts verbally. However, physical activity lesson observations did display children acting upon the world with the whole of their bodies, subsequently becoming "far more in tune with their physicality" (2012, p. 3). Thus, young student participants (early years) displayed the children's spirituality characteristic of 'felt sense'.

Where the physical activity strand was of quality implementation the HPE teacher acted as director and facilitator, peer-relations were empathetic, accepting and encouraging which enabled the children to truly

belong and feel appreciated within the community of the school. Hence, this was consistent with the concepts of relationships, self, community and culture. "In its purest sense, spiritual wellness involves cultivating beliefs, principles, and values that provide guidance and strength throughout all of life's experiences" (Robbins et al., 2011, p. 10). In case study two school where PE quality teaching and learning was experienced regularly, children's verbal articulation and observed physical engagement of spiritual expressions were increased. The connection between physicality and bodily awareness was observed for all lessons when children were engaged. For this reason, the data gathered within this research study implies that the implementation of QPE lessons increased spiritual connections. In QPE lessons safety was optimal, children were involved in maximum participation, activities were challenging and differentiated for the engagement of all students and lessons were inclusive and enjoyed. Hence, opportunities for students to experience the children's spirituality characteristic of 'felt sense' were observed more frequently.

In case study two school the children in middle and upper years articulated spiritual experiences through observations and interviews. In being attuned to their physical, bodily knowing, these children appeared to have engaged their whole selves in direct, experiential and concrete ways. The children were absorbed in experiences that seemed to bridge the divide between self and object (Hyde, 2008, p. 121). As one middle years student participant described, "Um, you feel like you're going do it and like you're not going to stop and it's going to help you run and you're not going to hurt yourself". The boy was explaining the importance of the PE learning area as he "draws on the wisdom of his own body as a natural and primal way of knowing. It involves an awareness of the immediacy of experience and tactile, sensory activity". (Hyde, 2010, p. 510).

The majority of upper year student participants and many middle year student participants from all three case study schools connected HPE and the RE Christian expression of spirituality, as well as spirituality generally. This was mainly through the promotion of Christian Gospel values in the Physical Activity strand. One child described "you feel better, about yourself and you have more self-esteem" which relates directly to the strong link between self-esteem and spirituality that Robbins et al. (2011) assert. Again, there was an increase in verbal articulation of links in schools that had a HPE specialist or designated teacher, where lessons were conducted regularly. Observations suggested that QPE lessons promoted student

interest (Table 12.2) and maximised physicality, bodily awareness and relationships13.113.2.

The characteristic 'spiritual questing', "refers to the fact that children are seekers. They are actively searching for a sense of life's meaning and purpose, and this is often reflected in what they claim to value most" (2010, p. 514). The children in the upper years' group of case study two school valued team sports. One boy stated he preferred team sports to individual: "It's better than individual, because like, if you like, if you make a mistake or something, there are people to help you out and stuff". Another girl mentioned that within cooperative teamwork she enjoyed experiencing "good team spirit". She shared that she enjoyed working together and that it was fun to know that you could enjoy working with other people in the group. All student participants agreed that they do look out, backup and support their team mates.

The data generated suggests that a Whole School Curriculum Program (WSCP) for HPE increases the likelihood of quality experiences for the children in schools by increasing the rate of developmentally appropriate activities. This resulted in enhanced student interest; a positive effect on

Table 13.1 Summary of cross-case data analysis findings

School	*HPE specialist*	*HPE specialist in-serviced in syllabus*	*Number of Classroom Teacher participants profession-ally developed in HPE syllabus*	*Clear knowledge of who is respon-sible for the different strands*	*Classroom teacher responsible for Religious Education and HPE Personal Develop-ment and Health strands*	*Number of Classroom Teacher participants who evidenced HPE (Personal Develop-ment and Health) in book*	*Whole School Program For HPE physical activities*
Case Study One	No	No	1	Yes	Yes	1	No
Case Study Two	Yes	Yes	2	Yes	Yes	2	Yes
Case Study Three	Yes	No	2	No	Yes	0	No

Table 13.2 Comparison of case study school student participants' interest in HPE

School	*Teachers' perception of students' interest levels in HPE*	*Number of students interviewed in each focus group*	*Number of Early Years student participants whose favourite subject was HPE*		*Number of Middle Years student participants whose favourite subject was HPE*	*Number of Upper Years student participants whose favourite subject was HPE*		*HPE specialist teacher*
Case Study One	Medium	6	0	0%	2	33%	0	0% No
Case Study Two	High	8	6	75%	3	37.5%	4	50% Yes
Case Study Three	High	8	0	0%	0	0%	0	0% Yes

students' attitudes towards physical activities and spiritual connections (Table 12.2). Also, specialist teachers are associated with quality delivery of all dimensions of HPE which includes the spiritual dimension of the HPE curriculum (QSCC, 1999a).

Furthermore, the data gathered is consistent with the literature, which states that HPE may hold particular significance and valuable spiritual experiences for children in relation to good health and wellbeing (QSCC, 1999b). Specifically within Brisbane Catholic Education (BCE) this connection is acknowledged by the document 'Religious Education Support Resource for the Early Years – RE and Health and Physical Learning Organising Ideas' (Catholic Education Archdiocese of Brisbane, 2010).

Karen (pseudonym), a lecturer in the ITE PETE course, spoke about 'physical literacy' which sat within the spirituality characteristic of 'felt sense', where "Individuals encounter and act upon the world with the whole of their bodies" (Hyde, 2008, p. 120). Karen referred to physical literacy as a journey and "The holistic nature of it, they [some teachers]

don't understand that each child is on their own physical literacy journey and they're supposed to be guiding those children on the journey". Although the term spirituality was not mentioned by Karen, there were strong connections made with the ''holistic'' curriculum. The spiritual dimension is defined as ''a sense of connection to phenomena and unusual events beyond self and usual sensory and rational existence; a sense of place within the universe'' (QSCC, 1999a, p. 26) and the concept of the physical literacy journey was embedded within this definition.

The spirituality recurring themes of relationships, self, community and culture were impacted by the Covid 19 pandemic. This resulted in UK maintained case study school closure, remote learning taking place and then a return to school under strict social distancing regulations—bubbles of no larger than 15 pupils and 2 m distancing. With new rules and the easing of 'lockdowns', schools prepared for children to return, which again prioritised children's wellbeing. A wellbeing survey (UNESCO, 2020) was completed by the pupils across the case study school (Years 1–6) in mid-June, 2020. The data was analysed and findings suggested that the pandemic, remote schooling and social distancing had a negative impact on children's social, physical and community wellbeing; therefore their spiritual experiences. The key finding was that the children wanted the school to get back to normal as soon as possible.

Another key finding was that children's physical health is a key to the promotion of wellbeing. Physical education was prioritised by the UK maintained case study school with a specialist teacher employed to passionately implement one hour of QPE each week for all pupils. This was supplemented by the classroom teachers implementing another hour, giving the children two hours of PE each week. There were also lunchtime, inter-school and intra-school competitions organised for children from Year 2–6. Experiential learning and learning through movement were further prioritised with the introduction of nature-based Forest School which has four inter-related themes that promote children's wellbeing and are closely connected to Hyde's four characteristics of children's spirituality. This was a 2-h lesson per fortnight.

Holistic education through movement was also enabled through play-based education in the early years. Learning through the physical dimension offered balance to the content across maths, reading and writing. Teachers' wellbeing was also an essential variable to curriculum recovery and was prioritised by offering Pilate's classes every Monday afternoon, free of charge. This was implemented using a strength-based approach

and again by using staff meetings to complete work that would normally have to be done after school (Maslow, 1943). Through discussions, observations and interviews (assessing and monitoring), teacher's wellbeing improved as did the children's. Hence, relationships, self, community and culture improved which is connected to spirituality.

Reflection

This chapter explores and analyses data in relation to the spiritual dimension within Health and Physical Education, and wellbeing. How does the physical dimension offer opportunities for spiritual experiences within your context? Specifically, how does Hyde's (2008) four characteristics of children's spirituality exist within your context? How could this be possibly enhanced within your context?

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CHAPTER 14

Mental Health: Social and Emotional Dimensions

This chapter explores social and emotional dimensions of wellbeing (mental health) and their development through Health and Physical Education (HPE). Hence, it sits within Whole child development; and Community partnerships (strengths-based) elements of quality physical education (cf. Figure 1.2). Reiterating, Robbins et al. identify seven dimensions of wellness: physical, intellectual, emotional, social, spiritual, environmental, and occupational. Additionally, they reinforce "there is a strong interconnection amongst these dimensions", and a strong link between spirituality and one's self-esteem (relating to one's social and emotional development) (2011, p. 9). Hence, as established in the literature in the previous chapter (Ch. 13), the social and emotional dimensions of wellbeing (also referred to as mental health) are very closely related to the spiritual dimension. Another common thread is the feeling of 'belonging', a recurring theme throughout this book which relates to 'connectedness' (NSW Department for Education and Communities, 2015). The concepts of relationships, self, community and culture are consistently presented across the dimensions of wellbeing; therefore the findings in the previous chapter are also relevant within the focus for this chapter—social and emotional dimensions (also referred to as mental health).

Research and literature have over a long period of time found there are social and emotional benefits that result from participating regularly

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_14

in physical activities, for example physical activity has been consistently shown to lessen symptoms of clinical depression (Calfas & Taylor, 1994; Chekroud et al., 2018; Taylor et al., 1985). The largest study of this kind was conducted in the US involving 1.2 million participants. The findings suggest that "regular physical activity lasting 45 minutes three to five times a week can reduce poor mental health" (BBC News, 2018). Hence, "Poor mental health is a major risk factor for poor physical health and vice versa" (Australian Health Policy Collaboration, 2018). Other mental health benefits include better stress management (American Heart Association, 2019; British Universities & Colleges Sport, 2018; Chiras, 1991; Robbins et al., 2011), having fun, relationships, self-esteem and self-efficacy, enhancement and building of personal and social skills such as leadership, communication, teamwork and cooperation (British Universities & Colleges Sport, 2018; Shilton, 1997).

Maslow's hierarchy of needs (1943) supports having wellbeing as the platform for maths, reading and writing recovery curriculum adopted by the UK maintained case study school and the British School Overseas (BSO) case study school: physical needs, safety, belonging and love, feeling good about yourself, desire to learn, artistic and creative, and reaching your potential. Similar to spirituality, connections can be made with universal competencies [Learning Values] (attitudes, values and skills) (OECD, 2021). Lynch (2022) argues Learning Values/competencies need to be enacted across three key curriculum pillars: Community (belonging and partnerships), Metacognition (thinking about learning) and Values (global citizenship) (Fig. 10.1; cf. p. 155). Mental health (social and emotional dimensions) is underpinned by Community (belonging and partnerships - collaboration and cooperation, respect, responsibility and trust) and Values (global citizenship—reflection, respect, empathy and persistence).

Research findings suggest such Learning Values/competencies impact on wellbeing; specifically, Respect (cf. p. 146); the valuing of self and others, and all living things. Movements such as Moral Education, Social and Emotional Learning (SEL) (cf. p. 205) and Character Education advocate for children being supported to respect themselves and other children, especially from different backgrounds and cultures (OECD, 2021, p. 58). Also, taking Responsibility is an important factor in developing a global interconnectedness, often referred to in schools as global citizenship. (OECD, 2021, p. 64). Furthermore, Empathy involves

cognitive skills as well as social and emotional skills (OECD, 2020); Self-regulation and Persistence (resilience) are both associated with increased self-esteem and a decrease in depression and anxiety (cf. p. 148). Learner self-regard measures a learner's overall view of self-efficacy for academic achievement - it is the child's deep confidence and feelings that they can achieve success. Zimmerman (2000, p. 83) defines beliefs about self-efficacy as "personal judgements of one's capabilities to organise and execute courses of action to attain designated goals".

In educational contexts and as detailed in Chapter 10 (OECD, 2021); "It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health, and their mental wellbeing in adulthood" (Public Health England, 2015, p. 4). Physical activity creates a friendly school climate where students are less aggressive and experience fewer discipline problems (Public Health England, 2014; Queensland Government, 2003); reducing the likelihood of students being involved in anti-social behaviour (Clea et al., 2002; Kerr, 1996; Public Health England, 2014; Stead & Neville, 2010; Trudeau & Shephard, 2008) and decrease the levels of vandalism, mischief, petty crime and negative behavior (Norrie & Mustard, 1999).

This directly relates to students' sense of belonging within school; how much students feel respected, accepted and supported by the school community (Pedler, 2018). "Sense of belonging has been shown to be an important schooling outcome in its own right, and for some students, is indicative of educational success and long-term health and well-being" (ACER, 2018, p. 12; OECD, 2004, 2021). Research evidences that students from Australian metropolitan schools have significantly greater sense of belonging than students from provincial schools and remote schools (p. iii https://research.acer.edu.au/cgi/viewcontent.cgi?article=1031&context=ozpisa

A longitudinal study conducted in Finland found that teachers play a pertinent role in nurturing students' sense of belonging. More so, if a student considers their teacher to be caring and accepting (Learning Values role model), they're more likely to adopt the teacher's academic and social value. Approaches to teaching that foster belonging include:

- prioritising high-quality teacher-student relationships
- creating a supportive and caring learning environment
- offering emotional support to students

- being sensitive to students' needs and emotions
- showing interest in students
- trying to understand students' point of view
- respectful and fair treatment
- fostering positive peer relationships and mutual respect among classmates to establish a sense of community
- positive classroom management (Ulmanen et al., 2016).

Other significant approaches include giving students a voice, working with community partners to meet students' needs, student participation in extracurricular activities, and developing a culture of high standards and behaviours across the whole school (NSW Department for Education and Communities, 2015). Hence, "prioritising belonging within school culture is essential. If done effectively, educators can support students' emotional and social development and enhance their motivation, effort and achievement" (Pedler, 2018).

Numerous researchers and educators around the world advise that SEL, which is embedded in the HPE curriculum and wellbeing (directly related to Learning Values), should be addressed as an essential aspect of children's formal education from the beginning of school, as it provides a strong foundation for healthy development.

> SEL is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. Research has shown that SEL is fundamental to children's social and emotional development - their health, ethical development, citizenship, academic learning, and motivation to achieve. Social and emotional education is a unifying concept for organizing and coordinating school-based programming that focuses on positive youth development, health promotion, prevention of problem behaviors, and student engagement in learning. (Illinois Children's Mental Health Partnership, 2005, p. 73)

HPE's aim is to enable students to "access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan" (ACARA, 2019). Hence, research suggests that schools play a central role in fostering children's social and emotional competence (Bahman & Maffini, 2008; Daunic et al., 2013; Durlak et al.,

2011; Roffey, 2011) and therefore, children's sense of belonging within the physical dimension plays a key role (Commonwealth of Australia, 2014; Public Health England, 2014). In addition, an integrated approach to learning is advocated (Australian Health Policy Collaboration, 2018; Illinois Children's Mental Health Partnership, 2005).

This chapter investigates the social and emotional dimensions of well-being and how they are enhanced through H/PE in schools. This is done using a specific focus on children's sense of belonging through health promotion and student engagement, specifically:

1. a supportive and caring learning environment;
2. teachers being sensitive to students needs and emotions;
3. fostering positive peer relationships and mutual respect among classmates to establish a sense of community;

Findings & Discussion

As established using the data in Chapter 13 (spiritual dimension), when the physical activity strand was of quality implementation (QPE): the HPE teacher was knowledgeable; acted as director and facilitator; peer-relations were empathetic, accepting and encouraging which enabled the children to truly belong and feel appreciated within the community of the school. This was supported by the 376 school principal participants' perceptions of how QPE in Government primary [elementary] schools is implemented. Specifically relevant to 'sense of belonging'; 215 of the total 637 mentions (representing 33.75%) related to fostering positive peer relationships and mutual respect among classmates to establish a sense of community. Again, 142 mentions (22.3% of total mentions) were in relation to teachers being sensitive to students needs and emotions; 43 mentions (representing 6.75%) were in relation to a supportive and caring learning environment and working with community partners; 60 mentions (representing 9.4%) were in relation to student engagement; and 177 mentions (representing 27.8%) were in relation to health promotion. Hence, this was consistent with the literature; concepts of relationships, self, community and culture, underpinned by 'belonging'.

This data is supported by research and literature relating to children's social and emotional development; "Sense of belonging has been shown to be an important schooling outcome in its own right, and for some

students, it is indicative of educational success and long-term health and well-being" (OECD, 2004). Students' sense of belonging within school is described as the degree students feel respected, accepted and supported by teachers and peers (Pedler, 2018).

Within small schools (less than 100 children) many Principals stated that it was not possible or financially viable to have HPE specialists due to their rural, regional or remote location and/or their size (funding available). This corresponds with the research evidence that students from Australian metropolitan schools [who often have HPE specialists and regular lessons] have significantly greater sense of belonging than students from provincial schools and remote schools (ACER, 2018, p. iii). The ITE lecturer prioritised a sense of belonging in PE when she defined physical literacy as a concept; "regardless of what your endowment… we want individuals to have motivation, confidence, competence, and knowledge and understanding". This was also evident across the three case study schools but more so in case study two school.

Case Study Two school had a knowledgeable and qualified HPE specialist teacher who was also a qualified, caring and accepting classroom teacher. This was identified by lecturers as a strength of the UK 'outstanding' Initial Teacher Education (ITE) programme—that the graduating teachers offered something special to the community. They described the unique course as filling a gap, offering something to the school community and culture that is needed; "they're not going to be PE teachers, they are primary school teachers with a specialism in Physical Education". Someone with the subject and pedagogy knowledge knows the children and can give feedback to teachers and parents. This was also noted as an important feature of the Singapore education system (cf. Chapter 9). Furthermore, data indicated that 83.2% of principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable—only 2.4% of principals indicated that it would not be valuable. There were 637 mentions (made by the 376 principal participants) of key attributes of a good HPE teacher which directly related to children's social and emotional development. In particular, being a good classroom teacher was advocated 73 times (11.5%).

Interestingly, the ITE lecturer raised the pertinent issue of teacher's social and emotional wellbeing. The lecturer shared that many Headteachers would "go for someone who was secondary trained [PE] and hope they could adjust". She believed that not everyone is able to do this

and "find it really really hard". She shared that the key for her was being a parent and having her own children to learn from. However, she believes that the primary school "is where the real work is being done" and that the priority should be "the other way around, you start as a primary specialist and build up". This was supported by Andrew (pseudonym), a secondary trained PE teacher who teaches PE in the primary school. He recommended teachers of PE in primary school go down the primary route; "if you are interested in working with primary school children, I would go down the primary teaching degree route", however Andrew, David (pseudonym) and Angela (pseudonym) acknowledged that such courses were rare. Angela has heard of primary teachers with specialist PE and thought that such a course "would be brilliant" but added "there is very few in the UK".

Preparation for PE in the primary school within the UK was highlighted as a major flaw. Andrew explained that he felt "Nowhere near enough [prepared], purely trial by error and no-one helped other than your PE department, to get ideas off". Andrew shared that his knowledge was limited for primary PE; "At that point I had zero. I didn't know how to talk to the children and I didn't know what level they should be at or what they could do and what they couldn't do". Andrew suggested that this is common practice in international schools and his interest and strength now in teaching primary PE has also come from having his own children. Angela shared that in terms of being prepared to teach primary PE, she relied on her experiences as a sports coach, as in her GTP "in terms of primary—there was nothing. It was a secondary PE course" and she chose secondary over primary "because that is all I could train in". She shared that for this reason she lacked confidence and preferred to teach from Year 5:

> Sometimes when they are younger than Year 5 it is more difficult to get your ideas across, than when they get older. Because I don't have a PE degree, I can struggle with the more academic side of things, because I didn't learn that, I came from a coaching background rather than a PE teaching background.

The data generated suggested that a Whole School Curriculum Program (WSCP) for HPE increases the likelihood of quality experiences for the children in schools by increasing the rate of developmentally appropriate activities. In case study two school, QPE was directly

connected to the implementation of a WSCP for PE and a whole school PE behaviour management policy. Having developmentally appropriate curriculum through the WSCP was supported by the ITE lecturer who spoke about the importance of children learning fundamental movement skills early, "giving them the competence, if they've got the competence then they become more confident, they become more motivated and the whole thing begins to spiral". The behaviour management policy in case study two school comprised of four rules which represented approaches to teaching that foster belonging (Ulmanen et al., 2016):

A. Every student must wear a hat for HPE physical activity lessons - sunscreen was encouraged (safety—a supportive and caring learning environment)
B. When the whistle is blown it signals for all children to 'stop, look and listen' (mutual respect)
C. Only touch the sports equipment when instructed to do so (mutual respect)
D. Be kind to others (teachers being sensitive to students needs and emotions)

In case study two school, mention was given to the Health Promoting Schools (HPS) framework as promoted by global policy and the three focus areas within the framework: the school environment; the curriculum; and community partnerships (cf. p. 101). The HPS framework was also evident in the UK ITE programme—an ITE strength identified was intricate connections with schools in the local community. Within the course there were a number of partners who contributed to the learning environment including local and international primary schools, and community groups. Working with community partners enhanced the ITE students' and the primary children's learning. As the lecturer explained; "We are quite unique I think in that within the faculty we work with children in eight of our nine modules. I know other subjects never work with children at all, so our PE students often say to us 'we're really lucky because we get lots of opportunities to work with children'". Also, relationships among the ITE students were also described as a strength, "the fact that the lecturers know the students, they are not just faces" and "offer a motherly or fatherly overview of their progress". Furthermore, the ITE programme was similar to case study two school

where relations with local schools enabled access to facilities. The PE subject leader explained, "what we're really short of is our outdoor space, so in a way that's why our relationship with our partner schools is so important".

In the US questionnaire data, the Associate Professor advocated HPE leadership in school communities as evident in case study two school. He described the HPE teacher as being "positioned to be the school leader/community leader in 'healthy, active living' and not only be the lead teacher for this coordinated curricular effort, but also as an 'adviser', 'collaborator', and 'advocate/promoter' of everything that contributes the lifestyle development".

As previously mentioned the curriculum in case study two school was developmentally appropriate and enabled a range of skills and strategies to be developed through meaningful experiences. Hence, the curriculum was well-designed and implemented which both teachers and students believed to be important, beneficial and enjoyable—developing a culture of high standards and behaviours across the whole school (NSW Department for Education and Communities, 2015). HPE communication was a strength of the school; teachers knew and could share what aspects of the HPE curriculum they were responsible for and this was led passionately by the HPE specialist teacher. The students were given a voice, organising and coordinating school lunchtime netball and touch football events and sharing their insights for the purpose of this research (NSW Department for Education and Communities, 2015). The school environment included sufficient equipment and inadequate space was overcome by genuine, long-term community partnerships. These factors contributed to all the approaches to teaching that foster belonging identified by Ulmanen, Soini, Pietarinen and Pyhältö (2016).

Social and emotional benefits were identified by the children in the case study schools. Specifically social benefits were discussed by one boy who stated he preferred team sports to individual: "It's better than individual, because like, if you like, if you make a mistake or something, there are people to help you out and stuff". Another girl mentioned that within cooperative teamwork she enjoyed experiencing "good team spirit". She shared that she enjoyed working together and that it was fun to know that you could enjoy working with other people in the group. All student participants agreed that they do look out, backup and support their team mates. "It is fun to know that you are having fun with other people in the group".

The social and emotional benefits were also acknowledged in the US questionnaires by both the Associate Professor from Missouri, who championed for continued efforts towards the holistic HPE ideal through the implementation of the Health Promoting Schools model (HPS), and Barry. Barry stated that "mental/emotional Health and Social Health are significant elements to the potential success that each of us will experience in life" In the case study schools one child described the emotional benefits when he suggested "you feel better, about yourself and you have more self-esteem". Another shared that after PE lessons "we are not stressed", which relates directly to the research regarding better stress management (American Heart Association, 2019; British Universities and Colleges Sport, 2018; Chiras, 1991; Robbins et al., 2011; Shilton, 1997).

Children in all case study schools enjoyed moving, enjoyed PE and it was valued by the school communities. Both the children and the teachers shared that children were motivated, interested in movement regardless of their strengths and weaknesses, and enjoyed giving their best effort which the literature states is related to students' sense of belonging (Pedler, 2018). Furthermore, teachers referred to lifelong and holistic benefits. One girl in case study two school spoke of enjoying her new school more (heightened wellbeing) solely because of the regular PE lessons. The secondary trained PE teachers also shared that in their experiences most children in primary thoroughly enjoy PE and learning through the physical.

In case study two school the students spoke about PE lessons reducing stress and improving work in other areas. Upper years' students shared "you feel relaxed when you come back [from PE] and you can work easier". In case study three school the students also agreed that moving during PE helps them with their school work, "cause you get a rest from it [working in the classroom], because we do heaps and it is nice to have a break". One girl added that it improves their school work as "we are more relaxed" and another boy added "when we come back, we concentrate better". There was an increase in verbal articulation of links in schools that had a HPE specialist or a designated teacher and lessons were conducted regularly. Furthermore, observations suggested that QPE promoted student interest.

In case study two school the teachers felt that they promoted inclusion by beginning in the early years and making the physical activities enjoyable for all. This was achieved by covering a diverse range of sports and skills, and by using minor games to maximize student participation

and increase opportunities for students to experience success. As well, efforts were made to ensure struggling students were not on show in front of others, a situation that could possibly result in students feeling uncomfortable.

Case study two school and more specifically their HPE specialist manifested a deep understanding of inclusiveness, by "assigning open-ended tasks that allow kids to progress as far as they can individually and modifying traditional team sports so that teams are much smaller and everyone gets more opportunities to practise skills" (Boss, 2000, p. 4). Hence, case study two school evidenced: a supportive and caring learning environment; where teachers were sensitive to students' needs and emotions; and fostered positive peer relationships and mutual respect among classmates by using a whole school approach. This involved whole school rules for PE and the Health Promoting School Model. By so doing, the teacher participants in case study two school displayed an understanding of the socio-cultural approach to HPE—teaching underpinned by social justice principles of equity, diversity and supportive environments.

In the UK maintained case study school, QPE was one strategy employed during the curriculum recovery to increase children's wellbeing. The case study school explicitly focused on the 'how' of learning (implementation) to exploit learning opportunities, where the curriculum across all learning areas was interwoven by learning value threads: creativity, energy, resilience, curiosity, courage, exploration, reflection and communication. The learning value threads are underpinned by the nine universal competencies [Learning Values], (attitudes, values and skills): *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48); specifically, Respect, Responsibility, Empathy, Self-regulation and Persistence (resilience). Teachers chose pedagogy with a deliberate aim to nurture children's emotional literacy and develop consciously their deep thinking, where they improve their skills and knowledge through solving problems, explaining concepts, investigating, designing, creating, understanding, evaluating, analysing, communicating and applying. It is important to note that within this case study school it was shared that previously the school focused mostly on the Values pillar and Community pillar (Fig. 10.1, p. 158). One academic year they were told by the Headteacher to forget about the Values pillar and only focus on the Metacognition pillar. Consequently, the children's behaviour deteriorated,

as too did their social and emotional health (mental health). Subsequently, the mental health of staff members began to deteriorate.

On this occasion a balance of Learning Values/competencies was implemented using a whole school approach. The Boxall Profile (BP), the most popular tool used by schools in the UK to measure the social, emotional, mental health (SEMH) and well-being of children (Marshall et al., 2017), was completed by teachers for every child late in term 1 (November 2020) and revisited in term 2. Findings indicated that the children's wellbeing had improved significantly as a result of the wellbeing initiative and balance of Learning Values/ competencies. The children flagged as having wellbeing needs in KS2 (and across the whole school) were already being monitored by the Special Educational Needs (SEN) support team before remote learning. There were no new wellbeing cases of concern—an ideal outcome. Through discussions, observations and interviews (assessing and monitoring), the teacher's wellbeing improved as did the children's.

In the British School Overseas case study school located in Africa, it was identified that the essential ingredient for improving the learner's self-regard [deep confidence] could be achieved through deep implementation of Learning Values derived from the IB Learner Profile (refer to cf. p. 156). A whole school approach involved not only the PE curriculum but across all learning areas. Self-regard was indicated as a focus on the PASS survey analysis from the last four years. Self-regard measures the children's overall view of their self-efficacy for academic achievement; their deep confidence and belief that they can achieve. Self-regard is embedded within the Learning Values [nine universal competencies].

In the primary and secondary school case study, British curriculum school, located in the Middle East there was a concern that too many wellbeing and learning value programmes were being advocated within the school; subsequently all were surface level rather than deeply implemented. For example, Positive Psychology accentuated approximately 30 Values; High Performance Learning (HPL) consisting of 20 Advanced Cognitive Performance Characteristics (ACPCs) and 10 Values Attitudes and Attributes (VAAs), then the HPL programme also espoused the Seven Pillars of Pedagogy. Furthermore, the terms and language was also too complicated for the mostly English as an Additional Language (EAL) students. It was recommended that an eclectic, contextually designed programme be specifically designed for their context, specifically relevant and developmentally appropriate for the students' ability. This would

enable all community members to understand and take ownership of their learning, especially the process of learning. The school needed to enact deep implementation of Cognitive Characteristics and Values by personalising and making meaningful for the school. The chosen values were representative of their vision and mission—the how of learning and building their ability to progress. An example would be for the students to identify people who are role models within their culture (or design their own character and term) which relates to HPL and they could change to be developmentally appropriate for each sector of the school. Another recommendation is that the Learning Values are simplified and reduced in number. It is recommended that there are no more than six to eight Learning Values/ Attributes, they are studied explicitly in greater depth for the older students and tailored to suit the needs of the children in the early years, for example characters and puppets.

The school needs to use a whole school approach; identify various strategies for deep implementation of the HPL programme eg. consistently use references in books, stickers, feedback given, everyday language embedded within school culture, signage, Assembly presentations, inform teachers of their liberty to address values and thinking skills in context, as needed. Also, a reward (House point) system could be used when students display HPL (behaviours and characteristics)—for formal learning and informal learning. Also, incorporate into their various school policies, especially for feedback and assessment.

Reflection

This chapter explores social and emotional dimensions of wellbeing (mental health) and their development through Health and Physical Education (HPE). Thinking about your context. How are community members made to feel valued and that they belong? How do members model Learning Values? How does your context offer support and care? How is respect optimised? How is the physical dimension used to reduce stress and improve mental health?

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CHAPTER 15

Physical Dimension

This chapter explores the development of the physical dimension within the Health and Physical Education (HPE) learning area. It directly relates to three elements of quality physical education (QPE): Whole child development; Community partnerships (strengths-based); and School implementation (cf. Figure 1.2). The physical education (PE) curriculum enables students to experience and learn in, through and about a wide spectrum of physical activities. Physical activity (and subsequent fitness) minimizes the risk of disease and maximizes wellness. "Physical education develops fine and gross motor skills and contributes to the maintenance of health, fitness and prevention of sickness not only in childhood, but throughout life" (Cale & Harris, 2019; Commonwealth of Australia, 1992, p. xiv). Being physically active throughout life plays a valuable role in reducing the risk of noncommunicable diseases (NCD), this is why governments should prioritise HPE in primary schools (Lynch, 2013).

The US spends more than twice as much for healthcare than any other nation, yet are among the sickest in the world (Robbins et al., 2011). According to the Centers for Medicare and Medicaid Services (CMS) "US health care spending grew 4.1 percent in 2022, reaching $4.5 trillion or $13,493 per person. As a share of the nation's Gross Domestic Product, health spending accounted for 17.3 percent" (CMS, 2019). In the UK the "total current healthcare expenditure in 2021 was £280.7 billion, equating to £4,188 per person" (Office for National Statistics, 2021). The

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_15

total healthcare expenditure accounted for 12.4% gross domestic product (GDP) in 2021. Specifically, obesity costs are "at least £5.1 billion to the NHS [national health scheme] and tens of billions to UK society every year" (Obesity Health Alliance, 2017). Australia has a similar situation where health problems related to excess weight impose substantial economic burdens on communities, especially the most disadvantaged socioeconomic groups. For example, "obesity is more prevalent in rural and remote areas compared to urban areas" (National Health & Medical Research Council, 2013, p. xviii). Recent reports indicate that childhood obesity is not just a problem in the UK or Australia but rather is a global issue (Cale & Harris, 2019, p. 4).

The World Health Organisation's (WHOs) latest research indicates that more than one billion people are now regarded as obese. While it was acknowledged that the body mass index (BMI) is an imperfect measure for determining the extent of body fat, it is widely recorded in population-based surveys. The research found:

1. In 2022, 1 in 8 people in the world were living with obesity.
2. Worldwide adult obesity has more than doubled since 1990, and adolescent obesity has quadrupled.
3. In 2022, 2.5 billion adults (18 years and older) were overweight. Of these, 890 million were living with obesity.
4. In 2022, 43% of adults aged 18 years and over were overweight and 16% were living with obesity.
5. In 2022, 37 million children under the age of 5 were overweight.
6. Over 390 million children and adolescents aged 5–19 years were overweight in 2022, including 160 million who were living with obesity (WHO, 2024).

It is important to identify that health benefits from physical activity are evident in both adults and children (ACHPER WA Branch, 1999; WHO, 2018; WHO EMRO, 2019). A 28 year longitudinal study suggests health behaviours of youth can predict the same behaviours later in life (Palomäki et al., 2018) and several studies have tracked coronary risk factors from childhood into adulthood (Cale & Harris, 2019; Corbin et al., 2011; Schmidt, Walkuski, & Xiaoqian, 1997). Health benefits from physical

activity include wellbeing promotion, the prevention of disease and treatment for disease; "Regular physical activity over a lifetime may overcome the effects of inherited risk" (Corbin et al., 2011, p. 67).

Prevention of disease includes reduced risk of coronary heart disease and heart attacks (coronary occlusion); it improves coronary circulation and assists the heart to resist stress, reduces the risk for stroke and prevents peripheral vascular disease (Corbin et al., 2011; Shilton, 1997; Sport & Recreation Queensland, 2005). Physical activity protects the heart as it increases High-Density Lipoprotein ('good') cholesterol (Bouchard et al., 1990; Corbin et al., 2011; Fletcher et al., 1995; Sport & Recreation Queensland, 2005). "Regular physical activity can help prevent atherosclerosis by lowering blood lipid levels and reducing blood coagulants" (Corbin et al., 2011, p. 69); reducing heart disease by 30% (WHO EMRO, 2019).

Exercise is associated with lower rates of colon cancer (Blair et al., 1989; Corbin et al., 2011; Schardt, 1993; Sport & Recreation Queensland, 2005) breast cancer, rectal cancer and prostate cancer (Corbin et al., 2011), reducing breast and colon cancer by 21–25% (WHO EMRO, 2019).

Weight-bearing exercise enhances bone density and decreases the risk of osteoporosis (Caplon et al., 1993; Corbin et al., 2011; Sport & Recreation Queensland, 2005; White et al., 1993). Studies suggest more active people are less likely to develop non-insulin dependent (Type II) diabetes and physical activity can manage and treat Type II diabetes (Blair & Meredith, 1994; Corbin et al., 2011; Schardt, 1993; Sport & Recreation Queensland, 2005). Research findings indicate that regular physical activity reduces diabetes by 27% (WHO EMRO, 2019).

As well, exercise is an important management tool for asthma, arthritis, premenstrual syndrome, gallstones, and impotence; also, for reducing the risk of obesity (Berkowitz et al., 1985; Corbin et al., 2011; Johnson et al., 1956; Shilton, 1997; Sport & Recreation Queensland, 2005; Stefanik et al., 1959). Furthermore, physically fit people have a better immune system against colds and upper respiratory tract infections (Corbin et al., 2011; Schardt, 1993).

In summary, physical activity:

1. Improves cardiovascular health, Please renumber beginning at 1.
2. Mental health
3. Opportunity for successful experience and social interactions

4. Improved appearance
5. Greater lean body mass and less body fat
6. Improved flexibility
7. Bone development
8. Reduced cancer risk
9. Reduced effect of acquired aging
10. Improved wellness
11. Improved strength and muscular endurance
12. Resistance to fatigue (American Heart Association, 2019; Corbin et al., 2011; Centers for Disease Control and Prevention, 2019).

Knowledge of the health benefits of physical activity has always been known but evidence-based research has rapidly progressed over the last 50 years. The connections between physical activity and PE are illustrated by Lynch (2016, p. 4):

> Specifically, children 5–12 years are recommended moderate to vigorous intensity physical activities for at least 60 minutes a day for social, emotional and intellectual, and health benefits (Commonwealth of Australia, 2014). Physical education "is the entry-point for lifelong participation in physical activity" (UNESCO, 2015, p. 6).

While the health benefits of physical activity (and QPE) are known, there are global issues with implementation—as described in Chapter 1 under the sub-heading 'Problem', (cf. pp. 8–15). With a focus on Australia, the Australian Curriculum Assessment and Reporting Authority (ACARA) draft shape paper for HPE, espouses quality experiences for children and the importance of having these from the very beginnings of schooling. What is being accentuated within this shape paper is one particular aspect of quality HPE; that it is 'developmentally appropriate'. The priority for Health and Physical Education is "to provide ongoing, developmentally appropriate opportunities for students to practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others' health and wellbeing" (ACARA, 2012, p. 4).

In the late 1980s and early 1990s, the HPE school curriculum within Australian schools was considered to have been in crisis (Dinan-Thompson, 2009; Tinning et al., 1994). Curriculum research indicates that the 'crisis' was experienced at an international level also

(Dinan-Thompson, 2009, p. 4). 'In-house' discussions of crisis at HPE conferences and in journals led to a Senate Inquiry (Commonwealth of Australia, 1992) into the state of physical education and sport within Australian Education systems. The findings in the report by the Senate Standing Committee on Environment, Recreation and the Arts (Commonwealth of Australia, 1992) confirmed the 'in-house' discussions of crisis (Dinan-Thompson, 2009). The findings included that there was in fact a decline in the opportunities for QPE in Australian schools although paradoxically there was unanimous support for the learning area. The problems were mainly with resources and the time allocation to the key learning area which resulted in a drastic decline in children's skill levels and physical fitness (Tinning et al., 1994).

These issues, according to the Australian Council for Health, Physical Education and Recreation (ACHPER) still exist today. "It is true that some schools struggle to provide quality PE and sport, in particular in primary schools" (2011). Furthermore, some graduate teachers are to this day completing teaching degrees without studying any units in Health and Physical Education and are then responsible for implementing this learning area in schools. Health and Physical Education primary specialist teachers are only employed sporadically within primary schools across Australia with, according to Dinan-Thompson (2009, p. 48) questions often raised about "who is teaching HPE, and who is deemed competent to teach HPE in schools".

In response to addressing such issues on a global scale UNESCO designed a national strategy for quality physical education (QPE) in 2015:

1. Teacher education, supply and development
2. Facilities, equipment and resources
3. Curriculum flexibility
4. Community partnerships
5. Monitoring and quality assurance (p. 23).

Findings and Discussion

Of the three case study schools it appeared that only case study two school was implementing QPE lessons on a regular basis. Only case study two school had a whole school curriculum programme which was developmentally appropriate and progressive, enabling immediate and lifelong

benefits. Only case study two school implemented a Perceptual Motor Program in the early years of the school which developed the locomotor skills of walking, running, hopping, vertical jumping, horizontal jumping, galloping, sliding, skipping, and leaping, and the manipulative skills of throwing, catching, dribbling, striking, kicking and punting balls. Children do not acquire fundamental movement skills (FMS) naturally, rather they need to be provided with quality learning experiences to enable development (Doorn, 1999). Research suggests that the best time for children to learn and refine their motor skills is in the early years of school (Branta et al., 1984; Commonwealth of Australia, 1992; Espenschade & Eckert, 1980) and health behaviours such as regular physical activity, developed at a young age can predict the same healthy behaviours later in life (Palomäki et al., 2018). Hence, in case study two school PE "is the entry-point for lifelong participation in physical activity" (UNESCO, 2015, p. 6) and QPE "enshrined in UNESCO's 1978 International Charter of Physical Education and Sport", is evidenced as a "fundamental right for all, and an essential element of lifelong education" (UNESCO, 2015, p. 11).

Only case study two school lessons observed by the researcher actually confirmed the teacher participants' shared insights and evidenced their understanding of the socio-cultural approach, embedded in the HPE syllabus. This was evidenced through the promotion of social justice and equity principles, where the HPE specialist teacher structured and taught inclusive lessons which acknowledged student diversity and skill levels and created supportive learning environments (QSCC, 1999). Such learning environments were created through the use of eclectic pedagogies. At times a traditional dominant science pedagogy (Tinning, 2004) was evidenced with emphasis placed on correct skills and movement techniques. This was achieved through demonstrations, cues, explanations and by providing feedback to students. At other times critical socially just pedagogies (Tinning, 2004) were evidenced in a diverse range of sports and skills covered and implemented using several minor games simultaneously, enabling students maximum participation and involvement.

In this case study it is clear that qualified specialist HPE teachers positively influence the implementation of the school's curriculum, a finding strongly supported by the national survey of primary school principals—82% of school principals preferred to have H/PE specialist teachers in their school. Within very large sized schools (600 children and more)

all comments from Principals supported HPE specialists within primary schools, with 97.8% of Principals preferring to have a specialist HPE teacher.

Principals stated quality PE was increased by a H/PE specialist teacher, provided through: expertise (knowledge of the subject) and qualifications; priority of the learning area; skill development (correct technique); motivation and interest (passion); community relations; confidence; safety; consistent/ regular lessons; and coordination of HPE/ sport within the school. Thus enabling a comprehensive, sequential, developmentally appropriate and consistent programme delivered across the whole school (where resources are maintained). It was mentioned that HPE classes often provide release time for classroom teachers and that some teachers lack confidence and training. Having a specialist HPE teacher was perceived as being in the best interest of children's health/wellbeing and provision of a variety of health opportunities, also allowing classroom teachers to focus on other curriculum areas—not be burdened by curriculum demands, parents to not have to pay for outsourcing, and enable optimal safety.

Furthermore, only case study two school employed a HPE specialist teacher with qualifications in the HPE learning area, who had extensive knowledge of the HPE syllabus and demonstrated an awareness of the various pedagogies needed to deliver quality HPE lessons (Tinning, 2004). This was endorsed by case study two school student participants who said that they enjoyed HPE Physical Activity and found it fun. Thirteen of the twenty-four student participants named HPE as their favourite school learning area at case study two school—even though the focus groups were selected to represent a cross section of interests. There were only two student participants from case study one school and not one from case study three school who expressed such positive sentiments about the HPE key learning area (cf. Table 12.2, p. 128). The QPE experience for children in case study two school increases children's likeliness of meeting the recommended moderate to vigorous intensity physical activities for at least 60 minutes a day (Commonwealth of Australia, 2014).

There presently does appear to be an issue regarding the knowledge and ability of those teaching PE in schools, as Dinan-Thompson (2009, p. 48) phrases "who is teaching HPE, and who is deemed competent to teach HPE in schools". When principals were commenting on key attributes of a good HPE teacher—the top five responses were: HPE

curriculum knowledge and developmentally appropriate pedagogy; planning/ assessment and flexibility; rapport/communication and management skills; passion/interest/enthusiasm in HPE and children; and that they are a good classroom teacher also. It can be argued that these top five responses closely relate to Teacher Education and specifically the UNESCO national strategy for QPE (2015).

There were 232 schools (61.7%) where a HPE specialist teacher was responsible for part or all of the implementation of the learning area. However, of these 232 schools there were 36.4% (95 principals) who stated that their HPE specialist did not have specific qualifications in PE. Furthermore, 115 principals chose not to answer the question which suggests that many of the HPE specialist teachers were either not qualified or the principals were not informed of any specific qualification. Another major problem identified in the Australian senate inquiry was that "suitably qualified physical education teachers were not being employed to teach physical education and school sport to all children" (Commonwealth of Australia, 1992, p. xiv). There was also no required accreditation or formal training in physical or sport education as a condition of employment for graduating primary school teachers (Moore, 1994). Hence, there does appear to be a gap in Teacher education, supply and development, the first focal point for the UNESCO national strategy.

Principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable (83.2%). Only 2.4% of principals indicated that it would not be valuable. The majority 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 (60.3%). Only 12.9% believed it would not assist.

In the UK the UNESCO national strategy for quality physical education (QPE) does appear to be even more pertinent. Teacher education, supply and development are necessary as a 'lack of understanding' of physical education amongst generalist teachers and fellow teacher educators was identified as a challenge to overcome in the ITE course. Also, Angela (pseudonym) the PE specialist teaching primary children, shared that during her Graduate Teacher Programme (GTP) course preparation "in terms of primary, there was nothing. It was a secondary PE course". Andrew (pseudonym) asserted, "I know in the UK we don't have specialist PE in primary and primary teachers have to teach PE". Furthermore, he believed that there was an opportunity at university to have a

course which qualified teachers to teach PE in the primary school and where they could learn what he has learnt over many years of experience. Angela agreed, she thought primary teachers being given the opportunity to specialise in PE was an ideal course, "that would be brilliant" but commented, "there would be very few in the UK".

Official ITE course documentation stated; "The physical education team recognise that some nonspecialist trainees embarking on a course of initial teacher education have significant weaknesses in, and negative attitudes towards the subject". Therefore, if as Angela suggests "training for primary PE is minimal". Then, as Andrew identifies in primary school "teachers wouldn't be that confident to teach PE". Simone (pseudonym), the ITE lecturer supported this belief and specifically referred to field experience; "Some classroom teachers lack confidence and therefore hand it (PE) over to them (pre-service teachers) straight away".

Priorities 2, 3 and 4; Facilities, equipment and resources; Curriculum flexibility; and Community Partnerships, respectively, were also identified by the specialist teachers and lecturers as being important and related. Partnerships (priority 4) enabled more facilities, equipment and resources (priority 2)—identified as a problem area throughout history which resulted in a drastic decline in children's skill levels and physical fitness (Tinning et al., 1994). The university and schools shared facilities as ITE subject leader shared:

> One of the schools their hall is tiny and they have 30 children, so they have to break it (PE lessons) into three sessions of PE, they bring 10 children in at a time. So when they come up to our hall, which to them is a huge space, their children get a lot from it, using all the apparatus and equipment that we have got as well, so it's a win-win situation really for both of us.

Furthermore, she shared that "the children get a lot from it" as they get access to expertise, space and equipment that they may otherwise not have. The teacher educators shared that parents also benefit from the partnerships who at times are invited up to observe the lessons.

Hence, community partnerships (priority 4) were also used to optimise Teacher education, supply and development (priority 1) and Monitoring and quality assurance (priority 5). The ITE subject lead commented:

> They [teachers] value it as well, they see it as an opportunity to get CPD (Continuing Professional Development). From experience they often say 'That was brilliant, I never thought of doing that, I'm going to try do that' and things like this. So it is good and helpful to them too. But also they (the classroom teacher) get to sit and watch and assess their children.

Partnerships were also a successful strategy identified by the PE specialist teachers; Andrew and Angela discussed the School Sports Partnerships. This partnership involved "giving advice to the primary classroom teachers, giving them schemes of work and giving them guidelines, they [primary classroom teachers] gradually then took over the lessons and the sports coordinators became an advisory role". As Angela detailed this initiative "ran all over the country—they either brought coaches in or gave the teachers schemes of work, they gave the teachers training. Every primary [school] had a 'link' teacher. They could have a whole day training session for gymnastics and go back and train their school". Andrew referred to the partnership as "brilliant" and "standards improved significantly". Angela was employed as a sports coordinator in the sports partnership initiative where she would "go into primary schools and help primary school teachers with their PE teaching". However, the initiative ended when as Andrew states "the government pulled the funding".

Andrew recommended that it was essential "to watch lessons being delivered by a primary expert in PE—that's the key". He advocated that there "has to be good communication with classroom teachers with what is expected. What frameworks are being used". In Andrew's context this was essential as he was underprepared for the primary sector, "from my own experiences, because I am not trained in that area… communication and how to talk to Key Stage 1 children and Key Stage 2 children. We learn a lot from the teachers and then they learn a lot of our skills and then you put it all together and you start to get some good lessons". This related specifically to the first and fifth priority of the UNESCO national strategy; Teacher education, supply and development and monitoring and quality assurance. School leadership also plays an important role in advocating communication and employment of teachers.

School leadership was an issue raised, specifically the role of headteachers in deciding who they employ within the school to coordinate physical education. The ITE lecturer shared "It is the Head's ultimate responsibility. Anyone going into primary school will have a teaching qualification (classroom teacher) and it is assumed they will take PE, even

if they've only had six hours training". As the ITE subject lead affirmed, "Yes, and it doesn't always have to be a qualified teacher, so sometimes head teachers will say this person is a gymnastics coach, we're going to get them in. So they might not have qualified teacher status (QTS) but they have qualifications in gymnastics".

Teaching a holistic HPE learning area did come with identified problems. Within the PE field in the US states it appears that time was the major barrier for teachers in relation to HPE implementation. As Robert (pseudonym) shared; "The biggest problem is time. We barely have time to teach Physical education standards. How are we going to add health standards to an already overloaded programme?" Ruth (pseudonym) from New York (East Coast) suggested that "many PE teachers, like myself, incorporate many health topics into our lessons (ie: nutrition, tobacco use, safety, how the body works, hygiene, etc.)". Furthermore, she offered examples of curriculum connections for managing the crowded curriculum, which relate to the third UNESCO strategy priority—curriculum flexibility. "These concepts, and many more, can be easily integrated into various games/activities". Curriculum connections were supported by Barry also, a Middle School teacher from Washington.

Other barriers included a lack of either a health curriculum, Ruth (pseudonym), or physical education curriculum, Rebecca (pseudonym), and also professional development, Lucy (pseudonym). This often resulted in the prioritisation of PE but as Rebecca (pseudonym) from Washington shared, health is at times taught at the expense of PE. Kate spoke of her disbelief in the holistic HPE ideal because of the practical barriers. Another barrier was teacher preparation, as Ruth shares; "creating a HPE titled position, although a good idea perhaps, could be truly burdensome to the PE teacher who has limited time with their students as it is in most instances. Proper training is a must since most PE majors don't really focus on Health unless they are striving for a separate certification".

Quality Physical Education (QPE) was enacted in the primary school case study maintained by the government school of England, located in Asia; primary school case study, British School Overseas (BSO), located in Africa; and primary and secondary school case study, British curriculum school located in the Middle East. All case study schools had specialist PE teachers with a well planned and developmentally appropriate WSCP.

Reflection

This chapter explores the physical dimension and wellbeing benefits within the HPE learning area. Are being overweight or obesity, Type II diabetes and mental health of concern amongst community members within your context? How are people responsible for leading and teaching PE knowledgeable and confident? What are examples of developmentally appropriate physical activities within your context? How are resources and time used to enhance HPE? How are partnerships used to enhance the physical dimension for learning?

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CHAPTER 16

Cognitive Dimension

This chapter explores the development of children's cognitive dimension within the Health and Physical Education (HPE) learning area and is embedded within the Whole child development element of the quality physical education model (cf. Figure 1.2). As mentioned in Chapter 1, Greenfield (2012) advises that while the 'physical' body slows down and deteriorates as we get older our brain connections, known as plasticity, actually gets better (cf. p. 7), enabling increased cognition (thinking). According to the American Psychological Association (APA) cognition is defined as "all forms of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving. Along with affect [emotion] and conation [motivation], it is one of the three traditionally identified components of mind". (American Psychological Association, 2019). While it is suggested by Hyndman (2018) that "over the past two decades, growing research has strongly recognised the inter-connections between body and mind", the connection between the physical and cognitive dimension has been known much longer than this. In the constructivist approach (cf. p. 24) to education "educators recognise 'active learning' or 'play-based learning' where children learn across emotional, social, physical and cognitive areas" (Arthur et al, 2015, p. 427). Furthermore, the connection is recognised by UNESCO in their global definition of PE (cf. p. 6): "The learning experience offered to children and young people through physical education

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_16

lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life" (2015, p. 9).

As discussed in Chapter 2 (cf. p. 16), "the modern study of cognition is concerned with mental processes, such as perceiving, remembering, reasoning, deciding, and problem solving" (Atkinson et al., 1990, p. 11). In Physical Education this relates to the psychology of learning and specifically the Information Processing Model (Lynch, 2017) which "stresses the importance of the internal cognitive processing of the learner" (Rink, 2010, p. 24). The information processing model (and the Acquisition of motor skills model) have played a predominant role over the last 50 years in regards to the teaching of PE and such models evidence the connection between the physical and the cognitive dimensions. They illustrate the benefits of instructions, demonstrations, analogies, cues and opportunities for correct practice—considered in relation to children's internal cognitive processing. According to Lynch (2017, p.) the information processing model is opportune for teachers:

> Children require a clear idea of the task, need to be actively engaged in the learning process, have plentiful opportunities to practice, be offered external feedback as well as having opportunities to self-assess through internal feedback. Furthermore, "knowledge of how learners process information [information processing theory] helps educators to select appropriate cues and to design appropriate feedback for learners" (Rink, 2010, p. 24). During practice formative feedback such as 'Assessment for Learning' is vital.

Considering models to improve teaching practice, as in the example above, relates to 'thinking about thinking' and optimising students' opportunity to be successful learners—this is referred to as 'metacognition'. Lynch argues that Learning Values/ competencies need to be enacted across three key curriculum pillars: Community (belonging and partnerships), Metacognition (thinking about learning) and Values (global citizenship) (Fig. 10.1; p. 155). The cognitive dimension is underpinned by Metacognition (thinking about learning—Learning to learn, reflect, self-regulation, responsibility and persistence). The term 'metacognition' has become more prevalent over the last 20 years and is one of the buzzwords in educational psychology, most often associated with John Flavell (1979) (Livingstone, 2003). "Metacognition refers

to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature". (Livingstone, 2003, p. 3). Furthermore, research has found that using tactical-game approaches in PE "is an effective way to improve metacognitive behaviour" (Chatzipanteli et al., 2015, p. 28). Hence, the connection between the physical and the cognitive dimensions has been prevalent within psychology and more recently as suggested by Hyndman (2018) has increasingly been supported by physiological research.

Physiological and neurological research findings [biological perspective] indicate that regular movement optimises thinking ability. The brain requires energy to function—as much as 20% of the body's energy. Furthermore, cognitive and metacognitive functioning requires more energy; "Evolutionary studies indicate that the emergence of higher cognitive functions in humans is associated with an increased glucose utilization and expression of energy metabolism genes" (Magistretti & Allaman, 2015, p. 883). Hence, "cognition needs a strong flow of fuel (glucose, oxygen) and hormones to activate and enhance the brain's capacity to perform, learn and get rid of waste" (Hyndman, 2018). Therefore, "Children need exercise to learn. Scientists say it is plausible that by promoting blood flow to the brain, physical activity increases cognitive power" (Rothstein, 2000, p.11).

Research indicates that children's cognitive functions of the brain are likely to improve through physical activity, including their attention, concentration, memory and space perception (Flöel et al., 2010; Greenwood et al., 2009; Sibley & Etnier, 2003). Moreso, moderate to vigorous physical activity is advised to promote healthy cognitive functioning as sedentary behaviour is associated with lower cognitive performance (Falck, Davis & Liu-Ambrose, 2017). This has been found specifically among preschool and primary school children where inactivity were associated with poorer working memory performance (López-Vicente et al., 2017) and learning-cognitive functions including visual memory, executive functions and attention (Syväoja et al., 2014). Hence, "a student's brain does not keep itself healthy independently. It is the connection with a healthy, moving body that can help improve brain performance. Therefore, physical activity [and PE] is also important in developing students' brain structures (cells/neurons) and functioning at an early age" (Hyndman, 2018).

Many studies have found that regular movement optimises children's cognitive functioning. Initially, "acute physical activity breaks lasting 10–60 minutes have been related to positive effects on student focus and academic performance" (Raney et al., 2017), while large studies have been linked to fitness levels (CDC, 2019; Chormitz et al., 2009). However, more recent research suggests that any movement is beneficial to children's cognitive functioning—it does not have to be vigorous or for long periods of time.

Hillman, Pontifex, Raine, Castelli, Hall & Kramer (2009) found that even moderate physical activity—walking on a treadmill for 20 minutes improved "the cognitive control of attention in preadolescent children, and further support the use of moderate acute exercise as a contributing factor for increasing attention and academic performance". Thus suggesting that "single bouts of exercise affect specific underlying processes that support cognitive health and may be necessary for effective functioning across the lifespan" (p. 1044). Raney, Henrikson & Minton (2017) found that even very short bouts of 1–5 minute repeated brief physical activity infused academic lessons (referred to as energizers) "are an effective tool for increasing health and science knowledge with the added benefits of improving student focus and providing more opportunities for physical activity participation" (p. 1).

While a growing number of studies suggest that regular physical activity and higher physical fitness levels are related to improvements in school age student on-task behaviour in the classroom and academic achievement (Dwyer et al., 2001; Lambourne et al., 2013; Pindus et al., 2016; Welk et al., 2013); including improved grades, school attendance, cognitive performance (eg. memory) and classroom behaviours (eg. on-task behaviour) (CDC, 2019). Large-scale reviews of research publications also suggest physical activity is positively related to academic performance (Fedewa & Ahn, 2011; Martin, 2010; Rasberry et al., 2011).

As mentioned previously, the academic benefits of PE have been known for a long period of time. Various cross-sectional and longitudinal studies have shown improved academic performance when physical education time is increased. "Studies overseas and in Australia have found that allocating as much as one-third of the school day to physical education actually enhances students' performance in other curriculum areas" (ACHPER WA Branch, 1999, p. 74). Such studies include the Vanves, Trois Rivieres and Hindmarsh.

The Vanves Study (Hervet, 1952) was a ten-year experiment named after a suburb in Paris, France where it was conducted in 1951. Particular experimental classes were selected, their academic education was reduced to about four hours per day, and the extra time was devoted to physical education (one to two hours per day). The school week was lengthened from 32 to 41.5 hours per week. "Not only were the levels of health, fitness, discipline and enthusiasm superior in the experimental schools, but the academic results surpassed those for the control classes" (ACHPER WA Branch, 1999, p. 75). The balancing of the attributes of the whole person kept the learners more focused and interested. Similar experiments with similar outcomes were also carried out in Belgium, Japan, Israel and Canada (ACHPER WA Branch, 1999; Commonwealth of Australia, 1992). One such piece of research conducted in Canada, was the Trois Rivieres study.

The Trois Rivieres study involved 546 primary school children in Quebec (ACHPER WA Branch, 1999). The experimental classes were given extra physical education time (sixty minutes per day), taught by a specialist teacher and the control classes were given 14% more academic instruction with their physical education taught by a nonspecialist teacher (forty minutes per day), (ACHPER WA Branch, 1999). "During the first year of observation (Year One), on average the control students had better grades, but in Years Two to Six the experimental students outperformed the controls" (ACHPER WA Branch, 1999, p.75). Similar research conducted in Australia was the Hindmarsh study.

The Hindmarsh research had similar outcomes to that of the Vanves and the Trois Rivieres studies. This study was conducted by the Physical Education Branch of the South Australian Education Department at Hindmarsh Primary School in Term Three, 1977. Two classes (forty-five children) were tested for endurance fitness, obesity measures and self-concept. They then received approximately six hours each week of physical education throughout the term (ACHPER WA branch, 1999).

> The results generally supported the findings of the overseas studies: the Hindmarsh students covered the same work in less time and with better results. In doing so, they became more self-confident, fitter, more skilful (physically) and more sociable, and the obese became slimmer. (ACHPER WA Branch, 1999, p. 76)

These advantages and benefits from participating in physical education "included improved health, fitness, discipline, enthusiasm, academic results, self-confidence, skills, social abilities, and lower body fat content" (Swabey et al., 1998, p. 5). The studies indicate PE is an essential key learning area for increasing both the chances of students leading a healthy lifestyle and performing academically better.

Jorgensen (2013) conducted a cross-sectional study across Australia, New Zealand and the US, investigating early years of children swimming—embedded within PE. The study involved almost 7000 parent participants and independently assessed 177 children aged 3, 4 and 5 who scored significantly better in literacy, numeracy, mathematical reasoning, visual motor skills and oral expression:

> To summarise, across all age groups, when considering the mean age differences in the cognitive and linguistic domains, there are consistent and considerable cognitive differences between the swimming children and the normal population. These data suggest that swimming children in this study appear to be many months ahead of their same-age peers. (p. 41).

Further research has found that regular physical activity correlates positively with improvements in subjects such as mathematics (Sallis et al., 1999; Telford et al., 2012). It is positively associated with enhanced educational aspirations (Kerr, 1996) and results in students being more productive, more motivated, better organized and more effective in learning and performance tasks (Kidd, 1999).

After a review of literature Bailey et al. (2009) concluded that many of the educational benefits of PE (including cognitive) depend on contextual and pedagogic variables. Zach, Shoval & Lidor (2017, p. 16) agreed, advising that:

> Research should also be focused on the way learning is acquired. For example, the cooperation of PE teachers with the other class teachers will most likely enable physical activity to exert a positive effect on the learners… Lynch (2015b) addressed this issue. His study's findings suggested that PE is best implemented when teachers work together - both specialist PE teachers and classroom teachers. Such an approach involves a programme for each of the HPE strands, and enables opportunities for the staff to communicate openly about implementation of the HPE curriculum.

Findings from one qualitative study where data were gathered from teachers' perceptions supported regular physical activity and concluded that "physical education should be infused into the classroom throughout the day, not separated and provided only in physical education classes" (Foran et al., 2017, p. 67).

On a final note, it must be stated that the various dimensions of holistic PE compliment one another: spiritual; social and emotional; physical; and cognitive. Also, as previously mentioned the latest neuroscientific research "has confirmed the powerful role of emotions on children's cognitive mastery, indicating that emotions can either facilitate or impede children's learning process" (Djambazova-Popordanoska, 2016, p. 1). This gives further impetus to the deep implementation of Learning Values/universal competencies. As discussed earlier PE enhances learning opportunities through the social dimension and "cognitive development occurs in socio-culturally organised activities in which children are active in learning and managing social partners, and partners are active in structuring situations with access to observe and participate in culturally valued skills and perspectives" (Rogoff, 1990, p. 37). Hence, the more any one of these dimensions is enhanced the more the other dimensions may also benefit. This is captured by the Public Health England document (2014, p. 4) where a synopsis of the research evidence is offered:

1. Pupils with better health and wellbeing are likely to achieve better academically.
2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.
4. A positive association exists between academic attainment and physical activity levels of pupils.

Findings and Discussion

Responses from the various participants related to the three traditional components of mind; cognition, emotion and motivation. The connection between the cognitive dimension (including metacognition) and the physical dimension has been clearly identified historically by the constructivist approach in education. "Metacognition refers to higher

order thinking which involves active control over the cognitive processes engaged in learning" (Livingstone, 2003, p. 3). This is supported by the latest findings in neuroscience where our brain connections, known as plasticity, actually gets better with age (cf. p. 7), enabling increased cognition (thinking) capacity (Greenfield, 2012).

This constructivist connection has been advocated within Australian schools since the 1990s when the holistic HPE curriculum was developed and first implemented, furthermore it has since been acknowledged in global policy (UNESCO, 2015). The educational question is no longer whether or not physical activity enhances children's wellbeing, including the cognitive dimension (cf. p. 5) as evidence-based research affirms (predominantly quantitative). Such research is supported by the data gathered; the ITE lecturer mentioned the child's cognitive dimension development during her conversations, and one secondary trained PE teacher shared the satisfaction he receives from witnessing the cognitive development of primary children he has taught PE to over a period of five years. Furthermore, the specialist HPE teacher from case study two gave reference to the enhanced metacognition requirement PE teachers need to have to enable QPE; "It does take special ways of making, knowing special strategies, of getting the teams even—being able to have inclusive games".

Principals also identified that the PE specialist requires well developed metacognitive skills to build learning opportunities for the children; "Need skills in building relationships with classroom teachers and capacity to motivate/support/ build support from 'colleagues' to passionately support the PE programme". Which is an asset in all teachers; "My experience shows that an excellent generalist teacher with an interest in HPE can make an outstanding specialist". Furthermore, teachers "Need to have the ability to reflect on the effectiveness of their teaching. In a primary school you need to have good knowledge of other curriculum areas". Research supports the underlying value of PE for all curriculum areas. Children's cognitive functions of the brain are likely to improve through physical activity, including their attention, concentration, memory and space perception (Flöel et al., 2010; Greenwood et al., 2009; Sibley & Etnier, 2003).

However, Principals very much valued PE teacher's expertise, "It is an undervalued area, not everyone can simply teach PE like other curriculum areas". Also, "I do think specialist PE teachers are a great asset—most classroom teachers teach PE badly!" Another principal suggested that

"The best primary PE teachers, in my experience, are also or have been quality classroom teachers. Same skill set, different learning environment". Moreso, "We need people with classroom and pedagogical skills, not just jocks!".

The children in the early years of case study three school evidenced that they enjoy to be creative, using their imagination to create games within the physical dimension. Hence, data gathered from the children in schools affirmed this physical and cognitive connection; children shared that "getting up, stretching and exercising" actually "helps them feel better and work faster and better". This assisted them with their metacognition, "So we can concentrate", "being a team member", "playing games", "learning new games", "learning new skills", and "having fun". Also, the principals believed that children's metacognition is developed through "Good variety—provide challenges to focus an understanding of the self better. Develop positive attitudes—keep persevering despite challenges [resilience]". Another comment included "Need to link in with research on brain development, developing neural pathways, maximising participation of all, enjoyment, challenge etc.". Hence, "Having the right (properly trained) teacher is critical". There were strong arguments for PE specialists and the priority for the HPE learning area, "We need to continue the crusade of having a HPE specialist in every school".

The cognitive dimension is underpinned by Metacognition (thinking about learning—Learning to learn, reflect, self-regulation, responsibility and persistence). The metacognitive skills, including collaboration and resilience, were also acknowledged by principals naming, "Team spirit" and "Emotional literacy" as powerful outcomes of PE. Furthermore, PE "teaches collaborative skills and resilience", which is "Extremely important. We promote teamwork, confidence, collaboration as important skills and dispositions". Also, preference for team sports/ games was discussed by the children, promoting "good team spirit". One girl stated, "It is fun to know that you are having fun with other people in the group". This supports the research which has found that using tactical-game approaches in PE "is an effective way to improve metacognitive behaviour" (Chatzipanteli et al., 2015, p. 28).

It was affirmed by some school principals' that PE led to improved academic performance and many children believed PE enables them to perform better in class; "It releases all the stress and stuff", "You feel relaxed when you come back and you can do the work easier" and " it makes me feel good". This is supported by research; Raney, Henrikson &

Minton (2017) found that even very short bouts of 1–5 minute repeated brief physical activity infused academic lessons (referred to as energizers) increased health and improved student focus. Further, research has found that regular physical activity correlates positively with improvements in subjects such as mathematics (Sallis et al., 1999; Telford et al., 2012) and PE results in students being more productive, more motivated, better organized and more effective in learning and performance tasks (Kidd, 1999).

The children found PE to be meaningful and engaging "Because you get to do more stuff, better stuff, like exciting stuff". As "nearly every week we do something different and it makes it interesting". For this reason principals believed that there needs to be "More cross curricular teaching to provide more active learning". Thus, linking the physical dimension "to be part of daily school routine as well as a weekly PE lesson". Principals valued engagement, "If PE is fun, children will be keen to participate and hopefully this will flow into home/ community sport participation". Also, "Early experiences will shape and influence children; attitudes to sport and physical fitness/activity for the rest of their lives. It is imperative that they are taught well".

Academic outcomes increased when Learning Values/ competencies were implemented deeply across all learning areas (including H/PE), using a whole school approach. This was evidenced across both the UK maintained school case study and the British School Overseas (BSO) case study. In the BSO case study, after one year of introducing the Learning Values, with a focus on developing self-regard [deep confidence], the annual assessment for GL Education Progress Test English 11 (PTE 11) and Progress Test Maths 11 (PTM 11) Year 6 cohort average results witnessed a substantial rise. This involved a conscious explicit strategy in implementing Pupil Reflections across the whole school with the implementation of a framework for spoken and written reflections where the children could decide which Layer of Learning they were in. The Layers of Learning were introduced to the staff and were reviewed and developed after feedback. The Layers of Learning were introduced to the children at Assembly and success of use was monitored during book look (written feedback). The PTE 11 average rose from 102 to 106.4 and the PTM increased from 97.6 to 103.7 (PTM); a 4.4 and 6.1 improvement respectively. In a normal year GL Education does not expect to see fluctuations greater than 1 point and 3 points are regarded as significant change which requires deeper investigation. Subsequently, learning was enhanced.

The UK maintained case study was conducted during the return and recovery from the Covid pandemic, 'How do we improve children's mathematics, reading and writing through the promotion of wellbeing?' The data strongly suggested that wellbeing needed to become the platform for inclusive academic improvement which relates directly to the implementation of Learning Values. The key findings of this study were:

- Wellbeing is essential to curriculum recovery
- The leader's ability to communicate effectively is very influential to the success
- Curriculum change (and curriculum reform) is a long and complex process
- A whole school curriculum approach is vital
- Physical health is a key to the promotion of wellbeing
- Programmes such as the NPQSL need to be flexible and open to the most recent research findings in education
- Challenging deeper thinking is necessary for teachers (and not only children in schools)—to continue to be reflective practitioners as lifelong learners.
- Leaders need to be inclusive to all teachers and teaching approaches
- Teachers as reflective practitioners are researchers, they just do not always realise they are (Lynch, 2022, p. 15).

Hence, a key finding was that wellbeing provided a strong platform for educational recovery and should be prioritised. Internal data collected at the end of term 1 and term 2, indicated a full academic recovery.

The qualitative data in this chapter builds upon the body of knowledge surrounding the predominantly quantitative research; linking the cognitive benefits to the physical dimension of children's learning. This addresses the gap in research as identified by Bailey et al. (2009) and Zach et al. (2017). For it is the richer and more varied insights offered by qualitative research that is commonly used in education and social sciences (Kervin et al., 2006; Lune & Berg, 2017; Merriam, 1998; Salkind, 2017). Providing "insight into the subtle nuances of educational contexts and allows the exploration of the unexpected that cannot be accommodated in quantitative approaches" (Kervin et al., 2006, p. 37). Furthermore, "is more likely that the research findings will have an impact on educational practice" (Kervin et al., 2006, p. 37).

Reflection

This chapter explores the development of the cognitive dimension within HPE. Within your context how are learning to learn, reflections, self-regulation, responsibility and persistence used to enhance learning? How are physical activities used to enhance cognitive power? What connections can be made within your context, between physical activity and academic learning? How are/ could data be gathered to evidence positive connections between physical activity and academic learning?

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CHAPTER 17

Conclusion and Recommendations

The purpose of this book is to offer insight into enacting holistic PE physical education and wellbeing. Research findings strongly suggest that holistic QPE quality physical education enhances children's wellbeing, arguably more so than any other curriculum area offered in schools. Quantitative evidence-based research indicates that physical activities optimise children's wellbeing and physical activities are unique to the physical education curriculum; defined as "education through movement" (Pangrazi, 2001, p. 5). This book supplements the prevalent quantitative research with much needed qualitative research investigating PE and wellbeing implementation in schools. Hence, this book is significant as it provides balance and strength to the present quantitative research findings and offers guidance as to how holistic PE for children's wellbeing is best achieved.

Qualitative data has been gathered from deep contextual studies from around the world influenced by Swedish didactical research; supplementing insights into how QPE and wellbeing can be best implemented in schools. Didactical research investigates the relations between teaching, learning and socialisation by exploring theories and practice - asking questions such as who is teaching, who is learning, when and with whom. Subsequently, as addressed in Chapter 1, this book's purpose is: to identify the 'what' of 'physically educating' children; 'how' literature and research suggest this should be done; to identify 'why' this is not happening as

T. Lynch, *Physical Education and Wellbeing*,
https://doi.org/10.1007/978-3-031-72874-7_17

effectively as it should be; and to offer global direction for the journey of improvement. Sub questions such as who is teaching? Who is leading and what qualifications do they have? Who is learning and which community members are being influenced? Exploring beyond the children and students' wellbeing to that of general staff, teachers, and school leaders. This is very relevant at present with inquest findings identifying Ofsted inspections in the UK officially contributing to the death of Headteacher Ruth Perry (Courts & Tribunals Judiciary, 2023).

When and with whom learning happens is also considered as part of the learning context. Educators knowing their environment and selecting the most appropriate education approaches in a timely manner to suit their particular context is referred to as place-based pedagogy. Through research, problems with implementing the PE curriculum in primary/elementary schools are identified and recommendations are made for advancing the physical dimension in children's learning, enabling subsequent lifelong wellbeing benefits. Thus the political, economic and social conditions are acknowledged and reflected upon as educational practices are explored and scrutinised. This is significant, as while the strengths of quantitative methods have been well suited to scientific research over the last century (Kervin et al., 2006), it is the richer and more varied insights offered by qualitative research that is commonly used in education and social sciences (Kervin et al.2006; Lune & Berg, 2017; Merriam, 1998; Salkind, 2017).

It is suggested that to optimise wellbeing children are first and foremost "physically educated". This is the nature of the learning area and educators must get this right if they are to reach all children in all schools. Hence, laying a strong 'physical dimension' and subsequent wellbeing platform is necessary to achieve a holistic 'Health and physically educated' child. Therefore a strong, clear and comprehensive grounding in quality PE is essential for both teachers and students. For far too long in primary schools around the world, PE has been marginalised—dismissed as not a serious subject. In the future PE will be arguably, 'the most important' learning area as "there is no higher priority in life than health. Without it, all other skills lack meaning and utility" (Pangrazi, 2000, p. 18). Primary and secondary schools play a key role in children's health and wellbeing and according to education policy and global guidelines, holistic PE must be prioritised. "Physical and health education has the potential to become one of the cornerstones of the education of tomorrow that contributes to the holistic development of students, fostering the development of crucial

competencies and the physical and mental health of students" (OECD, 2019).

Figure 1.2 (cf. p. 18) illustrates the dimensions of 'physically educating' children and offers a framework for optimising children's wellbeing in schools through QPE. This framework is an extension to the HPS framework, sharing similarities, but with a PE focus it is fundamentally different. Physically educating all children entails four pillars:

1. Curriculum, teaching & learning—this focus prioritises movement in lessons, enabling inclusive experiences where all children are given the opportunities to develop the necessary movement skills (beginning with FMS). While having a physical (and cognitive) focus children are able to engage and enjoy moving which sets the platform for a lifetime.
2. Whole child development—Educators and students are aware and constantly work towards the bigger picture; the holistic 'Health and physically educated' child. Evidence-based research (quantitative and qualitative) illustrates how the various dimensions of holistic PE compliment one another: spiritual; social and emotional; physical; and cognitive. All dimensions are enhanced through QPE and the more any one of these dimensions is enhanced the more the other dimensions can benefit.
3. School implementation (organisation, ethos and environment)—the H, W & PE curriculum area is implemented using an inclusive socio-cultural approach (including equality, diversity and inclusive (EDI) practices), consistently throughout the whole school. This requires leadership and strong communication. School leadership was a pertinent issue raised, specifically the role of principals/headteachers in deciding who they employ within the school to coordinate health, wellbeing and physical education. Furthermore, deeper didactical questions raised concerns about school leaders and governing authorities' (for example Ofsted inspectors) preparation and qualifications. Are they able to deeply understand their influence on the wellbeing of all community members? Furthermore, their knowledge and understanding of how to deeply implement wellbeing, and curriculum reform more generally, are significant to their leadership role.

4. Community strength-based partnerships are developed and maintained to optimise teaching and learning resources and opportunities, subsequently optimising children's wellbeing.

For these QPE dimensions to be achieved UNESCO developed a national strategy:

1. Teacher education, supply and development
2. Facilities, equipment and resources
3. Curriculum flexibility
4. Community partnerships
5. Monitoring and quality assurance (2015, p. 23).

Furthermore, this research book investigates how learning not only in HPE but across all learning areas, especially across traditional core learning areas such as literacy and numeracy; using a whole school approach, can be optimised through the enhancement of wellbeing (cf. Figure 1.2). Hence, using evidence-based research to authenticate the power of wellbeing, specifically through the coordinated, deep implementation of Learning Values/competencies, the book offers direction in developing children's academic learning and development (cf. Figure 1.1). In summary, the four dimensions for optimising children's wellbeing in QPE (cf. Figure 1.2), enacting Learning Values across the three key curriculum pillars: Community (belonging and partnerships), metacognition (thinking about learning) and values (global citizenship) (Fig. 10.1), and the UNESCO national strategy, are strongly supported by the qualitative findings within this research book.

Approaches to PE

Considering the dimensions of Physical Education there are various approaches (and theories and models within) that have influenced delivery throughout history. Approaches to education and health evolve from the psychological perspectives which frame the theory of knowledge; biological, behavioural, cognitive, psychoanalytic and phenomenological. Educators' understanding of the various approaches will only strengthen

practice within schools as they enable teachers to identify the most appropriate approach, subsequently influencing pedagogy within particular teaching and learning contexts.

When an approach dominates practice then this 'reflects perceptions, values and knowledge' (Ornstein & Hunkins, 2017, p. 2) within society. Furthermore, they reflect the teacher's belief about how children learn, how children are supported by families, communities and educators, as well as what is important for children now and in the future (Arthur et al., 2015). We are reminded that schools do tend to commit to one particular approach although many educators do not (Ornstein & Hunkins, 2017). This is why it is pertinent that all educators continue to develop their understanding about education approaches; behaviourism, constructivism and critical.

The modern approach towards public health and health education considers determinants of lifelong health and wellbeing—some factors being more in the individual's control than others (Corbin et al., 2011). Health approaches include: the biological approach (eg. medical model); behavioural approach (eg. transtheoretical model of behavioural change); and the social approach to health (eg. social model to health and social-ecological model (SEM)/socio-cultural approach). The literature acknowledging the 'big picture' of health and the determinants which may or may not be in an individual's control sit within the World Health Organisation's (WHO) definition of health; "a state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity" (WHO, 1948).

All educational and health approaches do have a place in schools and evidence-based research suggests that there should be balance and not a prevalence of certain approaches (and pedagogies embedded within). Rather, modern day PE teachers (whether specialist or classroom) need to be able to deliver quality PE lessons across strands of Physical activity, Health and Personal Development/Wellbeing. This often involves choosing critical, socially just pedagogies (inclusive) rather than the traditional dominant science and performance-based pedagogies for HPE, which focus on technical outcomes in movement (Tinning, 1999).

It is essential that wellbeing implementation occurs not only for the children and students but extends across the whole school community. Investigating the model of the Singapore education system is significant as they are currently ranked first in the world for PISA results, scoring significantly higher than all other countries/economies in Mathematics (575

points), Reading (543 points) and Science (561 points) (OECD, 2023). Furthermore, when Singapore attained statehood in 1965, most of its two million people were illiterate and unskilled. There are some salient characteristics and/or priorities embedded within the constructivist approach that have enabled Singapore's success. They are:

5. Teachers are valued and respected—teachers are selected according to ability and application, education qualifications are highly regarded and prospective teachers are paid to study.
6. Physical Education (PE) is offered and prioritised as a specialist learning area and is developmentally appropriate for the children in schools.
7. Teacher education (NIE) researchers and MOE Directors are passionate about children's development and are actively involved in schools and with children.
8. School community members are identified as lifelong learners and can evidence this through professional development. Teachers, like the children, are acknowledged and pride themselves for using values and modelling Learning Values such as being curious, creative, collaborative, passionate, resilient, courageous and reflective.

The Ministry of Education (MOE) Singapore has a Framework for twenty-first Century Competencies and Student Outcomes. At its centre, the core values include: respect, responsibility, resilience, integrity, care and harmony. Values have been significant and a purpose of most schools since they began, predominantly in schools with religious affiliation.

There is evidence from across the globe that the implementation of values enhances the wellbeing of children but also that many schools find this difficult to do, illustrated by OECD's research report (2021); Embedding Values and Attitudes in Curriculum: Shaping a Better Future. "Incorporating values and attitudes in curriculum design and implementation does not come without its challenges—values and attitudes can be intensely contested constructs" (OECD, 2021). The values have a similar impact to that of Antonovsky's salutogenic model for Health, only on a larger scale, passing on knowledge and preparing children for life in a rapidly changing world. Subsequently, there are nine competencies (attitudes, values and skills): *Reflection, Collaboration and cooperation,*

Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust (OECD, 2021, p. 48). Deep implementation of Learning Values occurs in all aspects of a child's lived experience. Planned learning (formal), unplanned learning (informal), intentional or not; in what is termed a large learning ecosystem. Thus placing greater importance on school leaders having the knowledge of how to enact genuine wellbeing within their school.

Wellbeing enacted within schools is enhanced by the implementation of values and by QPE, embedded within the socio-cultural approach and using a whole school approach. While there are programmes and movements available to assist schools with implementing Learning Values/ competencies, these offer a general framework and/or advocate particular approaches to education; they are not specific to the school's context. Furthermore, while some programmes or movements may claim values or competencies as their particular programme's concept, it does need to be stated and clarified that Learning Values/competencies have always existed within schools and society, just as educational approaches have also existed—in HPE, the whole person being, belonging and becoming physically educated (body, mind, spirit and wellbeing) dates back to the Athenians and Romans in ancient history. Holistic health approaches offering a strong wellbeing platform are there for all schools to use, requiring implementation by knowledgeable and professional school leaders. Furthermore, the nine competencies (attitudes, values and skills) are identified through evidence-based research as representative of nations across the globe and also form a platform for all schools.

Therefore, it is the school leadership and governing authorities who are responsible for coordinating the process of Learning Values/ competency identification, significant to the context of the school; underpinned by the vision and the mission of the school. In a school that purports to develop the whole child, the school leaders as professionals are obligated to ensure Learning Values that are chosen as representative of their community, are deeply implemented. No programme or movement can do this on behalf of the leadership team, not without spending months, if not years within the specific school context. Furthermore, it is essential that, just like any curriculum, the Learning Values must be developmentally appropriate for the children and are considered/referenced during any curriculum planning. Moreso, it is vital that they are balanced across the three key curriculum pillars: Community (belonging and partnerships), metacognition (thinking about learning) and values (global citizenship)

(Fig. 10.1). Finally, that they are referred to contextually and modelled by all community members.

Educators need to be models of Learning Values in all they do, furthermore, similar to the high expectations set for the children, educators are required to be critically reflective, lifelong learners. This includes all educators referring to their school community's Learning Values through verbal, non-verbal, paraverbal and written forms of communication, and policies. Also, they need to be aware of the influence that external or governing bodies have on the community and the wellbeing of community members, whether or not it is through the 'hidden curriculum'. For example, if a school leader or teacher (classroom or specialist HPE) is not qualified or has minimal qualifications, then it needs to be reflected upon by the community of what Learning Values/ competencies this negatively influences or even forms a paradox to. A school cannot purport the Learning Values of *Learning to learn, Respect, Responsibility and Trust* if their actions communicate the opposite. In this example, such actions or choices would be disrespectful to the learning community.

Hence, all qualifications and professional development, including school leaders' reduced training programmes such as National Professional Qualifications (NPQs), send a powerful message. School leaders and teachers need to be mindful of the message they portray in their learning community, including the modelling of Learning Values/ competencies and their professional role to have all members believe in the holistic constructivist approach.

School community members, leaders, teachers (and parents) need to be educated so that they are aware of 'Governmentality' in practice, the hidden messages (discourses) and the damage it causes to school community members. Furthermore, school leaders need to have the knowledge and confidence to challenge such practice that negatively impacts their learning community. Governmentality is the "deployment of governmental strategies that seek to shape the conduct of individuals and collectives" (Tinning, 2010, p. 147). Governmentality in practice appears in many forms such as: school inspectors, with no research qualifications, entering schools to make judgements; condensed government school qualification programmes such as NPQs and ignoring equivalent degrees or credentials; reduced qualification requirements for teachers and school leaders; pressure for test results; PE classes (and classrooms) being taught by unqualified teachers; choice of whether the school wishes to implement personal development and wellbeing; using physical activity as

a punishment; adopting an exclusive (rather than inclusive) curriculum policy; compulsory BMI tests for all children in Reception and Year 6 knowing that it is an imperfect measure for determining the extent of body fat; labelling children as fat and/or obese and then passing the blame to the parents. Examples such as these all sit within 'The body viewed as an object' *(relating to behavioural model in education/ efficiency (top down)/governmentality/ medical model in health & behavioural model in health)*.

Global Trend

Traditionally, the behavioural approach has been most dominant within education systems around the world, including PE. This approach is renowned for being teacher-controlled and involves little student choice or interaction (Westbrook et al., 2013). However, many nations today advocate a constructivist approach to education and PE. This book adopts 'education through movement' as a lens to advocate a holistic approach towards child health and wellbeing; hence, the book's premise sits within the constructivist approach. Furthermore, the constructivist approach is synonymous to QPE where: children are active learners; participate in integrated hands on experiences with open-ended materials; and they construct new meanings" (Arthur et al, 2015). In a constructivist approach learning experiences are meaningful and engaging, and the teacher is viewed as a co-learner and facilitator of the learning process (Ewing, 2010).

A shift towards a constructivist, socio-cultural approach in education has experienced a Health, Wellbeing and Physical Education (H, W & PE) revolution—described as a growing global curriculum reform, one that is in the best interest of the whole child. This is where PE is not seen as a single 45 minute lesson that may occur once a week but rather where the physical education lesson is acknowledged as the platform to wellbeing, infused across all curricula and extracurricular activities within school as well as the child's greater community. This includes the complex layers of relationships between individuals and groups, involving personal, interpersonal and environmental factors. However, research evidences that in many nations the H, W & PE revolution often only exists as policy and fails to reach children in schools; on sporting fields or in gym halls.

An holistic HPE requires an inclusive, developmentally appropriate and progressive infrastructure beginning within early years of primary schools.

Such an infrastructure will engage and challenge all children, subsequently enhancing individual and team success, provide diverse movement opportunities and ultimately optimise health and wellbeing. This concept was supported by the inaugural ICHPER-SD world congress 1958 theme; 'Child Health and the School'. However, while this shift has been around for some time, it has been slow in its global traction.

Health within Physical Education (PE) has impacted many parts of the world as evidenced by curriculum policy. Hence, the Health, Wellbeing and Physical Education (H, W & PE) revolution has and continues to grow globally. Furthermore, the worldwide survey of school PE found that countries of 'Best Practice' had a common theme relating to "promotion of health and healthy lifestyles" (UNESCO, 2014, p. 10). Hence, when considering QPE implementation in primary and secondary schools around the world, the promotion of health (holistic approach) is of major significance.

A growing number of nations have made the shift to an holistic HPE curriculum and these numbers are rising. Nations embracing H, W & PE include: Australia, United States, United Kingdom (Wales & Scotland), New Zealand, Singapore, Canada, China, Malaysia, Brunei Darussalam, Philippines, Japan, Nepal, Thailand, Cambodia, Indonesia, India, Sri Lanka, Finland, Ireland, Northern Ireland, Netherlands, Switzerland, Sweden, Cameroon, Nigeria, Uganda, Sudan, Malawi, Namibia, Tanzania, Afghanistan, United Arab Emirates, Cook Islands and Samoa.

Findings and Recommendations

A constructivist, socio-cultural approach shift must continue across all nations for children to experience optimal wellbeing. Furthermore, wellbeing needs to be deeply implemented using Learning Values/competencies that are representative of the school's vision and mission. For this to occur, it is essential that holistic HPE policy becomes deeply rooted in curriculum reform in every school. The book's qualitative research findings suggest that for children's wellbeing to be optimised the following recommendations need to be enacted:

1. *PE is prioritised—acknowledged as one of, if not the most important curriculum area in all schools.*

A quality PE school programme rather than being neglected or relegated a minor place in the school curriculum, must play a dominant role in the development of the child from the early years of primary school. PE includes all learning through movement experiences. Examples include the fundamental movement skills, traditional sport related physical activities, play-based learning, Forest Schools and dance.

2. *PE must be Quality PE (QPE)*

As recommended by global policy, QPE is the ideal pedagogical way to implement PE for enhancing all dimensions of health. Thinking through the mind's eye of a child, it is intrinsically natural for all children to enjoy movement engagement for the purpose of play, games, exploring, learning, developing Fundamental Movement Skills (FMS) and Dominant Movement Patterns (DMP). Children want to be included; to truly belong; to be acknowledged; and to discover exciting ways to feel good about themselves and their movement. Inclusive education requires access to QPE, to equipment/ facilities and to opportunities to develop skills correctly with optimal participation (including EDI practice). It involves developmentally appropriate content and experiences, a knowledgeable teacher who cares about each child's progress, who is interested in each child's movement and enjoys working with children generally.

3. *The key wellbeing development responsibility of holistic H/PE is associated with being 'physically educated'.*

Within the dimensions of health (physical, social and emotional, cognitive and spiritual) while it is acknowledged that all are significant, it is the 'physical' explicitly named in the nomenclature, and the value of movement that forms the foundation of the Health and 'Physical' Education learning area.

This is best captured in the Australian curriculum:

> The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued. The study of movement also provides challenges and opportunities for

> students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing. (Australian Curriculum, 2019)

4. *QPE is the only label advocated.*

There has been global confusion among practitioners responsible for physical education implementation, caused by the labels and branding within PE; "Physical education", "health and physical education", "physical literacy" and "health literacy". As published by Lynch and Soukup (2016), the ambiguous grey area surrounding the terms PE and HPE have seen the rise and traction of new terms to represent and replace the original meaning of Physical Education, such as 'Physical Literacy'. This theory is supported by Jurbala (2015) who shares that physical literacy has become a replacement term for holistic development. Therefore, many of physical literacy characteristics are not new and have been borrowed from PE, specifically literature relating to 'QPE' and 'lifelong physical education'. It is recommended that QPE be the only label used within PE, enabling much needed global clarity among educators.

5. *Wellbeing enacted within schools is enhanced by the deep implementation of Learning Values/competencies not only in HPE but across all learning areas.*

As evidenced by the Singapore education system, literature detailed throughout this book and the data and research findings in the earlier chapters, the Learning Values/ competencies enable the development of the whole person; body, mind, spirit and wellbeing *(relating to process/ humanistic perspective/constructivist approach/learning across dimensions/ social model of health)*. Research has identified nine competencies (attitudes, values and skills) that are common across the globe and are available for all schools to use: *Reflection, Collaboration and cooperation, Learning to learn, Respect, Responsibility, Empathy, Self-regulation, Persistence and Trust* (OECD, 2021, p. 48). The data findings suggest that they are embedded within the socio-cultural approach and using a whole school approach.

6. *Community partnerships are essential now and in the future.*

Leading 'curriculum reform' countries such as Singapore, Australia and Finland, explicitly advocate partnerships to help enact their holistic H, W & PE curriculum. According to the United Nations, 'partnerships' are essential for optimising children's QPE experiences and continued efforts towards equality in health and wellbeing (Lynch, 2016). Data gathered suggests that community partnerships enhance children's PE experiences and ultimately their wellbeing, across all research projects. The most significant finding was that partnerships (priority 4 in the UNESCO national strategy) enabled more facilities, equipment and resources (priority 2 in the UNESCO national strategy) (2015, p. 23).

7. *A predominant behavioural approach to PE should be avoided as it does not acknowledge the whole child and can be harmful to children's wellbeing.*

A behavioural approach to PE advocates a focus on the body as an object rather than the 'whole' child, which throughout history has been underpinned by ideologies including sexism, elitism, healthism, individualism and mesomorphism. Literature and research suggest that the National Curriculum for England in PE is heavily influenced by the behavioural, top-down governmental approach in education; being described as deliberate, systematic, planned attempts to change behaviours. Hence, such ideologies are present in education systems, having short and long-term detrimental effects on many children's well-being (Curran, 2014).

8. *PE, Health and Wellbeing curriculum must be developed, implemented and evaluated based on evidence-based research.*

Curriculum statements about sport and PE such as the ones located in the English national curriculum 'purpose of study' for PE, are assumptions. While they may be outcomes experienced at times by some children through sport, for many children they contradict experiences. As supported by Ofsted, curriculum expectations and reform must follow evidence-based research regarding quality practice.

9. *'Teacher education, supply and development' is the key to enhancing children's wellbeing.*

'Teacher education, supply and development' is the first listed priority in the UNESCO national strategy for QPE. Critical socially just pedagogies necessitates teachers being trained and educated in this mode of teaching (Tinning, 2004). This requires educator knowledge and ideally expertise, in the bio-physical foundations of human movement and the inclusive socio-cultural approach to implementing (including EDI). Hence, teachers of today require an understanding of how to provide inclusive practice in H, W & PE, knowledge of correct movements (ie. human movement) and knowledge of how correct movements can be mastered by children of varying physical activity experiences and ability.

Furthermore, we are presented with a unique opportunity where HPE specialists can also lead wellbeing; Health, Wellbeing and Physical Education specialists. Hence, education degrees in Initial Teacher Education (ITE) can be strategically amended and supplemented so that in the Australian state of Victoria, for example, where it is planned that wellbeing will be increased in every primary school by employing a Mental Health and Wellbeing leader; the Health, Wellbeing and Physical Education specialist can lead and implement wellbeing in addition to HPE.

10. *A whole school approach needs to be adopted for HPE and wellbeing implementation.*

The data generated suggests that a Whole School Curriculum Program (WSCP) for HPE increases the likelihood of quality experiences for children in schools, as it increases the rate of developmentally appropriate activities. This results in enhanced student interest; a positive effect on students' attitudes towards physical activities and holistic dimension connections. 'Healthy schools' or 'health promoting schools' approaches are used by some schools to help translate the whole school approach into practice and to enhance health and educational outcomes of their pupils (Lynch, 2017; Public Health England, 2014).

A whole school approach should also be used to ensure the deep implementation of wellbeing across all areas of the school curriculum (including HPE), enacted across three key curriculum pillars: Community (belonging and partnerships), Metacognition (thinking about learning) and Values (global citizenship) (Fig. 10.1; p. 155).

11. *Specialist teachers are associated with quality delivery of all dimensions of HPE*

When principals were commenting on key attributes of a good HPE teacher - the top five responses were: HPE curriculum knowledge and developmentally appropriate pedagogy; planning/ assessment and flexibility; rapport /communication and management skills; passion/ interest/ enthusiasm in HPE and children; and that they are a good classroom teacher also. Principals believed a course that qualifies teachers to be generalist classroom teachers and HPE specialists would be or would probably be valuable (83.2%). Only 2.4% of principals indicated that it would not be valuable. Principals very much valued PE teacher's expertise and there is a direct connection between limited HPE specialist teachers in rural and remote schools of Australia and these areas having a low sense of student belonging, relating directly to wellbeing (ACER, 2018, p. iii).

12. *QPE enhances wellbeing and all children's development and academic learning.*

The connection between the cognitive dimension (including metacognition) and the physical dimension has been clearly identified historically by the constructivist approach in education. The Quality physical education (QPE), wellbeing and academic learning cycle, (cf. Table 1.1, p. 17) aligns QPE to optimising academic learning through wellbeing. "Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning" (Livingstone, 2003, p. 3). This is supported by the latest findings in neuroscience where our brain connections, known as plasticity, actually get better with age (cf. p. 7), enabling increased cognition (thinking) capacity (Greenfield, 2012).

Deeply implemented wellbeing using Learning Values and HPE is evidenced by the Singapore model (and Finland), PISA results, the PTE and PTM assessments in the BSO case study school, and the full curriculum recovery in the UK maintained school case study (located in Asia). This book's research found that children also believe that physical activities enhance their enjoyment of learning within the classroom in other key learning areas through relieving stress, enhancing motivation, self-esteem and increasing concentration. It was affirmed by some

school principals' that PE led to improved academic performance and many children believed PE enabled them to perform better in class.

13. *Every primary school requires a tertiary qualified health and physical education teacher (or an H, W & PE specialist teacher)*

Over the last 30 years (Cale & Harris, 2019;Commonwealth of Australia, 1992; Lynch, 2005) and more recently in the Active Healthy Kids Australia (AHKA) report (2018) it is recommended; "every primary school have a tertiary qualified health and physical education teacher who delivers physical education classes to all students and supports classroom teachers to engage students in physical activity throughout the school day". Courses that qualify teachers to specialise in health and physical education, and become a classroom teacher specifically for primary education are rare globally but must be prioritised.

It is recommended that similar to the Singapore model, pre-service primary teachers have the opportunity to specialise in HPE, specifically developmentally appropriate for the primary school. Such a course enables teachers passionate in health and wellbeing, and who want to specifically teach primary aged children, to develop appropriate pedagogy and a holistic health understanding across all strands. It is also recommended that a Bachelor of Education (Health and Physical Education) testamur and course be offered within universities/Initial Teacher Education courses. This requires funding for H/PE specifically in higher education/teacher preparation and continued professional development for teachers.

Over the years large sums of funding have instead been invested into short-term school-based physical activity programmes, after school sports or physical activity alternatives which have been ineffective in improving children's activity levels (BBC, 2017; Department of Culture Media & Sport, 2016; James & Brophy, 2019; Lynch & Soukup, 2017). It is time to invest for long-term health and wellbeing benefits for all children. Offering qualifications which enable primary classroom teachers to specialise in H, W & PE (holistic HPE) and be recognised for this, is a present and future need.

14. *School Leadership plays a vital role in optimising children's wellbeing through HPE.*

Implementation of H/PE is enhanced by HPE leadership, underpinned by clear communication (Lynch, 2017). The findings of this research book support Macdonald who argues that HPE is best led by the HPE specialist (Hickey et al., 2014, pp. 190–191). Principals [Head-teachers] need to facilitate the curriculum change socially complex process (Fullan, 2001; Sparkes, 1991). This can be achieved by providing learning experiences where teachers can exchange ideas, support one another, and share positive feelings about their work (Fullan, 2001), in an environment which provides critical reflection. It is through questioning interests and ideologies, impacting on curriculum documents which enable opportunities for teachers to consider the micro-politics of curriculum change (Glover, 2001). Furthermore, it is the inability to do this which often causes change to fail (Datnow, 1998; Dinan-Thompson, 2002; Sparkes, 1990).

15. *School Leaders as lifelong learners are educated about deeply implementing Learning Values/competencies.*

As detailed in the literature, deep implementation of the Learning Values/ competencies has many wellbeing benefits for community members, including academic outcomes. However, it is also extremely complex. Hence, if it is to be implemented successfully then it really does depend on the school leaders' ability to do this. Teacher, Senior Leader and Inspector qualifications have been questioned a number of times in the literature, as has the design of certain programmes and courses. It is a recommendation that Senior Leaders are professionally developed in relation to their responsibilities to coordinate curriculum reform; specifically in relation to the implementation of the Learning Values for wellbeing. This includes whole school approach strategies that evidence success. Furthermore, school leaders need to be educated about the significance of the physical dimension and holistic HPE.

16. *All education systems critically reflect on the Singapore education model*

The final recommendation is that all nations from around the world explore the Singapore education model and critically reflect on how

they have enabled their continual improvement. In particular, Singapore's priorities are embedded within the constructivist approach that has enabled their HPE, wellbeing and academic learning success. They are:

17. Teachers are valued and respected—teachers are selected according to ability and application, education qualifications are highly regarded and prospective teachers are paid to study.
18. Physical Education (PE) is offered and prioritised as a specialist learning area and is developmentally appropriate for the children in schools.
19. Teacher education (NIE) researchers and MOE Directors are passionate about children's development and are actively involved in schools and with children.
20. School community members are identified as lifelong learners and can evidence this through professional development. Teachers, like the children, are acknowledged and pride themselves for using values and modelling Learning Values such as being curious, creative, collaborative, passionate, resilient, courageous and reflective.

This book sits within what Greenfield refers to as 'deep thinking', 'content' or 'meaning' (2012), also referred to as 'ideas, thinking, and constructing' (Hattie, 2009, p. 26). That is, the book is a culmination of years of evidence-based qualitative research, practical experience and internal insight, carefully crafted to make meaning. Thus, the findings build upon the abundance of quantitative research supporting children's wellbeing enhancement and subsequent academic outcomes through holistic physical education. The physical dimension is a powerful pathway for children's learning and holistic development. It cannot be stressed enough that learning through movement involves children from the very beginning of primary/elementary school truly belonging, being and becoming physically educated. Hence, PE is every teacher's friend in enhancing children's wellbeing now and in the future.

Reflection

This chapter offers recommendations for enacting holistic PE (HPE) and wellbeing. Research strongly suggests that QPE enhances wellbeing, arguably more so than any other curriculum area. How does this statement relate to your context? What are the barriers to embedding Learning Values in the curriculum within your context? Which Learning Values best represent your context? How do they relate to your vision and mission policy? Which of the 16 recommendations are most significant within your context and why?

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