

Happy Birthday and Congratulations!

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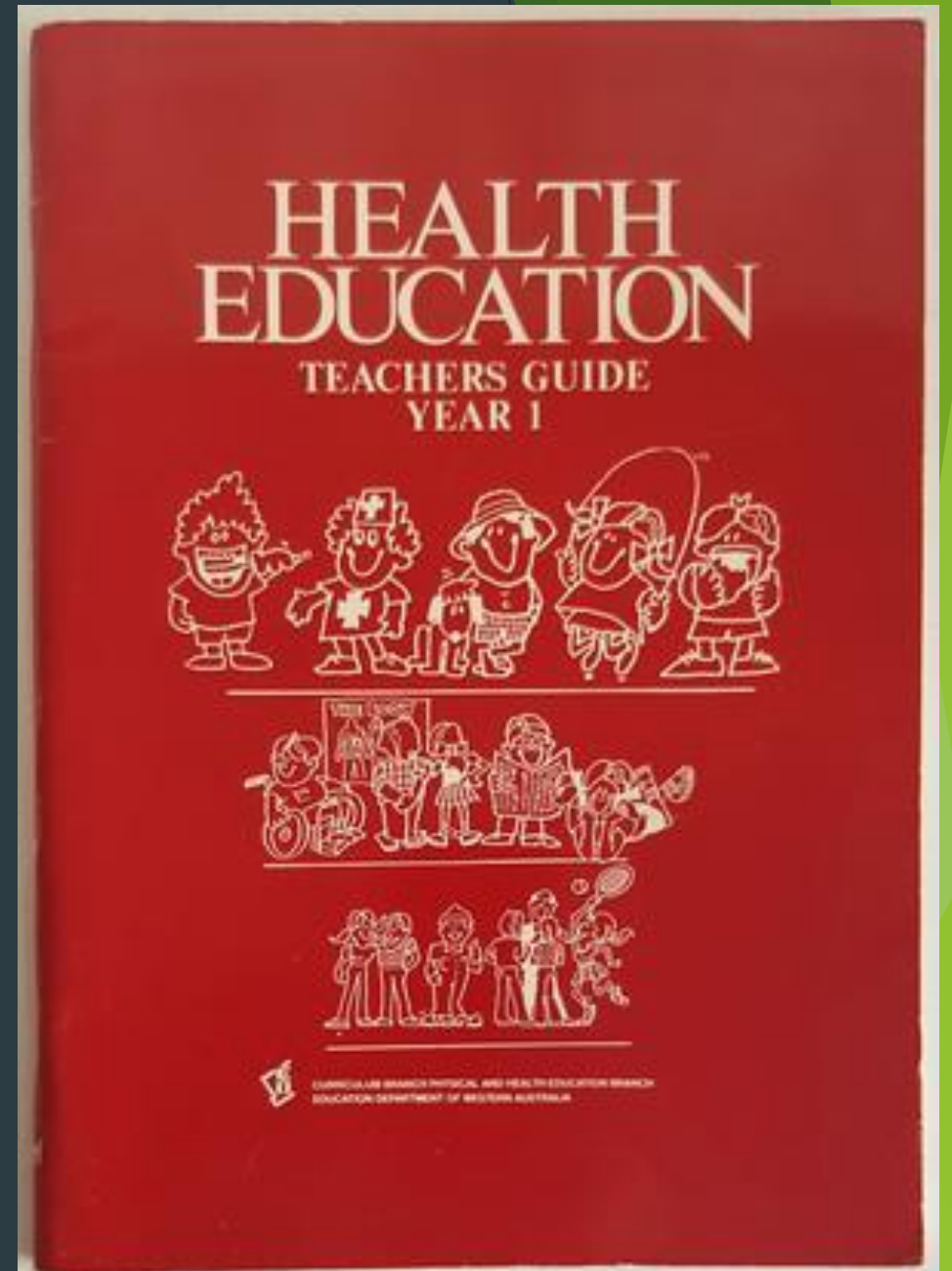


WOODLUPINE
PRIMARY SCHOOL
YEAR 5 ROOM 10
1991

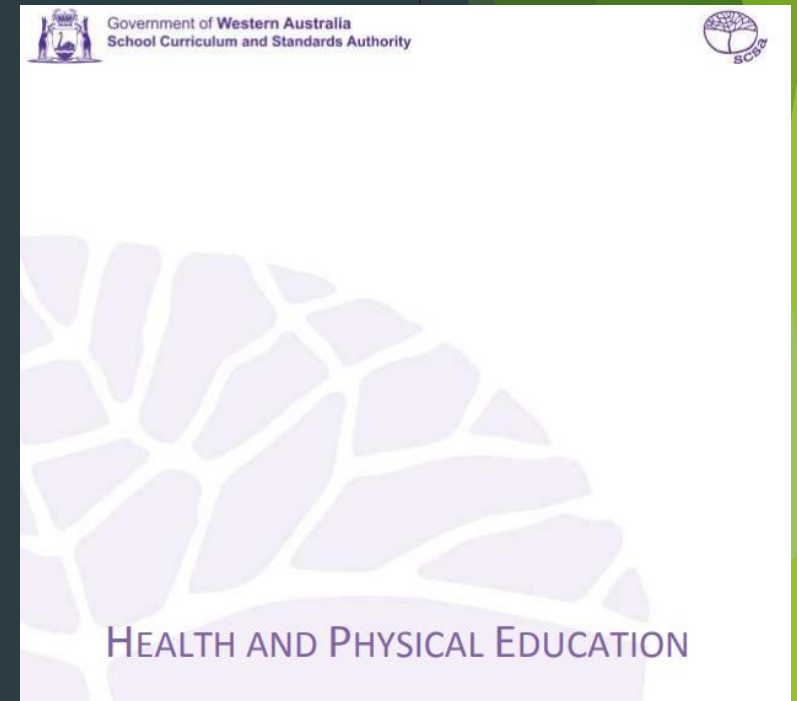
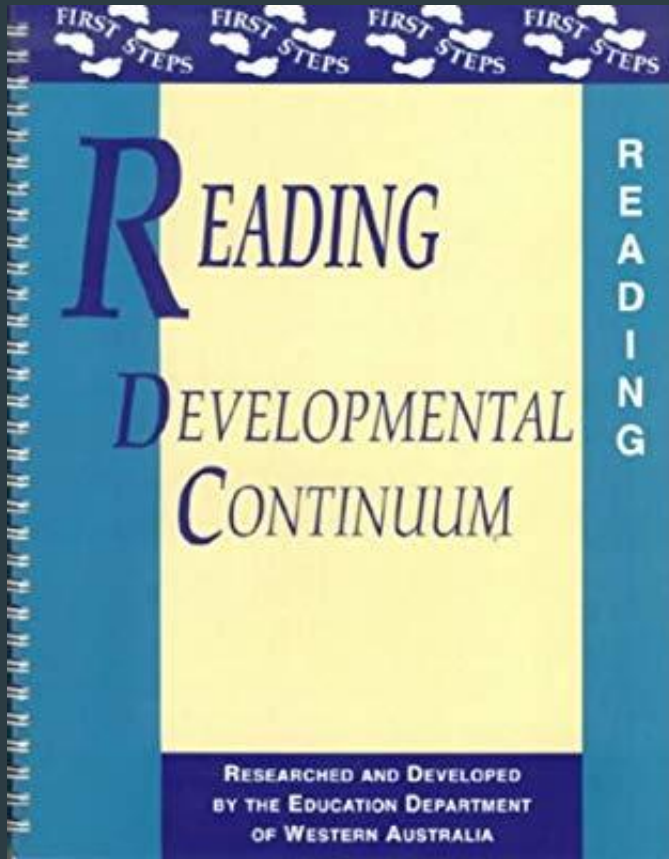


SOUTH MERREDIN
PRIMARY SCHOOL
1994
YEAR 5&6

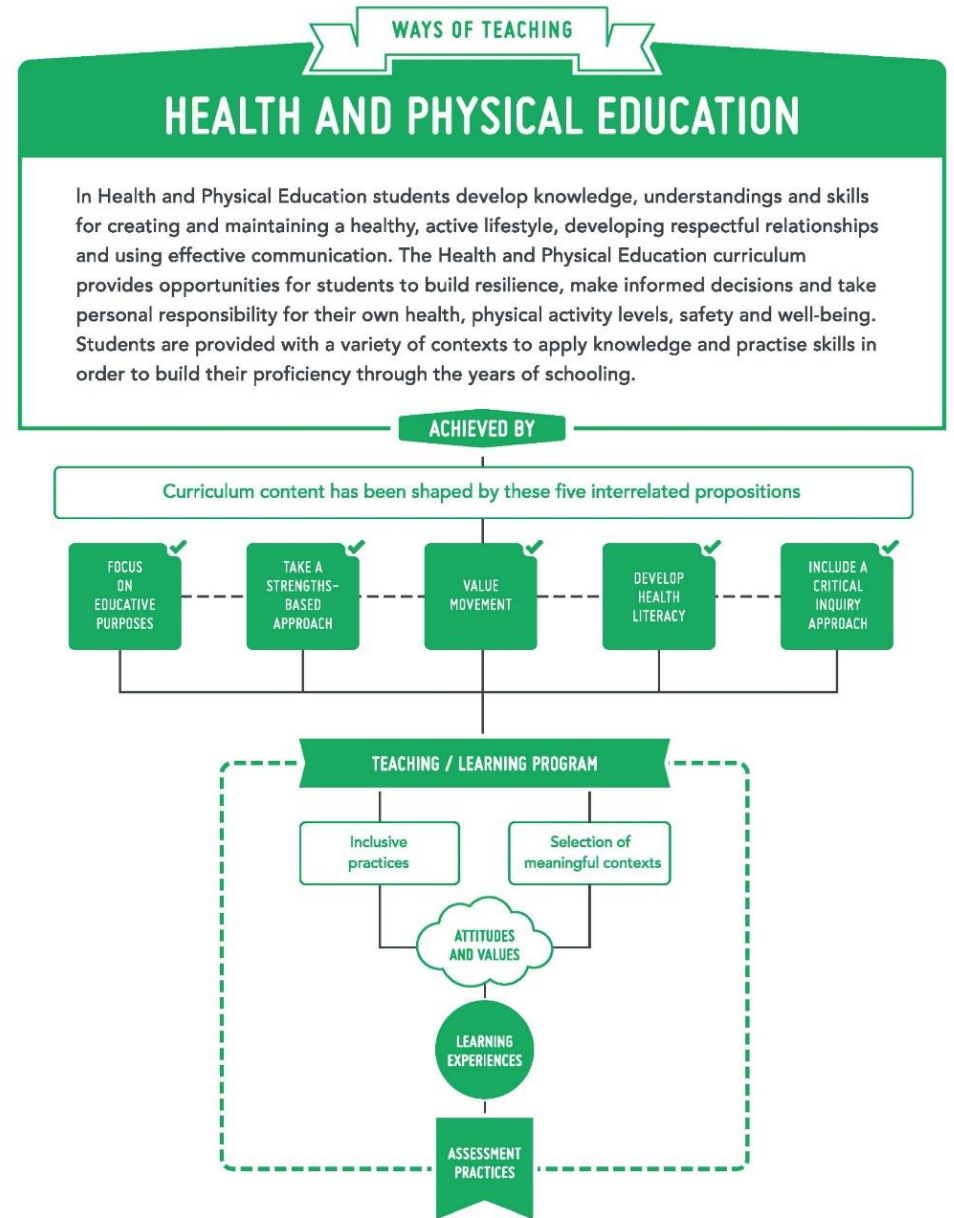
How far have we come?



Pedagogy in Western Australia



Have our learning outcomes for students changed much?



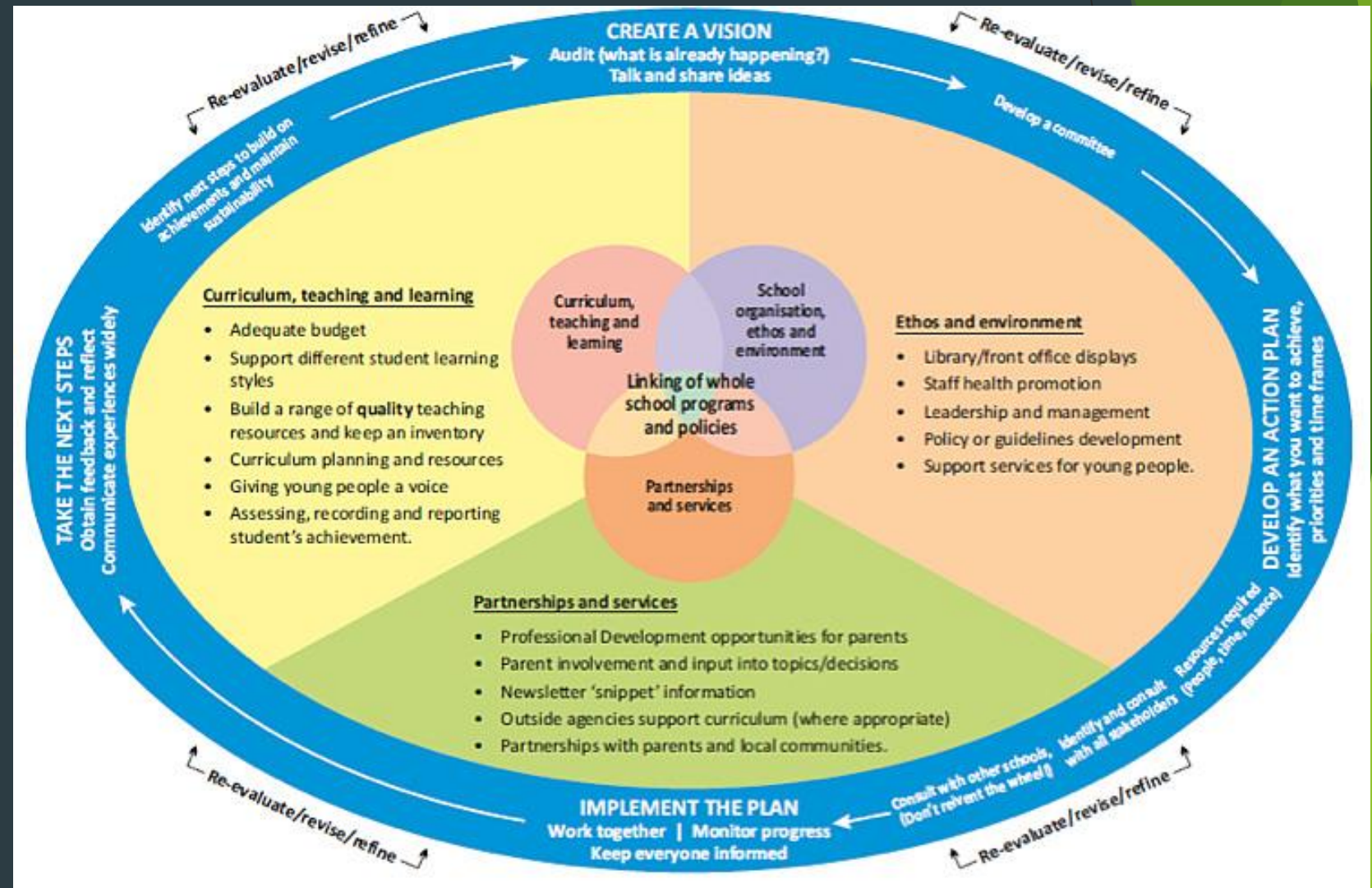
WESTERN AUSTRALIAN CURRICULUM HEALTH AND PHYS ED

- ▶ In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.
- ▶ The education curriculum offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.
- ▶ Students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships.
- ▶ They take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities.
- ▶ As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

CURRICULUM FRAMEWORK

- ▶ Students Health and Physical Education builds on prior learning and experiences to gain more detailed understandings of their personal health, growth and development, and the changes that occur from childhood, through puberty, to adulthood
- ▶ To become more social and learn to further develop and extend relationships with peers, friends & adults
- ▶ To begin to accept personal responsibility for their health and physical activity
- ▶ To accomplish fundamental movement skills enabling them to develop confidence and competence in specific skills for more complex physical activity.
- ▶ Lifestyle skills can be taught independently or in an integrated education program. A balanced Health and Physical Education program will incorporate topics from each of the contexts.
- ▶ It is not intended that topics are addressed independently. Topics from different contexts can be taught concurrently, e.g. heart health could be taught in Growth and Development/ Sexual Health or the Lifestyle Choices context.

Health promoting schools framework



School Programs



Online Traffic Light Training



LEADS MODEL

- ▶ L - leading Self
- ▶ E - engaging Others
- ▶ A - achieving Outcomes
- ▶ D - driving Innovation
- ▶ S - shaping Systems

- ▶ Day, G., & Leggat, S. G. (Eds.). (2015). *Leading and managing health services: An Australasian perspective*. Melbourne: Cambridge University Press. Retrieved 9 November 2019, http://assets.cambridge.org/97811074/86393/frontmatter/9781107486393_frontmatter.pdf



OUR STRATEGIC PRIORITIES

Over the next three years we will work towards achieving our mission by focusing on the following priorities

- 1 Promote collaboration between Health Promotion providers and engage more organisations with the WA Health Promoting Schools Association
- 2 Explore different mediums for promoting and delivering evidence based health promotion information to schools and agencies
- 3 Raise the profile of the WA Health Promoting Schools Association state-wide
- 4 Strengthen the funding model to ensure the sustainability of the WA Health Promoting Schools Association
- 5 Focus on raising the profile of and advocating for the Health Promoting Schools Framework

LEADING SELF

- ▶ Ethical leadership
- ▶ Self-management
- ▶ Emotional intelligence and self-awareness
- ▶ Exploring values

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Promote collaboration between Health Promotion providers and engage more organisations with the WA Health Promoting Schools Association

ENGAGING OTHERS

- ▶ Communication leadership
- ▶ Governance
- ▶ Partnering with stakeholders
- ▶ Power and political astuteness
- ▶ Influencing strategically
- ▶ Networking



Explore different mediums for promoting and delivering evidence based health promotion information to schools and agencies

ACHIEVES OUTCOMES

- ▶ Holding yourself and others to account
- ▶ Critical thinking and decision-making
- ▶ Managing and leading staff/teams/students
- ▶ Project management
- ▶ Financial management
- ▶ Negotiating



Raise the profile of the WA Health Promoting Schools Association state-wide

DRIVES INNOVATION

- ▶ Creativity and visioning
- ▶ Evidence-based practice
- ▶ Building a positive culture
- ▶ Managing change



Strengthen the funding model to ensure the sustainability of the WA
Health Promoting Schools Association

SHAPES SYSTEMS

- ▶ Curriculum teaching and learning
- ▶ School organisation, ethos and environment
- ▶ Partnerships and services
- ▶ Demonstration of strategically understanding and aligning complex systems with the goal



Focus on raising the profile of and advocating for the Health Promoting Schools Framework

Congratulations