

# Health and Physical Education

## Initial Teacher Education Summit Communiqué



October 2017

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## Purpose of the Summit

Access to quality HPE, physical activity and sport programs is recognised by UNESCO as a fundamental right for all young people. When appropriately organised, taught and resourced, such programs can yield a wide range of health, social, educational and economic benefits to individuals, families, communities and society at large. As valued social institutions, schools are uniquely placed to ensure fair and equitable access to this right, which is one of the reasons why the HPE learning area was included in the recently developed Australian Curriculum.

However, considerable research has demonstrated that HPE, physical activity and sport occupy a tenuous place in many schools. Such programs often experience inadequate curriculum time, low status and esteem, and inferior financial, material and human resourcing relative to other areas of the curriculum. Moreover, the broader contexts in which HPE, physical activity and sport take place are rapidly changing. These patterns of demographic, economic, technological and cultural change are altering what it might mean for schools to be responsive to the communities they serve.

High-quality initial teacher education programs are crucial to ensuring that all young people have access to the kind of relevant, engaging and developmentally appropriate HPE, physical activity and sport programs to which they are entitled and the benefits that ensue. Accordingly, as the 2018 Gold Coast Commonwealth Games approach, Griffith University's School of Education and Professional Studies, in conjunction with a range of other key stakeholders, staged a summit to discuss how initial teacher education programs can best prepare the health and physical educators of tomorrow. The summit explored strategies for equipping these teachers with the knowledge, skills and values required to promote the pursuit of lifelong, healthy, active living in the varied and changing contexts of the contemporary world. In so doing, the summit sought to use the Gold Coast's hosting of the Commonwealth Games to stimulate interest in these goals and to enhance the visibility of these important issues.

Specifically, the purpose of the Summit was to:

- identify and prioritise HPE challenges and issues in Initial Teacher Education;
- co-construct a shared HPE philosophy in Initial Teacher Education; and
- co-construct a shared HPE framework for Initial Teacher Education.

## Pre-Summit Activity

To inform the content of the summit, upon registering for the summit, delegates were invited to participate in a pre-poll survey. As outlined in Figure 3, this survey asked four questions dealing with the focus of the summit. The first question asked delegates to record from their perspective the greatest strength of HPE initial teacher education, and the second question asked delegates to record the greatest challenge that confronts HPE initial teacher education. These responses were then used to inform the HPE (ITE) keynote addresses. Pre-polling responses from questions 1 and 2 were then summarised into 6 concise statements, and presented at the summit to prioritise the greatest strengths and challenges of HPE initial teacher education.

As can be seen in Figure 3, Question 3 asked delegates to record what they considered to be the key educational principles that should underpin HPE initial teacher education. These responses were then summarised into the following breakout discussion topics for the purpose of co-authoring a shared HPE Philosophy in initial teacher education.

1. HPE Curriculum and Pedagogy
2. HPE Assessment and Reporting
3. Extra-curricular Sport and Physical Activity
4. Schools as Settings for Health Promotion
5. Professional Status of HPE Teachers
6. Continued Professional Learning for HPE Teachers

Question 4 asked delegates to record what they considered to be the key strategies necessary to ensure that ITE programs prepare HPE teachers for the 21st Century. These responses were then summarised into the six breakout discussion topics for the purpose of co-authoring a shared Strategic Framework for implementing the co-authored HPE Philosophy in initial teacher education programs.



## Before Summit



Delegates are invited to participate in pre-poll survey on registration for the Summit.

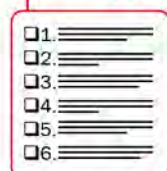


### Pre-poll survey questions

1. What are the current strengths of HPE initial teacher education?
2. What are the challenges that confront HPE initial teacher education?
3. What are the educational principles that should underpin HPE initial teacher education?
4. How should ITE programs prepare HPE teachers for the 21st Century?

## Part 1 HPE greatest strengths and priority challenges

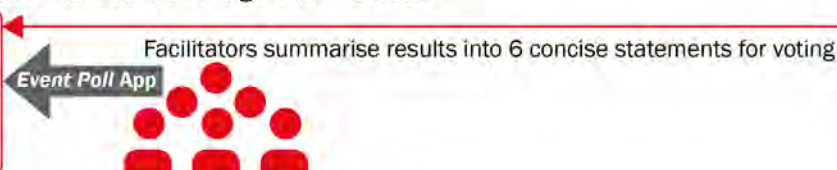
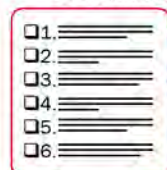
- 1 Results from Question 1 & 2 are summarised into six concise statements and presented at the Summit. The Summit cohort votes to determine the HPE Communities **greatest strengths** and **priority challenges**.
- 2



## Part 2 To co-construct a shared HPE philosophy in ITE

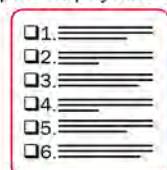
Results from Question 3 are summarised into the following topics for discussion by the Summit cohort in breakout rooms with the discussion recorded on iPads:

1. HPE Curriculum and Pedagogy
2. HPE Assessment and Reporting
3. Extra-curricular Sport and Physical Activity
4. Schools as Settings for Health Promotion
5. Professional Status of HPE Teachers
6. Continued Professional Learning for HPE Teachers



## Part 3 Top 5 Strategies for engaging ITE Students in HPE

Results from Question 4 are summarised into six concise statements and presented for voting. In breakout rooms, the Cohort uses the "built up" knowledge of the strengths, challenges, shared philosophy and opportunities to discuss and form action strategies to engage ITE students with HPE.



The live poll results form part of the Communiqué

Figure 1 Summary of the Summit process

## Participants

School leaders and teachers who participated in the summit came from 47 different schools, and university participants were associated with nine separate universities (see Table 1).

Organisations from the sport and health sectors that were involved in the summit included: Australian Football League Queensland, Brisbane Lions AFC, EduHealth+, Gold Coast 2018 Commonwealth Games Corporation, Gymnastics Queensland, National Rugby League, Orienteering Queensland, Queensland Rugby Football League, Surf Life Saving Queensland, Tennis Queensland and Tenpin Bowling Association of Queensland.

**Table 1** Participant organisations

Organisation	<i>n</i>	%
School association	7	5.11
ITE student	10	7.30
School leader	21	15.33
Sports industry	23	16.79
Teacher	37	27.01
University	36	26.28
Other	3	2.19
<b>Total</b>	<b>137</b>	<b>100</b>

## Pre-event Polling Questions

All delegates were invited to participate in the pre-event survey, providing up to five answers to each of the following questions:

Of the 150 delegates who registered, 42 participated in the survey.

**Table 2** Pre-event polling questions

Questions	<i>n</i>	%
What are the current strengths of HPE initial teacher education?	37	88.09
What are the challenges that confront HPE initial teacher education?	42	100.00
What are the educational principles that should underpin HPE initial teacher education?	39	92.86
How should ITE programs prepare HPE teachers for the 21st Century?	38	90.48



The results of the first two questions were synthesised and formulated into six concise responses and the delegates were invited to vote on these.

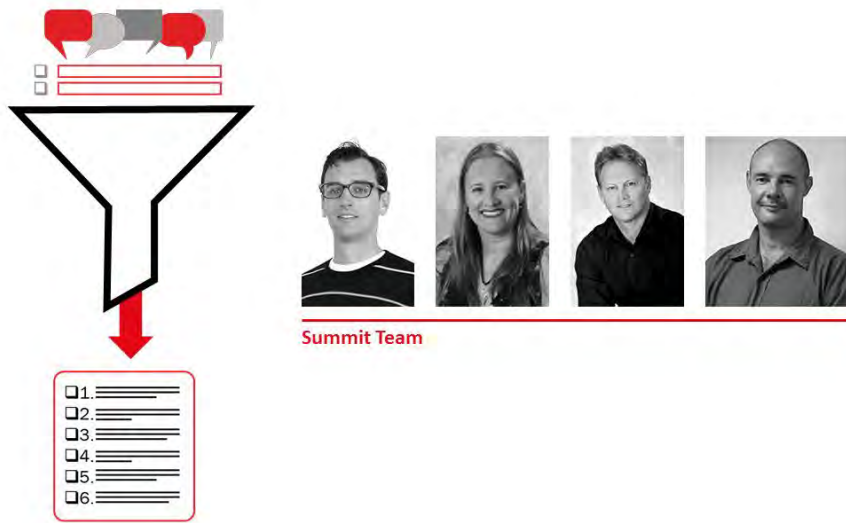


Figure 2 Summit team filtered responses into concise statements

## Summit Activity

After welcoming messages from Nicole Livingstone and Duncan Free the summit commenced with a keynote address from Ms Natasha Doherty (Access Economics Partner – Deloitte) that provided an *Economic perspective on the impacts of health*, followed by a keynote address from Professor Stewart Trost (Faculty of Health, School of Exercise and Nutrition Sciences, QUT) on *How can we enhance HPE initial teachers in Health?* Questions from delegates that followed these presentations centred around educational issues associated with the economic impacts of health, national approaches to dealing with the economic impacts of health, the extent to which education policies have been successful in dealing with the economic impacts of health, the disjuncture between societal expectations and schools' capacities to deliver programs that promote healthy living, the wellbeing of ITE students, and the Australian Curriculum: Health and Physical Education.

Delegates then participated in a Question and Answer Panel where experts in the field of HPE, Sally Pearson, Brett Green and Kobie Donovan, considered the role of teachers and students in the HPE curriculum. Questions centred around issues to do with the difference between physical education, physical activity and exercise, and the characteristics of a physically literate person. Dr Louise McCuaig (UQ) then provided a keynote address focused on working towards a shared advocacy in HPE through considering what evidence based research is telling us about the field. Delegates participated in this keynote by posing questions about best practice in HPE, the take-up of HPE in the primary school, and the focus of assessment in HPE ITE programs.

Dr Ben Williams then presented the summit with the pre-polling data for Questions 1 and 2, after which delegates were provided with the opportunity to rank the data according to their perceived importance to the aims of the Summit. The results of this Event Polling are provided below.

## Event Polling

**Table 3** What is the greatest strength of HPE initial teacher education?

Greatest strength of HPE ITE ( <i>n</i> = 85)	<i>n</i>	%
Expertise and experience of HPE initial teacher educators	25	29.41
HPE ITE programs informed by evidence and best-practice	9	10.59
Strong relationships between universities, schools and other key stakeholders	20	23.53
HPE ITE experiences aligned with system imperatives (curriculum, accreditation)	4	4.71
HPE ITE experiences aligned with the realities of schools and classrooms	13	15.29
Amount of time spent on professional placement during HPE ITE program	14	16.47

As can be seen from Table 3, the highest percentage of delegates who voted on this question considered the expertise and experience of HPE educators to be the greatest strength of HPE initial teacher education programs. This was closely followed by strong relationships between universities, schools and other stakeholders. Issues related to the professional placement of ITE students, alignment with the realities of schools and classrooms, and the informative value of evidence and best practice were considered moderate strengths. Delegates considered the issue of alignment with system imperatives to be of minor importance to the aims of the summit.

**Table 4** What is the greatest challenge that confronts HPE initial teacher education?

Greatest challenge of HPE ITE ( <i>n</i> = 88)	<i>n</i>	%
Teaching HPE in primary school settings using HPE specialists and classroom generalists	4	4.55
Building a school culture that supports HPE and school community wellbeing	22	25
Responding to and coping with constant change (curriculum, policy, technology)	14	15.91
Ensuring the place and prominence of “health” in the HPE classroom	6	6.82
Decoding and collecting evidence of teacher professional standards in HPE settings	1	1.14
Challenging and changing traditional practices in HPE (curriculum, pedagogy, assessment)	41	46.59

The highest percentage of delegates who voted on this question considered changing traditional practices in HPE curriculum, pedagogy and assessment to be the greatest challenge facing HPE initial teacher education programs. Delegates considered building school cultures that support the positive contribution of HPE to the school community's wellbeing to be a moderate challenge for ITE programs. This was followed by responding to and coping with change in HPE. Issues related to the place of Health in the HPE classroom, the relationship between specialists and generalists in the HPE primary classroom, and viewing evidence based professional standards in HPE settings were considered minor challenges.

Delegates then formed six breakout groups where discussions were held for the purpose of contributing to the co-construction of a shared philosophy for the ITE programs.

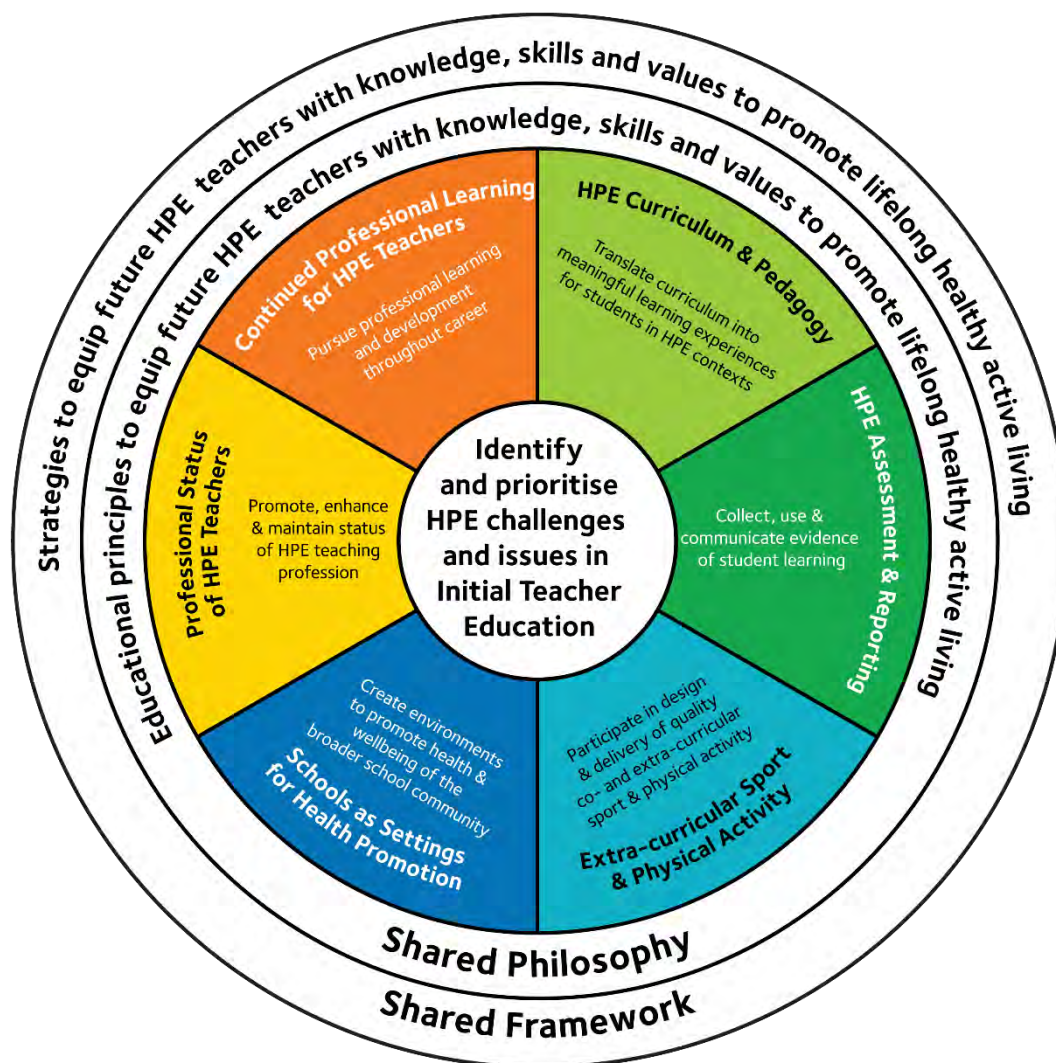


Figure 3 Stimulus Diagram: Topic and Activity Organisation

## Co-constructing a shared HPE philosophy

### *Group Activity 1: Breakout Discussion*

In order to co-construct a shared HPE ITE philosophy, delegates were split into breakout groups which had been assigned one of six topics to discuss in relation to developing a shared HPE philosophy (see Figure 3). *Philosophy* was defined as the principles upon which the HPE components of ITE programs should be founded. ITE was defined as nationally-accredited university degrees that provide the skills, knowledge and experiences required of those seeking to enter the teaching profession.

Each breakout group was organised into a collection of table groups with a facilitator, each nominating a scribe and a spokesperson. The scribes were responsible for recording their table group's ideas in their iPad, and the spokesperson was responsible for presenting three to six ideas to the combined breakout group.

### *Facilitators*

**Table 5** Breakout groups and facilitator

Facilitator	Topic for breakout group
Dr Stephen Hay	HPE Curriculum & Pedagogy
Dr Ben Williams	HPE Assessment & Reporting
Dr Wayne Usher	Extra-curricular Sport & Physical Activity
Associate Professor Tony Rossi	Schools as Settings for Health Promotion
Dr Eimear Enright	Professional Status of HPE Teachers
Dr Sue Whatman	Continuing Professional Learning for HPE Teachers

The facilitators synthesised the results of the discussion groups and presented these to all the delegates for voting. The results for each discussion group are listed below.

## *HPE Curriculum & Pedagogy*

When reflecting on what knowledge, skills and values ITE students need to translate contemporary curriculum materials into meaningful learning experiences for students in HPE contexts, delegates indicated that the co-constructed philosophy should be 'student-centred' and highlight the inclusivity and authenticity of the HPE school experience. Specifically, delegates considered that the co-constructed philosophy should focus ITE programs on life-long learning, the diversity of student abilities and interests, and provide an integrated approach to achieving health and movement outcomes.

Table 6 HPE Curriculum & Pedagogy shared philosophy

Option ( <i>n</i> = 85)	<i>n</i>	%
Catering for diverse student abilities and interests - inclusivity	18	21.18
Focus on lifelong learning – student-centred	39	45.88
Focus on experiential learning in HPE - experiential	7	8.24
Integrated approach to curriculum (health & movement outcomes) - authenticity	17	20
Understanding the HPE curriculum and supporting policy – system alignment	4	4.71

## *HPE Assessment & Reporting*

When reflecting on what knowledge, skills and values ITE students need to collect, use and communicate meaningful evidence of student learning in contemporary HPE contexts, delegates indicated that the co-constructed philosophy should focus on the HPE experience being 'authentic', 'evidence-informed', 'collaborative' and 'experiential'. Specifically, delegates considered that the co-constructed philosophy should focus ITE programs on what is important and needs to be learnt and assessed through movement, the management of time, resources and the use of evidence. It should also focus on providing opportunities for ITE students to share ideas about the collection and use of evidence and to see and do quality assessment and moderation.

**Table 7** HPE Assessment & Reporting shared philosophy

Option ( <i>n</i> = 88)	<i>n</i>	%
Opportunities to see and do quality assessment and moderation – experiential	11	12.5
Understand relationship between policy, curriculum, pedagogy and assessment – system alignment	7	7.95
The ability to manage time, resources and competing priorities for the collection and use of evidence – evidence-informed	26	29.55
Understand what is important and learnt through movement and what needs to be assessed – authenticity	29	32.95
Opportunities to share ideas about what and how to collect and use evidence – collaboration	13	14.77

### *Extra-curricular Sport & Physical Activity*

When reflecting on what knowledge, skills and values ITE students need to participate in the design and delivery of quality co- and extra-curricular school sport and physical activity programs, delegates indicated that the co-constructed philosophy should be 'learner-centred', highlight 'reflectivity' and emphasise the role of 'stakeholders'. Specifically, delegates considered that the co-constructed philosophy should focus ITE programs on supporting and heightening ITE students' access to on-line and off-line resources, facilitating a shared approach to the design and delivery of ITE programs, and prioritising expertise in the areas of assessment, pedagogy and ICT.

**Table 8** Extra-curricular Sport & Physical Activity shared philosophy

Option ( <i>n</i> = 84)	<i>n</i>	%
Highly knowledgeable in the areas of assessment, pedagogy and ICT - reflectivity	10	11.9
Skilful in the use and the implementation of ICT into core business - adaptable	2	2.38
Design and deliver a bank of contemporary resources (human & physical) that support and heighten students' access to external resources, both online and offline – learner-centred.	58	69.05
A shared approach of the design and delivery of ITE programs – stakeholder driven	14	16.67



## *Schools as Settings for Health Promotion*

When reflecting on what knowledge, skills and values ITE students need to participate in the creation of environments that promote the health and wellbeing of the broader school community, delegates indicated that the co-constructed philosophy should be 'authentic' and 'profession oriented' and foster a 'holistic' approach to implementing the HPE curriculum. Specifically, delegates considered that the co-constructed philosophy should focus ITE programs on supporting ITE students access to well-informed school mentors up-skilled in health promotion, heightening and advocating for the importance of 'health' in the school curriculum, and presenting a holistic approach to understanding the relationship between health and wellbeing and different school cultures.

**Table 9** Schools as setting for health promotion shared philosophy

Option ( <i>n</i> = 89)	<i>n</i>	%
ITE students need to understand the different cultures of school and how this can affect health promotion and wellbeing – holistic	15	16.85
ITE students need to have good school mentors who are well-informed and have been up-skilled in health promotion – authentic	33	37.08
ITE students need a better understanding of broader based diversity to fully comprehend health promotion needs – inclusivity	7	7.87
ITE students need to know how to access health promotion resources – student-centred	6	6.74
Health promotion should be regarded as equally important as curriculum subjects. ITE students need to know how to advocate for this – profession oriented	28	31.46

## *Professional Status of HPE Teachers*

When reflecting on what knowledge, skills and values ITE students need to promote, enhance and maintain the status of the HPE teaching profession, delegates indicated that the co-constructed philosophy should be 'holistic', 'profession oriented' and 'authentic'. Specifically, delegates considered that the co-constructed philosophy should focus ITE programs on the necessary and unique role of HPE to the education of students, the esteem of the HPE profession, and position assessment as being important to the authentic identity of the HPE professional.

**Table 10** Professional status of HPE teachers shared philosophy

Option ( <i>n</i> = 87)	<i>n</i>	%
HPE teachers have a necessary and unique role to play in contributing to the holistic education of students – holistic	58	66.67
HPE teachers should be held in higher esteem and their learning area should not be seen as lesser – profession-oriented	19	21.84
Assessment matters hugely to our status and what and how we assess reveals what we think HPE is, and should be about – authenticity	10	11.49

### *Continuing Professional Learning for HPE Teachers*

When reflecting on what knowledge, skills and values ITE students need to pursue professional learning and development throughout their teaching careers, delegates considered that the co-constructed philosophy should be ‘profession oriented’, ‘aligned with system priorities’, ‘learner-centred’ and ‘authentic’. Specifically, delegates considered that the co-constructed philosophy should focus ITE programs on supporting ITE students’ access to professional networks and their associated resources, workforce mentors, contextually-relevant CPD, and opportunities to develop real-life skills in the field of HPE.

**Table 11** Continuing professional learning for HPE teachers shared philosophy

Option ( <i>n</i> = 78)	<i>n</i>	%
HPE teachers value their professional network which must extend into the wider community, which in turn enables access to wider resources – profession oriented	33	42.31
HPE teachers value opportunities to develop skills in real life /authentic situations, e.g. particularly assessment – authenticity	10	12.82
HPE teachers need skills to seek out specific, contextually-relevant CPD when it is not automatically offered – learner-centred	12	15.38
HPE teachers value mentors who start working with ITE students who enter the workforce and these mentors could be within universities, schools or wider networks – system alignment	21	26.92
CPD can and should be conceptualised as anytime and any when, e.g. novice to expert and can be online from many relevant stakeholders – holistic	2	2.56

### *In summary*

Delegates considered that a shared philosophy designed to guide the planning and implementation of HPE initial teacher education programs should be inclusive of a diverse range of student needs, place the learner in the centre of the teaching and learning relationship, and promote the construction and assessment of concepts and skills in authentic, meaningful contexts. In the development of knowledge and understanding the philosophy would promote challenge and experience followed by reflection and application, be evidence informed, and help students and educators identify the 'what' and 'how' of learning. The philosophy would frame the development of ITE programs that assisted students to adapt to change and to embrace new ideas, be relevant to system and school administrators, teachers, students, parents, families, local community leaders, and elected officials. The philosophy would also guide ITE student development on the premise that each person may find identity, meaning, and purpose in life through connections with HPE, and through collaboratively contributing to the knowledge, skills, attitudes, or behaviours of the HPE profession.

## Co-constructing a shared HPE framework

The second breakout discussion operated in the same way as the first, with the same facilitators. When developing a framework designed to give meaning to the co-constructed philosophy, to promote a diversity of opinion, the delegate tables were given a different topic than the first breakout discussion.

### *HPE Curriculum & Pedagogy*

When considering how we might best help ITE students develop the knowledge, skills and values required to translate contemporary curriculum materials into meaningful learning experiences for students in HPE contexts, delegates were most concerned that the strategies put in place to enact the shared philosophy should promote, co-operation, collaboration and partnership between schools and universities. Concern was also registered that the shared strategic framework should facilitate the design and implementation of a diverse range of learning experiences and develop student-focused problem-based learning approaches.

Table 12 HPE Curriculum & Pedagogy shared framework

Option ( <i>n</i> = 58)	<i>n</i>	%
Promote co-operation, collaboration and partnership between schools and universities around practicum	31	53.45
Design and implement interesting and diverse learning experiences	10	17.24
Promote access to community resources and other stakeholder groups	3	5.17
Develop student-focused problem-based learning approaches	9	15.52
Develop skills in critical application of technology for reflective practices and learning	0	0
Develop skills for interpersonal communication and student relationships	5	8.62

### *HPE Assessment and Reporting*

When considering how we might best help ITE students develop the knowledge, skills and values required to translate contemporary curriculum materials into meaningful learning experiences for students in HPE contexts, delegates were most concerned that the strategies put in place to enact the shared philosophy should provide opportunities for ITE students to collaborate with schools to practice and conduct assessment and moderation processes. Concern was also registered that the shared strategic framework should enhance communication with schools around the areas of practicum and school processes.

**Table 13** HPE Assessment and Reporting shared framework

Option ( <i>n</i> = 63)	<i>n</i>	%
Enhance communication with schools about the purpose of practicum placements and alignment with school processes	14	22.22
Develop practicum reports that align to professional standards	2	3.17
Provide opportunities for students to collaborate and practise conducting assessment and moderation processes at university and in school	40	63.49
Enhance the communication between universities and schools about pre-service teachers' knowledge and skills prior to practicum	6	9.52

### *Extra-curricular Sport and Physical Activity*

When considering how we might best help ITE students develop the knowledge, skills and values required to participate in the design and delivery of quality co- and extra-curricular school sport and physical activity programs, delegates were most concerned that the strategic framework support the shared philosophy by advocating a process which heightens awareness of the availability of collaborative partnerships around curriculum priorities. Concern was also registered that the framework should support the design of mechanisms and platforms that heighten ITE student capacity to provide and use feedback in the school context and to ensure a sustained approach to understanding and implementing physical literacy.

**Table 14** Extra-curricular Sport and Physical Activity shared framework

Option ( <i>n</i> = 58)	<i>n</i>	%
Adopt a process which heightens awareness concerning the availability of internal and external partnerships to work collaboratively with curriculum priorities	35	60.34
Develop ways and means for ITE students to be critical and reflective practitioners	4	6.9
Ensure a sustained and comprehensive approach to understanding and implementing physical literacy skills	6	10.34
Design mechanisms and platforms that heighten students' capacity to give concise and cyclic feedback after their first year of teaching	13	22.41

## *Schools as Settings for Health Promotion*

When considering how we might best help ITE students develop the knowledge, skills and values required to participate in the creation of environments that promote the health and wellbeing of the broader school community, delegates were most concerned that the strategies put in place to enact the shared philosophy should promote, a consideration of 'health' as being a whole of school responsibility. Concern was also registered that the shared strategic framework should create learning opportunities to understand change management and to engage more broadly with community based groups and agencies.

Table 15 Schools as Settings for Health Promotion shared framework

Option ( <i>n</i> = 66)	<i>n</i>	%
Engage more broadly with community based groups and agencies	9	13.64
Promote learning opportunities through evidence based case studies	3	4.55
Create learning opportunities beyond the practicum to understand change management	16	24.24
Develop advocacy skills in ITE students	3	4.55
Ascribe greater importance to health promotion	2	3.03
Consider health promotion as a whole of school responsibility	33	50

## *Professional Status of HPE Teachers*

When considering how we might best help ITE students develop the knowledge, skills and values required to promote, enhance and maintain the status of the HPE teaching profession, delegates were most concerned that the strategies put in place to enact the shared philosophy should promote active advocacy for HPE as an educative process. Concern was also registered that the shared strategic framework should facilitate the identification and recruitment of advocates both within and outside the school system and the mapping and engagement of networks of expertise for the purpose of sharing resources and knowledge.



**Table 16** Professional Status of HPE Teachers shared framework

Option ( <i>n</i> = 61)	<i>n</i>	%
Identify and recruit allies both within and outside the school to help advocate for HPE	10	16.39
Map and engage with networks of expertise and share resources and knowledge through these networks to enhance HPE practices	7	11.48
Actively advocate for HPE as an educative endeavour with other teachers, parents, students, school leaders, and the wider community	41	67.21
Be confident about the unique expertise teachers possess and the value of local knowledge	2	3.28

### *Continued Professional Learning for HPE Teachers*

When considering how we might best help ITE students develop the knowledge, skills and values required to pursue professional learning and development throughout their teaching careers, delegates were most concerned that the strategies put in place to enact the shared philosophy should embed into ITE programs how to engage and grow professional networks. Concern was also registered that the shared strategic framework should facilitate the growth of mentoring partnerships in all phases of a HPE teacher's career.

**Table 17** Continued Professional Learning for HPE Teachers shared framework

Option ( <i>n</i> = 58)	<i>n</i>	%
Embedding into ITE programs, how to engage and grow your own professional networks that value-add to all parties	27	46.55
Model how to develop plans for CPL to navigate an overwhelming smorgasbord of potential CPL on offer	3	5.17
Grow existing mentoring partnerships between teachers in all phases of their career	23	39.66
Engage with assessment and evaluation data to identify CPL priorities in your own context	5	8.62

### *In summary*

Delegates identified that the strategic framework to support the enactment of the core principles of inclusivity, student-centeredness, authenticity, experiential learning, evidence-informed practice, collaboration, reflectivity, adaptability, and stakeholder investment that form the basis of the shared philosophy should

- a) identify and include existing and emerging stakeholder groups;
- b) adopt problem-based learning, action research and reflective practice approaches;
- c) include wider professional experiences with existing and emerging stakeholders;
- d) promote new, effective approaches to curriculum, pedagogy and assessment in HPE;
- e) develop the skills to use technology to teach the HPE curriculum in engaging ways;
- f) develop the confidence required to work as a HPE teacher;
- g) develop the capability to teach interpersonal skills (e.g., communication);
- h) develop an appreciation of, and the ability to advocate for, the importance of HPE;
- i) focus on the skill sets required to teach in 21st century schools; and
- j) develop an appreciation of, and the ability to include and manage, diversity among students.

The strategies that delegates identified to ensure ITE learning in each of the six breakout categories can be summarised below (see Table 18).

**Table 18 Strategies for ITE learning**

Area	To ensure ITE student learning in HPE...
HPE Curriculum & Pedagogy	<p>Promote co-operation, collaboration and partnership between schools and universities around practicum</p> <p>Design and implement interesting and diverse learning experiences</p> <p>Develop student-focused problem-based learning approaches</p> <p>Develop skills for interpersonal communication and student relationships</p> <p>Promote access to community resources and other stakeholder groups</p> <p>Develop skills in critical application of technology for reflective practices and learning</p>
HPE Assessment & Reporting	<p>Provide opportunities for students to collaborate and practise conducting assessment and moderation processes at university and in school</p> <p>Enhance communication with schools about the purpose of practicum placements and alignment with school processes</p> <p>Enhance the communication between universities and schools about pre-service teachers' knowledge and skills prior to practicum</p> <p>Develop practicum reports that align to professional standards</p>
Extra-curricular Sport & Physical Activity	<p>Adopt a process which heightens awareness concerning the availability of internal and external partnerships to work collaboratively with curriculum priorities</p> <p>Design mechanisms and platforms that heighten students' capacity to give concise and cyclic feedback after their first year of teaching</p> <p>Ensure a sustained and comprehensive approach to understanding and implementing physical literacy skills</p> <p>Develop ways and means for ITE students to be critical and reflective practitioners</p>
Schools as Settings for Health Promotion	<p>Consider health promotion as a whole of school responsibility</p> <p>Create learning opportunities beyond the practicum to understand change management</p> <p>Engage more broadly with community based groups and agencies</p> <p>Promote learning opportunities through evidence based case studies</p> <p>Develop advocacy skills in ITE students</p> <p>Ascribe greater importance to health promotion</p>
Professional Status of HPE Teachers	<p>Actively advocate for HPE as an educative endeavour with other teachers, parents, students, school leaders, and the wider community</p> <p>Identify and recruit allies both within and outside the school to help advocate for HPE</p> <p>Map and engage with networks of expertise and share resources and knowledge through these networks to enhance HPE practices</p> <p>Be confident about the unique expertise teachers possess and the value of local knowledge</p>
Continuing Professional Learning for HPE Teachers	<p>Embed into ITE programs, how to engage and grow your own professional networks that value-add to all parties</p> <p>Grow existing mentoring partnerships between teachers in all phases of their career</p> <p>Engage with assessment and evaluation data to identify CPL priorities in your own context</p> <p>Model how to develop plans for CPL to navigate an overwhelming smorgasbord of potential CPL on offer</p>

## **The next phase: Commitment to Action**

In terms of the above outcomes, the Health and Physical Education Summit achieved its objectives by identifying and prioritising Health and Physical Education challenges and issues in Initial Teacher Education, co-constructing a shared HPE philosophy in Initial Teacher Education, co-constructing a shared HPE framework for the implementation of the philosophy in Initial Teacher Education programs, and identifying a range of shared actions and strategies for HPE learning and teaching in Initial Teacher Education.

Participants expressed a very strong commitment to action informed by these outcomes. There are important roles and actions needed by stakeholders to positively enact this commitment. The next phase will involve the Queensland Deans of Education in collaboration with the Queensland College of Teachers in developing an action plan which progresses this important HPE initiative. Those action plans will be inclusive of all stakeholders – including relevant Government, Higher Education Institutions, school systems, schools and their communities, teachers, Initial Teacher Education students—as a collaborative, collegial approach will be an underlying principle to achieve success. Further actions can align with relevant HPE expectations of those Higher Education Institutions, Government, school systems and school policies and priorities, to ensure that Initial Teacher Education students develop and demonstrate the competencies with and dispositions about HPE required by the Australian Professional Standards for Teachers.

## Summit Evaluation

**Table 19** Please rate the Summit presenters

Response options	<i>n</i>	%
Excellent	26	47.27
Very Good	23	41.82
Good	6	10.91
Fair	0	0
Poor	0	0
<b>Total</b>	<b>55</b>	<b>100</b>

**Table 20** What is the likelihood that you will implement aspects of this summit into your organisation/ school

Response options	<i>n</i>	%
Very likely	33	56.9
Moderately likely	14	24.14
Completely likely	10	17.24
Slightly likely	1	1.72
Not at all likely	0	0
<b>Total</b>	<b>58</b>	<b>100</b>



**Figure 4** What is one word to describe your Summit experience?

## Acknowledgements

The Communiqué Team acknowledges the collaboration and support of The School of Education and Professional Studies at Griffith University, the Queensland Deans of Education, the Queensland College of Teachers and the engagement by participants. It also acknowledges the assistance provided by Joy Reynolds for the graphic and document design of this Communiqué, Charlotte Chamier as the Event Organiser and, in particular, her organisation of the technology which enabled the interactive engagement by participants, and Mary Ellen Feldhagen for her administrative support.

### *Communiqué Citation*

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## Presenter Biographies



*Nicole Livingstone, OAM*

***Master of Ceremonies & Panel Facilitator***

Nicole Livingstone dominated Australian backstroking during her career, winning nine consecutive national titles in the women's 100m event. She made her Olympic debut in Seoul in 1988, competing in three events. Four years later, her bronze medal in the women's 200m backstroke in Barcelona was Australia's first woman's backstroke medal since 1948, and only its third in the history of the Olympic Games. Livingstone also showed her versatility, class and spirit as a relay swimmer. In 1996, at her third and final Games, she won medals in both the women's 4 x 100m medley relay (silver) and 4 x 200m freestyle relay (bronze). In all, she competed in 11 Olympic events – an outstanding achievement. Livingstone has since enjoyed a successful media career, including work as a swimming broadcaster.



*Duncan Free, OAM*

Director, Sports College, Griffith University

***Summit Opening***

Rower Duncan Free reached the pinnacle of sporting success in Beijing when he and Drew Ginn won a gold medal in the men's coxless pair. It was the highlight of a remarkable Olympic journey for Free. Born in Tasmania, Free won a medal at his 1996 debut, teaming with Bo Hanson, Janusz Hooker and Ronald Snook to win bronze in the men's quad sculls. He competed in quad sculls in Sydney and Athens, narrowly missing a medal on each occasion. After Athens, Free made the switch to sweep rowing, teaming with Ginn, already a three-time gold medallist, in the coxless pair. The new combination soon proved to be the world's best, winning consecutive world championships in 2006 and 2007 before their memorable victory in Beijing. Griffith Sports College Director, Duncan Free OAM, has been inducted into the Gold Coast Sporting Hall of Fame.



### *Natasha Doherty*

Partner Deloitte Access Economics

#### ***Keynote: Commercial economic perspective on the impacts of health***

Natasha is a Deloitte Access Economics Partner and the leader of our policy and program evaluation practice. She works across the public sector, predominately in health and social policy. Natasha is passionate about evidence based policy and practice and has led a number of evaluations for Commonwealth and state based reforms across health, community services, funding reform and the innovation agenda. She has also presents regularly as an expert keynote speaker. She is engaging and captivating.



### *Professor Stewart Trost*

School of Exercise and Nutrition Sciences & Institute of Health and Biomedical Innovation, Faculty of Health, QUT

#### ***Keynote: How can we enhance HPE initial teachers in Health?***

Stewart's research interests include measurement of physical activity and sedentary behaviour, psychosocial and environmental correlates of physical activity behaviour, and community-based interventions to promote physical activity and prevent obesity in children and youth. He has served as a consultant on matters related to measurement of physical activity to many domestic and international research groups and public health organizations including the Australian Federal Government, the U.S. National Institutes of Health, U.S. Centers for Disease Control, and the Robert Wood Johnson Foundation. Trost headed the scientific committee responsible for drafting the first children's physical activity recommendations for Australian youth, was a member of the scientific committee for drafting physical activity and screen time recommendations for Australian children under five, and was a member of the CDC panel to establish evidence-based guidelines for physical activity in school aged youth in the United States. In 2012, he served on the USA President's Council on Fitness, Sports, and Nutrition Science Board.



### *Sally Pearson, OAM*

#### ***Panel: HPE experiences at school –The role of teacher and student***

Sally Pearson is one of Australia's greatest Olympians and the fourth fastest 100m hurdler in history. She is the 2011 and 2017 World champion and 2012 Olympic champion in the 100 metres hurdles. She

also won a silver medal in the 100 m hurdles at the 2008 Summer Olympics and the 2013 World Championships. At the 2012 London Olympic Games she became just the 10th female Australian track athlete to win a gold medal, smashing the Olympic record in the process. A year earlier at the world championships in Daegu, South Korea, the Gold Coast hurdler confirmed her greatness by clocking the incredible time of 12.28sec – just .07sec outside the world record – to claim victory. Pearson won the gold medal in the 100 metres hurdles at the 2017 World Championships in London with a time of 12.59sec.



### *Brett Green*

Head Coach, Helensvale State High Track & Field Academy Program

#### ***Panel: HPE experiences at school –The role of teacher and student***

Brett is the Head Coach Helensvale State High Track & Field Academy Program (district champions 1993–2017). He also is the Athletics Australia level 5, IAAF Academy coach (throws) and Lecturer of IAAF level 3 throws courses. In addition to his teaching, Brett coaches' numerous athletes on Australian junior teams

including Kirsty Williams (silver medal world u/20 Discus 2016). Currently coaching Alex Roberts (Australian u/16 javelin record holder), Kobie Donovan World Dwarf Games Gold medallist and World Record Holder (F40) Javelin. He was the Australian team coach Track & Field World u18's 2001 & 2007, World u20's 2006 & 2008. Brett has a strong background in coaching girls' soccer and is a Life Member Gold Coast Victory Athletics Club, South Coast School Sport and Queensland Schools Soccer Federation.



## *Kobie Donovan*

Elite athlete & HPE Teacher

***Panel: HPE experiences at school –The role of teacher and student***

Kobie is an elite athlete and HPE teacher who happens to be 1.09m (3'7"). She was born with an incredibly rare form of dwarfism, which has never been a barrier to achieving her goals in life. Kobie is a three-time Australian representative in Track and Field – she has one World Record and several National Records. Her love of sport led her to pursue a career as an HPE teacher. This was uncharted territory, as there is no record of another short statured PE teacher in the world. Kobie has tremendous support from both The University of Queensland and Practicum schools. She

has recently graduated and just commenced her career as a HPE Teacher.



## *Dr Louise McCuaig*

School of Human Movement and Nutrition Sciences,  
The University of Queensland

***Keynote: What is the evidence based research telling us? Working towards a shared advocacy***

Louise McCuaig currently coordinates the Health, Sport and Physical Education program at The University of Queensland, School of Human Movement and Nutrition Sciences. Her research and teaching focus on the provision of quality health education in school settings.

Louise McCuaig currently coordinates the Health, Sport and Physical Education program at The University of Queensland, School of Human Movement Studies. Her research and teaching focus on enhancing young people's healthy living through the provision of quality health education in school settings. A focus of these endeavours is the training, preparation and professional development of pre-service and practicing school teachers to enhance their school based health education knowledge and skills. Louise's innovative delivery of advanced PE and specialist Health Education courses has been recognised with the awarding of a Carrick Institute Citation for Outstanding Contribution to Student Learning (2006) and UQ Teaching Excellence award (2008).



### *Maddi Wood*

Health and Physical Education pre-service teacher

Maddi is a third-year student at the University of Queensland studying a Bachelor of Health Sport and Physical Education with Honours. She loves working with children which is why she is in the process of becoming a health, physical education and science teacher for both primary and secondary education. Maddi is an ex national swimmer and loves the water and helping kids learn how to swim and be safe around the water.



### *Shane Roberts*

Head of Health and Physical Education, Palm Beach-Currumbin State High School

#### ***Case Study: Socially-critical senior health education program.***

Shane has been a HPE teacher for 20 years, and is currently Head of Department (Health and Physical Education) at Palm Beach-Currumbin State High. With a keen interest in curriculum design and quality assurance, Shane is the current State Review Panel Chair for Health Education and a syllabus writer for the 2010 and 2017 Health syllabi. Shane has invested in the mentoring of pre-service and beginning teachers, hosting an average of six teachers per year within his faculty over the last 14 years. In his spare time Shane is President of Southport Surf Lifesaving Club.



### *Andrew Peach*

Executive Principal, Marsden State High School

#### ***Case Study: Building a learning community through sport***

Andrew holds a Bachelor of Education along with a Masters of Business Administration and was a 2014 Harvard Club of Australia Scholarship winner. Andrew is also the Queensland Chair of National Science Week. As Queensland Chair he is actively involved in assisting the community to engage in science related activities in one of Australia's largest public awareness programs.





### *Wayne Gore*

Head of Physical Education, Anglican Church Grammar School

#### ***Case Study: Managing the value of the HPE curriculum in an environment of competing emphasis***

Wayne is an experienced secondary Health and Physical education teacher. Wayne initially worked in Education Queensland schools in both Brisbane and Toowoomba. He has also taught Health and Physical Education at the Welling School in London. Since 2001 Wayne has been employed at Anglican Church Grammar School, serving a number of roles including Housemaster, Director of Cricket, and since 2013 as the Head of Health and Physical Education. Wayne is also a member of the ACHPER QLD Management Committee.

Wayne's particular interest areas are in implementing a "Constraints-led" approach to teaching Health and Physical Education, in staff wellbeing and in his various service projects at Churchie. He has three school-aged children and coaching each of their school and club Touch Football teams continues to be a voluntary yet highly rewarding passion for him.



### *Mark Peters*

Chief Executive Officer of the Gold Coast 2018 Commonwealth Games Corporation,

#### ***Keynote: Legacy of the GC2018 for Education industry***

Mark Peters serves as Chief Executive Officer of the Gold Coast 2018 Commonwealth Games Corporation, a position he accepted after heading the Gold Coast 2018 Commonwealth Games Bid Company. His senior sporting administration roles include almost ten years as CEO of the Australian Sports Commission; President of the Australian Baseball Federation; and Executive member of International Baseball Federation.

Mark has long advocated for increased sport and physical fitness programs in schools and championed Australia's profile on the international sporting stage, as a competitive nation and host destination for major sporting events. His extensive portfolio of leadership and management experience covers tourism, events and sports organisational governance and structure. Mark is also a member of the Australian Institute of Company Directors and graduate of Harvard University's Advanced Management Program.





### *Dr Ben Williams*

School of Education and Professional Studies, Griffith University

***Presenter: Pre-Summit Survey Results and Event Poll Voting***

***Breakout Facilitator: HPE Assessment and Reporting***

Ben is a Lecturer in Health and Physical Education at Griffith University's School of Education and Professional Studies, where he has worked since 2012.

Ben is also a member of the Griffith Institute for Educational Research and the President of ACHPER QLD, the professional association that represents HPE learning area and its teachers in Queensland.



### *Dr Wayne Usher*

School of Education and Professional Studies, Griffith University

***Breakout Facilitator: Extra-curricular Sport and Physical Activity***

Wayne has had 30 years of practical experience in education, spanning across primary, secondary and higher educational settings. He brings a breadth and depth of knowledge associated with traditional and contemporary practices which influences the teacher experience. Wayne's research interests include school and community health, physical education, modern classroom practices and curriculum development / implementation. His past and current research examines 21st century pedagogical approaches that engage the teacher and the student in the co-construction of meaning, value, and knowledge associated with primary, secondary and higher educational settings. Wayne's works within research models associated with Grounded Theory Techniques, Narrative Theory and a Mixed Methods approach.

Current research includes combining spatial technologies, quantitative and qualitative theories to better examine distribution patterns associated with health and technology usage. He is currently working with an industry partner (NRL) to better understand player retention rates and wellbeing.



*Dr Sue Whatman*

School of Education and Professional Studies, Griffith University

***Breakout Facilitator: Continuing professional learning for HPE teachers***

Sue is a Senior Lecturer in HPE and Sports Coaching at Griffith University, Gold Coast, Australia. She is currently teaching and researching in curriculum development in HPE, pre-service teacher – curriculum leadership on practicum, and holistic sports coaching approaches. Sue's research, teaching/lecturing and consultancy work with state education and higher education spans over 25 years. Current and recently funded research projects include "Wellbeing in Schools" (Griffith/ Qld Health), "Supporting Future Curriculum Leaders" (Australian Office for Learning and Teaching), "The Titans Learning Centre: What Works and Why" (Griffith/ Titans/ DET) and "Building Rapport-Ability" (Griffith). Sue's research has been presented extensively within Australia and internationally in the UK, USA, Europe and South America. Her work has been published in a wide variety of peer reviewed journals, books, websites and a nationally funded Learning and Teaching report. Sue is currently on National Board for the Australian Council for Health, Physical Education and Recreation (ACHPER Inc), as well as the Editorial Board for the ACHPER Active & Healthy Magazine.



*Dr Eimear Enright*

School of Human Movement and Nutrition Sciences, The University of Queensland

***Breakout Facilitator: Professional Status of HPE Teachers***

Dr Eimear Enright accepted a Lecturing position with the School of Human Movement Studies in January 2013 at the University of Queensland. Prior to commencing this role, Eimear held a lecturing position at the University of Limerick (2009-2013), and part-time appointments at New Mexico State University and Dublin City University. Eimear's teaching and research interests centre on 'youth voice' and the promotion of meaningful student involvement in health and physical education curriculum decision-making and in research. She is particularly interested in the use of participatory and visual pedagogies and research methodologies.



*Dr Stephen Hay*

School of Education and Professional Studies, Griffith University

***Breakout Facilitator: HPE Curriculum and Pedagogy***

Dr Stephen Hay is a lecturer at the School of Education and Professional Studies at Griffith University. Stephen's expertise and publication work focuses on sociology of education, education policy, school governance, globalisation theories, social justice in education, motor development, physical education curriculum. In 2009 he was awarded the University of Queensland Dean's Award for Outstanding Research Higher Degree Theses.



*Associate Professor Tony Rossi*

School of Exercise and Nutrition Science, Queensland University of Technology

***Breakout Facilitator: Schools as Settings for Health Promotion***

Tony Rossi is an Associate Professor and the Discipline Lead for Health and Physical Education in the School of Exercise and Nutrition Science at QUT. He has extensive experience across all levels of education and training. He gained his first degree in England at the University of Exeter/Saint Luke's, his Master of Science at Washington State University in the USA and undertook his doctoral studies in Australia at Deakin University. Most recently he has taught in the areas of youth studies, communication studies in allied professions and the socio-cultural aspects of sport and physical activity.



## *Professor Donna Pendergast*

Head and Dean, School of Education and Professional Studies

### *Synthesis & Communiqué*

Professor Donna Pendergast is Dean and Head of the School of Education and Professional Studies at Griffith University. She has an international profile in the field of middle years education, also known as Junior Secondary and in early years education. Her work focuses on teacher and school leadership for early and middle years reform, along with developing capabilities to enhance teacher efficacy to effectively teach these learners. Her journey in early and middle years education has included: leading and developing the first dedicated teacher education program in Australia; influencing state and national policy directions; conducting state and national evaluations; developing a reform model which is currently employed by several Australian states to guide the reform of teaching and learning in early and in middle years; leadership of competitive research tenders commissioned by state and federal authorities valued at more than \$2.5 million; leadership of the Leading Change Program responsible for preparing 258 school leaders to be ready for the shift of Year 7 to secondary schools and the implementation of Junior Secondary; development and delivery of the Junior Secondary online learning modules for 1000 teachers; more than 100 publications in the field.

In 2016 Donna was awarded the Griffith University Vice-Chancellor's Award for Higher Degree Research Supervision for her outstanding leadership and supervision of research students and in 2017 received a national commendation from the Australian Council of Graduate Research for HDR supervision.

## Attachment A: Program

Time	Event
8:30 am	Registration in Foyer, meet and Greet Borobi
9:00 am	<b>Acknowledgment of Country and introduction</b> Master of Ceremonies Nicole Livingstone, OAM
9:05 am	<b>Summit Opening</b> Mr Duncan Free, OAM Director, Sports College, Griffith University
9:15 am	<b>Economic perspective on the impacts of health: Corporate view to illustrate and unpack the issues</b> Natasha Doherty Access Economics Partner, Deloitte
9:30 am	<b>How can we enhance HPE initial teachers in Health?</b> Professor Stewart Trost School of Exercise and Nutrition Sciences, Faculty of Health, QUT
9:45 am	<b>Panel Discussion: The role of teachers and students</b> Facilitator: Nicole Livingstone Panel Members <ul style="list-style-type: none"> <li>• Sally Pearson, OAM, Australian Track and Field Athlete</li> <li>• Brett Green, Head Coach, Helensvale State High Track &amp; Field Program</li> <li>• Kobie Donovan, HPE Graduate, Athlete World Dwarf Games</li> </ul>
10:15 am	<b>What is the evidence based research telling us? Working towards a shared advocacy</b> Dr Louise McCuaig School of Human Movement and Nutrition Sciences, The University of Queensland
10:30 am	<b>Pre-Summit Survey Results and Event Poll Voting</b> Dr Ben Williams School of Education and Professional Studies, Griffith University
10:45 am	<b>Morning Tea</b>
11:15 am	<b>Breakout discussion 1—Co-construct a shared HPE philosophy</b> <ul style="list-style-type: none"> <li>• HPE Curriculum and Pedagogy Facilitator: Dr Stephen Hay, Griffith University</li> <li>• HPE Assessment and Reporting Facilitator: Dr Ben Williams, Griffith University</li> <li>• Extra-curricular Sport and Physical Activity Facilitator: Dr Wayne Usher, Griffith University</li> <li>• Schools as Settings for Health Promotion Facilitator: Associate Professor Tony Rossi, QUT</li> <li>• Professional Status of HPE Teachers Facilitator: Dr Eimear Enright, University of Queensland</li> <li>• Continuing Professional Learning for HPE Teachers Facilitator: Dr Sue Whatman, Griffith University</li> </ul>

Time	Event
<i>Move into Gold Coast Room (main room) for Inspiring Case Studies</i>	
11:45 am	<b>Socially-critical senior health education</b> Shane Roberts, HOD, HPE, Palm Beach Currumbin High School,
11:55 am	<b>Building a learning community through sport</b> Andrew Peach, Executive Principal, Marsden State High School
12:05 am	<b>Managing the value of the HPE curriculum in an environment of competing emphasis</b> Wayne Gore, Head of Physical Education, Anglican Church Grammar School
12:20 pm	<b>Event Poll Voting Breakout Discussion 1</b> Co-construct a shared HPE philosophy
12:40 pm	<b>Breakout discussion 2—Co-construct a shared HPE Framework</b> <ul style="list-style-type: none"> <li>• HPE Curriculum and Pedagogy Facilitator: Dr Stephen Hay, Griffith University</li> <li>• HPE Assessment and Reporting Facilitator: Dr Ben Williams, Griffith University</li> <li>• Extra-curricular Sport and Physical Activity Facilitator: Dr Wayne Usher, Griffith University</li> <li>• Schools as Settings for Health Promotion Facilitator: Associate Professor Tony Rossi, QUT</li> <li>• Professional Status of HPE Teachers Facilitator: Dr Eimear Enright, University of Queensland</li> <li>• Continuing Professional Learning for HPE Teachers Facilitator: Dr Sue Whatman, Griffith University</li> </ul>
1:15 pm	<b>Lunch</b>
1:55 pm	<b>Event Poll Voting Breakout Discussion 2</b> Co-construct a shared HPE framework
2:00 pm	<b>Legacy of the GC2018 for Education industry</b> Mr Mark Peters, CEO of the Gold Coast 2018 Commonwealth Games Corporation Q & A with Nicole Livingstone, OAM
2:20 pm	<b>Synthesis &amp; Communiqué</b> Professor Donna Pendergast, Dean and Head of School, School of Education and Professional Studies, Griffith University Chair of the Queensland Council of Deans of Education
3:00 pm	<b>Commonwealth Games Venue “Behind the Scenes” Tour</b> Carrara Stadium or Gold Coast Aquatic Centre
4:15 pm	Coaches return to The Star Close of Summit

## Attachment B: List of participants

First Name	Last Name	Position/Role	Organisation / School
Nicole	Livingstone	Master of Ceremonies	
Sally	Pearson	Australian Track & Field Athlete	
Glenn	Amezdroz	Vice President	ACHPER
Shaun	Jasper	Development Coordinator	AFL Queensland
Tyson	Kulari	Gold Coast Development Coordinator	AFL Queensland
Steven	Robinson	Teacher	Alexandra Hills SHS
Linda	Pitt	Development Executive	Apple
Dave	Wells	Systems Engineer	Apple
Cath	Livy	Head of HPE	Assisi Catholic College
Nathan	Tait	Teacher	Assisi Catholic College
Geoff	Smith	Decathlon Gold Medallist Edinburgh 1970	Aths Aust Accredited coach / PE Specialist
Anthony	Ebbage	Lecturer in Charge HPE	Australian Catholic University
Kane	Bradford	Assistant Director	Australian Sports Commission
Penny	Carlson	Project Specialist	Australian Sports Commission
Stephanie	Torissi	HPE Teacher	Bremer SHS
Paul	Henriksen	Development Coach	Brisbane Lions AFC
Zane	Littlejohn	Development Coach	Brisbane Lions AFC
Debra	Ayling	Education Lecturer	Christian Heritage College
Wayne	Gore	Head of Faculty	Churchie
Britt	Murray	HPE Teacher	Clover Hill State School

First Name	Last Name	Position/Role	Organisation / School
Hayden	Ewens	Director of High Performance Sports Academy	Coomababah SHS
Sam	Taylor	HPE Teacher/ Head of Cross Country	Coomera Anglican College
Sarah	Hodder	PE Teacher	Coomera Springs State School
Mark	Wingett	HPE Teacher	Currumbin State School
Natasha	Doherty	Partner	Deloitte
Selina	Box	Director	Eduhealth+
David	McCallum	Director	Eduhealth+
Tony	Rapallo	HOD PE/Sport	Elanora High School
Therese	Penfold	Physical Education teacher	Elanora Primary
Jenna	Wilson	HPE Teacher	Emmanuel College
Mark	Peters	CEO	Gold Coast 2018 Commonwealth Games Corporation
Jenni	Hakl	Specialist Teacher	Goodna Special School
Margaret	Messinbird	Lecturer, Professional Supervisor	Griffith Gold Coast, University of Technology in Sydney
Jacinda	Baird	Design & Communications Officer	Griffith University
Liam	Behnke	Communications and Engagement Manager (AEL)	Griffith University
Kymerley	Bell	Student	Griffith University
Rebecca	Beswick	Initial teacher	Griffith University
Elliot	Bridgford	Student	Griffith University
Raymond	Brown	Associate Professor	Griffith University
Charlotte	Chamier	Event Organiser	Griffith University
Shaun	Charles	Technical Officer – Drama	Griffith University
Ben	Dobson	Media Manager	Griffith University



First Name	Last Name	Position/Role	Organisation / School
Mary-Ellen	Feldhagen	Admin Officer	Griffith University
Liz	Ganesathurai	Executive Officer to the PVC AEL	Griffith University
Peter	Grootenboer	Deputy Head of School Research	Griffith University
Stephen	Hay	Senior Lecturer	Griffith University
Mark	Lloyd	Pre-Service Teacher	Griffith University
Andrew	Lund	Student	Griffith University
Brittany	McCormack	Sessional Lecturer/Tutor	Griffith University
Robyn	Milne	Sessional lecturer /tutor	Griffith University
David	Noonan	PL Hub	Griffith University
Donna	Pendergast	Head of School & Dean	Griffith University
Joyce	Peng	Student	Griffith University
Freddie	Reid	Preservice Teacher	Griffith University
Joy	Reynolds	Research Assistant	Griffith University
Phoebe-Rose	Turton	Primary Teacher	Griffith University
Wayne	Usher	Senior Lecturer - HPE	Griffith University
Jordan	Vincent	Student Teacher	Griffith University
Sue	Whatman	Senior Lecturer	Griffith University
Benjamin	Williams	Lecturer in Health and Physical Education	Griffith University
Brooke	Winslade	Student	Griffith University
Dr Aue	Te Ava	Tutor	Gumurrii Tutor
Toni	Cooke	Development Officer	Gymnastics Queensland
Brett	Green	HPE HOD	Helensvale State High School

First Name	Last Name	Position/Role	Organisation / School
Michael	Cacciola	PE Teacher	Helensvale State School
Kevin	Lynch	Principal	Hills International College
Dennis	Love	Relief P/E Teacher	Hillview State School
Craig	Dawson	HOD HPE	Holland Park SHS
Iisahunter		Academic work and filmmaker	Independent
Amy	Webster	Autism Advisor	Independent
Anthony	Gould	PE Teacher	Keebra Park State High School
Peire	Norman	PE Teacher	Keebra Park State High School
Joel	Smith	Teacher/Coach (Director of Football Education)	Kimberley College
Isabel	Taylor	HPE and Science Teacher	Loreto College Coorparoo
Kobie	Donovan	Athlete World Dwarf Games	Mabel Park State School
Liam	Exelby	Deputy Principal	MacGregor SHS
Simon	McMullen	Physical Education Teacher	MacGregor SHS
Andy	Garside	Senior Teacher	Marsden State High School
Andrew	Peach	Executive Principal	Marsden State High School
Matthew	Palin	SEQ Game Development Manager	National Rugby League
Keeown	Rawnsley	Female Participation Coordinator	National Rugby League
Rebecca	Trimble-Roles	HUBs Liaison	National Rugby League
Tim	Rutherford	Qld School Participation Coordinator	National Rugby League Limited
Gordon	Bossley	Junior Development Officer	Orienteering Queensland
Shane	Roberts	Head of Department (HPE)	Palm Beach-Currumbin State High
Alyce	Brown	Teacher	Park Ridge State High School

First Name	Last Name	Position/Role	Organisation / School
Robyn	Larcombe	Teacher	Park Ridge State High School
Jo	Butterworth	Learning Area Manager, Health & Physical Education	QCAA
Anna	Kinnane	Project Manager	Queensland College of Teachers
Judy	Neilson	Manager Accreditation Professional Standards	Queensland College of Teachers
Tony	Pelusi	Manager Accreditation & Professional Standards	Queensland College of Teachers
John	Ryan	Director	Queensland College of Teachers
David	Wilson	IT & Photographer	Queensland College of Teachers
Eddie	Ward	Referees Manager	Queensland Rugby Football League Limited
Anthony	Rossi	Head of School, Faculty of Health	QUT
Stewart	Trost	Professor, School of Exercise & Nutrition Sciences	QUT
Cavell	Brewer-Charles	Head of Department HPE/Wellbeing	Robina State High School
John	Baxter	Head of Department HPE	Rochedale SHS
Clint	Curran	Principal	Runaway Bay Sport & Leadership Excellence Centre
Tiffany	Harman	HPE Teacher	Saint Mary's Catholic College, South Burnett
John	Picken		Samford State School
Dr Louise	McCuaig	Senior Lecturer	School of Human Movement & Nutrition Sciences, UQ
Sue	Monsen	Teacher Educator	School of Human Movement & Nutrition Sciences, UQ
Damien	Healy	Head of Physical Education	Somerset College
Craig	Sayer	Dean of Activities	Somerset College
Scott	Walsh	PE Teacher Director of Rugby	Somerset College
Sam	Whish-Wilson	Acting Director of Sport	Somerset College
Duncan	Free	Director	Sports College, Griffith University

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Susan	Smith	HPE Teacher	Springbrook State School
Sue	Hamill	PE Teacher	St Augustine's Currumbin Waters
Dominic	Clarke	Curriculum Leader - HPE	St Benedict's College Mango Hill
Bronwyn	Messenger	PE Teacher and Sport Coordinator	St. Brigid's Primary School, Nerang
Danny	Alizart	Head of Senior School Studies	St. Laurence's College
Nicholas	Walton	HPE Teacher	St. Laurence's College
Kristen	Jansen	Head of Department HPE	Stretton State College
Fiona	Day	Senior HPE Teacher	Stuartholme School
Katie	Dummett	HOD HPE	Stuartholme School
Sue	Harris	Senior HPE Teacher	Stuartholme School
Scott	Harrison	Community Awareness & Multicultural Programs Coordinator	Surf Life Saving QLD
Jayne	Schinckel	Teacher	Tamborine Mountain College
Leanne	Mascall	School Development Coordinator	Tennis Queensland
Linton	Chataway	Development Officer	Tenpin Bowling Association of QLD
Dylan	Stubbs	Assistant Development Officer	Tenpin Bowling Association of QLD
Andres	Silvera	Coach & Supply PE	The Southport School
Michalis	Stylianou	Lecturer	The University of Queensland
Sangita	Naidu	Current PhD Student	University of New England
Eimear	Enright	Bachelor of Health , Sport & Physical Education Program Convenor	University of Queensland
Anna	Hogan	Lecturer	University of Queensland
Paul	Treschman	Associate Lecturer	University of Queensland
Maddie	Wood	Student	University of Queensland

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Brendan	SueSee	Lecturer	University of Southern QLD
Susan	Wilson-Gahan	Program Co-ordinator BEDU HPE - Primary & Secondary	University of Southern Qld
Natalie	McMaster	Associate Lecturer	University of the Sunshine Coast
Samantha	Armstrong	HPE Teacher	Whites Hill State College
Thomas	Gehrke	Teacher	Whites Hill State College
Sonya	Roberts	HPE Teacher	William Duncan State School
Chanel	Fletcher	Teacher (contract)	Yeronga State High School