

Evidence Summary 3.2.5

Providing Support to those involved in the development of curricula: How I have impacted my University of Canberra Health and Physical Education teacher educator colleagues

‘John inspired me to return to HPE teaching after I had become disillusioned with the resistance of Australian schools to move away from a traditional sport focussed ‘skills and drills’ method. This teacher-centric approach has turned many students away and resulted in a lack of physical literacy in the Australian population. Under John’s direction, our HPE courses provide guidance on models-based student-centred HPE which educates children in all domains and is better aligned to the Australian Curriculum’ (Dr Margie Appel, Health and Physical Education lecturer, letter 6th September, 2023).

‘John’s mentorship, professional collaboration and ongoing support, has been invaluable to my academic and career development. For example: Ongoing development through team-teaching in the unit 9904. This has provided me the opportunity to strengthen my networks in schools across the ACT including how to implement Game Sense Approach towards delivering quality PE. John has very generously given up his time to attend my teaching workshops, where my role is unit convenor, to offer peer feedback and facilitate my personal growth as an HPE teacher educator’ (Dr Michael Davies, Health and Physical Education lecturer, letter 28th February, 2020).

Both above University of Canberra Health and Physical Education teacher educator colleagues also draw upon my research publications in their teaching:

‘I have used the following publications as readings in *Contemporary Physical Activities* (9861) which is a HPE 3rd year specialist unit with roughly 50 students every year (Williams & Davies, 2021; Pill & Williams, 2017; Williams & Pill (2018; 2018)). This unit covers the current predominant models for teaching PE as well as quality PE in the Australian context. As a member of the UC HPE team, we are determined to expose students to the most current research to ensure they develop the skills to become quality HPE teachers. These articles serve as a resource for practice and discussion that are current and relevant to the students. Students are prompted to think critically about the articles to formulate their own opinions and they have been the source of thoughtful and innovative discussions’ (Dr Margie Appel, Health and Physical Education lecturer, email 6th September, 2023).

‘I use the following publications from your work as readings in my units: *The Practice of Teaching Health and Physical Education* (9887), 3rd Year unit: Miller and Williams (2019); Williams, Pill and Hewitt (2020); Williams and Pill (2018-2023). Also, in *Holistic Health through Personal Development in Health and Physical Education* (9873), 4th Year unit: Williams, Pill, Evans and Davies (2020). My experience using these articles has been positive in prompting my PSTs to think critically about how educators align contemporary HPE content, teaching pedagogy and assessment that is linked to addressing curriculum deliverables. My PSTs often refer to these articles to support their assignments and negotiate their placement schools due to their rigor and relevancy to their workplaces after graduation’ (Dr Michael Davies, Health and Physical Education lecturer, email 5th September, 2023).

Providing Support to those involved in the development of curricula: How I have impacted pre-service teacher training in Australia

In the remainder of this evidence summary, I outline how **eight** teacher educator colleagues across Australia have been inspired by my work and/or have utilised my publications in their teaching and learning¹ (please also see the two letters in this section from colleagues as additional evidence).

1. 'I have used your work on embedding Indigenous perspectives into HPE teaching to help planning for my classes. There is not much in that area, so your work here is appreciated. I usually ask the students to read one of your papers and then reflect on how they could use the findings to impact their own approaches to teaching' (Associate Professor Laura Alfrey, Health and Physical Education, Monash University, email 23rd August, 2024).
2. 'I plan to adopt some of your findings from Williams and Ovens (2024) in relation to the teaching approaches you used that challenged preservice teachers' traditional notions of physical education and helped them embrace more reality congruent HPE' (Associate Professor Brendan Moy, Health and Physical Education Co-ordinator, Queensland University of Technology, email 7th August, 2024).
3. **Example 1: Publication:** Williams, J. & Pill, S. (2019). Using a Game Sense approach to teach Buroinjin as an Aboriginal game to address social justice in physical education. *Journal of Teaching in Physical Education*. 39(2), 176-185. <https://doi.org/10.1123/jtpe.2018-0154>
Impact of preservice teacher training: This publication is used in EDU368 (Undergraduate course) and EDU744 (Master of Teaching Course) Teaching Junior Secondary Health and Physical Education (HPE) [University of Sunshine Coast. Cohort size is approximately 70 students/yr. This publication is used to enhance students understanding of how the Game Sense Approach can be used to enhance inclusion of indigenous games, histories and perspectives within secondary HPE. Students are required as part of their assessments to include indigenous games in their lesson planning and practical presentations. The use of Dr Williams' published work has helped our preservice teachers diversify their HPE lesson planning and look at practical ways to embed indigenous cultures and histories into secondary PE lessons. This is important as remains a priority for Departments of Education bodies, Curriculum Authorities and Australian Schools. Dr Williams' ongoing work in this space will continue to enhance preservice teachers' ability to utilise models such as the Games Sense Approach to increase cultural inclusion in tertiary institutions and secondary schools.

Example 2: Publication: Miller, D., & Williams, J. (2019): Sports specific skills. In: McMaster N (ed.) Teaching Health and Physical Education: In Early Childhood and the Primary Years. Oxford University Press. <https://researchprofiles.canberra.edu.au/en/publications/sports-specific-skills>

Impact of preservice teacher training: We utilise this textbook and your chapter in our early childhood and primary Health and Physical Education courses at UniSC. Courses are EDU216 Teaching Health and Physical Education in the Early Years and EDU317 Teaching Primary Health and Physical Education. Combined cohorts are approximately 200-300 students/year. These courses are paramount for future early childhood and primary teachers' ability to be able to design HPE lesson that led to developing foundational physical activity and sporting

¹ The information provided here has been checked and updated since my 2023 AAUT Nomination.

skills that they will draw on and apply in their future lives. Dr Williams research in this area is helpful for our preservice teachers to assist in understanding the alignment between fundamental and foundational physical activity and sport-specific skills which is highly important for early childhood and primary preservice teachers. It also assists in discussion of inclusion and how the development of sport skills at key developmental times during childhood can affect individuals' ability to engage in various social physical activities including team sports' (Dr Joe Scott, Senior Lecturer and lead of Health and Physical Education, University of the Sunshine Coast, email 22nd August, 2024).

4. 'John's work in games based teaching methodologies (Miller & Williams, 2019) has been used as part of the primary teaching undergraduate program at the University of Newcastle since 2019, reaching approximately 3000 students in that time. This work provides a research-based approach to the delivery of high-quality physical education in a teacher education setting, and forms an important part of improving the proficiency of graduate teachers in the field of physical education. Miller, A., & Williams, J. (2019). Sports-specific Skills. In N. McMaster (Ed.), *Teaching Health and Physical Education* (pp. 243-271). Sydney: Oxford University Press' (Dr Andrew Miller, Senior Lecturer Health and Physical Education, University of Newcastle, email 4th September, 2023).
5. 'Williams, J., Pill, S., & Hewitt, M. (2021). 'I think everyone is on board with changing how we do things, but we are yet to find a best fit model': A figurational study of assessing games and sport in physical education. *Sport, Education and Society*, 26(3), 253-266. Since 2020 this paper has been used as a required reading in a core second year HPE pedagogy unit (core for Bachelor of Education students studying to be HPE specialists) at the University of Tasmania that would have 30-50 enrolments each year. ESP231 has a 4 week assessment in HPE module and this paper has been used as one of the key catalysts to initiate student self reflection, and class and group discussions around topics such as:
 1. what types of assessment have you seen used in HPE (when you were a student/as a volunteer or paid teacher's aide etc)? Are there similarities to assessments you have seen in other learning areas? Why/why not?
 2. how have you seen student assessments recorded in HPE? Similarities/difference to other learning areas?
 3. should you assess effort/engagement in HPE classes? Why/why not?
 4. how could you assess students' in-game tactical/strategic abilities (as opposed to their skills)?

These discussions usually extended far beyond these initial questions. For example, Q1 often led to extended class and group discussions around topics such as fitness tests, age appropriateness of peer/self-assessment and difficulties surrounding teaching and assessing HPE (particularly PE) simultaneously. Q3 often led to discussions around the importance of creating a culture of high engagement/effort/participation and how to reflect this on reports when it does not directly link to the achievement standards in the curriculum.

These discussions often spilled over into program-level staff meetings as well. We are currently considering adding another assessment in HPE module to a core fourth year HPE pedagogy unit, where this paper would also be a required reading. That module would be more focussed on in-game tactical/strategic abilities (using/evaluating the GPAI, TSAP and potentially even trying to develop a new instrument)' (Dr Vaughan Cruickshank, Program Director, Health and Physical Education, University of Tasmania, email 14th August, 2024).

6. 'I use all Dr Williams's publications connected to Indigeneity on my eLearning site as required or supplementary readings for between 75 and 100 students. It has improved HE student outcomes through better connection to Indigenous knowledges, tying in with my approach of embedding Indigenous games in weekly learning settings. Well received by students who then implement Indigenous games that they use to teach local primary school students' (Dr Andrew Bennie, Associate Professor, Health and Physical Education, University of Western Sydney, email 22nd August, 2024).
7. 'John Williams's work has been very useful and insightful for the pre-service teachers I work with at UniSQ. I use many of his articles to inform our students' learning. In particular his work/publications around First Nations pedagogy and learning. For example, in subject EDX1154 we use:

Pill, S., Evans, J. R., Williams, J., Davies, M. J., & Kirk, M. A. (2022). Conceptualising games and sport teaching in physical education as a culturally responsive curriculum and pedagogy, *Sport, Education and Society*, 27(9), 1005-1019.
<https://doi.org/10.1080/13573322.2021.1964461>

As a reading for our students to consider the importance of incorporating Indigenous Games into learning in physical education. We consider this crucial to our pre-service teachers understanding of inclusive practice in PE. A further example of Dr Williams's influence in UniSQ pre-service teacher programs is:

Pill, S., Hyndman, B., Suesee, B., & Williams, J. (2019). Physical education teachers' use of digital game design principles. *Journal of Teaching in Physical Education*. 40(1), 1-9.
<https://doi.org/10.1123/jtpe.2019-0036>

I have used this reading for a few years now reading HPE Discipline Studies 2 (enrolment 52) as an extension reading emphasising that Digital Game design principles show similar characteristics to appropriately structured learning experiences and can assist teachers in scaffolding. This reading has been an excellent example for the students to see examples of pedagogy outside of PE, but still in a context of subject matter requiring physical skills to be learnt and practiced. It has highlighted these examples brilliantly!

We also use the article below to show the lack of knowledge regarding an Indigenous perspective in PE in the Australian context.

Williams, (2018) 'I didn't even know that there was such a thing as aboriginal games': A figurational account of how Indigenous students experience physical education. *Sport, Education and Society*, 23(5), 462-474.
<https://doi.org/10.1080/13573322.2016.1210118>

To say that Dr Williams's work has a strong influence on the pre-service teachers at UniSQ would be an understatement, with numerous pieces of his research being used across multiple subjects. He is certainly carving out a niche for himself and doing very valuable work in the area of physical education for pre-service teachers, teachers and academics to all consider and especially in his pioneering work with figurational sociology, Indigenous knowledges and perspectives, physical activity and pedagogy' (Dr Brendan SueSee, Senior Lecturer, Health and Physical Education, University of South Queensland, email 24th August, 2024).

8. 'John's ongoing research has hugely informed subject development, structure and content in many of my HPE specific subjects from both a theoretical and practical perspective. John's contribution to fields of research including figural perspectives and learning approaches in sport education, STEM integration in HPE and learning methods in teaching personal social responsibility (TPSR) in sport and practical physical education settings has ensured that my teaching and student learning resources include John's work, often as recommended reading. For instance, I have incorporated a stronger focus on undergraduate HPE student learning in understanding the theory and practicalities of TPSR, resulting in two lessons (in one week of a semester) dedicated to student practical experiences of lesson planning and enacting TPSR. Similarly, John's work and contribution to STEM integration within a HPE setting has led to a greater emphasis on intra lesson collaborative approaches and incorporation of cross-curricula priorities within an integrated STEM-P.E lesson. My students have benefited from John's research, notably within a movement analysis and sport skill analysis setting whereby students are encouraged to identify and quantify STEM opportunities. John remains a mentor to me and an influential researcher whose research is practically and solutions-focused that enhances pre-service teacher knowledge in the often-marginalised subject of HPE' (Dr Stuart Evans, Teacher Education, Physical Education, Sport and Movement, La Trobe University, email 3rd August, 2024).