“The changing discursive underpinnings of NSW PDHPE and the impact on teacher professional identity”

A thesis submitted in partial fulfilment of the requirements for the award of the degree

DOCTOR OF EDUCATION

From

CHARLES STURT UNIVERSITY

By

Matthew John Winslade

Certification

I hereby declare that this submission is my own work and to the best of my knowledge and belief, understand that it contains no material previously published or written by another person, nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Charles Sturt University or any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by colleagues with whom I have worked at Charles Sturt University or elsewhere during my candidature is fully acknowledged.

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Acknowledgements

When I started this process I was given many stories of the pain, endless nights and tears that accompany writing a thesis. I have to be honest and say from the outset that I must be one of the lucky few who have actually enjoyed the process, not only has it given me more insight into what I have been doing for the past 15 years it has changed the both the way I think and the direction of my life. Don’t get me wrong there have been those moments such as when I lost study 3 (to the wonders of technology, that still baffle me at times) and spent the best part of a week trying to recover any version I could only to have to start the entire process again.

As a full time executive teacher, dad to two very active young men and part time academic this process became a labour of love and was wedged around days of teaching, afternoons of staff meetings and weekends of training and sporting fields. None of this would have been possible without the love and support of my beautiful wife who let me go about my business and never once asked my “why, would you do this?” but always asked “how is it going?” I know having my books and papers scattered around the house and taking over the dining table for months at a time must have been annoying, but I cannot recall any complaints – thank you so much.

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Abstract

In 2003 the New South Wales Board of Studies released a revised Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus. The 2003 PDHPE syllabus was unique to its predecessors as it signalled and consolidated a discursive shift to a socio-cultural perspective of Health and Physical Education (HPE). A shift that Cliff (2009) indicates arose from key HPE academics’ discontent with the dominance of the prevailing scientific, biomedical approach.

This thesis is presented as a sequence of three interrelated studies that have utilised the NSW 2003 PDHPE Years 7-10 syllabus as a case study.

Study One is presented in two sections and explores how socio-political and historical discourses have informed Australian HPE, as well as demonstrating how these discourses are evidenced in the NSW 2003 Years 7-10 PDHPE syllabus.

Study Two explores how the evidence of particular HPE discourses in the NSW 2003 Years 7-10 PDHPE syllabus has given power to particular practices and social groups.

Study Three explores how the dominance of the socio-cultural discourse discourses has impacted on PDHPE teacher professional identity.

Therefore the aims of this study were to firstly identify and investigate how selected HPE discourses are evidenced in a syllabus. Secondly, how those discourses give power to particular groups, and thirdly how those identified discourses impact on PDHPE teacher professional identity.

The participants in the data sample data were in-service secondary PDHPE teachers employed by the NSW Association of Independent Schools.

This research is framed within the qualitative paradigm, allowing for the utilisation of methodological traditions of inquiry that explore a social or human problem. Given that this research is presented as three studies, a number of data collection and analysis methods were utilised, including an historical case study, document analysis, content and thematic analysis, Discourse analysis and (20) semi-structured interviews to provide the rich data necessary for an interpretive case study.

Study One highlights that multiple discourses have historically influenced Australian HPE. Through the use of a frequency analysis, the findings of Study One have demonstrated that the socio-cultural discourse is the most significantly represented discourse in the NSW 2003 Years 7-10 PDHPE syllabus. The findings of Study Two have further shown that when the NSW 2003 Years 7-10 PDHPE syllabus is viewed as a text, that the syllabus has been written to support and privilege the socio-cultural perspective of health and physical activity. The findings of Study Three have shown that power and privilege is associated with the practice of particular groups. It was found that by aligning their practice with a socio-cultural discourse, HPE teachers could increase their level of privilege.
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Chapter One: Introduction to the thesis

Introduction

In 2003 the New South Wales (NSW) Board of Studies (BoS) released a new Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus. The 2003 PDHPE syllabus was unlike its predecessors as it consolidated a significant discursive shift from a dominance of the prevailing scientific, biomedical approach to a socio-cultural perspective of Health and Physical Education (HPE). Cliff, Wright and Clarke (2009) highlight that this shift emerged from a level of dissatisfaction amongst HPE academics, that began in the 1980s and gathered momentum in the 1990s culminating in the release of the 2003 syllabus document. As Cliff (2007) indicates this shift arose from key HPE academics’ discontent with what they considered a narrow view of health, particularly in relation to the health of young people. Wright (2004) argues that the shift in HPE towards a more socio-cultural discourse is reflective of the changes evident in young people’s life circumstances and the need to provide educational programs to meet these needs. Wright (2004) further argues that “if schools ignore the context in which students live and their experiences, knowledge, capacities and concerns, they run the risk of being increasingly irrelevant, for many young people” (p. 2).

As evidenced within the NSW 2003 Years 7-10 PDHPE syllabus rationale, a socio-cultural view of health advocates for HPE to become a vehicle that “provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future” (NSW BoS, 2003, p. 8). Furthermore, the 2003 syllabus rationale addresses a breadth of health issues that have been highlighted to be of importance to young people, inclusive of, “physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination” (p. 8), thus further signalling the adoption of a broader socio-cultural view of health within HPE.

Defining the problem

As indicated, the NSW 2003 Years 7-10 PDHPE syllabus was published in response to the growing movement of HPE academics who were dissatisfied with the prevailing medico-scientific, biophysical and psychological discourses that historically dominated HPE curriculum. Cliff et al. (2009) noted that the movement to a socio-cultural perspective of
HPE would however create tension amongst HPE teachers, as it challenged both their discipline knowledge and professional identity. Clarke (2008) states that “Physical Education teachers have been criticised for their lack of engagement with and insensitivity to socio-cultural aspects of health and physical activity” (p. 2) and flagged that the inclusion of a socio-cultural perspective in NSW PDHPE syllabus documents would present challenges to a profession whose profile was characterised as being “elitist, sexist, pragmatic sceptics, and anti-intellectual” (Tinning, 2004, p. 243). Tinning (2004) further states the nature of post-modern youth culture, coupled with a socio-cultural perspective of HPE, and the contemporary nature of schooling, has contested the historical and traditional ways of being a PE teacher. Furthermore, Glover and Macdonald (1997, in Tinning, 2004, p. 244) suggest that the introduction of a socially critical HPE curriculum may meet with resistance from teachers “who are not favourably disposed to the underpinning ideas of the curriculum”.

Cliff et al. further suggested that tension would arise from the perceived role of HPE as a vehicle for Health Promotion within the New Public Health framework. This New Public Health approach was in opposition to how the HPE syllabus traditionally privileged an individual or personal view of health. Cliff et al. (2009) argued that the socio-cultural perspective of health requires the social and cultural environments in which individuals act receive due consideration. These two differing perspectives of health, scientific and socio-cultural, have significantly contrasting influences on both HPE teacher identity and practice.

In essence it can be argued that the bringing together of different discourses, viewed as being opposed in nature, within a single integrated subject area has created the problem to be addressed in this study. Cliff et al. (2009, p. 7) state that “while a socio-cultural perspective now underpins many HPE syllabus documents, few of these acknowledge how substantially it challenges long established orientations to knowledge and pedagogy in the subject”.

Burrows (2005) further argues that when the integration of separate entities occurs, such as the bringing together of discrete areas, there is inevitably a level of concern amongst the individual parties involved and that when previously independent areas find themselves operating under a single banner, professional struggles including contestation for curriculum territory/status and professional identity will inevitably occur. Cliff et al. (2009) suggest that for a number of HPE teachers the transition from a traditional factually-based
scientific approach, towards a socio-cultural perspective of HPE has proven difficult to reconcile. This in part can be attributed to what Cliff et al. (2009, p. 8) describe as the perceived “slippery and grey” nature of the socio-cultural perspective combined with the fact “some teachers may feel it is too far divorced from the bio-medical and health sciences-based training they received as pre-service teachers and as such, compromises the professional identity and expertise” (p. 19).

Cliff et al. (2009) propose that whilst discursive tension has been suggested, there is in reality, precious little research which has examined the socio-cultural perspective as a curriculum change in practice. To address this gap in the literature, this thesis examines the outcome of this curriculum change on the nature of HPE focusing on how the curriculum change has impacted on i) the nature of HPE as it is represented through a single curriculum document and ii) PDHPE teacher identity.

**Significance of this research**

The research is significant as it investigates the impact of discursive change and contestation in HPE, particularly in NSW PDHPE. Furthermore, the thesis examines how particular discourses are given power and privilege by dominant social groups in HPE, and explores HPE teachers’ perceptions of the impact of discursive change on their professional identity. Thus the thesis has implications for HPE teachers, as it examines how curriculum change and discursive privilege, impacts on those who must engage with the end product (syllabus) in the workplace (the classroom). As an example of “top down” curriculum design, the NSW 2003 Years 7-10 PDHPE syllabus had minimal input from in-service teachers and therefore limited the level of ownership or alignment with the discourse preferred by in-service teachers (Clarke, 2008).

The research is important as it explores not only curriculum change but also takes into account how political influence can impact on an individual subject area in secondary schooling. This exploration is achieved through an analysis of historical and socio-political influences that have impacted on syllabus design and discursive dominance. Therefore this research is significant as it examines both the historical and socio-political aspects of curriculum change and provides an insight into the impact of this curriculum change on teacher identity and practice.
Thesis structure

This thesis is presented as a series of studies that utilises the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus as a case study for investigation.

Study One investigates how selected Health and Physical Education (HPE) discourses are evidenced within the syllabus. The study is presented in two sections: firstly exploring how socio-political and historical discourses have informed Australian Health and Physical Education (HPE); secondly, the study demonstrates how identified discourses are evidenced within the NSW 2003 Years 7-10 PDHPE syllabus. Therefore, Study One focuses on describing the dominant discourses that have influenced Australian Health and Physical Education (HPE) at given points in time. Using content analysis as a methodological tool, the evidence of these discourses was mapped in the NSW 2003 PDHPE syllabus. As such, this study aimed to answer the following research questions:

1. How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?
2. What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?

Study Two utilises the NSW 2003 Years 7-10 PDHPE syllabus as a case study to investigate how power can be given to particular groups. The groups referred to here include the sample of NSW Association of Independent Schools’ Health and Physical education teachers. Within any discussion relating to curriculum or syllabus change the issue of contestation and power is inherently linked, and therefore the emphasis of this study is to investigate the relationship between discourse and power. Thus, Study Two focuses on examining the power attributed to those groups who favour the use of particular discourses identified in the NSW 2003 Years 7-10 PDHPE syllabus.

The methodological process involved examining the syllabus structures including the Rationale, Outcomes statements, Students Learn To and Students Learn About columns. To facilitate the analysis of the NSW 2003 Years 7-10 PDHPE syllabus, this examination used Gee’s (2005) seven building task questions as conceptual tools to analyse the language presented in the syllabus within the framework of an interpretive case study. Using Discourse analysis as a methodological tool, the link between discourse and power to
particular social groups was explored. As such, Study Two aimed to answer the following research question:

3. How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus give power to particular groups?

Using (20) semi-structured interviews as a methodological tool Study Three examined the impact of the syllabus discursive shift on in-service teacher professional identity. Study Three investigated how the power given to the discourses evidenced in the NSW 2003 Years 7-10 Syllabus have impacted on perceived HPE teacher professional identity. As such, this study aimed to answer the following research question:

4. How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?

Therefore, the overall aims of this thesis have been to, not only investigate how selected Health and Physical Education discourses have risen to prominence and are evidenced within the NSW 2003 Years 7-10 PDHPE syllabus but, also to examine how those particular discourses have given power and privilege to particular groups. The thesis was also aimed at examining how discourses evidenced within the NSW 2003 Years 7-10 PDHPE syllabus have been perceived to impact on HPE teacher professional identity.

**Terminology utilised in the study**

Personal Development, Health and Physical Education (PDHPE) is one of the eight Key Learning Areas (KLA’s) found within the current New South Wales educational framework. Physical Education (PE) currently refers to one component of the tripartite NSW KLA. Physical Education (PE) was also historically a precursor to the current KLA. Prior to the introduction of the conceptual areas referred to as KLA’s (including PDHPE) PE was a discrete standalone subject area.

Although this thesis is based on the KLA of PDHPE, throughout the thesis the term PE often appears. This is because much of the research relating to the field pre-dates the term PDHPE. It should also be noted that PDHPE only exists within NSW. From a national perspective the area of study is known as Health and Physical Education (HPE). All of these terms will appear throughout the thesis, depending on the source of the literature.
Throughout this thesis the terms, Discourse and discourse will be used. Discourse with a capital “D” relates to the analysis tool, whilst discourse with a lower case “d” relates to a way of thinking representing an emphasis, such as a scientific or a socio-cultural perspective.
Chapter Two: Overview of Thesis Method

As each of the three studies in this thesis employ an interpretive qualitative paradigm the method is presented as an overview, with additional details regarding data collection, data analysis and issues of trustworthiness explicitly described and justified in each of the three separate studies.

Research questions

Study One:

- How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?
- What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?

Study Two:

- How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus give power to particular groups?

Study Three:

- How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?

Selecting the paradigm

When deciding on a research method for this thesis the researcher was confronted with numerous methodological options. The first was to consider the adoption of a quantitative or qualitative approach. Quantitative research is often associated with a more scientific approach where research involves the investigator attempting to clarify phenomena through, what Fraenkel and Wallen (2006, p. G-7) define as “carefully designed and controlled data collection”.

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Fraenkel and Wallen (2006, p. 432) refer to the quantitative researcher as a “disinterested scientist”, standing apart from that which is being studied, with his or her biases and values excluded through experimental design and control”. Stenhouse (1980) agrees with this philosophy arguing that approaches with a scientific nature, such as those conducted through the experimental process, base their procedures around the concept of control. To elaborate on this point, Stenhouse (1980) relates to the field of chemistry and laboratory based experiments where the experimental procedure undertaken to conduct research is based around the underlying premise of control. Stenhouse (1980) argues that by comparison, in the study of what he refers to as life sciences the control of purity is often not possible. Therefore, it can be argued that with quantitative research requiring control, and qualitative research not requiring control, that the qualitative paradigm can be successfully aligned with studies in the area of social science particularly within the field of education, such as with this thesis.

It can be argued that the qualitative paradigm takes a more holistic research approach than the quantitative paradigm. Fraenkel and Wallen (2006, p. G-6) refer to qualitative research as “research in which the investigator attempts to study naturally occurring phenomena in all their complexity”. This reference by Fraenkel and Wallen (2006) supports the notion, that qualitative research is undertaken in a naturally occurring context with strong links to real life situations rather than being bound or defined by the concept of establishing control.

Bell (2005) believes that quantitative researchers base their research on collecting facts and then studying the relationship of one set of facts against another, utilising techniques that produce quantified data and conclusions that can be generalized. In contrast, qualitative researchers are viewed by Bell (2005) as those who engage with a perspective aimed at understanding individual’s perceptions of the world. Bell (2005) argues that qualitative researchers seek insights rather than statistical perceptions of the world, and further highlights the question posed by qualitative researchers that gives support to the use of qualitative methods “can a scientific approach be used when dealing with human beings” (p. 7). As outlined by Stenhouse (1980), when placed in the context of control, the qualitative paradigm provides an appropriate research framework for studies aimed at understanding based on real life events, particularly where the research is defined by the features identified by Bogdan and Biklen (1998):
The natural setting is the source of data and the researcher is the key instrument in the research process;

- Data are collected in the form of words or pictures rather than numbers;
- The researcher is concerned with process as well as the product;
- The researcher tends to analysis their data inductively; and
- How people make sense out of their lives is a major concern to the researcher. (In Fraenkel & Wallen, 2006)

In Study One a content analysis was undertaken in the form of a frequency count. Berg (2009) states that “one of the leading debates among users of content analysis is whether analysis should be qualitative or quantitative” (p. 342). While several researchers (Berelson, 1952; Burns & Grove, 2005; Silverman, 2006) suggest that because content analysis involves counting it is not considered a qualitative analysis technique by many qualitative researchers. In contrast, Selltiz, Jahoda, Deutsch and Cook (1959, p. 336) state that concerns over quantification in content analysis tend to emphasize ‘the procedures of analysis’, rather than the ‘character of the data available’”. In support, Berg (2009) states that “content analysis may focus on either quantitative or qualitative aspects of communication messages” (p. 343). By adopting this stance, Berg further suggests that “content analysis is not a reductionistic, positivistic approach” (p. 343).

In this instance content analysis was used to identify the dominance of particular discourses, in order to build the ground work for the Discourse Analysis. Thus this thesis predominately employed a qualitative interpretive paradigm. The aim of the research was to discover why as opposed to how, through the use of techniques such as interviews, document analysis and Discourse analysis. Creswell (1998, p. 15) defines qualitative research as “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting”. Creswell (2003) further suggests that by adopting a qualitative approach the inquirer or researcher often makes knowledge claims based on multiple meanings of individual experiences socially and historically constructed with the intent to develop a theory or pattern. Using this process researchers collect open-ended data with the intent of developing themes.
Trumbill (2000, p. 79) believes that the significance of qualitative research methods lie in the fact that they give real and stimulating meaning to phenomenon being studied and that this allows for the investigation of underlying relationships. Strauss and Corbin (1990) further this, believing that by utilising qualitative research methods (such as a case study), the researcher can uncover and generate an understanding of what lies behind any phenomenon whilst also providing details of that phenomenon. Stenhouse (1981) argues that a case study approach can be adopted in studies where there can be difficulty applying the scientific paradigm to research problems where human behaviour, action and intention play a significant part. As mentioned earlier, scientific studies rely on the control of variables and that the control of variables can be difficult within studies found in the social or behavioural sciences (Stenhouse, 1981). To overcome this difficulty in regards to control, Stenhouse (1981) argues that the case study tradition can successfully be adopted to provide an appropriate methodology within the social sciences or arts, including studies in the field of education.

**Case study approach**

In this thesis the case in question is the NSW 2003 Years 7-10 PDHPE syllabus. As a research method case study can be thought of as a generic term, that Clarke (2008, p. 65) argues can be “adopted when investigating an individual, group, or phenomenon that claims to retain a high degree of faithfulness to real life processes through the collection of extensive and rich data”. This approach allows for in-depth examination of one aspect or “particular phenomenon” that can be studied in context to gain a “holistic” understanding of the participants’ experience (Clarke, 2008, p. 65).

Stake (1988, p. 258) defines case study as “a bounded system, emphasising the unity and wholeness of that system, but confining the attention to the aspects that are relevant to the research problem at the time”. Similarly, Yin (1984, p. 23) believes that case study research is “an empirical inquiry that examines a phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used”.

Punch (2009) furthers the definitions of Stake (1988) and Yin (1984) by firstly clarifying that case study is a bounded system, where the researcher needs to identify and provide a description of the boundaries as clearly as they can. Secondly, Punch (2009) also clarifies that the case must be a case of something and argues that whilst this may appear to be obvious, it is important that the case is identified to allow for the correct analysis of data.
Thirdly, Punch (2009, p. 120) argues that within a case study there is an explicit attempt to “preserve the wholeness, unity and integrity of the case”, referring to this as a holistic approach. Importantly Punch (2009) points out that because of the fact that it is impossible to study everything about a case, the research question plays a major role in providing focus and specificity.

According to Yin (2003, p. 1), “the case study is used in many situations to contribute to our knowledge of individual, group, organisational, social, political and related phenomena”. This view reflects that of Miles and Huberman (1994) who believe a case can be viewed as any phenomenon that occurs within a bounded context. Yin’s (2003) examples of what may constitute a case support the potential inclusions of case material identified by Miles and Huberman (1994), as it includes individuals, groups, organisations, communities, roles, decisions, policy and process, as well as an incident or a particular event as potential cases.

Bell (2005) argues that the case study approach allows the researcher the opportunity to focus on one aspect of a problem in depth and that as a research method, the case study approach can be utilised to identify key issues within a field that would benefit from further investigation. This allows the researcher the opportunity to utilise a case study as a form of research preceding the use of other data collection methods such as surveys and interviews.

In terms of case study data collection, Bell (2005, p. 10) states that “evidence has to be collected systematically, the relationship between variables studied (a variable being a characteristic or attribute) and the investigation methodically planned”. Bell (2005) further argues that case study researchers focus on identifying interactive processes that impact on how an organization functions. This is achieved by the researcher aiming to identify the processes that affect the implementation of systems within the organisation. Bell (2005) believes that these processes, which may be crucial to the systems of organisations, may remain hidden in large scale studies such as those based on surveys.

A case study is essentially a snapshot of a particular group at a particular time and setting where the results obtained from data cannot be generalised to fit a wider population. It allows for the collection of extensive data to produce understanding of an entity (phenomenon) being studied in detail utilising whatever method is available (Burns, 2000; Punch, 1998).
Yin (2003, p. 5) argues that there are three important points that need to be considered when selecting a qualitative research (such as a case study) approach. These are:

- the type of research question posed;
- the extent of control an investigator has over actual behavioural events; and
- the degree of focus on contemporary as opposed to historical events.

Yin (2003) states that questions beginning with a *who* or *where* suit strategies such as surveys and the collection of data that describes the incidence and prevalence of a phenomenon. Questions with a *what* are more open to a number of strategies whilst research questions that focus on *how* or *why* lend themselves to the case study approach. The link between the terms *how* and *why* with case studies lies in the fact that, as Yin (2003, p. 6) states both terms “deal with operational links needing to be traced over time”. Therefore the research question “How have socio-political and historical discourses informed Australian HPE?” lends itself to the case study tradition.

**Types of case study**

Stake (1994) identifies three main types of case study approaches that are available to the researcher: *intrinsic, instrumental* and *collective*. An *intrinsic* case study can be adopted by the researcher when the study they undertake is performed so as to create a better understanding of a particular case in question, while an *instrumental* case study can be adopted by the researcher when a particular case is examined to give insight into an issue or to refine a theory. The *collective* case study can be adopted by the researcher when an extension of the *instrumental* case study to cover several cases occurs (Punch, 2009; Stake, 1994).

Punch (2009) argues that both intrinsic and instrumental case studies focus on a single case, whilst collective case studies can be thought of as multiple case studies that focus on both within and across case analysis, and can also be referred to as the comparative case study. This thesis is an intrinsic case study.

Burns (2000, p. 460) argues that “a case study must involve the collection of very extensive data to produce understanding of the entity being studied” and identifies six types of case studies that can be utilised in research to gain such data. The types of case studies include:

- Historical;
- Observation;
Oral history;
Situational analysis;
Clinical; and
Multi-case studies.

Stenhouse (1981) argues that there are two classic traditions of case study, those being historical and ethnographic. Stenhouse (1981) highlights that within approaches based on ethnography, participant observation provides the dominant tool for research and that this form of research relies on observation, conversation and interview to gain data.

Stenhouse (1981) argues that historical research however relies on documents to provide the rich data necessary to create a case study, stating that “in the study of cases, historians have depended upon documents” (p. 223). Stenhouse (1981) furthers the links between case study research and documents arguing that:

Historical documents range from Acts of Parliament and title deeds of houses on the one hand and diaries and letters on the other. The formal and institutional and the informal and personal, work on each other in the historians mind as he attempts to reconstruct and interpret actions and situations. (Stenhouse, 1981, p. 223)

Bogdan and Bilken (2003), Hancock (2008) and Van Maanen (1999) argue that, if the researcher determines that they have identified historical topics worthy of the case study tradition then case study research can legitimately be engaged. Hancock (2008) also argues that although the selection of case study research may come under criticism as a legitimate research method this should not dissuade the historical case study researcher.

The above definitions with regard to the concept of utilising case study research, support this thesis adopting, what Stenhouse (1981) refers to as the case study tradition as the predominant method for research. This is evidenced through:

- the studies links with an educational organisation, the NSW Board of Studies;
- the focus on socio-political and historical discourse;
- the fact the study is bound by time, 2003, coinciding with the release of the revised NSW PDHPE Years 7-10 syllabus document and;
- the fact the study is bound by place, the state of New South Wales.
As this thesis is in part an historical case study, the research methodology selected is supported by Hancock’s (2008) argument that a study based on exploratory intent requires a flexible approach that accommodates uncovering unexpected data and themes. This thesis will therefore, utilise an historical strategy within the framework of the case study tradition.

**How case study research pertains to this thesis**

In this thesis the *case* in question is the NSW 2003 Years 7-10 PDHPE syllabus. The data collection method utilised in this thesis was the systematic exploration and analysis of significant historical and political documents that influenced the development of the PDHPE KLA. In addition, PDHPE teachers employed by the Association of Independent Schools educational system formed the focus for exploration in regard to the impact of the NSW 2003 Years 7-10 PDHPE syllabus on their professional identity. Data were gathered using semi-structured interviews.

**Credibility of the study**

In a qualitative study, credibility is a significant issue. To increase the level of credibility, strategies to ensure internal validity need to be applied. As the thesis adopted a case study approach the need for external validity was dismissed, as the findings would not be extrapolated to generalised populations.

Internal validity refers to how an explanation of the findings is supported by the data set (Cohen, Manion & Morrison, 2003). There are various ways for the researcher to ensure internal validity including:

- The use of multiple research methods;
- Multiple data collection instruments and methods;
- Appropriate sample selection; and
- Triangulation of data.

In relation to this study, internal validity has been ensured by utilising multiple sources of data and a range of data analysis methods. These include semi-structured interviews, document analysis, Discourse analysis, and content analysis. The research process in this thesis also involved the triangulation of data.
**Triangulation**

Triangulation is a technique utilised to strengthen internal validity (Berg 2009; Burns 2000). In a qualitative study, triangulation contributes to the process of qualitative analysis by verifying and validating data. This is achieved by checking the consistency of findings generated not only through the varied data collection methods utilised in a study but also between different data sources utilised within the same method.

Berg (2009, p. 8) argues “that multiple data collection procedures, multiple theoretical perspectives and multiple analysis techniques along with the use of multiple research design strategies and theories increases the depth of understanding an investigation can yield”, (see also Denzin,1978).

Stake (2000, p. 443) further states that triangulation assists in “clarifying meaning, and verifying the repeatability of an observation or interpretation”. By utilising multiple data collection methods and strategies within a qualitative study the level of trustworthiness of data analysis is increased (Yin, 2003).

**Conclusion**

As evidenced throughout Chapter Two, this thesis is a qualitative, interpretive case study that is presented as series of three interrelated studies that focus on the case of the NSW 2003 PDHPE Years 7-10 syllabus to answer the following research questions.

*Study One:*

- How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?
- What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?

*Study Two:*

- How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus give power to particular practices and social groups?

*Study Three:*
• How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?

Any specific methodological issues will be addressed in each of the three interrelated studies that form this case study. For example, in Study One issues relating to document analysis will be discussed. In Study Two issues relating to Discourse analysis will be addressed and in Study Three, issues relating to thematic analysis will be addressed.
Chapter Three: Study One

The NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) Syllabus: Identifying the discourses

Introduction

The aim of Study One was to investigate what discursive influences impacted on Australian HPE until the release of the 2003 syllabus, and how these discourses were played out in the current syllabus. Study One focuses on describing the dominant discourses that influenced Health and Physical Education (HPE) in Australia at given points in time. Using content analysis as a methodological tool, the evidence of these discourses was mapped in the NSW 2003 Personal Development, Health and Physical Education (PDHPE) syllabus. As such, this study aimed to answer the following research questions:

1. How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?
2. What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?

Background and significance

To understand the nature of discursive change it is important to examine syllabus documents in which these discourses are represented. Syllabus documents act as objects of negotiated and contested curriculum created by key stakeholders during the curriculum making process. As a seminal curriculum theorist, Goodson (1988) argues that curriculum can be thought of in terms of negotiated practices regarding what and how teaching and learning takes place. Curriculum as a concept has been traditionally driven by dominant groups, such as tertiary scholars to then be implemented into pedagogical frameworks to be delivered in the form of school based subjects.

Historically the process of curriculum reform has been shown to be heavily influenced by, what can be described as, political agendas reflective of dominant groups in positions of power, giving privilege to respective discourse interests. Wright (1996) highlights the link between curriculum and political influence, arguing that syllabus documents can be considered as political documents that result from the process of negotiation and
contestation amongst groups with an interest in the value of a particular version of the end product. Pinar (2004, pp. 847-848) furthers the argument of curriculum being contested, stating that “curriculum is intensely historical, political, racial, gendered, phenomenological, autobiographical, aesthetic, theological and international” and that “curriculum becomes the site on which the generations struggle to define themselves and the world”.

The process of contestation within curriculum development is pivotal to this study as it explores the historical and socio-political influences that have influenced HPE in Australia. This study examines how the discourses that have influenced Australian HPE have been represented in the NSW 2003 PDHPE syllabus. By examining the syllabus it is possible to see how the outcome of power struggles by key stakeholders are represented in the syllabus and how the syllabus demonstrates the privileging of a preferred discourse.

In its current format, Personal Development, Health and Physical Education (PDHPE) is one of the eight Key Learning Areas found within the educational framework of the compulsory years of secondary schooling in NSW. Key Learning Areas (KLAs) were introduced to Australian schools as a result of the Carrick Report (1989).

The Carrick Report was commissioned by the Greiner Coalition Government and resulted in the inaugural Years 7-10 PDHPE syllabus being released in 1991. Previous to 1992, NSW PE was guided by the 1965 syllabus which included a brief overview of the content areas to be addressed including gymnastics, dance, games, and aquatics.

In all states except NSW the KLA framework significantly shaped the design of the HPE curriculum. The Victorian and Queensland syllabuses were crafted using the National Statement and Profile for each of the KLAs. In contrast, NSW did not comply with the National Statements and Profiles as the syllabus was previously released before the introduction of these documents in 1994 (Clarke, 2008).

The KLAs include English, Mathematics, Science, Technology, Human Society and its Environment, Health and Physical Education, Creative Arts and Languages other than English. PDHPE as a subject and KLA is unique to NSW, with most other Australian states and territories referring to the area as Health and Physical Education (HPE). The eight KLAs were specified nationally, and were accompanied by a statement of agreed national position along with a profile progress in learning outcomes (Brady, 1998). Brady (1998) noted that following the introduction of the KLAs nationally it was the responsibility of each state to develop individual Statements and Profiles reflective of the
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Assigning responsibility to each state to develop its own curriculum and syllabus material created conditions for key stakeholders in NSW to participate in the process of curriculum negotiation. The opportunity for renewed curriculum negotiation allowed for advocates of the socio-cultural perspective to exert political influence. Key academics in the discipline of HPE were invited by the NSW Board of Studies to act as consultants and provide contemporary thinking and writing relating to HPE. Predominately, this literature argued for a socio-cultural perspective to be included in the syllabus. The NSW Board of Studies curriculum writing team were receptive to this proposition (Hewitt, 1999). The end result of this process can be seen in the changed discursive nature, signalled firstly in the NSW 1991 Years 7-10 PDHPE syllabus, and then firmly consolidated in the socio-culturally influenced NSW 2003 Years 7-10 PDHPE syllabus.

Thus, to address the research question “How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?” Study One traces the history of HPE through its various incarnations. In tracking this history, both political and historical documents of significance were examined.

**Literature Review**

**What is curriculum?**

The term curriculum has been defined in a number of ways. For example, curriculum could be viewed as an educational tool to provide a setting to deliver knowledge (Kelly, 2004). Curriculum has further been described by Kelly (2004) firstly, as a range of courses from which students choose what matters to study and secondly, as a specific learning program that involves teaching, learning and strategies for assessment for a given course of study. Kirk (1996) relates curriculum to its Latin base curriculum vitae meaning the course of life and that this is applied to education through curriculum scholae meaning the course of schooling. Kirk (1996) further suggests that curriculum has come to refer to the social organisation of knowledge for the purposes of teaching and learning and therefore that curriculum is socially constructed as a product of human activity and interaction. Goodson (1988) conceptualizes curriculum as practices that are negotiated and that have a focus on the elements that affect what and how students learn and what and how teachers teach. Goodson (1988, p. 9) further suggests that curriculum reflects “the values of the dominant interest groups at the time”. This definition recognises that curriculum is designed and implemented within specific contexts, at definitive intervals in time, and by a range of
groups, representative of multiple discursive practices. In acknowledging this notion of dominant discursive influences on curriculum making, it is valuable to investigate what knowledge is cast as valuable, and which voices influence its construction. Further Goodson (1988) proffers that knowledge is a product of a social construction process: influenced by broader socio-historical and political factors and agendas resulting in a product that is to be navigated by those who implement it at the classroom level. Goodson (1992) states that “the high ground of the written curriculum is subject to re-negotiation at lower levels, notably the classroom” (p. 24).

Expanding on this, Clarke (2008) believes that this view acknowledges curriculum as a concept that is designed and put into place within specific timeframes of history, by particular groups of people. Curriculum can also be seen as a political tool reflective of the dominant social discourse at a given point in time (Wright, 1996). It is this definition that I will adopt as the basis for this study as it acknowledges the significance of social and political power in curriculum design.

Further to this Brooker, Macdonald and Hunter (1998) argue that traditionally, curriculum making as an academic discipline has been devised by dominant groups of scholars (usually in tertiary settings) into a pedagogic version to be used as a school subject, a process reflective of political agendas. The link between politics and curriculum can be seen in the writing of Clarke (2008) and Wright (1996) who both suggest that conceptually syllabuses can be viewed as political documents reflective of power struggles, contestation and negotiation between groups that have a vested interest in a particular version of the curriculum being valued.

The process of contestation within curriculum development is pivotal to this study as it explores the historical and socio-political influences that have impacted on Australian HPE. Study One examines how the discourses that have influenced Australian HPE are represented in the NSW 2003 Years 7-10 PDHPE syllabus. By examining the syllabus it is possible to see how political power struggles have resulted in the privileging of particular HPE discourses.

Smith (2000, p. 1) citing Kelly (1983, 1999) defines curriculum as “all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of the school”. Smith (2000, p. 1) further argues that curriculum can be thought of as “what actually happens in the classroom and what people do to prepare and
evaluate”. The curriculum is a negotiated product at various levels: at school level, classroom level, it is what actually happens in a class, it is what is interpreted and enacted.

For the purpose of this study curriculum can be thought of broadly as the intended, enacted, experienced, negotiated, and assessed. Curriculum is an over-arching concept whereas a syllabus is a document that reflects the writer’s intent. It is important to note at this point that the terms curriculum and syllabus are often mistakenly used interchangeably. A syllabus is developed by specific groups of people, at a particular point in time, usually holding power, reflective of the intended curriculum. The term syllabus is referred to by Smith (2000) as a statement, table or document that contains a series of headings and notes setting out areas that may be examined.

**Curriculum change: Responding to contestation**

Education and subsequently curriculum, is driven by the needs of society and as such is an evolving entity. Brooker, Macdonald and Hunter (1998, pp. 1-2) argue that the implementation of what they describe as “centrally formulated curriculum policy into pedagogic practice in schools” is a common occurrence in western societies and this occurs for reasons such as economically driven objectives. As a result, curricula are regularly under review and this is a constant part of school and teacher routines. Therefore it is fair to say that the concept of curriculum is one that involves constant change and contestation of power. As previously mentioned curriculum should not be seen as a tangible thing but rather as Goodson (1988) argues an entity that is reflective of the dominant discourse at any given point in time.

Tinning, Macdonald, Wright and Hickey, (2001, p. 156) pose the question “who gets to make judgement?” when it comes to curriculum design and implementation. These authors argue that all school curricula include ideas and ways of thinking which are considered to be important or significant. Relating more specifically to this study, and HPE, Tinning et al. (2001), point out that as a field in itself, HPE is made up of many individuals with differing and competing opinions with respect to what (and whose) knowledge is important, and this they argue is what is at the “heart of contestation in curriculum development” (p. 157). It is this relationship between discourse, power and syllabus inclusions that form the basis of this thesis.

Goodson (1992) argues that in order to understand and change contemporary curriculum practice we need to examine how those practices have come to be constituted. Tinning et
al. (2001) argue that by examining curriculum documents such as a HPE syllabus, it can be seen as something that has been constructed by certain people for certain purposes representing the privilege of one group over another.

To illustrate the discursive contestations and struggles within the field of PE (HPE), Tinning et al. (2001) provide two examples: the first being the debate regarding the gendered nature of Physical Education. Feminist scholars, such as Wright (1996), and Beckett (2004) argue that PE harbours sexist beliefs and practices, in opposition to advocates who see PE as gender neutral with both sexes participating in the same experiences and taking away the same outcomes. The second example involves the contestation between the assumptions underpinning curriculum orientation. Tinning et al. (2001) highlight the challenge that exists between groups who value measurement and the scientific-based discourse in opposition to those who value more student-centred, problem solving approaches such as the current socio-cultural approach.

Due to the dynamic nature of curriculum in general, the NSW 2003 PDHPE Years 7-10 syllabus change is not an isolated issue. Following the establishment of Key Learning Areas at a national level, the States and Territories have dealt with the challenge of implementing the KLA of HPE in various ways. NSW has shared similar experiences with other Australian states, such as Queensland. Brooker, McDonald and Hunter (1998) elaborate on the changes experienced including cross curriculum aspects and changes to traditional structures, along with confronting established teacher professional identity. In their 2009 study, Rossi, Tinning, McCuaig, Sirna and Hunter used critical discourse theory to examine the discursive changes in the current Queensland HPE curriculum. The aim of the study was to investigate whether the newly prescribed socio-cultural discourse evident in Queensland HPE syllabus documents provided realistic opportunities for students to indeed learn about social justice and change.

New Zealand also provides a similar picture of the process of political and curriculum reform found in the field of Health and Physical Education. Through examining the introduction and impact of the 1999 New Zealand Health and Physical Education curriculum, Burrows (2005) provides further evidence of curriculum reform and the role discourse has on the process. Burrows (2005) argues that curriculum reform in HPE in New Zealand resulted from the need to address such issues as the perceived crowded curriculum, the increased need for recognition that HPE as a subject area needed to be thought of in terms of more than just the physical, changes in teacher discourse preference,
subject structure and subject identity. The issues identified by Burrows are important to this study as they reflect those issues confronting the process of change within the NSW PDHPE curriculum.

Burrows (2005) examines the issues associated with the integration of separate entities in the formation of a single comprehensive subject area and argues that integration brings a level of concern amongst the individual parties involved. Burrows contends that when previously independent areas find themselves operating under a single curriculum banner, professional struggles including contestation for curriculum territory, status and professional identity will inevitably occur. Burrow’s (2005) research on the introduction of a combined HPE curriculum draws parallels to NSW, where previously autonomous teaching areas such as Physical Education and Home Economics were combined together under the banner of HPE and PDHPE. This notion is expanded later under the heading “Implications of naming the Health and Physical Education KLA in NSW”.

Curriculum reform can be thought of as dynamic in nature with the end product resulting from a process of contestation between interest groups. As a result of this contestation process, entities such as PDHPE experience change in both structure and discursive dominance. The process of contestation and reform in the field of NSW HPE has led to the creation of PDHPE as a Key Learning Area, almost unrecognisable from its 19th century origins as a militaristic drill program. It is this process of contestation, reform and development that forms the historical contextual framework for this study which assists in addressing the research question: “How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)”?

The historical development of PDHPE
In the late 1980s under a Federal Labour administration the concept of a National Curriculum was launched. This involved collaboration between State, Territory and Federal governments and led to the formation of the Australian Education Council (AEC). In 1989 the AEC developed the Hobart Declaration on Schooling – National Goals, stating that secondary school subjects were to be restructured under a concept of curriculum based units. As a national approach, this was conceptualized into eight subject specific Key Learning Areas including Health and Physical Education.

In New South Wales the then Minister for Education, Terry Metherell became involved in the naming process of the KLAs as part of the governments’ Educational reform. This,
according to Clarke (2008), caused considerable anguish as the Minister displayed a lack of understanding of the disciplines that represented the Key Learning Area, with terms being misused in the labelling process. Terminology such as Health, Health Education and Health Studies were used in reference to the KLA, along with the omission of any reference to PE which was the prevailing dominant discourse at the time. This posed implications for PE and its perceived role in the NSW KLA where Health Education and PE were already aligned. Naming issues will be discussed in depth later in this thesis.

As a result of the Carrick Report the PDHPE KLA was introduced in NSW. The report was produced in 1989, at the request of the Greiner Coalition Government in response to the call for the “vigorous promotion of excellence and equity” in NSW schools (Clarke, 2008. p. 13; Ministry Document, 1989). It is important to remember here that NSW had been working with a syllabus that dated from the 1960s. This syllabus was a brief document that outlined the focus or content areas of games, dance, gymnastics, track and field and aquatics. Until 1992 Health Education was considered an optional area of study. Following the Carrick report, as a response to the KLA development, a Years 7-10 PDHPE syllabus was developed and released in 1991 to be implemented in schools the following year.

The Education Reform Act and the establishment of the NSW Board of Studies
In the process of tracing the development of PDHPE as a KLA, it is important to explore the political contexts that led to reforms in education in NSW during the introduction of the KLA. Historically there have been a number of reports and subsequent acts that have had a major impact on change in education in NSW. These reports have included “The Report of the Committee Appointed to Survey Secondary Education in New South Wales” chaired by Wyndham. The report presented in 1957, lead to the Education Act of 1961 and the introduction of six years of study at secondary level and external examinations to replace the leaving certificate structure (that was established in 1910), by the Director General Peter Board (det.nsw.edu.au/reviews).

One of the most significant times of change both nationally and within NSW for PDHPE occurred as a consequence of the political environment of the late 1980s and early 1990s. Nationally, Australia had experienced a shift in political and economic management from the social reform structure of the Whitlam Labour government in the 1970s with aims to expand education at all levels, to the Frazer Coalition government that aimed to rationalise education. In the 1980s control returned to a Labour government under Hawke and was
characterized by increasing youth unemployment. Subsequently, there was a focus on retention rates in schools for post compulsory years and vocational education. These were both major driving forces in educational reform, and resulted in the introduction of a broader curriculum (det.nsw.edu.au/reviews). This period of educational growth, based on the increased retention of student numbers provided an opportunity for subjects such the emerging KLA of PDHPE to expand its curriculum capacity. An example of this expansion included the introduction of Stage 6 courses.

Locally, Greiner’s NSW Coalition Government (National and Liberal Parties) was elected in 1988, being the first non-Labour government for twelve years. Prior to the election, the Greiner administration had voiced its intent to implement a number of reforms high on the agenda including a major restructure of education. The Education portfolio was assigned to former Shadow Education Minister, Terry Metherell who began the process of reform immediately. These changes were to be implemented as a part of an overall government economic agenda. This led to industrial dispute as educationalists reacted to cuts in the education budget that were to be introduced as part of the agenda reforms. Riordan and Weller (2000), and Gleeson, Allan and Wilkins (1992) argue that the Greiner government held the belief that as a result of their substantial election win, public popularity could be given up in the interest of obtaining results as comprehensively and quickly as possible.

To initiate the proposed reforms in the field of Education a number of reports were commissioned. Two notable reviews were that of Dr Brian Scott, who was asked to review the Department of Education and recommend subsequent changes to the structure of the state schools system (1990) and Sir John Carrick whose 1989 review was to focus on schooling in New South Wales and then make recommendations regarding legislative reform. At the same time, the Ministry was also asked to prepare a White Paper on curriculum. The combined effects of the reports were to have a major influence on the changing face of education in the state of New South Wales, and allowed for the subsequent introduction and development of Key Learning Areas such as PDHPE.

Of the two reports commissioned alongside the Ministry’s paper, Carrick’s was to be the more favourable and accepted paper that was in keeping with how the ministry wished to structure education. There were a number of areas that Scott and Carrick agreed on, including the establishment of a K-12 Board responsible for broad curriculum standards

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1 Stage 6 relates to Years 11 and 12 of the NSW secondary schooling system.
and the concept of registration of both government and non-government schools. However, in Scott’s (1990) “School Centred Education – Building a More Responsive State – School System” he recommended that two entities be established. Of the two bodies proposed by Scott, one was to be responsible for minimum curriculum requirements, the Board of Studies. The second was to be a separate curriculum development centre, established with the view of enabling all systems of schools to work together on intricate syllabus details. Carrick disagreed and recommended that one board be established responsible for both minimal curriculum requirements and the development of specific syllabuses (Riordan & Weller 2000). Carrick’s recommendation from his report titled Report of the Committee of Review of New South Wales Schools (1989) was supported and the New South Wales Board of Studies was established. Carrick strongly argued that a smooth continuous process of curriculum development would not have been easily achieved with more than one overall responsible body (Riordan & Weller, 2000).

At the same time, a significant NSW education reform was released. The paper titled Excellence and Equity – New South Wales Curriculum Reform was released as a Ministry White Paper in 1989. This report proposed a Kindergarten to Year Twelve curriculum, working within the Key Learning Areas established by the AEC. The report also called for the review of subject areas that fell within the KLAs (Brooker et al., 1998; Riordan & Weller, 2000). There were a number of key issues that resulted from the “Excellence and Equity” paper: the most important for PDHPE being that after years of political infighting within health based educational groups, the Greiner government moved to rationalise the KLA curriculum through the proposal to combine Personal Development (drug education and sex education) with Health Education and Physical Education. In NSW through political compromise eventually the tripartite name of PDHPE was chosen (Beckett, 1997).

From the field to the classroom
The following section of this study will examine the development of PDHPE in an historical context and will focus on the subject area from the point of view of its implementation in schools. As previously mentioned, all areas of curriculum face change, and PDHPE (including previous incarnations) is no exception. PDHPE has a long history of development and discursive change both nationally and at a state level. Leonard has been quoted in very nautical terms from 1923 as saying that:

the shore of physical education is strewn with the wrecks of systems and movements, many of them good in themselves, but left to drift when support and
enthusiasm from the founder was removed from the helm. (Cited in Tinning et al., 2001, p. 156)

According to Tinning et al. (2001) Physical Education has been utilised as a vehicle or tool to promote particular purposes. For example, the concept of Physical Activity has been linked with children’s health, thus legitimising Physical Education in the curriculum. Further, Wright (1996) argues that HPE has been hijacked at times to support ulterior motives. The result being that, the meanings attributed to both health and movement activities has varied over time, whether it is between school systems or gender groups. Discourse change has occurred due to the prominence of such bodies as governments, scientists, the military, parents and educators and that PE as a subject has been used in schooling to achieve purposes such as producing “healthy, disciplined, docile, fit, nationalistic, and courageous active citizens” (Tinning et al., 2001, p. 158). It should be noted here that at various times throughout history some attributes have had more prominence than others.

To provide a context for the recent changes to the NSW 2003 Years 7-10 syllabus and the perceived impact it has had on (PD)HPE teacher identity, it is important to trace the history of PE throughout Australia, and more explicitly in NSW. It is important to note that Physical Education was the precursor to PDHPE and therefore much of the history of the subject will refer or relate to PE, as PDHPE did not exist until later in the evolutionary process.

Military Focus – drill/fitness
From as early as the 19th century the concepts of health and fitness have been at the forefront of PE instruction. Physical educators of the late 19th century identified similar societal health issues as to those issues confronting societies of today such as the benefits from regular and systematic exercise. The beginnings of PE as a subject area within Australia were vastly different from what we call PDHPE today; essentially PE reflected what can be described as a military discourse and was based on a series of drills and skills.

One of the major underlying factors contributing to the rise of the military discourse has been titled fit for war. As the phrase suggests it was based on the importance given to the military influence at the time (late 1800’s) due to the threat of an occurrence of war and as a response to widespread concern over discipline levels amongst Australia’s young population. As a result, at the turn of the century, PE in government schools was based
around class drill. Drill consisted of military manoeuvres, such as marching, squad drill, and physical exercises associated with Swedish gymnastics. There were high expectations of government schools to develop disciplined citizens ready to work and fight; the schools were seen as an institution that could promote obedience, unison, neatness, compliance and respect. Wright (1996) supports this view stating that for students in government schools health was conceived in terms of order, cleanliness, and neatness based around marching, drill regimentation and callisthenics. Drill was seen as a tool to mould the behaviour of undisciplined boys, to inculcate habits of sharp obedience, smartness, order and cleanliness. This drill occurred throughout the 19th century and during the first half of 20th century, often taken by military service officers and included in many cases, rifle drill to help prepare students for military service. Texts such as the Manual of Gymnastics Exercises, written by Gustav Techow in 1866, a former Prussian army officer and physical culturist, were utilised for instruction, highlighting the link between the military and physical education (Kirk, 1993; Tinning et al., 2001).

The early 20th century also saw the introduction of compulsory primary education. As part of the compulsory primary education curriculum an early form of Physical Education was included. Physical Training (PT, which can be thought of as the forerunner to modern PE) and variations of Swedish gymnastics (a systematic approach to exercise) were set as the curriculum for Physical Activity. Tinning et al. (2001), argue that the inclusion of physical activity into the school curriculum in primary schools came as a result of the growing perception and concern for unhealthy living linked to the increased population growth within cities. Both PT and Swedish gymnastics were considered to be therapeutic in nature and subsequently were included in the curriculum as a means to address this concern, and benefit the health of individuals.

**A classed and gendered approach to Physical Education**

Private school students were provided with a slightly different approach towards their Physical Education than government schools at this time. For boys from middle and upper class families who attended private schools, health outcomes were considered less important. The focus of PE was on competitive team games and sport where the prevailing discourse related to the development of the *masculine* virtues of courage and loyalty. These qualities were considered essential skills of learning for the boys’ future roles in leadership (Tinning et al., 2001).
For girls the focus was different again with their PE curriculum centred on calisthenics (a system of exercises developed from Swedish gymnastics), with the prevailing discourse embracing femininity. Importance was given to such aspects as developing posture; increasing female health and physical development to assist women develop better reproductive bodies allowing them to give birth to healthier children. In 1910 games were introduced to the girls’ curriculum, being mostly individual and competitive in nature. This change was viewed from a variety of perspectives, some saw it as a tool to provide the characteristics necessary to develop as a middle class, gracious young woman, whilst others saw it as being against all feminine virtues and de-sexing to women (Tinning et al., 2001).

Physical Education Teacher Education (PETE) curriculum changes

Georgakis (2007) provides a NSW PE focus and links the role of Sydney Teachers College (STC) to NSW Physical Education Teacher Education (PETE). He states that in 1906 the STC published a physical training handbook, containing mostly squad drills and exercises and that the prescribed text for PETE was the English Board of Education (1909) Physical Training for Schools Manual. This text was the dominant text within PETE, remaining substantially unchanged until the 1930’s. Georgakis (2007) argues that during this time the prevailing discourse in NSW schools was militaristic, and that PE was mostly administered in schools by the military itself. He argues that the Crimean and Franco Prussian wars made NSW aware of their complete dependence on the British military for defence, and as a result attempts were being made in NSW to establish a military force and that schoolswere included as an integral component of this scheme. As a result, instructors were appointed to drill students. The following quote was taken from the 1871 Inspector of School’s report:

The introduction of military drill instructors into our schools during the year cannot fail to raise the character of the order. Already the schools visited by the drill Instructors begin to show a more even and a more healthy discipline: and as arrangements are in progress to extend the course of drill to as many schools as possible, substantial benefits may be expected to result from this measure. (Annual Report, His Majesty’s Inspectors of Schools, 1871, p. 4, cited in Georgakis (2007, p. 48)

Georgakis (2007) argues that this system based on military discourse was ill-founded and actually resulted in impeding the progress of PE for nearly 70 years. Of particular note is that in NSW during the time frame between 1906 and 1939, there were no PE specialist teacher training courses as such and that military drill prevailed. In Georgakis’ (2007)
opinion the lack of specialist trained teachers, combined with military drill served no real educational value and as a subject discipline its position within the school curriculum was constantly under question. The military style drills discourse was unquestionably masculine in its approach and was understandably not popular with many feminists and school girls alike. Rosalie Virtue, a Physical Training Organiser with the Victorian Education Department in the 1930’s wrote in the Education Gazette and Teachers Aid of May 1933 that “drill has no place in the daily physical training lesson for school girls” (Tinning et al., 2001, p. 175). This way of thinking, which advocated against the military discourse gradually won favour and (as with all the process of change in all curriculum) eventually provided the catalyst for a changing discourses. In the 1946 curriculum Physical Education for Victorian Schools (which utilised the 1933 British Syllabus for Physical Training) the new concept areas of exercise, games, swimming, dance and health education were incorporated and legitimised, and influenced NSW curriculum design (Tinning et al., 2001).

As mentioned, the period before WWII in Australian education was dominated by drill. During this time there were some developments in PE, but this was promoted by either individuals or individual schools and was not the result of a collective collaboration and centred mostly around the skills of learning to swim and dance. In the decades following WWII, Georgakis (2007) argues that PE in Australian schools underwent a significant change. The previously dominant pre-war physical culture instructional discourse achieved through military-orientated command was replaced by the concept of Physical Education, with a central core of activities and teaching of fundamental skills. In many instances even though there was a shift from military to games and sport, during the 1920’s, there was still a focus on the similar virtues of obedience, neatness and order.

In 1935, the Faculty of Education at the University of Melbourne lobbied the Australian Council for Educational Research (ACER) in regards to establishing a PETE course, to be based at either the University or the Melbourne Teachers’ College. This application included the following statement: “we may need many teachers of PE if our programme of Health work is to be carried out in the schools” (Tinning, 2008, p. 2).

Professor Browne, (Dean of the Faculty) funded by ACER, engaged Lt Col Alan Ramsay, (a teacher at University High and Master of Method at the School of Education) along with Emily McPherson a UK PETE trained graduate to investigate the possibility of whether or not a program of this nature would be viable. The result of this process led to a report recommending that a PE course be instigated, including a one year course for current
teachers along with a two to three year course for PE specialists. The emphasis on physical training at the time was reflected in the appointment of Dr Franz Duras (a German Doctor who had been Director of the Institute of Sports Medicine at the University of Freinburg) as the inaugural Director of Physical Education in 1937. This appointment also highlights the link between PE and the discourse of science. The first intake of students also began in 1937 with the course having an emphasis on physical culture, based on the anatomy of bodily exercise (Tinning, 2008). Duras was of the opinion that Physical Education as a subject should not be a mass, drilled approach such as marching but should be aimed at smaller classes of around 20 student teachers, with the focus on physical culture based on the “anatomy of the body” (Tinning, 2008, p. 4). During this timeframe the beginnings of a shift in thinking towards PE, both in Australia and overseas gathered momentum. In 1937, Australia saw the first meeting of the Physical Education Advisory committee. As a result of this meeting, Gordon Young was appointed as the first director of Physical Education. Following WWII, the Board of Studies in PE was constituted in 1939 by the University of Sydney. This was funded by a commonwealth grant with the express purpose of establishing a course in PE at the University, but owing to a lack of facilities to support such a course it was transferred to the Sydney Teachers College. It is interesting to note that many academics at Sydney University were against the move to establish the course as they felt it would diminish the status of the University – a theme that seems to have been repeated through the history of PE and PDHPE as an academic pursuit. Georgakis (2007) argues in other regions of the world such as the United States and continental Europe, PE had no such issues and enjoyed a much more favourable standing within academic circles. Australia followed the lead of Britain where PE was allocated to colleges rather than universities as academic rigour due to practical work and professional training came under scrutiny, as there were few qualified teachers of PE in Australia and little or no history of the subject at the time. During this time however, Georgakis (2007) argues that PE as a subject area and course received support from Professor Harvey Sutton from the Medical Faculty who was an advocate for the introduction of PE to the university, demonstrating early links between PE and the medical/science based discourse. In the early 1960s a Bachelor of Education (Health and Physical Education) was subsequently established at the University of Sydney.

In 1939 the British Syllabus of Physical Training for schools was published in response to the following sentiments:
The conditions of modern civilisation with its crowded localities, confined spaces and sedentary occupations; the increasing need for study and mental application; and the many social circumstances and difficulties that restrict opportunities for natural physical growth, all require that children and young people should receive physical training by well considered methods devised in a broad and Catholic spirit to promote and encourage the health and development of the mind and body. (Tinning et al., 2001, p. 160)

This 1939 text was to become the curriculum document for Australian schools’ Physical Education until the mid 1940s, when the shift in discourse became more apparent. During 1939 the first PETE training course (a 2 year certificate course) was offered at Sydney Teachers College, and from 1942-45 graduates of this course were employed in secondary schools as PE teachers. From 1946 onwards students completed the newly offered Diploma in Physical Education and these graduates were then duly appointed as qualified specialist PE teachers, trained in games, dance, track and field, swimming and recreational sports, based on functional skills (Moutray, 1973, in Georgakis, 2007).

PETE during this time period was based on the dominant discourse emphasising the acquisition of skills and technique. Problems related to this approach were that the skills were taught in isolation without any technique fostered in relation to the game situation. This caused concerns for student groups such as children from immigrant families who could not relate to culturally based sports such as cricket, AFL, and rugby league with the end result being that they felt marginalised and did not take much enjoyment from the sessions (Georgakis, 2007). In relation to this study, this period of PETE and PE curriculum enactment demonstrates a lack of attention to the socio-cultural factors influencing content and pedagogy that is now present in the current NSW 2003 Years 7-10 PDHPE syllabus.

A shift towards movement education

The 1940’s and 50’s saw a major change in schools from the military discourse with its non-educational focus towards the Movement Education discourse. The move signalled a change from drills, considered boring by many, towards a more student centred focus, with an emphasis on “moving confidently, competently and creatively” (Kirk, Nauright, Hanrahan, MacDonald & Jobling, 1996, p. 96). Kirk et al. (1996) argue that the pedagogical practices generally associated with Movement Education include open-ended and guided discovery, as well as problem solving which all allowed for the exploration of the different
movement dimensions including time, weight, space and flow. The basis behind the Movement Education approach was to allow students to explore movement in a variety of contexts and in the process discover answers to movement problems both independently and as part of a group. Kirk et al. (1996) argue that whilst this discourse lost privilege in the field of NSW PE, where Wright (1996) contends that games and sports held dominance, it did provide an alternative approach in contemporary primary school HPE programs within both Queensland and Victoria.

The Movement Education discourse was considered liberal with the focus being on the individual along with the concepts of performance and participation. Tinning et al. (2001) argue that the overriding belief of this period was that the learning process should centre on the individual as opposed to the entire class (as in a drill situation) and the recognition that students with varying backgrounds learnt in varying ways. It was during this time frame, in 1946, that the first Australian Physical Education text book was produced. Titled, “Physical Education for Victorian Schools” and known colloquially as the “Grey Book” this publication was a major milestone in the evolutionary process of Australian PE. Significantly the text was to be adopted as the text of choice for Australian schools until the 1960’s (Kirk, 1993). Tinning et al. (2001) argue that the Grey Book combined with the British Syllabus Document, Syllabus of Physical Training for Schools, published in 1933 laid the foundations within the Australian education framework for the role of Physical Education to take shape. The Syllabus of Physical Training for Schools (1933) was released as the result of a drive for young people to receive “physical training by well considered methods devised in a broad and Catholic spirit to promote and encourage the health and development of the mind and body” (Tinning, 2001, p. 160).

Back to skills

During the 1950’s and 60’s Georgakis (2007) argues that PETE again became preoccupied with being able to perform skills rather than actually teach. Entry requirements for the PE Diploma were often based on virtue of an individual’s physical ability and as a result a sizeable number of students were admitted through recognition of their sporting talent. Georgakis (2007) argues that developments in the field of PE stagnated once again as a result, and that it was during this time that PE began to receive the reputation of what he calls the “Cinderella subject” due to its perceived lack of academic rigour, with a significant focus on content and little on pedagogy. The issue raised here is that exceptional athletes do not necessarily make exceptional or competent physical educators. Students were
assessed on skills that formed the basis of the majority of PE teaching units, such as bowling and batting in cricket. The PETE Diploma course at STC was aligned with a science based discourse, focusing on subjects such as physiology of exercise, anatomy and physiology, test and measurement and kinesiology. In terms of skill development the focus was on decontextualised skills, which Georgakis (2007) argues is in contrast with socio-cultural theory which emphasises a more situation-based approach. Highlighting the constantly changing nature of PE and PETE along with its perceived status within the field of education, Tinning (2008) argues that during the 1960’s PETE courses that were specifically aimed to train PE teachers were based on 1940’s ideals and as such were beginning to become outdated and were of perceived low academic status. The issue of academic status associated with PETE training (in this instance expressed in the 1960’s) has continued to influence the design of PE curriculum in both secondary and tertiary institutions.

A return of the military influence and a shift towards the health discourse

Tinning et al. (2001) argue that the prospect of war, specifically the Cold War had an influence on PE during the 1950’s, 60’s and 70’s. Again the focus was on the fitness concerns of young people if they were needed to go to war. In the United States, fitness tests were conducted and produced relatively poor outcomes when compared to similar European tests. As a result, the then President J.F. Kennedy supported a major fitness campaign throughout America both within schools and the community in general. Australia, which Tinning et al. (2001) argued was common practice at the time, followed the United States lead and conducted National fitness testing. The move to follow the United States and adopt fitness testing led to an increased emphasis on fitness within PE programs in Australian schools. As a result the period of time encompassing the 1960’s, 70’s and 80’s saw the discourse within Physical Education shift from the dominant focus on sport and games to an increasing focus on fitness.

During the 1970’s and 1980’s there was an increased focus amongst Western countries, (Australia included) towards health consciousness. This time period was signified by the push for what Tinning et al. (2001) refer to as the development of healthy citizens within the Physical Education framework. During this period of time, there was an emerging awareness of the increase of both illness and disease associated with modern lifestyle practices in countries with first world status. It was noted that in countries where living standards were high, so too were their health problems, related to poor lifestyle and
increasingly sedentary behaviour. The modern Australian lifestyle was characterised by a decrease in physical activity, plentiful supplies of food, increased levels of stress, and relatively high cigarette usage (Kirk et al., 1996; Tinning et al., 2001).

The increased rate of illness and diseases amongst the Australian population due to factors such as an increase in life expectancy and lifestyle related health concerns became the catalyst for discourse change. There was an argument for the inclusion of more fitness related activities to be included in school Physical Education and a fitness discourse became the key focus PE and Health. Tinning et al. (2001) argue that this period of time was signified in general by an increase in health consciousness. The increase in consciousness included adopting such health-related concepts as purchasing unleaded petrol, increased fibre in the diet, the banning of smoking, compulsory seatbelts, jogging and aerobics.

Georgakis (2007) argues that the 1970’s saw an increase in the recognition of the benefits of PE as the predominant method of addressing lifestyle related diseases and issues. Evidence available at the time promoted the benefits of regular vigorous physical activity to help reduce health issues such as blood pressure. This in turn lead to the introduction of fitness as a discourse that dominated primary school PE, and further extended to the 1980’s when secondary schools began to adopt health-based forms of PE which focused on physical fitness.

Due to this growing interest in fitness and health in the school curriculum during the 1970’s, PETE also underwent changes. In many cases the training of PE teachers became the responsibility of Colleges of Advanced Education (CAE’s) both in Victoria and NSW. Prior to this time and shift in responsibility, there is no record of any recognised degree course relating to PETE having been offered. During this time of health consciousness, the developing field of Human Movement Studies (HMS) emerged. The move to offer degree courses was supported by Science, Medicine and Education faculties. Interestingly, both the Universities of Sydney and Melbourne still did not see academic merit in the field of PE. Degree programs were established in Victoria, Queensland and Western Australia and emerged as a hybrid of PE and HMS and were not necessarily designed specifically for PE teaching (Tinning, 2008).

In the early 1970’s the text “Suggested Course of Study for Primary schools: Physical Education” was published in Victoria, with a focus on healthy living for school aged
children. In South Australia, in 1982 the Daily Physical Education program was published as a response to concerns about hyperkinetic disease. The program was a health-based PE curriculum that Tinning (1987) claims was adopted by other states and became a “defacto” national curriculum. The program consisted of seven volumes; one for each year of primary school, and was centred on fitness and skill development (dance, games, aquatics) and movement exploration. The resource was reflective of the dominant discourse at the time as it identified fitness as a separate area of PE. The introduction of the program had significant implications for the field of PE as essentially the program challenged conventional thinking in regards to fitness levels, and subsequently health, and advocated that fitness needed to be developed and would not merely occur by participating in the defined PE activities at the time. It was argued that fitness was seen as too significant to leave to chance and as a result was defined as a separate area of the program. Tinning et al. (2001) argue that with fitness being such a dominant discourse in PE programs, the area of PE provided a rather narrow view of health and could be thought of as a prime example of one group or idea gaining privilege over others within the curriculum.

It was during the 1980’s that Tinning (2008) argues that Human Movement Studies began to receive recognition as an academic field. With NSW, again following the trend set by the United States in regards to the growing importance of Health Education, there was a move to introduce a separate and discrete Health Studies syllabus. It is important to bear in mind that the NSW 1965 syllabus was already established as both a Health and PE syllabus. In 1983/84 a Health Education syllabus was released and the concept area of health was included as a major component of PETE. As history shows these areas were combined in 1991 to form the PDHPE KLA in NSW and HPE in other states. Tinning et al. (2001) note that the KLA subject was most often taught by PE teachers.

In terms of being secondary-specific, Kirk (1993) argues that minimal attention was given to curriculum development within the field of PE from the 1960’s until to the 1980’s. Kirk (1993, p. 50) states that “apart from year 11 and 12 examinable courses in Physical Education that appeared in schools in the mid nineteen seventies, programs in primary and secondary schools consist of the same elements as those mapped out in the Victorian Grey Book of 1946”.

The impact of an increased awareness of health issues
Tinning (2008) explains that as a result of the increased public awareness of health issues during the 1970’s and 80’s, the New Public Health movement gained momentum and
schools became advocates for health related fitness. Consequently, as a result of this health consciousness, new curriculum materials were developed during the 1980’s and 90’s. During this timeframe, not just within the PE curriculum framework but also on a broader scale, there was a dramatic increase in the field of sport science and more specifically the science of elite sport performance. This new emphasis was reflected in the development of the Australian Institute of Sport (AIS), which was closely followed by the development of state based Institutes and the rise of popularity of professional sports within the community. Tinning (2008) argues that this popularity was reflected both in terms of community awareness and financial remuneration and sponsorship.

The 1990’s was characterised by significant changes within the field of PE, and PDHPE curriculum both with Australia and its neighbour New Zealand, with one of the most significant aspects being the introduction of new Health and Physical Education (HPE) frameworks. In Australia (NSW) this change incorporated and integrated the traditional school subjects of Health, Physical Education, Home Economics and Outdoor Education. The concept of Health was expanded to become a holistic entity that entailed not only the physical but also the mental, spiritual and social aspects of health. This expansion allowed the relationships between previously discrete subjects to be possible. This issue is further discussed in the political implications of PDHPE as a Key Learning Area.

**Naming, inclusions, staffing and professional identity**

In 1989 State Ministers agreed in principle on the concept of a national curriculum, divided into eight Key Learning Areas. In this plan, Physical Education was not included as an independent learning area but was allocated to the KLA of Health, leading to a number of concerns within the ranks of PE specialists. In regards to the National Curriculum, the notion of health was seen to threaten the perceived independence of PE as an established subject area. The fear was that it may be subsumed or marginalised under the umbrella of health. Tinning et al. (2001) argue that it was only after a strategic name change in April of 1993 from Health to HPE that saved PE from disappearing altogether from the KLA’s name. The name change came as a result of lobbying from groups such as Australian Education Council’s Curriculum and Assessment Committee (CURASS), Confederation for Australian Sport (CAS) and the Australian Council for Health, Physical Education and Recreation (ACHPER).

The perceived danger amongst the PE fraternity was in regards to the loss of identity, on one hand to sport and on the other to health (including fitness), raising the question at the
time of how could an established and widespread subject such as PE be vulnerable to redefinition or submergence to another field. This can be seen in the writing of Tinning et al. (2001, p.165), who argue:

The reason can be found in the fact that the practices constituting physical education, like any other school subject, are neither fixed nor stable. We have learned from the work of curriculum historians that bodies of knowledge (areas of study), their naming and organisational forms in educational institutions, are constant in process. Moreover, it is the rule, rather than the exception, that groups within professions and other interested parties regularly contest dominant definitions of a field.

As a result of the issues that faced Physical Education in the early 1990’s and its future direction within schools a Senate Inquiry into PE and Sport Education was held. As a part of this process, the Senate attempted to define what was actually meant by the term Physical Education and provided a number of recommendations relating to curriculum documents, policy, funding, teachers, teacher education and role of community. The report of the senate inquiry (Senate Standing Committee on Environment, Recreation and Arts, 1992) suggested that the meaning of Physical Education was unclear given that PE “takes different forms at different places” (Kirk et al., 1996, p. 89) and questioned whether or not there could be one single definition. The inquiry eventually supported the following definition regarding PE “as an all-encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport, plus the appropriate values and knowledge in each” (Kirk et al., 1996, p. 90).

Further to this in 1993 ACHPER provided their own definition of Physical Education stating that PE:

Is that part of a child’s education that uses physical activity as the primary medium for education. Physical Education is any process that increases a child’s ability and desire to participate, in a socially responsible way, in physical activity in the forms of games, sport, dance, adventure activities and other leisure pursuits. (Kirk et al., 1996, p. 90)

Kirk et al. (1996) argue that despite these varying attempts to define PE as a tangible concept, it must be recognised that historically, in practice PE has tended to comprise sport-related skills and playing team sports. Kirk et al. (1996) also believes that due to this
relationship, PE was given a low status in schools as many academics and teaching staff in other faculty areas equated the subject area with “playing games”, a “purely physical non serious experience” (p. 91) arguing that intellectual activity should be valued over physical. This had serious implications for the subject and PE teachers in regards to timetabling, allocations, resources and funding.

From a political perspective, the NSW Education Minister, Terry Metherell caused concern when he referred to the emerging KLA by a number of titles and terms including Health, Health Education and Health Studies, omitting the term Physical Education and by doing so implying that it was not a focus area of significance (Clarke, 2008). In response to this concern, ACHPER along with the Health Studies Head Teacher Council moved that the KLA carry both the terms of Health and Physical Education to allow equal recognition for both areas of focus. This led to the KLA name being altered in 1993 to be known as Health and Physical Education. The outcome of this process was to reassure all stakeholders that Physical Education was not going to be omitted in the new KLA and that it was not to be overshadowed by the concept of Health or merely seen as a contributing factor towards improving health but was to be positioned alongside it.

As indicated, the naming of a nationally accepted KLA in the disciplines of Health and Physical Education was a cause for concern, particularly within the state of NSW. The significance lay in the fact that a single formal KLA brought together traditionally discrete subject areas such as Physical Education and Health Education (Clarke, 2008; Tinning, et al., 2001). In NSW this was compounded further by the fact that certain education areas such as drug and sex education fell under a separate banner of Personal Development. In the 1970’s a movement was established using grant money to support both sex and drug education programs in NSW Department of Education schools. This movement was driven by educators who separated themselves from health educators. This subsequently led to territorial disputes regarding who should teach what. This debate continued until the 1989 “Excellence and Equity – New South Wales Curriculum Reform” paper proposed the integration of these areas into one Key Learning Area, now known as PDHPE. Other states without the added political area of concern regarding Personal Development named their KLA - HPE, Health and Physical Education (Beckett, 1997).
Implications for professional identity

The NSW Department of Education and Training (DET) released a ministerial document in 1995 that outlined what should comprise teacher education courses for each KLA. It identified that teaching in the PDHPE KLA involved subject specific knowledge and skills, an understanding of health and healthy lifestyles, which it described as the integrating principles of the KLA, an understanding of health promotion and the principles of equity and social justice along with a recognition that the KLA is underpinned by participating in regular, frequent and planned physical activity. The document also prescribed the structure and nature of PETE courses. Areas that were highlighted for inclusion within PDHPE pre-service courses included:

- An understanding of the philosophical principles underlying the PDHPE KLA;
- Knowledge and skills in communicating, critical thinking, decision making, interacting, moving, performing, planning, problem solving and valuing;
- An understanding of and ability to teach the content strands: active lifestyle, composition and, growth and development, interpersonal relationships, movement sense, movement skill, personal awareness, personal choice, and promoting health and safe living; and
- An understanding of the integrated nature of PDHPE and an ability to put this into teaching practice. (NSW Department of Education, 1995)

At this point it is important to note that the responsibility for teacher education courses has come under the control of the NSW Institute of Teachers. Following the Institute of Teachers Act 2004 and the formation of the Institute of Teachers, the Department of Education and Training ceased controlling the approval process of teacher education institutions in August 2006 (NSW Institute of Teachers, 2008). This has led to a change in process regarding the relationship between tertiary institutions and the preparation courses they offer and the subsequent recognition of their graduates as competent teachers by the Institute.

Contemporary discourses shaping PDHPE

The following section will examine the more contemporary discourses of sport, physical activity, science and a socio-cultural perspective that have influenced Australian HPE. Tinning and McCuaig (2006) state that “in Australia there have been three main discourses that have shaped the physical education curriculum since the early 1900s. They are the
military, sporting and health discourses” (p. 4). In this thesis, the discourse of sport is examined as an historical influence, in addition to the more contemporary overarching concept of physical activity. Further what arises from the literature are the disparate and oppositional frameworks of a scientific and socio-cultural perspective of health. How these discourses have been shaped by socio-political and historical factors form the focus for investigation. Tinning and McCuaig further argue that while particular discourses may rise to dominance in various forms in HPE at different points in time, elements of the historical discourses continue to resonate in contemporary HPE curriculum.

**Sport as an influencing discourse**

Sport and HPE have had a significant and longstanding relationship. Tinning et al. (2001, p. 165) state that “as sport has been incorporated into physical practice, so have the meanings and values about sport which are circulating in the wider community”. Invariably over time these meanings and values have changed, however Tinning et al. (2001) believe that a number of values attributed to sport and its influence on HPE have remained. These influences include seeing sport as a vehicle for character building, as training to become a productive citizen, and as a source of national identity (Tinning et al., 2001).

The terms sport and physical education have historically often been interchanged. This misconceived notion of the inter-changeability of these terms has caused a number of concerns in relation to perceptions regarding the subject area, and the favouring of masculine and particular cultural practices. To unpack this issue it is important to consider the historical role that sport has played in terms of influencing Physical Education practice.

As mentioned earlier, sport as a formalised concept in Australia traces its origins to British boys’ private schools in the late 18th century, where the concept of games and sport became an integral component of middleclass educational aims at the time, particularly in relation to discipline. This educational ethos then spread throughout both Europe and further afield to British colonies including NSW. It is not surprising then the influence British sport (through games such as versions of football and cricket) had on early Australian PE practices. These practices were dominated by males and masculine discourses, coinciding with an emphasis on the integration of a military discourse into schools driven by the desire to shape young Australian citizens to be fit to fight (Tinning et al., 2001).
Sport has historically been used in school settings to achieve certain ideals. In the 18th and 19th century, private schools used sports for socialisation purposes of middle class boys. Village games that were popular at the time such as versions of football and cricket were formalised and added to school activities and linked to the concept of being a gentlemen. As Tinning et al. (2001) argue when these sports were re-created by the working classes (in the forms of such sports as Rugby League and Australian Rules Football) the emphasis associated with the values placed on sport centred around the ability to provide both entertainment and an income. As a result of this emphasis on income and entertainment, sport remained outside the newly emerging secondary school system until later in the 20th century and PE lessons took on a very different nature than those found in private schools.

When sport was introduced to the secondary government funded school system, the focus was on male students. Tinning et al. (2001, p. 166) argue that sport within school settings was not considered as an appropriate activity for either girls or young children, as there was an increased possibility of injury. Of note, Tinning et al. (2001, p. 166) also state that “nor was it considered remotely important, if considered at all, to cater for ethnic, indigenous and or other marginal groups”.

Sport has been a significant influencing discourse on the direction and practices constituting PE as both a subject area and later as a component of the PDHPE KLA. One contributing factor to this impact could be due to the belief that PE has traditionally been considered as a way of transmitting culturally valued activities to the future generations of young Australians. Whilst this rationale can be considered as positive, this sporting influence on the curriculum has at times led to marginalisation of students within PE contexts.

Tinning et al. (2001) believe that a possible negative impact of sport influencing discourse within a PE curriculum (particularly in co-educational settings) is the marginalisation of such content areas as dance and gymnastics. Tinning et al. (2001, p. 167), state that physical activities such as dance and gym “provide for interests and capabilities which can be quite different from those associated with sport”.

An extremely pertinent point that Tinning et al. (2001, p. 167) raise is the argument that as a “consequence of the domination of the physical education curriculum by sport and games”, that there has been the “construction of female students as ‘problems’” due to the fact they may appear “less enthusiastic and less skilled” than their male counterparts. An
interesting side note to this is the argument by Tinning et al. (2001) that if the reverse was true, for example, if dance and gymnastics become the dominant forms of physical activity within the curriculum then the gender problem is perceived in reverse and it is boys who become marginalised.

As mentioned earlier, the concept of sport has associated values and beliefs often reflective of dominant cultural influences and agendas. In Western culture Tinning et al. (2001) argue that the concept of competitive team games is central to the fundamental underlying nature of sport, the values of courage, strength, loyalty and aggression are prized within sporting contexts. Therefore, it is safe to say that when physical education practice focuses on sport specific skills then feminine virtues become marginalised, at the same time masculine practices becomes privileged. Returning to Tinning et al.’s earlier statement regarding ethnic marginalisation, the concept of utilising sport as a building block for cultural practice through sport in physical education can also have a marginalising impact on certain groups within society.

Dinan-Thompson (2006) highlights the pressure that was applied from sports lobby groups to include sport as a contextual concept area within the Queensland Years 1-10 HPE syllabus. Through negotiation between curriculum writers and the lobby groups (reflective of the western cultural values mentioned earlier) the term “Sport Education” was included in the syllabus. Sport Education allowed sport to be used, as a vehicle for learning in HPE, as opposed to the teaching of particular sports within the subject area.

**Physical activity as an influencing discourse**

Physical activity is a traditional aspect of the Physical Education model. Tinning et al. (2006, p. 44) suggest that physical activity is vital for contemporary educational programs, because:

- Movement stimulates development of the motor and neurological systems;
- Movement can be experienced as a means of expression and communication;
- Movement activities motivate children and capture their interest;
- Using movement promotes active involvement in learning (versus passive learning) that leads to increased understanding;
- Promotes broader life skills “through” the medium of physical activity; and
- Involves students in an active, task based (as opposed to content-driven) approach to learning.
Tinning and lisaHunter (2006) proffer that PE makes an important contribution to human development by assisting students to develop cognitively, physically, socially, spiritually, mentally and emotionally, by learning both “about” and “through” movement. Tinning and lisaHunter (2006, p. 109) state that aspects of children’s lives, such as “juggling school, sporting and social commitments” in what they refer to as “new times” has had a negative impact on physical activity. Tinning and lisaHunter (2006) suggest that traditional school HPE and physical activity models may not be seen by many students as being significant or relevant to their lifestyles outside of the school setting. Therefore, HPE and physical activity in contemporary HPE programs needs to reflect young people’s needs and circumstances. Physical activity has historically been present in some form or another throughout the various incarnations of PE and HPE within Australia. Examples of the different forms that physical activity has taken within the PE framework include Physical Training, the Military discourse, Movement Education and Fitness (Tinning & lisaHunter, 2006).

Tinning et al. (2001, p. 162) further state that “sport, games and motor skills have been the dominant focus of Physical Education since the 1960s”. It can be argued that during the 1960’s the concepts health promotion and regular exercise became linked and took on a significant role within PE programs, with the first Health and Physical Education syllabus being released in 1965. During the 1970s and 1980s there was an increased awareness of health issues relating to lifestyle and disease within Australia, allowing for fitness to emerge as a dominant discourse. As a result PE and therefore, Physical Activity within schools focused on fitness. Tinning et al. (1993, p. 72) state that during the early 1970s PE was influenced by the “new health consciousness” and that PE became seen as “an avenue for promoting a healthy lifestyle”.

Government based initiatives such as the National Heart Foundation were launched to support the need to address lifestyle issues such as cardiovascular disease that had been identified as being a major cause of concern for the health of Australians. Tinning et al. (1993) argue that agencies such as the Heart Foundation had a significant impact on PE programs advocating fitness based activities, such as Jump Rope for Heart within school programs.

Contemporary HPE Physical Activity based programs centre on participation and are designed to promote the concept of inclusivity. Brooker and Clennett (in Tinning et al.,
contend that within HPE there has been a redefining of the subject area to enhance the quality of learning outcomes, particularly in relation to higher order thinking skills. The Teaching Games for Understanding (TGfU) and the Game Sense model are examples of how physical activity is approached within contemporary HPE. The TGfU approach advocates that students develop an understanding of the nature of the game being played within a HPE lesson and how it is played rather than focusing on skill development and performance. Brooker and Clennett further argue that through movement approaches such as TGfU, complex problem solving through tactics and strategies are encouraged allowing students to engage in the learning process whilst being physically active. Therefore it can be argued that contemporary movement approaches such as TGfU, have been developed to create a more authentic learning experience for students by combining theory and practice. Georgakis (2007) argues that Game Sense utilises modified games to place learning in what is described as authentic learning contexts. The Game Sense approach assists students to develop tactical awareness and decision making in realistic and enjoyable learning environments. Whilst skills are still developed the emphasis of TGfU is on creating an interactive learning environment as opposed to previous PE models that involve practicing skills in isolation. Georgakis (2007) indicates that the underlying pedagogy of Game Sense is linked to student centred, inquiry based learning.

Science as an influencing discourse

PDHPE and its predecessor PE have traditionally had strong links with the field of science, particularly in relation to the concepts of the body and movement. This is reflected by Broekhoff’s (1972) statement in the 1970s that the rationalised movements, such as PE can only emerge in a society when man has gained the capability of looking at his own body as if it were a thing, in essence objectifying the body. This perspective of PE has always related to how the body is perceived by what Tinning et al. (2001) refer to as certain understandings of the body and that invariably these understandings have been scientifically generated. An example of this influence on PE discourse can be seen through the conceptual area of the body being viewed as a machine; a concept Tinning et al. (2001) argue is manifested from two specific scientific orientations, those being biological and biomechanical.

Building on the work of Macdonald (1993) and Swan (1995), Tinning et al. (2001) argue that the majority of PETE courses give precedence to scientific knowledge to provide the bulk of their curriculum. Based on this premise they argue that traditionally students come
to associate and understand the body in scientific terms as opposed to social terms. It has been argued that the association of science within PE has had a masculinising effect on curriculum and syllabus programming and implementation. For example, when there is an emphasis on aspects of health such as endurance and strength this provides an opportunity for the more mesomorphic bodies of males to be privileged in the physical education curriculum.

It is interesting to note at this point, that both Tinning et al. (2001) and Kirk (1992), write that prior to the NSW 2003 Years 7-10 PDHPE syllabus there have been attempts to change the focus on the body in terms of discourse towards a more holistic view. This holistic view signified a shift away from a purely scientific approach towards the more socio-cultural approach inclusive of social, spiritual and mental factors. Both Tinning et al. (2001) and Kirk (1992) acknowledge that these holistic areas and previous attempts were marginalised due to their perceived link to feminine practice and lack of support by scientific theory.

Kirk (1992) argues that in the UK, since the conclusion of WWII, a number of teachers, mainly female teachers supported by all girls’ schools defied the trend of adopting a purely scientific discourse of viewing the body. Instead these teachers opted to promote the more holistic view of PE and PDHPE where the healthy development of the mind was as important as the body. As history shows, this view has grown as accepted practice and is reflected in the NSW 2003 Years 7-10 PDHPE syllabus, demonstrating another shift in focus and possibly marginalising those in-service teachers trained in PETE courses with a scientific discourse such as Human Movement Studies.

There have been concerns raised in the past regarding scientific focused discourse in PDHPE and PE, as being too narrow in scope (Clarke, 2008). Subjects, including post compulsory, have been criticised for being heavily focused on science and masculine in approach with the concern being that knowledge was mostly derived from the biological and physical sciences. Tinning et al. (2001) argue that whilst it is important to study the science of human movement in physical education, it is more important to consider the body from a number of discourse perspectives to gain the most benefit and greater understanding. In doing so, they openly support Kirk’s (1993) view of the body from both a natural and cultural perspective.
In the early 1990s Fitzclarence and Tinning (1990) argued that the introduction of any alternative discourse alongside science into the PE curriculum would be challenging what is referred to as hegemonic PE, and perhaps with some foresight of the future direction of PE (PDHPE) alluded to the fact that in both New Zealand and Australia the privilege of science as a discourse, particularly at the senior level would be challenged.

A socio-cultural perspective as an influencing discourse

The release of the NSW 2003 Years 7-10 PDHPE syllabus signalled significant discursive changes from its predecessor: the 1991 syllabus. In its rationale, the 2003 syllabus acknowledges and incorporates the “multidimensional nature of health and physical activity” (NSW BoS, 2003, p. 8) This discursive change from the previous syllabus was made possible due to the support for a socio-cultural influence advocated by the consulting HPE academics whose contemporary understandings were invited during the syllabus design period.

This discursive change resulted from what Cliff, Wright and Clarke (2009) refer to as curriculum critique, based on a level of dissatisfaction that was present within the HPE ranks in Australia in the 1980s and 1990s. Traditionally HPE had been identified with the medico-scientific, biophysical and psychological sciences to examine health issues, whereas the more progressive socio-cultural perspective was based on the areas of sociology and cultural studies allowing for a more multi-dimensional approach of health that acknowledged the impact of external influences on health (Cliff et al., 2009).

In examining what socio-cultural actually means, Cliff et al. (2009) outline that the social component or element relates to the concepts of power, social relations, the influence of political and economic factors and the notions of dominant and subordinate subgroups.

Illustrations of these notions of power, social relations and dominant groups are evidenced in the NSW 2003 syllabus outcomes and content, for example: “influences on health decision-making and risk behaviours such as socio-cultural factors eg. family, peers, gender, culture” (p. 38). Cliff further states in the definition of a socio-cultural perspective that the cultural component relates to the concept of shared ideas, values, beliefs and behaviours particular to one culture or another. Evidence of the notions of shared ideas, values and beliefs and behaviours particular to culture can be seen in the NSW 2003 syllabus, for example: “participate in physical activities with cultural significance, eg. Indigenous dance, ethnic games” (NSW BoS, 2003, p. 31).
Cliff (2007) argues that changes in the field of health education contributed significantly towards the process of discourse change in HPE. The amalgamation of Physical Education with Health, combined with an increasing focus on health related Physical Education as opposed to skill development lead to a new emphasis on the way HPE was perceived and subsequently documented. As a result of this change in perception, definitions of health that were previously based on biomedical ideals were replaced with a more social view of health that Cliff (2007) notes places health within its social and cultural contexts. This was achieved in NSW with the assistance of health sociologists such as John Germov, who were employed to work with PDHPE teachers and to contribute themes towards HPE syllabus reconstruction such as social justice principles, the socially constructed nature of health and illness, as well as health inequalities as they relate to social cultural differences (Cliff, 2007). This conceptual thinking, inclusive of a more social view of health was also present in the HPE national curriculum statement which Garrett and Wrench (2006, p. 200) acknowledge was “underpinned key principles of diversity, social justice and supportive environments”.

Cliff et al. (2009) argue that although the socio-cultural perspective does have its share of problems, such as being perceived to be difficult to put into practice, and that it is removed from the more traditional scientific aspects of the subject area that a number of PDHPE staff trained in as pre-service teachers, it offers significant possibilities for the future of HPE. These possibilities are due to the perspective allowing the enablement of both broad and contextual understandings of health that provide a positive contribution to educational practice in HPE and the way students engage with health issues.

**Conclusion**

Throughout this study socio-political and historical discursive influences have been examined to trace the direction HPE has taken in regards to both perspective and practice. These discursive influences include:

- Military Focus/Drill;
- Physical Training (primary education);
- Classed and gendered approach;
- Movement Education;
- Skills and performance;
- Health and fitness;
Whilst four influencing discourses have been discussed in this section, inclusive of sport, three contemporary discourses have been shown to have had significant impact on the development of the NSW 2003 Years 7-10 PDHPE syllabus: those being scientific, physical activity and the socio-cultural perspective. Having identified these three discursive influences on HPE, the following section of the study will address the research question:

2. What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?

Method

Research design

1. As described and justified in the Method Overview (Chapter Two), this is an interpretive qualitative study that examines the NSW 2003 Years 7-10 PDHPE syllabus as an intrinsic historical case study. Particular to this study, the research design uses document analysis to provide rich data to be analysed from both a socio-political and historical perspective to address Research Question One: “How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)”? Both thematic and content analysis was used to address Research Question Two: What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?

Document analysis

Bowen (2009, p. 27) states that the process of document analysis is “a systematic procedure for reviewing or evaluating documents - both printed and electronic material” and that like other forms of qualitative research, document analysis “requires that data must be analysed and interpreted in order to elicit meaning, gain an understanding and develop empirical knowledge”. Documents as a data source contain text and images that have been previously recorded without the researcher’s involvement or intervention. Atkinson and Coffey (1997) believe that documents can be considered as social facts, produced, shared and used in socially organised ways.

The process of document analysis is an analytical procedure based on finding, selecting, appraising, and synthesising the data that are contained in the relevant document. The data
that can be generated through document analysis include elements such as excerpts, quotations, passages of text, which can then be organised into themes, categories, and case examples (Bowen, 2009; Labuschagne, 2003).

Whilst document analysis can be used in combination with other qualitative methods such as interviews and observation when examining phenomenon, Bowen (2009, p. 29) argues that document analysis has also been successfully utilised as a standalone research method for research studies, claiming that there are “forms of qualitative research that rely solely on the analysis of documents”. Examples of this include historical and cross cultural research where the reliance on prior studies is seen by Bowen (2009, p. 29) as the only realistic approach; meaning that it becomes acceptable that “documents may be the only necessary data source for studies designed with an interpretive paradigm”.

There are a number of advantages in utilising document analysis within a qualitative research study. These advantages include efficiency, availability, cost effectiveness, lack of obtrusiveness and reactivity, exactness and coverage (Bowen, 2009; Yin, 1994). Each of these advantages is explained below.

- Efficiency: Document analysis is time efficient as it involves data selection rather than data collection.
- Availability: Many documents can be found within the public domain, particularly with the use of the internet and can often be obtained without the need for the author’s permission.
- Cost effectiveness: Document analysis can be less costly than other methods as often data has previously been gathered therefore the role of the researcher is to evaluate documents in terms of content and quality.
- Lack of obtrusiveness and reactivity: Documents can be considered *unobtrusive* and *non-reactive* and are not affected by the research process.
- Stability: Documents due to their nature of being non-reactive are considered stable as the researcher’s presence does not alter what is being studied.
- Exactness: Documents contain the inclusion of exact names, references and details of events. A very desirable trait in qualitative research.
- Coverage: Documents provide broad coverage, this may include over a period of time, numerous events and settings. (Bowen, 2009; Yin 1994)
In relation to this study there are a number of limitations to document analysis that should be considered. These include insufficient detail, low retrievability and biased selection:

- Insufficient detail: Documents are produced for a purpose other than the research, and as they are usually created independently from any research agenda. They may not contain enough detail to answer a research question.
- Low retrievability: In some cases, retrievability may be difficult, for example if access to a particular document is deliberately blocked.
- Biased selectivity: An incomplete selection or sections of documents may lead to biased selectivity. For example, available organisational documents available to the researcher may only be those that are aligned with corporate policies and procedures that reflect the agenda of the organisation in question principles. They may also reflect the nature of the organisation unit responsible for the keeping of records. (Bowen, 2009; Yin 1994)

Whilst there are possible limitations to the use of document analysis, Bowen (2009) views them more as possible potential flaws rather than significant disadvantages to utilising the process. Therefore given the number of advantages associated with the use of document analysis it can be considered a viable research method for a qualitative study.

**Process of document analysis**

Document analysis is a three-step process that involves skimming (superficial analysis of documents), reading (a thorough examination of the document) and interpretation (combining both content analysis and thematic analysis) (Bowen, 2009). Content analysis is the process of organising information into categories that are related to the central questions of the research, whilst thematic analysis takes the form of recognising patterns within the data, and emerging themes becoming the categories for further analysis (Bowen, 2009). This study has utilised both thematic and content analysis to provide the rich historical data needed to answer the research question and allow for further themes to emerge.

**Document selection**

A systematic approach was undertaken to locate documents that related to the research questions central theme of influencing discourses. The process involved targeting a selection of primary and secondary sources both of historical and contemporary significance. Documentation relating to historical events, government publications and
policy documents, and prior research studies in the fields of education, curriculum, PE, sport and PDHPE were targeted based on the association of key terms and phrases. The key terms and phrases utilised for the document search were identified as linking to each discourse. This proved an effective way of retrieving documents using appropriate scholarly search engines.

Documents were sourced both online through electronic media and through printed resources such as books, journals, research studies and accessed through libraries and organisations such as Australian Council for Health, Physical Education and Recreation (ACHPER) and Charles Sturt University. By utilising documents from a number of fields and sources, the researcher was able to investigate a breadth of data to inform the historical case study relating to the development of both the NSW Key Learning Area, and the NSW 2003 Years 7-10 PDHPE syllabus.

Bowen (2009) argues that it is important that the qualitative researcher maintains objectivity and sensitivity throughout the research process of selection and analysis of data from documents. The documents selected represented a broad base that allowed for examination of the historical and socio-political influences on NSW PDHPE in order to minimise bias. The documents reflected all socio-political agendas and significant events regardless of political opinion or orientation. Documents relating to historical events and Physical Education Teacher Education (PETE) were sourced from numerous academic resources and institutions providing a broad overview of discourses and influences at various stages throughout the history of both PE and PDHPE in both NSW and Australia.

Data analysis

Content analysis

1. In order to answer Research Question Two, What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus? a frequency analysis was used focusing on the Students Learn To column (SLTs), found within the syllabus document. The SLT columns contain dot points or subheadings that represent essential content that must covered during Stages 4 (Years 7 & 8) and 5 (Years 9 & 10) of secondary schooling within NSW. Each dot point is further broken down into what are referred to as dash points which outline content to be covered more specifically. The frequency analyses for this study, whilst focusing on the dot point or heading, also recognised the nature of each dash point and its link to a discursive influence.
Areas that were selected as being scientific were chosen for language relating to terms such as genetics, disease, medical conditions, nutrition requirements and classifications of drugs for example the dash point “participate in a range of enjoyable activities which elevate heart rate to understand concepts of intensity and time and their relationship to maintaining health and developing fitness” (NSW BoS, 2003, p. 31)

Physical Activity discourse was identified as language relating to concepts such as movement skills, composition, fitness and forms of physical activity. An example being the dot point “participate in a range of lifelong physical activities to identify and appreciate potential benefits” (NSW BoS, 2003, p. 30) Socio-cultural discourse was attributed to language related to social interactions, welfare, relationships, power and social justice principles, for example “Power in relationships: sources and types of power, positive use of power, abuse of power, power balance, influence of gender stereotypes, impact of the use of power” (NSW BoS, 2003, p. 23).

Results

When manually coded through content analysis, the researcher identified three dominant discourses represented in the NSW 2003 Years 7-10 PDHPE syllabus: i) socio-cultural, ii) scientific, and iii) physical activity discourse.

The military focus was dismissed as a discursive influence in the 2003 syllabus due to its historic nature and the fact that it challenges the principles outlined in the syllabus introduction and rationale. The sport influence was also rejected as a discourse influencing the current syllabus for similar reasons. Sport in NSW schools has been separated from PDHPE to become its own entity. Whilst there are some references to sport in the syllabus, they are presented to promote understanding of a particular topic area, rather than as a study of sport as a concept, or the mastery of a particular sport for assessment. An example of sport being utilised in the syllabus to promote understanding can be seen in the following Students Learn To statement: “participate in physical activities designed to overcome barriers to meet specific needs e.g. disabled sports, modified games” (NSW BoS, 2003, p. 40).

The syllabus document is divided into four content strands that represent the various aspects of PDHPE that must be addressed during the secondary school years of 7-10. These are:
- Strand One: Self and Relationships;
- Strand Two: Movement Skill and Performance;
- Strand Three: Individual and Community Health; and
- Strand Four: Lifelong Physical Activity.

The following frequency charts, relate to the Student Learn To columns found throughout the NSW 2003 Years 7-10 PDHPE syllabus, focusing on dot points. There are 80 dot points in total found within Stage 4 and 70 dot points in total found within Stage 5. Tables 3.1-3.8 illustrate these data.

**Stage 4 (Years 7 and 8)** (25 dot points in total)

**Table 3.1: Strand 1 Self and relationships**

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>11/25</td>
<td>44%</td>
<td>• Explore the influence of family and peers as adolescents move from dependence to independence (p. 22)</td>
</tr>
<tr>
<td>Scientific</td>
<td>1/25</td>
<td>4%</td>
<td>• Explain the physical, social and emotional changes that occur during adolescence (p. 21)</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>1/25</td>
<td>4%</td>
<td>• Appreciate the contribution that participation in physical activity makes to the development of interpersonal skills (p. 23)</td>
</tr>
</tbody>
</table>

**Table 3.2: Strand 2 Movement Skill and Performance** (9 dot points in total)

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>1/9</td>
<td>11%</td>
<td>• Dance from contexts such as cultural, social, contemporary and current (p. 24)</td>
</tr>
<tr>
<td>Scientific</td>
<td>3/9</td>
<td>33%</td>
<td>• Participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing (p. 24)</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>1/9</td>
<td>11%</td>
<td>Participate in individual and group movement activities which:</td>
</tr>
</tbody>
</table>
explore relationships, eg with a partner, group, team member (p. 25).
Table 3.3: Strand 3 Individual and Community Health (32 dot points in total)

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>8/32</td>
<td>25%</td>
<td>• Recognise the cultural and social influences on food choices (p. 27)</td>
</tr>
<tr>
<td>Scientific</td>
<td>4/32</td>
<td>12.5%</td>
<td>• Review the dietary habits of young people in relation to recommended dietary guidelines for children and adolescents (p. 27)</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>0</td>
<td>0%</td>
<td>• no evidence</td>
</tr>
</tbody>
</table>

Table 3.4: Strand 4 Lifelong Physical Activity (14 dot points in total)

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>3/14</td>
<td>21%</td>
<td>• Participate in physical activities with cultural significance, eg indigenous dance, ethnic games (p. 31)</td>
</tr>
<tr>
<td>Scientific</td>
<td>2/14</td>
<td>14%</td>
<td>• Identify components of fitness required for enjoyment and success in the physical activities they participate in (p. 31)</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>3/14</td>
<td>21%</td>
<td>• Participate in initiative/challenge activities designed to develop teamwork, co-operation and problem solving (p. 31)</td>
</tr>
</tbody>
</table>
Stage 5 – Years 9 and 10 (70 Students Learn To dot points)

Table 3.5: Strand 1 Self and relationships (24 dot points)

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>11/24</td>
<td>46%</td>
<td>• Explore the social and cultural influences on the way people think about life challenges including developing a work ethic and acceptance of responsibilities (p. 33)</td>
</tr>
<tr>
<td>Scientific</td>
<td>0</td>
<td>0%</td>
<td>• no evidence</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>0</td>
<td>0%</td>
<td>• no evidence</td>
</tr>
</tbody>
</table>

Table 3.6: Strand 2 Movement Skill and Performance (11 dot points)

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>0</td>
<td>0%</td>
<td>• no evidence</td>
</tr>
<tr>
<td>Scientific</td>
<td>1/11</td>
<td>9%</td>
<td>• Experiment with the application of simple mechanical principles to enhance performance and ensure safety (p. 35)</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>2/11</td>
<td>18%</td>
<td>• Use movement to effectively communicate and interact in group/team contexts (p. 36)</td>
</tr>
</tbody>
</table>

Table 3.7: Strand 3 Individual and Community Health (25 dot points)

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>10/25</td>
<td>40%</td>
<td>• Analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions (p. 38)</td>
</tr>
<tr>
<td>Scientific</td>
<td>2/25</td>
<td>8%</td>
<td>• Identify appropriate fluid replacement strategies for participation in physical activity and actions to manage dehydration (p. 37).</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>1/25</td>
<td>4%</td>
<td>• Analyse the range of influences that impact on an individual’s ability to behave in healthy and safe ways in relation to: - physical activity (p. 38).</td>
</tr>
</tbody>
</table>

Table 3.8: Strand 4 Lifelong Physical Activity (10 dot points)

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Dot points (n)</th>
<th>Percentage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-cultural</td>
<td>2/10</td>
<td>20%</td>
<td>• Participate in physical activities designed to</td>
</tr>
</tbody>
</table>
overcome barriers or meet specific needs, eg. disabled sports (p. 40)

- no evidence

<table>
<thead>
<tr>
<th>Scientific</th>
<th>0</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity</td>
<td>8/10</td>
<td>80%</td>
</tr>
</tbody>
</table>

- Analyse strategies to enhance enjoyment and improve participation in physical activity (p. 41).

**Discussion**

Of the 150 “Students Learn To” syllabus dot points (Stages 4 & 5 combined) found in the document, 46 can be considered socio-cultural (31%), 16 as physical activity (11%) and 13 can be considered scientific (9%). Whilst all three areas are addressed it was evident from the data that there was a significant representation of a socio-cultural discourse. The increased representation towards socio-cultural discourse occurred not only in areas where the dot point could be solely defined as socio-cultural, but also within those content areas that could be classified as scientific or physical activity based. See for example Lifelong Physical Activity (Table 3.9 & Table 3.10) and Movement Skill (Table 3.11 & 3.12). The socio-cultural discourse which was present in 31% of dot point content areas reflects a change in the focus of the PDHPE KLA in recent years to address the perceived health and welfare issues facing young people in NSW secondary schools. The breakdown of the NSW 2003 Years 7-10 PDHPE syllabus in terms of content area (dot points), supports the direction indicated by the statements made in the syllabus rationale. For example, “This syllabus reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society” (NSW BoS, 2003, p. 8).

Evidence of a socio-cultural discourse in the NSW 2003 Years 7-10 PDHPE syllabus is further identified in the Students Learn About (SLA) column that is found adjacent to the Students Learn About (SLT) column in the syllabus document. The SLA column provides numerous examples of language that supports the socio-cultural perspective, often offsetting or qualifying content found in the Students Learn To column. For example, the Students Learn About statement “factors influencing access, eg culture, location” (p. 29), is found adjacent to the SLT column based on the dot point “examine strategies to improve access to health information, products and services”. Table 3.9 provides an example of the relationship between the SLA and SLT column.

**Table 3.9: Example from Strand 4 Lifelong Physical Activity 2003 syllabus**

<table>
<thead>
<tr>
<th>Students Learn About:</th>
<th>Students Learn To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 4.10 A student explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity.</td>
<td></td>
</tr>
</tbody>
</table>
It can be argued that by including an increased number of STL statements that are underpinned by socio-cultural discourse alongside the content found in the SLA column in the NSW 2003 Years 7-10 PDHPE syllabus that the authors have recognised the importance of taking into account socio-cultural factors when designing a health focused curriculum. The inclusion of socio-cultural sympathetic STL statements has also allowed for the transfer of content with a scientific discourse focus from the previous NSW PDHPE Years 7-10 syllabus (1991) in a number of areas by refocusing the way information and activities are approached. An example of taking content of a scientific nature from the NSW 1991 PDHPE Years 7-10 syllabus and refocussing that content to a socio-cultural approach within the NSW 2003 PDHPE Years 7-10 syllabus can be seen in Tables 3.10 and 3.11.

Table 3.10: Example from Active Lifestyle Strand 1991 PDHPE Syllabus

<table>
<thead>
<tr>
<th>Content Strand 1: Active Lifestyle</th>
</tr>
</thead>
</table>

**Subheading 4: There are components of physical fitness that can be assessed in a variety of ways.**

**Components of physical fitness**
- Health related components of physical fitness (i.e. cardiovascular fitness, strength, muscular endurance, flexibility, body composition)
- Skill related components of physical fitness (i.e. agility, balance, coordination, power, reaction time, speed)

**Aerobic and anaerobic conditioning**

**Fitness tests and measures**
- 12 minute / 1.6 km run, step test, bicycle ergometer (cardiovascular fitness)
- Sit ups, grip strength (strength)
- Sit ups (muscular endurance)
- Sit and reach test (flexibility)
- Body composition (height/weight ratio)
- Shuttle runs, circuits (agility and speed) (NSW BoS, 1991, p. 21)
In the NSW 2003 Years 7-10 PDHPE syllabus the content has been represented within Strand 4, Lifelong Physical Activity, in the following manner:

**Table 3.11: Example from Strand 4 Lifelong Physical Activity 2003 syllabus**

<table>
<thead>
<tr>
<th>Students Learn About:</th>
<th>Students Learn To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Health –related component of fitness</td>
<td>• Participate in physical activities with cultural significance, eg. Indigenous dance, ethnic games</td>
</tr>
<tr>
<td>• Cardio-respiratory endurance</td>
<td>• Participate in a range of activities that are traditionally associated with specific groups</td>
</tr>
<tr>
<td>• Muscular strength</td>
<td>• Participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests</td>
</tr>
<tr>
<td>• Muscular endurance</td>
<td>(NSW BoS, 2003, p.31)</td>
</tr>
<tr>
<td>• Flexibility</td>
<td></td>
</tr>
<tr>
<td>• Body composition</td>
<td></td>
</tr>
<tr>
<td>• Skill related components of fitness</td>
<td></td>
</tr>
<tr>
<td>• Power</td>
<td></td>
</tr>
<tr>
<td>• Agility</td>
<td></td>
</tr>
<tr>
<td>• Coordination</td>
<td></td>
</tr>
<tr>
<td>• Balance</td>
<td></td>
</tr>
<tr>
<td>• Reaction time</td>
<td></td>
</tr>
<tr>
<td>• speed</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from the example in Table 3.11, it appears from the data that there has been a conscious effort by the NSW BoS to underpin content in the NSW 2003 PDHPE Years 7-10 syllabus with a socio-cultural discourse. The most significant changes in the example from the 1991 syllabus to the 2003 syllabus involves the inclusion of terms such “social”, “cultural” and “power”. The emphasis has changed from covering scientific concepts related to health and fitness and then linking those concepts of fitness testing to a more socio-cultural approach where the health and skill related aspects of fitness are presented as a part of a relationship between social interactions, cultural and behavioural factors, participation in activity and health.

In relation to Physical Education and Physical Activity, changes to syllabus content from a scientific discourse to a more socio-culturally sympathetic perspective can also be seen. A movement skill example from the NSW 1991 Years 7-10 PDHPE syllabus that is highly scientific in nature, covering a significant amount of content in regards to the areas “practice, feedback and training” can be seen in Table 3.12.
Table 3.12: Example from Movement Skill Strand 1991 syllabus

<table>
<thead>
<tr>
<th>Content Strand 6 : Movement Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subheading 6: Practice, feedback and training can impact significantly on the development and improvement of movement skill.</strong></td>
</tr>
<tr>
<td><strong>Practice</strong></td>
</tr>
<tr>
<td>- Physical and mental practice</td>
</tr>
<tr>
<td>- Length and frequency of practice</td>
</tr>
<tr>
<td>- Importance of practice</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td>- Types of feedback</td>
</tr>
<tr>
<td>- Importance of feedback</td>
</tr>
<tr>
<td>- Effects of negative feedback</td>
</tr>
<tr>
<td><strong>Conditioning for skilled performance</strong></td>
</tr>
<tr>
<td>- Specificity</td>
</tr>
<tr>
<td>- Aerobic and anaerobic fitness</td>
</tr>
<tr>
<td>- Power, agility, flexibility, strength, coordination, speed, movement time</td>
</tr>
<tr>
<td><strong>Training principles of skilled performance</strong></td>
</tr>
<tr>
<td>- Progressive overload</td>
</tr>
<tr>
<td>- Training threshold</td>
</tr>
<tr>
<td>- Training methods</td>
</tr>
<tr>
<td>- Warm-up and cool-down (NSW BoS, 1991, p. 49)</td>
</tr>
</tbody>
</table>

Table 3.13: Example from Content Strand 2: Movement Skill and Performance 2003 Syllabus

<table>
<thead>
<tr>
<th>Outcome 4.4 A student demonstrates and refines movement skills in a range of contexts and environments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Learn About:</strong></td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>- Contexts for specialised movement skills</td>
</tr>
<tr>
<td>- - aquatics</td>
</tr>
<tr>
<td>- - athletics</td>
</tr>
<tr>
<td>- - dance</td>
</tr>
<tr>
<td>- - games</td>
</tr>
<tr>
<td>- - gymnastics</td>
</tr>
<tr>
<td><strong>Students Learn To:</strong></td>
</tr>
<tr>
<td>- Dance from contexts such as cultural, social, contemporary and current</td>
</tr>
</tbody>
</table>

When comparing Table 3.12 and Table 3.13 it is evident that there has been a significant reduction in specified scientific content represented in the NSW 2003 Years 7-10 PDHPE syllabus. The content that has remained has been presented in a generalised format within the SLA column and qualified with a socio-cultural sympathetic statement in the SLT column.
The emphasis of the statement found within the SLT column is on “social” and “cultural” activities to allow students to participate in a range of experiences and situations that aim to challenge. The wording within the STL statement allows for participation by all students, by utilising the phrase “demonstrate a movement skills in a range of experiences including” (NSW BoS, 2003, p. 24) and the syllabus allows for students to participate at an individual level reflective of their stage of development. Students are not required to meet a minimum standard or express a predetermined level of competency.

To further highlight the reduction of scientific discourse found in the 2003 syllabus document it can be seen that there is a clear distinction between how the concept of “practice” is represented in the 1991 and 2003 PDHPE syllabi. As evidenced in Table 3.12, in the 1991 document, practice is afforded a scientific perspective. In contrast, practice is presented in the 2003 syllabus as a means to become proficient in movement. For example in the 1991 syllabus practice is presented as:

**Practice**

- Physical and mental practice
- Length and frequency of practice
- Importance of practice

Whilst in the NSW 2003 Years 7-10 PDHPE syllabus Practice has been presented as a dash point under the dot point “influences on skill development and performance” (NSW BoS, 2003, p. 24) simply as:

- importance of practice

By removing the concepts of “physical and mental practice” and “length and frequency” and retaining only the “importance of practice” it becomes evident that scientific principles behind practice have been reduced in emphasis, marginalised or silenced in the syllabus. One of the most significant differences found between the NSW 1991 Years 7-10 PDHPE and NSW 2003 Years 7-10 PDHPE syllabus relates to the scientific areas of “Conditioning for skilled performance” and “Training principles for skilled performance” (evidenced within the 1991 syllabus document). Both concept areas have been removed completely from the 2003 syllabus document. The removal of these two traditional content areas in PE indicates a silencing of the dominant scientific approach to physical activity.
Link between content and rationale

As previously identified, the NSW 2003 Years 7-10 PDHPE syllabus document reflects a discursive shift to a socio-cultural discourse. Cliff (2007) argues that the socio-cultural discourse underpins the current HPE syllabus documents found throughout Australia and also supports the idea that this change in curriculum focus is a recent phenomenon that signals a move away from the more traditional science based HPE curriculum model.

From the data it can be seen that the socio-cultural discourse (represented in 31% of content areas) is the most significantly represented discourse in the NSW 2003 Years 7-10 PDHPE syllabus. The socio-cultural perspective has been shown to most significantly represented discourse found in the PDHPE syllabus, both in terms of content found in the Students Learn To column and supporting statements found in the Students Learn About column. The weighting of content towards socio-cultural perspective is evidence of the recognition of the importance of including the socio-cultural perspective of health within PDHPE by the NSW BoS syllabus authors. This recognition is clearly reflected within the syllabus rationale.

Statements made within the syllabus rationale indicate where the NSW BoS (NSW BoS, 2003, p. 8) positions PDHPE in terms of discourse, by stating that “Young people are a diverse group and their ability to adopt a healthy lifestyle is influenced by the social and cultural contexts within which they live” (NSW BoS, 2003, p. 9). This leading statement, when read in context with the statements found in the initial paragraph of the syllabus rationale made in line with the World Health Organisation’s definition of health, is extremely powerful as it aligns the subject with the socio-cultural discourse. When viewing both paragraphs in full:

Personal Development, Health and Physical Education (PDHPE) contribute significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy and productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives. (NSW BoS, 2003, p. 8)
Young people are a diverse group and their ability to adopt a healthy, active lifestyle is influenced by the social and cultural contexts within which they live. PDHPE has an important primary prevention and early intervention role in assisting all young people to manage these influences and in protecting, promoting and restoring their health. It also assists in their understanding of inequities and of why it is important to promote inclusiveness and build a community that is supportive of all people. (NSW BoS, 2003, p. 9). It can be seen that the subject area of PDHPE has moved away from previously influential discourses such as military, sports and science that were evident in previous syllabus documents, to a more student focused learning approach with a social focus. Physical activity has remained (a reminder of the health/fitness discourse) as an integral component of the rationale however, it now forms part of a more social approach. This is also evidenced in the following paragraph where physical activity is identified as one area that is considered by the NSW BoS to be of importance to young people.

The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. (NSW BoS, 2003, p. 8)

The document rationale provides clear references to the themes present that relate to the PDHPE KLA and current discursive influence. There are numerous examples referring to issues such as “gender”, “values” demonstrating how the rationale is linked to the concept of a socio-cultural discourse and its interaction with the lives of students, who are referred to as young people. The rationale also promotes PDHPE as a vehicle to allow social justice to occur, through the promotion of increased social understanding. For example:

Young people who have a feeling of connectedness with parents, family and school have lower levels of smoking, drinking, other drug use, suicidal thinking, risky sexual behaviour and exposure to violence. (NSW BoS, 2003, p. 8)

The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges and opportunities to develop personal coping strategies for everyday life. (NSW BoS, 2003, p. 8)

Study conclusion

The aim of this study was to answer the research questions:
1. How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?

2. What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?

In order to answer the research questions, the study examined the concept of curriculum and how this impacts on subject areas such as PDHPE, and why change occurs in curriculum as a result of contestation. The second aspect of the study has focused on NSW PDHPE, with particular interest given to the compulsory years of secondary schooling (Years 7-10) and the core PDHPE syllabus associated with those years.

The research has traced the development of PDHPE as a KLA through an historical case study, examining the discourses that have influenced the direction of the KLA at various points in time. The historical trace has included discursive influences from the early 19th century until the release of the NSW 2003 Years 7-10 PDHPE syllabus document.

To allow for a successful historical case study to occur, document analysis was utilised. Document analysis proved to be an effective method of research as it provided a synopsis of historical and socio-political events that had a significant impact on the current incarnation of PDHPE, including the discursive influences evident in the latest syllabus. Study One has lead to an increased understanding of the formation of PDHPE as a KLA, and the subsequent shift in discourse.

The data resulting from this study have provided evidence identifying a significant increase in the emphasis placed on a socio-cultural view of health and physical activity. As identified by the literature review, there are multiple discourses that have influenced Australian HPE, including the original approach taken by PT instructors, the military discourse which prepared young people to be fit to fight in the prospect of war, to the more contemporary socio-cultural discourse. These discourses have shaped both the HPE syllabus documents and the approach taken by HPE teachers.

As identified by the frequency analysis conducted on the NSW 2003 PDHPE syllabus it is clear that the socio-cultural perspective is most significantly represented discourse. The significant representation of the socio-cultural perspective has also been reinforced within the syllabus Rationale and Aim statements. The frequency analysis has demonstrated that whilst the scientific and physical activity discourses are present within the syllabus, neither can be considered as the dominant discourse present.
Implications of this research for future syllabi

As evidenced by the document analysis, there are a myriad of socio-political and historical factors that have influenced the discursive dominance of NSW HPE. Given that discourse becomes dominant as a result of specific groups privileging “their” version of HPE (Wright 1996), the impact of the impending Australian Curriculum flags possibilities for either a further discursive privilege of a socio-cultural discourse or a change in curriculum focus.

It remains to be seen if the PDHPE KLA will continue to move in the direction of socio-cultural discourse. Evidence would suggest that based on the introduction of the socio-cultural discourse as a significant component in the NSW 1991 Years 7-10 PDHPE syllabus document combined with the subsequent increase in socio-cultural discourse focus found to be evident in the NSW 2003 Years 7-10 PDHPE syllabus, the next incarnation will continue to move in the same direction. Given the historical nature of PE within the KLA of PDHPE, and recognising that curriculum is influenced by groups with dominant power, the future role and direction of HPE is at this time still under debate. The contemporary needs of young people, together with driving political influences such as the “obesity epidemic” (Gard & Wright, 2005) have re-ignited the drive for an emphasis on fitness and physical activity in school HPE. How these discourses are taken up in the development of the Australian Curriculum are yet to be witnessed.
Chapter Four: Study Two

The NSW 2003 Years 7-10 Personal Development, Health and Physical Education Syllabus: The power of discourse

Introduction

This is the second in a series of three studies that use the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus as a case study, to i) investigate how selected Health and Physical Education discourses are evidenced in a syllabus, ii) give power to particular practices and social groups, and iii) impact on Health and Physical Education teacher professional identity.

As identified in Study One, in 2003 the NSW Board of Studies released a new Years 7-10 PDHPE syllabus which consolidated a discursive shift towards a socio-cultural perspective of Health and Physical Education (HPE), which resulted from academic discontent with the previously dominant scientific, biomedical approach within the HPE framework (Cliff et al., 2009).

The issues of contestation and power are inherently linked to curriculum change, and therefore the emphasis of this study is to investigate the relationship between discourse and power. Therefore, Study Two focuses on examining the power attributed to those discourses identified in the NSW 2003 Years 7-10 PDHPE syllabus. This process involved examining the syllabus document structures including the Rationale, Outcomes statements, Students Learn To and Students Learn About columns. To facilitate the analysis of the NSW 2003 Years 7-10 PDHPE syllabus document, this examination used Gee’s (2005) seven building task questions as conceptual tools to analyse the language presented in the syllabus within the framework of an interpretive case study. Using discourse analysis as a methodological tool, allowed the link between dominant discourse and power given to particular social groups to be explored. As such, this study aims to answer the following research question:

3. How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus give power to particular groups?
**Background and significance**

Study One explored the range of discourses influencing the nature of HPE in Australia. In order to adopt a positive position in the broader curriculum and gain academic legitimacy HPE adopted a scientific biomedical approach. In more recent times the contemporary socio-cultural discourse has been adopted in NSW HPE curriculum to address a holistic view of health and physical activity. The socio-cultural perspective is reflected in the NSW 2003 Years 7-10 PDHPE syllabus document, which forms the basis for all HPE secondary studies in NSW.

The adoption of the socio-cultural perspective in HPE is significant as it signals a consolidated shift away from the science discourse that has been associated with Health and Physical Education. As illustrated in Study One the NSW 2003 Years 7-10 PDHPE syllabus has confirmed the place of the socio-cultural discourse as the most significantly represented perspective in the NSW PDHPE KLA.

With any change in curriculum discourse, such as that evidenced in the NSW 2003 Years 7-10 PDHPE syllabus, there are significant implications for the stakeholders involved. These implications relate to the notions of privilege and marginalisation. The release and subsequent implementation of the NSW 2003 Years 7-10 PDHPE syllabus has been a cause of friction and contestation amongst some HPE in-service teachers. It can be argued that HPE in-service teachers who experienced a scientific or traditional performance-based PETE course have been marginalised and those teachers advocating for a socio-cultural perspective privileged.

Study Two focuses on how the discourses evidenced in the NSW 2003 Years 7-10 PDHPE syllabus give power to particular groups. Study Two will therefore examine who has been given power and therefore privilege as a result of the release of the NSW 2003 Years 7-10 PDHPE syllabus. The study also examines how groups have been given power by utilising Gee’s (2005) “Language in Use” conceptual framework.

**Historical positioning**

Previous to the release of the NSW 1991 Years 7-10 PDHPE syllabus, the subject area now known in NSW as PDHPE was referred to as Physical Education (PE) with a non compulsory Health Education component. In this study the term PDHPE refers to the Key Learning Area (KLA) of Personal Development, Health and Physical Education while PE refers to an aspect of the current PDHPE syllabus and the pre 1991 syllabus subject
area. PDHPE was included as one of eight national conceptual key learning areas that were introduced to address the learning needs of students across Australia. KLA’s were developed by the Australian Education Council (AEC) as a result of the Hobart Declaration on Schooling – National Goals (1989). The other seven KLA’s introduced were English, Mathematics, Science, Languages other than English, the Arts, Studies of Society and the Environment and Technology. At a national level PDHPE is referred to as Health and Physical Education (HPE) whilst only NSW has adopted the acronym PDHPE. This anomaly is due to political influences within NSW and a concern over adopting a national curriculum (Brooker, Macdonald & Hunter, 1998; Clarke, 2008; Education Queensland, 2000).

Establishing a framework

Having identified the discourses evident within the NSW 2003 Years 7-10 PDHPE syllabus, it is essential to establish the theoretical framework that will be associated with addressing how these discourses have been represented in the syllabus document, and therefore allow a platform to ascertain how power has been represented through language and Discourse.

The conceptual framework for this study centres on the relationship between discourse and power. Through the study of language it is possible to identify how power can be generated and influence practice.

Method

Research design

As described and justified in the Method Overview (Chapter Two), this is an interpretive qualitative case study that examines the NSW 2003 Years 7-10 PDHPE. Study Two utilises the NSW 2003 PDHPE Years 7-10 syllabus as a case to investigate the relationships that exists between language, discourse and power. This particular study has focused on examining how power attributed to the discourses evidenced in the NSW 2003 Years 7-10 PDHPE syllabus provide privilege to particular groups.

The research design uses document analysis to provide rich data that were analysed through Discourse analysis in the form of “Language in Use”. This process involved examining the syllabus document structures including the Rationale, Outcomes statements, Students Learn To and Students Learn About columns. Utilising Gee’s (2005) seven building task questions as conceptual tools to analyse the language used in the NSW 2003
Years 7-10 PDHPE syllabus. This study aligns with Research Question Three: “How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus give power to particular groups”?

**Study Two as a case study**

As previously discussed in Chapter Two, this study utilised the theoretical framework of Discourse analysis and was conducted as a case study. Yin and Stake provide two working definitions for case study research. Yin (1984, p. 23) defines case study research as “an empirical inquiry that examines phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used”. Stake (1988, p. 258) defines case study as “a bounded system, emphasising the unity and wholeness of that system, but confining the attention to the aspects that are relevant to the research problem at the time”. These definitions support the use of a case study approach to this study, as it aims to identify relationships (interactive processes) between groups and power through syllabus language and Discourse as represented in text through a document analysis. As this is a study of a document, published by an organisation (the NSW Board of Studies), it is also reflective of a real life process in a bounded context.

**Data collection**

**Document analysis**

Bell (2005) outlines the fact there are two different approaches to the analysis of documentary evidence. The first is known as a source-orientated approach in which the nature of the sources determines the project and in turn generates research questions. It is not determined by predetermined questions taken to the sources but rather led by the material the sources contain. The second and more common approach is referred to as the problem-orientated approach which involves formulating questions by using other methods, then by reading secondary sources. This method investigates what has already been discovered about the subject and then establishing a focus of study and then researching relevant primary sources. A problem orientated analysis was adopted in this study.

Data collection for this study involved the use of document analysis. The documents in the study have been selected due to their relevance to the research question. The documents selected include the NSW 2003 PDHPE Years 7-10 syllabus and the NSW 1991 PDHPE
Years 7-10 syllabus. These documents have provided the text necessary to allow for Discourse analysis to take place.

The use of NSW Board of Studies’ syllabus documents has allowed for the examination of representative discourse to occur. Study Two has investigated the research question “How has discourse been represented in the NSW 2003 Years 7-10 PDHPE syllabus”? and has focused on the language and discourse of the NSW 2003 PDHPE Years 7-10 syllabus. This process involved establishing a Discourse analysis framework based on the understanding of Foucault’s notions of power and through Gee’s (2005) tools of language in use/building tasks.

Data analysis

Discourse analysis – An overview

The concept that discourse includes not only language but the way it is used (as well as focusing on what has been excluded) provides a strong framework on which to establish Study Two. This study will examine the discourse evident within a syllabus document (reflective of the intended curriculum) to establish, i) what has been said, ii) how it has been said and, iii) what has not been included.

The notion that there is a relationship between discourse and power emerges from the poststructuralist view that in any given society there are competing discourses present and that this competition inevitably leads to power struggles and conflict. It is the relationship between discourse (represented in language) and the concepts of privilege and marginalisation that occur as a result of contestation and power struggles that inform this study. Gee’s analytic framework and seven conceptual questions will be addressed in depth later in this chapter.

As mentioned earlier the terms, Discourse and discourse have been used. To reiterate Discourse with a capital “D” relates to the analysis tool, whilst discourse with a lower case “d” relates to a way of thinking representing an emphasis, such as a scientific and socio-cultural perspective.

Discourse is referred to as a regular, recurrent pattern of language that both shapes and reflects the user’s basic intellectual commitments (Sparkes, 1990, in Rossi et al., 2009). Sparkes (1990) supports the notion that discourse is socially constructed and contains rules that guide their use over what is said and what remains unsaid when spoken and written. This notion draws on Foucault’s theory of power and language. The language refers to not only
what is written (the text) but also what is omitted (silenced), as well as how the language is framed and its resultant generation of power.

Discourse analysis is an eclectic research strategy that has emerged in recent years. As a research discipline it has proven difficult to develop and provide one single all encompassing definition. It has been described by Rossi et al. (2009, p. 79), drawing heavily on Gee (1999) as “something akin to soup made up of many ingredients”, and that “these ingredients are not mixed in equal measure”. As a research methodology, Discourse analysis has come under criticism due to the fact that it is considered both long on theory and contentious on process. Rossi et al. (2009, p. 77) argue that this contention relates to there being no “hard and fast research rules” in relation to methodology process and practices in Discourse analysis.

However, all Discourse analysis is linked through themes, by providing a sense of direction, towards deconstructive reading and interpretation of a given text to create an understanding of underlying themes. Discourse analysis as a method of data analysis does not attempt to provide absolute answers, but can be thought of more as a way of approaching and thinking about a problem based on a system of classification. When thought of in this way, Discourse analysis enables researchers the opportunity to reveal hidden motivations that may be behind a text. In a sense it can thought of as deconstructive reading and the interpretation of a problem or text based on the premise that every text is conditioned and inscribed with a given discourse. Palmquist (1999) argues that:

Discourse analysis aims at revealing the motivation and politics involved in the arguing for or against a specific research method, statement or value … and that the concrete result will be the awareness to the qualities and shortcomings of each and the inception of informed debate. Though this debate will never be settled, it allows for the correction of bias and the inclusion of minorities within the debate and analysed discourse.

McGregor (2003) describes discourse analysis as a contemporary approach to the study of language and discourse in social institutions by drawing on poststructuralist discourse theory and critical linguistics focusing on “how social relations, identity, knowledge and power are constructed through written and spoken texts in communities, schools and classrooms”. Palmquist (1999) furthers this, arguing that Discourse analysis can be applied
to all social situations and texts allowing the unveiling of hidden (or in some cases not so hidden) politics within discourse (including social dominant factors), whilst acknowledging agendas and motivations. Discourse analysis is generally thought of as a product of the post modern period. Whilst it can be argued that critical thinking and the analysis of situations and texts is not a new concept, Discourse analysis has been linked with post modern theory. This is due to the view that post modern theories are characterised by the fact that they do not pertain to one particular view of the world, reflecting the eclectic nature of Discourse analysis.

The premise behind the theory of Discourse analysis as a sense making system is based on subjective interpretation, conditioned by social surroundings and dominant discourse. Post modern theories aim at deconstructing concepts along with self beliefs and generally held social values and assumptions (Palmquist, 1999). As mentioned there are numerous types of theories of Discourse analysis, and as a result it has the advantage that it can be applied to any subject and situation with the result being that it can lead to changes in the practices of an institution, profession or society. This concept is important to this study and the field of PDHPE and related discourse. Gee (1999, p. 5) argues “whatever the approach we take, it holds out the hope that various micro-communities of researchers working in diverse fields can begin to come together, seeing that, using somewhat different, but related tool, terminologies, and theories, we are all contributing to a big picture”. Rossi et al. (2009) and Luke (2002, p. 79) argue that “Discourse analysis is about the relationship between the fine grained micro analysis of texts and the macro analysis of the social formations in which the texts themselves are implicated”, linking the analysis of text to practice in society.

Discourse analysis techniques will be the principal form of methodology utilised throughout this study. The study will further utilise Gee’s (2005) work in relation to Discourse analysis and “Language in Use” to provide the framework for data analysis. The study will also draw on the work of Rossi et al. (2009) and their analysis of the Queensland HPE syllabus (Queensland School Curriculum Council, 1999).

Discourse analysis will be used to analyse the NSW 2003 Years 7-10 PDHPE syllabus document. As a research tool it will be utilised to analyse the syllabus rationale, outcomes, Student Learn About statements (SLAs) and Students Learn To statements (SLTs) as it provides an appropriate framework to allow for the interpretation of the text found in such a document. The analysis of the text will allow for discourse to be established including
ideas, beliefs, values and practices, along with power relationships that have been manifested as a result of what has been included and excluded within the syllabus document (Rossi, Tinning, McCuaig, Sirna & Hunter, 2009).

**Discourse analysis in practice – A case study**

Rossi et al.’s (2009) discourse analysis of the Queensland (QLD) HPE syllabus provides a useful contextual reference point for data analysis for aspects of a study in the area of PDHPE. The importance to this study lies in the fact that Rossi et al. (2009) utilised Queensland HPE syllabus documents for their analysis, which included examining the rationale, outcome statements and actions or process in which students were required to engage as identified in the syllabus. Whilst Rossi et al.’s (2009) study varies from the focus of this study, there are elements of their research that can provide reference for a study within the field of NSW PDHPE. Accordingly Rossi et al.’s (2009) work will be referred to in the discussion section of this study.

Rossi et al. (2009) provide a link between discourse and HPE, arguing that in the majority of developed countries there have been curriculum materials produced and published for the field of Physical Education in the form of such documents as syllabi, policy statements and teaching resources. These documents are referred to as texts written and constructed by someone for a specific purpose. Rossi et al. (2009) believe that such texts are made up of numerous discourses, such as socio-cultural and scientific. Rossi et al. (2009) argue that these texts represent what the government (referred to as the State in their writing) feel should be taught. Therefore syllabuses constructed by those with power, such as governments, have been created with specific aims in mind. As an example of an attempt to create a certain type of citizen at a certain point in time, the use of a military discourse to create fit, compliant, ordered young males ready to fight for their country can be highlighted. Through Discourse analysis Study Two shows that the current NSW PDHPE 7-10 syllabus (text) has been constructed with a socio-cultural focus, to achieve a specific objective.

Rossi et al.’s (2009) discourse analysis of the Queensland (QLD) HPE syllabus also provides a helpful link between Discourse analysis and HPE for data analysis for this study. The importance to this study lies in the fact that Rossi et al. utilised verbs contained within syllabus statements for their linguistic analysis. Their analysis included the rationale and outcome statements: a process that is reflected in this study of the NSW syllabus.
Rossi et al. (2009, p. 75) argue that the Physical Education curriculum in Australia (as for much of the developed world) is “guided in principle by the syllabus documents that represent, in varying degrees, some form of governmental education priorities”. Their 2009 study utilised discourse analysis to examine the Queensland Years 1-10 Health and Physical Education (HPE) syllabus, which was produced in response to the national guidelines expressed in the National Statement and Profiles document. The study explored the relationship between highlighted emancipator/social justice expectations (as outlined in the Profiles document) that were presented in the rubric and introduction of the QLD HPE syllabus against language details as evidenced within learning outcomes of the syllabus document, which Rossi et al. (2009) argue indicate how the expectations may or may not be satisfied.

Rossi et al. (2009) further state that the National Statement and Profiles document was created as a framework to underpin state level curriculum and was based on the principles of social justice, namely equity, diversity and supportive environments. The relationship between the National Statement and the QLD syllabus document is shown below:

The socio-cultural perspective and social justice principles underpinning the syllabus encourage students to consider social and cultural developments which may affect themselves and others, now and in the future. (Queensland School Curriculum Council, 1999, p. 5)

The above statement from the Queensland syllabus is also reflective of the types of statements found in the NSW 2003 syllabus rationale. Within Rossi et al.’s (2009) case study, a linguistic analysis was conducted on the rationale and the language found within outcomes statements. For the purpose of the study the syllabus was divided into the Rationale and Outcomes taken from across the three strands found in the QLD syllabus, i) Promoting the health of individuals and communities, ii) Developing concepts and skills for physical activity, and iii) Enhancing personal development (Rossi et al., 2009, p. 76).

The findings were of interest to this study as the researchers believe that the syllabus document was at odds with itself in terms of the language presented and the aims the document was trying to achieve. Verbs were analysed as being transitive and showed a strong modality suggesting strength and certainty, whilst the researchers claimed that the mood of the text was declarative and absolute without much reference to the concepts of diversity or acknowledgment of different learning styles (Rossi et al., 2009, p. 82). Whilst declarative
tones are to be expected in a syllabus document the researchers declared it to be a potential problem, arguing that the language of the document was inconsistent, both with real life (full of uncertainties) and with the concept of diversity amongst learners possibly leading to marginalization. Both within the rationale and outcomes there was little acknowledgment of diverse attitudes of students as individuals towards physical activity and the subsequent implications of this for teachers of PE.

In relation to the use of verbs in the QLD syllabus it has been described by Rossi et al. (2009) as void when it comes to “critical action”, namely action that is aimed at social change or social betterment as inferred in the syllabus document rationale. Rossi et al. (2009) argue that the QLD syllabus by definition of verb, involves the bulk of time being spent on learning activities including describing, explaining and demonstrating as opposed to performing or in the process of being engaged in challenging activities.

Gee’s seven conceptual questions

Discourse analysis is used in this study as a conceptual framework to examine the NSW 2003 Years 7-10 PDHPE syllabus document. When using Discourse analysis as an analytical tool it is important to acknowledge that there are numerous approaches available and that the model adopted is most often selected based on the issue under investigation (see Fairclough, 2003; Gee 2005; Rogers 2004; Schiffrin, 1994; Wodak & Meyer, 2002). In this study, the approach to Discourse analysis draws on the work of James Paul Gee (2005). Gee’s (2005) approach to Discourse analysis offers the researcher a specific set of tools for enquiry, by providing a context to allow for an analysis of language in use. Gee (2005) outlines the tools of discourse analysis inquiry that can be utilized in a qualitative study of Discourse. These tools include social languages (the different styles of language people use for different purposes), intertecuaility (cross reference or alluding to another text or type), conversations (themes, debates and motifs) and most importantly and of significance to this study discourses (the combining and integrating of language and actions to enact a recognizable identity).

Further to this there are seven conceptual questions described by Gee (2005) that can be utilized when analysing a piece of “Language in Use”. The questions or conceptual areas are referred to by Gee as building tasks and are listed under the following headings:

- **Significance**: How is the piece of language being used to make certain things significant or not and in what ways?
• **Activities**: What activity or activities is this piece of language being used to enact (i.e. get others to recognize as going on)?

• **Identities**: What identity or identities is this piece of language being used to enact (i.e. get others to recognize as operative)?

• **Relationships**: What sort of relationship or relationships is this piece of language seeking to enact with others (present or not)?

• **Politics**: What perspective on social goods is this piece of language communicating?

• **Connections**: How does this piece of language connect or disconnect things: how does it make one thing relevant or irrelevant to another?

• **Sign systems and knowledge**: How does this piece of language privilege or disprivilege specific sign systems (e.g. Spanish verse English) or different ways of knowing or believing or claims to knowledge and belief? Gee (2005)

It is these seven building tasks or questions that will provide the framework for the analysis of the NSW 2003 Years 7-10 PDHPE syllabus, as evidenced by the examples found in Table 4.1.

**Table 4.1: Gee’s seven building tasks and examples from the 2003 NSW Years 7-10 PDHPE Syllabus**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Definition</th>
<th>Syllabus Example</th>
</tr>
</thead>
</table>
| **Significance**  | How is the piece of language being used to make certain things significant or not and in what ways | Outcome 5.2  
                   | **Students Learn To:** Examine case studies of people who have overcome adversity, including Aboriginal and other Indigenous people, and identify their characteristics and qualities |
| **Explanation**   | This statement gives significance to the audience of the syllabus. From the text it can be interpreted that Aboriginal and Indigenous peoples are a marginalised population to be studied rather than a population included within the syllabus audience. |
| **Activities**    | What activity or activities is this piece of language being used to enact (i.e. get others to recognise as going on)? | Outcome 5.9  
                   | **Students Learn To:** Participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity |
| **Explanation**   | Activities are expressed through the recognition of how individuals are engaged in an activity. This statement demonstrates the context of physical activity within the socio-cultural discourse of PDHPE. |
| **Identities**    | What identity or identities is this piece of language being used to enact (i.e., get others to recognise as operative)? | Teacher note (Outcome 4.7)  
                   | *The content in this outcome should not be taught in isolation. It should be presented in contexts meaningful to young people such as when exploring drug use, sexual health and road safety. Additional content 4.7 Teachers may select and design additional learning* |
Opportunities related to the outcomes to provide greater depth and breadth beyond the essential content.

**Outcome 4.7**
Students learn to:
Demonstrate management of basic first aid situations including:
- an unconscious person
- bleeding and shock
- Asthma
- burns, bites and stings

**Explanation**
Through the use of language *Identities* have been created within the syllabus document. These are namely the roles that have been assigned to the KLA of PDHPE, the author, PDHPE teachers and students throughout the text. The teacher note statements and the Students Learn To statement promote both the identity of the teacher within the context of the PDHPE KLA and the role of student in the process who is identified as being subjective. Text relating to teachers implies a level of negotiation and trust and an assumed level of training and knowledge.

<table>
<thead>
<tr>
<th>Relationships</th>
<th>What sort of relationship or relationships is this piece of language seeking to enact with others (present or not)?</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning in PDHPE is perceived by young people as a credible way of raising and exploring health and physical activity issues of significance and importance to them. Students trust teachers to provide accurate, honest, information and advice, and to establish a safe and supportive environment for learning. PDHPE programs best capitalise on this when they are focused on contexts that are meaningful and relevant to young people and delivered through student-centred learning approaches.</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation**
There are a number of relationships highlighted throughout the syllabus document. These include between the author and teacher, the PDHPE KLA and whole school. The example highlights the relationship between PDHPE teacher and student in terms of power, responsibility and links to the health and welfare of young people.

<table>
<thead>
<tr>
<th>Politics</th>
<th>What perspective on social goods is this piece of language communicating?</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal Development, health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy and productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation**
Politics refers to the distribution of social good through language. The perspective identified in the example highlights the power given to the KLA of PDHPE to provide socio-culturally based learning experiences to promote the overall health and well-being of young people. PDHPE has been recognised as the vehicle to help shape future healthy and productive citizens in our society.

<table>
<thead>
<tr>
<th>Connections</th>
<th>How does this piece of language connect or disconnect things: how does it make one thing relevant or irrelevant to another?</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Young people who have a feeling of connectedness with parents, family and school have lower levels of smoking, drinking, other drug use, suicidal thinking, risky sexual behaviour and exposure to violence. The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges and opportunities to develop personal coping strategies for everyday life.</td>
<td></td>
</tr>
</tbody>
</table>

(p. 8)
Outcome 4.10
Identify components of fitness required for enjoyment and success in the physical activities they participate in.

Explanation
The syllabus text promotes the significance of the concept of Social Connectedness with levels of Health within the population of young people. The text also highlights the link between student participation in PDHPE and well being, by highlighting the role and nature of the PDHPE curriculum and its significance in assisting young people to identify and deal with health issues that impact on them.

Table 4.1
<table>
<thead>
<tr>
<th>Sign systems and knowledge</th>
<th>Strand 3 Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does this piece of language privilege or disprivilege specific sign systems (eg, Spanish verse English) or different ways of knowing or believing or claims to knowledge and belief?</td>
<td>Students develop skills in critical literacy as they describe and evaluate a variety of sources of health information, products and services. They focus specifically on products and services designed to address the health needs of young people, critically analyse that that make substantial claims for success and describe the cues that indicate accuracy and reliability.</td>
</tr>
</tbody>
</table>

Explaination
The language used in the syllabus can be contextually thought of in terms of meta language. To be interpreted correctly there is a level of inference That requires a certain level of pre existing knowledge. To be successful students (and teachers) must know how to critically analyse and, understand the concept of critical literacy, referred to as Educational capital. The use of such language as in the example demonstrates that the text is aimed at a specific group and therefore provides privilege to those associated with the field of PDHPE.

Gee’s (2005) building tasks as shown in Table 4.1 provide the framework necessary for the analysis of data required in this study. In Study Two the focus is on how power is generated and given, by the way in which the NSW 2003 PDHPE Years 7-10 syllabus document has been written. Dealing with issues such as who has been given power and how? What is valued in the syllabus (i.e. included areas of study)? and how has this been reflected in reference to both subject Discourse and syllabus discourse? Gee’s (2005) work will provide the framework to analyse the syllabus in terms of discourse and power relationships.

Results and discussion
The following discussion relates to issues pertaining to the discourses evidenced within the NSW 2003 Years 7-10 PDHPE syllabus document. The discussion will examine Discourse through the language presented as text, in such ways as “who does the language include and exclude?” and “who is empowered by the process and why?”

This section will also include an analysis of the framework of the NSW 2003 Years 7-10 PDHPE syllabus including references to the NSW 1991 Years 7-10 PDHPE syllabus document and the Queensland Years 1-10 HPE syllabus document as examined by Rossi et al. (2009).
The current framework of the 2003 NSW PDHPE Years 7-10 syllabus

The current NSW Personal Development, Health and Physical Education Years 7-10 Syllabus was published in April, 2003. Functionally, the syllabus was divided into four strands:

- Strand 1: Self and Relationships;
- Strand 2: Movement Skill and Performance;
- Strand 3: Individual and Community Health; and
- Strand 4: Lifelong Physical Activity. (NSW BoS, 2003, p. 14)

When viewed discursively, these four strands can be conceptually divided into two strands with a perceived movement focus (Strands 2 & 4) and two strands with a perceived health focus (Strands 1 & 3). On the surface, there appears to be an equal divide between discourses providing an equitable voice to each of the identified contemporary discourses. However, when the strands are viewed more closely and broken down further into components, weighting and language, this equal divide begins to appear less equal and more in favour of the socio-cultural discourse. Areas such as movement and physical activity that have been traditionally linked to science and sport/games have been readdressed to reflect their place in context of a more holistic view of health and their place with a social context or setting. This will be evidenced further throughout the results/discussion section.

The NSW Board of Studies states that the four strands found in the syllabus are designed to allow students to typically achieve all outcomes and content standards over a 300 hour period (NSW BoS, 2003). The syllabus rationale (NSW BoS, 2003, pp. 8-9) mirrors the World Health Organization’s definition of health: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (World Health Organisation, 2003) and in doing so demonstrates Australia’s educational links with contemporary world issues.

The significance of the four strands found in the NSW 2003 PDHPE Years 7-10 syllabus is that they demonstrate the move away from the traditional emphasis of the “physical” reflective of a more traditional PE approach, to an integrated approach that is inclusive of the remaining dimensions of health-social, spiritual, emotional and mental. This reflects the shift towards a more socio-cultural discourse and is evident in strands such as Lifelong Physical Activity and Individual and Community Health. This shift becomes evident when
the STAs and STLs along with the Strand Descriptors are examined in more detail as can be seen in Table 4.2 from the Lifelong Physical Activity strand.

**Table 4.2: Lifelong Physical Activity Strand Descriptors**

<table>
<thead>
<tr>
<th>Students Learn About:</th>
<th>Students Learn To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Components of a balanced lifestyle</strong></td>
<td>- identify components of fitness required for <em>enjoyment</em> and <em>success</em> in the physical activities they participate in</td>
</tr>
<tr>
<td>- rest</td>
<td>(NSW BoS, 2003, p. 30)</td>
</tr>
<tr>
<td>- sleep</td>
<td></td>
</tr>
<tr>
<td>- school / work</td>
<td>(NSW BoS, 2003, p. 30)</td>
</tr>
<tr>
<td>- physical activity</td>
<td></td>
</tr>
<tr>
<td>- leisure/ recreation</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2 demonstrates the shift towards a more holistic, inclusive socio-cultural perspective within PDHPE. The focus in the Strand Descriptor relates to student participation combined with an increased willingness to be involved with lifelong physical activity. This is expressed through the need to associate physical activity with enjoyment, social support and the student’s perception that they can participate competently. When the content is examined through the STAs and STLs there is no mention of skill process that must be mastered to successfully engage in learning and demonstrated through performance. The emphasis is clearly on increasing the students’ understanding of concepts and encouraging them to become involved in the process. As can be seen in the STA column, there is an emphasis on socio-culturally based content that includes physical activity as a component rather than as the sole focus.

The SLT example demonstrates that the focus of the statement is on inclusion of all students. Students are required to identify components of fitness (linked to enjoyment during participation and also success) to be engaged in learning. Students are not required to demonstrate success (i.e. through skill execution) they are however required to be aware of what factors are needed to be successful. By emphasising these elements of participation and enjoyment there is less likelihood of students being marginalised from successfully completing the Strand outcomes.
Contained within the syllabus rationale is an acknowledgement that the syllabus “reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society” (NSW BoS, 2003, p. 8). This acknowledgment reflects the need for curriculum change to reflect the needs of, and the KLA’s alignment with, the socio-cultural discourse and in doing so validates those who support this discourse. Also addressed within the syllabus content is a section titled “Implications for teaching and learning in PDHPE”. In this section there is clear reference to the preference for a socio-cultural discourse and an integrated approach of Personal Development, Health and Physical Education:

The syllabus promotes values that reflect social justice principles and PDHPE issues are best dealt with in the context of a comprehensive approach to the learning area. The integration of related outcomes and content reinforces the interrelationship that exists between health and physical activity issues and discourages the teaching of the concepts in isolation. (NSW BoS, 2003, p. 15)

The document further identifies “Skills that enhance learning in PDHPE” to “assist students to adopt a healthy, active and fulfilling lifestyle” (NSW BoS, 2003, p. 15). The NSW BoS also states that “effective learning in PDHPE is underpinned” by the development of these skills (NSW BoS, 2003, p.15). The six syllabus skills highlighted within the syllabus document include:

- Communicate effectively;
- Make informed decisions;
- Interact positively with others in groups and teams;
- Move with competence and confidence in a range of contexts;
- Devise and implement plans to achieve goals; and
- Solve problems creatively. (NSW BoS, 2003, p. 15)

The syllabus skills have been identified by the NSW BoS as crucial to student success in PDHPE. The selected skills demonstrate the adopted integrated holistic nature of the HPE KLA and emphasise the shift away from the concept of successful student learning, which was traditionally based on physical skill performance discourse. Therefore, it can be argued that the wording of the skills mentioned is reflective of the presence of the socio-cultural discourse in the 2003 syllabus rather than an emphasis on the performance of movement skills.

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In the syllabus content strands, the socio-cultural perspective is evident within both the language used and the content covered. For example, the Strands “Self and Relationships” and “Individual and Community Health” both contain numerous references to health that stem from a socio-cultural focus. The content strand “Self and Relationships” (SR) has a strong focus on “the investigation of rights and responsibilities in relationships, recognising abuse, and power in relationships” manifested in dot points such as “recognise forms of bullying and harassment, including sex-based harassment, and devise help seeking strategies” (NSW BoS, 2003, p. 23). The Strand “Individual and Community Health” (ICH) focuses on the health issues that are significant to young people’s lives, with a focus on socio-cultural influenced gender based issues, evidenced in dot points such “explain how gender expectations influence sexual choices and options” (NSW BoS, 2003, p. 27). The Strand “Lifelong Physical Activity” (LPA) has been designed to embrace a holistic approach to physical activity with an increased understanding of its role framed by a socio-cultural perspective. The emphasis of LPA, as a physical activity strand has shifted away from assessment based on the ability to perform skills to an increased emphasis placed on understanding the role and need for physical activity in young people’s everyday lives. An example of the changing emphasis of physical activity in Strand 4 is evidenced by the following syllabus inclusion: “Participate in a range of physical activities that meet local needs and interests and evaluate their potential as a lifelong physical activity” (NSW BoS, 2003, p. 40).

The prevalence of the socio-cultural discourse becomes more apparent when viewing the language used to construct the outcome statements associated with Strands. An example of this language can be seen in the following example, which illustrates outcomes found in Strand 1 of the syllabus, Self and relationships: **Self and Relationships:**

- 4.2 A student identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3 A student describes the qualities of positive relationships and strategies to address the abuse of power (NSW BoS, 2003, p.12)

The fourth content strand found in NSW 2003 Years 7-10 PDHPE syllabus is titled “Movement Skill and Performance” (MSP). The MSP strand is an adaptation of traditional game focused units found in the previous syllabus. Traditional aspects of PE such as aquatics, athletics, dance, games and gymnastics have been labelled in the 2003 syllabus under the heading “contexts for specialized movement skills”. Traditional scientific aspects
Students learn to appreciate the potential that movement offers in relation to personal growth and development as they interact with others, communicate, make decisions and solve problems in movement contexts. (NSW BoS, 2003, p. 24)

The strand introductory statement aligns with the socio-cultural discourse removing the emphasis on skill based performance associated with the traditional Physical Education model. This alignment seems to provide official support for those who would seek to draw on the socio-cultural discourse within the movement education aspects of the KLA. The Outcome statements found within MSP have been constructed to provide students with the opportunity to increase involvement through participation in physical activity and therefore be actively involved in the process of learning through meaningful movement. There is no mention of levels of competency that must be reached or demonstrated to achieve success, only that students are required to be involved in movement based activities that encompass a range contexts and environments. The structuring of outcome statements in this fashion supports the more contemporary socially inclusive approach to health highlighted in the strand introduction, further privileging advocates of the socio-cultural perspective of HPE. For example, the outcomes of Strand 4 Stage 4 as indicated in the example below, demonstrate that the emphasis on skill and performance is minimised as the range of contexts and environments provides opportunities for students with a diversity of skill levels, interests and movement needs to gain success, participate and enjoy movement.

### Movement Skill and Performance

- 4.4 A student demonstrates and refines movement skills in a range of contexts and environment
- 4.5 A student combines the features and elements of movement composition to perform in a range of contexts and environments

The NSW 2003 Years 7-10 PDHPE syllabus rationale clearly shows that there is an emphasis on the social and emotional wellbeing of young people within contemporary
Highlighted throughout the rationale are significant references to the syllabus being aimed at dealing with social issues that directly affect young people. The rationale states that one of the main aims of the Years 7-10 PDHPE syllabus is to assist young people to manage the social and cultural contexts that influence their health. PDHPE as a subject is seen as a vehicle to provide opportunities protect, promote and restore health for adolescents as can be seen in the following paragraph from the rationale:

Young people are a diverse group and their ability to adopt a healthy, active lifestyle is influenced by the social and cultural contexts within which they live. PDHPE has an important primary prevention and early intervention role in assisting all young people to manage these influences and in protecting, promoting and restoring their health. It also assists in their understanding of inequities and of why it is important to promote inclusiveness and build a community that is supportive of all people. (NSW BoS, 2003, p. 9)

Summary
Throughout this discussion it has been shown that of the three contemporary discourses identified as being dominant within the NSW 2003 Years 7-10 PDHPE syllabus, that the socio-cultural discourse is the most prevalent. When examining the syllabus document it can be seen that the framework of the syllabus has been designed to support the socio-cultural perspective of health. As has been demonstrated in this chapter, the syllabus rationale has been constructed in a way that the language utilised advocates for and promotes the socio-cultural perspective of health and the role that the KLA plays in the wellbeing of young people.

The socio-cultural perspective is clearly evident throughout the syllabus including being evidenced in the strand content, the rationale and aims, and within the Student Learn To columns.

It has also been discussed in this chapter that the skills that have been identified to enhance learning within PDHPE, found within the NSW 2003 Years 7-10 syllabus document are reflective of the socio-cultural perspective of health and well being associated with young people.

Exploring the syllabus through “Language in Use”
As demonstrated in the methods section, Gee (2005) provides a contextual way of approaching how a text can be analysed through “language in use” to establish links or
relationships between discourse and power. Gee’s (2005), building tasks will be used to analyse the NSW 2003 PDHPE Years 7-10 syllabus document:

- Significance;
- Activities;
- Identities;
- Relationships;
- Politics;
- Connections; and
- Signs, systems and knowledge.

It is important to note that the tasks are not to be thought of as separate entities rather that more than one task can be relevant to the same piece of text and in many cases the tasks work together to create meaning.

The syllabus rationale illustrates the building task of connections, aligning with the Gee’s (2005) conceptual question, “How does this piece of language connect or disconnect things: how does it make one thing relevant or irrelevant to another”?

When examining the rationale statement it can be seen that the language used in the syllabus text promotes the significance of the concept of “Social Connectedness” with desired levels of health within the population of young people. The text highlights the link between student participation in PDHPE and well being, utilising terminology such as “the PDHPE curriculum plays an important role in enhancing resilience and connectedness”.

The language found in the rationale emphasises the role and nature of the PDHPE curriculum in terms of its significance in assisting young people to identify and deal with health issues that impact on them. The language found in the syllabus text connects the KLA of PDHPE directly to the health and wellbeing of young people as evidenced by the following example:

Young people who have a feeling of connectedness with parents, family and school have lower levels of smoking, drinking, other drug use, suicidal thinking, risky sexual behaviour and exposure to violence. The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in maintaining their own health. Through Learning in PDHPE,
students have opportunities to develop **personal coping strategies** for everyday live. (NSW BoS, 2003, p. 8)

When Gee’s (2005) seven building tasks are applied to the NSW 2003 Year’s 7-10 PDHPE syllabus text the following interpretations can be made.

**Significance**
The language used in the rationale gives significance to the socio-cultural discourse. This is achieved through the use of terminology such as connectedness, enhancing resilience, affirming, inclusive, challenges, opportunities, coping strategies. It is not only the use of the words that is important but it is *how* they are used that creates significance. For example, the word connectedness is used to link young people firstly with health issues that affect them, but more importantly it is used as a link with social structures (parents, family and school) as means of helping them to deal with these health issues.

By using the term *young people* significance is given to the fact that it is their needs and challenges that form the focus of curriculum design. Significance is also given to PDHPE as the text portrays PDHPE as the vehicle to provide support to young people. Significance has been attributed to diverse groups of young people as has been highlighted by the following syllabus example:

**Students Learn To:**

Examine case studies of people who have overcome adversity, including Aboriginal and other Indigenous people, and identify their characteristics and qualities. (NSW BoS, 2003, p.33)

The Students Learn To example gives significance to a particular audience of the syllabus. From the text it can be interpreted that Aboriginal and Indigenous peoples are a marginalised population to be *studied* rather than a population included within the syllabus audience.

**Activities**
Activities are expressed through the recognition of how individuals are *engaged* in an activity. In language this includes “what is implied”, and colloquially this can be described as the way we talk and act to give meaning to what is being said. The concept of activities and the recognition of how individuals are engaged in activities can occur in a number of different ways throughout the text (syllabus) depending from which section of a document
the text is taken. For example, the syllabus rationale is written in a way that promotes the wellbeing of young people in a sympathetic almost paternalistic approach that identifies PDHPE as a significant entity within an educational setting. As such, it is designed to promote a sense of responsibility amongst those who are charged with the care and education of young people in PDHPE. For example:

Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. Learning in PDHPE also significantly contributes to students’ health and wellbeing through the development of personal values based on an understanding of ethical and spiritual considerations. PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. (NSW BoS, 2003, p. 8)

The syllabus introduction is written in a more succinct manner, linking institutional accountability with practice and sets the author in a more powerful position than that of the PDHPE teacher. The language used in the introduction has been designed by the author to alert the PDHPE teacher to the necessity to adhere to the requirements and content of the syllabus as prescribed by the NSW BoS. For example:

This syllabus has been developed within the parameters set by the Board of Studies NSW in its K-10 Curriculum Framework. This framework ensures that K-10 syllabuses and curriculum requirements are designed to provide educational opportunities … It enunciates clear standards of what students are expected to know and be able to do in Years 7-10. (NSW BoS, 2003, p. 5)

Teachers and students are spoken to, or approached at different levels within the syllabus. Language is used to address a certain group (teachers) to assist in designing programs to engage and benefit another group (students). As such it is apparent that the document is not intended for direct use by students. Therefore the language used in the document is aimed at HPE teachers and could be described as a professionally-based collegial vernacular where students are treated in a subjective manner.
As outlined in the syllabus, the activities in which students are asked to engage promote the ideals of inclusion and participation amongst students (young people). STA and STL statements, along with the overarching philosophy found in the rationale are framed in such a way as to advocate for the socio-cultural perspective of health. Evidence of the socio-cultural perspective can be seen through the use of such terms relating to young people’s health and welfare in the rationale as follows:

- enhancing resilience
- connectedness
- reducing risky behaviour
- challenging and enjoyable
- personal safety
- promoting physical activity
- enhance enjoyment. (NSW BoS, 2003, pp. 8-9)

Evidence of the socio-cultural perspective can be further witnessed in the Students Learn About and Students Learn To statements as indicated in the following examples:

**Students Learn About:**

- **Affirming diversity**
  - strength in diversity
  - empathy and understanding
  - respect and trust
  - building inclusion
  - appreciating diversity as normal
  - valuing individual differences and perspectives. (NSW BoS, 2003, p. 34)

- **Planning for regular physical activity**
  - prioritising and setting goals
  - time management
  - identifying and locating resources
  - barriers to participation in regular physical activity. (NSW BOS, 2003, p. 40)

**Students learn To:**

- Participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity
• Participate in physical activities designed to overcome barriers or meet specific needs. (NSW BoS, 2003, p. 40)

As can be seen from the previous examples, the activities in which the students have been asked to engage are clearly designed to take on a socio-cultural perspective with an emphasis on welfare, diversity (reflective of social justice) and participation rather than performance.

Whilst there are elements within the syllabus document that still require students to demonstrate movement skills they are worded in such a way as to be viewed within a more inclusive context as highlighted by the following example:

**Students Learn To:**

- Design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situation

- Demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts – aquatics, athletics, dance, games, gymnastics, recreational pursuits, aerobics/fitness and outdoor education. (NSW BoS, 2003, p. 35)

**Identities**

Through the use of language identities have been created within the syllabus document. These identities are the roles that have been assigned to the author, teachers and students throughout the text. The author has purposely been aligned on a similar power level to HPE teachers who will be using the document. The following Teacher Note and Additional Content Note statements demonstrate evidence of teacher identity within the syllabus:

**Teacher Note statement**

Teacher note: the following health issues should not be taught as isolated topics. Links between the areas should be reinforced so that students understand the interrelationship of these areas, and their impact on health and wellbeing. (NSW BoS, 2003, p. 26)
Additional Content statement

Teachers may select and design additional learning opportunities related to the outcomes to provide greater depth and breadth beyond the essential content. (NSW BoS, 2003, p. 31)

The Teacher Note and Additional Content statements imply that a level of negotiation is evident between stakeholders as evidenced by terminology such as *should* and *may*, placing the author and teachers on similar power levels. However, it can be argued that the author has assumed a greater degree of power as there is clearly direction as to how HPE teachers should implement the intended curriculum. As a further example of power and identity, the language used in the following Strand Objective statements clearly marks the power relationship between teachers and students:

**Students will:**

- Participate in and promote enjoyable lifelong physical activity
- Enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships. (NSW BoS, 2003, p. 12)

The use of the phrase “students will” implies that students are in a subjective position and whilst the focus of learning is centred on their welfare they are not necessarily in a position to negotiate ways of practice or learning.

In the syllabus rationale, neither students nor teachers are referred to in first person, however an identity is constructed that represents each party. Students are represented by the term young people; essentially they are referred to as the subject area of concern. For example:

Young people’s motivation to be physically active is influenced by their level of…

Young people who have a feeling on connectedness with parents, family, school…

Young people need to respond to factors such as complex…

Young people are a diverse group and their ability to adopt… (NSW BoS 2003, pp. 8-9)
Whilst not referred to directly by the term “teachers”, the identity of teaching practitioners is encapsulated within the term PDHPE. PDHPE is constructed as an identity that is the key component to assist young people to cope with their health needs. The language is designed to create a feeling amongst PDHPE teachers of being responsible and that the role they fulfil is one of the utmost significance within young people’s lives. This is evidenced by the following examples:

Young people are a diverse group and their ability to adopt a healthy, active lifestyle is influenced by the social and cultural contexts within which they live. PDHPE has an important primary prevention and early intervention role in assisting all young people to manage these influences and in protecting, promoting, and restoring their health.

Learning in PDHPE encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges.

The PDHPE curriculum plays an important role in enhancing resilience and connectedness. (NSW BoS, 2003, pp. 8-9)

**Relationships**

There are a number of relationships that can be established when interpreting the text of the NSW 2003 Years 7-10 PDHPE syllabus document. These include the relationship between PDHPE as a subject area and a socio-cultural discourse. This relationship is expressed through links to positive and holistic social health as evidenced by text in Table 4.4.

**Table 4.4: Relationships between PDHPE and the socio-cultural discourse**

<table>
<thead>
<tr>
<th>Students Learn About: Connectedness</th>
<th>Students Learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- forms of connectedness</td>
<td>- Describe the ways that they could help others who are being harassed, eg assist them to seek help, offer friendship (NSW BoS, 2003, p. 23)</td>
</tr>
<tr>
<td>- the importance of connections</td>
<td></td>
</tr>
<tr>
<td>- forms of alienation</td>
<td></td>
</tr>
<tr>
<td>- creating connections</td>
<td></td>
</tr>
<tr>
<td>- attributes of being supportive</td>
<td></td>
</tr>
<tr>
<td>(NSW BoS, 2003, p. 22)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power in relationships</th>
<th>Enhance their ability to seek help by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- sources and types of power</td>
<td>- establishing individual support networks of adults and peers</td>
</tr>
<tr>
<td>- positive use of power</td>
<td>- practicing ways of accessing help, eg role play, use of internet</td>
</tr>
<tr>
<td>- abuse of power</td>
<td>- identify barriers to seeking support, eg lack of confidentiality, trust</td>
</tr>
<tr>
<td>- power balance</td>
<td>- proposing strategies to overcome</td>
</tr>
</tbody>
</table>
Other examples that can be identified within the text include the relationship between the:

- author of the syllabus and the PDHPE teacher,
- HPE teachers and the students they will be teaching; and
- PDHPE KLA and the whole school setting.

The relationship established between the author and the teacher is evidenced through the use of negotiation. In this case there is room for negotiation between the author’s intent and the teachers’ interpretation of the syllabus content. An example of negotiation relating to syllabus content can be found throughout the syllabus document. For example:

PDHPE issues are best dealt within the context of a comprehensive approach to the learning area. The integration of related outcomes and content reinforces the interrelationship that exists between health and physical activity issues and discourages the teaching of these concepts in isolation. (NSW BoS, 2003, p. 15)

The previous example highlights the relative level of autonomy granted to the teacher regarding whether to teach these issues in isolation or through an integrated approach. The relationship established in the syllabus text between the HPE teacher (reflected as PDHPE identity) and student, involves the teacher assuming a role of responsibility. This responsibility involves assisting the student to develop the necessary skills to become an effective social citizen. HPE teachers are identified as being able to create a “credible” environment for students to “explore” health issues of “significance” to them. The text highlights that students “trust” HPE teachers to provide support and knowledge essential to their personal health and wellbeing. The relationship that has been established can be seen in the following examples:

This syllabus reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society.... Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. (NSW BoS, 2003, p. 8)
Learning in PDHPE is perceived by young people to be a credible way of raising and exploring health and physical activity issues of significance and importance to them. Students trust teachers to provide, accurate, honest information and advice, and to establish a safe and supportive environment for learning. (NSW BoS, 2003, p. 9)

The syllabus document highlights the importance of the PDHPE KLA in young peoples’ lives. Through structures of the syllabus such as the rationale further links are established between HPE, students and the whole school setting. These relationships are significant as the school environment is represented as an integral and legitimate venue for positive socialisation to occur. An example of a syllabus statement that demonstrates the significance and relevance of a whole school approach to meet the needs of students follows:

The social and emotional well being of students is also promoted when the school provides an environment that enhances the protective factors that help to build resilience and lessen the impact of adverse life events. A whole school approach is important. (NSW BoS, 2003, p. 8)

**Politics**

Politics has been described by Gee (2005) as the distribution of social goods that have been communicated through language. The socio-cultural perspective of health is favoured throughout this text. Through the use of language that favours a socio-cultural perspective of health within the NSW 2003 Years 7-10 PDHPE syllabus document, PDHPE is attributed with a sense of providing social good. The author achieves this through identifying PDHPE as a significant support structure that is painted through the language used in the document, as fulfilling a role that is essential to the healthy wellbeing of young people. Following are examples that highlight the way in which PDHPE has been presented within the syllabus as a positive social presence that holds a significant place in the welfare of young people’s lives.

Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in
ways that promote positive health and movement outcomes for themselves and others. Learning in PDHPE also significantly contributes to students’ health and wellbeing through the development of personal values based on an understanding of ethical and spiritual considerations.

PDHPE has an important primary prevention and early intervention role in assisting all young people to manage these influences and in protecting, promoting, and restoring their health.

Through learning in PDHPE, students have opportunities to develop personal coping strategies for everyday life. (NSW BoS, 2003, pp. 8-9)

**Connections**

Evidenced throughout the 2003 syllabus document is a strong connection between the ideals of social justice and diversity. This connection reinforces the socio-cultural perspective of health and physical activity within PDHPE. Throughout the syllabus rationale there are numerous statements that connect the relevance of PDHPE with the health and welfare of young people, as the following examples highlight:

The PDHPE Years 7-10 Syllabus contributes significantly to the formation of student understanding and values related to the acceptance of, and respect for, difference and diversity. It identifies principles necessary for a quality of life that each individual, regardless of group membership, can expect to enjoy. (NSW BoS, 2003, p. 19)

**Students Learn About:**

**Supporting others**

- valuing difference and diversity
- recognising and challenging inequities
- use of inclusive and exclusive language
- supporting others to find their own solutions
- identifying positive and negative behaviours that impact on others. (NSW BoS, 2003, p. 32)
Aspects of young people’s health such as physical activity are treated within the syllabus as a part of a whole KLA approach, linking with the socio-cultural, holistic perspective of health. Whilst there may be an argument that physical activity has been marginalised in the 2003 syllabus, in reality it has been given great significance. Physical activity has been placed in context as an integral component of an holistic health approach. Integrating physical activity as a part of holistic health demonstrates the connection between HPE and students developing lifelong physical activity traits. The integrated nature of physical activity is evident in both the syllabus rationale and within the STA/STL statements as follows:

The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination.

This syllabus reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society.

It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity. (NSW BoS, 2003, pp. 8-9)

**Students Learn To:**

Value the contribution of regular physical activity to health

Participate in a range of lifelong physical activities to identify and appreciate potential benefits. (NSW BoS, 2003, p. 30)

*Signs, systems and knowledge*

Signs, systems and knowledge indicate how privilege can be established within an excerpt of language. It can be argued that the NSW 2003 PDHPE Years 7-10 syllabus document has been constructed and aimed at a specific group. In this case study, the specific group includes those involved with the delivery of secondary PDHPE within NSW schools. The evidence to support at whom the syllabus document is aimed can be established through the use of what Gee (2005) refers to as technical language. Technical language requires a level of pre-existing knowledge which is gained through training and experience, and allows the
reader to interpret the text correctly. Following is an example of the technical language found in the NSW 2003 Years 7-10 PDHPE syllabus document, written for the audience of HPE teachers.

**Strand 3: Strand Descriptor**

In this strand students explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed on health issues of significance to students, namely mental health, healthy food habits, drug use, sexual health and road safety.

Students develop skills in critical literacy as they describe a variety of sources of health information, products and services. (NSW BoS, 2003, p. 26)

To successfully interpret the text and place the syllabus into a meaningful context, the reader must not only understand what is meant by terminology such as critical literacy, but have the sufficient background knowledge of content. Background knowledge of content is crucial to allow the reader to understand the importance of meaning in relation to identified subject matter and terms such cognitive, physical, social emotional and spiritual health, mental health, healthy food habits, and drug use, sexual health and road safety.

The language found throughout the syllabus text provides privilege to the socio-cultural discourse. An example of privilege can be observed in the syllabus rationale statement where PDHPE is attributed with the power to be able to firstly identify and address issues of significance to the health of young people. Secondly, the syllabus rationale statement also attributes the power to PDHPE to provide a means of support to assist young people in dealing with issues identified. Following is an example of language found in the syllabus text that attributes power, status and privilege to PDHPE:

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future.

The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in managing their own health.
Learning in PDHPE encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges. It contributes to the development in young people of the capacity to take responsibility for their own learning and of a commitment to continue learning for life. (NSW BoS, 2003, pp. 8-9)

Conclusion

When viewed as a text and from the perspective of Gee (2005) the NSW 2003 Years 7-10 PDHPE syllabus rationale can be seen as a framework that has been written to support and promote the socio-cultural ideals it has been designed to achieve.

In terms of significance, the rationale clearly uses language to signify the importance of the socio-cultural discourse within its agenda. In the rationale, reference to physical activity has been linked to a more holistic view of health rather than being treated as a separate entity with a skill/performance focus. Scientific references to the body have been omitted to allow for the increased inclusion of socio-cultural sympathetic components, perhaps indicating the diminished status of the importance of scientific aspects of human movement within PDHPE by the authors.

An important issue stated in the rationale is that the Board of Studies (NSW BoS, 2003, p. 9) believes that students themselves perceive PDHPE as a “credible” means to raise and explore health and physical activity issues that are of significance and importance to them. It is noted that students “trust” teachers to provide them with accurate, honest information and advice in established safe and supportive environments. The relationship between students and PDHPE has significant implications, particularly when considering the change in perceived role and status of PDHPE teachers compared with the traditional identity of PE teachers. It can be argued that the shift towards a socio-cultural perspective of health has resulted in a more affirming and positive relationship between HPE and young people. The socio-cultural discourse evident in the NSW 2003 Years 7-10 PDHPE syllabus supports PDHPE as a KLA in providing students with the information and setting they require for a healthy lifestyle. Examples of the relationship between the syllabus and students’ needs are evident in content areas found throughout the syllabus including topics such as drug use, sexual health and mental health (NSW BoS, 2003, p. 33).

The activities evidenced within the NSW 2003 Years 7-10 PDHPE syllabus document that are related to the syllabus rationale are aimed at creating a learning environment that allows
for social change and social betterment. Outcome statements in the syllabus document further reinforce the desire to develop an inclusive, supportive, social, and healthy community. There is a strong connection between the ideals of social justice and diversity communicated throughout the syllabus text, having the impact of reinforcing the socio-cultural perspective of the PDHPE discourse.

Through the use of Gee’s (2005) building tasks it can be seen that the KLA of PDHPE has taken on significant status and has increased recognition within the school setting as result of the KLA’s connections to the health and welfare of young people. This raises the question does this perceived increased in status result in increased power and if so, for whom? How does this power benefit the profession of PDHPE and how do those in the profession perceive these changes in status and power as a result of the shift towards the socio-cultural discourse as evidenced within the NSW 2003 Years 7-10 PDHPE syllabus document. In order to investigate these issues Study Three is aimed at investigating the following research question: “How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity”? 
Chapter Five: Study Three

The NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) Syllabus: HPE Teacher Professional Identity

Introduction

This is the third in a series of three studies that use the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus as a case study, to i) investigate how selected Health and Physical Education discourses are evidenced in a syllabus, ii) give power to particular practices and social groups, and iii) impact on Health and Physical Education teacher professional identity.

In 2003 the New South Wales Board of Studies (NSW BoS) introduced a revised version of the NSW Years 7-10 Personal Development Health and Physical Education (PDHPE) syllabus, replacing the existing syllabus document released in 1991. The 2003 syllabus reinforced a significant time of change for the PDHPE Key Learning Area (KLA), consolidating the shift in movement of the KLA towards a socio-cultural focus. The shift in discourse first became evident in the NSW 1991 Years 7-10 PDHPE syllabus, which was the first revised syllabus to be released in NSW since the 1960’s and coincided with the introduction of PDHPE as a conceptual Key Learning Area (Dinan-Thompson, 2006). The 1991 syllabus replaced the previous discrete subject area of Physical Education within the NSW educational framework.

Historically, the field of Health and Physical Education has evolved from its introductory format which was heavily influenced by the military discourse, to its current format that is underpinned by the socio-cultural discourse. Historic evidence suggests that the evolutionary process of HPE has mirrored the perceived educational needs of society and the need for a curriculum to assist with the production of citizens that can function effectively within that given society (Tinning et al., 2006). There was a growing movement within the HPE field that believed the scientific discourse and related health focus was too narrow in scope to deal with the issues facing the youth of Australia (Cliff, 2007).

Researchers such as Tinning, Kirk and MacDonald proposed that the traditional approach towards Health and Physical Education in schools prior to the release of the 2003 syllabus
was not only inequitable, but also had the potential to be possibly damaging for some students. The approach was what Cliff (2007, p. 5) refers to as being “disconnected from the social and cultural circumstances of young people’s lives”. Cliff (2007) further argues that if HPE continued to give power to content privileging medico-scientific and biophysical knowledge within the (PD)HPE curriculum the KLA would not meet the needs of “post-modern youth growing up in rapidly changing times” (p. 5).

However, Cliff, Wright and Clarke (2009) recognised that some teachers may have difficulty with the socio-cultural perspective given the fact they were involved in a pre-service teacher preparation course with a predominant science rationalisation. Cliff et al. (2009, p. 19) argue that despite the positive intentions behind the shift towards a socio-cultural discourse in (PD)HPE as evidenced in the NSW 2003 PDHPE Years 7-10 syllabus, the actuality of putting it into practice may be difficult as:

Some teachers may feel it is too far divorced from the bio-medical and health sciences-based training they received as pre-service teachers and as such, compromises their professional identity and expertise. For others, the architecture of their schools and the value placed on efficiency and accountability in contemporary teaching may conspire to create an environment in which they have neither the time, nor the professional support, necessary to come to terms with a socio cultural perspective in practice.

Thus the focus of Study Two was to investigate how the discourses evidenced in the NSW 2003 Years 7-10 syllabus, have given power to particular practices and social groups. Study Three focuses on analysing the perceptions of in-service PDHPE teachers as to how the NSW 2003 Years 7-10 PDHPE syllabus has impacted on their professional identity. Using semi-structured interviews as a data collection tool, the impact of discursive change on professional identity was investigated. Study Three aims to answer the following research question:

4. How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?

**Background and significance**

The NSW 2003 PDHPE Years 7-10 syllabus consolidated a major shift in the direction of the KLA towards the adoption of the socio-cultural paradigm as the most significantly
represented discourse. The change of discourse evident in the 2003 syllabus document had, and has, many implications for PDHPE in-service teachers whose role it is to design and facilitate teaching programs within the school setting. One of the most significant implications arising from the introduction and implementation of the NSW 2003 Years 7-10 syllabus has been the perceived challenge to the professional identity of in-service PDHPE teachers.

Teacher professional identity has been linked to the way teachers see themselves in terms of subject matter and pedagogical experts (Beijaard, Verloop & Vermunt, 2000; Bromme, 1991). Therefore any change to either of these areas, will have a significant impact on professional identity. Study Three is concerned with the impact that a shift in discourse, evidenced within the NSW 2003 Years 7-10 PDHPE syllabus, has had on the professional identity of PDHPE in-service teachers.

Professional identity and discourse
Many PDHPE graduates prior to 2003 were products of tertiary preparation courses that were predominately underpinned by a scientific discourse. As such, there are a significant number of in-service PDHPE teachers who were involved in Physical Education Teacher Education (PETE) that had an individual health, science and sport discourse as the predominant focus and therefore had little or no engagement with a socio-cultural discourse (Cliff et al., 2009). With the introduction of the NSW 2003 Years 7-10 PDHPE syllabus, those in-service teachers with little or no training in the field of socio-cultural discourse found themselves in a confronting situation. This situation involved teaching from a syllabus with a dominant discourse that was removed from both their pre-service training and from their past experience as a practitioner, challenging both their established professional identity and subjective warrant (Cliff et al., 2009).

As presented by Clarke (2008) in her study of NSW Stage 6 PDHPE teachers, curriculum change has the potential to challenge teacher professional identity. Similarly, the introduction of the NSW 2003 Years 7-10 PDHPE syllabus may have led to PDHPE in-service teachers question both their professional identity and the nature of discursive change on practice.
Literature review

The literature relating to the discursive shift in the NSW 2003 Years 7-10 PDHPE syllabus was addressed extensively in Study One. Thus the focus of the literature review for Study Three will centre on teacher professional identity.

Professional identity and PDHPE teachers

To examine how curriculum changes, as evidenced in the NSW 2003 Years 7-10 PDHPE syllabus document, may have been perceived by teachers, and the subsequent implications associated with that change, it is paramount to examine the nature of teachers’ professional identity.

To understand the concept of teacher professional identity it is helpful to construct a definition of what constitutes identity. Tinning et al. (2001, p. 97) refer to the concept of identity as “the ways in which individuals deal with the complex and multiple contexts in which they live” allowing individuals to locate themselves in relation to social groups which links to relations of power. Tinning et al. (2001) further contend that identity should be thought of in terms of being dynamic in nature, stating that identity is “constantly negotiated and performed in relation to changing contexts and circumstances”.

The process of identity formation which Tinning et al. (2001) argues begins at a young age and is consolidated within what Brown (1997) describes as the identity playground. In Study Three, the identity playground relates to PETE and continues into in-service practice. Pre-service teachers learn the rules, rituals and expectations of their future profession in the playground or rehearsal space of university and during professional placement. In-service practice acts as a reinforcing agent in the development of the PDHPE teachers’ professional identity. Clarke (2008) supports Brown’s (1997) view, arguing that teachers at the secondary level reinforce their identity through i) a combination of continued identification with their specific subject matter, ii) enjoyment of that given subject and tertiary preparation; and iii) that the subject itself is an integral component of teachers’ self definition.

Clarke (2008) states that PE teachers have traditionally identified or defined themselves in relation to the masculine discourses of medicalization and scientific rationalism. Clarke (2008) attributes this association to the fact that these perspectives allowed teachers to channel their interest of physical activity into an academic avenue, worthy of inclusion at all levels of schooling such as the Stage 6 course.
A challenge to professional identity

Brooker, Macdonald and Hunter (1998) highlight possible negative consequences that can be associated with syllabus implementation. Brooker et al. (1998) argue that during the implementation process of the revised (1991) Queensland HPE curriculum that difficulties would be experienced by in-service teachers. Brooker et al. (1998) further argue that barriers to a smooth transition include a number of factors such as entrenched teacher practices, which they felt were inevitably developed following any extended period without curriculum change. Brooker et al. (1998) also raised the issue of the uncertainty that would be created for schools and teachers with the introduction of an unfamiliar structuring of curriculum knowledge along with the introduction of a new curriculum into a school context with established organizational arrangements and practices that were developed to facilitate different curriculum structure.

Brooker et al. (1998) argue that in regards to implementation of the revised QLD 1991 HPE syllabus that there was a willingness shown by PE teachers to implement the changes found within the syllabus document (in this case an integration of PE and Home Economics) and that levels of enthusiasm and commitment to the process were shaped by a range of subject-based factors. Brooker et al. (1998) further state that a number of in-service teachers demonstrated a strong attachment to the content of the subject in which they taught prior to the revised integrated curriculum and found it difficult to accept the changed emphasis found in the new KLA. There was concern expressed by HPE staff that traditional aspects such as movement and skill development were being lost in the KLA and replaced by new elements not traditionally found within the HPE framework, as evidenced in the following quote, drawn from their interview evidence:

What I’m saying is (in) that syllabus, they’ve changed the direction of health and physical education to health and personal development. And my job is to do what the department says, so I’ll implement that. I mightn’t be satisfied with the approach and the way it’s done but I’ll do it. (Brooker et al., 1998, p. 7)

This particular teacher was described by Brooker et al. (1998, pp. 8-15) as an in-service teacher who showed little enthusiasm for the new KLA, further arguing that the “personal histories of teachers” was a real factor related to the success of syllabus implementation, highlighting the challenges posed to professional identity through such areas as new content knowledge and pedagogy.
Brooker et al.’s (1998) concern regarding curriculum change and possible problems is not an isolated case. Fry and Woodruff (1995, p. 2) discuss the issues experienced with the implementation of the NSW 1991 syllabus by arguing that the NSW PDHPE syllabus that aimed to integrate physical education and health, was “a challenge to long established beliefs and practices, particularly within the physical education field”. The Association of Independent Schools (1999, p. 6) also acknowledged the enormity of curriculum change on in-service teachers stating that “since the introduction of the 7-10 PDHPE syllabus, 2 unit PDHPE and Life Management, teachers in the KLA have been facing a tough decision about how to divide time between curriculum development and sport administration/coaching”.

In-service teacher reactions to change have been examined by Burrows (2005) in relation to the implementation of the HPE curriculum to replace PE within the New Zealand educational system. Burrows (2005) notes that although initially resistant to change, within a five year period in-service teachers embraced the new curriculum in an enthusiastic manner and began re-programming with an aim to critically engage students in line with values and practices associated with the revised syllabus. Burrows (2005) refers to the revised curriculum as being integrated, and argues that the changes made, allowed in-service teachers to work in different ways and in different contexts with their students, something Burrows argues was a positive process. This acceptance of change within the New Zealand HPE community is of significance to this study as it demonstrates that the process surrounding curriculum and syllabus change can have a positive impact on in-service teacher professional identity.

Study Three will focus on the issues raised by Brooker et al. (1998), Fry and Woodruff (1995) and Burrows (2005) in relation to in-service PDHPE teachers who have experienced the NSW 2003 Years 7-10 syllabus, both at the time of implementation and post script, to examine the impact of curriculum change on teacher professional identity.

**Implications for in-service teachers**

A major aspect to consider when examining PDHPE as a KLA is the status that it has been afforded within NSW educational settings. In the past PDHPE, or PE as it was formerly known, has not always been taken seriously by peers as a subject with academic merit. There are a number of reasons why this may be so. In part it may be due to current teachers’ own experience with Physical Education when they were secondary students. Morgan, Bourke and Thompson (2001) argue that teacher perceptions of Physical
Education and subsequently Physical Education teaching, is most likely to be based on their own personal school experiences in Physical Education. This is supported by Howarth (1987) who found that memories of high school Physical Education were very vivid, and had a lasting impression on teachers’ perceptions. Furthering this, Fry and Woodruff (1995, p. 1) state that “on graduation from university most novice teachers fall back on views of teaching learnt through an apprenticeship-of-observation as secondary school students”. This theory can also be applied to why people choose this subject area as a career and has a number of ramifications for this study, including how have the curriculum changes that were introduced in an attempt to increase academic rigor, impacted on both in-service teachers and PETE.

Literature suggests that traditionally Physical Education teaching has attracted a particular stereotype. Macdonald (2006, p. 28) studying students in Queensland Universities, states that typically the types of students attracted to PE teaching are essentially “young, able bodied, mesomorphic, Australian born, sport loving, and somewhat politically conservative”. Clarke (2008, p. 3) supports this analogy, with particular reference to New South Wales students, based on her experience as an employee in five separate NSW tertiary institutions. These students have entered the teaching profession with a set identity, developed and reinforced during pre-service training in courses designed prior to curriculum change, and would have undoubtedly experienced some level of concern with its implementation.

Brooker and Clennett (2007) state that traditional approaches to teaching PE in schools has been based around content driven by popular sports and recreational activities, with teaching approaches focusing on the development of prerequisite skills or techniques, tactics and strategies. Hunter (2003) argues that traditionally PE teachers have spent the bulk of their time on topics associated with skill development for play and sport, physical fitness and physical recreation. This way of teaching was strongly linked to the professional identity of PE teachers.

**Exploring the link between PETE and professional identity**

In linking professional identity with PETE, Brown (1997, p. 2) focused on the following question “How do physical education students construct identity within the cultural context of professional socialization”? This has a cause and effect relationship as pre-service courses influence professional identity, which in turn influences in-service teacher
attitudes and identity. This relationship impacts on curriculum direction, role modelling and future pre-service teacher enrolment, effecting consequent course structure, and so on in a cyclical structure.

Through her study on the introduction of the PDHPE Stage 6 syllabus, Clarke (2008) examines the current nature of pre-service courses aimed at preparing PDHPE teachers in NSW. NSW tertiary preparation courses for prospective PDHPE teachers work on either a three (3) plus one (1) model, such as a Bachelor Degree in an area such as Art, Health Science or Human Movement combined with a Post Graduate Diploma of Education; or a straight four (4) year model such as a Bachelor of Education, PE and Health. Whilst a number of universities offer the four year degree option Clarke (2008) argues that the trend currently in PDHPE teacher preparation courses appears to favour either the three plus one model or a variation known as a Double Degree such as Human Movement/Teaching with almost seventy five percent of course reflecting this approach.

The nature of the preparation course has a major influence on subjects covered within the framework of the course. Clarke (2008) found that currently dominance is given to human movement sciences while relatively few subjects specifically cover the socio-cultural perspective of health. Clarke further found that subjects with a socio-cultural perspective were generally only offered once per year in a four year course, equating to approximately twelve percent of course time. The argument here being that time allocation is minimal in comparison to the weighting given to this discourse in PDHPE KLA and does not seem appropriate in terms of preparation to teach a syllabus dominated by a socio-cultural perspective. This established ratio between discourses offered at universities has implications in regards to students who may be attracted to a course. With a syllabus dominated by the socio cultural discourse it is interesting to note that when Clarke (2008, p. 180) surveyed pre-service students and their teaching preferences of option choice within the Stage 6 syllabus, she found that:

- 36.7% chose Sports Medicine
- 20.8% chose Improving Performance,
- 20.0% chose The Health of Young People,
- 20.8% chose Sport and Physical Activity in Australian Society
- 1.7% chose Equity and Health as their first choice of HSC option.
When analysed in terms of discourse preference 57.5% of students selected the scientific discourse, with Sports Medicine being by far the most popular, while 42.5% chose options with a socio-cultural perspective. It is interesting to note here that when Clarke (2008) surveyed in-service teachers at a Higher School Certificate (HSC) marking session only 26.2% of experienced teachers chose the options with a socio-cultural perspective as their preferred options to teach. This difference may be attributed to the fact that the change in syllabus discourse occurred while the current pre-service teachers were at school. In contrast, experienced in-service teachers would not have had this exposure during their own schooling and were most likely attracted to the course because of the scientific discourse dominant at the time.

Examing the link between identity and socialization during PETE

Brown (1997) conducted a study into pre-service HPE teachers in Victoria regarding socialization and construction of identity. Brown (1997) argues that researching Physical Education teachers’ practice has always focused on issues relating to the professional aspect of teaching and not the process of socialization that occurs during pre-service training.

Brown’s research is interesting because it examines the link between the social constructs that occur in the identity shaping process of PETE, and how this influences in-service teachers’ pedagogy. Clarke (2008) supports Brown (1997) who argues that students are attracted to courses related to Physical Education due to a preconceived image associated with PE teaching and that, as such, they can be readily identifiable into subgroups during their initial phases of undergraduate study. This is referred to as social order filtering. Brown (1997) argues that Physical Education students divide themselves into a social order, identifiable as the following levels:

- In Groups;
- Out Groups;
- Outcasts;
- Loners;
- Above it all; and
- Transients.
Part of the process relates to what activities and behaviours students chose to take part in whilst at university. For example rejection by student peers generally means a lower place in the social order.

It is interesting to note that the *in group* placed at the top of the social order is described by Brown (1997, p. 9) as having distinct rules of membership. These include physical attributes that conform to a certain image. Brown (p. 9) suggests that pre-service teachers view PE teachers as “the phys ed stereotype; the fit, athletic, good at sport, ‘all rounder type people’, who conform to the body aspects of physical educators”. Other criteria identified to characterise the profile of the PE teacher include certain social behaviours and mannerisms such as confidence, an outgoing personality, an extroverted nature and even displaying a level of arrogance. Further characteristics identified include the ability to be involved in the process of *bagging* and being a brand person. There are also expectations to be sexually active and a regular socializer. Macdonald, Kirk and Braiuka (1999) support Brown’s suggestions regarding pre-service teachers and occupational socialization, stating that “within PETE contexts there are strong regulative mechanisms in place which act to condone and condemn particular corporeal presentations (such as body shape, presentation, clothes, lifestyles) and workplace behaviours” (p. 33).

Brown (1997) argues that academically it is important to the *in group* not to be seen as taking their academic studies too seriously and that it is very acceptable to be placed in the “D” to “Fail” row (identified by Brown as the back row of the lecture theatre), and to develop a social relationship with lecturers rather than an academic one. Further to this the *in group* can be split into the boys and the girls, with the boys sitting slightly higher in the social order. Interestingly Brown argues that as gender orientated groups males and females at this level don’t necessarily interact socially as much as those in perceived lower social groupings.

It is not hard to see how PDHPE students can become a clearly recognizable subgroup within a campus setting, and consequently how upon graduation and employment that this stereotype can manifest itself in the school setting, adding to the preconceived notions regarding the status of PDHPE staff amongst their professional peers.

As a modelling process within PETE and as a major contributing factor to identity both as a Physical Educator and within the concept of a group identity, Brown (1997) examines the
role of the tracksuit which is identified by students as being compulsory and a sign of membership.

… when you have to buy the uniform you’re conforming straight away and you actually, in first year, wore it quite a bit and I used to think, oh, you know, I am proud to be wearing this type of thing and you wanted to wear it regardless of if you were at school or not, and you put it on a weekend or whatever…basically wearing a tracksuit wears a message. (Brown, 1997, p. 24)

Brown (1997) also identifies the importance of memories and role models in the identity shaping process of pre-service teachers. Both memories and role models have a direct correlation on influencing the perceptions of PE teachers’ peers. These perceptions of PE teacher culture are reflected in such comments as “They had their own little department and they were kind of extradited, but I thought that was kind of cool” (Brown, 1997, p. 29). It is an aspect of identity that Brown (1997, p. 33) feels is significant in terms of selection into PETE, as many students enter tertiary courses to try and adopt the image of a role model rather than actually having a strong interest in teaching. This is a contributing factor to the establishment of the social order existing within pre-service courses, which is directly linked to the stereotype of male educators who Brown describes as extremely resistant to change. This stereotype exemplifies behaviours consistent with in-service teachers resisting discourse change or any form of pedagogy that challenges, what Swan (1995) describes as their subjective warrants. Subjective warrant is discussed later in the study.

Fry and Gard (1997) make the point that in the late 1990’s students enrolled in PDHPE preparation courses, particularly females, saw themselves as being equally active as their male counterparts but interestingly not as successful. Fry and Gard argue this is not surprising given that the bulk of their own personal experience as students was centered on male dominated competitive sports. This supports Clarke’s (2008) research regarding PDHPE teachers’ self identity and their traditional association with the masculine discourses. It was also during this time that tertiary based researchers such as Wright (1996) and Beckett (1997) challenged the role of gender in PDHPE and in particular the masculine dominance that was present.

Fry and Woodruff (1995, p. 2) argued that it was essential for university based teacher education programs to provide graduates with models of desired practice to allow them to
deal with the demands of implementing the newly focused curriculum. Fry and Woodruff believed that it was important to provide opportunities for students to develop competencies based on knowledge, skills and values.

The NSW Department of Education and Training released a ministerial document in 1995 that outlined the focus of teacher education courses for each KLA. The document identified that teaching in the PDHPE KLA involved i) subject specific knowledge and skills, ii) an understanding of health and healthy lifestyles, which it described as the integrating principles of the KLA, iii) an understanding of health promotion and the principles of equity and social justice, and iv) a recognition that the KLA is underpinned by participating in regular, frequent and planned physical activity. The document also outlined what Health and Physical Education Teacher Education (HPETE) courses should develop in pre-service teachers. For example, in the mandatory 7-10 course HPETE should include opportunities for pre-service teachers to develop:

- An understanding of the philosophical principles underlying the PDHPE KLA
- Knowledge and skills in communicating, critical thinking, decision making, interacting, moving, performing, planning, problem solving and valuing
- An understanding of and ability to teach the content strands: active lifestyle, composition and performance, growth and development, interpersonal relationships, movement sense, movement skill, personal awareness, personal choice, and promoting health and safe living
- An understanding of the integrated nature of PDHPE and an ability to put this into teaching practice. (NSW Department of Education, 1995)

These prescribed criteria clearly demonstrate that with the introduction of the new KLA in NSW, tertiary institutions were expected to adapt their approach in line with government bodies responsible for curriculum.

Subjective warrant
The concept of subjective warrant is inherently tied to the notion of professional identity and as such is of significance to this study. Subjective warrant refers to “an individual’s entering beliefs” (Swan, 1995, p. 99). In this case the beliefs are those of pre-service teachers entering into their (H)PETE program. Swan (1995, p. 87) defines the concept of subjective warrant as “a cognitive schemata that individuals carry with them as they consider the demands of a career and their perceptions of the likelihood of meeting such demands”
and, as such “warrants, set an agenda of expectation about the program to be studied” (p. 99). Swan (1995), referencing Dewar (1984), describes a study of PE pre-service teachers entering into PETE. When interviewed during the study, the pre-service participants expressed a belief that Physical Education was about teaching sports based skills to others and that their education would therefore revolve around the learning of, not only how to impart these skills to others, but also the learning of how to perform these skills. Swan (1995, pp. 99-100) argues that warrants such as those expressed in Dewar’s study:

set an agenda of expectation about the program that will be studied, the nature of the curriculum work they will do and also the meaning making they have made of the significant apprenticeship of observation. This also means students entering PETE have strong expectations about teaching and teachers that extend to university teaching and lecturers.

It is not surprising that Swan (1995) further argues that in a number of follow-up study responses regarding subjective warrant and pre-service training that many students “expressed surprise and disappointment at the lack of prac work (p. 101)” associated with their course curriculum. With this in mind, it can be seen how subjective warrant is important to this study as there is a strong correlation between the concepts of subjective warrant, pre-service training and in-service HPE teacher professional identity.

Hutchinson (1993) found that in regards to prospective PETE students it can be argued that there is a perceived narrow, and “custodian view” of teaching. Hutchinson (1993) further argues that this prospective PETE student view is centred around, both the roles students had undertaken themselves within sporting contexts, and also importantly the affiliation these students had with the style of their own Physical Education teacher. Of importance to this study is the argument raised by Hutchinson (1993) that the beliefs of pre-service students entering into PETE were based on similar principles. Of the participants surveyed by Hutchinson (1993) 80% expressed an interest and love of sport as being a significant reason for entering PETE, whilst 40% expressed the importance of maintaining a level of fitness as being important and 30% referred to the positive influence of their physical education teacher at school as being a primary reason for entering PETE (Swan, 1995, p. 102).
Subjective warrant is important to this study as it provides a link between the entering beliefs of pre-service (H)PETE teachers with the subsequent perceptions of in-service PDHPE that have been explored within Study Three.

**Research design**

**Introduction**

As described and justified in the Method Overview (Chapter Two), this is an interpretive qualitative case study that examines the NSW 2003 Years 7-10 PDHPE syllabus. Study Three utilises the NSW 2003 PDHPE Years 7-10 syllabus as a case to investigate the perceived impact of the syllabus document on purposively-selected in-service Association of Independent Schools (AIS) PDHPE teachers.

Particular to this study the research design uses semi-structured interviews to collect rich data to be analysed and thematically coded. The themes identified through both intra- and inter-textual analysis of the data provide the basis for character profiles to be established to create a case study of in-service AIS PDHPE teachers (Maykut & Morehouse, 1994).

In order to investigate the perceptions of AIS PDHPE teachers regarding the implementation of the NSW 2003 PDHPE Years 7-10 syllabus and its impact on their professional identity, Study Three aligns with Research Question Four: “How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?”

**Case study**

Study Three is a case study that focuses on in-service PDHPE teachers employed by the AIS system. These teachers were all in-service prior to the release of the NSW 2003 PDHPE Years 7-10 syllabus and at the time of interviewing were currently employed in AIS schools.

In relation to Study Three the context of the AIS forms the case, together with the real life experiences of AIS PDHPE teachers (group in question) who were in-service at the time of release of the NSW 2003 PDHPE Years 7-10 syllabus (phenomenon).

Bell (2005) argues that the case study approach allows researchers the opportunity to focus on one aspect of a problem in depth identifying key issues, in this case professional identity, within a field that would benefit from further investigation. Supporting the use of
a case study approach is the notion that case studies allow a researcher to identify processes at work within organizational structures. Bell argues (2005) that all organisations and individuals have both common and unique features and that the processes found within these organisations, which may be crucial to the success or failure of that organisation or system, may not become evident in large scale surveys. Through a case study, the researcher aims to identify the interactions between processes, to demonstrate how they the impact on the implementation of systems and influence the functioning of the organization involved: in this case the NSW BoS and the NSW AIS system and associated individual school settings.

Data collection and analysis

Study Three utilises semi-structured phone interviews as a data collection tool. The use of interviews has been described by Punch (2009) as the most prominent data collection tool in qualitative research, based on the fact that “it is a very good way of accessing people’s perceptions, meaning and definitions of situations and constructions of reality” (p.144). A major advantage of utilising interviews is adaptability. Bell (2005) reasons that an interviewer can follow up on any ideas expressed within an interview allowing for a further probe of responses as well as the ability to investigate motives and feelings, which a method such as a questionnaire could not. As Study Three is concerned with investigating the perceptions of AIS PDHPE teachers in regards to the perceived impact of the NSW 2003 Years 7-10 PDHPE syllabus, the use of interviews had the potential to provide rich data for analysis and thematic coding.

In Study Three, the use of semi-structured interviews allowed for the implementation of pre-determined thematic questions to be presented in a systematic and consistent order to all interviewees, whilst also allowing for further probing of responses when and as needed (Berg, 2009). By utilising semi-structured interviews the researcher was afforded a level of discretion and flexibility to explore emergent themes in a seemingly conversational manner allowing the researcher to “delve deeply into a topic and to understand thoroughly the answers provided” (Harrell & Bradley, 2009, p. 27).

Carr and Worth (2001), citing Lavrakas (1987) contend that the utilisation of the telephone for research purposes provides the opportunity for not only increased quality control but also importantly cost-effectiveness and increased speed of data collection. Carr and Worth (2001) further suggest that for many researchers the use of the phone interview increases
efficiency as the need for the researcher to travel to conduct individual interviews is removed.

Collecting data by telephone interview allowed the researcher to interview participants throughout the state of NSW, including the far North Coast, the Riverina, the Central West, the Southern Highlands, and Blue Mountains in addition to the Greater Metropolitan Area of Sydney. The use of telephone interviews was significantly more cost-effective than physically travelling to each of these locations and proved to be a more time efficient process than attempting to interview all participants in person due to participants’ geographic locations within NSW. The use of phone interviews also allowed for the collection of data from a centrally located point. Adopting this method allowed the researcher to follow the same procedure for all interviews and establish a consistent pattern that assisted data collection, and increase reliability.

Disadvantages associated with the use of a phone interview include the lack of non-verbal cues such as facial reactions, hand gestures and body language that assist the researcher in the interpretation process (Car & Worth, 2001).

**Pilot interviews**

To assist in the process of establishing consistency, a number of pilot interviews were conducted with PDHPE teachers prior to the main data gathering process. The pilot interviews were conducted to allow the researcher to practice interview skills and questioning technique. The practice or pilot interviews proved to be of great benefit as the process allowed for prompts, timings and patterns to be established. No adaptations were made to the interview schedule as a result of the pilot interviews. The pilot process confirmed the validity of the interview questions to gain data relating to the research question “How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?”

**Participant sample**

The participant sample for this case study included purposively selected PDHPE teachers from the NSW Association of Independent Schools (AIS). The potential participant sample included any current PDHPE in-service teacher who was employed by the AIS prior to the release of the NSW 2003 Years 7-10 PDHPE syllabus.
The sample was sourced through the AIS PDHPE consultant, who constructed a list of potential participants from the AIS employee database. Purposive sampling was then utilised to make the final selection of study participants from the list provided by the AIS consultant. Punch (2009) identifies that the use of purposive sampling allows for a sample to be drawn from the population in a deliberate or targeted way to allow for the maximum chance for the relationship being studied to be observed. In this case, the sample was selected to include a broad range of participants based on the variables of age, gender, teaching experience, geographic location, and school type including both general student population as well as gender population. The data gained from the purposive sample was then utilised to build an encompassing profile of NSW AIS PDHPE teachers.

**Interview design**

Each interview commenced with introductions and pleasantries, followed by an explanation of the process that was to occur. This explanation mirrored information provided prior to the interview and was provided for the benefit of the participant. Demographic information was then collected from each participant including, years of experience teaching PDHPE (and PE), age, sex, school and position on staff. The demographic or background information allowed the researcher to establish a profile of each participant. By starting with questions relating to their background the researcher was able set the tone for the interview and establish a positive rapport between interviewer and participants.

The interview questions were constructed along theme lines. These themes included:

- demographics;
- discursive preference and teaching philosophy;
- current perceptions of (H)PETE;
- perceptions of 2003 NSW Years 7-10 PDHPE syllabus;
- perceptions of the stereotypes of PDHPE teachers;
- initial attraction to HPE teaching; and
- engagement in professional development.

Refer to Appendix 3 to view the interview schedule.
Interview administration

The interview process initially involved the researcher emailing 20 potential participants sourced from the database provided by the NSW AIS PDHPE consultant. All potential participants were then phoned, during office hours at their place of employment, and were informed of the nature and purpose of the research. An Information Sheet (Appendix 2) and Consent Form (Appendix 1) were emailed to each of the willing participants, signed and returned before the interview process proceeded. Times for the phone interviews were negotiated with participants, interviews undertaken by telephone and digitally recorded using an electronic audio device.

Of the initial 20 teachers contacted two declined immediately, citing lack of time to be involved. The first of the teachers, who declined the opportunity to be involved in the research, was heavily involved in the school’s overall registration process with the NSW Board of Studies, whilst the second teacher to decline was adjusting to a recent promotion. One other teacher initially agreed to be involved in the study, however later could not find a suitable time to be interviewed and withdrew. Another teacher agreed to take part in the study but did not feel comfortable being interviewed and wished to answer the interview questions in writing. This request was accommodated however the written answers were not submitted. To ensure a viable sample size, a further four teachers were contacted, utilising the same process as for the initial participants. All of the four participants agreed to be a part of the study.

Analysing interview data

All interviews were digitally recorded and sent to an independent source to be transcribed verbatim (Markula & Pringle 2006), allowing for data to be presented as transcripts in type format. Data were then manually coded into themes. Cohen and Manion (1994, p. 286) refer to Kerlinger’s (1970) definition of coding as “the translation of question responses and respondent information to specific categories for the purpose of analysis”. Cohen and Manion (1994, p. 268) further state that interview data can be either pre-coded or post coded:

Even though a response is open-ended, the interviewee may precode her interview schedule so that while an interviewee is responding freely, the interviewer is assigning content of her responses, or parts of it to predetermined coding categories. Classifications of this kind may be developed during pilot studies.... Alternatively, data may be post coded. Having recorded the interviewee's response,
either by summarising it during or after the interview itself, or verbatim by tape recorder, the researcher may subject it to content analysis and submit it to one of the available scoring procedures... finally the data are analysed and interpreted in the light of the research objectives.

Both pre- and post-coding occurred in this study. Study Three utilised a number of pilot interviews to establish the validity of coding themes. This allowed for an appropriate interview schedule to be created and implemented during the interview process that ensured interview responses related to the research question. Following transcription of interview data, post-coding occurred to allow for common themes to be established and aligned with areas such as discursive preference and professional identity.

To assist in providing a comprehensive analysis of interview transcripts which allowed the researcher to create profiles based on identified characteristics of all participants, the data were examined not only within each interview (intra-textually) but also across all interviews (inter-textually). The findings from the interview data appear as character profiles later in this chapter.

Utilising intra-textual analysis, participant quotes within the interview transcripts were categorically labelled based on themes relating to units of meaning (Maykut & Morehouse, 1994). The following quote is an example of how data were categorised within the theme label of mixed discourse preference:

I actually enjoy both. I enjoy the science based side of it, and in, like in improving performance, and how you can become a better athlete, but the significance and importance of teaching adolescents about socio-cultural part is vital, and I enjoy that part as well.

All themes identified intra-textually were categorised into key concept lines including:

- Level of engagement with the socio-cultural discourse of NSW 2003 PDHPE Years 7-10 syllabus;
- Perceptions of image and change within the PDHPE KLA as a result of the implementation of the NSW 2003 PDHPE Years 7-10 syllabus; and
- Implications for HPETE and professional identity.

To provide context, data such as sex, age, the number of years of teaching PE, PDHPE, the participants’ current teaching situation in terms of school context and geographic
location, and current teaching role were coded within the category of demographic information. It is important to note however, that themes overlapped and were not considered as independent from one another.

Categories were colour-coded based on perceived discourse alignment and assigned to a particular profile. For example:

- Blue - Scientific discourse
- Red - Socio-cultural discourse
- Green - Mixed preference for both science and socio-cultural.

Table 5.1 is an example of this coding.

**Table 5.1: Discursive coding**

<table>
<thead>
<tr>
<th>Socio-cultural (red)</th>
<th>Scientific (blue)</th>
<th>Mixed Approach (green)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the new syllabus is very good in that it, you know, it does hit on those aspects of the socio-cultural so it does allow people to realise a lot of the decisions they make and the behaviours they undertake, a lot of it is affected by their socio-cultural determinants and factors around them.</td>
<td>So they really loved that scientific aspect and really sporty boys as well, so they really liked that, so that was really enjoyable teaching them that side as opposed to the socio-cultural.</td>
<td>I actually enjoy both. I enjoy the science based side of it, and in, like in improving performance, and how you can become a better athlete, but the significance and importance of teaching adolescents about socio-cultural part is vital, and I enjoy that part as well.</td>
</tr>
</tbody>
</table>

The process of identifying key themes continued until no further relevant themes could be identified, therefore reaching, what Clarke (2008) refers to as an assumed level of saturation.

Inter-textual analysis in this study allowed for the comparison of themes across all interviews to establish the level of representation of themes between participants. This process of identifying key patterns occurring between participants allowed for discrete discourse preference profiles to be established.
Following the process of inter-textual analysis, patterns that were identified from key themes between participants were grouped and tabled. The coding process allowed for participants to be categorised in terms of discursive preference and demographic profile.

**Credibility of the study**

**Validity and triangulation**

In a qualitative study credibility is a significant issue and as a result, to increase the level of credibility internal validity strategies have been applied. In relation to this study internal validity occurs when the explanation of an event, issue or set of data the research provides can be sustained by the data (Cohen, Manion & Morrison, 2003). In Study Three internal validity exists as multiple data collection and analysis methods have been employed. Additionally, the interview schedule was piloted to ensure that the responses gathered provided data that explicitly related to the research question.

**Ethical considerations**

Ethics approval for this study was granted from the Charles Sturt University Human Research Ethics Committee, based on the submitted research proposal (Protocol number: 2010/021). It is important to note that in case study research where the possibility that any participant or institution, may be recognised it is essential to employ a range of measures to ensure anonymity and confidentiality of participants. Cohen and Manion (1994) argue that the issues of privacy, anonymity and confidentiality must be taken into account with all forms of social and educational researcher.

All participants were assigned a pseudonym before data analysis commenced assisting to protect their anonymity (Markula & Pringle, 2006). In accordance with the Charles Sturt University Human Research Ethics Committee requirements all data were kept secure at all stages of the research process.

The researcher in this study can be identified as a participant researcher therefore becoming a consideration in regards to ethics. Clarke (2008) argues that it is important for the participant researcher to discuss their position within the study stating that “as a participant researcher there are dangers associated with interpreting and reporting data. These dangers, in the form of researcher subjectivity, have the potential to cloud the results of the study” (p. 89). Peshkin (1988) states that researchers need to acknowledge subjectivities and investments that may influence their study.
Integral to the formation of this study is the fact that the researcher was an in-service PDHPE teacher within the NSW AIS system. Therefore it would be safe to assume the researcher has an interest in the results of this study and the possible implications for the PDHPE KLA. As one measure to minimise any subjective influences from the researcher’s perspective, the research design has ensured that a breadth of participants, reflective of the diversity of discursive preferences, and school types found within the AIS were purposively selected as participants in the study.

Summary

Data for this study were collected through in-depth semi-structured telephone interviews from a purposively selected group of in-service PDHPE teachers who were employed by the NSW AIS. The resulting data were coded, assigned themes and analysed using both intra- and inter-textual analysis. Participants were assigned pseudonyms to provide anonymity and protect individual’s identity (Markula & Pringle, 2006).

Results

**Constructed teacher profiles**

The participant profiles represented in the results section are representative of the perceived professional identity of PDHPE teachers interviewed within the AIS system who were in-service at the time of release of the 2003 syllabus. Three profiles were constructed based on the collective themes coded from the discourse gathered from the interview process. This approach to compiling a “composite profile” of participants’ representative of a dominant discourse, has previously been adopted by Ryan (2005) in her study of systematic literacy initiatives. In this thesis, the approach has allowed for three “representative narratives” to be presented as participant profiles. It is recognised that these profiles are not representative of all teachers in the AIS schools’ system however, as evidenced by the data collected, they are indeed representative of the participants sample. Each profile is reflective of the level of engagement with the NSW 2003 PDHPE Years 7-10 syllabus and the perceived professional identity that was associated with that level of engagement.

The findings from Study Three have been used to identify key themes consistent with participant views and perceptions that correlate with the contemporary HPE discourses outlined previously in Studies One and Two.
Using data collected from the interview process resulted in the creation of three distinct AIS PDHPE teacher profiles: one female and two male. The three profiles will be referred to in this case study as Kylie, Alex and Harry respectively. As mentioned the three profiles are all reflective of teachers working within the NSW AIS system however, it is important to note that regardless of the fact that all three teachers work within the same educational system, there is a great diversity of contexts and role descriptions within that system. All teachers interviewed for this study were employed as HPE or PDHPE teachers prior to the release of the NSW 2003 PDHPE Years 7-10 syllabus and therefore are assumed to be considered as experienced teachers within the AIS system.

The profiles have been assigned genders, based on demographic data collected during the interview process. Alex (represented as a male) can be thought of as androgynous as this profile also represents a number of female staff perceptions and views. The other two profiles (Harry and Kylie) reflect the opposing extremities of the perception continuum and reflect the polarised nature of masculine and feminine view points that were evidenced throughout the data collection process.

**Contextual statement regarding the AIS system**

There are three recognised sectors of schooling within the NSW educational framework: the Government sector, the Catholic Sector and the Independent sector, referred to as the Association of Independent Schools (AIS).

Within the Association of Independent School’s educational system there are a number of distinct operating and organizational systems based on such factors as religion, gender, sporting association, location, and size. In 2010 there were 449 registered independent schools in NSW, with a combined student enrolment figure of 174,000 students in primary and secondary contexts. Student enrolments varied from 20 students to in excess of 2000 students, covering diverse geographical locations ranging from metropolitan Sydney to rural and remote NSW (www.aisnsw.edu.au).

As indicated, the AIS is an independent school system in New South Wales. The system, as its name suggests, comprises independent individually operated schools, with a number of schools working together in small groups (www.aisnsw.edu.au). These small groups are often referred to as associations, that can be further divided based on defining characteristics – such as religion (i.e. Christian, Islamic, Lutheran and Anglican), gender and in a number of cases sporting affiliation, such as the Independent Sports Association.
(ISA) and the Association of Independent Co-educational schools (AICES). The ISA was created under a charter to increase sporting, cultural, social and academic contact between independent co-educational schools (www.isa.nsw.edu.au). The AICES was consciously created to provide an avenue for sporting representation for a number of independent schools who were perceived to lack a credible sporting pathway (www.aices.com.au).

As independent schools are often private in nature many have a “traditional” school ethos. This is an integral part of the school climate and crucial to the schools’ continued enrolment process. Many schools have well established traditions and images with some schools dating back over one hundred years (www.privateschoolsguide.com). The concept of sport in this system is seen as a crucial element that needs to be to be perpetuated for perceived continued success. The relationship between traditional school sport success and school image has an impact on many PDHPE programs and the professional identity of PDHPE teachers within the system as they have been traditionally linked with the sporting discourse. Moving away from this traditional sporting model has proven difficult for some schools. The issue is compounded in a number of cases as Principals and executive members still confuse the concepts of HPE and sport and “will often judge quality teaching by the success or otherwise of school sporting teams in competition” (Tinning et al., 2001, p. 289). The resulting impact of this school ethos places certain expectations on the PDHPE staff, from not only the school administration but also from the student body, and the wider school community (parents, alumni etc).

The following profiles have been created from data collected during the interview process of this study. Each profile has been aligned with demographic information that corresponds with themes from presented discourses. From the data three distinct profiles have emerged that represent the perceptions and views of AIS PDHPE teachers.

### Establishing the profiles

**Kylie**

Kylie has been chosen to represent those PDHPE in-service teachers within the AIS system interviewed who have embraced the socio-cultural discourse of the NSW 2003 Years 7-10 PDHPE syllabus. She has been actively involved with and engaged in syllabus workshops, program preparation and has regular contact with the AIS PDHPE consultant, attending regular professional development sessions and workshops.
Kylie is representative of those teachers who are motivated to have PDHPE seen as a legitimate academic subject that has a significant role in the lives of young people. Kylie has worked hard to gain professional recognition and she values visibly portraying the KLA team as a highly organised, proactive and socially responsible faculty with strong academic links.

She is representative of those teachers who are making a conscious decision to embrace the socio-cultural elements found within the NSW 2003 Years 7-10 PDHPE syllabus and develop programs and units of work aimed at issues relating to young people’s health.

Kylie could be viewed as typical of those teachers who are moving away from the traditional sport/practical skill-based learning experiences associated with PE to concentrate on the theoretical components of the KLA found in the 2003 PDHPE syllabus document. This move signifies a shift in professional identity resulting from the implementation of the NSW 2003 Years 7-10 PDHPE syllabus. Through the data collection and analysis process, in-service PDHPE teachers expressing this shift in professional identity positions them at the perceived socio-cultural end of the scientific-socio-cultural discursive continuum. A straightforward alignment with the socio-cultural discourse was adopted only by female teachers interviewed. Interestingly no male teachers interviewed identified solely with embracing the socio-cultural discourse at the expense of the scientific discourse. In terms of professional identity Kylie is also reflective of those teachers who have made a conscious decision to enter the field of PDHPE after exploring other career options, providing Kylie with a clear sense of both perceived purpose and discursive alignment.

Kylie’s decision to become a teacher was not taken lightly and involved analysing and exploring alternative career options prior to moving into the direction of HPE and PDHPE teaching. The following quote highlights Kylie’s conscious decision not to invest in an area of study focusing on a scientific perspective.

I was actually studying economics at Macquarie Uni and doing quite badly, and I wasn’t spending a lot of time going to lectures and that, I was spending more time getting fit and healthy. And I thought I’d rather be doing something related with staying fit and healthy and looking after myself, and I said “oh, I might do either PDHPE or physio”. I got into both, but if I was to do physiotherapy I had to do a
bridging course in, I think, physics and chemistry, cos I hadn’t done the science. So I thought PDHPE would be the next option to do teaching.

Kylie’s professional identity and alignment with the socio-cultural discourse has been clearly reinforced through her links to her pre-service PDHPE teacher training program as highlighted by the following interview response:

When I was at uni I actually went down all of the sociology side and the psychology side of things rather than the exercise, phys and biomechanics. So I’m probably more on the socio-cultural because I like to see what the, the different factors, like your environment, how that impacts on an individual in their decision making and their behaviour, their learned behaviour. So I probably would prefer, I like the socio-cultural, and I think that’s probably more relevant for the young people of today.

To further her understanding of the KLA, and in keeping with her perceived professional identity, Kylie has undertaken extra training aligned with the socio-cultural perspective of HPE. Engaging with professional development of this nature has reinforced Kylie’s alignment with the socio-cultural discourse further strengthening her professional identity.

Alex
Alex represents the majority of teachers interviewed in this study. He is representative of those teachers who have engaged with the socio-cultural discourse and believe that it holds an important place within the PDHPE KLA. He believes that the scientific elements in the KLA provide academic credibility and along with the practical components of the subject area provide a balance to the socio-cultural discourse of PDHPE.

Alex is representative of those teachers, who understand the perceived need for and role of the socio-cultural discourse within PDHPE. Alex supports an approach towards PDHPE that acknowledges and values the contribution of each of the contemporary discourses identified within this study, socio-cultural, scientific and physical activity. Alex is very aware of his professional identity and enjoys the perceived increase of status now associated with PDHPE as a result of its increased academic merit and subsequent social significance. As perceived by Alex the increase in status afforded to PDHPE, entails recognition of the teaching of the sensitive issues encompassed within the NSW 2003 Years 7-10 PDHPE syllabus framework.
As Alex works in a rural co-educational independent school he has had limited opportunities to engage in regular professional development due to the constraints of both distance and time. However after a number of years of teaching he is still enthusiastic and makes an effort to update resources. Alex is involved in a number of roles and activities outside of his classroom commitments and views this as an important link to his being a role model for young people.

Alex is reflective of those pre-service PDHPE teachers who entered the profession based on both a love of being involved in sport, the effect of a role model, and the aspiration to become a teacher to engage in the KLA in a positive and engaging manner.

I was unsure when I left school what I was going to do right up to sort of Year 12, and it was probably my love of sport which was the main reason for moving in, and also a role model that I had in that particular position in the school.

Alex’s decision to enter into the field of PDHPE was also based on positive life experiences from his own schooling, including as mentioned the concept of role modelling.

I’m pretty sporty. At school I loved my PE teachers. I thought they were the best teachers at the school. It’s kind of, I felt it was a fairly fun thing to do but also that I wanted to be a teacher.

Alex also expressed the fact that he saw PDHPE teaching as a way to make a contribution to young people, expressing that an important aspect behind his choice to become a PDHPE teacher was the “opportunity to guide students”. This is significant as it indicates that Alex was conscious of the capacity of a PDHPE teacher to assist others, as well as furthering his own love of sport. He saw the opportunity to combine his sporting prowess with academic study through (H)PETE.

Harry

Harry represents those PDHPE teachers who align themselves with the masculine, scientific paradigm and have little or no engagement with the socio-cultural discourse. Harry is a Sports master at a large all boys’ school, dominated by a male presence both in terms of student population and educational leadership. Harry’s pre-service training was in Physical Education/Human Movement with a science and practical based focus and, as such, he has not engaged with the socio-cultural discourse or received formal training in that area.
Harry works in an environment where sporting prowess is regarded as a major characteristic of the school ethos, particularly masculine dominated sports such as football. Harry’s alignment with the sport discourse has been rewarded as he was promoted to Sports Master. This promotion has further reinforced Harry’s preference for and alignment with the physical activity and scientific discourse, as his commitment to these discourses has resulted in recognisable professional benefits.

In his role as Sports Master he has not been actively involved in syllabus or program development, and feels that his responsibility as a PDHPE teacher is to be a fit and healthy role model for the students in his care. As a result he has marginalised classroom practices that have centred on the socio-cultural discourse.

Harry considers himself to be extremely busy with school functions that often involve activities outside of the classroom such as sport and sports coaching, which result in him spending a considerable amount of time away from the classroom setting. By fulfilling time-consuming extra duties Harry has found that this leaves little or no time to attend PDHPE curriculum based in-servicing regularly or have time to become involved in professional discussion. As a result, Harry’s engagement with professional development relating to PDHPE curriculum has been limited. Thus Harry has had minimal experience in programming in PDHPE.

An important aspect of Harry’s sense of identity relates to his pre-service training. Harry’s pre-service training was focused on the scientific aspects of PDHPE discourse and the practical aspects of the KLA that relate to PE.

I studied my PE degree at University A. I found the course absolutely awesome, because it was just really practical. From day one we were out at the sport centre, we were being taught by the top coaches in hockey, basketball, gymnastics, and we are being at the sports centre, they’ve got all the facilities, and the attention to detail was fantastic.

And I think that we really found out that it was very hands on and very practical, which compared to some courses I’ve heard, you know at some of the other universities, it’s a bit more theoretical. No it was really good, and our prac experiences were great. We got from first year we were out there doing prac at
primary schools, and then by third year you, I ended up going to the XXXX in the UK and doing prac there, which was awesome.

there was a very strong practical aspect to it, so for example in the first year you had nine hours of practical a week and then gradually that declined to less and less in the second year, then less in the third year. So it was a range of, I would say, a range of areas that had to be covered you know from the scientific aspects to the more or less scientific and then were various options as well that you could do, you could choose as you went through the course as well.

Through his pre-service training Harry, developed a very clear sense of what constituted the professional identity of a PDHPE or PE teacher. This identity comprised the traditional definitions of the stereotypes of PE teachers as established by Macdonald (1993). Harry’s identity was further reinforced by his involvement in practical teaching experiences during the pre-service teaching period both in Australia and the UK.

Harry’s background and decision to be a PDHPE teacher was strongly linked to the concepts of the role model and his personal interest in sport. For Harry, engaging in a HPE pre-service teaching course was seen as an opportunity to combine his interest of sport with a career option and therefore he chose a course reflective of the scientific and practical aspects of HPE and PE. The decision to enter a PDHPE pre-service course can therefore be considered not to have been made from what can be considered an educational or teaching perspective.

Yeah look I would say that it was something that you know I was passionate about and keen about in terms of sport and physical activity and you know the opportunity to go and do that and to learn about that in a bit more depth and detail was yeah, something that I thought would be interesting and I hadn’t had at that stage had any you know teaching experience or anything like that, so but yeah that was the main, the interest in the sporting connection and learning about sport in different aspects related to that.

Harry’s approach towards the KLA and pedagogy of PDHPE has been very much influenced by his own experiences as a student, with the practical aspects of the subject area being the driving force behind his decision to be a HPE teacher. Role modelling can
be seen as a significant factor reinforcing how Harry perceives the how KLA should be taught.

I: Okay. Can you tell me why you decided to become a PE or a PDHPE teacher?
P: For me it was probably watching prac lessons or being involved in prac lessons with PE teachers that I’d had, and thinking that looked like a really good way to spend your day and to work and yeah, I suppose that influenced my decision to move towards that goal. Plus, being involved in a lot of sports.

As previously indicated Harry’s pre-service training had a major impact on his philosophy towards teaching PDHPE as he relates significantly to his undergraduate degree to define himself as a PDHPE teacher. Harry received no exposure to the socio-cultural discourse evidenced within the NSW PDHPE syllabus during his pre-service course and therefore has no commitment to the discourse.

Yeah, because basically although some of the content that we covered in the Human Movement was good, and was able to be applied in the classroom, it was probably minimal and it was, and the content that was applicable was way beyond the level of what the kids required. And the fact that, basically, I touched the syllabus I would say once in the whole time I was at a university and I’m not sure that the lecturers have ever seen the syllabus, because the content they were teaching us didn’t necessarily come from the stuff that we were required to teach when we got in the classroom.

Harry clearly expresses a perceived lack of correlation between the pre-service training he received during (H)PETE and the syllabus content requirements of in-service teaching. Harry reinforces his perceptions of tertiary training and its lack of credibility within the school setting again when he makes reference to the pre-service teachers he has worked with as an associate teacher.

now we’re getting a lot of interns coming through that don’t necessarily like sport or play sports, but they’re coming through cos, I suppose, they want to be a PE teacher to get involved in the more socio-cultural based stuff.
The three character profiles of Kylie, Alex and Harry introduced in this section suggest the professional identity of NSW AIS PDHPE teachers resulting from discourse alignment. Kylie has been shown to be representative of those teachers who align with the socio-cultural discourse, Harry has been shown to align with the scientific discourse and Alex has been shown to align with both the socio-cultural and scientific discourses. The following section of this study will further examine how the NSW AIS PDHPE teachers represented by the character profiles of Kylie, Alex and Harry engage with the 2003 NSW Years 7-10 PDHPE syllabus.

**Contextual engagement with socio-cultural discourse**

**Kylie**

Kylie holds the position of Head teacher of PDHPE at a girl's school located in metropolitan Sydney. Her pre-service teacher preparation course was undertaken at a metropolitan University, with her undergraduate course being a Bachelor of Education. Kylie has supplemented her undergraduate knowledge through engaging with further study at a higher academic level.

As a PDHPE in-service teacher Kylie places great importance on understanding and delivering the content found in the NSW 2003 Years 7-10 PDHPE syllabus document, and demonstrates a clear preference for the socio-cultural discourse.

Kylie displays engagement with the NSW 2003 Years 7-10 PDHPE syllabus. She expresses confidence with both the programming and the implementation of units not only within her own classroom, but also on a broader scale by developing material for other in-service PDHPE teachers to utilise.

> Because I’ve been teaching for 17 years, you know, I’ve learned so much and with my experience I feel quite confident in doing things, in delivering a program. And also, I was involved writing sample units of work at the Board of Studies, developing assessment tasks that went out in the, when they sent out support materials for the new syllabus. I was involved in writing some of those support materials.

Kylie views the content found within the NSW 2003 PDHPE Years 7-10 syllabus in a positive manner, placing the role of the syllabus into context with her espoused teaching philosophy.
I think the new syllabus is very good in that it, you know, it does hit on those aspects of the socio-cultural so it does allow people to realise a lot of the decisions they make and the behaviours they undertake, a lot of it is affected by their socio-cultural determinants and factors around them.

Through her high level of engagement with the NSW 2003 Years 7-10 PDHPE syllabus, Kylie demonstrates her alignment with the socio-cultural discourse.

Alex

Alex trained in a regional university and teachers in a rural co-educational school. His professional identity is very dependent on role models and colleagues with whom he has worked to develop his ideas in regards to teaching and pedagogy.

In terms of tertiary pre-service PDHPE training, Alex completed a three year Bachelor of Social Science (Human Movement/Physical Education) Degree followed by a one year Graduate Diploma of Education.

Alex’s pre-service training course was heavy weighted towards the scientific discourse within PDHPE specific units and also involved a high percentage of practical content based classes. Interestingly, Alex’s undergraduate pre-servicing training also consisted of a number of psychology and sociology focused subjects. These subjects whilst not related specifically to the field or KLA of PDHPE have provided Alex with a pre-service background that may have assisted in his ability to engage with the socio-cultural content found within the NSW 2003 PDHPE Years 7-10 syllabus.

Alex has engaged with the socio-cultural discourse as a PDHPE in-service teacher, however he is not in support of it being seen as the sole driving discourse behind the KLA of PDHPE, and still engages regularly with the science and physical activity discourses. Alex strongly believes that a mix of the two theoretical discourse areas of science and socio-cultural is important with the PDHPE KLA to provide the KLA with a balance that best suits the needs of young people within his educational philosophy.

Harry

Harry is a male Sports Master at a large boy’s school. He completed a Bachelor of Physical Education at a metropolitan tertiary institution in the early 1990’s with a heavy emphasis on practical skills and skill development. Content found within Harry’s pre-service training
focused on the scientific aspects of Human Movement combined with a significant amount of time spent engaging in practicum experiences.

Harry’s discourse beliefs, established during pre-service training have been reinforced through his experience teaching in schools, both as a pre-service (on practicum) teacher and as an in-service PDHPE teacher within the AIS system.

Harry has not undertaken any further professional PDHPE education based training since his graduation from pre-service. He has however undertaken further professional development and training in relation to sports based focus areas that he sees as vital to his combined role as a both a PDHPE in-service teacher and Sport’s Master. It is important to note that the role of Sports Master is a promoted position for Harry at the level 2 coordinator rank, equivalent in financial status to that of a Head PDHPE teacher.

**Perception of image, role and change**

**Kylie**

It is apparent that Kylie is very aware of the fact that there have been changes in the syllabus structure of NSW PDHPE Year 7-10 syllabus and to the professional identity of the PDHPE KLA. Kylie is also aware of how other KLA faculties view both the PDHPE KLA and PDHPE teachers.

I can speak from, like what’s happening at my school and probably in a lot of schools; it’s become a lot more academic. There’s a lot more academic rigour involved in it. It’s not probably perceived as a Mickey Mouse subject anymore. And I think, well I can only speak from what I’ve seen and from what’s happened in our school, and over the years we are highly regarded as being very professional, highly organised, knowing our content and delivering really great, really good results in the HSC, particularly in the HSC. Yeah so I can see, yeah, with PDHPE it’s definitely changed from just going and running around the oval to being quite academic, but even being quite, I don’t know what would be the word, but even when you’re teaching your practical classes now, we go down that more, that games-centred approach. So asking, getting the students more involved in why we’re doing particular things and if we change this or change that how is that going to improve or how is that going to disadvantage and having the students think more about their movement and also, that also, still having a bit of a fun aspect to PE as well.
It is significant that Kylie draws a distinction between the terms PDHPE and PE. It shows an awareness of both terms and the role that PE has within the PDHPE KLA and when placed in context demonstrates an awareness of PE as a precursor to the current KLA as opposed to referring to the entire KLA as PE rather than PDHPE. The reference made to just running around the oval; to becoming quite academic along with a noted change in focus relating to practical content pedagogy reinforces the change of identity that Kylie associates with the KLA. Other important points to note here include the reference to the subject formerly being thought of as ‘Mickey Mouse’, with particular reference the perceived increase of academic rigour, and the subsequent elevation of status related to being professional, highly organised, knowing of content and results linked to HSC performance.

When asked to further elaborate on the perceived difference between a teacher of PDHPE and the traditional perception of a PE teacher, Kylie’s response evidenced a differentiation between the two concepts elaborating on the increased focus on social issues and health content found within the contemporary PDHPE years 7-10 syllabus.

Yeah, there’s definitely, you have your PDHPE teacher which is looking at the holistic approach, with the personal development and the health and the physical education and how you can incorporate learning with the, learning through movement. Where your PE teacher is just more probably a practical specialist, and they’re more interested in just getting outside and running around, being physically active, rather than looking at some of the more personal development and health issues in, around the, in that PE area. Looking at body image or alcohol and drugs and their impact on adolescent behaviour.

Whilst showing an awareness of how PE is represented in the KLA of PDHPE, Kylie believes that there are still teachers whose practice is representative of that prior to the 2003; and to an extent the 1991 NSW PDHPE syllabus. Kylie’s reference to the description of a PE teacher rather than a PDHPE teacher is an attempt to describe those teachers who are not adopting what she feels should be current pedagogy. Kylie believes that by not adopting current pedagogy nor engaging with the content found in the NSW 2003 PDHPE Years 7-10 syllabus PDHPE teachers are harming the professional identity and increased status that she associates with the KLA.
I think the most significant change in PDHPE is the professionalism of the PDHPE staff. I think we’ve gone from an era of, you know, there’s the PE jock kicking the ball around to one of highly educated, highly motivated group of professionals that have taken the subject a long, long way over the last 20 years.

Wanting the students to think more about, like, the social aspects...health status of the population and why that was occurring...wanting PDHPE to be a little bit more academically rigorous than what was being produced...we are changing where we are quite professional in our approach, we’re getting good results, and I would say very much since probably 2000 you can see the changes with the PDHPE teachers. Not saying that there’s not that kind of jock mentality that’s still out there, and I would say it’s still out there in some schools where it might be a traditional school, could be a boys’ school where sport is the more important thing than the curriculum side of things. But in a lot of other schools you can see where PDHPE very much has gained status within the school and gained credibility and, you know, it’s seen as a fully-fledged subject just like your English, maths, science and your elective subjects.

It is interesting to note that Kylie makes reference to the traditional nature of boys’ schools and the relationship with sport. Kylie’s reference to the jock mentality is a clear reference to identity and discourse alignment demonstrating how Kylie perceives the status of the HPE KLA.

Oh look to be honest with you I still think they are seen as the jocks. But I think that’s changing but only because you know the students that are coming out of university now come in with that attitude. There are still a lot of schools, particularly boy schools, where that image has not changed much at all to be perfectly honest with you, and they still dislike teaching theory and they just want to run around and kick the footy with the boys. But it is improving and the fact that you know they have to grade the kids now and kids, they want to learn more than just how to run around the oval. I think about when I was at school to what it’s like now, it’s amazing how much it’s changed.
Kylie makes reference to the perceived increased level of status that she associates with PDHPE that is related to the increase in theory content. The previous quote signals a perceived development of the KLA from a historically practical based subject area to the classroom based subject that focuses on socio-culturally content.

Kylie identifies that significant change has occurred within the field of PE and HPE during both the time frame that she has been teaching and since she was at school as a student. Kylie expresses that this change in her opinion is positive and that the link between pre-service training and the establishment of professional bodies such as the PDHPE Association has benefited PDHPE teachers.

I’d say the time frame would be 25 years, thinking back to when I was at school. And as I said earlier it’s changed significantly and for the better. And even as simple as the demands, the marks you need to get to become a PDHPE teacher are significantly higher because of the demand for it because people enjoy doing that sort of job. But that just means we’re getting better graduates coming through or the cream of the crop you could almost say. So I think all of that, and the PDHPE Teacher’s Association can put their hand up and take a lot of credit for the image of PDHPE over the last 20 odd years. They’ve done a lot to establish the profession. So it goes back to what I said earlier about how a PDHPE teacher’s image has changed, and I think those are the reasons why as well.

When asked to express the role that PDHPE plays within the schooling framework and the image associated with the PDHPE KLA and in-service teachers, Kylie highlights the significance of the socio-cultural discourse to changing her perceived professional identity and the role of the syllabus content relating to young people.

I just think that the stuff we cover in simple terms, I say stuff, the content we cover is so vitally important I don’t see them getting it anywhere else. I think that our role in the development of young people is quite significant. And the more I look at what we teach compared to other subjects I just think that what we’re doing’s quite amazing and everything that we’re trying to address in the young person’s life I think we can have significant differences especially if we get given a bit more time to try and address the issues. But I just think we’re filling a void that couldn’t be done anywhere else.
Kylie has expressed an awareness of external perceptions regarding the KLA. This is an important part of her identity as an in-service teacher and is marked by her knowledge and the reference made to the number of PDHPE HSC candidates. This reference notes PDHPE as a perceived academic subject, and reflects the way that Kylie chooses to engage with the Years 7-10 syllabus.

You know people now see it as an important subject, that it’s graded now, it’s not just a case of well you know School Certificate don’t worry about that because now you do actually receive a grade so the profile has raised immensely and when the Stage 6 course came in that changed things as well because it wasn’t a Mickey Mouse course. It was tough and it’s still considered one of the tougher courses going around and I think the perfect example of how it has changed, how it’s improved is there’s now about 12,500 students across the State who select to do PDHPE for their HSC which is you know a fifth of the kids across the State. I think we are in the top 5 now of subjects across the States, so you know it’s pretty strong support for PDHPE that’s for sure.

**Alex**

Alex is aware of external perceptions of the images associated with the PDHPE KLA, particularly from teaching peers within other KLA faculties.

The stereotypical image is a jock, I suppose. And it’s quite interesting sometimes, when, a couple of years back we had a trivia night and the PE table won. (laughter) That put a few people, put a few noses out of joint, they were a bit surprised. So I think it’s a bit interesting that the way, the way some people perceive PE teachers to be, and people outside of teaching, when you talk to them about what we actually do teach, they get a bit surprised as far as what content we cover now, nowadays. So I think the image is changing, but that’s a slow, slow image, it will take a long time. I dislike sometimes the sense that I am looked down upon because I am PDHPE rather than what other, particularly the older staff might see as a lesser subject. So I think there’s some impressions there in terms of the profession that are still being worked towards. I don’t like getting pushed and bumped when it comes to facilities and having to come up with new
plans for wet weather, so those practical things I think can be very draining on a
day to day basis.

Yeah. The concept of a PE teacher I associate with old school. I associate with a
dictator and I associate with being out on the oval and just kicking the ball around
with very minimal organisation. I mean, that’s just this image I have in my head.
How do I describe a PDHPE teacher? Like I said, every PDHPE teacher I know
is highly motivated, very well educated, very professional in what they do and
probably more so that I notice around the school is their focus on student needs.

Alex expresses an understanding of the historical development of PDHPE as a KLA and
distinguishes between the concepts of PDHPE and PE. Interestingly, like Kylie, Alex
refers to the stereotypical concept of the jock as an external perception in regards to
identity with PDHPE and its predecessor PE. Importantly Alex expresses his perception in
regards to his perceived identity of a PDHPE teacher as being a highly motivated and
educated professional teacher with a focus on student needs.

In terms of perceived status, Alex expresses concern about issues such as timetabling,
expressing that he does not like the concept of being “bumped” (given last preference) in
reference to the use of facilities. Alex is making reference to the perceived external status
of the KLA by the executive management of the school.

Alex expresses an awareness of the importance of the socio-cultural aspects of the syllabus,
referring to the relevance of the subject matter in terms of the level of impact on students’
lives utilising phrases such as “making a difference and having a lifelong impact”.

I really like the connection with the kids because I think PDHPE, the subject
matter is actually relevant to their real life, more than a lot of other subjects are, so
kids of every ability level and I’m talking sort of academic ability level, actually can
get something out of the course and that’s really valuable I think in their education
and it’s something that does you know have lifelong impact. And I really like that
idea of actually making a difference.

Alex perceives a major aspect of his position as a PDHE teacher is that of a role model for
his students. He highlights the importance of developing positive relationships with the
adolescents in his care and recognises the need to establish a positive learning environment in which to discuss issues that are of significance to young people’s lives, particularly from a social point of view.

Yes, I think, being a role model, is important. I think having a relationship with adolescents and being able to talk about things which add to their life skills, so I see, a biased opinion, but I see it as one of the most important subjects that they can do, because they are learning about things that are occurring in their life and how they can look after themselves, how they can protect themselves, how they can develop relationships, and, you know, most of the things that we do in life involve our relationships, so we need to be able to foster those and teach the kids about those things.

Yeah I would say probably just you know, from my perspective it would just be a friendly but firm person that you know is approachable and enthusiastic, outgoing, that’s how I see it and I think you know depending on what you teach I think that can play a role in how you know you deliver information. You know for some teachers who teach other things, they may need not to have that approach, sure they need to be enthusiastic etc, but I think sometimes in terms of the nature of the subject we that we teach, we need to be more open and we need to be, make sure the kids you know if they’ve got something to tell us, they can approach us if they needed to because that’s obviously relevant or can be relevant in terms of what we’re discussing. You know so you’re talking, discussing Sex Ed you know, you need to be able to be relaxed in front of the kids and, so that they can ask questions and not be afraid of you in that context. Which would be different you know if you’re standing up in there and you know teaching algebra.

Alex expresses an awareness relating to the image of the PDHPE KLA, including references to gender, academic merit and the recurrent theme of Alex’s teaching philosophy – balance.

Yes, I think it’s changed. I think if you look at the ‘70s and ‘80s, I would have seen it as purely a PE teacher, dominated in a lot of respects by probably male figures, and through the ‘90s and now we’ve seen more of a strive to be seen as an academic subject, because we are an academic subject. So I think there’s been a push in that direction as well. So I think the PDHPE teacher is really trying to be a complete
teacher of the balance of the academic and the physical side. So that’s how I would see it now. But I think there’s been a process of evolving to that from purely being physical through that.

Alex further expresses his understanding of change by adding time references and mentioning historical discursive influences such as PT.

Yes, probably, from a PE being more like a PT instructor, back in the ‘70s and ‘80s, and for a lot of schools even in the early ‘90s I think, to now being a push of a more academic focus. And I think that was a real process for the teachers to understand that. And I was going through uni at that time, having been taught really as a PT, thinking what’s going on, I don’t remember doing all this sort of stuff at school, to now having more of a focus, and I can see the relevance of that focus now.

Alex demonstrates an awareness of influential figures within the PDHPE KLA network who formed part of the movement to refocus PDHPE towards a more socio-cultural perspective in relation to young people’s health. Interestingly, as with Kylie, Alex makes reference to Mickey Mouse in terms of past external perceptions. It is also interesting to note that Alex shows an awareness that not all schools and teachers are moving at the same rate and refers to a number of variations in approach to the theory/practical dichotomy. Alex notes that the move from subject area to KLA and the increased status involved change and a shift away from the traditional image associated with PE.

Yeah I think credit goes to the people, you know people like Janet Davey and co right from an early age where they got things happening in PDHPE and at the time it was Mickey Mouse, bottom rung of the ladder type stuff and you know the PE teacher was the typical jock who just turned around and ran outside and let’s not worry about learning theory, so over time that’s changed and you know while it still occurs in some schools, it would be fair to say particularly in the state schools it doesn’t and you know they are looking at a 50/50 split as much as possible anyway, or sometimes you know 60/40 split but in terms of a change I think people are now starting to see the links between the health side and the physical education side and it’s not just about running around the oval, and becoming a full card carrying KLA has really helped.

Alex makes reference to the State system and awareness that schools in this system are also making a concerted effort to adopt current syllabus practices. This reference indicates a
level of networking across the PDHPE fraternity between educational systems to allow for Alex to have a perceived understanding of other system operational practices.

**Harry**

As previously discussed, the concept of the healthy role model is the predominant factor in Harry’s perception of his role as a PDHPE teacher. This view is very much linked to the Physical Activity discourse and he sees health from a scientific perspective.

Probably just being there as a role model to the students as best I can in terms of living in a healthy way, not that you're demonstrating that every single time you see them, but I think that's important and also most importantly getting them to get out there and to be physically active and to also you know think as well as be active at the same time which you know you obviously don't do in all their other classes, but in some others. So I think that's one of the aspects for it. The other things is just you know being out there and seeing kids enjoy themselves and getting satisfaction from seeing kids improve I think. That aspect itself is really important yeah.

Harry perceives his role as a PDHPE teacher as that of an influential motivator to get his students active, demonstrating a preference for the practical aspects of the subject. No reference is made to the role of the socio-cultural discourse and theoretical content within Harry’s perspective of image and role as they relate to professional identity.

I think sometimes people's perceptions of the job is that you know it's just a bit of a bludge, it's a bit of joke and that sometimes there are, people's perceptions are that it's not important. And that gets to me a little bit of the time and the hardest thing I think is to obviously motivate students because you do have some really difficult students that don't want to be physically active and don't want to get involved and that's probably the toughest thing, is to get over those hurdles. Yeah so that's an aspect, while that's a challenge, which sometimes can be when you're successful it can also be awkward when there's a lot of stubbornness involved.

Harry reinforces that in his opinion the image of HPE is linked into the physical role as he perceives it, not necessarily the delivery of the theory content of the 2003 NSW PDHPE
Years 7-10 syllabus document. This perspective can be considered a more traditional PE approach towards the KLA.

I think the image that the students expect is someone who’s obviously like a sporty type person who they expect to be involved in sport in some way, basically fit and basically trying to live up to what they’re trying to teach.

In terms of external perceptions, Harry believes there is a change in the professional recognition of PDHPE teachers within the wider community. Harry relates a change in external perception to a perceived ability of PDHPE teachers to multi-skill and move into management positions such as that of Sports Master. No recognition is given to any change in syllabus content or adjustments in pedagogy.

I think that it hasn’t changed in relation to how students see PDHPE teachers or parents see PDHPE teachers, I think that’s stayed pretty constant from when I was a student through to now, but I think professionally, there’s an increasing recognition that PDHPE teachers are multi-skilled and they have a wide range of abilities in management and I believe that we’re seeing this image as PDHPE teachers can do it, are flexible and are moving into management where other teachers are not prepared to, or don’t have those skills.

Any negative perceptions Harry has of PDHPE relate to physical issues such as timetabling, rooming and lack of resources to conduct practical lessons; including access to labs to engage in activities that relate to the scientific discourse.

That we are always the last ones to be roomed, as far as the timetable goes. Because we are outside and don’t utilise the classrooms, the time tables will put the PE teachers last, so that means that when we are in the classroom, we are all over the place generally. So in all three schools I’ve worked at, that’s been the case. I haven’t had a specialised teaching area as such. And I mean, I’ve shared, we’ve had one, and so that’s shared between eight teachers, you are really using that classroom, so it’s, it makes it difficult to keep resources in rooms and that sort of stuff, especially when you are looking at practical labs for the scientific side of stuff, you need things you need to be able to transport easily so that you can get it around the school. Yeah. So resources and time table, is something that frustrates PE teachers. And yeah, that would be probably about it.
Although Harry is aware of the changes relating to increased theory in the syllabus he does not necessarily see the changes to content in a positive light. Harry expressed concern in regards to the shift away from the practical/movement based objectives within the PDHPE KLA to provide more time for increased emphasis on the theoretical aspects, dominated by the socio-cultural discourse.

I think obviously we’ve had a definite push away from the practical side of things, in terms of we’ve gone from a little bit of theory to now, basically it’s almost a 50/50 split in order to cover the content, so I think that’s the first thing. And obviously we’re now looking a lot more at feelings and those kinds of issues, which can be difficult to look at in a classroom setting. As opposed to before, we looked at more science based stuff like nutrition and those types of things that didn’t necessarily require students to put their feelings out there in front of 20 other students.

Harry refers to a 50/50 split, which is not necessarily reflective of the percentages outlined within the content in NSW 2003 PDHPE syllabus. Harry is reflective of those teachers who are not comfortable with engaging with the socio-cultural discourse, referring to the discourse as “looking at feelings and those kinds of issues”. Harry’s reluctance to engage with the socio-cultural discourse is a concern considering the amount of socio-cultural discourse in the current 7-10 syllabus.

I’d say for me it seems a little bit like we’re spending a lot of time in the classroom now talking about some issues like obesity and things like that, and the content is getting more theory based and we’re having less time to actually go out there and be physically active and do the things that we’re talking about. And there’s also obviously the impression that any time something comes up such as mental health, which we didn’t cover at uni, that gets lumped on us because it’s an issue that fits in with what we’ve got.

Harry views the KLA of PDHPE as a ‘dumping ground’ for social issues having the impact of increasing the time needed in the classroom to cover theory content and taking time away from getting outside and being physically active, reflective of the tradition model associated with PE.
Drawing relevance from Harry’s pre-service and current professional identity, Harry is dismissive of current interns and practicum students who do not display the same sense of identity as himself, namely focused on sports and practical skill.

Yeah, I think it has changed. Probably, I suppose nearly in my time, since I started teaching, I’ve seen a definite change from that type of very sports based and now we’re getting a lot of interns coming through that don’t necessarily like sport or play sports, but they’re coming through cos, I suppose, they want to be a PE teacher to get involved in the more socio-cultural based stuff.

The previous quote reflects Harry’s lack of engagement with the socio-cultural discourse with a lack of empathy towards tertiary institutions that now promote the socio-cultural discourse content within teaching courses and pre-service training.

**Summary**

It has been shown throughout this section of the thesis that there is a strong correspondence between discursive alignment and perceived professional identity.

**Teaching philosophy and practice**

**Kylie**

In her teaching philosophy Kylie has demonstrated a clear preference for the socio-cultural discourse of the NSW 2003 PDHPE Years 7-10 syllabus. This has impacted on her subsequent teaching practice and clearly links with Kylie’s professional identity.

Look, the socio-cultural aspects of the course because we acknowledge that one size doesn’t fit all and that we need to acknowledge that people’s backgrounds and the things that influence them and we’re looking at why people behave in a certain way rather than just looking at the end product. So to me that’s important. It also leads quite well on to the senior course.

Kylie identifies links between the NSW 2003 PDHPE Years 7-10 syllabus and the current NSW PDHPE Stage 6 syllabus providing evidence of syllabus awareness and engagement with sequential programming based on stage progression. By differentiating between the socio-cultural nature of the Years 7-10 syllabus and the discourse evident in the Stage 6
syllabus Kylie provides relevance to a broader context and depth, representative of Kylie’s move from a scientific view of health as being too narrow in focus.

Yeah for example I love teaching Core 1 in Stage 6, you know I really enjoy that and the reason for that is you know, I find the information broader, more influences and to be, it’s an opportunity to see the links. I think when I am teaching Core 2 it’s just black and white, if you do this, this is what occurs. Whereas in Core 1 you might say oh you talk about cardiovascular disease for example, there could be a range of factors that contribute to that and if you add those factors together then you are a greater risk, so I just find there’s more depth and more analysis attached to it and I would say that the kids don’t find it more interesting. They certainly prefer the other most kids, but I personally prefer to teach the socio cultural side of it.

It is apparent that Kylie prefers the fact that the socio-cultural aspects of the PDHPE KLA are in her perception not “straight forward” but have a certain level of perceived “depth” and requires “analysis”. The significance being that Kylie is demonstrating a high level of engagement with syllabus content that requires an increased level of preparation and organisation, something Kylie alluded to earlier as being an important part of the professional identity of contemporary PDHPE in-service teachers.

Kylie has expressed a number of concerns regarding the place of practical lessons within her teaching philosophy and practice.

The rain! On a rainy day and if you don’t have the facilities, yeah it’s awful. Well, again I’d probably say the last seven years I’ve probably been teaching a lot more senior classes, particularly the community and family studies. Probably, as I said, the last seven or eight years of my teaching I’ve taught a lot of year 11 and 12 PDHPE. So recently I had a prac class and it bombed badly and I thought, “I’ve lost my touch in the practical sense”. But probably at the moment, I’m more comfortable from a theory side of things because I feel I’ve lost the knack of how to teach practical and being outside.

It is interesting to note, that Kylie’s response reflects a level of self awareness in terms of her perceived limited capability when teaching practical classes, after an extended time
engaging with theory based lessons. There is a clear preference for theory based content in regards to her teaching philosophy, including an emphasis on Stage 6 pedagogy. Kylie’s indication that she would prefer to teach theory because of its potential for particular types of pedagogies that could be incorporated is a major factor impacting on her perceived professional identity. By also electing to teach the Stage 6 Community and Family Studies syllabus, Kylie has furthered highlighted her engagement with the socio-cultural discourse.

Alex
Alex appears to be comfortable with the concept of teaching PDHPE from both a scientific and a socio-cultural perspective. Alex’s teaching philosophy is reinforced by his selection of Stage 6 HSC options, which include reference to both the scientific and socio-cultural based options.

Our KLA is often the only one that deals with what is really happening in our student’s lives and it is amazing when you can tap into and engage students at that level. The scientific aspects provide opportunity to create meaning to students out of areas that they may previously have dismissed.

I have taught Year 12. I have taught Sports Medicine, I think again that's because it's a right or wrong answer so it's often easy for the kids to learn and I think to perform well, to get marks they need to know there's a right or wrong answer, so Sports Med. And I also think that that's a very practically applied course so it's actually gives them something they can apply outside the classroom and outside the HSC. And I've taught SPAAS, the Sport and Physical Activity in Australian Society option and I really enjoy that. Again the socio-cultural perspective, but that's where my own interest in sport is and how sport fits into Australian society and why we're sports mad. I really am quite passionate about that.

Health for young people, and in fact I actually, what I do is I always teach sports med to everyone because they all enjoy that and then I split the kids up and they do health of young people or improving performance and the way I do that is I always do it after they have completed Core 1 and Core 2 so then they get a feel and I get a feel for what their strengths are and then I actually split the class up and I get them to focus on their strengths and work through that unit.
Alex expresses that, in his opinion the scientific and socio-cultural discourses can both influence the KLA of PDHPE. Whilst Alex expresses an initial preference for the scientific discourse, on reflection he places an emphasis on the perceived importance of the socio-cultural discourse within his teaching philosophy and subsequent professional identity.

Personally I like the black and white, I like the scientific aspects, but I think I actually have really enjoyed and gotten more out of teaching the socio-cultural aspects and engaging with the kids in that, rather than being in a one way teacher to student, in the scientific aspects where there's a right or a wrong answer and the teacher knows everything. I think in the socio-cultural aspects there's more possibility for the students to add their impressions and their perspectives and I think that that really makes it more enjoyable and a learning process for me and is more engaging.

I actually enjoy both. I enjoy the science based side of it, and in, like in improving performance, and how you can become a better athlete, but the significance and importance of teaching adolescents about socio-cultural part is vital, and I enjoy that part as well.

Alex adopts both discursive approaches as he deems appropriate in his teaching practice to accommodate the perceived needs of his students.

I really like both, but I think that depends on the year group or different individuals that you’re teaching. So if you’re going with, so in the past, even though we’re co-ed, I’ve had a year 10 class that was all boys, lower ability boys. So they really loved that scientific aspect and really sporty boys as well, so they really liked that, so that was really enjoyable teaching them that side as opposed to the socio-cultural. Whereas other groups it might work differently. But I loved those.

Just as Alex has expressed a mixed teaching philosophy in regards to discourse focus, he has also expressed that he feels equally at ease teaching both in the classroom and outside of the physical classroom setting.

I actually enjoy the balance of both. And I guess that’s why in the programs that I’ve seen as normal... I tried to mix it so we had a balance of the theory and the practical, so we were doing both during the week. I’m not a fan of doing blocks of practical or blocks of theory. And I guess that’s reflected in my programs as well. I
enjoy doing both, I think that both should be done together, and I believe that the kids benefit from doing both as well at a similar time.

As with combining theoretical discourse to provide a balance, Alex perceives the need to find a balance between theory content and the Physical Activity discourse within the KLA. Alex expresses that the balance is beneficial for the students in his care.

**Harry**

Harry’s teaching philosophy is very much aligned with the scientific discourse of PDHPE. Whilst he is aware of the role of the socio-cultural discourse within the KLA he is still of the belief that science is of more importance to the subject area, and therefore marginalises practices that involve the socio-cultural discourse. Bearing in mind the level of socio-cultural discourse evident within the NSW 2003 PDHPE Years 7-10 syllabus this may imply that Harry is not necessarily addressing the core content areas found within the document.

I probably prefer the scientific aspects because I think the kids relate to that better especially in the sporting context and in the physical context and a lot of the kids come to the subject thinking that you know that's what they like about it and that's where their passion lies, so from that perspective, I think it's easier to make connections, ... And there are some parts of that that are interesting, yeah so that's where I would say is yeah my main interest there would be you know the scientific aspect. I obviously prefer the science based stuff in the course.

Harry indicates the emphasis he places on sport being connected to PDHPE and the relationship this has with the scientific discourse traditionally associated with the KLA. Relating to his preferences as a student and his decision to engage in a PDHPE teaching undergraduate degree program, Harry prefers to engage in the practical aspects of the KLA as evidenced by the following dialogue:

**I:** Alright in terms of your own classroom practice do you prefer practical lessons or theory lessons?

**P:** Yeah look practical, I mean the practical ones I'm pretty much, I mean I do prepare for them, but the depth of preparation is probably not as detailed as the theoretical ones. So in some respect, in some ways I probably, I think I probably
get more out of the Physical Education ones, the practical base ones because sometimes you know I can assist the students in terms of being there myself and showing them things. Whereas in the theory in the classroom, I probably don't enjoy as much 'cause we're not outside and we're getting the kids running around and all those types of things, so sometimes I find those aspects yeah not as exciting yeah being in the classroom.

It can be seen that Harry clearly prefers the PE component of PDHPE. His professional image is more reflective of the traditional PE teacher than the more contemporary image associated with the KLA of PDHPE as expressed by both Kylie and Alex.

I enjoy the interaction with the students, obviously. I really enjoy the practical side of things where you can get out and be active with the students and both be a role model and encourage their participation. I do enjoy some of the content in the classroom, definitely. More the science based stuff, the improving performance and things like that we do through the electives, is good fun.

Harry’s teaching philosophy is based on the aspects that he enjoys rather than the needs of his students.

Harry has assumed the role of a Stage 6 (HSC) teacher and his choice of option preference supports his teaching philosophy; that being the scientific discourse and the perceived relationship between PDHPE and sport.

P: So the options that I prefer are Improving Performance and Sports Medicine.

I: Okay why's that?

P: I enjoy the Sports Medicine and Improving Performance, again because I think that the content in there is good, it relates to the type of students that pick the subject and again, it is science based and they tend to enjoy that right or wrong answer, as opposed to the stuff that is a little bit more interpretation required.
Harry has made strong links between what he considers to be very important aspects of the student’s lives in his class and the relationship of that importance to the role of the HSC subject. Again this reinforces Harry’s teaching philosophy as he has managed the successful integration of the social setting (AIS, boy’s school) with his interest areas (sport) within the classroom context.

**Syllabus awareness**

**Kylie**

In terms of syllabus awareness, Kylie views the NSW 2003 PDHPE Years 7-10 syllabus and subsequent content matter in a positive manner as evidenced by the following interview response:

> Lots of things I like about it. It is quite contemporary and that it is quite relevant to, you know the target audience of that 7-10, the 7-10 students. What I do, I like the scope, you know, that the new syllabus in its structure offers, where you have the outcomes and then you have a lot of the learn to’s which you can choose from and do which ones you feel are most relevant. But again, going back, to that very contemporary and very relevant nature of the PDHPE syllabus.

The utilisation of terms such as “contemporary” and “relevant” by Kylie is significant as these terms reinforce Kylie’s perception that the socio-cultural discourse plays an important role in the lives of young people. The terms “scope” and “variety” indicate that the material found in the syllabus can be adapted to suit the needs of both Kylie as the classroom teacher, and has the flexibility to suit the needs of her students. Kylie is very much aware of the opportunities available to her in relation to professional development within the PDHPE KLA. Kylie identifies her awareness of support networks and experts in their respective fields that can be utilised within the classroom setting, in doing so relating PDHPE to her students’ needs in a broader social context.

They [The AIS] usually will be running, they usually have things related to the 7-10 syllabus at the conference, and I would keep my eye out for in-services, professional development that is offered for the 2003 syllabus. Like recently at our school we just had Paul Dylan come and speak to our year 10 and year 11 students, and a lot of the information he talked about we incorporated in parts of our
program, our year 10 program of the risk taking. So, lots of times going to hear people like Paul Dylan speak, or Michael Carr-Gregg or Andrew Fuller, you can take bits and pieces from their presentations and put them into your program. Or lots of times watching things on TV and if it’s relevant or pertinent to what we’re doing in our modern day youth, we’ll get that out. But you know, things like that, just professional development and in-servicing in trying to, you know, affirm the system. How can we deliver the syllabus, always evaluating ways we can better deliver the syllabus to our students and in quite a relevant and contemporary way.

**Alex**

Alex demonstrates a level of syllabus awareness and makes reference to both the reduction in scientific discourse and the increase in socio-cultural content when describing the NSW 2003 PDHPE Years 7-10 syllabus.

It’s certainly more socio-cultural because the science has been taken out. Which I think is of benefit to those schools doing the elective, but when it was first taken out, there were a significant number of schools that weren’t doing the elective, so they actually missed out on that part. I think the kids actually enjoy that part as well.

The elective referred to by Alex is the Stage 5 course Physical Activity and Sports Studies.

Alex is very aware of changes including time contexts and discourse. Again Alex refers to the key theme in his teaching philosophy of balance. Alex also raises an important point on behalf of PDHPE in-service teachers in relation to the amount of face to face teaching hours PDHPE receives compared to other KLA’s.

I think when I was a kid at school in the ‘80s, for me, PE was about fitness. There was very little Personal Development and Health, and we didn’t spend a lot of time doing game sense and skill based activities. I think during the ’90s we saw a shift in that, and I think we did become more game sense and skill orientated. And then in the last sort of ten years we’ve even evolved further from that, potentially going the other way and doing what I would consider sometimes too much of the theoretical side and not enough focus on the practical side, so I think it’s important to have a balance, and that’s something, I guess as the head of the department, I’m trying to achieve, is a balance between those elements. And I think the syllabus allows us to do that.
There are certainly key areas within that syllabus. There are obviously the elements that lead on to the practical side and movement, the individual and community side making decisions, the relationship side, I think it’s a well balanced syllabus. Previously we had a syllabus where you might spend two weeks on a unit, four weeks on a unit, six weeks, ten weeks... Now we can sort of work our units into manageable sort of ten week blocks so you can do a unit each term, so I think it’s well balanced in that respect. I think there is more of the socio-cultural side, I have mentioned that some of the scientific side has been taken out, but I think there’s a good balance and a good rounding there. I guess the only thing I wish we had more of is, instead of 300 hours I wish we had more hours.

Finally, the following paragraph summarises Alex’s teaching approach and enthusiasm towards the PDHPE KLA.

I actually prefer the fact that we’ve got a balance. I love the fact that I can use my imagination and I suppose, I’m just trying to think of the best way to put this, practical lessons I absolutely love, I love to death. I love being out there and actually getting involved with the kids. Theory lessons I love because of what we’re actually conveying to the kids. I love the information we’re providing them with, I love the fact that we can do it in a thousand different ways and that not every way is suited to every student. So it’s actually the balance between the two that I prefer.

The mixed approach towards PDHPE as represented by the profile of Alex and based on the findings of Study Three is significant as the mixed approach reflects the perception of the majority of teachers interviewed. The mixed approach as indicated in this section recognises the significance of all three contemporary discourses identified within the NSW 2003 Years 7-10 syllabus.

Harry

As previously mentioned Harry is aware of the socio-cultural discourse present with the NSW 2003 PDHPE Years 7-10 syllabus, but has not necessarily engaged with it at a level reflective of its weighting within the 2003 syllabus.

I: Okay. In relation to the new syllabus, are you comfortable with the level of socio-cultural content?
P: I can see a need for it to be involved somewhere, but I think, again back to the starting point of the university for me, I feel more comfortable with the science based stuff, and this is becoming obviously, I feel like everything they come up with new that needs to be covered gets lumped on us and it’s something extra that we’ve got to try and get our head around each time that happens.

Harry sees that the socio-cultural influence on the KLA has taken time away from the areas that he sees as being important to PDHPE. He refers to the KLA as an area that “gets lumped” with “extra” content that involves time and change which he sees as an inconvenience.

Harry has not examined the other options available in the Stage 6 PDHPE syllabus, but has continued with his dominant science discourse preference.

Yeah. So we teach Sports Medicine and Improving Performance. I love Sports Medicine because it’s extremely interesting for the kids, it’s relevant, it’s linked to what they know about. The other one we do is Improving Performance which the reason why we do that, we prefer to do it because it’s so closely linked to the core which is why most people do it. So that’s the main reasons. I haven’t really examined the other ones. I don’t know why we call them options, there’s not a lot of option in it but they’re the two ones we do and they’re the reasons why we do them.

Summary
It has been shown in this section of the thesis that the teaching philosophy expressed by NSW AIS PDHPE teachers is reflected in their teaching practice as they describe it. Kylie has expressed a preference for teaching the theory based socio-cultural content found in the current syllabus, whilst Harry has expressed a preference for teaching more traditional physical education and scientific content. Alex has expressed a teaching philosophy that adopts a mixed approach and does not show preference for one discourse over another, but recognises the significance of all discourses within HPE.

Discussion
The following discussion relates to the three PDHPE in-service teacher profiles constructed during this study, with respect to their i) perceived professional identity, and ii) respective levels of engagement with socio-cultural discourse content found within the
NSW 2003 PDHPE Years 7-10 syllabus document. The following discussion aligns with the Research Question: “How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?”

The professional identity of PDHPE teachers is a complex issue and one that is integral to the success of content implementation within the KLA and the associated perceived status attributed to the KLA within the educational network. This issue involves not only the way PDHPE teachers view themselves but also the way they perceive others to view them. Subsequently how PDHPE teachers are viewed by others has an impact on their teaching practice and philosophy and subsequently perceived role and engagement with the syllabus. The argument presented is that there is a close correlation between discourse preference and levels of engagement, with teaching philosophy and consequently professional identity.

Professional identity

The concept of identity has been referred to by Beijaard, Verloop and Vermunt (2000) in terms of who or what someone is, as well as the various meanings that not only people choose to attach to themselves, but also the meanings that are attributed by others. Brown (1997) argues that identity can be thought of as an evolving entity that is constructed within a range of given contexts, whilst identity has been referred to by Beijaard et al. (2000) as a continuous process that involves the interpretation and reinterpretation of experiences as one lives through them. Brown (1997) states that self-identity is a reflective achievement where the narrative of identity has to be shaped and altered in relation to the changing circumstances in one’s social life. Whilst Tinning et al. (2001, p. 97) believe that identity is a concept that refers to a “dynamic set of meanings about how we see ourselves and how others see us (and let us know this)”.

In relation to teaching, Beijaard et al. (2000) and Bromme (1991) argue that teachers develop their professional identity from a combination of the ways they see themselves as subject matter experts, pedagogical experts, and didactical experts. This becomes evident when we analyse the statements made by the three profiled in-service teachers.

Kylie expresses a high level of engagement with the socio-cultural content found within the NSW 2003 Years 7-10 PDHPE syllabus and as such has demonstrated an alignment with the subject matter found within the Years 7-10 KLA. Kylie’s engagement with the socio-cultural discourse is not limited to Years 7-10, but is also evident by her selection of Stage
6 PDHPE options and her involvement with teaching the Community and Family Studies course. Kylie’s identification with the socio-cultural content has led to her marginalising other aspects of her professional practice, including physical activity to the point of admitting to a loss of subject matter knowledge and pedagogical expertise in that area.

Harry assumes a different professional identity. Through a combination of pre-service training and occupational socialisation Harry is firmly entrenched in his view that his expertise is in the area of scientific subject matter in PDHPE. Harry has demonstrated that he has not engaged with the socio-cultural content that underpins the NSW 2003 PDHPE Years 7-10 syllabus. Harry has aligned himself with practices that further support this existing identity including the physical activity discourse.

Alex has aligned himself with all three contemporary HPE discourses. Alex can see the relevance of all the discourses of the NSW 2003 Years 7-10 PDHPE syllabus and has rationalised his professional identity to accommodate this. Whilst he has expressed an understanding as to why the socio-cultural discourse is important to the lives of young people he also believes that the scientific discourse is necessary to provide academic credibility as it aligns with the hard sciences (as evidenced in Study One). As a result, Alex has managed to adapt his professional identity to allow him to combine his science focused pre-service training with the socio-cultural focus found within the 2003 PDHPE syllabus to develop a hybrid identity that reflects the current KLA. In terms of practice, Alex has the ability to engage with all aspects of the syllabus.

**Perceptions of image, role and change**

Beijaard et al. (2000) and Nias (1989) argue that in given situations people may feel threatened when they face changes that influence their self image and, consequently their professional identity. Harry, who has demonstrated a strong link to a cemented subjective warrant in regards to his professional identity, fits within the profile described by Beijaard et al. and Nias. Harry’s subjective warrant (Swan, 1995) has been reinforced through both his pre-service training and his early or establishing years as a PDHPE teacher. The result being that Harry has not engaged with the changes to discourse in the NSW 2003 PDHPE Years 7-10 syllabus. This is evidenced by his references to the socio-cultural content found in both the Years 7-10 and Stage 6 syllabuses. By showing reluctance to engage with the socio-cultural content of the NSW 2003 Years 7-10 PDHPE syllabus Harry has employed what Beijaard (2000) and Nias (1989) refer to as a protection mechanism or protective
cocoon (Giddens, 1991) to cope with changes that could have the impact of forcing an individual to perceive themselves in another way.

Beijaard et al. (2000) argues that people are able to further develop, adjust, or radically change their self image and that teachers are no exception to this concept. This concept is evidenced in both the profiled cases of Kylie and Alex. Alex has embraced the socio-cultural content of the NSW 2003 PDHPE Years 7-10 syllabus document, and has resulted being a significant change in identity for Alex.

Alex provides a strong example of the adjusting process, referred to by Beijaard et al.(2000) and has made a significant change in philosophy and subsequent professional identity especially when considering his pre-service training and associated discursive preference. Whilst Kylie engaged with socio-cultural content at a pre-service level Alex did not. Therefore his exposure and engagement has been post training. This has led to Alex realigning his teaching philosophy and subsequent professional identity away from the traditional PE/scientific model to incorporate a significant aspect of socio-cultural discourse. It can be argued that his realignment process is still in transition and that Alex has developed an identity reflective of the balance he has established between discourse preferences. In terms of subjective warrant, Alex has expressed similar views to those presented by Hutchinson (1993) and Swan (1995), in regards to pre-service course choice, namely an interest and love of sport, a desire to be fit and healthy and a positive connection to the subject area based on the influence of his PE teacher as a student. It can be argued that Alex had a set of expectations and a perceived agenda when starting as a pre-service PDHPE teacher. This preconceived expectation was reinforced to a large extent during his pre-service training and also during his formative in-service teaching years. Therefore when the NSW 2003 Years 7-10 PDHPE syllabus was introduced, Alex’s professional identity formed in relation to his subjective warrant and was significantly challenged. As a result it can be further argued that even though Alex has not engaged or embraced the socio-cultural perspective to the extent that Kylie has, due to his subjective warrant he has in fact been through a greater degree of adjustment in relative terms to his professional identity than either Kylie or Harry.

Tinning et al. (2001) suggest that who teachers are can be linked to their respective personalities and life experiences, along with what teachers do and how the sites where they work influence their activities and beliefs about teaching. The impact of these relationships is significant to the PDHPE KLA in light of the discursive changes the KLA
has experienced and the impact this has had on perceived professional identity of its in-service teachers.

The link between the working environment and identity is of significance to this discussion. The choice of subject implementation, options and the perceived status of the KLA closely relate to school ethos and expectations. An example can be seen when comparisons are made between Kylie and Harry.

Harry, teaching at an all boys school with a heavy emphasis on competitive sport, in what can be considered a traditional environment with long standing practices and strong expectations relating to school direction, has maintained his initial subjective warrant. Harry’s relationship with his school setting has heavily influenced his beliefs and perceptions regarding his role as a PDHPE teacher, to the extent that he marginalises content found in the current syllabus document as it does not align with his image or sit comfortably with his perceived professional identity as a PDHPE teacher. Harry’s experience as both a pre-service and in-service teacher has served to reinforce his perceptions in regards to professional identity.

The link between environment and identity is perpetuated in Harry’s teaching philosophy as he makes strong links between the perceived needs and interests of his students and their respective understandings and engagement with syllabus content and options. In terms of a spectrum or continuum, Kylie and Harry can be considered as discursively opposed. Harry has remained resistant to change with minimal engagement with the socio-cultural discourse found within the syllabus, Kylie has embraced the discourse focus fully. This has had a different impact on identity, with Kylie marginalising the practical component of classes to concentrate more on the theoretical aspects associated with socio-cultural discourse. This has led to a change in Kylie’s teaching practice. Both Kylie and Harry view the perceived needs and interests of their students as paramount and therefore equate their identity with successful teaching practice.

**Syllabus awareness and engagement with socio-cultural content**

The results of Study Three indicate that the level of engagement with the socio-cultural discourse content found within the NSW 2003 Years 7-10 syllabus document has been shown to have a significant impact on professional identity.

Of the three profiles established within this study, Kylie and Alex have demonstrated a higher level of syllabus awareness and engagement with the socio-cultural content found in
the syllabus document than Harry. Kylie has embraced the socio-cultural discourse as the dominant driving force within her teaching philosophy whilst Alex has embraced the socio-cultural discourse to a lesser extent and has incorporated the discourse as part of a mixed or balanced philosophy in regards to discourse preference. Harry on the other hand has not engaged with the socio-cultural discourse in any recognisable way. Alex and Kylie have both demonstrated a sound awareness of the syllabus and the underpinning principles associated with the discursive focus and the importance the socio-cultural discourse within the lives of young people. Both Alex and Kylie have also shown that they perceive there to be a direct link between the perceived increased status associated with the KLA and the socio-cultural content found within the NSW 2003 PDHPE Years 7-10 syllabus. Based on these levels of syllabus engagement it can be argued that the professional identity of NSW PDHPE in-service teachers interviewed in this study is directly linked to their engagement with the socio-cultural content within the 2003 Years 7-10 syllabus.

**Image and role models**

In terms of image, Alex and Harry both demonstrated strong opinions in relation to their position as role models for their students. However, the way they perceive this role is remarkably different.

Harry views his position as a role model in line with his established and durable professional identity. His focus is on assisting students to become fit and active. Harry sees his role as setting an example for his students to follow. Harry has expressed that one of the hardest aspects of his job is motivating students to be active. This is reflective of Harry’s teaching philosophy and identity.

Alex has expressed that he too, values being a role model. However, where Harry places emphasis of healthy lifestyle related to fitness, Alex places importance on modelling positive relationships. Alex believes that the image he portrays as a role model is that of an adult who is friendly, yet firm whilst being open and approachable. This allows students to be able to discuss relevant and important issues with him and their classmates. Alex has placed an emphasis on the social health of young people in regards to positive relationships and links this to what he believes are the important concepts of life skills such as the ability for young people to protect themselves and to being able to develop relationships.

All three in-service PDHPE teachers profiled have indicated that change has occurred within the PDHPE KLA during recent times. However, the way that each has reacted to
this change and the way that they view the impact of this change varies dramatically. With the release of the 2003 document, Kylie has been able to legitimise her alignment with the socio-cultural discourse, reinforcing her subjective warrant and allowing her to make adjustments to her professional identity, by marginalising practices she does not see as significant.

Alex, has made a significant change in terms of his professional identity through the process of challenge to both his identity and subjective warrant in relation to PDHPE practice. He has accepted the role and place of the socio-cultural discourse within HPE and developed a balanced philosophy that incorporates all aspects of contemporary HPE discourse as evidenced in the NSW 2003 Years 7-10 PDHPE syllabus.

Harry, has adopted a defence mechanism to avoid any change to his professional identity as a PDHPE teacher. In doing so, he retains his subjective warrant in regards to PE and PDHPE. As a result, Harry although aware of the discursive changes to HPE and PDHPE syllabi, has managed to minimise the impact of the discursive change on his teaching philosophy and practice.

**Summary**

From the evidence provided both in Study One and by the statements made from in-service PDHPE teachers in Study Three, there have been significant changes made to the syllabus structure and content particularly in terms of discourse. This change in discourse has had a significant impact on perceived professional identity of PDHPE in-service teachers.

Evidence shows that there has been a shift away from the more traditional scientific discourse to the now more dominant socio-cultural approach. This study has explored the perceptions of in-service teachers who have experienced this discursive shift in focus and how they perceive the change has affected their identity and practice.

Three distinct character profiles emerged from the data collected during this study. Kylie reflective of those embracing the socio-cultural discourse, Harry reflective of those still engaging with the more traditional scientific/physical activity approach and Alex who is reflective of those teachers who advocate for a balanced approach that incorporates both the socio-cultural and scientific perspectives.
Looking to the future

As discussed previously there have been varying levels of engagement and acceptance of the discursive shift towards the socio-cultural perspective in the NSW 2003 Years 7-10 syllabus document.

It can be argued that this has had a polarising effect on some HPE in-service teachers. Those teachers represented by Harry have employed defensive strategies to resist change to both their professional identity and professional practice, while others such as Kylie have fully embraced the discursive changes found within the 2003 syllabus, marginalising other more traditional aspects of the KLA. Others such as Alex have managed to find a successful balance between the traditional aspects of the PDHPE KLA and the more contemporary socio-cultural discourse to develop a refashioned of their professional identity.

Many teachers in Alex’s situation have experienced what could be considered a more traditional scientific and practical based pre-service training. However as evidenced in this study, they have developed a level of respect towards the socio-cultural discourse. It would appear that based on historical evidence, the socio-cultural discourse will continue to be an integral component of the HPE KLA. Whether or not it will remain the most significantly represented discourse will be determined by the imminent Australian Curriculum document. It can argued that, based on the fact that the socio-cultural discourse was first introduced in the NSW 1991 Years 7-10 syllabus document, then consolidated and given an increased emphasis within the NSW 2003 Years 7-10 syllabus that the next version of the PDHPE syllabus will further this trend. However given the nature of contestation within curriculum, there could well be opposing discursive changes if a new dominant group emerges and gains support for their discursive preference. Given the level of reticence by in-service teachers such as Harry, this may be a push towards the health/fitness orientation reflective of a more traditional approach. For the health/fitness discursive to be favoured it would require a significant amount of lobbying and academic support to provide a basis for change. A more likely outcome may be the successful integration of Alex’s balanced philosophy of HPE, including the current contemporary discourses. The balanced approach recognises the importance of the socio-cultural perspective in young people’s lives but also recognises that the scientific discourse allows for a sense of balance and helps to provide meaning and scientific rigour to the KLA. It is also important that Physical Activity remains an integral component of the KLA and a
significant aspect of the professional identity of PDHPE teachers. The only definite outcome is that there will be future change.

Where to in the future? Pre-service implications
Tertiary pre-service training course are experiencing a time of transition and remodelling to accommodate the discursive changes evidenced in the NSW 2003 Years 7-10 PDHPE syllabus. This in itself raises many significant questions, such as, are we losing touch with traditional aspects of the KLA such as the teaching of practical skills and creating a divide between current in-service PDHPE teachers and future HPE teachers. How have these discursive syllabus changes as evidenced throughout this thesis impacted on the subjective warrant of pre-service teachers who have experienced the socio-cultural perspective within pre-service training. These themes will form the bases of future studies to be undertaken into the perceived impact of discursive change on pre-service teacher identity and training.
Chapter Six: Conclusion

The aim of Chapter Six is to revisit the research questions and findings of the thesis and identify the implications of the three studies addressed in this thesis. These implications include the influence of discursive change on i) Health and Physical Education (HPE), ii) the power attributed to social groups and HPE practice and iii) the professional identity of NSW PDHPE teachers.

Revisiting the Thesis

Chapter One

This chapter provided an introduction to the thesis, defining the research problem by highlighting the contested nature of HPE in relation to intended and enacted curriculum and discourse. The NSW 2003 Board of Studies Years 7-10 PDHPE syllabus was introduced as a case study. The syllabus signalled and consolidated a discursive shift from the dominance of the prevailing scientific biomedical approach to a socio-cultural approach. It was established in Chapter One that the shift towards a socio-cultural perspective within HPE arose from a level of dissatisfaction amongst HPE academics who perceived the predominant scientific view of health as being too narrow in scope. It was further illustrated that with the discursive curriculum change came a resultant level of tension between social groups who held an interest in the PDHPE KLA. In relation to the tension the concepts of privilege and marginalisation were explored.

The significance of the research was discussed, establishing that both historical and socio-political influences on HPE curriculum would be addressed in the study together with the perceptions of in-service HPE teachers employed within the NSW Association of Independent Schools (AIS). Table 6.1 aligns the research questions with the associated research studies.
Table 6.1: Alignment of the research questions with the related research studies

<table>
<thead>
<tr>
<th>Study</th>
<th>Research Question/s</th>
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| Study One: The NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) Syllabus: Identifying the discourses | 1. How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?  
2. What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education syllabus?  
3. |
| Study Two: The 2003 NSW Years 7-10 Personal Development, Health and Physical Education Syllabus: The power of discourse                                                                 | 3. How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus give power to particular practices and social groups? |

Chapter Two
An overview and justification of the methodology utilised were presented in this Chapter. The selection of the qualitative paradigm was justified and the methodology associated with the case study approach was introduced. The research questions were presented in context of the qualitative paradigm and the issues of credibility and triangulation were addressed.

Chapter Three
Study One aimed to investigate how selected HPE discourses were evidenced in the NSW 2003 Years 7-10 PDHPE syllabus and how historical and socio-political perspectives have influenced HPE. To facilitate the aims of this study, the chapter was constructed in two
sections. The first adopted an historic case study approach and used document analysis to explore the concept of curriculum change. Curriculum was firstly explored as a contested and negotiated product, and secondly, examined in relation to how this contestation has impacted on the HPE KLA. Chapter Three provided an historical context from which to begin an examination of the current NSW 2003 PDHPE Years 7-10 syllabus. The historical and socio-political discourses that have influenced HPE were explored: inclusive of such issues as naming inclusions, the impacts on staffing and professional identity. Three contemporary discourses were identified as being significant within the NSW 2003 Years 7-10 PDHPE syllabus document, those being i) scientific, ii) physical activity and the iii)socio-cultural perspective.

The second section of Chapter Three provided evidence of the socio-cultural perspective as being the most significantly represented discourse represented in the 2003 syllabus. The dominance of the socio-cultural perspective was identified through a frequency analysis that examined document structures such as the syllabus Rationale, STA and STL statements.

**Chapter Four**
In this chapter the NSW 2003 Years 7-10 PDHPE syllabus was presented as a case study to allow for the examination of the power of discourse through *Language in Use* (Gee, 2005). The three contemporary discourses identified in Chapter One; socio-cultural, scientific and physical activity, provided the basis on which to establish Study Two. Chapter Four demonstrated how power has been given to particular social groups and practices that have aligned themselves with the socio-cultural discourse. Chapter Four further examined the historical positioning of HPE, allowing for each of the three contemporary discourses identified in the NSW 2003 Years 7-10 PDHPE syllabus to be unpacked and discussed in depth.

Chapter Four explored Gee’s (2005) *Language in Use* building tasks, which were then applied to the structures found within the NSW 2003 Years 7-10 PDHPE syllabus to create an interpretive qualitative case study.

**Chapter Five**
Chapter Five built on the evidence provided from Studies One and Two in relation to the emergence of the socio-cultural discourse as the most significantly represented discourse within HPE. Chapter Five examined how the shift towards the socio-cultural perspective
of health has impacted on perceived HPE teacher professional identity and practice. Data were collected through interviews, analysed both inter and intra-textually and coded into themes. The finding’s from the interview data were presented in the form of three distinct character profiles representing the perceptions of current in-service PDHPE teachers in regards to the impact of the socio-cultural discourse on their identity and practice. The study provided evidence of how three constructed profiles of HPE teachers engaged with the socio-cultural discourse of the 2003 syllabus. The three perspectives stemmed a continuum of engagement from complete engagement with the socio-cultural discourse at the expense of other discursive views, to a balanced approach mindful of engaging with all three contemporary discourses, and lastly to a limited engagement with the socio-cultural discourse.

Revisiting the research questions

In response to Research Question One “How have socio-political and historical discourses informed Australian Health and Physical Education (HPE)?” and Research Question Two “What is the evidence for these discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus?”, Study One provided evidence to suggest that there have been multiple historical and socio-political discourses that have influenced Australian HPE at given points in time. Within the literature review it was demonstrated that each of the identified discourses was associated with a perceived social need present at that particular point in time. For example, the military discourse was identified as being influential when it was perceived that young people were needed to take on the characteristic traits of discipline and fitness to be effectively prepared to go to war at the beginning of the 20th Century. Similarly, the fitness discourse was identified as being influential when the subject area aimed to provide a vehicle to assist young people to become focused on personal health and address the increasing issues associated with lifestyle diseases during the 1970’s and 80’s. Most recently, the socio-cultural discourse has been identified as being influential by moving the KLA into a position to address the perceived contemporary issues that are associated with the needs of young people, such as mental health and social connectedness.

The findings of Study One illustrated that there was a clear dominance of the socio-cultural view of health and physical activity present within the NSW 2003 Years 7-10 syllabus document. A frequency analysis revealed that 31% of subject matter was identified as being representative of a socio-cultural discourse. Whilst the more traditional physical activity
and scientific discourses were identified as being present within the syllabus, analysis showed that neither could be considered as dominant.

It is apparent from these findings that HPE teachers have been required to significantly align their discipline knowledge with the influencing socio-political and historical forces at given periods of time. Thus the discipline of HPE has altered in response to each of the social and political variables and forces reflective of the perceived societal needs. For those original PE, and later HPE teachers, their discipline knowledge was shaped by the needs of the broader society. As a result of the HPE KLA’s ability to adapt and discursively realign in response to societal needs, HPE is presented differently depending on the time frame being examined. For example, the early military discourse adopted by PT instructors utilising drill based activities was responsive to different social pressures and influences in comparison to the fitness focused activities adopted by the PE teachers of the 1970’s and 80’s. Similarly the HPE teachers of today are delivering a curriculum based on the ideals of social justice and addressing issues such as mental health and sexuality.

Thus the discipline of HPE has been identified as playing a significant role in the shaping of future Australian citizens, in that it has prepared young people for war, fitness, reproduction, health, and served as a means of aligning the social classes with the economic needs and expectations of the times.

In response to Research Question Three “How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus give power to particular practices and social groups?” the findings indicated that the syllabus, when viewed as a text, has been written to promote the socio-cultural paradigm. By applying Gee’s (2005) “Language in Use” to syllabus structures such as the Rationale, it is evident that the document has been constructed as a framework to support the socio-cultural perspective of health. The language utilised within the syllabus Rationale signifies the importance of the socio-cultural discourse in promoting a holistic view of health within the current HPE agenda. The findings of Study Two also demonstrated that activities found throughout the syllabus link to the Rationale thus supporting socio-cultural ideals which are based on the underlying principles of social justice.
It is essential to note here that to acknowledge what has been excluded, is just as important as examining what has been included. By silencing a particular discourse, emphasis or privilege is attributed to the voiced discourse: in this case the socio-cultural perspective.

The findings of Study Two showcase the power ascribed to particular social and educational groups and the privilege granted to the socio-cultural discourse within the NSW 2003 Years 7-10 PDHPE syllabus. The discipline knowledge required of NSW PDHPE teachers now calls for an explicit understanding of the principles of social justice, diversity and inclusivity, as they relate to PDHPE, and the lives of young people.

In response to Research Question Four “How does the evidence of particular HPE discourses in the NSW 2003 Years 7-10 Personal Development, Health and Physical Education (PDHPE) syllabus impact on PDHPE teacher professional identity?”, the findings indicated a significant perceived impact on the professional identity of HPE teachers as result of the release of the NSW 2003 Years 7-10 PDHPE syllabus.

Within Study Three, three distinct character profiles were created through the use of purposive sampling to represent the perceptions of current HPE teachers who were in-service prior to the release of the 2003 syllabus. The findings of Study Three demonstrate that there have been varying levels of engagement with the socio-cultural content found within the 2003 syllabus and that there is a varied response amongst HPE teachers to employing the socio-cultural perspective in their practice. It has been established within this thesis, that there is a significant degree of variation in HPE teacher’s professional identity as a result of their discursive alignment. The range of discursive alignment found within the KLA community supports the argument that territorial and power disputes will continue to arise in relation to discursive privilege and marginalisation within HPE. The findings of Study Three highlight the impact that the shift towards the socio-cultural discourse has had on the perceived increase of status associated with HPE in the AIS school system.

**Implications for the future of HPE in Australia**

**Continuation of a socio-cultural dominance**

It has been demonstrated throughout the thesis that the socio-cultural discourse has adopted the role as the most significantly represented discourse within the field of Health and Physical Education. The shift towards a socio-cultural perspective in HPE is a reflection of the privilege associated with social groups who align themselves with a socio-
cultural view of health and physical activity and who have placed themselves in positions of power. Based on the content found in the 1991 and 2003 NSW Years 7-10 PDHPE syllabi, the trend would indicate that HPE will continue to move in its current direction addressing contemporary social issues affecting young people. As evidenced by the results of this thesis, the discursive shift established within HPE will continue until a new social group emerges and is placed in a position of power with the ability to effect curriculum change. For example, the recent highlighting of the obesity epidemic within the media has re-ignited the emphasis for physical fitness in schools and may prove to be just such a catalyst in the future for social groups aligning with the fitness discourse to place themselves into a position of power.

Influence on Australian Curriculum

With the pending Australian Curriculum there will be a renewed opportunity for contestation to occur. It is highly possible that the Australian curriculum may favour the principles of the socio-cultural discourse underpinning both the current NSW and QLD syllabus documents. The current invited academic members of the Australian Curriculum, Assessment and Reporting Authority (ACARA) HPE curriculum team are well recognised with the Australian HPE professional community as being explicitly socio-culturally sympathetic, with the exception of one panel member (www.acara.edu.au/HPE.html).

Impact on (H)PETE

Linked to the impact of discursive change on HPE in-service teacher professional identity is the design and delivery of (H)PETE to pre-service HPE teachers. It has been argued within this study that HPE pre-service training has traditionally privileged medico-scientific knowledge in underpinning curriculum design and course structure. However, with the emergence of the socio-cultural perspective of health within the HPE KLA, (H)PETE courses have also needed to realign to reflect the current curriculum focus.

A potential impact resulting from the shift in (H)PETE towards the socio-cultural view of health may be the possible clash of ideals between the pre-service teacher and supervising in-service teacher based on differing discursive alignment. It has also been established in Study Three that many HPE teachers select to enter pre-service training based on the concept of role modelling and an enjoyment of physical activity, sport and fitness. Therefore a further implication resulting from the emergence of the socio-cultural discourse within (H)PETE could include pre-service teachers’ subjective warrant with
students questioning their reasons for entering tertiary training and their future role within the HPE KLA. Based on the themes identified in this thesis it can be argued that to be successful as a HPE teacher of the current syllabus, interests other than sport and fitness need to be considered when recruiting (H)PETE students. If tertiary institutions continue to recruit and attract students through the same processes as those previous to the emergence of the socio-cultural discourse, then there is a strong possibility that the dominant scientific culture will be reproduced within pre-service HPE teacher populations.

**Influence on in-service teacher professional development**

When viewing the three profiles established in Study Three there are a number of issues that need to be discussed in regards to supporting in-service teachers to engage with the socio-cultural discourse.

The profile of Harry represents those HPE teachers who have little or no engagement with the socio-cultural discourse evidenced within the 2003 syllabus. For HPE teachers who do not engage with the content found in the current syllabus, there are not only implications for their professional identity but also significant implications regarding professional accountability. Possible support mechanisms that could be established to aid in-service HPE teachers to engage with the socio-cultural discourse include:

- Aligning in-service HPE teachers with a mentor or a mentoring group to focus on modelling a discursive balance of teaching practice. Mentoring can occur within a number of settings including within the individual teacher’s school or as a part of a collaborative network.
- The provision of external professional development opportunities to allow HPE teachers to engage with curriculum. The focus of such professional development could include the provision of programs that immersed HPE teachers in the socio-cultural discourse. Professional development could also focus on conceptual areas such as the renegotiation of both time and importance providing the opportunity for teachers to increase their level of investment with the curriculum and related syllabus content.
- Providing the opportunity for HPE in-service teachers to access professional support bodies or groups to create an environment that assists the teacher to increase their engagement with the socio-cultural discourse.
- Implementing increased registration and accountability of HPE in-service teachers. A method of achieving increased accountability could occur through such means as the
NSW BoS mandating that all Stage 6 PDHPE students select options from differing discourse perspectives. By implementing a mandate ensuring that a variety of discourse options were selected could encourage HPE teachers to engage with more than one discourse, as the results of their engagement are publicly visible in the form of NSW PDHPE HSC results.

For teachers such as those represented by the profile of Alex, the issues regarding engagement with the socio-cultural discourse differ to those experienced by Harry. Alex is representative of those HPE teachers who have engaged with the socio-cultural perspective and recognise the role it plays in PDHPE. However the scientific and physical activity discourses are also seen as being essential within HPE to provide a balanced approach towards addressing the health of young people. Therefore the issue of a crowded curriculum and ensuring curriculum currency is of significance to teachers in Alex’s position. Alex requires regular support to assist in updating knowledge in all discourse areas without feeling a sense of being overwhelmed in the process. An important aspect to consider in this case is that Alex is situated within regional NSW and therefore any in-servicing within metropolitan centres requires a significant investment in terms of travel and time away from school.

Possible support structures to assist teachers such as Alex could include:

- Regular in-servicing through video link facilities;
- Regular regional HPE support network meetings that are inclusive of all educational systems, supported by professional partnerships with institutions such as universities;
- The utilisation of electronic media, such as Edmodo, wikis and moodles;
- The provision of a mentoring system where established HPE community members’ i.e. senior HSC markers in the region are provided the opportunity to share knowledge and provide support for members of the HPE community;
- The creation of sustainable professional partnerships with tertiary organisations to assist in designing programs, assessment and conducting course renewal; and
- Ensuring that all members of the HPE community are active members of professional associations and have regular access and opportunity to network and attend professional development activities regardless of educational system affiliation.
The teachers characterised by Kylie’s profile have been shown to have fully embraced the socio-cultural discourse evidenced within the 2003 syllabus. These teachers could be recruited into mentoring roles and programs to assist other NSW PDHPE teachers, such as those characterised by Harry, to engage with the socio-cultural discourse.

It is important to consider why Kylie has embraced the socio-cultural discourse. If the reason for embracing the socio-cultural perspective occurred in-service as a result of professional development, then it is important to examine Kylie’s experiences in order to identify factors which could assist teachers such Harry to engage with the 2003 syllabus content. Conversely, if the reason for fully embracing the socio-cultural discourse relates to the inherent nature of the person involved, then the argument for the refocusing of the recruitment process for HPE pre-service teachers into (H)PETE takes on a more substantial level of significance. It can be argued that in this case the latter is of most significance and as a result the HPE community need to refocus their recruitment processes of HPE teachers to reflect the discursive dominance of the socio-cultural perspective of health.

**Influence on professional identity**

There is no doubt that the dominance of the socio-cultural discourse within HPE has had an influence on teachers’ perceived professional identity. The three profiles established in Study Three clearly indicate that there has been a significant shift in both identity and practice amongst PDHPE teachers within NSW as a result of the release of the NSW 2003 Years 7-10 PDHPE syllabus. Whilst all three HPE teacher profiles presented in the thesis are representative of the HPE community it can be argued that membership within the community does not guarantee identical levels of privilege in relation to teaching identity and practice. Whether or not the profiled teachers in this thesis have experienced privilege has been shown to be as a result of how they have engaged with the socio-cultural content represented within the 2003 syllabus. It has also been shown in Study Three that privilege is associated with; not only practice, but also with social groups, and that by aligning with dominant social groups HPE teachers can increase their experienced level of privilege.

It can be argued that Kylie has been privileged by her discursive alignment and has been placed in a position of social power within the HPE community. As a result of aligning with the socio-cultural discourse Kylie has been promoted to the position of Head Teacher. In recognition of her engagement with the socio-cultural discourse Kylie was
invited to work with the NSW BoS to develop sample units of work to be utilised as support material to assist other PDHPE teachers to engage with the current syllabus.

Alex has also experienced a level of privilege as a result of engaging with the socio-cultural discourse. By adopting a balanced approach within his teaching philosophy, Alex has been able to advance to the position of Head teacher PDHPE. Alex’s promotion is recognition of his evidence of curriculum knowledge and therefore his engagement with the socio-cultural discourse underpinning contemporary HPE.

Harry’s experience with privilege is as a result of another perspective. As a result of the findings of Study Three it could be argued that Harry has received privilege as a result of his membership with the “other” social group. In this case the social group is contextualised within a specific school setting. Harry received a promotion to the position of Director of Sport in recognition of his alignment with the discourses of sport and science associated with Physical Education. In the particular education setting in which Harry is employed, the discourses of sport and science hold power with the dominant social groups. Therefore alignment with these discourses affords a level of privilege not associated with other settings such as those of Kylie and Alex, where privilege is reflective of engagement with the curriculum and syllabus material.

All three HPE teachers have experienced the impact resultant from the discursive shift evidenced within the NSW 2003 Years 7-10 PDHPE syllabus, in terms of both professional identity and practice. As a result of the release of the 2003 socio-culturally influenced syllabus the teachers profiled within this thesis have made a conscious decision in regards to professional positioning based on discursive alignment. It has been shown in this thesis that the decision where to place their discursive allegiances has a significant impact on the level of privilege experienced by HPE teachers.
References


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Appendices

Appendix 1: Participant Consent Form

I have read the Information Sheet, and the nature and the purpose of the research have been explained to me. I have been given the opportunity to ask questions regarding the research. I understand the information Sheet and agree to take part in the research.

I understand that information gathered during this study may be published and that any information or personal details gathered in the course of this research about me are confidential and as such, neither my name nor any other identifying information will be published without my consent or permission.

I understand that information or personal details gathered in the course of this research about me are confidential and that neither my name nor any other identifying information will be used or published without my written permission.

I understand that I am free to withdraw my participation in the research at any time, and that if I do I will not be subjected to any penalty or discriminatory treatment.

I understand that due to the nature of the research my comments in meetings may be noted by the researcher as part of the research. I understand that my comments will be reported on by applying pseudonyms to ensure confidentiality.

I understand that all data will be stored in a secure location for five years and that this is in accordance with The Human Ethics Guidelines of Charles Sturt University. During this time data will only be accessible to the researcher.

I understand that I am to take part in this research project as a volunteer and that no payments shall made to me by the researcher or the University.

I confirm that I am over 18 years of age.

I grant the researcher the exclusive and royalty free right to reproduce and use the information gained through this research project.

I understand that interview/focus groups will be audio taped.

Charles Sturt University’s Ethics in Human Research Committee has approved this study.

I understand that if I have any complaints or concerns about this research I can contact:

Executive officer
Ethics in Human Research Committee
Academic Secretariat
Charles Sturt University
Private Mail Bag 29
Bathurst NSW 2795
Phone: (02) 63384628
Fax: (02) 63384194

Name of Participant______________________________________________

Signed_________________________ Date_________________________
Appendix 2: Participant Information Sheet

Dear Colleague,

I am conducting a research project called “Exploring the status of Personal Development, Health and Physical Education (PDHPE) in Secondary Schools”. The main aim of the project is to assess the impact of the introduction of the New South Wales 2003 PDHPE Years 7-10 syllabus document. As you are aware this document is the current syllabus from which all year 7 – 10 core PDHPE programs are generated for use within schools.

I would like to invite you to participate in this research as detailed below.

**What would you be expected to do?**

If you agree to participate in this project you will be asked to be involved in a 1 hour phone interview which will be conducted at a mutually convenient time. You will be asked to talk about your perceptions as a teacher of PDHPE in relation to the implementation and impact on teacher identity and pedagogy of the 2003 PDHPE syllabus.

The interview will be recorded and transcribed. Your identity will be kept confidential – no names will appear on any documentation that could identify you in any way. All participation in this research project is voluntary and as such you are free to withdraw at any time. If you do choose to withdraw any information that has been obtained from you will be destroyed.

All transcripts from interviews will be kept in a locked filing cabinet in the researcher’s office for a period of no less than 5 years. At no point will anyone other than the researcher have access to the data. Research results will form the basis for a Doctoral thesis.

If you have any questions in relation to this project, please contact the researcher – Mr Matt Winslade, Ed D student, School of Human Movement Studies, Charles Sturt University (0419478832).

**NOTE:** Charles Sturt University’s Ethics in Human Research Committee has approved this project. If you have any complaints or reservations about the ethical conduct of this project, you may contact the Committee through the Executive Officer:

The Executive Officer
Ethics in Human Research Committee
Academic Secretariat
Charles Sturt University
Private Mail Bag 29
Bathurst NSW 2795
Tel: (02) 6338 4628
Fax: (02) 6338 4194

Any issues you raise will be treated in confidence and investigated fully and you will be informed of the outcome.

To participate in this research project please complete the accompanying consent form. Please do not hesitate to contact me if you have any questions regarding the nature or procedures of this project.

Thank You for your time.
Appendix 3: Participant Interview Schedule

Demographic information - Subject details  Age / sex / school / position

1) Number of years teaching PDHPE, in its various forms.
2) When and where did you study?
3) Describe the nature of your teaching preparation course – in terms of discourse + course structure (i.e. 3yrs + 1 or 4 yr)
4) Do you feel it prepared you for your current position? If so why? If not why not?
5) How would you rate your confidence in teaching the current syllabus?
6) In relation to the new syllabus are you comfortable with the level of socio cultural content?
7) Why did you become a PE or PDHPE teacher?
8) What attracted you to your undergraduate course?
9) How would you describe the current year 7-10 NSW PDHPE syllabus (as opposed to the 1990 syllabus)?
10) Do you prefer scientific aspects of the course or socio-cultural aspects – please elaborate.
11) What do you like about being a PDHPE teacher?
12) What do you dislike about being a PDHPE teacher?
13) Do you teach yr 12 – if so which option (s) do you prefer – why?
14) Elective courses – have you taught any? If so how would you describe the course? What do you like/dislike about the elective?
15) How do you think PDHPE has changed? Either in general or since you commenced teaching.
16) How would you describe the image of a PDHPE teacher? Would you describe the image of a PE teacher in a different way?
17) Has the image of the PDHPE teacher changed – if so how and over what time frame?
18) Do you work with practicum/intern students – do you believe they are prepared to teach the current syllabus? How confident are you in furthering their knowledge in a school setting?
19) Are there any areas that you feel pre service teachers could improve on?
20) In terms of classroom practice do you prefer practical or theory lessons? – elaborate.
21) Can you describe current syllabus – what do you like, what do you dislike?
22) What do you feel you need to support you in your role as a PDHPE teacher in general?
23) In what ways do you feel you could be supported in terms of increasing your understanding of the 2003 syllabus, in particular the socio-cultural discourse?

Have you undertaken any further training to assist you in teaching the 2003 syllabus?