

**AARE-UQ HPE Conference
19 June**

8.30-9.00	Registration	
9.00-9.15	Welcome: Michael Gard Room 219	
9.15-10.00	Guest speaker: Bruce Abernethy <i>Some reflections on the past, present and future of human movement research</i> Room 219	
10.00-10.15	Coffee Break	
10.15-12.15	Parallel sessions	
	Session 1 Room 219	Session 2 Room 218A
10.15-10.45	Kath Godber <i>Auckland University of Technology</i> Talented young sportswomen in New Zealand: Pilot Study to explore the consistency and robustness of a qualitative research methodology	Donna Barwood <i>Edith Cowan University</i> What we know, what we do and what we should do: The delivery of health education in lower secondary governments schools in Western Australia
10.45-11.15	Leigh Sperka <i>The University of Queensland</i> To Be(rnstein) or not to Be(rnstein): understanding, selecting and applying theory	Becki Simadas <i>University of Sydney</i> Governing in and through curriculum: Problem representations in the new Australian Health and Physical Education Curriculum
11.15-11.45	Michalis Stylianou & Eimear Enright <i>The University of Queensland</i> Learning to be researchers, learning to be stewards of the field: The preparation of researchers in Physical Education and Sport Pedagogy	Caroline Brooks <i>ACHPER QLD</i> Professional Insiders/Outsiders: Perceptions of the professionalism of PE specialist teachers in Queensland Primary Schools
11.45-12.15		Annette Brömdal <i>University of Southern Queensland</i> Intersex bodies in sexuality education
12.15-1.00	Lunch	
1.00-3.00	Session 3 Room 219	Session 4 Room 218A
1.00-1.30	Michael Gard <i>University of Queensland</i> Whither freedom in health and physical education?	Dean Creely <i>Queensland University of Technology</i> The purpose of physical education: A phenomenographic study
1.30-2.00	Katie Fitzpatrick <i>University of Auckland</i> Working with theory and method: conjunctions and alignments	Lars Elbæk <i>University of Southern Denmark</i> Movement fitness health, and communication in a moving world – creative learning as an approach to translate knowledge
2.00-2.30	Ben Williams <i>Griffith University</i> Bruno Latour's Articulate Propositions: A Normative Agenda for Composing Health and Physical Education Research	Leanne Coll <i>Deakin University</i> The Queer and Now for Physical Education
2.30-3.00	Andrew Hammond <i>Monash University</i> A 'Realist Approach' to the government of inclusion in Australian Swimming. A discussion of the insights and challenges of post-Foucauldian governmentality research in an applied research project	Dillon Landi <i>The University of Auckland</i> Queer Flights: Deterritorializing health and physical education
3.00-3.30	Coffee Break	
3.30-4.15	Guest speaker: Frank Marino <i>It ain't necessarily so! Discourse, literacy and reality of science in health and physical education</i>	

		Room 219
4.15-5.00	Panel: Doune Macdonald	Room 219

**AARE-UQ HPE Conference
20 June**

9.00-9.45	<p>Guest speaker: Chris Bigum <i>Too big to know: rethinking HPE research "... now that the facts aren't the facts, experts are everywhere, and the smartest person in the room is the room" (Weinberger 2011!!)</i> Room 127</p>	
9.45-10.30	<p>Guest speaker: Richard Tinning <i>Is sport pedagogy a mature field of inquiry?: A consideration using the example of learning in PE</i> Room 127</p>	
10.30-11.00	Coffee Break	
11.00-1.00	Parallel sessions	
	Session 4 Room 127	Session 5 Room 219
11.00-11.30	<p>Rachel Scheuer <i>The University of Sydney</i> Being a boy, <i>doing</i> man: Establishing research design and frameworks for investigating experiences of masculinity and body practices in elite schools.</p>	<p>Hayley McGlashan <i>The University of Auckland</i> Querying queer youth experiences of HPE</p>
11.30-12.00	<p>Anna Hogan <i>The University of Queensland</i> Doing productive research in the 21st century: The (in)significance of the academy</p>	<p>Rimante Ronto <i>Griffith University</i> Food literacy education at secondary schools in Australia</p>
12.00-12.30	<p>Darren Powell <i>University of Auckland</i> My brain hurts: Assembling a critical ethnographic research approach</p>	<p>Tamara Jones <i>University of South Australia</i> If Fundamental Movement Skills (FMS) are part of the 'solution', what is the 'problem'?</p>
12.30-1.00	<p>Louise McCuaig & Karren Shelly <i>The University of Queensland</i> When is a supervisor not a supervisor?</p>	<p>Erik Backman & Phil Pearson <i>The Swedish School of Sport and Health Sciences / The University of Wollongong</i> Movement skills as subject matter knowledge and/or subject matter knowledge? Identifying gaps in Australian PETE research</p>
1.00-1.45	Lunch	
1.45-2.30	<p>Panel: Jan Wright Room 127</p>	

**AARE-UQ Health and Physical Education Theory and Method Conference, 19th-20th June, 2015,
University of Queensland**

Title	Movement skills as subject matter knowledge and/or subject matter knowledge? Identifying gaps in Australian PETE research.
Presenting author/s Organisations Contact email Phone number	Presenting author: Erik Backman The Swedish School of Sport and Health Sciences, Stockholm, Sweden Erik.backman@gih.se 0426265440 Co-author: Phil Pearson The University of Wollongong pearson@uow.edu.au
Abstract Approx 300 words	The discussion of what constitute subject matter knowledge in Physical Education Teacher Education (PETE) has been intense and ongoing, particularly in the US and in Australia. One central part of this discussion have concerned the movement and sporting practices that students meet during their education. While most PETE scholars agree on the value for PETE students to experience movement and sport practices during their education, there are different ideas about the extent and in what form these should be taught and as to whether, and in what form, these should be assessed. In Australia, the discussion of movement and sport practices in PETE has very much been focused on various adaptations of the Sport Education model, the Game Centered Approach and Teaching Games for Understanding. However, given the limitations of time and resources, the issue of whether to prioritize movement and sport practices seen as a form of knowledge in itself or as means for teaching pupils in, through and about movement, has only been slightly dealt with in research of Australian PETE. Inspired by Shulman's division of different forms of teacher knowledge, and in particular subject matter knowledge and pedagogical content knowledge, we want to address gaps in the Australian research on movement and sport practices in PETE. Illuminating the local construction of dominant as well as marginalized research discourses might help identify issues in need of research.

**AARE-UQ Health and Physical Education Theory and Method
Conference, 19th-20th June, 2015, University of Queensland**

<p>Title of abstract:</p>	<p>What We Know, What We Do and What We Should Do: The Delivery of Health Education in Lower Secondary Government Schools in Western Australia</p>
<p>Presenting author name/s, organisation/s, contact email and phone number</p>	<p>Donna Barwood Edith Cowan University donnabarwood@iinet.net.au 0411 888 001</p>
<p>Abstract: Approximately 300 words</p>	<p>This research investigated the representation and delivery of health education as a separately timetabled subject in lower secondary government schools in Western Australia. More specifically, it identified the factors that impact on the delivery of skills-based, participatory health education in these schools. This research aimed to identify whether the current delivery of health education promotes healthy citizenry in young Western Australians.</p> <p>Using mixed methods, quantitative data were collected from 75 teachers using a survey; and qualitative data from nine teachers using semi-structured interviews. Representation and delivery of health education were determined by: the amount of curriculum time, the qualifications and training of the teachers who delivered the subject and their preferred pedagogical approaches.</p> <p>The findings showed that curriculum time attributed to health education in the schools studied decreased since 1987 with variation across the schools. However, for most of the schools, health education was allocated one hour per timetable cycle, which represents one third of the health and physical education curriculum time. In addition, half of the teachers delivering health education were untrained in health education pedagogy and significantly, one in three qualified health and physical education teachers delivering the subject were also untrained. Participating teachers viewed untrained teachers delivering health education as concerning, particularly because these teachers were overlooking skills development as a critical component of healthy citizenry.</p> <p>Four recommendations were developed for lower secondary government schools to effect safer, healthier and more active citizenry. Two additional recommendations, for the universities in WA, aimed to ensure that pre-service teachers understand the significance of skills-based participatory health education and its contributions to developing healthy citizenry. Significantly, this research has determined that the current representation and delivery of health education in lower secondary government schools does not adequately support the promotion of healthy citizenry in young Western Australians.</p>

Title of abstract:	Intersex bodies in sexuality education
Presenting author name/s, organisation/s, contact email and phone number	Dr. Annette Brömdal University of Southern Queensland annette.bromdal@usq.edu.au 0450 166 230
Abstract: Approximately 300 words	<p>Myths and ignorance regarding intersexuality sometimes result in intersex bodies inhabiting the space of the ‘embarrassing other’ in sexuality education. Utilising Nikki Sullivan’s notion of somatechnics this analysis seeks to untangle how people associated with this category cannot be understood as separate from or somehow outside the technologies of medical, scientific and educational institutions that regulate their bodies. Drawing upon data collected as part of a broader study exploring cultural and religious discourses in school-based sexuality education in Australia and New Zealand, this analysis explores how gendered bodily norms of discipline and regulation intersect. Although teachers may find the topic of intersex ‘risky’, this enquiry will focus on the pedagogical potential of conversations about intersex issues. This examination therefore hopes to inspire scholars and educators to work with and against students’ curiosity for stories about what they may perceive to be, and often told, are ‘embarrassing bodies’ and explore how power accrues to particular bodies.</p>

Title of abstract:	Professional Insiders/Outsiders: Perceptions of the professionalism of PE specialist teachers in Queensland Primary Schools
Presenting author name/s, organisation/s, contact email and phone number	Caroline Brooks DET Queensland ACHPER QLD caroline.brooks@bigpond.com Mobile:0413 316 256
Abstract: Approximately 300 words	<p>This research investigates how teacher professionalism is defined, perceived and enacted by primary Physical Education (PE) specialist teachers in Queensland schools. Primary PE specialist teachers have a long and complex history in Queensland that began in 1943. Various factors have influenced the PE specialist teacher’s role including sole and shared responsibility for teaching PE, a Senate Inquiry in 1992*, the introduction of non-contact time (Queensland Teachers Union, 1994) and the tantalising prospect of the implementation of the Australian Curriculum-HPE. These were all factors in consideration for exploring the overarching research question; “How does the primary physical education specialist define, perceive and enact professionalism?”</p> <p>This presentation will provide a brief description of the research project including a critical literature review to identify the relevant studies and provide a theoretical grounding for the research and the research design of autoethnography and Interpretative Phenomenological Analysis (IPA) to understand the lived experience of being a primary PE specialist teacher in Queensland.</p> <p>The autoethnographic account employed a phenomenology of place which identified placelessness in the role of primary PE specialist teacher as a constraining factor in the enactment of democratic professionalism. The narratives of participants interviewed for the IPA is represented under the themes; <i>Professionalism as a personal responsibility and Physical Education as the other.</i></p> <p>This research is significant in examining the roles that primary PE specialist teachers could adopt when they engage with the content of the Australian Curriculum - Health and Physical Education prior to and during its implementation.</p> <p>This research is part of doctoral studies at James Cook University.</p> <p>*Reference: Senate Standing Committee on Environment Recreation and the Arts. (1992). Physical and sport education: a report by the Senate Standing Committee on the Environment, Recreation and the Arts. Canberra: Commonwealth of Australia.</p>

Title of abstract:	The Queer and Now for Physical Education
Presenting author name/s, organisation/s, contact email and phone number	Leanne Coll Deakin University, Melbourne Email: leanne.coll@deakin.edu.au Phone number: 0450962755
Abstract: Approximately 300 words	<p>We have learned much from the literature about homophobic features of sport and physical education (Morrow and Gill, 2003; Ayvazo and Sutherland 2009), physical education teachers' responses to homophobia (Sykes, 2004; Hempill and Symons, 2009) and the life and experiences of non-heterosexual physical educators (Sykes, 1996; Sykes, 2001). However, the workings of gender/sexualities in physical education are not a simple case of inclusion or exclusion, discrimination or affirmation.</p> <p>Heteronormativity refers to the normalizing processes which place heterosexuality as the natural and accepted form of sexual orientation (Warner 1993). Stereotypical and restrictive hetero-gender norms operate through silences and absences as well as overt forms of discrimination and bullying. They work in complex ways in and through other factors such as race, class, disability and age (Taylor et al 2010). A small but growing body of research has focused on the heteronormative nature of physical education (Clarke, 2006; Larsson et al, 2011; Larsson 2012; Sykes, 2011). This research has shown how hetero-gender norms are encoded in the different kinds of movement, spaces, content and pedagogical practices that constitute physical education (Larsson et al, 2001) and illustrated how heteronormativity influences the manner in which students engage in certain movement activities (Larsson et al, 2014).</p> <p>In this presentation, I will critically engage with some of the specific theoretical and empirical work being done at the intersection of queer theory and physical education. It is hoped that this presentation might encourage a rethinking of some of our approaches to gender/sexuality in physical education. In particular, it is envisioned that this presentation might speak to and open up debates centred on "what queer concepts can do, what they are allowed to do, and, on what people say or think they cannot do" (Rasmussen and Allen, 2014, p.433)</p>

Title of abstract:	THE PURPOSE OF PHYSICAL EDUCATION: A PHENOMENOGRAPHIC STUDY
Presenting author name/s, organisation/s, contact email and phone number	Dean Creely: Professional Doctorate Student (EdD) at QUT
Abstract: Approximately 300 words	<p>Physical Education (PE) has many objectives, including the promotion of lifelong physical activity to its students (ACARA, 2012; QSA, 2012). It is arguable that the promotion of lifelong physical activity is not being attained, from the viewpoint that physical activity levels drop significantly from childhood to adulthood (ABS, 2011). The purpose of this study is to explore PE teachers' conceptions of the purpose of PE, along with any factors that contribute to, or constrain achieving curriculum objectives. This study undertakes a phenomenographic approach, based on interviews with 20 PE teachers in south-east Queensland to reveal their experiences of PE in secondary schools. Phenomenographic analysis of the interview data will take place after the interviews have been conducted, providing a collective view of the phenomenon from PE teachers in south-east Queensland and representative of PE teachers in general. It is hoped that the findings of this study will provide insight to how PE teachers view their discipline, especially regarding its purposes and objectives, which then may contribute to improving PE as a discipline-based school subject through professional development or updates in the curriculum.</p>

Title of abstract:	Movement, fitness, health and communication in a moving world – creative learning as an approach to translate knowledge
Presenting author name/s, organisation/s, contact email and phone number	<i>Lars Elbæk, Department of Sports Science and Clinical Biomechanics (DSSCB) University of Southern Denmark (USD)</i>
Abstract: Approximately 300 words	<p>In today's society I see a number of movements in the area of fitness and health that may influence our thinking of what is a proactive research and learning strategy. The question is how to gain human value of the scientific evidence available today. In the public (political) administration in Denmark we see (school) reforms come and go. Physical activity and health to a more pervasive extent is now part of these reforms. There seems also in the fitness industries always to be something new on its way and other former training concepts is fading away. For me it is interesting to ask is there for people and society an obligation for adaptation or creation of a healthy life as a consequence of these changing reforms and trends?</p> <p>My point is I think that we are out to move away from just learning more knowledge as an accumulative approach to handle the changing world of health and fitness. I think also that the reflective way of dealing with the changing world so to speak critical thinking approach is either not sufficient in respect of health and fitness. I will argue for a third solution, away from this more or good solution and bad or critical solution, into what I like to name a creative empowered solution.</p> <p>In what follows I may at times sound ironically – if I as a not native English speaking can manage. The idea is to move the arguments away from an either or approach and towards a both-and solution.</p> <p>A movement or trend is as I see it the religious cultivation and worship of movement physical activity health, and maybe also HPE. I also among Danish researchers see the use of scientific evidence in preach for obesity and inactivity are a certain death or at least an illness and the medicine is physical activity. “So fitness is not only religious it is also evident that physical activity is healthy.” How can we as human be empowered in a world with so to speak a massive branding?</p> <p>I also see an increasing use of digital artefact that is part of the communicative universe around the physical active and healthy lifestyle. Especially are the younger generations using mobile devices for a number of movement related activities. ICT is partly used as an inspirational resource partly for monitoring and reflection about their movement activities and partly as a dimension of creating their bodily self-image and self-branding. As part of that I see the youth increasingly empowered by a proactive self-learning approach and a relatively pronounced understanding of how to create themselves at least in the digital universe and suddenly also in the movement world.</p> <p>Finally I see at least in Denmark an increasing outsourcing and privatisation of what I like to call the movement and fitness based health industry. At the same time more and more researchers are asking for how can we make »knowledge translation« of the scientific evidence?</p> <p>Some of the answer to these trends and challenges regarding knowledge translation are for me to see hidden in the creative learning approach to life. The question is how can we research this problem of learning and empowering people to manage their life?</p> <p>To that challenge I like to suggest a kind of Research Through Design (RTD) solution. If we further look at what this application of learning may have on teaching I think there is appropriate inspiration to gain in the thinking off “Twenty first century skills”</p>

Title of abstract:	Working with theory and method: conjunctions and alignments
Presenting author name/s, organisation/s, contact email and phone number	Katie Fitzpatrick, University of Auckland
Abstract: Approximately 300 words	<p>I have struggled for some time with the notion of a ‘theory of method’, not because I think that method is unimportant, far from it. Rather, I think that method is frequently under-theorised and over-prescribed. Developing a theory of method is, however, tricky, not least because most researchers tend to apply theory post hoc in the analysis of their ‘data’. Bourdieu argued that method requires as much theoretical insight and nuance as analysis, and he warned against what he called ‘the mania for methodology’, by which he meant a ‘recipe’ of method devoid of theory. I aim here to engage in a discussion of how theory and method might work together, and draw on Bourdieu’s ideas by way of example.</p>

Title of abstract:	Whither freedom in health and physical education?
Presenting author name/s, organisation/s, contact email and phone number	Michael Gard School of Human Movement and Nutrition Sciences University of Queensland m.gard@uq.edu.au
Abstract: Approximately 300 words	<p>There are probably many others, but two of the ways of in which we might think of freedom in educational contexts are the freedom to think differently and the freedom to dissent. These are related but not identical ideas that appear to share a similarly marginal position in health education and physical education discourse. I begin here by offering some examples from the history of Western thought that define freedom in educational or at least cognitive terms. These are instructive examples, I think, because they force us to confront our perhaps un-articulated thinking about the freedoms that teachers and students should or should not have. For example, the Greek Sceptics and Stoics tended to define freedom as our capacity <i>not</i> to be swayed by impassioned partisan arguments. For phenomenologists like Heidegger, freedom meant our human capacity to imagine one's life differently from how it currently is. At least to me, these feel like uncomfortable ideas for educators, especially those in health and physical education whose brief is, in part, prescriptive instruction about "good" and "bad" behaviour.</p> <p>I conclude this presentation by considering the future for freedom in health and physical education. In particular, while freedom talk is mostly absent in health and physical education, the field of digital technology is awash in it. So, will technologies such as wearable personal fitness devices make children more free, as is claimed, or should we be more concerned with the new forms of surveillance culture these devices appear to imply? In other words, should we spare a thought for freedom as we make the choices that will shape the future of our field?</p>

Title of abstract:	Talented young sportswomen in New Zealand: Pilot Study to explore the consistency and robustness of a qualitative research methodology.
Presenting author name/s, organisation/s, contact email and phone number	Kath Godber PhD student, School of Sport and Recreation, Auckland University of Technology, Auckland, NEW ZEALAND. E: kgodber@aut.ac.nz T: 09 921 9999 ext 8122 / 0272 399135
Abstract: Approximately 300 words	<p>A case study will be presented which utilised a personal narrative methodology to explore the authentic experiences of a talented Maori female golfer at a central Auckland secondary school in New Zealand. The participant’s perceptions of her experiences, both as an elite golfer and as a secondary school student, enabled the researcher to gain insights about the influences and factors that affected the athlete’s performances within, between and across her sporting and schooling domains. The pilot study aimed to examine the effectiveness and appropriateness of a qualitative case study research design, and to confirm bench-line procedures and protocols for future data collection. As a precursor to a doctoral research project on the ‘sport attainment and education sustainment of talented female secondary school athletes in New Zealand,’ the pilot provided an important opportunity to design, implement, analyse and review the research methodology. Data collected from one semi-structured interview was analysed and interpreted against the generative theoretical frameworks of Cilliers and Preisers (2010), Byrne and Callaghan (2014), and Davis and Sumara’s (2014) approaches to the field of complexity thinking. A sensitivity towards complexity thinking was employed as this theoretical view breaks with simple cause-and-effect models, linear predictability, and a dissection approach to understanding phenomena, replacing them with organic, non-linear and holistic approaches (Santonus, 1998). The study considered a multiplicity of influences and factors including cultural, socio-cultural, socio-economic, the gendered phenomenon of sport in New Zealand, and wider social and political circumstances. It provided an insight as to the effectiveness or not of a qualitative case study methodology to investigate students “with exceptional abilities relative to other people” (Ministry of Education, 2000, p.7), how they achieve outstanding performances, and what road blocks and challenges they encounter and manage along the way.</p> <p>Key Words: Talent, pilot, research methodology, narrative, complexity.</p>

Title of abstract:	A 'Realist Approach' to the government of inclusion in Australian Swimming. A discussion of the insights and challenges of post-Foucauldian governmentality research in an applied research project.
Presenting author name/s, organisation/s, contact email and phone number	Andrew Hammond Faculty of Education, Monash University Andrew.Hammond@monash.edu 03 9904 4237
Abstract: Approximately 300 words	<p>Disability sport policy has been on the Australian Sports Commissions policy agenda for quite some time (Stewart, Nicholson, Smith & Westerbeek, 2004). The elected commonwealth government (e.g. COAG, 2011) believes the participation of disabled people in community and elite sport is important, and the underrepresentation of disabled people sport and recreational physical activity is a problem (Darcy et al., 2011). Government and researchers often see coaches and the improvement of coach education as the solution. This paper draws attention to theoretical and methodological insights from a continuing doctoral project that questions how the governments and national sporting organisations have deliberately sought to direct the conduct of sports coaching within the context of Australian swimming to meet the specific policy outcome of increasing participation of disabled people in organised sport. By using Michael Foucault's genealogical analysis of political power- governmentality, this paper presents findings from my PhD study seeks to examine the discursive constitution of disability sports coaching as represented in contemporary policy documents (2000-2014) and by coaches themselves. In this paper, the author will highlight the challenges and shortcomings of 'discursive governmentality'. The author will then discuss how he is attempting to overcome these challenges by attempting to adopt what McKee (2009) has termed to be a 'realist approach' to post-Foucauldian governmentality. The implications for the broader sports pedagogy community will be discussed. This study presents a novel approach for the field of sport coaching research and aims to promote debate and discussion about the implications of post-Foucauldian research in the broader sport pedagogy and physical education discourses.</p>

Title of abstract:	Doing productive research in the 21 st century: The (in)significance of the academy
Presenting author name/s, organisation/s, contact email and phone number	Anna Hogan The University of Queensland a.hogan1@uq.edu.au
Abstract: Approximately 300 words	<p>If we consider the research tools available to us in regards to the outsourcing phenomenon that is so prominent in our conceptualisation of HPE today, we are constrained in terms of our critique. We are offered a largely leftist standpoint; if someone is making a profit off public services, they must by definition, be 'bad'. Yet, for those of us who have been engaging with private providers, we would be familiar with their rhetoric that their 'mission' is about contributing to the public good. In fact, I was told by one particular interviewee, it is private providers and their 'expertise', that are now having a much greater impact on education policy and practice, and indeed, the fact that critical scholars should deny this spoke to their 'irrelevance' in being able to contribute to productive discussions in education. Indeed, throughout my interviews there was an emergent sense that we, as members of the academy, once at the forefront of knowledge, have lost our <i>avant-garde</i>; our methodologies are old school, our sampling sizes are laughable, and our obsession with theory is now completely unfounded. So the question here, is given the decreased faith in the academy – where governments are increasingly withdrawing our research funding to instead invest it in private providers and think tanks – what is our continuing significance as an institution? Should we continue to stand by our rich tradition, our language of critique, and the guidance of theory, or do we now need to invest in new research methodologies for the 21st century?</p> <p>This paper presents network ethnography as a potential new methodology, but one that currently sits on the 'threshold', with both methodological benefits and shortcomings. It effectively situates the 21st century academic alongside the 19th century <i>flâneur</i>, both struggling to come to terms with the new world they find themselves a part of.</p>

Title of abstract:	If Fundamental Movement Skills (FMS) are part of the 'solution', what is the 'problem'?
Presenting author name/s, organisation/s, contact email and phone number	Tamra Jones UniSA Tamra.Jones@unisa.edu.au 0414 499 372
Abstract: Approximately 300 words	<p>Fundamental Movement Skills (FMS) represent an area of contestation due to multiple interpretations. There is general agreement that their development is significant in shaping student engagement and enjoyment of 'physical activity'. The positioning of FMS within varying discourses, highlights the important role they are perceived to play as part of the 'solution' to differing societal problems. Further to this, FMS are heavily named in ACARA, which is indicative that FMS discourses are currently gaining 'political and policy favour' within the HPE field (Swabey & Penney, 2011).</p> <p>This presentation is framed in a 'problem-solution' structure, using Bacchi's (2009) 'What's the Problem Represented to be?' (WPR) approach. The WPR approach provides a frame for making transparent the ways in which particular conclusions are made. In this presentation, the WPR approach is used to undertake a critical analysis of how FMS are positioned in the 1994 'Statement and Profiles curriculum 'text' (Ball, 1994) comparatively to the 1992 'Senate Standing Committee on Environment, Recreation and the Arts on Physical and Sport Education (Walkley Report) 'text'. This presentation will identify how FMS are represented in these 'texts', analyze power relations influential with 'legitimizing' or valuing FMS and examine the potential impact for driving future prominence of FMS discourse(s).</p> <p>Where students are heavily dependent on schooling for their educational resources (Hayes et al, 2009), the school can play an important social justice role through supporting the production of 'physical capital', by establishing structures to improve FMS outcomes for students. Consequently, argument is made for pedagogical practices which promote the development of FMS, as an equity strategy, in the delivery of socially just and inclusive HPE.</p>

**AARE-UQ Health and Physical Education Theory and Method
Conference, 19th-20th June, 2015, University of Queensland**

Title of abstract:	Queer Flights: Deterritorializing health and physical education
Presenting author name/s, organisation/s, contact email and phone number	Dillon Landi The University of Auckland dlan739@aucklanduni.ac.nz +64 22 323 8469
Abstract: Approximately 300 words	<p>Gay and lesbian students have historically been victims of the “chilly silence” (Lenskyj, 1986) that surround sexuality discourses in health and physical education (HPE). It has long been documented that school practices construct and normalize a discourse of difference on gender (Delamont, 1980; Kehily, 2002; Mac an Ghail, 1994; Macdonald, 1980) and in particular, HPE classes (Atkinson, 1978; Kirk, 1992; Vertinsky, 1992; Wright, 1996). In order to preserve these (re)productive rituals, a climate of homophobia and heterosexism has claimed a dominant space in physical education (Clarke, 2006), a result of the “heterosexual matrix” (Butler, 1990). These particular norms around (hetero)sexuality have been transmitted through explicit curricular choices and through hidden curriculum (Bain, 1990; Fernandez-Balboa, 1993; Kirk, 1992). In doing so, this discourse has constructed HPE as a sacred passage for young boys to mature into heterosexual men (Clarke, 2006).</p> <p>Much of the research related to sexuality and physical education has focused on strategies of oppression and homophobia (Lees, 1986; Morrow & Gill, 2003; Parker, 1996), bullying (Plummer, 1999; Rivers, 1995, 2000, & 2001; Sykes, 2004), and lesbian teachers’ experiences of managing identities (Clarke, 1996; Griffin, 1991, 1992a, 1992b; Sykes, 1996). Over the past three years, however, there has been a dramatic shift in societal views around sexual diversity in schooling, sporting, and larger socio-political cultures. As an increasing number of gay athletes have become publically visible, the climate toward sexual diversity has transformed to a more accepting, if not, tolerant status. The research surrounding sexuality in HPE does not reflect this trend. Using a postmodern framework (Deleuze & Guattari, Foucault, Butler), this research proposal will seek to analyse the shared impact that visible queer bodies in HPE programmes are having on identity construction, sexuality discourses, and teaching practices. Discussion will focus around the theoretical framework and choosing a appropriate methodologies that will align to the research questions being investigated.</p>

Applications should be emailed to m.gard@uq.edu.au by COB 1 June.

Title of abstract:	It ain't necessarily so! Discourse, literacy and reality of science in health and physical education
Presenting author name/s, organisation/s, contact email and phone number	Frank E Marino School of Human Movement Studies, Charles Sturt University fmarino@csu.edu.au +61 2 63384268
Abstract: Approximately 300 words	<p>One of the most interesting aspects of being a researcher and a scientist is to observe the ways in which theory, facts and arguments are posed and presented to the professions. For some time I have been taking note of the ways in which certain scientific 'facts' have been presented in the health and physical education discourse and the ways in which these facts become either distorted or indeed seldom revised and subsequently superseded by new 'facts'. By using some stark examples, I wish to bring attention to some fundamental issues which place health and physical education knowledges and curriculum well behind the current understandings, at least as far as science is concerned. I will use some popular examples to show that what is embedded in the health and physical education curriculum ain't necessarily so and that the reality of what we know is quite likely different. For example, is the cause of fatigue really lactic acid? Has it ever been lactic acid? Are compression garments really ergogenic? Is what we teach our children about nutrition reflected in the science or just part of pop culture? Can we actually sustain physical activity in such a way that it significantly impacts our health and well being for our whole life? The latest craze is "exercise is medicine" as if this is panacea by which we can solve many of our health issues. There is likely no argument that physical activity does not carry an array of benefits and that we should be instilling in our children attitudes for lifetime physical activity. But does the evidence in its entirety really support this? Ultimately, how well do the scientists communicate with the health and physical education profession and vice versa, and is the current situation a good state of affairs?</p>

Title of abstract:	When is a supervisor not a supervisor?
Presenting author name/s, organisation/s, contact email and phone number	<p>Dr Louise McCuaig School of Human Movement & Nutrition Sciences The University of Queensland, Queensland 4072, Australia Phone : 3365 6845 Email: l.mccuaig@uq.edu.au</p> <p>Mrs Karen Shelley School of Human Movement & Nutrition Sciences PhD Student Email: the-shelleys@hotmail.com</p>
Abstract: Approximately 300 words	<p>At the 2014 AARE conference, Karen presented her doctoral research, drawing on the analogy that critical pedagogy is similar to a UFO sighting—many people claim that they have seen a UFO, but actual descriptions of it vary. Karen’s paper drew on her doctoral research which was (and still is) exploring how one health education teacher educator (HETE) and Karen’s doctoral supervisor, employs critical pedagogical approaches at a large metropolitan university in Queensland, Australia. Of considerable surprise to both student and supervisor was the consternation expressed by many of Australia’s leading HPE researchers that the methodological approaches had resulted in a problematic power differential between supervisor-research participant and doctoral student. It was suggested at the time that such a conflict of interest would result in compromised findings and a questionable reporting of outcomes. Upon reflection, our surprised reaction and general naiveté was determined to have emerged in response to a relationship that had been perceived as truly collaborative, involving a rich process of interviews, reflection and engagement within the context of the HETE learning environments. In this presentation we provide an overview of the strategies that were subsequently employed to address our colleagues’ concerns and draw attention to the limited literature providing strategies to mitigate the problematic of power differentials in studies that explore and critique innovative approaches to health and physical education teacher education. Our endeavours in this presentation do not focus on presenting solutions to these challenges, but to opening up a space for further dialogue, innovation and debate regarding the paucity of research and literature informing research programs that critique the pedagogical choices, philosophies and practices of health and physical education teacher educators.</p>

Title of abstract:	Querying queer youth experiences of HPE
Presenting author name/s, organisation/s, contact email and phone number	Hayley McGlashan The University of Auckland h.mcglashan@auckland.ac.nz +642102751700
Abstract: Approximately 300 words	<p>Research suggests that discrimination of queer students is common in health and physical education classes and, at times, even perpetuated by the heteronormative nature of the field. Allen's (2005a) research in secondary schools suggests that 'Schools have been described as heteronormative spaces in which the only '... form of sexuality allowed is the straightest of straight versions'. Sykes (2011) contends that '...heterosexuality is still the privileged and normative sexuality expected of most students' (p. 1). It has repeatedly been documented that queer students are not having positive experiences in physical education. In my research, I aim to explore whether health and physical education is a similarly oppressive site for queer students in New Zealand. Centrepiece to this argument is the idealisation that curriculum change could lead to discourse and cultural changes. In light of the new sexuality education guidelines, the participants in this research (queer youth) will analyse their experiences in health and physical education prior to, and following the implementation of these guidelines in order to gauge if, and how, curriculum can change cultural practice.</p> <p>Foucault (1976) describes sexualities as discursively constituted through a plethora of social institutions whose meanings are historically and culturally located. From this perspective, contemporary understandings of sexuality are shaped by discourses of privacy, shame, guilt, danger and pleasure in complex and contradictory ways. School environments are especially distinct because of the power relations embedded within these institutions. Therefore, researching sexuality at school is contentious due to the way in which sexuality, young people and schooling are socially constituted and understood.</p> <p>The heteronormative culture of schooling places queer youth in an uncomfortable and isolated position thus, making it even more difficult to capture their voice (Epstein, O'Flynn & Telford, 2003). Some students are not 'out' at school and so participating in discussions about their gender or sexual identity places them in an enhanced position of vulnerability.</p> <p>In this presentation, I will explore the complexity of researching sexuality in physical education settings. In particular; How will I navigate my identity as a straight, cisgender, female, health and physical education teacher researching queer youth? How will my identity influence my relationship with my participants and, ultimately my capability as a researcher? And, how will I ethically recruit queer youth who are out and willing to put themselves in such a vulnerable position?</p>

Title of abstract:	My brain hurts: Assembling a critical ethnographic research approach
Presenting author name/s, organisation/s, contact email and phone number	Darren Powell Faculty of Education and Social Work University of Auckland New Zealand 00642102964280 d.powell@auckland.ac.nz
Abstract: Approximately 300 words	<p>In 2012 I began a research project to examine corporations' attempts to 'teach' primary school children about obesity and healthy lifestyles. As a critical study of government, the aim of my research was to provide insight into how corporatised 'healthy lifestyles education' programmes represented 'official' <i>plans</i> to govern, and what <i>actually happened</i> when these plans met their intended targets. As a critical project I wanted to challenge the <i>status quo</i>, to confront the idea that the corporate solutions to obesity and children's unhealthy lifestyles were unproblematic and 'harmless'. But how?</p> <p>One way was by embracing a cluster of <i>critical ethnographic</i> methods - a combination of spending time in schools, conversing with participants, observing participants 'in action', building relationships, and collecting documentary evidence. For me to be able to understand the social realities of schools it was necessary to access the knowledges of those who were targeted by, and had actually experienced, the governmental interventions to make children healthier and less fat. However, my use of a critical ethnographic research approach was not without its own pitfalls. I constantly reflected on - and worried about - my methodology, and whether I was <i>really</i> 'doing' a critical ethnography.</p> <p>In order to analyse the array of governmental strategies, mentalities, technologies, practices, institutions, discourses, subjects, truths and the 'humble and mundane' practices in schools, I employed the concept of <i>governmental assemblage</i> as a framework to analyse the evidence I had collected. I wanted to not only disentangle and describe the disparate elements of the 'healthy lifestyles education' assemblage, but to illuminate how these elements were brought together and made to 'stick'. Tania Murray Li's (2007) <i>practices of assemblage</i> were key theoretical and analytical tools that helped me understand how connections were forged between some strange 'bedfellows' (such as health education resources, multinational beverage corporations, teachers and charities); connections that were maintained despite obvious tensions. The use of assemblage as an analytical framework contains a number of challenges that require further investigation, elaboration, and critique.</p>

Title of abstract:	Food literacy education at secondary schools in Australia
Presenting author name/s, organisation/s, contact email and phone number	Ronto R, Harris N, Ball L, Pendergast D. Presenting author: Rimante Ronto, PhD candidate School of Medicine & Menzies Health Institute Queensland Population and Social Health Research Program Building G05 Room 3.16, Gold Coast Campus Griffith University, QLD 4222, Australia Phone: +61 (7) 555 27903 Email: r.ronto@griffith.edu.au
Abstract: Approximately 300 words	<p>BACKGROUND: Food literacy education can encourage adolescents to develop healthy dietary patterns. However, there is limited understanding about the most important aspects of food literacy for adolescents to learn, and the best way to provide education. This study examined home economics teachers' (HET) perspectives regarding food literacy education at secondary schools in Australia.</p> <p>METHODS: A mixed methods approach was used which included quantitative and qualitative parts. A 20-item cross-sectional self-administered online survey was conducted on 205 HETs from secondary schools in Australia. The survey focused on importance of aspects of food literacy, food literacy education at secondary schools, HETs' self-efficacy and attitudes towards food literacy and schools' food environments. Data were analysed descriptively, and associations between participants' demographic characteristics and perceptions were investigated by Pearson's chi-squared analyses. An open ended question was incorporated into a questionnaire on food literacy in secondary schools, completed by 80 HETs. Data were thematically analysed following a staged process of identification of topics in recently collected data, through to organising these topics into themes.</p> <p>RESULTS: HETs rated most aspects of food literacy such as preparing and cooking food, healthy and unhealthy foods and food safety and hygiene practices as very important and reported spending a moderate amount of time teaching adolescents those aspects. In contrast, teachers indicated animal welfare, where food comes from, plan and manage time for food shopping as the least important aspects of food literacy. HETs reported that students' involvement in food literacy activities resulted in healthier diets and other food practices, but reported that schools' food environments are not comprehensively supportive of food literacy and healthy dietary intake. Four themes emerged from a qualitative part including the fight for existence and recognition, barriers to improving food literacy in adolescents, the role of the school setting in food literacy, and the need for a joined up approach to enhance food literacy.</p> <p>CONCLUSIONS: HETs indicate that food literacy is very important for adolescents to learn. However, the focus is more on micro aspects of food literacy such cooking skills and use of kitchen equipment and facilities in comparison to macro aspects of food literacy such as animal welfare and environmental sustainability. Schools' food environments are ideally positioned to shape dietary intake of adolescents but their potential may not be fully realised.</p>

Title of abstract:	Being a boy, <i>doing</i> man: Establishing research design and frameworks for investigating experiences of masculinity and body practices in elite schools.
Presenting author name/s, organisation/s, contact email and phone number	Rachel Scheuer Faculty of Education and Social Work, The University of Sydney Rsch4284@uni.sydney.edu.au +61433 014122
Abstract: Approximately 300 words	<p>It is widely accepted that schools and education systems are gendered institutions. Raewyn Connell suggests that particular parts of school life are 'masculinity vortices'; that is areas of school life where processes of masculinity construction are intensely active. She considers the physical education and sporting context in schools as a masculinity vortex. This context has recently been problematized in Sydney through media coverage suggesting that extreme sporting cultures in elite boys' schools have lost sight of the positive values they were founded upon. In contrast, a report by England's educational watchdog combined with curriculum changes in the United Kingdom (UK) call for re-establishment of competitive sport and values within schools. This juxtaposition points to the pertinence of researching both the Australian and UK context, from which independent schooling values of athleticism originated.</p> <p>Competitive sporting contexts contribute to the supremacy of hegemonic masculinity, however a clearer picture of adolescent males' experiences of <i>doing</i> their masculinities is needed. The presentation will argue that an exploration of adolescent males 'doing man' allows for the lived experiences of negotiating masculinities to be interrogated. It will focus first on the micro-interactions, drawing on theories of symbolic interactionism, and then explicate 'the cultural' through considering the ways boys make meanings and values and construct and reconstruct their masculinity. In order to achieve this a comparative critical ethnography will be undertaken between two schools (one in the UK and the other in Australia). The presentation will discuss the framework through which the research design developed and the reasoning behind the approach.</p>

Title of abstract:	Governing in and through curriculum: Problem representations in the new Australian Health and Physical Education Curriculum
Presenting author name/s, organisation/s, contact email and phone number	Becki Simadas Faculty of Education and Social Work, University of Sydney BSim6035@uni.sydney.edu.au +61401 529 840
Abstract: Approximately 300 words	<p>Whilst curriculum is prosaically positioned as the guiding framework of education, it can also be seen as representative of the knowledge cultures, structural norms, values and ideologies that exist within educational contexts at any given time. The new Australian <i>F-10 Health and Physical Education Curriculum</i> has been the subject of much consideration and debate amongst HPE scholars and practitioners, with many critics questioning whether it will be effectively implemented to meet the needs of twenty-first century learners across diverse states and territories. It is pertinent and timely to ask how students' needs are constructed in and through the new HPE curriculum, and how the knowledge and skills linked to this learning are being positioned to respond to these. The proposed research looks specifically at how key HPE curriculum documents act as technologies of government that determine the place of HPE in Australian schooling, entail pervasive ways of thinking, draw on and reproduce specific types of knowledges, and produce particular kinds of subjects. The study employs a Foucauldian analytics of governmentality to explore the ways in which knowledge is produced and normalised in and through Health and Physical Education (HPE) curriculum in Australia. Carol Bacchi's Foucauldian informed framework for interrogating policy, provides both a methodological tool and a theoretical bridge through which to analyse the governmental modalities of HPE curriculum.</p> <p>The project has two main aims; (1) employing Foucault's analytics of governmentality to interrogate the types of knowledge produced, normalized and/or overlooked by the HPE curriculum, and (2) establishing a methodology for reading HPE curriculum and policy as "problem representations" following Carol Bacchi. The presentation will focus on the latter of the two, with a view to discussing the reasoning behind adopting Bacchi's approach as a critical tool for interrogating curriculum, and the benefits and limitations of doing so.</p>

Title of abstract:	To Be(rnstein) or not to Be(rnstein): understanding, selecting and applying theory
Presenting author name/s, organisation/s, contact email and phone number	Leigh Sperka (leigh.sperka@uqconnect.edu.au) School of Human Movement and Nutrition Sciences, The University of Queensland
Abstract: Approximately 300 words	<p>Taking for granted that theoretical frameworks can significantly impact almost all aspects of a qualitative research study, how does a neophyte researcher select an appropriate theory to apply to their work?</p> <p>When selecting a theorist, should preference be given to one with whom you 'feel an emotional preference' (Alvesson, 2002) or <i>big</i> theorists (Tinning & Fitzpatrick, 2012) who are frequently employed within your field?</p> <p>In terms of understanding the work of particular theorists, it has been suggested that it requires you to 'travel into someone else's mind and become able to perceive reality as that person does... to stretch one's mind to reach the theorist's meaning' (Anfara, 2014). But exactly how do you know if you have arrived at that theorist's meaning, and sufficiently adjusted your thinking and understanding about knowledge and reality?</p> <p>This presentation offers an account of my experience of grappling with the role of theory in qualitative research; the selection of particular theories and theorists, the application of theory in generative ways, and the impact of theoretical decision making on my research. In an effort to explore the influence of outsourcing on Health and Physical Education (HPE) curriculum, pedagogy, and assessment, I have identified the work of Basil Bernstein as potentially useful. While I have selected this social theorist to help understand my focus of inquiry, I am less sure what his theorizations mean for how I conduct and write about my research.</p>

Title of abstract:	Learning to be researchers, learning to be stewards of the field: The preparation of researchers in Physical Education and Sport Pedagogy
Presenting author name/s, organisation/s, contact email and phone number	Michalis Stylianou (m.stylianou@asu.edu ; 0450 218 630) Eimear Enright (e.enright@asu.edu ; 0406 922 655) School of Human Movement and Nutrition Sciences, The University of Queensland
Abstract: Approximately 300 words	<p>Numerous scholars have argued that the preparation of future generations of researchers is a decisive factor for the future of a field (Richardson, 2006; Silverman, 2009; Solmon, 2009). Research preparation aspects that have been scrutinized in recent years include PhD program structure and infrastructure, quality of supervision, introduction to the scientific community, development of transferable skills, international mobility promotion, and interdisciplinary research (Bogle et al., 2011; LERU, 2007). But what and how much do we know about how and how well Early Career Researchers (ECRs) are prepared in the field of Physical Education and Sport Pedagogy (PESP)?</p> <p>Some information is available about the research preparation of Physical Education Teacher Education doctoral students in the U.S., where a structured approach to doctoral study is the dominant model. However, there is a dearth of research on the traditional master-apprentice model of research preparation, which is the dominant model in many countries including Australia.</p> <p>Therefore, this session is an attempt to capture the perspectives and experiences of doctoral students and ECRs who are not/were not engaged in structured doctoral programs. The specific question we seek to discuss is how, and how well are doctoral students and ECRs learning to be researchers in PESP?</p> <p>We are requesting two 30-minutes slots for this session, which will include three sections: (a) a discussion of research preparation experiences of participating ECRs and current doctoral students, (b) a discussion of the participants' perceptions of the field, and (c) a dialogue between senior scholars and participating ECRs and current doctoral students. Theoretically, our session will be grounded in tools provided by Richardson (2006), the Spencer Foundation Taskforce for Preparing Education Researchers (2009), and the League of European Research Universities (Bogle et al., 2011; LERU, 2007) to consider the forms of knowledge and various competencies ECRs in our field have and might need if they are to become competent researchers and stewards of the field.</p>

Applications should be emailed to m.gard@uq.edu.au by COB 1 June.

Title of abstract:	Bruno Latour's Articulate Propositions: A Normative Agenda for Composing Health and Physical Education Research
Presenting author name/s, organisation/s, contact email and phone number	Benjamin Williams School of Education and Professional Studies, Griffith University E: benjamin.williams@griffith.edu.au P: (07) 3735 5760 M: 0411 145 202
Abstract: Approximately 300 words	<p>The French sociologist, anthropologist and philosopher, Bruno Latour, is one of the most influential thinkers of our time. Since the late-1970s, he has produced an extensive oeuvre, tackling a diverse range of topics and developing a versatile set of ideas and methods in the process. Consequently, Latour's works are among some of the most widely cited in the contemporary social sciences and humanities. Yet, to date, his writing has been largely neglected by scholars of health and physical education. Instead of serious and sustained engagement, Latour's many essays and monographs barely rate a mention in the books and journals of our field. In this presentation, I begin redressing this situation by demonstrating the value of his thought to health and physical education research. Much scholarship in our field is underpinned by a metaphysics composed of knowing subjects, known or knowable objects, and a language used to connect the two. According to Latour, this model sets the stage for intractable attempts to reconcile the primary qualities of the material world with the secondary qualities of our phenomenological experiences. In place of the facts and critiques afforded by this bifurcated model, Latour advances an alternative approach to science and science studies based on propositions and articulations (defined in ways including and exceeding their common literary and linguistic meanings). He also develops a normative stance for distinguishing good science from bad built upon the distinction between well- and poorly-articulated propositions. Conducting and studying health and physical education research using this set of ideas is, I argue, a fruitful means of advancing our field. To illustrate my point, I use this aspect of Latour's work to engage with recent scholarship on models-based practice in health and physical education.</p>