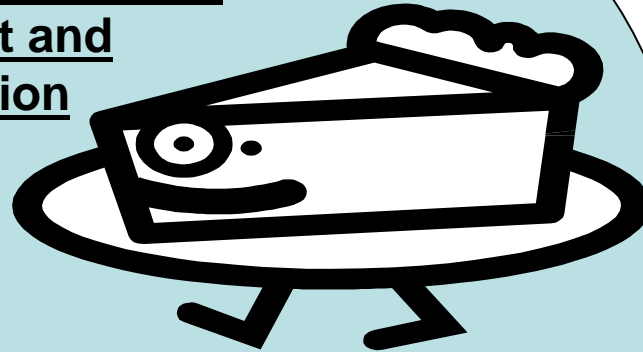


**Senate inquiry into Women and Sport and Recreation in
Australia 2006**

**Providing a fair
share for women
in sport and
recreation**



Access, Opportunity, Involvement,
Skill development ,Lifestyle options

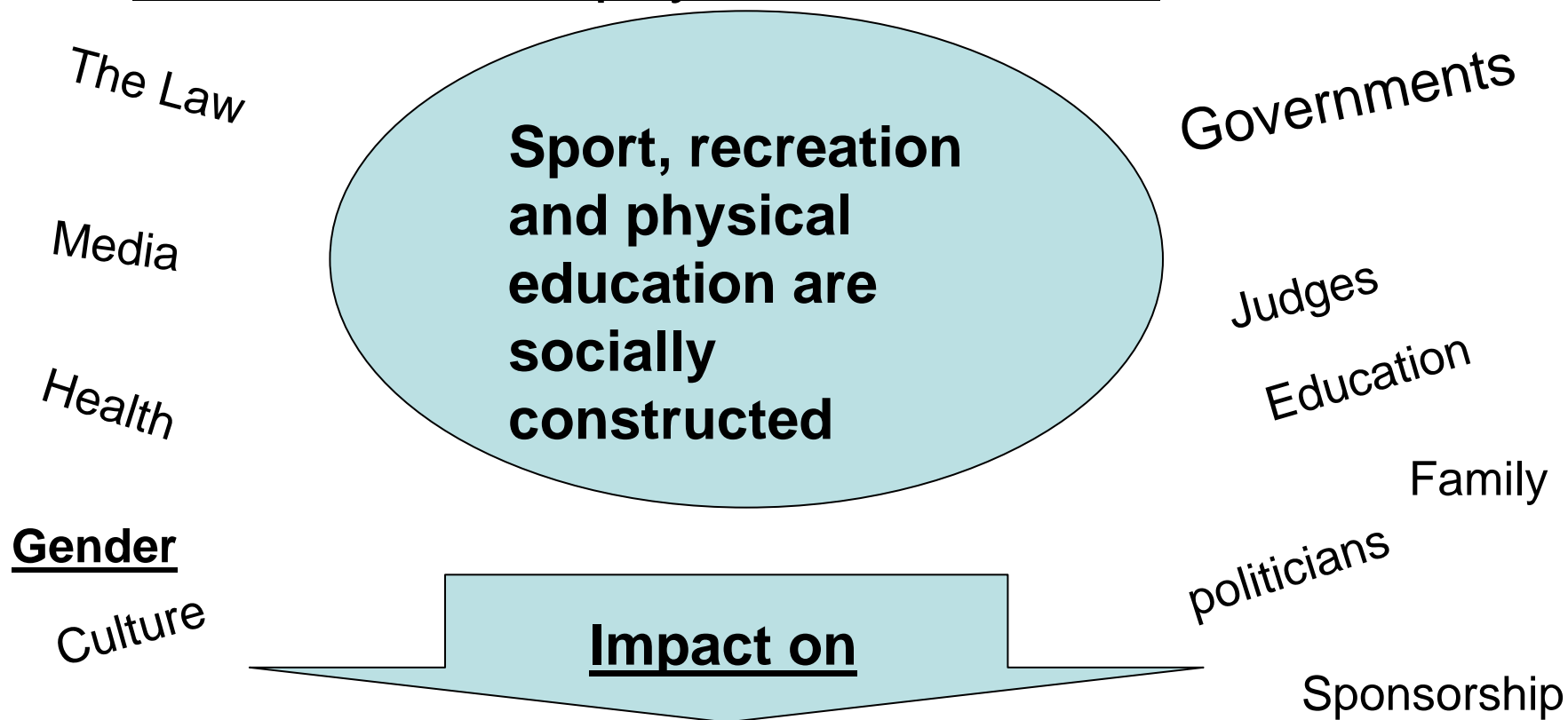
Satisfaction in sport and recreation is having access, equity and opportunity in reaching one's potential at a level related to personal skill development in a safe and supportive environment.





Sport and recreation as a socio-political construction

Influences on participation, in sport, recreation and physical education.



The nature, direction and value of sport, recreation and physical education on the access, opportunity, skill development and participation of each individual

Sport and recreation are socially constructed and the following are significant agents in change

- Government
- The law
- Community agencies
- Sport and recreation organisations
- Education
- Sponsors
- The media
- Cultural values
- Professional associations
- Research
- Advocacy by individuals and groups

Change is a process and requires the following phases over time to be successful

- Awareness of the need
- Understanding of what it means
- Commitment to the value and purpose
- Action in taking part
- Support to maintain success

Physical
Education

Sports

Between the spectacle, entertainment, and personal appreciation of sports and recreation women need a level playing field in terms of skill development, meaningful involvement and participation to be significant members within the sport and recreation industry.

Tourism

Recreation

The Creative and
Performing Arts

Some background Definitions

Sport

Sport is a natural activity. It is instructive, therapeutic and a natural part of growth. It is an activity that has movement as its focus, is grounded in the idea of play and enjoying or improving personal or team performance. It is concerned with individual or group competition based on organised physical activities that incorporate a set of cultural and socially accepted patterns of skills, codes or rules.

Recreation

Recreation is concerned with the development of knowledge, skills, attitudes and practices that centre on the concept of leisure. It is an enriching experience that meets basic physical, social, mental and emotional needs through active or passive participation in selected activities.

The sports and recreation industry

The sport and recreation industry is a global venture in entertainment, competition and personal selection involving socio-cultural values that need human, technological and environmental resources and creative ideas and management for a sustainable future. It must take into account the health, education enjoyment and potential for all to participate at their own level without discrimination

Leisure

Leisure is the free play of body, mind and spirit in any medium selected by the individual to which he or she gives some measure of commitment or action within a personal or socio-cultural context.

Physical Education

Physical Education has an educational focus in understanding, appreciating and developing movement skills.

It requires a holistic approach involving personal, social, spiritual, cultural, mental and emotional as well as the physical aspects of well being as it enhances lifestyle options.

Physical Education contributes to both health, sport and recreation in the promotion of lifelong activity and personal fitness for the individual.

Dance

Dance is an art form, a means of social interaction and an expression of cultural heritage. It develops movement skills and encourages self-awareness through the use of conceptual elements such as space duration and relationships. It enriches students' communicative, expressive and investigative abilities by involving them in the appreciation of performance and production of a variety of styles of dance. The body is used as a mechanism for translating ideas into free or contrived expressive and compositional forms.

Personal Health

Personal health is optimising the wellbeing of the individual (body mind, emotions and spirit) that empowers their independence and meaning within a socio-cultural context

The Mandala of Health is a bio-psycho-socio-environmental model that locates the individual in the centre of a series of influences on health. Each person is positioned within a family and is influenced by the interaction between personal behaviour, the psychosocio-economic environment, the physical environment and human biology. These interactions occur within the context of a community. At its extremity the influence of cultural values, attitudes and beliefs and the delicate balance of nature on health must be considered (Hancock & Perkins, 1985, cited in O'Connor & Parker, 1995, pp40-41).

O'Connor, M.L. & Parker, E. (1995). *Health promotion: Principles and practice in the Australian context*. St Leonards: Allen & Unwin.

‘We do not live to be healthy. We live better by being healthy.’ ‘Good health implies the achievement of a dynamic balance between individuals or groups and their environment.’ ‘To the individual, good health means improved quality of life, less sickness and disability, a happier personal, family and social existence, and the opportunity to make choices in work and recreation.’ ‘To the community, good health means a higher standard of living, greater participation in making and implementing community health policies, and reducing health care costs’ (Better Health Commission, 1986, cited in AIHW, 1988, p15). Australian Institute of Health and Welfare (AIHW). (1988). *Australia’s health 1988*. Canberra: AIHW.

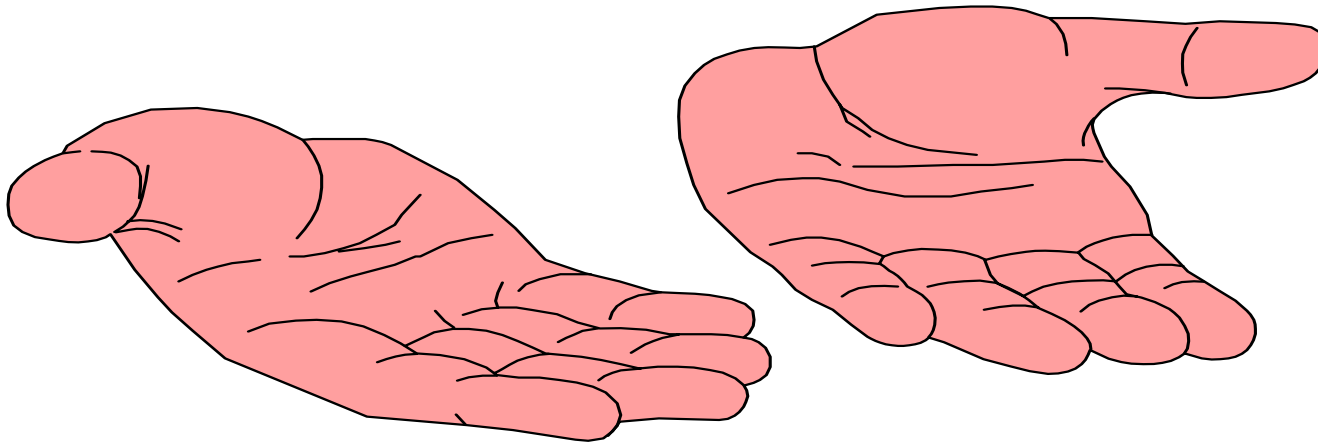
The World Health Organisation (WHO)

definition of **health** as *a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity* suggests health has scope and dimensions and suggests wellness as a holistic concept rather than disease as viewed in the medical model of health.

Trewin (2001) in measuring wellbeing suggests *a major driving force in human activity is the desire for optimal health, for better living conditions and improved quality of life. Individuals seek to achieve this for themselves for their family, and for the communities of which they are a part.*

EDUCATION IS THE INTERACTION BETWEEN A TEACHER AND A CLIENT in a variety of environments.

The quality of the interaction determines the potential for growth of each person



The environment may limit the growth of each person through freedom or constraint

The context of the school, community and the sports industry within which to examine the issues of women in sport

The formal schooling links

The school (NSW)

The curriculum -, standards - social values-change

K_S_V_ A_P_P

KLA'S Personal Development, Health and Physical Education

Fundamental Movement and Physical Activity—Health—Physical Education

Dance, Gymnastics,
Games and Sports

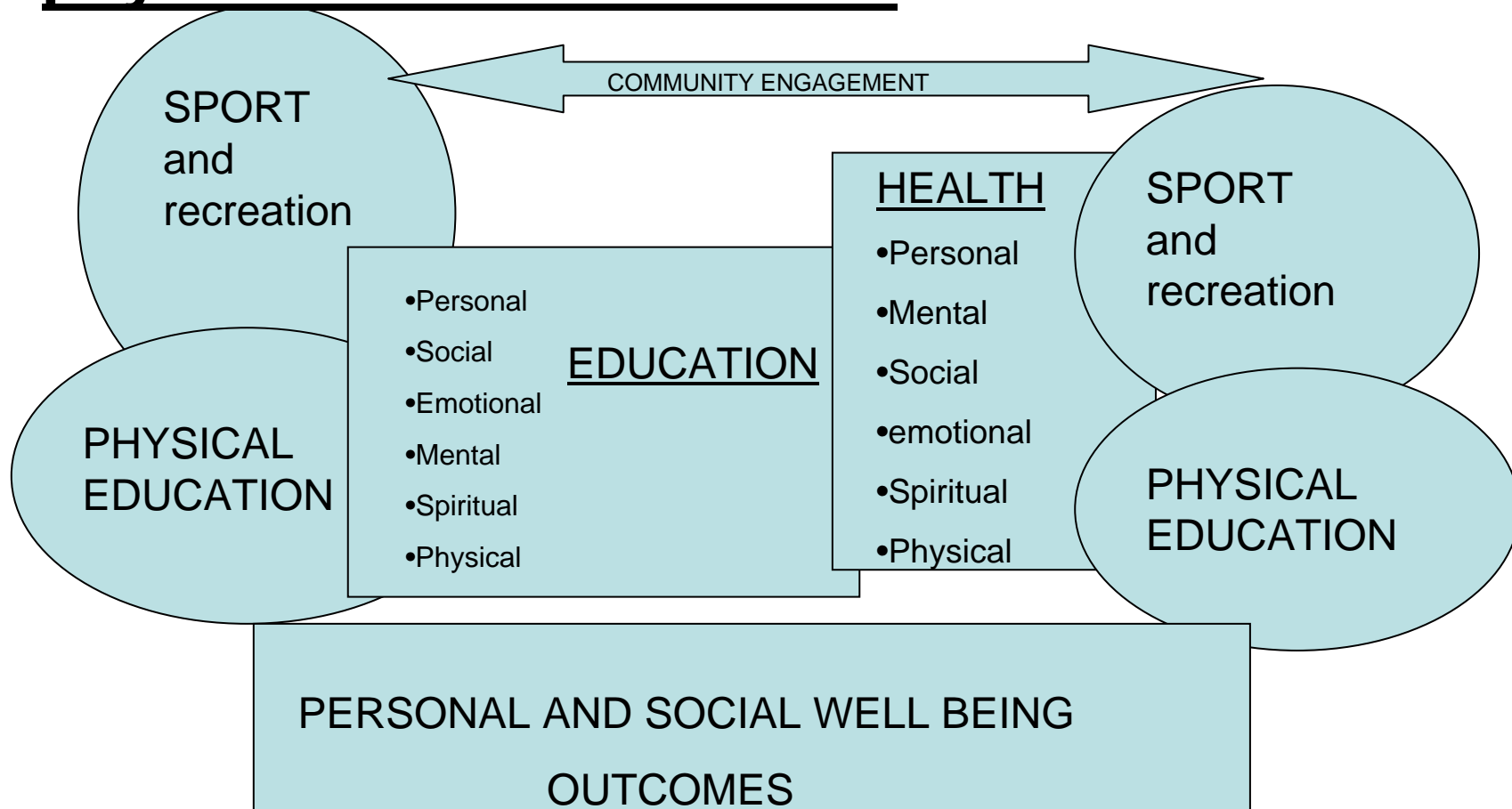
School
sport

Govt. private
initiatives and
campaigns

Community sport and recreation

Sport is an integral part of schooling that takes a variety of forms, traditional, staggered, integrated or separate to year 11.

The health, education, sport, recreation and physical education context



A Vision of the Sport and Recreation Industry in the New Millennium

Australia's reputation as an active nation and its record of high performance in sporting arenas around the world will be supported by a sport and recreation industry known for its:

- innovation in design and intellectual property;
- quality of its sporting goods and services
- ability to anticipate and lead the markets of the world;
- brand and product design presence throughout the world;
- skill in adding value to our sporting and recreational resources;
- use of technology to achieve a competitive edge; and
- quality and range of sports tourism products.

These are the key results to be achieved through a Strategic National Plan for the Sport and Recreation Industry.

In relation to women in sport:

A number of themes have emerged as a result of this substantial body of research, including the following:

- *Women generally have less leisure time than men.*
- *Leisure for many women is fragmented and constrained by domestic work, child care and paid work commitments.*
- *Women often service the leisure of others*
- *Women's leisure is constrained by patriarchy—the pervasive power of men in society*
- *Leisure is a medium through which women can resist this power*
- *For women, girls, gay men and lesbians, lack of access to appropriate space for leisure is a key issue.*
- *The way idealised male and female bodies are portrayed, particularly by the media, is an issue for women and girls, and men and boys*

The major issue areas

1. Women's needs vary (migrant-mothers)
2. Placement across the industry
3. Education and skill development across roles
4. Media and sponsorship
5. Research
6. Government policy, programs and support
7. Integrated strategies preschool – to-ageing on inter-sectorial basis

In summary

Personal choice in sport and recreation should not be based on gender opportunity but on the potential of the individual in a socio-political environment that gives value and support to grow our wellbeing for the future.

Health benefits of women participating in sport and recreation activities

Recommendation 1: That a register be formed of those agencies and individuals who advocate for improved health for girls and women and that this register be used by relevant government bodies for the formation of task forces, advisory councils and review panels to oversee future initiatives to improve girls' and women's health by increasing participation in physical activity including organized sport.

Recommendation 2: The federal Department of Health in partnership with the Australian Sports Commission and the Office for Women review the list of submissions to the Senate Inquiry into Women in Sport and Recreation in Australia with a view to bringing agencies and individuals together to share their expertise and develop a national plan to be actioned by the agencies applying their respective expertises to use resources efficiently.

Accessibility for women of all ages to participate in organized sport

Recommendation 3: A review of the school based physical activity programs to determine the extent to which schoolgirls are exposed to:

- Skills and knowledge essential to participate in organized sport in the broader community;
- Female teachers as role models of active women;
- The effectiveness of single sex or co-education classes in physical activity especially in promoting lifelong participation;
- Best practices appropriate to ethnic diversity;
- Programs such as sport education which include information and experience on making the transition from school to organized sport;
- Opportunities to participate in school teams in competitions organized by SSOs (or their regional affiliates); and
- School policies and practices which support the training and competition of elite schoolgirl athletes

Recommendation 4: The definition of organized sport be broadened to encompass pay-to-play sport.

Recommendation 5: Data be obtained by the Australian Bureau of Statistics to determine the extent to which girls and women are participating in organised pay-to-play sport.

Recommendation 6: Data be obtained to determine the extent to which pay-to-play sport provides equal employment opportunities for women in administration and officiating.

Portrayal of women's sport in the media

Recommendation 7: Adequate resources be given to widespread publication and dissemination of the Senate Inquiry's findings.

Recommendation 8: Re-instatement and generous funding of a dedicated women and sport unit within the ASC.

Recommendation 9: The aforementioned unit be given responsibility for drafting a National Strategic Plan for Women in Sport.

Recommendation 10: Recognition and support be given to non-government agencies whose mission is to specifically address the needs of girls and women in sport and recreation.

Recommendation 11: The ASC (specifically its revitalized Women and Sport Unit) take leadership in supporting and strengthening the network of government and non-government agencies and NSOs/SSOs including regular meetings.

Recommendation 12: Ongoing annual (or biennial) research into coverage of women's sport in all forms of media.

Recommendation 13: Promotion of sports journalism as a viable career for women.

Recommendation: Research to determine the numbers of women working in sports media and their status.

Recommendation 14: Expansion of efforts to recognise quality coverage of women's sport and female sports journalists.

Recommendation 15: The Australian Broadcasting Authority establish minimum but fair standards for the amount of women's sport shown on television.

Recommendation 16: Special support for the televising of women's sport to ensure scheduling at times that do not clash with peak participation times.

Women in leadership roles in sport

Recommendation 17: The ASC continue its Sport Leadership Grants for Women with increased funding.

Recommendation 18: Data be collected to determine the extent to which schoolgirls and women are accessing formal qualifications appropriate to the sport industry through VET, TAFE and universities.

Recommendation 19: Data be obtained from ALL components of the sport industry to determine whether the number of women working in the industry to support the safe participation of all Australians.

In answer to the senators request in relation to sport and physical education in schools the states and territories have provided the following information

QUESTION - 'To What extent is Sport and PDHPE compulsory in schools in your State/Territory?'

Australian Government's school funding legislation for 2005-2008

Active School Curriculum

As part of the new conditions of funding under the Australian Government's school funding legislation for 2005-2008, each State and Territory government and non-government education authority is required to include in their curriculum at least two hours of physical activity each school week for primary and junior secondary school children. The legislation came into effect on 1 January 2005. This initiative is managed by the Department of Education, Science and Training.

Email enquiries - drugeducationprogramme@dest.gov.au

Victoria

Victorian Essential Learning Standards (VELS or the Standards) is the P – 10 curriculum in Victorian schools.

There are three inter-related strands – (1) discipline- based, (2) interdisciplinary-based and (3) physical, personal and social learning. Within each of these strands there are a number of domains, generally equating to what we would know as ‘subjects’. Within the physical, personal and social strand there are the domains of health & physical education and interpersonal development. DE&T also has a mandate in place which determines the amount of time to be allocated to HPE and sport.

Requirements for the provision of physical and sport education:

20-30 minutes per day of physical education for students in Prep–Year 3
three hours per week of physical education and sport, with a minimum provision of 50 percent of physical education for students in Years 4–6
a minimum of 100 minutes each week of physical education and a minimum of 100 minutes each week of timetabled sport for students in Years 7-10.

Patricia Robertson

Victorian member of National ACHPER Board
and member of National Executive

[triciarobertson@optusnet.com.au]

In Western Australia, Health and Physical Education is one of 8 mandated learning areas for years 1 to 10. There is no specified curriculum time allocation for health, PE or sport. Consequently, the time allocated to both health and PE, as well as the curriculum content, varies considerably from school to school in both primary and secondary sectors.

A/Professor Beth Hands
Associate Dean, Health and Physical Education
School of Health Sciences
The University of Notre Dame Australia
19 Mouat Street (PO Box 1225)
Fremantle Western Australia 6959
Ph: +61 8 9433 0206
Fax: +61 8 9433 0210
Email: bhands@nd.edu.au

In Tasmania, it is a matter for schools. However, in most, if not all, primary schools there would be regular compulsory physical education. It is far more variable in high schools.

Associate Professor Ross Brooker
Program Director, Human Movement
Locked Bag 1330
LAUNCESTON TASMANIA 7250
Phone: 61 3 63243724
Fax: 61 3 63243679

In South Australia

HPE is one of 8 mandated learning areas in the SACSA Framework in the Early Years - Senior Years. In the Birth to 3 age The Physical self is one of three LA's. In Age 3-5 Health and Physical Development is one of 7 LA's.

The SACSA Framework uses a holistic construction of HPE emphasising learning in the domains: physical, social, emotion, cognitive and spiritual and the construction of identity central in healthy and active living (refer p9 SACSA Companion series: R-10 HPE Teaching Resource).

Sport is listed as one component under the heading of "knowledge and understanding", which along with "attitudes and values", "organisation and self management skills" and "essential learning's" underpin the 5 domains of learning in HPE.

Participation in school sport is optional in most schools and sport sits along side other co curricular offerings such as music/drama etc.

Shane Pill
Lecturer in Physical Education
Flinders University
ph 82012277
Email shane.pill@flinders.edu.au

The Northern Territory Department of Education, Employment and Training (DEET) has 'signed up' to the Schools Assistance (Learning Together - Achievement through choice and opportunity) Act (2004), whereby, under Section 14:

(1)

The Minister must not authorise a payment to a State under a provision of this Act for government schools for a program year unless the State has made an agreement with the Commonwealth that sets out:

(j) a commitment by the State to provide, in the curriculum of each government school in the State, at least 2 hours of physical activity each school week for students undertaking primary education and junior secondary education at the school; and

A policy for implementation and monitoring of this across Northern Territory schools is still being developed.

Tamie Devine
Project Officer
Nutrition and Physical Activity
P 8985 8026
F 8985 8016
E tamie.devine@nt.gov.au

Queensland.

The Queensland curriculum framework provides for learning in the Health and Physical Education learning area. There are no mandated times for learning in the Health and Physical Education learning area. There are however indicative times as follows: Years 1-3 180 hours (approximately 2 hours per week) Years 4-7 240 hours (approximately 2 hours per week) Years 8-10 180 hours (approximately 2 hours per week) All schools with an enrolment of 300 or more students are now required to provide interschool sport competitions. There is a Primary HPE Specialist assigned for each school, although some of these teachers are on circuits of between 2 and 5 schools. The average lesson time with the specialist is 30 minutes per week. Each school has a pool of money with which they can hire specialist or other "additional" personnel, however, the principal of the school has the discretion to invest this money as he/she chooses. Some principals only choose to have an HPE specialist fortnightly. On other occasions, funds are expended on LOTE, Music and Science teaching personnel with diminished time for HPE personnel. Education Queensland anticipates that the classroom teachers will teach 1 hour per week of HPE, however, there is no monitoring in place at all. Research shows that 65% of primary classroom teachers (n=600) teach no Health, Personal Development or Physical Education in any form. HPE teachers are usually expected to be responsible for all assessment of children in their school in HPE. These numbers can be as high as 800 children.

L. Michaud Tomson, Ph.D.
Lecturer, Health and Physical Education
President, ACHPER Queensland
School of Curriculum, Teaching and Learning
Griffith University, Mt Gravatt Campus
Brisbane, Q 4111
(07) 3735-6892 (phone)
(07) 3735-5991 (FAX)

The ACT

The policy here in the ACT is as follows

"3.3 For each student from years K-10 there are mandatory times to be devoted to the areas of health, physical education and sport/recreation.

Primary schools kindergarten to year 2 20 to 30 minutes of physical activity per day

Primary schools year 3- year 6 a minimum of 180 minutes per week, of which at least 150 minutes must be active physical education or sport.

Secondary schools year 7- year 10 a minimum of 180 minutes per week, of which at least 150 minutes must be active physical education, including sport."

This information and explanatory text can be found at the following URL

<http://www.decs.act.gov.au/policies/pdf/HPE&SPPO.pdf>

This policy of course has been in place since 2000 and the interpretation and enforcement have been open to wide interpretation and with no quality control in that time.

Darryl Stuckey has provided a response from the ACT branch below.

Membership Services Coordinator

Mr Darryl Stuckey (Lecturer)
Health and Physical Education
School of Education and Community Service
Division of Communication and Education
University of Canberra ACT 2601

Phone: +61 02 6201 2501

Fax: +61 02 62015360

Mobile: 0410426610

Email: Darryl.Stuckey@canberra.edu.au

Location: Building 5 Level B Room 77

New South Wales

As part of the NSW Syllabus in Personal Development, Health and Physical Education.

In Primary School (K-6) it is recommended that schools provide 120 minutes per week of structured physical activity including sport.

In High School it is mandated (compulsory) that 300 hours of Health and Physical Education be taught across years 7-10.

It is also mandated that in High Schools they must provide 80 to 120 minutes of Sport per week to year 11.

School of Biomedical and Health
Sciences
Campbelltown Campus Bld.24
Locked Bag 1797 Penrith South DC
NSW 1797 Australia
email a.colvin@uws.edu.au
phone 46203635