Who am I?

15 Years Teaching Secondary HPE in Queensland, Australia + 10 Years at UQHMS

School of Human Movement Studies, University of Queensland
- Research - Health Education in schools
- Teaching – Health Education
Living in Brisbane Australia
Where are we going?

1. A Hot Topic for the field
2. How has this hot topic emerged?
   - Implication of the body
   - History of the body in our field
3. Do teachers do health work?
4. Implications of teachers’ health work
5. Future implications for HMNS

HOT Topic for HMNS!

I want a new public health course for all students in my Health Faculty

What about the PETE and sports science students?

What should we remove from the HMNS common curriculum?
WHY: BODY STUDIES

Dietetics & Nutrition
Neuro & Biomechanics
Sport & Disability
History of sport

Sport Psychology
Health, Sport and Physical Education
Coaching
Physical activity & health
Sport & culture
Exercise Physiology

THE BODY – NOT BAD BUT DANGEROUS...

Body and soul may maketh the man, but it is to the body That controversies are attached. (Vidal, 2002).

The project of the self in modern society is the project of the body. (Turner, 1995, p. 236)

Corporeal self – a ubiquitous register of personal performance in the game of life
Theorist Lens from Foucault

I can’t see anything special!

Here try looking through these..

Objectives of Authorities

GOVERNMENTALITY THEORY

Healthy Conduct of individual citizens

Australian Citizens
- Productive
- Happy
- Healthy
FOUCAULDIAN FOURFOLD ETHICAL FRAMEWORK TO ANALYSE CONDUCT

1. Ethical Substance - what part of myself should I address?
2. Mode of Subjection - why should I engage in such a work?
3. Forms of Elaboration of the self - what tools are available to me?
4. Telos - what kind of person do I want to be, or what kind of life do I want to lead?

Who speaks the truth about the body and bodies?
Who has authority over body studies in the HMNS professions?

Department of Physical Education
Department of Human Movement Studies - Biological Sciences
School of Human Movement Studies - Health Sciences
School of Human Movement & Nutrition Sciences - Health & Behavioural Sciences

Arts & Biological Sciences
Psychological sciences
Social sciences
Health sciences (neuro + dna)

Healthy bodies = save $$$$
Unhealthy bodies = cost $$$$$
HOT Topic for Global HPE

PhE  HPE  H-PE

Public health, schools, inoculating youth and caring teachers

School of Human Movement and Nutrition Sciences  CRICOS Provider No: 00025B
Teachers as Health Workers Project
funded by the Australian Research Council 2013-2015

- What health work do teachers do and how much time and resources are committed to it?
- How prepared are teachers to undertake this work and upon what resources do they draw to undertake this work?
- How does the field of education interface with the field of health?
- What financial contribution does the health work of teachers contribute to the field of health?

Scope of the project

- 13 schools
- 600 (approx.) teachers
- Key research instruments:
  - Questionnaires
  - Time-use diaries
  - Semi-structured interviews
  - School documents (e.g. policies, newsletters)
  - Photographs of school environment
Teaches’ Health Work Spectrum

Classroom delivery of health education curriculum
- First Aid
- Life Pathways + choices
- Healthy futures: physical activity, diet and family illness
- Developing and cooking health meals

Enacting health and safety classroom policy
- Carrying knives and knives safely
- Safe electrical cords (laptops)
- Safe seating & movement
- Safe physical behaviour eg. no hitting
- Hygiene in classrooms eg. bags on benches
- Monitoring students’ social, emotional and behaviour status

Health-oriented caring teaching
- Role modelling healthy living and character
- Inquiring after personal health and wellbeing status
- Establishing social and emotional barometers
- Checking family connectivity
- Enacting healthy behaviours in the playground
- Addressing emotional incidents

Formal health related policy within school community
- OneSchool reporting
- Ascertainment and assessments of students
- Counselling with guidance officers
- Sun Safety Rules
- Tuckshop options and operations
- Dealing with rubbish
- School-wide values
- Behaviour referral

Health work conducted according to district/sector policy
- Mandatory reporting
- Vaccinations
- Regional and state reporting and audits
- Regional Guidance Officers

Multi-sector/organisation, intense health related interventions/crisis management
- Neglect & Sexual abuse incidents
- Violent students
- Family poverty
- Severe disability
- Death of family member

Complex network of health activity
Surely this evidence-based practice is good news..isn’t it?

- *It’s not that everything is bad, but that everything is dangerous* (Foucault, 1994)

- Dangerous absences & presences from an educators perspective

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**Teachers’ perceived importance and satisfaction of health work**

**Teachers’ perceived importance**
- Pastoral care
- Communicating with parents
- School health policy adherence
- Extra-curricular physical activity
- Screening & referral
- Teaching physical education
  - **Teaching health education**
- Extra-curricular food & nutrition

**Teachers’ perceived satisfaction**
- Pastoral care
- Communicating with parents
- Extra-curricular physical activity
- School health policy adherence
- Teaching physical education
- Extra-curricular food & nutrition
  - **Teaching health education**
- Screening & referral
Teachers’ perceived expertise and confidence of health work

**Teachers’ perceived expertise**
- Communicating with parents
- Pastoral care
- School health policy adherence
- Extra-curricular physical activity
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- Teaching health education
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**Teachers’ perceived confidence**
- Communicating with parents
- Pastoral care
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- Extra-curricular food & nutrition
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Analysing Teachers’ Health Work: Regime of Personhood

School of Human Movement and Nutrition Sciences  
CRICOS Provider No: 00025B
## Regime of Personhood

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<th>Domains of analysis (Rose)</th>
<th>Classroom delivery of health education curriculum</th>
<th>Health-oriented caring teaching</th>
<th>Formal health related policy within school community</th>
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<tbody>
<tr>
<td>Problem</td>
<td>Apprentice citizens’ healthy living knowledge and skills</td>
<td>Children and young peoples’ character, social and emotional wellbeing</td>
<td>Safety and wellbeing of children and young people within an institutional site</td>
</tr>
<tr>
<td>Technologies:</td>
<td>Curriculum and pedagogical knowledge and skills</td>
<td>Personal caring and communication skills; role modelling</td>
<td>Formal role and title Draw on health and welfare knowledges of teacher (PD) &amp; expertise</td>
</tr>
<tr>
<td>Appraoches</td>
<td>Healthy Citizen</td>
<td>Safe, Healthy, Productive citizen</td>
<td>Good and healthy citizen</td>
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<tr>
<td>Authorities</td>
<td>Strong policy, little formal accountability for health education in schools - particularly in primary school settings</td>
<td>No policy, little accountability to school leaders Parental &amp; society expectations Personal ethic</td>
<td>Health and Wellbeing policy of sectors – guidelines and legislation</td>
</tr>
<tr>
<td>Strategies of incitement</td>
<td>Formal curriculum</td>
<td>Teachers incited to be caring and to protect/develop students</td>
<td>Schools as sites for health promotion</td>
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</table>

### Dangerous Presence: Cost to teachers

- “But if I’m really honest, it’s hard, it’s really difficult. Some days you just go and you think, do I really want to do this? But then the next day you come back and you see the five students that you’ve helped and you think, yeah, that’s why I’m doing this role.” Annie, Student Welfare Officer, Devon State High School
- “Some of the [student’s] stories will cut you quite badly. What you have to do is you have to take a professional standpoint and just say, right, I know that this is happening for this kid, what can I do to make their lives better?” Zac, Student Welfare Officer, Devon State High School
- “You make a clear distinction as a professional between what’s your work when you walk onto this site and what it is when you walk away... You have to, otherwise it’s not good for your health.” James, Head of Student Welfare, Devon State High School
Dangerous Absence: the performative classroom culture

- “What Smyth et al (2000) call the ‘primacy of caring relations in work with pupils and colleagues’ has no place in the hard world of performativity”…
- “Teachers are concerned that what they do will not be captured or valued within the metrics of accountability…Alongside this is a further tension…between metric performances and authentic and purposeful relationships” (Ball, 2003, p. 223).

Dangerous Absence: The Health Education Curriculum

- …I think as teachers you’re given so many roles and responsibilities and jobs and content to deliver that - I don’t know, I think that we're subconsciously probably teaching a lot of health things but it’s probably not the focus. Because there’s so many other things we're told to focus on.
- - Jarrod
Dangerous presence: Edu-business & neuro-entrepreneurs “...those of us working in the health and wellbeing industries have had our skills hijacked by commercial interests” (Krupka, 2015)

Complex and messy health education messages

Traditional
- Primary eg. University
- Curriculum developers
- Secondary eg. schools

Contemporary networked edu-business world
- AFL Schools
- Coca-Cola
- Pearson
- LIONS QUEST
- YouTube
- Nike
- Kids Matter

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Implications for our field...

What about the teachers and sports oriented students? **Health is critical!**

Discussion & Questions