

objectives beyond levels of physical activity to pursue as part of schooling. In the paragraphs that follow, we introduce you to the key goals and explicit assumptions of each of these curricular models and provide you with a sense of the content, pedagogies and assessment aligned with those goals. Your task is to reflect on each one and to determine how these models align with your beliefs and values as to what a physically educated person should know, do and care about. So one aspect for debate is the degree to which physical activity levels should be the defining principle in choosing physical education content, and in how lessons are enacted.

In terms of curriculum models and MBP implementation, the wealth of research in recent years has been extraordinary (Casey, 2014; Deenihan and MacPhail, 2017; Hordvik, MacPhail and Ronglan, 2017). These papers address the variations across physical education teachers, in terms of the degree to which they learn, interpret and deliver the model, and emphasise the difficulties that especially pre-service teachers have during their delivery. Recently, Casey and MacPhail (2018) provided empirical insight into using an MBP approach. They highlighted the challenges that arose for the teacher towards the enactment of a multi-model approach, and call attention to the investment needed, and the importance of communities of practice for successful implementation. The study by Hordvik, MacPhail and Ronglan (2017) highlighted how teachers progressively developed a conscious awareness and understanding about a models-based approach to teaching and learning. Curtner-Smith, Hastie and Kinchin's (2008) work generated discussion about how teachers interpret and deliver SE is different depending on the school culture, personal experiences and their teacher education programme and resulted in quite different versions of the curricular model. Their research provided insight about the extent to which the teachers' professional and organisational socialisation influences their interpretations and delivery of the SE model. Overall, there was strong evidence to conclude that the enactment of a models-based or a national curriculum framework approach to physical education is a dynamic and complex process that involves teachers in the interpretation of curriculum design specifications for student learning (Simmons and MacLean, 2018).

Health Optimising Physical Education (HOPE)

The main goal of the curricular model called HOPE is to help students acquire 'the knowledge and skills for lifelong participation in physical activity for optimal health benefits' (Metzler et al., 2013, p. 42). This goal is considered the primary focus for physical education. The creators of HOPE see physical education as the only setting where all children are likely to have the opportunity to engage in moderate and vigorous physical activity (MVPA), become physically fit and learn the movement and behavioural skills needed to sustain an active and healthy life. Thus the focus of this approach to physical education is on (a) preparing youth for a lifetime of physical activity and (b) providing them with high levels of physical

activity during physical education lessons. This model suggests physical education serves an important role in public health and lessons should be designed to be highly active (more than 50% of time spend in MVPA) and teachers should be prompting students to be physically active outside of school. A key issue for debate here is whether physical education can be expected to contribute to a public health agenda as distinct from or in addition to an educational agenda. How might such a distinction influence the content and methods used in teaching physical education. The theoretical foundation for HOPE is changing human behaviour (i.e., to be regularly active and to live a healthy life) requiring a multi-level approach to achieving the goal. Factors that influence the child's behaviour include interpersonal factors (family, peers, teachers, etc.), agencies that shape the social and economic world of the student (school policies, local and governmental policies) as well as the physical environment (school facilities, community recreational spaces, parks and pathways to school). Advocates of the HOPE curriculum recognise the difficulty a teacher might have in shaping public policy and encourage teachers to be active in school policy developments that effect physical activity and food consumption (wellness policies, recess, school vending machines) and include in their physical education programme knowledge about diet, skill performance and nutrition in addition to educating parents about how to promote physical activity with their children. The physical education teacher is seen as part of a whole-school approach to promoting students' physical activity beyond school and expected to take a lead role in making links with the community to support such student engagement in sport and physical activity. The physical education teacher would then align their programme with school and community efforts thereby optimising health benefits from their PE experience.

HOPE programmes include regularly scheduled physical education classes and encourage promotion of and engagement of a diversity of learners in physical activity in other settings. There are eight strands to the HOPE programme including the more traditional content units like basketball, football and dance. Physical activities are included only if they can be modified sufficiently to promote high levels of MVPA. In some strands the focus is on parents, teachers and/or community members as learners along with the students. A key goal of this model is an active and healthy young person within a physically active school and community. The creators of the model encourage physical education teachers to start small implementing just one of two of the content strands and build the programme as they gain support and expertise (see Table 13.1 for a description of the HOPE content strands and the focus of each strand).

Sport Education

The SE curricular model promotes the value that sport is a viable and valuable contribution to the education of young people. The overall goal of SE is to develop young people as competent, literate and enthusiastic sport persons who

Table 13.1 HOPE content strands^a

<i>Strands of HOPE</i>	<i>Learning outcomes</i>	<i>Target group</i>	<i>Comment</i>
Before, during and after PA programming	Promote MVPA and health-related knowledge	Primary/secondary students	Physical education teacher provides instruction
Sport, games and other movement forms	Learn this movements forms for lifelong PA	Primary/secondary students	Games must be at 50% of MVPA in lessons
Family/home education	Teach the promotion of PA and healthy diet	Parents and family members	Teachers to find expertise to lead out on this
Community-based PA programming	Promote PA in community	Primary/secondary students	Teacher to locate community links
Health-related fitness	Promote MVPA in healthy target zone via standards	Primary/ secondary students	Increase knowledge of MVPA
Diet and nutrition for PA	Demonstrate knowledge of diet and nutrition to enhance PA	Primary/secondary students, parents, school staff	Teachers need assistance of community nutrition experts
PA literacy-consumerism, technology, advocacy	Acquire knowledge to enhance and appreciate PA participation	Primary/secondary students, parents, school staff / community groups	Teachers needs assistance of school and community experts
Integrate HOPE across school subjects	Increase non-physical education teacher support of overall active and healthy lifestyle	Primary/secondary students	Work with other school teachers to establish need for integration

^a Adapted from Metzler et al. (2013).

