

HEALTH AND PHYSICAL EDUCATION  
THE **FIVE** PROPOSITIONS

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# Focus on educative purposes



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University



Australian Council for Health, Physical Education and Recreation

## Are there better approaches for providing students with opportunities to practice, create, synthesise, apply and evaluate the knowledge, understanding and skills of the learning area?

- Can you identify the learning intention of each activity, lesson, unit or assessment that you teach?
- What considerations do you take into account when deciding the types of activities, lessons, units, assessments that you will deliver?
- Why is this learning important?
- What value does the learning in this lesson, unit or assessment have beyond the classroom?
- Can you give students the opportunity to decide on their own learning priorities in a lesson, across a unit, and/or for assessment purposes?
- How will you know if students have learnt what you intended them to?
- How does what you do and how you do it contribute immediate and future benefits for your students?
- Does your teaching and assessment provide a variety of sequenced, meaningful and authentic learning experiences that cater for the diversity of students in your school?
- In what ways do you motivate students through your teaching, the learning area content, resources, teaching and learning activities, and assessment?
- What would a student say about what they learnt from HPE if you saw them in 20 years time?

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Focusing on educative purposes prioritises progression and development alongside meaning making and application in contemporary health and movement contexts.

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# Take a strengths-based approach



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## Are there better approaches for supporting students to develop their strengths and to advocate for health?

- How can an explicit focus on 'contributing to and understanding wellbeing' be built into and across the units you teach?
- In what ways are students being 'empowered' and 'enabled' in and through teaching and learning experiences and assessment?
- How can assessment be designed so that it reflects a developing skill or ability to manage everyday things in everyday lives?
- How can you ensure that teaching in HPE is largely about sustaining or shifting people toward healthfulness as opposed to away from illness or disease?
- How can you help students to identify, articulate and develop a large set of personal health resources and assets within and beyond the classroom?
- How will you seek out and identify student strengths especially when they may not be obvious?
- How will you help students to seek out and identify their own strengths especially when they may not be obvious?
- How can you unlock the potential of students in fair, equitable and safe ways?
- How do your own values, beliefs and attitudes influence your expectations of students and your teaching choices?
- What opportunities are you providing for your students to identify and celebrate their strengths, capacities and capabilities?
- In what ways are you nurturing student agency and capacity to act in varying health and movement contexts?

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Taking a strengths-based approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.

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# Develop health literacy



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# Are there better approaches for improving the capacity of students to promote and maintain health and wellbeing?

- What opportunities exist for students to develop their capacity to access, use and critique relevant and meaningful health information and support networks?
- What opportunities exist for students to apply their health knowledge or skills in a variety of complex contexts for themselves and for others?
- How will you ensure the teaching and learning activities and assessment tasks you use will lead to deeper knowledge, understanding and skills to engage with health issues now and in the future?
- Can you create opportunities for students to advocate, respond to or take health enhancing action for themselves or for others in relation to a particular health issue?
- How will your assessment tasks encourage students to critically analyse health information from a variety of sources, and to consider the mechanisms for optimal health?
- What skills, resources and assets do young people have and/or need to learn in order to create the conditions for 'optimal' health and wellbeing in their lives now and in the future?
- How can you continue to shift away from a deficit health model focused on risk and health diminishing behaviours towards a salutogenic model focused on health enhancing behaviours?
- What engaging, meaningful and relevant teaching and learning experiences, resources and assessments can you use to develop health literacy in young people?

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Developing health literacy is building the knowledge, understanding and skills to research, apply and assess health information and services

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# Value movement



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# Are there better approaches for developing movement competence and confidence as an important personal and community asset to be developed, refined and valued?

- What diverse ways of moving, types of movement and reasons for engaging with movement feature in your HPE program?
- What notions of 'movement' are you valuing in the activities you include, and in the skills, knowledge and understanding that you focus on?
- In what ways do you want students to value movement beyond and/or outside the HPE classroom?
- Do the learning experiences and assessment tasks in your program promote the valuing of movement for movement's sake?
- How are you using teaching and learning activities and assessment as a means to learn in, learn through and learn about movement concepts?
- What opportunities can you create for students to choose how, under what circumstances and for what purposes they move?
- How can assessment of movement be more about building personal learning capacity alongside and in addition to skilled performance?
- How can you facilitate discovery, curiosity and criticality about different ways of knowing and doing movement (beyond knowledge recall?)
- Does your program provide a variety of challenging movement opportunities that simultaneously focus on educative purposes and take a strengths based approach?

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Valuing movement is about providing a variety of movement challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

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# Include a critical inquiry approach



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Include a critical inquiry approach

## Are there better approaches for engaging students in critical inquiry in the health and movement field?

- Which lessons, units of work or HPE content do you feel would suit a critical inquiry approach to teaching, learning, and content knowledge?
- How can students use different modes of communication, technologies and media, to engage with the school and wider community about issues they are exploring and to share their findings?
- Regardless of a students' starting knowledge or skill level, does your program encourage students to ask new questions and explore ideas to arrive at deeper understandings?
- Are students given frequent opportunities to question taken for granted assumptions in relation to health, movement, identity, bodies and abilities?
- How can assessment tasks help extend student learning about inequalities, power relations and diversity?
- Do students have opportunities to be researchers in HPE? Take on the role of experts? Lead teaching? Design their own assessment?
- Do students have the opportunity to explore meaningful and 'real-life' situations and problems in order to respond with a variety of creative solutions?
- In your teaching do you challenge taken for granted assumptions?
- Are you encouraging your students to take a critical stance and questioning approach to the information, ideas and views that are commonly expressed in and through society?

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Including a critical inquiry approach involves deeply analysing and evaluating the contextual factors that influence the ways people live, including health and movement behaviours.