The personal development of those who teach it

Dean Goldspink

*Edith Cowan University*

Follow this and additional works at: https://ro.ecu.edu.au/theses

Part of the Education Commons

**Recommended Citation**


This Thesis is posted at Research Online.
https://ro.ecu.edu.au/theses/33
Edith Cowan University

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study.

The University does not authorize you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following:

- Copyright owners are entitled to take legal action against persons who infringe their copyright.

- A reproduction of material that is protected by copyright may be a copyright infringement. Where the reproduction of such material is done without attribution of authorship, with false attribution of authorship or the authorship is treated in a derogatory manner, this may be a breach of the author’s moral rights contained in Part IX of the Copyright Act 1968 (Cth).

- Courts have the power to impose a wide range of civil and criminal sanctions for infringement of copyright, infringement of moral rights and other offences under the Copyright Act 1968 (Cth). Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.
THE PERSONAL DEVELOPMENT OF THOSE WHO TEACH IT

Dean Goldspink


This thesis is presented in fulfilment of the requirements for the degree of

Doctor of Philosophy (Education)

Faculty of Community Services, Education and Social Sciences

Edith Cowan University

August 2007
The Use of Thesis statement is not included in this version of the thesis.
ABSTRACT

This study sought to discover what primary and secondary Health and Physical Education teachers knew about personal development. Specifically, whether these teachers actively pursued their own personal development and whether they conceived of the Health and Physical Education learning area as a personal development curriculum. Further, the teachers were asked if they saw a relationship between teaching a personal development curriculum and their own pursuit of it through a process of proactive life management.

A descriptive-objective research design was confirmed as a suitable approach to provide a detailed description of the personal development of Health and Physical Education teachers. The first phase of the study involved a purposive sample of Health and Physical Education teachers from the Wallaby District in the Perth Metropolitan area completing a descriptive questionnaire. The first half of the questionnaire gained opinions and attitudes toward the concept of personal development through Likert-Type statements. The second half of the questionnaire used Likert-Type statements and semantic differential statements based on the Theory of Planned Behaviour (Ajzen, 1991). Kendall’s Tau (τ) correlations supported the predictive ability of behaviour with this theory. Results indicated significant correlations between past behaviour and intention, past behaviour and subjective norm, as well as attitude and intention when predicting teacher’s behaviour for engaging in activities that promoted personal development. The results gained from the questionnaire helped formulate interview questions to be used in Phase Two of the study.

Phase Two of the study involved a purposive sample of thirteen Health and Physical Education teachers participating in qualitative semi-structured interviews. Responses from each of the interview subjects were analysed according to five main themes that were extracted from their responses. The themes included personal background, personal development, life management, personal development curriculum and quality of life.

The results were discussed and presented in relation to the major themes and to further understand the significance of the HPE teachers’ perspectives, each of the major themes was discussed in relation to the study’s conceptual and theoretical framework.
Essentially, only two of the thirteen teachers reported a proactive life management style towards personal development outcomes. Most opting for a more reactive style of reflection in their life management that was similar to the more ‘routine reflection’ described by Dewey (1933) that was guided by impulse, tradition and authority. All of the teachers believed the HPE learning area to be a personal development curriculum but most were unable to show evidence of teaching personal development systematically themselves, rather leaving it to incidental teaching moments. The teachers all agreed that their own pursuit of personal development outcomes could enhance their teaching of such a curriculum.

The majority of the teachers were content with their reactive life management styles with only two of the teachers in the sample reporting to be living the more proactive style of life management. These two teachers had used some private life crises to raise their awareness of and access personal development style courses that had helped them move from a reactive to a proactive style of life management and enhanced personal development outcomes.
DECLARATION

I certify that this thesis does not, to the best of my knowledge and belief:

(i) incorporate without acknowledgment any material previously submitted for a degree or diploma in any institution of higher education.

(ii) contain any material previously published or written by another person except where due reference is made in the text; or

(iii) contain any defamatory material.

I also grant permission for the Library at Edith Cowan University to make duplicate copies of my thesis as required.

Signature: ............................

Date: .................................
I would like to acknowledge Dr Ken Alexander for his tireless effort in helping me conduct and record this research in his role as principal supervisor. His professional approach, knowledge and personal friendship during this research have been invaluable.

I would also like to acknowledge my wife Joyce for her support and encouragement over the years and to my two daughters, Jasmine and Lauren, for allowing me to have time for this study in between the fun times of play.

I would also like to express my gratitude, respect and admiration towards my Mother and Father for instilling in me a quest for knowledge at an early age. Thank you to my family, friends and work colleagues who have continually supported my studies.
TABLE OF CONTENTS

USE OF THESIS ii
ABSTRACT iii
DECLARATION v
ACKNOWLEDGEMENTS vi
LIST OF FIGURES xi
LIST OF TABLES xii
CHAPTER 1 1
INTRODUCTION 1
  Background to the Study ................................................................. 2
  Purpose of the Study ........................................................................ 7
  Research Questions .......................................................................... 7
  Main Question ................................................................................ 7
  Subsidiary Questions ....................................................................... 7
  Conceptual Framework and Definition of Terms ............................ 8
  Proactive Reflection – Life Management ........................................ 9
  Reactive Reflection – Life Management .......................................... 10
  Actions ......................................................................................... 11
  Consequences ............................................................................... 11
  Contexts ....................................................................................... 12
  Theoretical Framework .................................................................. 14
    Theory of Planned Behaviour ....................................................... 14
    Functional Contextualism ............................................................ 16
    Ecological Systems Theory ........................................................ 17
    Role Theory ................................................................................ 18
  Methodological Implications .......................................................... 23
  Significance of the Study ............................................................... 25
  Summary ....................................................................................... 25

CHAPTER 2 27
REVIEW OF LITERATURE 27
  Introduction .................................................................................. 27
  Personal Development .................................................................... 28
    Life Management .......................................................................... 31
    Reflection .................................................................................. 32
    Quality of Life ........................................................................... 33
    Quality of Work Life .................................................................. 35
    Professional Development ......................................................... 37
  Transfer of Learning ..................................................................... 41
  Research on Teachers’ Lives .......................................................... 43
  Personal Development Curriculum ............................................... 45
  Teachers of Health and Physical Education .................................. 47
  Summary ....................................................................................... 49

CHAPTER 3 51
METHOD 51
  Introduction .................................................................................. 51
  Research Design .......................................................................... 51
  Phase 1 ....................................................................................... 53
    Population and Sample ............................................................... 53
    Pilot Study for Questionnaire .................................................... 54
LIST OF FIGURES

Figure 1..................................................................................................................8
Conceptual Framework: The Life Management Process........................................8
Figure 2..................................................................................................................14
Theoretical Framework: Theory of Planned Behaviour.......................................14
Figure 3..................................................................................................................18
Ecological Systems Theory: Nested Arrangement.............................................18
Figure 4..................................................................................................................27
A Model for the Study of Classroom Teaching..................................................27
Figure 5..................................................................................................................30
Four Quadrant Time Management Matrix..........................................................30
Figure 6..................................................................................................................53
Research Design Implementation Process.........................................................53
Figure 7..................................................................................................................55
Structure of the Likert Type Statements...............................................................55
Figure 8..................................................................................................................78
Theory of Planned Behaviour Correlations.........................................................78
Figure 9..................................................................................................................146
Discussion Chapter Organisation........................................................................146
Figure 10...............................................................................................................149
Conceptual Framework: The Life Management Process....................................149
Figure 11...............................................................................................................150
Theoretical Framework: Theory of Planned Behaviour.....................................150
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Transfer System Inventory (LTSI) scales</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>Questionnaire statements relating to specific research questions</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>Questions relating to the Theory of Planned Behaviour</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>Reliability analysis using Cronbach’s Alpha (First Half of Questionnaire)</td>
<td>59</td>
</tr>
<tr>
<td>5</td>
<td>Reliability analysis using Cronbach’s Alpha (Second Half of Questionnaire)</td>
<td>59</td>
</tr>
<tr>
<td>6</td>
<td>Response Distribution of Schools in Phase 1</td>
<td>71</td>
</tr>
<tr>
<td>7</td>
<td>Respondents Range of Teaching Experience</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>Responses to Statements Related to ‘Jodie’s Story’</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>Different Perspectives of ‘Personal Development’</td>
<td>74</td>
</tr>
<tr>
<td>10</td>
<td>Other Forms of Personal Development</td>
<td>74</td>
</tr>
<tr>
<td>11</td>
<td>Levels of Agreement with Strands of HPE Learning Area Being a Personal Development Curriculum</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>Theory of Planned Behaviour Questions</td>
<td>76</td>
</tr>
<tr>
<td>13</td>
<td>Attitude Responses About Engaging in Personal Development Within the Next Ten Weeks</td>
<td>78</td>
</tr>
<tr>
<td>14</td>
<td>Kendall’s Tau Correlations Between Predictors of Behaviour</td>
<td>79</td>
</tr>
<tr>
<td>15</td>
<td>Background of Interview Respondents</td>
<td>81</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

This study explores the personal development of Health and Physical Education teachers in primary and high school settings. The need for such a study was highlighted by the introduction of the Western Australian Curriculum Framework (Curriculum Council, 1998) in all Western Australian Schools. This framework required teachers of the Health and Physical Education Learning Area to teach personal development learning outcomes for the first time. Personal development has been defined by a number of authors as an outcome of a process that depends on and promotes reflection in an individual towards some level of self-awareness and self-acceptance. It includes a willingness of the individual to accept full responsibility for growth (or lack of it) and a commitment to take appropriate action (Chander & Singh, 1993; Hawthorne, 1994; Monaghan, McCoy, Young, & Fraser, 1997; Rice & Tucker, 1986; Waters, 1996). This type of personal development by itself though, may be problematic without an organised management plan. Rice and Tucker (1986) endorsed a proactive life management concept which involved an holistic way of managing in all the various roles and contexts of life. They defined life management as a “system whereby a person’s values, goals, and standards direct the person’s resources, through everyday decisions and purposeful actions, to improve the person’s quality of life in relation to others. It is goal-directed behaviour using decision making, valuing, planning, and organising processes to guide resource use to improve the quality of life”(p. 6). Personal development through the proactive life management process described allows for individuals to set their own goals, making use of their own value systems, to plan and engage in a line of action to improve the overall quality of their lives. For this study, personal development is defined as a consequence of engaging in actions within an iterative life management process that depends on and promotes reflection of life’s private and professional contexts.

This research sought to discover what primary and secondary Health and Physical Education teachers know and do about personal development in their own lives and in the curriculum in which they teach. It explored the Health and Physical
Education Learning Area and the extent to which its teachers actively managed their own private and professional lives in pursuit of personal development outcomes.

**Background to the Study**

Personal development in the curriculum has been highlighted in a number of educational arenas around the world (Board of Studies New South Wales, 2002; Curriculum Council, 1998; Department for Education and Employment and Qualifications and Curriculum Authority, 2000; Missouri Department of Elementary and Secondary Education, 2003; New Jersey State Department of Education, 2004; Ontario Ministry of Education, 1985). These curriculum frameworks have some differing titles such as personal management, life management and personal life management, but essentially they describe the personal development that is researched in this study.

In Ontario, Canada, personal development curriculum in schools provided students the opportunity to acquire the knowledge and competencies to manage their private lives so that it was productive, satisfying and meaningful without too much stress (Ontario Ministry of Education, 1985, p. 2). The students were now required to be taught living skills e.g., decision-making, goal-setting, communication, time-management, organizational, problem-solving, conflict-resolution, and interpersonal skills (Ontario Ministry of Education & Training, 1998, p. 31). The ‘Life Management’ style of personal development was also considered by Rice and Tucker (1986).

In the United Kingdom, the *National Curriculum* (2000) has provided the teachers, students, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people should gain in schools. This framework (Department for Education and Employment and Qualifications and Curriculum Authority, 2000) has included two broad aims: to provide opportunities for all pupils to learn and achieve; and to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. Over the four main stages of schooling, from age 5 to 16, the P.S.H.E. (Personal, Social, and Health Education) Curriculum, as part of a combination of curricula, covers a wide range of subjects to help develop confidence, take responsibility, making the most of their abilities, prepare them to play an active role as citizens, develop a healthy, safer lifestyle; developing good relationships and respecting the differences between people. This curriculum supports the *Healthy Living Blueprint*
for Schools (2004) which was launched to help schools support children in leading a healthy lifestyle in the United Kingdom.

Two that were representative of a significant number of approaches across the U.S.A. are mentioned here. New Jersey has restructured its’ Core Curriculum Content Standards (2004) to include a comprehensive health education and physical education framework to develop students who are ‘health literate’ and physically educated. The standards promote individuals to take responsibility for their own health and promote the health of their families and communities. The New Jersey Comprehensive Health Education and Physical Education Curriculum Framework (1999) has a vision that “Wellness is the art of living” (p. xii) and similar to the United Kingdom curriculum, promotes the intellectual, social, emotional and physical development of every child.

Again in the U.S.A., the Missouri Department of Elementary and Secondary Education has implemented a number of personal development learning experiences in their schools. Within Missouri’s Framework for Curriculum Development in Health Education and Physical Education (Healthy Active Living) K-12 (2003), the major strands include: Functions and Interrelationships of Social Systems; Life Management Skills and Lifetime Wellness. These are part of the five major strands that make up their Health and Physical Education curriculum.

In Australia, the New South Wales (NSW) Board of Studies produced the Personal Development. Health and Physical Education K-6 (1999a), 7-10 (2003) and Stage 6 (1999c) Syllabi for government schools in this state of Australia. Within these syllabi, teachers were required to teach personal development as part of the Health and Physical Education Learning Area. The aim of the syllabi was to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives. In doing so, the syllabi was to form the basis for students to adopt a responsible and productive role in society (NSW, 1999a). The Personal Development, Health and Physical Education Syllabi makes a strong contribution to the total primary curriculum for NSW in that it is directly concerned with the development of the whole person. It incorporates all aspects of an individual’s wellbeing inclusive of social, mental, physical and spiritual development (NSW, 1999a, 1999b, 1999c, 2003). More personal development style curriculum frameworks can also be found in Victoria (Victorian Curriculum and Assessment Authority, 2006),
South Australia (Department for Education and Employment (SA), 2001) and Queensland (State of Queensland, 2005).

A year previous, The Western Australian *Curriculum Framework* (1998) was released consisting of an Overarching Statement and Eight Learning Area Statements that described the expected learning outcomes for all students from Kindergarten to Year 12 in Western Australia. Within the Overarching Statement there are thirteen Overarching Learning Outcomes. Four of the thirteen Overarching Learning Outcomes in the Curriculum Framework are related to personal development. Specifically, they state that students:

(6) visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options;

(11) value and implement practices that promote personal growth and well being;

(12) are self-motivated and confident in their approach in learning and are able to work individually and collaboratively;

(13) recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly. (Curriculum Council, 1998, p. 19)

Statements like these are joined by seven principles that underpin the Curriculum Framework for Western Australian schools. They include:

- an encompassing view of curriculum;
- an explicit acknowledgement of core values;
- inclusivity;
- flexibility;
- integration, breadth and balance;
- a developmental approach;
Collectively these statements and principles are to guide a curriculum that can equip students to actively develop themselves personally throughout their lives. They describe the development of knowledge, skills and values as a lifelong process, aiming for students "to become lifelong learners, achieve their potential in their personal [private] and working lives and play an active part in civic and economic life" (Curriculum Council, 1998, p. 20). The aim is for students to be able to plan, reflect on and direct their own learning as they progress through their schooling and on throughout life.

Although the Overarching Outcomes and Principles are shared across all eight learning areas, it appears that the Health and Physical Education Learning Area and the Society and Environment Learning Area (with Active Citizenship) are the only ones with direct links about personal development between the Overarching Statement learning outcomes and the learning area outcomes. The five major Health and Physical Education Learning Outcomes addressed in the Curriculum Framework are:

1. Knowledge and Understandings – students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

2. Attitudes and Values – Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

3. Skills for Physical Activity – Students demonstrate the movement skills and strategies for confident participation in physical activity.

4. Self Management Skills – Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.

5. Interpersonal Skills – Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.


The Western Australian Health and Physical Education teachers have had the responsibility to work with the new less-traditional outcomes, such as attitudes, values, self-management and interpersonal skills. Most Health and Physical Education teachers
have dealt primarily with the physical dimensions of students' lives prior to the introduction of the *Curriculum Framework* (1998). This has put pressure on teachers to not only teach content relevant to achieving these outcomes but also to have some sort of background knowledge of the subject matter itself. Through the framework, the teachers have been directed to pursue more diverse outcomes, seeking a more holistic approach to the education of each student. The framework “recognises the physical, mental, emotional, social and spiritual dimensions of the health of the individual. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular, physical activity and support the maintenance of a healthy lifestyle” (Curriculum Council, 1998, p. 114). These curriculum changes were to be implemented by 2005, which raises the question about the readiness and preparedness of Health and Physical teachers to include personal development in their own teaching.

A senior university lecturer and I raised the issue of personal development during a short presentation of Health and Physical Education issues to an ACHPER (Australian Council for Health, Physical Education and Recreation) 1998 conference. Considerable interest was evident after the presentation, with the teachers in attendance raising concerns over their own levels of personal development. A survey (Appendix A) administered after the presentation to the conference participants indicated that eighty-six percent of the teachers in attendance were willing to pursue the topic of their own personal development further by attending a professional development day to be scheduled some months later.

Edith Cowan University’s Sport and Physical Activity Research Centre (SPARC), in conjunction with ACHPER, organised a professional development day entitled, ‘Personal, Career and Learning Area Development’. Over ninety teachers were sent personal development pre-reading packages two weeks before the day. The number of teachers attending, for a nominal fee on a normal school day, indicated that the topics offered (e.g. life management, teachers’ work and workplaces, responding to change, creating a positive future) had aroused a significant amount of interest. The evaluation of the day (Appendix B) showed that sixty-five percent of the participants registered for the professional development day due to their interest in the content that was offered (Appendix C, Question 2). The seminar revealed many questions concerning teacher development and guided me as I prepared to examine the personal development of Health and Physical Education teachers in this study.
The Health and Physical Education learning area has been a major topic of interest in research over the last decade. Armour and Jones (1998) reported that Health and Physical Education teachers were striving for status in their subject area as they battled with role conflict and difficult work contexts. Macdonald (1999) confirmed this view whilst citing “lack of subject status, low expectations for success, inappropriate timetabling, role conflict and over commitment, burdensome administration tasks, meaningless and unaccountable curricula, poor resources and equipment, and the routinized nature of work” (p. 2) as workplace structural hurdles. The experienced Physical Education teachers in Macdonald (1999) listed many personal issues such as “lack of collegial interaction, undue surveillance and harassment, and homophobia” (p. 2) as further stressors and barriers to the development of teachers.

Given the dearth of previous research into the personal development for teachers, the introduction of the *Curriculum Framework* (1998), substantial interest from teachers during the ACHPER-SPARC development day in personal development and its implications for the Health and Physical Education learning area, and the teaching and development issues relating particularly to Health and Physical Education teachers, I decided that this was an interesting and pertinent topic to pursue. The working title that guided the inquiry through its various stages was, ‘What is the personal development of those who teach it?’

**Purpose of the Study**

I aimed to see if primary and high school Health and Physical Education teachers actively pursued their own personal development and whether they conceived of the Health and Physical Education learning area as a personal development curriculum. Further, I intended to ask teachers if they saw a relationship between teaching a personal development curriculum and their own pursuit of it through a process of proactive life management.

**Research Questions**

**Main Question**

What is the personal development of those who teach it?

**Subsidiary Questions**

1. Do Health and Physical Education teachers believe the Health and Physical Education learning area to be a personal development curriculum?
2. Do Health and Physical Education teachers believe the pursuit of their own personal development could enhance their teaching of such a curriculum?

3. Have Health and Physical Education teachers ever pursued personal development through a proactive life management process and has this affected their approach to teaching and their non-professional lives outside school?

4. What factors have influenced Health and Physical Education teachers’ level of engagement in a proactive life management process?

**Conceptual Framework and Definition of Terms**

This study essentially sought to ask teachers to explore their lives ‘inside and outside the school gate’. It investigated their work, workplaces, teaching responsibilities and private selves. My investigation sought to understand the ways in which health and physical education teachers accommodated conflicting role expectations from school, the teaching profession, family lives and the wider community. Similar to the broad aims of Armour and Jones (1998), the research aim was “to gain an holistic understanding of the interviewees” (p. 4) as health and physical

![Figure 1: Conceptual Framework: The Life Management Process](image-url)
education teachers by investigating their private and professional lives. The conceptual framework for this study (Figure 1) displays the key elements of teachers’ lives.

This conceptual framework (Figure 1) illustrates the iterative nature of the life management process. A detailed description of the elements of the conceptual framework follow but essentially the framework has displayed the two main courses of life management that teachers tend to follow in daily life. The type of reflection in which teachers participate differentiates the two pathways. Reflection is central to decisions made and actions taken in a range of contexts and in relation to the consequences of those actions. Reactive and proactive reflection usually results in varying levels of actions to change or remain in the current contexts. These actions then tend to determine the level of consequences or personal development outcomes. The outcomes are likely to build the contexts in which teachers live and work. The contexts allow for individuals to assess their quality of life and quality of work life. The quality of combined work and family life within these contexts then have a proclivity to incite a type of reflection to ensure a particular type of life management. The reflection then perpetuates the iterative nature of this conceptual framework. Each of the elements listed in the conceptual framework will now be explained in more detail.

**Proactive Reflection – Life Management**

The proactive reflection described in the conceptual framework (Figure 1) has been summarised by Dewey (1933) as reflective thought that aims at “active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends” (p. 9). This supports the double-ended arrows in the conceptual framework that link proactive reflection with contexts, actions and consequences. Information from these other three elements are deemed essential for effective proactive reflection to take place and therefore informed and engaged life management. Covey (1990a) also describes the proactive reflection as going further than just taking the initiative, teachers that use this take responsibility for their own lives. Their behaviour is governed by their own conscious choice based on their own values. Carr and Kemmis (1989) and Liston and Zeichner (1990), cited in Hargreaves (1995), defined this type of reflection as being "critically reflective about one’s work, about the social conditions, contexts, and consequences of one’s teaching, as well as about one’s skill, efficiency, or kindliness in performing it” (p.17). This type of reflection considers all six dimensions of life: emotional, spiritual, physical, mental, social and intellectual.
The ability to continually balance life inside and outside of the work place takes understanding, reflection and a thoughtful disposition (Hawthorne, 1994; Tsangaridou & Siedentop, 1995). Rice and Tucker (1986) suggest this balancing process can be called 'life management'. “Life management can be defined as a system whereby a person’s values, goals, and standards direct the person’s resources, through everyday decisions and purposeful actions, to improve the person’s quality of life.” (Rice & Tucker, 1986, p. 6). This is a person’s ability to work with all of the current life roles (e.g. parent, employee, neighbour, etc.) in harmony and in search of continued personal growth. The practice of life management in a teacher’s life, it is suggested, will determine the path around the conceptual framework for this study and therefore the quality of personal development outcomes. Teachers react and reflect on a daily basis to a myriad of situations. The reflection and consequential action may vary according to the situation and the specific teacher. Proactive reflection “is goal-directed behaviour using decision making, valuing, planning, and organising processes to guide resource use to improve the quality of life” (Rice & Tucker, 1986, p. 6).

Proactive reflection is essential for movement around the conceptual framework on that pathway. Dewey (1933) described three attitudes he considered prerequisites for reflective action that may promote the proactive reflection pathway: “open mindedness to alternative possibilities, responsible consideration of consequences, and the whole-heartedness to put ideals into practice” (p. 30). Iterations around the conceptual framework that are considered to influence personal development outcomes require a special type of reflection that is central and influential through the use of ‘life management’. The events in a person’s life may reinforce movement through the conceptual framework on either the proactive or reactive reflection pathways.

**Reactive Reflection – Life Management**

Reactive reflection has been described by Dewey (1933) as routine thought that is guided by impulse, tradition and authority. If a person reflects reactively to a situation from impulse, that person may often act without taking the time to consider the possible consequences of the actions selected. If a person reflects reactively on a situation using tradition as a guide, their response to a problem may be dealt with by a well known ‘tried and true’ method. This known method of actions that has been used by others in the past will have consequences that have proved to be favourable to others, therefore is a safe pathway to take for some. Reactive authoritative reflection to a situation may also direct a person to reflect and act according to the rules, regulations or
parameters that are set by an employer or authority in charge. This type of reflection does not usually consider many of the emotional, spiritual, physical, mental, social and intellectual dimensions of life as described by proactive reflection.

Covey (1990a) identifies with this reactive reflection and describes it as teachers reacting according to their feelings, circumstances, conditions and/or their environment. Reactive reflection involves thinking only about the specific context and circumstances surrounding an action and its consequences. It does not consider the wider social conditions. Consequently, this type of reflection does not involve proactive life management and does not encourage or work towards effective personal development outcomes.

**Actions**

Actions taken by teachers form the next iterative element on the conceptual framework for this study. The actions considered in this element eventuate after reflection has taken place in either of its forms. Actions are the steps taken to attempt a resolution for a situation that may have been presented to an individual. These steps are developed during the reactive or proactive reflection element and are followed to achieve a pre-determined and planned outcome or consequence. The types of effective actions could vary greatly depending on the type of reflection the person has engaged in and can occur in both the private and professional roles of a teacher.

**Consequences**

The consequences that are defined in the conceptual framework are the outcomes that have occurred due to reflection and the actions that have been taken in a certain context. These consequences may occur in their private or professional lives, essentially these consequences are personal development. Professional development is a part of the holistic personal development description. Woolfolk (1995) and Waters (1996) define development as meaningful change. Waters (1996) is careful to state that “There can be change without development but not development without change” (p. 39). Teachers who choose to follow the proactive reflection version of life management usually engage in actions which promote personal development outcomes. On the other hand, teachers who choose to use reactive reflection in their life management may choose actions that produce change but do not encourage personal development outcomes.
**Contexts**

The term contexts is used in the conceptual framework to describe the situations in which a teacher works and lives. The personal context is the private (non-professional) sphere of a teacher’s life. Influences in this context include family, friends, and private interests such as sports, hobbies and the local communities in which they live. The private context involves the teacher’s life outside of working commitments but still includes factors that constitute positive and negative pressures on life at work. The professional context encompasses all of the teacher’s work influences. In their professional roles, the closest influences to all teachers are the classes they teach and the learning areas for which they take daily responsibility. The staff with whom they teach and the school in which they work in turn influences all of these factors. Surrounding all of these influences are the education systems, or employers’ policies and operations which in turn sit within a prevailing political agenda. Tinning, Macdonald, Wright & Hickey (2001) described all of these influences as the ‘cascading context of PE pedagogy’. These frameworks illustrated the broader social influences that ‘cascaded down’ to the specific physical education lesson each day. Broad ‘macro influences’ as described by Way (1990) will continue to affect teachers’ private and professional lives and the actions they take.

Here are two fictional situations in which teachers might find themselves. These examples demonstrate the iterative nature of the conceptual framework (figure 1) and the difference between proactive and reactive life management.

Within the private sphere of Jill’s life (context), she is reflecting on the personal relationships that exist at home. Her personal life is built around a husband, three children and a full time teaching role. She is finding that, due to work commitments, she is spending less time with her family. Jill’s family members continue to demand more of her private time with some interactions ending in heated arguments. After one of these arguments, Jill decides to confide in one of her trusted friends. After a lot of discussion, Jill decides to be proactive and look at ways of balancing her time between work and home (proactive reflection). She reflects on the discussion with her friend and decides to enrol in a short course on time management which, in turn, guides her into reading a number of authoritative books on personal growth (actions). In small steps at first, Jill uses a number of the strategies presented in the course and has some success (consequences) with an improved atmosphere being built with her family (context). In time, Jill reflects again (proactive reflection) on the situation at home and brings in a
few more strategies (actions) that she learned in her course. Time management begins
to be a strength (consequences) in Jill’s life (context) and she then reflects on the
improvement to quality of life through careful, active life management. Jill continues to
reflect on her private life and is proactive in changes that are needed for a balanced
lifestyle.

Jack is a teacher who, in the professional sphere (context), is seeking promotion
and has just completed the performance management process with his principal. The
principal mentioned that Jack needs to make more effort to incorporate the use of ICT
(Information and Communications Technology) in the curriculum. Reflecting on the
report (reactive reflection), Jack begrudgingly attended a district sponsored professional
development program that addressed his needs on ICT in the classroom (actions). Jack
thought about using some of the ICT strategies in his classes (actions) but did not want
to spend the time and effort implementing them. He was content (reactive reflection)
with the same results (consequences) each semester, so scheduled another meeting with
his principal (context) to review his progress. The review was very similar to the first
with the principal raising concerns about the lack of improvement of ICT skills in his
classes. Jack decided that it was a personality conflict (reactive reflection) with the
principal that caused the outcomes (consequences) of the meeting and put in a transfer
(actions) for another school (context). He thought that there was no support for his
promotional aspirations in his current school and carried this negative attitude over into
his family roles (contexts). His contexts, reactive reflection, actions (or lack of actions)
and consequences were indicative of poor life management and illustrated the iterative
nature of the conceptual framework.

These examples share four common elements that together constitute the
conceptual framework for this study. The teachers each reflected on their contexts,
actions and consequences in different life management styles and followed the
conceptual framework around each time. The examples illustrated the life management
process that is depicted in Figure 1 as a conceptual framework that is dynamic and
iterative. The conceptual framework and the following theoretical framework are
complementary and inform this study’s aim to pursue the main and subsidiary research
questions.
Theoretical Framework

This study was based on teachers’ self-reported personal and professional development activities and perspectives. It was framed by the factors that were reported as being influential in their decisions to engage in personal and professional development. To help understand why people act as they do, a number of theories were considered in framing this study. In particular, I looked at the Theory of Planned Behaviour (Ajzen, 1991; Ajzen & Fishbein, 1980, 2000; Fishbein, 1967; Fishbein & Ajzen, 1975), Functional Contextualism (Biglan, 1995), Ecological Systems Theory (Hopson & Scally, 1976; Tsangaridou & Siedentop, 1995; Waters, 1996; Way, 1990) and Role Theory (Chi-Ching, 1995; Stephen R. Covey, Merrill, & Merrill, 1994; Kidd, 2002; Zedeck, Maslach, Kathleen, & Skitka, 1988). Each of these theories has the potential to help us understand human decision making.

Theory of Planned Behaviour

An influential and respected theory for the prediction of intended behaviour is the Theory of Reasoned Action (Fishbein & Ajzen, 1975). This theory has since been expanded to its current version, the Theory of Planned Behaviour (Ajzen, 1988; Ajzen, 1991; Ajzen, 2001) (Figure 2).

![Theory of Planned Behaviour Diagram](https://via.placeholder.com/150)

**Figure 2. Theory of Planned Behaviour (Ajzen, 1991)**

According to the Theory of Planned Behaviour (Figure 2), “human action is guided by three kinds of considerations: beliefs about the likely consequences of the behaviour (behavioural beliefs), beliefs about the normative expectations of others
(normative beliefs), and beliefs about the presence of factors that may further or hinder performance of the behaviour (control beliefs)” (Ajzen & Fishbein, 2000, p. 13). In respect to beliefs, each have their respective influences; behavioural beliefs produce a favourable or unfavourable attitude toward the behaviour; normative beliefs give rise to a subjective norm or perceived social pressure; and the control beliefs allow for the perceived behavioural control which would be the perceived ease or difficulty in performing a behaviour. Altogether, these lead towards the behavioural intention to engage in a behaviour. “Finally, given a sufficient degree of actual control over the behaviour, people are expected to carry out their intentions when the opportunity arises. Intention is thus assumed to be the immediate antecedent of behaviour” (Ajzen, 2000, p. 1).

Haney, Czerniak and Lumpé (1996) used this theory extensively in their research on determining the factors influencing teachers’ intentions to implement the four strands (inquiry, knowledge, conditions, and applications) of the State of Ohio’s (U.S.) Competency Based Science Model. The theory was used to examine the influence of three primary constructs (attitude toward the behaviour, subjective norm, and perceived behavioural control) on teachers’ intentions to engage in the targeted behaviours. Martin, Kulinna, Eklund and Reed (2001) used the Theory of Planned Behaviour to examine the determinants of teachers’ intentions to teach physically active Physical Education classes. Gatch and Kendzierski (1990; 2001) used the theory for predicting exercise intentions of university students. Corbin, Welk, Lindsey & Corbin (2004) used this theory extensively in their research as a model associated with the determination of healthy lifestyle adoption.

The Theory of Planned Behaviour aligns well within the conceptual framework (Figure 1) of this study as it involves investigating the influences on behaviour. The behaviour in this theory appears as ‘Actions’ in the conceptual framework. These actions are influenced by the beliefs and attitudes displayed in the Theory of Planned Behaviour. The actions of teachers in the life management process are determined after reflection (proactive or reactive) within the various contexts of their lives from the consequences of their last behaviour. This reinforces the iterative nature of the conceptual framework.

The Theory of Planned Behaviour advocates that “people act in accordance with their intentions and perceptions of control over the behaviour, while intentions in turn
are influenced by attitudes toward the behaviour, subjective norms, and perceptions of behavioural control” (Ajzen, 2001, p. 14). This theory makes two assumptions. The first is that human beings are rational and that they make use of information available to them. Second, people consider the implications of their actions before they decide to engage or not engage in certain behaviours. The theory “provides a useful conceptual framework for dealing with some of the complexities of human social behaviour. The theory incorporates some of the central concepts in the social and behavioural sciences, and it defines these concepts in ways that permit prediction and understanding of particular behaviours in specified contexts” (Ajzen, 1991, p. 206). The contextual variables from these ‘specified contexts’ may also be understood through the theory of functional contextualism.

**Functional Contextualism**

‘Functional Contextualism’ (Biglan, 1995) is a framework with a philosophical goal of predicting and influencing cultural practices. “We can only hope to influence a phenomenon by studying its context” (Biglan, 1995, p. 31). Research that fails to take into account the contextual influences on behaviour will have limited scope and depth in any analysis of that behaviour. Many dominant theories describing human behaviour are accused of being “mechanistic and reductionistic” in the way they “analyse the world by discriminating its parts and how those parts interrelate” (Biglan, 1995, p. 36). These more popular theories seem to verify themselves when predictions are replicated in multiple samples but often provide little knowledge that guides practical action unless context is taken into account.

As an example, if there is research which has demonstrated that using ‘wait time’ in classroom questioning enhances student engagement and learning, this conclusion sounds reductionistic in its view. There are many influences on the effectiveness of the ‘wait time’ used in the questioning of students in the classroom. There needs to be consideration, also, of the context in which the teacher uses the ‘wait time’ and how that teacher continues to use the effective practices that have been learned in teacher education institutions. The context of the classroom and the type of student (older or younger) should be considered when researching educational situations.

The three dependent variables in a science of cultural practices include the behaviour of individuals, the practices of groups and the relationships between
individual behaviour and group action. For example, functional contextualism could be employed in an explanation of a teacher’s performance after transferring to a new school. The functional contextualist perspective would direct us to consider, as part of our analysis, such factors as the new school having a pro-active staff with various professional and personal development opportunities available throughout the year. It may also have well established ‘best practice’ programs in action in a working context that is supportive and encouraging of new ideas. Quality of working life (QWL) (Louis & Smith, 1990) for the new teacher will be very much determined by the contextual variables listed previously and the actions that are taken by the teacher individually in conjunction with the staff group around the individual.

In this way, functional contextualism can be related to this study’s conceptual framework when looking at the degree of engagement in the three main elements of teachers’ personal and professional development. Focusing on the context of the event or phenomenon is the essential theoretical directive of the framework. The analyses in this study helped identify contextual variables that “affect the incidence or prevalence of individual behaviours [in this case, teachers’ personal development activities] or the probability, frequency, incidence or prevalence of group actions” (Biglan, 1995, p. 105). This allowed variables to be identified within each element of the conceptual framework that may influence movement or stagnation in the teachers’ personal and professional development. That is, they help determine the degree to which teachers’ life management could be considered proactive or reactive.

**Ecological Systems Theory**

Another theory with a focus on the contextual influences over individuals’ intentions and behaviours is Ecological Systems Theory. The term 'ecology' is "the branch of biology dealing with relations of living organisms to their surroundings, their habits, modes of life, populations, etc." (Coulson, Carr, Hutchinson, & Eagle, 1976, p. 531). This relationship was presented in early studies by Hopson and Scally (1976) who looked at "work with adults involved in a process of action and reflection upon themselves in relation to their social, political, economic, and psychological environments" (p. 32). As in Tsangaridou & Siedentop’s (1995) literature review of ‘Reflective Teaching’, this means looking at teachers' lives from an holistic perspective which must include social, emotional, physical, intellectual and spiritual dimensions.
Ecological Systems Theory (Tinning et al., 2001; Waters, 1996; Way, 1990) describes processes of human development, suggesting that it is important to consider interactions within and between all environments. Way (1990, p. 68) identifies an ecological theory (Figure 3) which first acknowledges the existence of the microsystem at the centre of a nested arrangement surrounding the individual and which encompasses proximal factors such as family, friends and workplace settings. The mesosystem describes the relationships between the microsystems. It considers the interactions between the family, friends, workplace and community settings. The exosystem is an extension of the mesosystem but does not include detailed consideration of individuals, although they have an influence on their major social structures. It includes interactions among social institutions in areas such as health, education, politics and government. The macrosystem is the "broadest environment, which does not actually contain the individual but includes the overarching ideological systems of the culture that give meaning and motivation to particular agencies, social networks and so on, and their interrelations" (Way, 1990, p. 68). These nested elements of ecological systems allow us to identify the range and level of contexts within which teachers may engage in life management, especially as depicted in the ‘context’ element of this study’s conceptual framework (Figure 1).

**Role Theory**

To this point, I have considered Theory of Planned Behaviour, Functional Contextualism and Ecological Systems Theory. The common theme across these three theories has been the influence of context in the study of teachers’ lives. However, to better understand the personal and professional roles teachers play, I have also
examined the contribution Role Theory might make to this study. The merits of examining teachers’ roles has been supported and critiqued in recent literature.

Role Theory seeks to describe many of the influential effects across the environments of a teacher’s life. Kanter (1977), cited in Chi-Ching (1995), called for a “greater examination of work and family roles in relation to one another” (p. 266). This late 1970’s call was followed up with a surge of research that investigated the work-family relationship and this type of research continues. Most of the research during this period focused on the work and family roles as components of a role system. The research analysed how each role was interconnected with others and how changes in the nature of one role would affect the nature of the other roles.

Zedeck, Maslach, Mosier and Skitka (1988) looked at influences between contexts in a person's life and concluded that affective variables in one context are related to quality of life in another context. This study found the feelings of dissatisfaction and burnout at work were carried over into reports of problems in the family and home lives. Quality of life assessment by the research participants’ spouses was consistently low in line with the reported problems at work. Dinham’s (1997) research into teaching and teachers’ families found that teachers and their partners were “generally unprepared for the realities of teaching and that teaching had a variety of negative impacts on the families of the respondents” (p. 59). Similarly, there were reported advantages to having a partner as a teacher but the main emphasis within the conclusions was that teachers find it difficult to keep their personal and professional lives separate.

Role theory has recently been critiqued for its assumption that people play a role that is set and does not take into account any human context or free will. Sargent (1997), in critiquing the functionalist assumptions of role theory, emphasised that:

one of the most objectionable aspects of role theory is that it assumes that people must adjust to society. Society, according to role theory, requires that certain social positions be filled by people who conform to certain sets of norms, attitudes and behaviour. It is even asserted that an individual is only the sum of the various roles s/he plays. (p. 85)

O’Connor & Macdonald (2002) have also criticised role theory for “insufficiently recognizing the dialectical relationship between teachers and the cultural and social contexts of their work. The main criticism of role theory is that it
exaggerates the degree to which individual’s social behaviour is prescribed by others” (p. 41).

These critiques are based on an objection to a form of role theory that is functionalist, that sees social roles as ‘set’ or ‘scripted’ and therefore are insensitive to contextual influences. In acknowledging that more contemporary Role Theory is more contextualised, Coakley (1994) observed that, “sociologists today are using theoretical approaches that are flexible enough to take into account the complexity and diversity of social life” (p. 34). In this way, Role Theory can be more responsive to critical sociological assumptions about the relationship between structure and agency in social theory. A contemporary use of role theory that embraces context provides theoretical and conceptual relevance for this study.

An important theme that follows through these sociological approaches is the notion of ‘agency’. Agency has been defined by Anthony Giddens (1993), cited in Kidd (2002):

Agency refers not to the intentions people have in doing things but to their capability of doing those things in the first place. Agency concerns events of which an individual is the perpetrator, in the sense that the individual could, at any phase in a given sequence of conduct, have acted differently. Whatever happened would not have happened if that individual had not intervened. Action is a continuous process, a flow, in which the reflexive monitoring which the individual maintains is fundamental to the control of the body that actors ordinarily sustain throughout their day-to-day lives. (p. 75)

This view of agency is all about choice, the freedom to make choices and the importance of self awareness (reflexivity). It embraces the idea of actors playing roles but not roles that are tightly scripted. Agency is one’s authority to depart from the script, especially after reflecting on events. The ability to imagine the outcome of a social situation and to act in a way to achieve that outcome supports this study’s emphasis on reflection. The reflection mentioned within this example is the person’s ability to think about themselves and those around them in a critical manner. Anthony Cohen (1994), cited in Kidd (2002), stressed the importance of society when thinking about agency as he suggests the power and influence of culture/society is never to be underestimated.

George Simmel (1950), cited in Kidd (2002) believes that individuals in our society “act in full consciousness” (p. 59) as they live the ‘form’ and ‘content’ of their social lives. He suggests that there are very stable patterns or ‘forms’ that appear in
“different cultures and within the same culture over time” (p. 59). These ‘forms’ are easily identifiable and continue to exist over time e.g. family, work, education, religion and so on. Common ‘forms’ exist in each culture but the ‘content’ of the social life varies according to the individual involved. The key feature, according to Simmel, of this “web of interactions that we call ‘society’ is that it is based on action and interaction. It is based on exchanges of meaning, and as such it is dynamic, open and fluid” (p.59). The ‘forms’ according to Simmel are the contextual basis for action. Rather than following ‘scripts’ (roles), individuals respond to the social ‘forms’ (structures) in which they live and work. It is in this sense that roles should be theorised as context laden rather than context free.

A number of authors have examined the relationship between personal and professional roles, referring to processes of segmentation, compensation, spillover and development. Chi-Ching (1995) sees Segmentation Theory as dealing with work and family as independent domains, where a teacher would separate the two roles in terms of time, location, emotions, attitudes and behaviour. Teachers who ‘segment’ would have few thoughts or emotions about their own family lives while at school. At home, they would bring little school information into the family context. Keeping the two domains separate may appear to help keep negative influences from crossing over domains but may also help keep positive influences from enhancing other roles as well. Covey (1994) states that "when we see our roles as segmented parts of life, there's only so much time. Spending it in one role means we cannot spend it in another. It's win-lose – one role wins, the other roles lose" (p.124).

Compensation Theory occurs when satisfaction in one role is lacking and the individual tries to find that satisfaction in another role. This suggests that a high involvement in one role may be accompanied by low involvement in the other. Individuals who 'compensate' may be very hard workers in the school, forgoing many personal and family commitments. For example, teachers may find school duties highly reinforcing when their work is praised or when children are learning successfully. Time and effort will be devoted more to the teaching role rather than to home duties where rewards may be less available. On the other hand, teachers who receive little recognition or praise in their work environment may compensate by seeking rewards within their private (non-school) environment. An example of this type of compensation may see teachers who have fairly unrewarding and unsatisfying work
environments compensate with their time, energy and expertise in other areas such as sporting interests, family commitments or hobbies.

Spillover Theory is a popular research theory describing individuals who carry emotions, attitudes, behaviours and skills with them as they move between roles. Spillover consequences can be positive and negative but research has “tended to focus on negative spillover effects rather than positive ones” (Chi-Ching, 1995, p. 267). For example, Glanz (2002) reported that the U.S.A. Families and Work Institute found 88% of their respondents said they work very hard and that hard work had caused negative spillover into the rest of their lives. Teachers may bring these positive and negative spillover behaviours with them into the school from home and from school into the household. An example of spillover theory might see a teacher have a very difficult day in the classroom where students have exhibited poor behaviour that has required the teacher to discipline a number of them quite severely. Despite disciplinary action, the students are still not behaving well and the school day draws to a close. After that stressful day, the teacher reacts irritably or angrily to family members where such action is unwarranted. This was illustrated in Dinham’s (1997) study of teaching and teachers’ families when the teachers spoke of their difficulty in ‘switching off after school’ and professional ‘stresses and strains spilling over’ into the home front.

A more dynamic approach to role balance has been Developmental Theory. It questions whether relationships among roles may change over time, as there is movement through life’s stages. Instead of statically analysing the interrelationships between work and family domains, the developmental approach sees merit in examining work-family linkages over the life span of an individual or a group. This approach acknowledges that the demands of life vary as individuals negotiate the changing contexts across the life-span.

Other work involving role theory has focused on role conflict. This has been defined as the conflicting relationship between personal and professional lives (Pajak & Blase, 1989). Current role conflict research (Acker, 2004; Huang, Hammer, Neal, & Perrin, 2004; Yousef, 2000) has emphasised the importance of recognising that the older idea of conflicting separate worlds has been replaced with the idea that the “relationship between work and family is dynamic and reciprocal. Not only do factors in the work sphere influence family life, but family matters also have strong effects on work life” (Huang et al., 2004, p. 80). Huang et al. (2004) concluded that the most consistent
family characteristic predicting work-life imbalance was being a parent and the most consistent work characteristic predicting work-life imbalance was hours worked. A literature review by Yousef (2000) affirmed that role conflict was the major influence for a negative relationship to job satisfaction. These findings were consistent with the study by Acker (2004) which demonstrated that role conflict was part of the organisational or contextual conditions that played a part in predicting job satisfaction and intention to leave.

Positive role balance, as explained by Marks and MacDermid (1996), is the "tendency for a person to become fully engaged in the performance of every role in one's total role system, to approach every typical role and role partner with an attitude of attentiveness and care. Negative role balance is the tendency to become disengaged in the performance of every role" (p.421). Role conflict can be experienced when role expectations and pressures become too much with increased work load and family commitments. Pierce and Malloy (1990) stated that “research has linked the psychological variables of role conflict and role ambiguity with deteriorating attitudes towards the organisation in which a person works, reduced job performance, low satisfaction and reduced feelings of well being” (p. 330-331). To alleviate the role conflict, a balance was needed across all personal and professional roles. Marks and MacDermid (1996) conclude, in their study, that their master hypothesis is that “people with more balanced role systems will report less role strain, more role ease, greater well being, and more positive role-specific experience than people with less balanced role systems” (p. 420).

The theoretical framework informing this study has been created using the Theory of Planned Behaviour, Functional Contextualism, Ecological Systems Theory and Role Theory. All four theories have the common focus on context which is an essential element of the conceptual framework. They also support the other important elements of reflection, actions and consequences as this study investigated the process of personal development for teachers.

**Methodological Implications**

The conceptual and theoretical frameworks for this study have highlighted the background needed to help answer the research questions. Teachers’ personal and professional lives were investigated with research methods that have been proven to be effective in previous research. Pissanos and Allison (1996) summarised the physical
education literature and found the methodological approach most often used to "view the professional lives of physical educators from a unique perspective" (p. 3) was life history research. This type of research offers "stories of action within a theory of context" (Goodson, 1992, p. ix) that is based on an holistic look at teachers' lives. Ball (1985) argued that "the career must be studied in the context of the whole life (and that life histories can help in exploring this relationship)" (p. 24). This life-history approach is characterised by in-depth interviews that allow teachers flexibility in their responses. Guba and Lincoln (1994) describe the life-history approach as a naturalistic form of data collection. Kelchtermans (1994) concluded that the "biographical and narrative approaches have become an important 'stream' in research on teaching e.g. (Goodson, 1992; Huberman, 1993; Kelchtermans, 1994; Sikes, Measor, & Woods, 1985)" (p. 93).

At the heart of life-history research is the interview as a method of inquiry that allows teachers to respond to a wide range of contexts and influences in their lives both past and present. Armour & Jones (1998) stated that their specific aim in their study using interviews was to "gain an holistic understanding of the interviewees as physical education teachers" (p. 4), similar to the aims of this study.

Qualitative research techniques has been chosen to be the main form of information gathering to answer the research questions for this study. Qualitative data, according to Miles and Huberman (1994), “are the source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts” (p.1). The contextual strengths of this approach has also been identified by Mason (2002) along with qualitative research displaying the following:

1. Grounded in a philosophical position which is broadly ‘interpretivist’ in the sense it is concerned with how the social world in interpreted, understood, experienced, produced or constituted;

2. Based on data generation which is both flexible and sensitive to the social context in which data are produced;

3. Based on methods of analysis, explanation and argument building which involve understandings of complexity, detail and context. (p. 3)

Because of this research’s focus on the context of teachers’ lives, a series of interviews with teachers about their private and professional lives seems methodologically sound. However, before confirming such a course, the theoretical framing of the study must be considered. Theoretical frames have methodological
implications. It is important to ensure that the research questions and method of inquiry flow from a conceptually and theoretically coherent logic of inquiry.

**Significance of the Study**

Much of the research on the development of teachers has been dominated by the effects of professional development on teacher behaviour (Fullan & Hargreaves, 1992; Jeeawody, 1997; King, Hill, & Retallick, 1997; Sylge, 1995). This research focused on the type of professional development accessed or provided to teachers and the effect this type of professional development had on teachers’ subject knowledge and pedagogy. As the next chapter will reveal, there is however, a significant lack of teachers’ development literature researching the personal lives of teachers and the life management needed for effective personal development outcomes. Subsequently, I saw the need to investigate the personal development of teachers and the impact of new curriculum demands on health and physical education teachers to teach personal development outcomes to students.

This study may serve to highlight the significance of forms of employer provided professional development that acknowledges the importance of forms of personal development that, in this study, are conceptualised as outcomes of proactive life management. This, in turn, may encourage proactive teachers to help students to become proactive in their own personal development and life management.

**Summary**

This chapter has described the purpose and background of the research in this study. The research questions explore the personal development of health and physical education teachers and the impact of a new personal development curriculum across the state of Western Australia.

The iterative and dynamic conceptual framework for this study (Figure 1), described the personal development process for teachers. In this process, teachers in their varying life contexts choose to use proactive or reactive reflection for life management to engage in actions that produce consequences. These consequences are the personal development outcomes which give rise to a level of quality of life and quality of work life. This level of living is then reflected upon in its varying contexts again, using the proactive or reactive reflection for life management. Again, the iterative and dynamic nature of the conceptual framework can be demonstrated.
The theoretical framework for this study detailed the specifics of The Theory of Planned Behaviour (Figure 2) and how this could help with the examination of teachers’ engagement in personal development. Ecological systems theory shows the teacher's position in relation to influences that affect people in their workplaces. The influences are sometimes very close to them and others are quite a distance and yet still powerful. With so many environmental influences in teachers' lives, it was appropriate to embrace functional contextualism as a means of informing this study. The theory has a framework that has a goal of predicting and influencing cultural practices through identifying contextual variables that affect the behaviour of individuals or groups. Role theory helped explain the various roles teachers fulfil and the interactions associated with each of them.

The following chapter details the research literature that helps inform this study on the personal development of teachers. This review of literature attempts to examine the major factors influencing teachers’ decisions to engage in a life management process towards personal development outcomes. It also explores the new outcomes based curriculum that has been implemented into Western Australian schools.
CHAPTER 2

REVIEW OF LITERATURE

Introduction

There is a wealth of literature dealing with teachers' professional development (Armour & Yelling, 2004a, 2004b; Butt & Retallick, 2002; Commonwealth Department of Education Training and Youth Affairs, 2001; 2003; Hargeaves, 1992; 2003; Higgins-D'Alessandro, 2002; Hoban, 1997; Jeeawody, 1997; Little, 1982, 1984; Louis & Smith, 1990; Sylge, 1995). This literature has considered sources of improvement for teachers within the professional context and has evaluated various forms of training to improve the quality of teaching. However, few studies have considered personal development (Hawthorne, 1994; Megginson & Pedler, 1992; Mok, 2002; Pattie, 2000; Phenix, 1982). Few have crossed into the territory that lies outside the school gate – the private aspects of teachers’ lives. While there is growing literature on ‘life history research’ (Armour & Jones, 1998; Day & Leitch, 2001; Dinham, 1997; Goodson, 1992; Huberman, 1993; Macdonald, 1999; Nias, 1989; O’Connor & Macdonald, 2002; Pissanos & Allison, 1996; Preston, 1999), much of the work tends to focus on ‘presage variables’, (see Figure 4) Mitzel (1960) cited in Dunkin & Biddle (1974), concerning the teachers’

![Figure 4: A Model for the Study of Classroom Teaching](image)

Mitzel (1960), cited in Dunkin & Biddle (1974)
formative experiences, teacher-training experiences and teacher properties. It appears that educational research has yet to fully explore the relationship between teachers’ professional work and the more ‘life - encompassing totality of their personal development’ (K. Alexander, personal communication, October 2004). This research is unique in that it explores the reflective practices used by Health and Physical Education teachers and asks whether their experiences and knowledge informs their teaching of a personal development curriculum.

This following review of literature reflects the conceptual framework for this study (Figure 1). It commences with literature on the central topic of personal development. This holistic form of development depends on processes of active life management of which proactive reflection is a central process. Quality of Life (QL) and Quality of Work Life (QWL) literature are reviewed, since these appear to both be a part of a teachers’ life / work context as well as constructs that describe the consequences of life / work practices (i.e. the quality of life is affected).

Teachers and their professional development form a substantial part of the research on teachers. This literature has been included in the review to highlight the lack of any significant personal development component. As well, I have reviewed the literature on the personal development features of contemporary Australian curriculum documentation. Research on health and physical education teachers has also been included, as it appears these are the teachers who are to be responsible for teaching the majority of the personal development curriculum. This literature review has been organised to give a detailed background to this study’s main research questions. While the conceptual framework for the study has primarily guided the organisation of the study, the review also focuses heavily on literature that informs its general lines of inquiry.

**Personal Development**

Personal development is a multi-faceted concept that has been given many definitions in past and current literature. Michael Waters (1996), in his ‘*Dictionary Book of Personal Development*’ detailed over one hundred terms, theories and concepts associated with the personal development. For example:

- It is a process we undergo as we live our lives, as we learn from our accumulated experiences.
It is an all-embracing term applied to a category of resources, from books and tapes to lectures and course, which are designed to aid and promote development. (Waters, 1996, p. 1)

With such wide ranging descriptions being presented in the literature, a more clearly focused construct was needed for this study. Therefore, personal development in this study is defined as a consequence of engaging in actions within an iterative life management process that depends on and promotes reflection of life’s private and professional contexts.

The personal development described in this study’s conceptual framework considers it to be a lifelong process in which individuals take full responsibility for their direction by ‘taking stock’ or ‘conducting self-audits’ using the ‘big four questions’ quoted in so much of the personal development literature (Boud, Keogh, & Walker, 1985; Covey et al., 1994; Hopson & Scally, 1976; National Board of Employment Education & Training, 1994; Neubauer, 1995; Smyth, 1985; Waters, 1996).

- Who am I?
- What do I want out of life?
- Am I prepared to do what is necessary to achieve this?
- How shall I go about it?

These ‘passionate questions’ (Hart, 1994) or ‘questions of substance’ (Butt cited in Hawthorne, 1994) relate to contexts in private and professional spheres.

Covey (1990b), the author of several texts and courses on personal growth, espoused an ecological paradigm for personal development. He advocates the ‘ecological systems approach’ to explaining proactive leadership in his ‘Principle-Centred Leadership’ paradigm. He bases this paradigm (model of nature) on being holistic, ecological, developmental, and people focused. His leadership approach is holistic because this paradigm takes into account all of the personal dimensions of life, the social, emotional, physical, intellectual, moral and spiritual dimensions. It is described as ecological due to the relationships that are described that are interrelated and interdependent “as in an ecosystem” (Covey, 1990b, p. 188). The paradigm is developmental as things have to be done before movement or growth can occur and it is based on people, not inanimate objects, as people are volitional and capable of choices.
One of the first and most important strategies Covey employs to assist individuals with their personal development is to implement the principles of time management. Covey et al. (1994) employs a four-quadrant time management matrix (Figure 5). By classifying day-to-day tasks into four different quadrants, readers are able to analyse where time is being spent on worthwhile activities and where they are merely wasting time. Quadrant I represents things that are both important and urgent. These are things like deadlines, emergencies and career driven meetings on crises that require management, experience and judgement. Quadrant II represents things that are important but are not urgent. These things like preparation, planning and empowerment allow for quality in the things we are doing. Quadrant III represents things that are urgent but not important. Some phone calls, meetings and visitors fall into this quadrant and have the “illusion of importance” (Covey et al., 1994, p. 38) as the activities are really only important to other people. Quadrant IV represents things that are not important and are not urgent. These are considered the time wasters and are made up of activities such as trivia, watching TV and ‘escape’ activities. All of the time management strategies presented by Covey are to encourage people to think of the importance of activities in relation to their time management. In this way, people may be able to develop the ‘First Things First’ approach that is promoted by Covey et al. (1994).

Figure 5: Four Quadrant Time Management Matrix
(Covey et al., 1994, p. 37)
Proactive reflection and life management as described in Figure 1 has similar qualities to the activities that are listed in Quadrant II in Figure 5. Covey et al. (1994) describes the quadrant as the “Quadrant of Quality. Here’s where we do our long range planning, anticipate and prevent problems, empower others, broaden our minds and increase our skills through reading and continuous professional development. Increasing time spent in this quadrant increases our ability to do” (p. 38). This is comparable to proactive reflection leading into action in this study’s conceptual framework.

Covey’s ecological approach to life is not a ‘mechanistic and reductionistic’ view of merely time management as he has used many strategies in an holistic way to reflect on the various influences on peoples’ lives. He reviews the ‘four generations of time management’, eliminates weaknesses and adds strengths to enhance the approach to a more productive life through life management. Through a more reflective and informed approach to life, the principles discussed in his books allow for people to plan for a more balanced and managed life in both private and professional contexts. These fourth generation ideas move beyond just time management and develop life leadership that should “create quality-of-life results” (Covey et al., 1994, p. 30).

**Life Management**

Life Management is a process which has been illustrated in this study’s conceptual framework (Figure 1). It has been described with two distinctive pathways. The reactive reflection and proactive reflection differ in the life management process and each allow for differing actions and consequences in a person’s varied life contexts. Proactive life management is promoted as “the conscious directing of one’s life in accordance with one’s values and goals, in the context of the common good” (Ontario Ministry of Education, 1985, p. 1). The management of one’s life takes into account all of the social roles and responsibilities that would occur inside and outside of the professional environment. Corbin et al. (2004) reports that many adults wish to make changes in their lifestyles in order to enhance their quality of life (QL) but are unable to do so. He claims this is due to people expecting that changes that have made overnight will have immediate effects. Prochaska and Markus (1994), cited in Corbin et al. (2004), suggest lifestyle change takes time and requires passing through several stages “Precontemplation – ‘I don’t want to change’; Contemplation – ‘I am thinking about change’; Preparation – ‘I am getting ready to make a lifestyle change’; Action – ‘I have made some lifestyle changes’; Maintenance – ‘I regularly practice healthy lifestyles’”(p.
Consequently, lifestyle changes and the management of those changes usually requires initial proactive thought and reflection which enhances personal development outcomes.

**Reflection**

Reflection guides the type of action and therefore consequences in various contexts in the conceptual framework for this study (Figure 1). Dewey (1933) described two types of human thought, the ‘routine thought’ and the ‘reflective thought’. Routine thought is guided by impulse, tradition and authority, (as represented by Reactive Reflection in Figure 1) whereas reflective thought aims at “active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1933, p.9). Dewey described three attributes he considered prerequisites for reflective thought: open mindedness to alternative possibilities, responsible consideration of consequences, and the whole-heartedness to put ideals into practice (as represented by Proactive Reflection in Figure 1). Carr and Kemmis (1989) and Liston and Zeichner (1990), cited in Hargreaves (1995), defined this type of reflection as being "critically reflective about one’s work, about the social conditions, contexts, and consequences of one’s teaching, as well as about one’s skill, efficiency, or kindliness in performing it” (p.17).

Reflection can play an important role in a teachers' life management and is a “complex process involving association, synthesis and validation” (Warner, Weil and McGill, 1989, cited in Higgins, 2002, p. 3). This process in teaching may involve the association of a teaching moment to be reflected upon. The synthesis may involve a synopsis of that particular teaching moment and the validation may be the realisation that the teaching moment was successful or unsuccessful for learning outcomes. Further, effective reflection, for teachers in the professional context, can be addressed by asking two questions: “What are the implications of what I teach? and What are the implications of how I teach?” (Tinning et al., 2001). Tinning et al. (2001) base their perspective of reflection on the critical reflective practice promoted by Schön (1983) which encourages the process of updating knowledge and skills through reflection-in-action. Schön suggested that teaching professionals were able to frame and reframe a problem as they are working on it. That way they could test conclusions and solutions within the context in which the problem was formed. Carr (1989) describes this form of reflection as a research process “through which the development of professional knowledge and the improvement of professional practice occur simultaneously” (p. 10).
The enhancement of teacher professionalism through current directions of professional development requires a commitment from teachers for continuous, ongoing change through reflection and life-long learning (Conners, 1991; Hoban, 1997; Huberman, 1993; Schools Council, 1989; Sylge, 1995; Tinning et al., 2001). To enable teachers to progress in all facets of their professional role, reflection and career-long learning have been identified as major contributors to professional growth (Bell & Gilbert, 1994; Carr, 1989; Fessler & Christensen, 1992; Hoban, 1997). Tinning et al. (2001) defined reflection within the context of professional development as being:

based on deconstructing and reconstructing knowledge over time. Ideas, beliefs, professional theories and values about teaching are modified, changed, rejected or reframed as new information becomes available and circumstances change. Through reflective thinking, you can question behaviours that are guided by impulse, tradition or authority, and acknowledge and build on your own experiences. (p.271)

Tsangaridou and Siedentop (1995) reviewed four of the major traditions of reflective teaching. These were the Academic, Social Efficacy, Developmentalist and the Reconstructionist traditions. The review summarised some common emphases that influenced both personal and professional development. They were: "maintaining thoughtfulness; considering alternatives and building and sustaining a more collaborative professional teaching profession" (Tsangaridou & Siedentop, 1995, p. 215). These four reviewed major traditions saw reflection from an holistic perspective, taking into account all of the contexts in which teachers find themselves each day. Tsangaridou and Siedentop’s literature review highlighted the importance of studying teachers’ reflections within their teaching contexts, the ‘culture’ of the school society as a whole and the role professional development would have in encouraging and promoting reflection.

**Quality of Life**

Everyday life has a certain quality. This quality can be experienced by people in context as they go about their daily lives. The experience of life quality within life’s contexts can be demonstrated as part of the conceptual framework for this study (Figure 1). A certain level of quality of life could help initiate proactive or reactive reflection on that perception of quality of life. Actions engaged in after reflection could help lead to consequences of personal development outcomes and therefore influence a person’s quality of life in their living contexts.
The U.S. Federal Environmental Protection Agency defines ‘quality of life’ as, “the state of well-being of people as individuals or in groups, as well as the characteristics of the environments in which people live” (Rice & Tucker, 1986, p. 18). Fabian (1989), in reviewing the literature on ‘Quality of Life’ concluded that it refers to subjective well-being, a construct that relies on the “standards of the respondent to determine what is the good life” (Deiner, 1984, cited in Fabian, 1989, p. 40).

Quality of life is usually determined through the personal dimensions of someone’s life and their particular context but also depends upon a person’s perception of life quality. Way (1990) expressed the importance of “satisfaction with one’s life as basic to defining quality of life and that satisfaction is a very personal experience” (p. 66). Previous research, quoted by Way (1990), concluded that the three main domains of life experience (work, family, leisure) contributed most to the impact upon peoples’ perceived quality of life. The research consistently showed that “satisfaction with [these] main domains of work, family, and leisure are most closely related to an individual’s overall perceived quality of life and to personal feelings of efficacy, or control over one's life” (Way, 1990, p. 66).

Rice and Tucker (1986) propose that the key determinants of quality of life are: “the awareness people have of personal and group goals, what is wanted from life, and what people decide to do to gain goals” (p. 35). Covey (1990b) believes quality of life involves five dimensions: Acceptance and love; Challenge and growth; Purpose and meaning; Fairness and opportunity; and Life Balance. He believes people have a need to belong and be accepted by others and to have the chance to give and receive love. As well, people have the need to experience being challenged, to grow and develop. They have a need for purpose and meaning in their lives and a need to be treated fairly and to have opportunity where it exists. Finally, Covey notes, people require a balance among these needs if quality of life is to be promoted.

The life-management process for this study considers quality of life within the contextual element of the conceptual framework (Figure 1). Proactive or reactive reflection may provide suggestions for actions and these actions allow for consequences in the form of personal development outcomes. These outcomes present a context in which people live. Within these contexts, people can determine their own level of quality of life. Reflecting on a person’s quality of life initiates the iterative nature of the conceptual framework again.
Quality of Work Life

The context in which a person lives contains both the private and professional elements as represented in this study’s conceptual framework (Figure 1). A person’s professional context can also be seen to have a perceived quality and this has been identified as their Quality of Work Life (QWL). Chander and Singh (1993) explained that the “Quality of Work Life denotes all the organisational inputs which aim at improving the employees’ satisfaction and enhancing organisational effectiveness” (p. 98). They reported that there is consensus on the two critical factors for achieving higher levels of productivity. These factors include the degree of involvement that people have at work and the quality of work life. Louis and Smith (1990) found in their review of quality of work life indicators, seven criteria that are consistent when employees are asked about their perceptions of their work environment. They included:

1. Respect from relevant adults;
2. Participation in decision making;
3. Frequent and stimulating professional interaction;
4. A high sense of efficacy;
5. Use of skills and knowledge;
6. Resources to carry out the job;
7. Goal congruence (p. 36)

Similarly, Chander and Singh (1993) found eight determinants of QWL from their available literature:

1. decision making authority;
2. growth and development;
3. job security;
4. organisational prestige;
5. feeling of worthwhile accomplishment;
6. pay and allowances;
7. promotional avenue;
8. recognition and appreciation” (p. 98).
These criteria reflect the literature’s focus on the influence of the professional context on a person’s overall QWL. This influence of the context on teachers in their professional role was highlighted by a number of authors. Carr (1989) confirmed that social and political contexts dramatically affect teachers’ working lives. Fessler and Christensen (1992) contended that the work environment was influenced by variables such as: “school regulations; management styles; public trust; societal expectations; professional organisations; unions and career stages” (p.38). Waters (1996) summarised these concerns when he described teaching as ‘complex’ and ‘volatile’ - the result of “rapid social and technological change, and a trend towards smaller organisations offering fewer possibilities for promotion” (p. 35).

Within the professional context, the Senate Employment Education and Training References Committee (1998) inquiry into the status of teachers observed that low morale exists among Australian teachers. This was reportedly due to various organisational and developmental problems including, “shrinking budgets, alarmist media reports, unsupportive ministers, a crowded curriculum and the disappearance of support services” (p. 1). The Inquiry made nineteen recommendations, each responding to the general conclusion that “all is not well in the profession, and it is generally agreed that there is a widespread crisis of morale amongst teachers. The status of the profession is disturbingly low” (Senate Employment Education and Training References Committee, 1998, p. 1). Along with low morale amongst teachers, the reported aging Australian teaching force and prejudiced perceptions of the “feminisation of the profession” (Senate Employment Education and Training References Committee, 1998, p. 19) added to the strength of this perceived crisis. The Review of Ageing Trends in Teaching and Administrator Workforce 2002 cited in Training (2003), identified a loss of up to 27 per cent of young teachers from the permanent teaching workforce within ten years of graduation. Armour and Yelling (2004a) cite literature that calls on governments in the United Kingdom, United States of America and Australia to have a “‘radical rethink of the entire profession’ rather than current ‘piecemeal solutions’ to a more deep rooted problem” (p. 97). They label the problem ‘crisis in education’ as defined by low teacher morale, low levels of teacher recruitment and retention, and the potentially damaging effect both of these may have on student learning.

The Up Close and Professional Survey (2002), cited in Department of Education and Training (2003), explored the many factors that attracted young teachers to the profession in the first place. Responses summarised some of the beneficial factors
inherent in teaching such as the “flexible nature of the teaching job, including opportunities for employment in many parts of the world and a work schedule that can be beneficial when balancing personal and family commitments” (p. 7). Over ninety percent of the teachers in the Department of Education and Training (2003) survey reported that they were satisfied with their role as a teacher because of the ability to make a difference to students, the challenging nature of their work, the opportunities to be involved in special projects and the ability to apply innovative approaches in the varied learning environments. These factors, it was thought, contributed to higher levels of job satisfaction and higher QWL.

Within the context of teaching, Hargreaves (1988) argued that “teaching quality (or its absence) actually results from processes of a social nature, from teachers actively interpreting, making sense of, and adjusting to, the demands and requirements their conditions of work place upon them” (p. 211). The nature of the teaching profession, according to Lortie (1975) & Young (1995), cited in Mok (2002), included the use of skills, abilities, challenges, autonomy, responsibility, leadership, variety and opportunities to make a social contribution. Hargreaves’ (1988) study of English schools cited three broad arguments in relation to teaching quality. The English Department of Education and Science in this study cited first, the importance of teachers’ personal qualities, second, the technical skills of classroom pedagogy and third, the match between the school teachers’ specialist subject qualifications and their teaching responsibilities in the school. These conclusions support the notion that in order to have quality outcomes and to retain quality teachers, the personal qualities must not be overlooked.

Professional Development

Professional development for teachers has been defined as an outcome that helps teachers toward an improvement in skills, knowledge, attitude and techniques relative to their roles (Bell & Day, 1991; Commonwealth of Australia, 2003; Freppon, 2001; Garfield, 2000; Holly, 1989). Professional development can be identified within this study’s conceptual framework (Figure 1) within the consequences element. A teacher may choose to engage in professional development activities after reflection on professional contexts and consequences or as instructed by system mandated policies. In an attempt to enhance the quality of teaching and the promotion of professional development to teachers, the Western Australian ‘Competency Framework for Teachers’ (Department of Education and Training, 2004) describes the work that
teachers do throughout their careers. It identifies the key knowledge skills and understandings that teachers need to attain and implement if they are to achieve worthwhile learning outcomes for students.

The Commonwealth Department of Education, Training and Youth Affairs (2001, p. 162) summarised the sequence of Australian government schools’ professional development over the past twenty years. In the 1950’s and 1960’s professional development was ‘Training’ which consisted of a highly centralised process with central office staff training the teachers in the progressive education of the time. During the 1970’s and 1980’s, the professional development type of ‘In-service Training’ allowed for centralised training to be administered but with more awareness of personal needs and the use of teacher favoured models of instruction. In the 1980’s and 1990’s ‘Professional Development’ provided decentralised learning and whole school development as the focus. Present and future ‘Learning and Development’ programs are looking for a ‘Learning Culture Approach’ with schools making their own choices as long as they are in line with departmental priorities.

The survey report into the ‘Attitudes to the Teaching Profession in Western Australian Schools’ (Department of Education and Training, 2003), stated that the draft ‘Competency Framework for Teachers’ (2001), now the ‘Competency Framework for Teachers’ (2004) is “recommended as a self reflection and developmental tool and is particularly useful in guiding teachers in establishing their professional development programs by helping teachers to determine and prioritise areas of professional learning and inform ongoing personal and career development planning” (p. 17). With this framework guide, teachers are expected to access the professional development that they identify as worthwhile for professional competency improvement. The system supplied professional development may be neatly packaged into various courses, materials, workshops and training programs (Hargreaves, 1995) and continues to only promote development in the professional roles and responsibilities of teachers. According to Hargreaves (1995), quality professional development appears to still be struggling to have an effective approach as teachers continue to resist current programs. In his review of the literature on professional development, he summarised that teachers are resisting the current professional development programs when:

1. They are imposed. As McLaughlin (1990) notes, ‘we cannot mandate what matters to effective practice’ (p15).
2. They are encountered in the context of multiple, contradictory, and overwhelming innovations (Werner, 1988).

3. Most teachers, other than those selected for design teams, have been excluded from their development (Fullan, 1991).

4. They are packaged in off-site course or one-shot workshops that are alien to the purposes and contexts of teachers’ work (Little, 1993b).

5. Teachers experience them alone and are afraid of being criticised by colleagues, or of being seen as elevating themselves on pedestals above them (Fullan & Hargreaves, 1991).

(Hargreaves, 1995, p. 13).

In this context of questionable professional development provision, providers have seized the opportunity to branch out in various directions looking for meaningful and purposeful delivery of their own programs. One direction advocated by Bernier and McClelland (1989) involved “participant-involved planning, collaborative efforts, shared authority, responsibility among educational communities and the public, and programs designed according to a view of lifelong learning” (p. 48). Hultmann and Horberg (1993), cited in Hargreaves (1995), confirm that this type of approach to professional development sees the need for programs to acknowledge and address the personal identities, moral purpose, cultures of teachers and the contexts in which they work.

Armour and Yelling (2004b) summarised professional development research in the United Kingdom and United States of America and identified the following essential aspects of effective professional development:

1. Focuses on analyses of student learning, especially the examination of differences between actual student learning outcomes and goals and standards for student learning;

2. Involves teachers identifying their own training needs and developing learning experiences to meet those needs;

3. Is school based and embedded in teachers’ daily work;

4. Is organized around collaborative problem solving;

5. Is continuous and ongoing with follow up and support for further learning;

6. Incorporates evaluation of multiple sources of data detailing student learning and teacher instructional practices;
7. Provides opportunities for teachers to link the theory that underlines knowledge and skills they are learning;

8. Is connected to a comprehensive change process focused upon improved student learning;

9. When teachers had some autonomy over the choice and direction of their personal development;

10. When CPD (Continuing Professional Development) activities were delivered with appropriate expertise; and

11. When CPD contained challenging and up-to-date content that was relevant to classroom practice. (p. 99)

A Department of Education and Training (2003) survey of the attitudes to the teaching profession in Western Australian government schools highlighted some professional development concerns. Most respondents in the study reported that the professional development offered to them did not always meet their needs. “The teachers felt that their development as teachers could be enhanced through increased opportunities to network with other teachers and to work in a variety of settings and roles that allow them to pursue their educational needs” (Department of Education and Training, 2003, p. 5). The survey results indicated that older teachers were less satisfied with professional development than the younger teachers. In response to these findings, the Western Australian Department of Education and Training claimed to “have developed, or are in the formative stage of development, to address concerns expressed” (p. 16).

Research into the effective delivery of professional development has been a focus for education authorities as “growing national and international teacher shortages may place demands on the (Education) Department’s ability to attract and retain staff” (Department of Education and Training, 2003). The Minister for School Standards in England and Wales, cited in Armour and Yelling (2004b), stated that “we need to take more seriously the demands of teachers to be learners, through ongoing professional development . . . we need to support them, and support the children in their classes in new and better ways” (p. 72). Several researchers, cited in Armour and Yelling (2004b), agreed that the traditional approaches of current professional development are unlikely to be effective in raising the standards of teachers’ or pupils’ learning. Freppon (2001) concluded that “to be effective, teachers must have opportunities to learn in schools.
According to many authors in the most current research on professional development for teachers (Armour & Yelling, 2004b; Clarke & Hollingsworth, 2002; Commonwealth Department of Education Training and Youth Affairs, 2001; Commonwealth of Australia, 2003; DuFour, 2004; Freppon, 2001), high-quality, long-term, school-based professional development projects provide an excellent beginning to a culture of learning communities within schools and school districts. The need for schools to become learning communities is argued by Hargreaves (2003) when he calls for all “teachers to work together in long-term collaborative groups, committing to and challenging each other, as a caring, professional community that is secure enough to withstand the discomfort that disagreement creates” (p. 49).

According to Fullan (2003), such communities are crucial to the capacity of schools to provide good quality teaching. Fullan describes four aspects of a school’s capacity which includes: “human capital, a professional learning community, programme coherence and technical resources” (p. 1). He contends that no amount of professional development will enhance an educational workplace if these organisational features are not in place. Worldwide acceptance of the relationship between quality professional development learning and teaching was described in Armour and Yelling (2004b) with consensus from Australia, the United States of America and the United Kingdom that “teachers can improve their practice through professional learning and therefore, that high-quality professional learning for teachers is a central factor in determining the quality of teaching” (p. 72).

**Transfer of Learning**

A crucial component of professional development in education is the transfer of learning. Transfer of learning occurs when learning in one context enhances or undermines a related performance in another context. Positive transfer is said to have occurred if learning in one context enhances a related performance in another context while learning that undermines a related performance is considered a negative transfer. Ford and Weissbein (1997), cited in Holton, Bates & Ruona (2000) define transfer of learning as involving the application, generalizability and maintenance of new knowledge and skills. Learning transfer reports to be a “key concept in education and learning theory because most formal education aspires to transfer” (Perkins & Salomon, 1992, p. 2). They extended the standard definition of transfer of learning as being near and far. Near transfer refers to the transfer of learning between very similar contexts.
Far transfer refers to the transfer of learning between very different contexts and performances.

Perkins and Salomon (1992) continue their definition by suggesting that transfer of learning happens by way of low and high road transfer. A reflexive or low road transfer occurs when well-practiced routines are triggered by stimulus conditions similar to those in the original learning context. Mindful or high road transfer, in contrast, depends on the “mindful abstraction from the context of learning or application and a deliberate search for connections. It demands time for exploration and the investment of mental effort” (Perkins & Salomon, 1992, p. 5). These two types of transfer illustrate the goal of most teaching and learning - to make the transfer portable to other locations so that the learning can be transferred and applied in various ways.

Holton et al. (2000) noted that research during the last fifteen years in this area has demonstrated that transfer of learning is complex and involves multiple factors and influences. They stated that much of the research had focused on design factors and little had been done to understand how work environment factors influenced transfer of training. Holton et al. (2000) developed the Learning System Inventory (LTSI) and administered it to participants across a wide range of organisations. The study identified and defined sixteen factors (Table 1) that affect transfer of learning. Eleven of the constructs represented factors affecting a specific training program whereas five of them were classified as general factors because they were expected to affect all training programs. The authors suggested that the LTSI Inventory was a good “pulse-taking diagnostic tool in an action-research approach to organisation development” (Holton et al., 2000, p. 357).

Table 1

<table>
<thead>
<tr>
<th>Learning Transfer System Inventory (LTSI) scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Training Program Scales</strong></td>
</tr>
<tr>
<td>Learner Readiness</td>
</tr>
<tr>
<td>Motivation to Transfer Learning</td>
</tr>
<tr>
<td>Personal Outcomes - Positive</td>
</tr>
<tr>
<td>Personal Outcomes – Negative</td>
</tr>
<tr>
<td>Personal Capacity for Transfer</td>
</tr>
<tr>
<td>Peer Support</td>
</tr>
<tr>
<td>Supervisor / Manager Support</td>
</tr>
<tr>
<td><strong>Training in General Scales</strong></td>
</tr>
<tr>
<td>Transfer Effort – Performance Expectations</td>
</tr>
<tr>
<td>Performance – Outcomes Expectations</td>
</tr>
<tr>
<td>Resistance / Openness to Change</td>
</tr>
<tr>
<td>Performance Self-Efficacy</td>
</tr>
<tr>
<td>Feedback / Performance Coaching</td>
</tr>
</tbody>
</table>
Cromwell & Kolb (2004) investigated transfer of learning after a training program over time. They examined the relationship between four specific work-environment factors (organisational support, supervisor support, peer support and participation in a peer support network) and transfer of training at one-month, six month and one year points following supervisory skills training. Study results found trainees who reported receiving high levels of organisation, supervisor and peer support and who also participated in a peer support network reported higher levels of knowledge and skills transfer. In the conclusions of the study, the authors reported trainees indicated that lack of time and lack of management support and buy-in were significant barriers to learning transfer.

The importance of effective learning transfer in organisations was highlighted in the study by Egan, Yang & Bartlett (2004) when they researched the relationship of organisational learning culture and employee learning and performance outcomes. “The culture and environment of an organisation can influence the types and numbers of learning-related events and employee motivation to transmit newly acquired knowledge to the workplace context” (Egan et al., 2004, p. 280). The findings of this study suggested that organisational learning culture and job satisfaction are important in determining employees’ motivation to transfer learning and turnover intention. These findings may be influential in developing learning environments that encourage superior levels of reflexive and mindful learning transfer.

Research on Teachers’ Lives

The research on teachers has only recently begun investigating teachers’ private lives and its relationship to their careers in the last decade. Previously, as Goodson (1992) observed, research on teachers in the 1960’s focused on large surveys and historical analyses with emphasis on teachers’ roles and responsibilities. The 1970’s investigated schooling as a social process analysing the constraints on teachers’ work from so called ‘bureaucratic education systems’. The 1980’s researched how teachers
saw their work and lives at particular phases in their careers. This paved the way for research in the 1990’s to include investigations of teachers’ whole lives and careers.

The importance of the ‘whole of life research’ for teachers was outlined by Fullan and Hargreaves (1992) when they complained that, hitherto there had been a failure to “appreciate the varying life circumstances of different teachers as these relate to the teacher as a person” (p.5). Pajak and Blasé’s (1989) study, cited in Mok (2002, p. 127), confirmed the importance of personal characteristics such as : personal traits; interests; beliefs and experiences that affect the lives of teachers. Fullan and Hargreaves (1992) concluded that an innovation-focused paradigm for understanding teacher development must take into account four main elements:

1. The teacher’s purpose.
2. The teacher as a person.
3. The real world context in which teachers work.
4. The culture of teaching: the working relationship that teachers have with their colleagues inside and outside the school.

(Fullan & Hargreaves, 1992, p. 5)

Fullan and Hargreaves (1992) state that teacher professional development needs to take into account the ‘teacher as a person’ as this seems to have been neglected in teacher development research. They claim that research mainly focuses on the influences that aid or dissuade teachers taking up new innovations in teaching. The influences that Fullan and Hargreaves (1992) investigate are age, stage of career, life experiences and gender factors as these are reported to “make up the total person” (p. 5). These tend to overlook many of the private and professional relationships and the reflective life management process that encourages personal development outcomes as has been presented in this study’s conceptual framework.

The merit of investigating personal development alongside professional development for teachers is not new. The whole of life investigations in understanding teachers’ work were supported by Hawthorne (1994) when she stated, “consideration of backgrounds, biographies, hopes, dreams, aspirations and frustrations assists the understanding of the teacher as a person, and how the technical aspects of the teachers’ work are intertwined with the commitments embedded in the teacher’s personal life” (p. 45). Boomer (1981), cited in Hawthorne (1994, p. 48), supported this research direction.
by claiming that “enduringly, when all of the surfaces of the curriculum are stripped away, teachers teach what they are”. This affirms the value of whole of life research for teachers as a valuable path of investigation. Levine (1989), Fullan & Hargreaves (1992), Huberman (1993) and Hawthorne (1994) all refer to both personal and professional development as keys to successful teacher growth. Hawthorne (1994) emphasised teacher growth referring “to the strong tradition that if teachers were better people – more humane, with greater self understanding, more reflective, more sensitive, more empathetic, more fully self actualised – they would inevitably be better teachers” (p. 48). These ideas confirm the uniqueness of the personal development process for this study as research in this area seems to have stalled. This research is also unique in that it explores the reflective practices used by Health and Physical Education teachers and asks whether their experiences and knowledge informs their teaching of personal development curriculum. All of these authors have described the importance of the reflective, whole-life approach to teacher development but have continued to overlook an in-depth investigation of this important theme.

Some of the closest research to the personal development outcomes described in this study has been the research by Malone & Tulbert (1996) on ‘centred teachers’. These teachers had the capability to shift roles and responsibilities with their students, peers and institutions. “They participate in continuous self-improvement, are willing to break out of the comfort zone in order to make needed changes in their environment and seek to balance their professional and personal responsibilities” (Malone & Tulbert, 1996, p. 46). ‘Centred teachers’ are responsive to change and have a continuing, reflective approach towards all aspects of their lives. Similar to Covey’s (1990b) approach to leadership and life management, Malone and Tulbert (1996) call for researchers to identify the most effective components of ‘centred teachers’ in order that teacher educators may pass these skills on to teachers in pre-service. Little written evidence has been found in current literature to indicate that Malone and Tulbert’s advice has been followed. The meagre references that have been made about these components of ‘centred teachers’ in some research introductions have been dismissed when the discussion and conclusions of the studies have been developed.

Personal Development Curriculum

Learning to teach personal development outcomes under the banner of ‘life management skills’ has long been an espoused objective in many schools teaching programs including topics such as: “aesthetics, aging, career planning, decision making,
entrepreneurship, home maintenance and care, human relations, law, nutrition, parenting, resources management and well-being” (Ontario Ministry of Education, 1985, p. 1). More recent personal development courses tend to group some of these outcomes under the heading of ‘self management skills’ teaching: goal setting skills, self-assessment skills, self-monitoring skills, self-planning skills, performance skills, coping skills, consumer skills, time management, social support skills, overcoming barriers, building self confidence & motivation, building knowledge, changing beliefs, balancing attitudes and relapse prevention (Corbin et al., 2004, p. 27).

The concept of personal development has contemporary relevance in Australian curriculum development. For example, the Education Departments in both Western Australia and New South Wales have taken on the area of personal development in their curriculum, with New South Wales elevating the term to be part of the title of the Personal Development, Health and Physical Education (PDHPE) learning area. The content of the curriculum and learning outcomes recognises personal growth and development through its focus on knowledge, skills and values in a lifelong learning (Board of Studies New South Wales, 1992, 2002; Curriculum Council, 1998). According to these curricula, the personal development curriculum also encourages the promotion of self-awareness, self-esteem, self-management and, overall, learning to learn. A major overarching learning outcome in the Western Australian ‘Curriculum Framework’ (1998) states, “students value and implement practices that promote personal growth and well being” (Curriculum Council, 1998, p. 19).

Broadly speaking, society has high expectations of education and the teachers who serve in its institutions. There is an expectation that teachers will “positively influence children, teaching them not only to read, write, and think in words and numbers but also to develop social and moral sensitivities, character and citizenship” (Higgins-D’Alessandro, 2002, p. 75). Higgins-D’Alessandro advocates that teachers must continue to develop, similar to the expectations of the students, to ensure the intellectual, social, and personal development of students. The personal development of teachers and students in a learning community support the personal development curriculum aims in both Western Australia and New South Wales.

Cheung and Cheng (1997) believe the example set by teachers in their own personal development, as they grapple with their own life management, will influence life decisions made by students. They hope “that self managing teachers will facilitate
and encourage self-management of students in all of their learning activities and their life” (p. 167). Teacher educators in Hong Kong have already recognised the “need to train teachers in the role of personal and social development of students” (Pattie, 2000). This need has been addressed by providing a module in pre-service teacher education courses entitled ‘Personal and Social Education’. Pattie’s (2000) research investigated the views of trainee teachers on the personal and social development module they had undertaken in the Hong Kong Institute of Education. The trainee teachers found the module useful in helping them to develop attitudes, skills and knowledge in personal and social education but were not prepared enough for the implementation of these into the schools. The trainee teachers found that time, responsibility for other teaching roles and the pressures of teaching their specific subject had limiting effects on their ability to implement the personal and social development programs with the students. Conclusions for the study indicated that the trainee teachers were expected to return to the university for further training in the area of personal and social development. They also saw the development of skills and competence in this area as a lifelong process that would be enhanced as they work in schools over time.

Students involved in higher education in Scotland, according to Higgins (2002), are required to be provided with the opportunity to undertake personal development planning with the aim of encouraging “deep reflection and lifelong learning habits” (Higgins, 2002, p. 2). The Heriot-Watt University in the United Kingdom conceptualises this planning as “a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development” (Jackson, 2001, cited in Higgins, 2002, p. 1). These personal development plans have started to become a significant part of many Scottish higher education institutions quality assurance processes as they are increasingly expected to have quality assurance systems in place. The higher education institutions reported that this type of personal development planning brings potential benefits for students, academic staff and institutions as student learning and development are enhanced.

**Teachers of Health and Physical Education**

The Health and Physical Education (HPE) Learning area in Western Australian schools recognises personal development as a significant student outcome focusing on an holistic concept of health as outlined in the ‘Curriculum Framework’ (1998). The definition and rationale for the HPE learning area within this document:
Recognises the physical, mental, emotional, social and spiritual dimensions of the health of the individual. It examines the impact of interactions between the individual, the family, the wider community and the environment on the health of populations. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular, physical activity and support the maintenance of a healthy lifestyle. (Curriculum Council, 1998, p. 114)

The HPE learning outcomes in the *Curriculum Framework* (1998) are organised into five specific aspects. ‘Knowledge and Understandings’ allow the students to learn how to know and understand concepts that enable them to make informed decisions for a healthy, active and balanced lifestyle that takes into account work, leisure and recreation. ‘Attitudes and Values’ allow students to learn the value of striving for personal excellence and acknowledging the achievements of others in class, social and physical activity settings. ‘Skills for Physical Activity’ allows students to learn to participate competently and confidently in physical activities such as play, games, sports, gymnastics, aquatics, dance, adventure pursuits and other active recreation. ‘Self Management Skills’ allow students to learn how to plan and set goals, demonstrate the use of planned skills by managing stress and maintaining self-esteem. They are also to learn how to prioritise demands, reflect on their planning and modify plans as necessary. ‘Interpersonal Skills’ allow students to learn the skills of negotiation, assertiveness, conflict resolution, collaboration and leadership in family, school, sport, work, cultural pursuits and social situations.

Research literature in the HPE learning area shows that ‘Skills for Physical Activity’ has been a focus for HPE teachers rather than a range from all five aspects listed in the *Curriculum Framework* (1998). Tinning et al. (2001) summarised the more traditional approaches for the HPE learning area as being teacher centred and focusing on the acquisition of physical skills. Recent research by Armour and Yelling (2004b) suggests that this trend may be changing as the teachers in their study reported three main goals for their HPE programs:

1. Health, fitness and lifelong activity;
2. Competence, knowledge and understanding in/of sports and;
3. Elements of personal, social and emotional education. (p. 76)

Green (2000) reported HPE teachers’ philosophical ideologies being directed to enjoyment, sport, health, academic value, education for leisure and ‘sport for all’. These findings were very different from the “more academic conceptions of PE to be
found in the PE theory and documentation” (Green, 2000, p. 123). All of the teachers in Green’s study had an ‘amalgam’ of philosophies that were considered important for this learning area. Some teachers placed the emphasis on sport and the development of sporting skills. Some teachers incorporated sport, health and education for leisure and others emphasised personal development and health education in particular. The personal development outcomes indicated here were self-confidence, co-operation and healthy lifestyle. It was clear in this study that the teachers held a variety of views on the main purpose of the HPE learning area. Green concluded that teachers’ thoughts about how HPE should be taught was shaped by their past experiences and had tended to be practical solutions from their own sporting life histories rather than recent pedagogy and knowledge from professional development.

Professional and personal development for Health and Physical Education teachers are important topics for discussion in recent literature. Armour and Yelling (2004b) found Health and Physical Education teachers identified three key learning outcomes for their own Health and Physical Education programs for students, “yet, predominantly they appear to be undertaking professional development in only one of them: knowledge and understanding in/of sports” (p. 79). The other two key areas identified, health, fitness, lifelong activity and aspects of personal, social and emotional education are not a priority in the professional development choices of Health and Physical Education teachers nor is it a priority in the choices being offered by professional development providers in this learning area.

**Summary**

The review of literature has highlighted the strong relationships between the personal and professional aspects of teachers’ lives. However, the research on teachers has only recently investigated teachers’ lives and careers together. Previously, as Goodson (1992) had observed, research on teachers in the 1960’s focused on roles and responsibilities using large surveys and historical analyses. The 1970’s investigated schooling as a social process, analysing constraints on teachers’ work, with teachers being targeted by the ‘bureaucratic education systems’. The 1980’s research investigated teachers as they progressed through the theoretical age and experience related stages and started to consider how teachers saw their own work. This paved the way for research in the 1990’s to include investigations of teachers’ lives and careers. The investigations into teachers’ lives were supported by Hawthorne (1994) when she stated, “consideration of backgrounds, biographies, hopes, dreams, aspirations, and
frustrations assists the understanding of the teacher as a person, and how the technical aspects of the teachers’ work are intertwined with the commitments embedded in the teachers’ personal life” (p. 45).

Unfortunately, no research has been able to incorporate all of these aspects when investigating teachers’ lives. The importance of researching teachers’ lives, taking into account both professional and personal contexts has been mentioned in some of the literature but little has been followed up in consequent investigations. There also seems to be a vast array of studies involving the professional development of teachers but little covering the personal development of the working teacher.

Reflection has become a critical element in the development of teachers in both their personal and professional lives. With reflection, as can be seen by this study’s conceptual framework (Figure 1), teachers’ lives unfold in a cyclical and iterative manner, depending on the influences surrounding their daily lives. Balancing life’s roles through a process of proactive ‘life management’ has shown to have worthwhile effects on a teacher’s quality of life and quality of work life. In this study, reflection and proactive life management have been proposed as the very mechanism for the achievement of personal and professional development outcomes (Figure 1).

Professional development has been prolific in teacher research literature and the progression and type of professional development has been highlighted in this review. Teachers’ unique job contexts and the influence of system wide curriculum initiatives in Western Australia were summarised. Emphasis was drawn to the personal development curriculum that is embedded in the Curriculum Framework (1998) outcome statements, especially in the Health and Physical Education learning area. Transfer of learning theory was presented with research that indicated that if training and learning environments are valued and supported in a reflexive and mindful way, this could help provide high levels of learning transfer. Finally, research involving teachers of the Health and Physical Education learning area was summarised to accentuate the numerous and unique variables impinging on their role and the responsibility that this learning area has in educating students in the area of personal development. The literature emphasises the uniqueness of this research that explores the reflective practices used by Health and Physical Education teachers and asks whether their experiences and knowledge might inform their teaching of a personal development curriculum.
CHAPTER 3

METHOD

Introduction

This method chapter presents the design and specific procedures used in conducting this study. The primary purpose of the study was to investigate the personal development of Health and Physical Education teachers. Specifically, the study examined the variables that influenced teachers to engage in personal and professional development, whether teachers had ever pursued personal development through a proactive life management process, whether this life management had affected their approach to teaching and life generally and whether they believed the Health and Physical Education learning area to be a personal development curriculum.

This chapter is organised into two main sections. The first section describes the research design. The second section is divided into two data collection phases. Phase 1 describes the construction and implementation of the questionnaire and Phase 2 describes the processes involved with interviewing selected teachers. Each of these phases describe the population, sample, research instruments, data collection and data analysis procedures for the study. Finally, ethical considerations and study limitations are discussed.

Research Design

The goal for this study was to determine the personal development of Health and Physical Education teachers who teach personal development. A research design was chosen that would best allow for data to be collected that was reliable, valid and capable of generating findings relevant to the research questions. Research design is the label given to all of the processes involved in planning and administering a research project. The research design also allows researchers to structure their results to facilitate justifiable interpretations. Essentially, Punch (1998) believes the research design deals with four main ideas:

1. The strategy;
2. The conceptual framework;
3. Who and what will be studied;
4. The tools and procedures to be used for collecting and analysing empirical materials. (p. 66)

This study dealt with potentially sensitive topics that needed deep exploration in order to answer the research questions. These topics included teachers’ personal and professional lives with particular emphasis on their life management. A descriptive-objective research design was confirmed as a suitable approach as it supported the theoretical framework for this study. The theoretical framework describes the various influences on human behaviour and the roles people fulfil as they interact with each other. This design approach has its strength in researching human behaviour and the actions and interactions of humans in their social groups in real life. The study of human behaviour, with a descriptive-objective design, also aligns well with the conceptual framework (Figure 1) for this study. The iterative nature of the conceptual framework highlights the interactions of teachers in both their personal and professional environments.

Punch (1998) defines qualitative research as using more “multiple strategies and methods” (p.148), than seen in quantitative research. A major characteristic of qualitative research, according to Punch (1998), is that “it is naturalistic, preferring it [qualitative research] to study people, things and events in their natural settings” (p. 148). With this in mind, this study aimed to "explicate the ways people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations” (Miles and Huberman, 1994, cited in Punch, 1998, p. 149). This was apt for a study of the personal development of teachers through life management. A qualitative research design for this study should give a better understanding of the collected data “within a particular situation and environment” (Maykut & Morehouse, 1994, p. 13) as the design is “primarily interested in meaning – how people make sense of their lives, experiences, and their structures of the world” (Merriam, 1988, cited in Best & Kahn, 1998, p. 240).

Using both the conceptual and theoretical frameworks as a basis for the research design, this study was completed in two phases as illustrated in Figure 6. Two phases were important as the first phase investigated the theoretical frameworks highlighted in this study, while the second phase critically analysed the life management process as
illustrated in the conceptual framework. The first phase involved the administering of a questionnaire. The research questionnaire was used as an exploratory pilot tool to gain some background into the lives Health and Physical Education teachers across an Western Australian education district. The information gained from the questionnaire in phase one was used to guide the questions posed in interviews for phase two. The second phase involved conducting qualitative semi-structured interviews with a number of Health and Physical Education teachers who were chosen using purposive sampling.

![Phase 1 and Phase 2 Diagram]

**Figure 6: Research design implementation process**

### Phase 1

**Population and Sample**

Western Australia has approximately fourteen thousand teachers in its primary and high schools. Within the state, the schools are divided into sixteen school districts. From this population, a sample of one school district, Wallaby District (a fictitious name), was chosen for Phase 1 of this study. Wallaby District contained seventeen high schools and eighty-seven primary schools. The target sample was all of the Districts’ Health and Physical education teachers.

Participants were selected for inclusion in the study using “purposive sampling” (Maykut & Morehouse, 1994) based on the possibility that each participant and/or setting will “expand the variability of the sample” (Maykut & Morehouse, 1994, p. 45). Purposive sampling allows for small samples of people to be chosen that are working within the context of the investigation theme. As such, Health and Physical Education teachers within the Wallaby District were targeted to be part of this sample. This type of sampling enhanced the variability of the data by drawing on the perceptions of
teachers in different settings and at different stages of their careers in the Health and Physical Education learning area.

**Pilot Study for Questionnaire**

Participants for the pilot questionnaire were selected using purposive sampling, drawing on the professional and personal expertise of each person. A total of ten participants (not included in the study) were selected because of their understanding of the Health and Physical Education Learning Area. Additionally, they had direct experience with teaching in the Health and Physical Education area throughout Western Australia.

The pilot questionnaire (Appendix D) contained twenty-two questions related to the research questions for this study, investigating professional development, personal development and life management. With the honest and helpful feedback from the ten pilot study subjects, the questionnaire was changed to more accurately record participants’ responses. The pilot study subjects clearly indicated that sixty six questions was too long for a questionnaire of this type, so it was changed to a more manageable thirty seven items in the final instrument. Wording, grouping of items and placement of items within the questionnaire were changed after considering the expert feedback given by the pilot study subjects.

**Research Instrument - Questionnaire**

The final instrument used in Phase One of the research was a questionnaire (Appendix E). The cover page of the questionnaire (Appendix F) provided the respondent with background information about the purpose of the questionnaire and the rationale for the study. This page also gave evidence of approval granted by the Edith Cowan University Ethics Committee (Appendix G) and the Department of Education and Training in Western Australia (Appendix H) for the research to be undertaken.

The first page of the questionnaire allowed the respondents to provide demographic information and gave a description of the structure of each question in the Likert type format (Figure 7).
**Questionnaire**

Each of the following questions has a scale to register your answer throughout the questionnaire. Place a tick (✓) in one of the seven spaces that best describes your response. 

* e.g. 

Strongly Agree : ___ : ___ : ___ : ___ : ___ : ___ : Strongly Disagree

**Figure 7: Structure of the Likert type statements.**

The questionnaire asked for attitudes to particular statements rather than specific answers to particular questions, therefore it could be called an attitude scale (Best & Kahn, 1998). e.g. ‘I have set, prioritized and acted on goals relating to a range of work and personal activities.’ Using the attitude scale questionnaire, teachers’ were able to express their reactions to statements. From these opinions, the research was able to infer or estimate their attitude. Two similar methods of attitude assessment were used in the questionnaire. The majority of the items used a Likert attitude scale which was developed by Rensis Likert in the 1920’s. (Figure 7) This scale asks the respondent to indicate an attitude ranging from favourable to unfavourable on a seven point scale with a neutral midpoint for each statement (Likert, 1932). The other attitude scale is called the ‘Semantic Differential’, which was developed by Osgood, Suci and Tannenbaum (1957). This method of assessment asks the respondent to indicate an attitude to a statement between two extreme choices on a seven-point scale with two adjectives at either end of the scale. e.g. harmful-beneficial, pleasant-unpleasant, good-bad.

The construction of this questionnaire was also based on the Theory of Planned Behaviour (Ajzen, 1991), as described in the theoretical framework for this study. The items included in the questionnaire defined the behaviour of teachers with respect to personal development. e.g. ‘It is expected of me to undertake some form of Personal Development in the forthcoming ten weeks.’ With the behaviours clearly defined, a measure of that behaviour was obtained through self-report. The predictors in the Theory of Planned Behaviour were represented in the questionnaire and the respondents were asked to judge their attitude for each on the set of seven-point Likert or semantic differential scales.
The first section sought data relevant to all of the major and minor research questions (Table 2) by asking the respondents to rate their agreement or disagreement with fourteen statements. The statements covered personal development and were worded to gather data about the respondents’ knowledge of and active engagement in, personal development. The relationship between personal development and the Health and Physical Education Curriculum for Western Australia was also presented in statement form for the respondents to evaluate. Extra writing space was given for question eight should the respondents have answered towards the ‘strongly disagree’ end of the rating scale. This was to enable them to provide reasons why their perspective on personal development was different to the examples given in the questionnaire. e.g. “I consider that personal development that you pursue needs to have a better, stronger link to educational goals” (Questionnaire respondent 4).

Table 2

Questionnaire statements relating to specific research questions

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Questionnaire Statement Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the Personal Development of those who teach it?</td>
<td>2,3,4,5,6,12,14,16,19,22,26,27</td>
</tr>
<tr>
<td>Do Health and Physical Education teachers believe the Health and Physical Education learning area to be a personal development curriculum?</td>
<td>7,9,10,11</td>
</tr>
<tr>
<td>Do Health and Physical Education teachers believe the pursuit of their own personal development could enhance their teaching of such a curriculum?</td>
<td>8,17,24</td>
</tr>
<tr>
<td>Have Health and Physical Education teachers ever pursued personal development through a life management process?</td>
<td>1,2,3,4,5,6,12,14,16,19,22,26,27</td>
</tr>
<tr>
<td>What factors have influenced Health and Physical Education teachers’ decisions to engage in personal development?</td>
<td>8,13,15,18,20,21,23,24,25</td>
</tr>
<tr>
<td>Has personal development, through a life management process affected their approach to teaching and life?</td>
<td>8,17,24</td>
</tr>
</tbody>
</table>
The second section of the questionnaire was directly related to the structure of the Theory of Planned Behaviour (Ajzen, 1991) (Figure 2, p. 14). Each statement allowed for a measurement rating using the semantic differential style for each of the predictors within the theoretical framework of the Theory of Planned Behaviour (Table 3). Past behaviour questions were also included in the questionnaire within this section as several investigators (Conner, Warren, Close & Spark, 1999; O'Callaghan, Callan & Baglioni, 1999; Verplanken, Aarts, Knippenberg & Moonen, 1998, cited in Ajzen, 2001) have “used this measure of past conduct in the theory of planned behaviour and have shown that doing so can help account for a substantial portion of additional variance in intentions or actual behaviour” (Ajzen, 2001, p. 17). The following table illustrates how each statement related to the framework:

**Table 3**

<table>
<thead>
<tr>
<th>Questions relating to the Theory of Planned Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictor of Behaviour</td>
</tr>
<tr>
<td>Behavioural Beliefs - Attitude towards Behaviour</td>
</tr>
<tr>
<td>Normative Beliefs - Subjective Norm</td>
</tr>
<tr>
<td>Control Beliefs - Perceived Behavioural Control</td>
</tr>
<tr>
<td>Intention</td>
</tr>
<tr>
<td>Past Behaviour</td>
</tr>
</tbody>
</table>

**Trustworthiness of Data Instrument - Questionnaire**

In descriptive research, Punch (1998) believes that an instrument is considered valid if there is confidence that it measures what it is intended to measure. In order for the questionnaire to be valid, the feedback provided by the ten expert pilot study subjects (not included in the study) was acted upon with the questionnaire items being discussed at length with the group and changes made thus providing content validity. The (learning area expert) pilot study subjects were aware of the purpose of the questionnaire and gave feedback to help ensure the validity of each item. To elicit the most honest and accurate responses from the sample population, the validity feedback was vital to the construction of the questionnaire.
Reliability is a concept of measurement for an instrument (Best & Kahn, 1998) that indicates the degree to which an instrument measures accurately and consistently, yielding comparable results when administered a number of times. An effective reliability measure of behaviour in a self-report format like this is to use more than one question for each concept or idea. All predictors of behaviour measured in the questionnaire had two or more questions related to the behaviour predictor. (Table 2 & 3) The adjectives used for the semantic differential in the second part of the questionnaire, chosen to measure the attitudes towards behaviour according to the Theory of Planned Behaviour, were taken from a list of published adjective scales (Snider & Osgood, 1969) that, across concepts and populations, tend to load highly on the evaluative factor. Reliability analysis of the questionnaire’s thirty-seven items through the computer program SPSS (Statistical Package for the Social Sciences) was conducted using Cronbach’s alpha. Cronbach’s alpha is a measure of internal consistency reliability (Huck, 2000) of the questionnaire items. Specifically, alpha measures how well a set of items measures a single unidimensional latent construct. The first part of the questionnaire was measuring the respondents’ understanding of personal development while the second part of the questionnaire measured responses to statements which related to the predictors of behaviour from the Theory of Planned Behaviour (Ajzen, 1991). The results of the analysis are presented in Table 4 and Table 5. When the inter-item correlations are high, then there is evidence that the items are measuring the same underlying construct. The Cronbach Alpha measurements for each part of the questionnaire respectively were 0.8987 and 0.9244 which indicates that the questionnaire has high reliability. The Alpha coefficient ranges in value from 0 to 1 with the higher score indicating the higher reliability. For example, the Alpha of 0.8987 indicates that 89.87% of the survey items are reliable and also 10.13% of the items are unreliable. Nunnaly (1978) has indicated that 0.7 to be an acceptable reliability coefficient for research while the UCLA Academic Technology Services (2005) have noted that a coefficient of 0.8 or higher is considered as acceptable in most Social Science applications.
### Table 4

Reliability analysis using Cronbach’s Alpha (First Part of Questionnaire)

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Corrected Item Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>.4068</td>
<td>.5934</td>
<td>.8984</td>
</tr>
<tr>
<td>Q2</td>
<td>.4647</td>
<td>.7010</td>
<td>.8970</td>
</tr>
<tr>
<td>Q3</td>
<td>-.1416</td>
<td>.6024</td>
<td>.8631</td>
</tr>
<tr>
<td>Q4</td>
<td>.7267</td>
<td>.7539</td>
<td>.8948</td>
</tr>
<tr>
<td>Q5</td>
<td>.5162</td>
<td>.8558</td>
<td>.8948</td>
</tr>
<tr>
<td>Q6</td>
<td>.4235</td>
<td>.8140</td>
<td>.8985</td>
</tr>
<tr>
<td>Q7</td>
<td>.7166</td>
<td>.7833</td>
<td>.8858</td>
</tr>
<tr>
<td>Q8</td>
<td>.6500</td>
<td>.5938</td>
<td>.8908</td>
</tr>
<tr>
<td>Q9A</td>
<td>.8558</td>
<td>.9460</td>
<td>.8793</td>
</tr>
<tr>
<td>Q9B</td>
<td>.6897</td>
<td>.8511</td>
<td>.8874</td>
</tr>
<tr>
<td>Q9C</td>
<td>.8456</td>
<td>.9728</td>
<td>.8800</td>
</tr>
<tr>
<td>Q9D</td>
<td>.8066</td>
<td>.9430</td>
<td>.8813</td>
</tr>
<tr>
<td>Q10</td>
<td>.7287</td>
<td>.8991</td>
<td>.8866</td>
</tr>
<tr>
<td>Q11</td>
<td>.7488</td>
<td>.9074</td>
<td>.8860</td>
</tr>
</tbody>
</table>

Alpha reliability coefficient = .8987

### Table 5

Reliability analysis using Cronbach’s Alpha (Second Part of Questionnaire)

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Corrected Item Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q12</td>
<td>.4015</td>
<td>.7829</td>
<td>.9254</td>
</tr>
<tr>
<td>Q13A</td>
<td>.3291</td>
<td>.9439</td>
<td>.9273</td>
</tr>
<tr>
<td>Q13B</td>
<td>.3680</td>
<td>.9054</td>
<td>.9257</td>
</tr>
<tr>
<td>Q14</td>
<td>.5675</td>
<td>.9383</td>
<td>.9213</td>
</tr>
<tr>
<td>Q15</td>
<td>.6105</td>
<td>.9167</td>
<td>.9203</td>
</tr>
<tr>
<td>Q16</td>
<td>.7139</td>
<td>.8911</td>
<td>.9176</td>
</tr>
<tr>
<td>Q17</td>
<td>.4216</td>
<td>.6939</td>
<td>.9242</td>
</tr>
<tr>
<td>Q18A</td>
<td>.5664</td>
<td>.7864</td>
<td>.9215</td>
</tr>
<tr>
<td>Q19</td>
<td>.5227</td>
<td>.7884</td>
<td>.9225</td>
</tr>
<tr>
<td>Q20</td>
<td>.7077</td>
<td>.8743</td>
<td>.9178</td>
</tr>
<tr>
<td>Q21A</td>
<td>.6640</td>
<td>.9557</td>
<td>.9190</td>
</tr>
<tr>
<td>Q21B</td>
<td>.7339</td>
<td>.8012</td>
<td>.9175</td>
</tr>
<tr>
<td>Q22</td>
<td>.6517</td>
<td>.9139</td>
<td>.9193</td>
</tr>
<tr>
<td>Q23</td>
<td>.6841</td>
<td>.8800</td>
<td>.9184</td>
</tr>
<tr>
<td>Q24A</td>
<td>.8291</td>
<td>.9670</td>
<td>.9151</td>
</tr>
<tr>
<td>Q24B</td>
<td>.7894</td>
<td>.9186</td>
<td>.9176</td>
</tr>
<tr>
<td>Q24D</td>
<td>.7523</td>
<td>.9517</td>
<td>.9168</td>
</tr>
<tr>
<td>Q24E</td>
<td>.7880</td>
<td>.9388</td>
<td>.9167</td>
</tr>
</tbody>
</table>

Alpha reliability coefficient = .9244
Data collected through the administration of the questionnaire were analysed in two parts to support the construction of questions for the interviews in Phase 2. The first part of the questionnaire (Questions One to Eleven) was designed as Likert type attitude inventories whereby respondents indicated a level of agreement or disagreement with statements that were provided by selecting one of the seven options that had ‘strongly agree’ and ‘strongly disagree’ at opposite ends (Figure 7). For example, question number two states, ‘I am aware of the advice contained in books and other resources on the market which promise to help us regain balance and control in our lives’. Each of the statements were related to the personal development illustrated in this study’s conceptual framework. The data generated from these questions indicated positive or negative attitudes towards the statements that highlighted personal development as a concept and their own knowledge of this concept. These attitudes were analysed using SPSS computer software to determine the mean and range from respondent selections. The mean and range for each statement indicated the level of attitude agreement or disagreement toward each one from the sample of teachers.

The second part of the questionnaire (Questions Twelve to Twenty Seven) was constructed using a semantic differential form of attitudinal assessment. This method was similar to the Likert method of recording in that the respondents indicated their attitude between two extreme choices. For example, adjectives like definitely true and definitely false, harmful and beneficial, pleasant and unpleasant. The responses were on a seven-point scale between two adjectives at either end of the scale. The adjectives were linked to statements predicting behaviour according to the Theory of Planned Behaviour and this study’s conceptual framework and were selected from a list of published adjective scales. The responses for each of the statements were analysed using SPSS software to determine relationships between them.

Kendall’s Tau (τ), a bivariate correlation technique was used to calculate the correlation between the predictors of behaviour according to the Theory of Planned Behaviour. This technique was selected because of its ability to measure the strength of the relationship between any two ranked variables. Kendall’s Tau measures correlation (Conover, 1980) between the ordinal ranking from the respondents to each of the variables (groups of similar statements). The Tau correlation presents values between -1 and +1, with a positive correlation indicating that the ranks of both variables increase together whilst a negative correlation indicates that as the rank of one variable increases,
the other one decreases. Canover (1980) states the main advantages of using Kendall’s Tau is the distribution of the statistic has slightly better statistical properties than Spearman’s Rank Correlation Coefficient and there is a direct interpretation of Kendall’s Tau in terms of probabilities of observing concordant and discordant pairs. It also has advantages over the Spearman’s Rank Correlation in small data sets similar to this study when there are the possibilities of tied rankings (Kinnear & Gray, 2000). Punch (1998) maintained that researchers need to understand the logic behind the main statistical tools they intend to use, and appreciate how and when to use them in their research work if they want their study to be meaningful. The analysed data are presented in tables and are discussed in Chapter 4.

In order for the collected data to be dependable and the following results credible, Patton (1990) encourages the use of multiple data collection methods to investigate the same concept. The data collected through the administration of the questionnaire highlighted the sample’s knowledge of the personal development concept. It also highlighted some correlations between behaviour predictors of the Theory of Planned Behaviour. These data were then used to inform and support the construction of qualitative semi-structured interview questions that were prepared for Phase 2 of the study.

Phase 2

Population and Sample

Phase Two (Figure 6) of this research began with the same population that was described in Phase 1. The sample selected from the population for inclusion in this phase used ‘purposive sampling’ again. Mason (2002) believes that this type of sampling is concerned with constructing a sample which is meaningful theoretically and empirically, because it builds on certain characteristics which help develop the argument. The sample consisted of thirteen teachers who were (or had been) working in the Health and Physical Education field. The sample of teachers was taken from a variety of Western Australian education districts. Those selected were in the best position to provide some answers to the interview questions due to their close association with current Health and Physical Education teaching processes.
Research Instrument

The interview is one of the most commonly utilised methods in qualitative research. According to Mason (2002), qualitative, semi-structured interviews have certain core features in common. They allow an interactional exchange of dialogue, follow a relatively informal style, offer a thematic, topic-centred approach designed to have a fluid and flexible structure that facilitates a restructuring of knowledge throughout the interview. For example, people’s knowledge, views, understandings, interpretations, experiences and interactions presented in the interviews are analysed with the understanding that the “interview method is heavily dependent on people’s capacities to verbalise, interact, conceptualise and remember” (Mason, 2002, p. 64).

The semi-structured interview structure was created in a number of steps. First of all, the major research questions were listed as guiding questions that framed the interview. Secondly, the conceptual framework (Figure 1) was used to create questions that focused on the elements of the framework. The theoretical framework analysis was the third step and this allowed me to create interview questions based on the theoretical framework for this study. The interview questions were accompanied by research literature references to be used as guides throughout the interview. The data gained in Phase 1 was used to inform the construction of more questions to generate original responses and discussion. The questions for the interview were developed into an interview guide (Appendix I) to assist with the interview’s flow and flexibility. If points of clarification were needed or if the responses tended to drift off the topic, these were invaluable to guide the discussion through the research themes that were needed for analysis.

Pilot Study - Interview

The pilot study used an interview guide in trial interviews with three of the Phase 1 pilot study participants (not included in the study). The pilot study was to ensure that the interviews contained pertinent questions, were suitably structured and appropriately timed. The pilot study participants were asked to comment on the interview questions as to their relationship with the general research questions. They were also asked to respond to the structure of the questions and how they thought they related to each other as the interview was in progress. The timing of the interview was important to ensure that study participants had an understanding of the time commitment involved to participate. Small changes were made to some of the questions
to improve clarity for the research subjects on advice from this pilot group. For example, the use of ‘Jodie’s Story’ in the interview was given more details to ensure that the subjects understood her personal and professional background and the relationship of this to her actions in the story. Also, the final questions relating to subjects’ personal characteristics were enhanced by adding questions relating to their reasons for choosing teaching as a career. The pilot study interviews also allowed for electronic recording equipment to be checked for accuracy and ease of use.

**Research Instrument - Interview**

The interviews for the sample of thirteen subjects were conducted in two locations according to the subjects’ preferences either in their homes or at their places of employment. All interviews were consistent for all subjects following the semi-structured interview guide (Appendix I). An independent review by a university academic confirmed the consistency with the interview guide for questions and the interview transcripts (Appendix J). The reviewer was able to confirm samples of highlighted questions in the interview guide were asked in all of the interviews. Each interview session opened with a description of the purposes of the interview and the subjects were informed of the expected duration of about one to one-and-a-half hours. When the subjects had acknowledged their understanding of the interview process, they signed an informed consent form (Appendix K) and were presented with a copy. Each interview was recorded by audiotape and these were transcribed within forty-eight hours of the interview. A copy of the transcript was provided for each of the subjects as soon as it was transcribed as a member check to read and confirm that it was a true and accurate record of the interview that had taken place. It was also an opportunity for both myself as the researcher and the interview subject to verify any questions or answers that were unclear. One interview subject requested that four of his answers be extended for detail and clarity. These details were added to the transcript to ensure the data were credible and reliable.

Best and Kahn (1998) acknowledge that the validity of an interview is greater when based on a carefully designed structure as presented in the ‘interview schedule’ (Appendix I). This structure tends to ensure that significant information is elicited during the interview supporting content validity. The structure of the interview through use of the schedule was further enhanced with the fictional ‘Jodie’s Story’ (Appendix L) to ensure subjects understood a real-life situation that demonstrated this study’s definition of and distinction between personal and professional development. The pilot
study group of subject experts who verified the quality of the interview questions also supported the validity of the interview. They did this by confirming the questions had been formed to answer the research questions and that the conceptual and theoretical framework for the study guided the questioning. Validity for the interviews was obtained through the process of informed questioning that was used in the construction of the interview schedule. The confirmation of responses as member checks by the interview subjects after the interviews had been transcribed also added to the reliability of the interview process. One interview was held with each of the participants. Questions directed them towards their perceptions about the particular form of personal development and life management depicted in Jodie’s Story.

Rather than conducting multiple interviews with each of the participants as is more the norm in life history research, the interview focused around the specific processes of personal development and life management in which the participants may have engaged.

Data Analysis - Interview

Discussions generated from the interview questions, and recorded on the Interview Schedule (Appendix I), were transcribed and presented to the interview participants as member checks for validation of accuracy and correctness of meaning. The task of the qualitative researcher, according to Maykut and Morehouse (1994) is to find patterns within the words and actions that are the answers to questions in the interview. Presenting the patterns for others to inspect while staying close to the participants’ view of the situations is important with Maykut and Morehouse (1994) emphasising that the presentation of results of the research to participants as being an important way of including them in the discovery and providing essential triangulation for validity and reliability.

Using Qualitative Solutions and Research (1997) QSR NUD*IST 4 (Non-numerical Unstructured Data Indexing, Searching and Theorising) computer program, extracted topics and themes from the interview transcripts were coded and discussed in Chapter Four as to their impact on the study. Glasser and Straus, 1967, cited in Maykut and Morehouse (1994) recommend the ‘constant comparative method’ to conduct an inductive analysis of the data gathered. This involved the “inductive category coding with a simultaneous comparison of all units of meaning obtained” (p. 134). Goertz and LeCompte, 1981, cited in Maykut and Morehouse, 1994, explain, “as each new unit of
meaning is selected for analysis, it is compared to all other units of meaning and subsequently grouped (categorised and coded) with similar units of meaning. If there are no similar units of meaning, a new category is formed” (p.134).

With this in mind, the interviews were coded according to specific concepts that were emerging in their answers. The coding allowed for interview responses to be grouped and reported in the results chapter in a similar format. Interview respondents were represented in this section showing their responses to the specific concepts that were extracted. Unfamiliar or new concepts were reviewed in the discussion chapter of this study.

**Limitations of the Study**

There are several factors in a study examining teachers’ views of personal development which can limit the findings. These limitations, and some strategies used to address them are listed below.

*Phase One Limitations*

The target sample for the questionnaire in Phase 1 was Health and Physical Education teachers in over one hundred primary and high schools throughout the ‘Wallaby District’. The response rate for this phase was low with only thirty-one respondents responding. However, given that phase one was exploratory, the thirty-one respondents were able to provide guiding and confirming information which helped in the construction of the semi-structured interview. Data analysed from phase one centred on respondents’ varying understanding of personal development and the correlation of the behaviour predictors using the Theory of Planned Behaviour.

The population for this study was limited to one educational district within the Perth metropolitan area. While generalisations from this district may be made from the study sample to other Perth metropolitan areas, they may not be generalised to the many rural districts throughout Western Australia, as the contexts in which teachers’ teach and live are very different. The use of the Curriculum Framework (1998) as the main resource for curriculum delivery by these teachers confirms the limited nature of the population for this study.

The questionnaire was an attitude inventory. Therefore, inferring attitude from the expressed opinions of respondents has its own limitations. Respondents may have concealed their own attitudes to conform to socially or professionally acceptable norms.
The respondents may also be unsure about certain matters if they have never given the ideas serious consideration before. For example, personal development and life management, therefore there was a need to describe these terms in a fictional story as in ‘Jodie’s Story’ (Appendix L). Respondents may also be unsure of their attitude towards some of the fictional situations that were posed in Jodie’s Story. They may find it difficult to think in the abstract unless they have experienced something similar in real life.

The structure of the questionnaire also places some data in question when using the Likert or Semantic Differential scales. The Likert scales measured level of agreement or disagreement to specific statements. Some respondents may develop a consistently moderate response set either agreeing or disagreeing with all the statements. This was tackled in the questionnaire by mixing similar concept questions, reversing the wording of the statements and careful rewording of similar statements. The semantic differential scales assume that the bipolar adjectives chosen (e.g. harmful-beneficial; good-bad; worthless-valuable) mean the same to everyone. The adjectives chosen for the questionnaire were taken from well published lists that loaded high on factorial analyses across concepts and populations (Ajzen, 2000). The anonymous nature of the questionnaire should also help eliminate some of the perceived pressure some respondents may feel to answer according to social or professional norms, or in accordance with what they think the researcher may like to hear.

**Phase Two Limitations**

The purposive sampling from the target population for the qualitative interviews was limited to current or previous Health and Physical Education teachers. The data gathered in these interviews was to be from a Health and Physical Education teacher’s perspective. Therefore, generalisations could only really be made across Health and Physical Education teachers in similar contexts and working environments.

For some of the respondents, this may be the first time they have heard of the term ‘personal development’ as it is defined in this study. A number of fictitious examples were developed and used in the interview to help illustrate the different terms and concepts related to the personal development construct. For example, in ‘Jodie’s Story’ proactive reflection was depicted in the following paragraph:
Over the next few weeks, supported by the occasional discussion with Helena, Jodie began to try some of the book’s recommendations. She considered her long term goals – for herself, her family and her job. She translated these into more immediate aims and she then set aside a quiet time each week to look at her next week’s priorities. Her former random and unconnected ‘to-do’ lists were replaced by a more organized ‘priorities-first’ approach to the week. As advised in the book, Jodie scheduled some ‘important-but-not-urgent’ activities before allowing the ‘important-and-urgent’ ones to crowd her week. She started planning instead of just coping. Her own health was part of the plan too.

(Excerpt from Jodie’s Story – Appendix L)

Using Jodie’s Story as an example of proactive reflection within the life management process, the interviews tended to keep the focus on teachers’ own reflections and life management specifically. This focus may have limited the respondents’ opportunities to explore some aspects of their private emotions while describing their own life management processes. The stories told by each teacher in the interviews were examples of what Sparkes (2002) called “realist tales”. In these tales, the teachers provided a free-ranging descriptive narrative in responding to the research questions. In this study, direct questions during the interview phase limited the specific narrative to an agreed understanding of personal development. (i.e. as described in Jodie’s Story)

This study did not assume respondents were necessarily providing the whole truth or the precise truth during the interviews as respondents’ memories can often be obscured, distorted or blocked. To help achieve accuracy, respondents were given a copy of the written transcripts within forty-eight hours of the interview to confirm events that were reported.

**Ethical Considerations**

Research in all its forms involves ethical issues. Mason (2002) asserts that “qualitative researchers should be as concerned to produce a moral or ethical research design as we are to produce an intellectually coherent and compelling one” (p. 41). Approval to undertake this study was given by the Human Research Ethics Committee of Edith Cowan University (Appendix G) before the commencement of data gathering using the questionnaire and interviews.

In proceeding with this study in an ethical manner, permission to conduct research with the Department of Education and Training in Western Australia (Appendix H) was also approved before the commencement of data collection.
Permission to complete the questionnaire and to take part in the interview process was also obtained from all research participants by providing each person with a statement of disclosure and informed consent. (Appendices E & K) All participants signed their forms thus indicating an understanding of the research being completed and a willingness to participate. All participants were informed, verbally and in writing, that all of the data gained in the research remained confidential. Neither the research participants, their schools nor school district was identified by real name. Pseudonyms were used when participants, schools or districts were discussed in the analysis of the research. Identifying marks of participants on completed questionnaires, interview audiotapes and transcripts were stored in a secure, locked file with access only by my research supervisor and myself. It is expected that five years after conducting this study, all documents and materials will be destroyed.

The data gathered for this study will not be used for any purpose other than those outlined in this study. Questionnaire participants received a summary of the findings once phase one was completed. Interview participants were provided with a copy of the interview transcript and an opportunity to modify responses within the interview. The interview participants will also be provided with a summary of findings after the research thesis has been examined. All of these processes have been provided to ensure an ethically balanced research based on decision-making guided by my own values and knowledge. This informed approach to ethics was emphasised by Gorden (1975) when he confirmed that ethics does not “merely involve some fixed hierarchy of abstract ideals isolated from knowledge of cause and effect in the empirical world” (p. 173).

**Bias**

All qualitative research has an element of bias and this study has endeavoured to alleviate this bias. I have always maintained a professional approach to this study and have established a professional research partnership with all respondents in order to obtain accurate data that is detailed and explicit. All respondents, in both phases, received a summary of the main findings in this study. My own subjective bias in regards to personal development was managed by not engaging with respondents about my own views or impressions. I am aware that, on a daily basis, I can be using both reactive and proactive reflection within my own life management, depending on the many factors influencing my life.
The purpose of this study was to investigate the personal development of Health and Physical Education teachers. The study also examined the variables that may have influenced teachers to engage in personal and professional development. Specifically, if they had ever pursued personal development through a proactive life management process, whether life management had ever affected their approach to teaching and life and whether they believed the Health and Physical Education learning area to be a personal development curriculum.

A descriptive-objective research design was confirmed as a suitable approach to provide the detailed description of the personal development of Health and Physical Education teachers. The first phase of the study involved a purposive sample of Health and Physical Education teachers from the Wallaby District in the Perth metropolitan area completing a descriptive questionnaire. A pilot study was conducted to test the validity and reliability of the questionnaire. Cronbach’s alpha reliability co-efficient of 0.601 confirmed the internal consistency of the questionnaire items. Data from the first half of the questionnaire were used to gain means and standard deviations from the respondents’ level of agreement to specific statements on personal development. Data from the second half of the questionnaire was analysed using Kendall’s tau (τ), for correlation between the predictors of behaviour in Ajzen’s Theory of Planned Behaviour (1991).

The second phase of the study involved a purposive sample of thirteen past and present Health and Physical Education teachers in qualitative, descriptive interviews. Interview questions were based on the research questions, questionnaire data and the literature on personal development. An interview schedule was developed after consultation with a pilot study group to ensure validity and reliability. Data generated by the qualitative interviews were transcribed verbatim and checked over by the respondent for accuracy. The data were coded and sorted into extracted themes to help answer the research questions. Findings were reported and displayed in the appropriate section of this study. Content analysis of the transcribed data was used to understand the emerging themes that were displayed and presented in the study’s findings.

Ethical procedures were observed throughout the conduct of this study. I identified a number of limitations to the study. They were listed and solutions or corrective strategies were suggested. Bias was also listed as having the potential to

Summary

The purpose of this study was to investigate the personal development of Health and Physical Education teachers. The study also examined the variables that may have influenced teachers to engage in personal and professional development. Specifically, if they had ever pursued personal development through a proactive life management process, whether life management had ever affected their approach to teaching and life and whether they believed the Health and Physical Education learning area to be a personal development curriculum.

A descriptive-objective research design was confirmed as a suitable approach to provide the detailed description of the personal development of Health and Physical Education teachers. The first phase of the study involved a purposive sample of Health and Physical Education teachers from the Wallaby District in the Perth metropolitan area completing a descriptive questionnaire. A pilot study was conducted to test the validity and reliability of the questionnaire. Cronbach’s alpha reliability co-efficient of 0.601 confirmed the internal consistency of the questionnaire items. Data from the first half of the questionnaire were used to gain means and standard deviations from the respondents’ level of agreement to specific statements on personal development. Data from the second half of the questionnaire was analysed using Kendall’s tau (τ), for correlation between the predictors of behaviour in Ajzen’s Theory of Planned Behaviour (1991).

The second phase of the study involved a purposive sample of thirteen past and present Health and Physical Education teachers in qualitative, descriptive interviews. Interview questions were based on the research questions, questionnaire data and the literature on personal development. An interview schedule was developed after consultation with a pilot study group to ensure validity and reliability. Data generated by the qualitative interviews were transcribed verbatim and checked over by the respondent for accuracy. The data were coded and sorted into extracted themes to help answer the research questions. Findings were reported and displayed in the appropriate section of this study. Content analysis of the transcribed data was used to understand the emerging themes that were displayed and presented in the study’s findings.

Ethical procedures were observed throughout the conduct of this study. I identified a number of limitations to the study. They were listed and solutions or corrective strategies were suggested. Bias was also listed as having the potential to
affect the final analysis in both phases of data collection. This potential was identified and minimised throughout the administration of the Phase 1 questionnaire and the Phase 2 interviews.
CHAPTER 4

RESULTS

Phase 1

The purpose of the questionnaire in Phase 1 of this study was to gain the opinions and attitudes of Health and Physical Education teachers toward the concept of personal development. The data were gathered using the questionnaire to investigate what teachers knew about personal development and what involvement they had themselves. The questionnaire also collected data to help inform the Phase 2 interviews by using statements based on the Theory of Planned Behaviour (Ajzen, 1991). This theory identifies the factor that influences peoples’ intentions to act. In the case of this study, the interest was in whether people know about and intend to pursue personal development through a process of proactive life management. The data for phase 1 were subjected to descriptive analysis based on quantitative statistical analysis using SPSS software.

Background and Demographic Information

Phase 1 of the study was carried out in Wallaby District (a fictitious name) in Western Australia. Data presented in Table 6 indicate a response of thirty-one schools within the district to the questionnaire.

Table 6

Response Distribution of Schools in Phase 1

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No. of Schools</th>
<th>No. of Responses(% of type of school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Schools</td>
<td>18</td>
<td>7 (39%)</td>
</tr>
<tr>
<td>Primary Schools</td>
<td>86</td>
<td>24 (28%)</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>31 (30%)</td>
</tr>
</tbody>
</table>
The respondents varied in gender with 61% being male and 39% female. The specific years of teaching experience is displayed in Table 7 and indicates a general spread across more than thirty years of teaching.

Table 7

Respondents Range of Teaching Experience.

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>30+</td>
<td>2</td>
</tr>
</tbody>
</table>

Findings for Phase 1

In response to the fictional story about Jodie (Appendix L) and personal development, respondents indicated their level of agreement or disagreement to the set of statements in the questionnaire (Table 8).

Table 8

Responses to Statements Related to ‘Jodie’s Story’.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Median</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic of conversation in our staffroom often turns to how hectic work is becoming and how this is affecting life inside and outside school.</td>
<td>21 (67%)</td>
<td>0</td>
<td>10 (33%)</td>
<td>SIA</td>
<td>1.609</td>
</tr>
<tr>
<td>2. I am aware of the advice contained in books and other resources on the market which promise to help us regain balance and control our lives.</td>
<td>23 (74%)</td>
<td>0</td>
<td>8 (26%)</td>
<td>SIA</td>
<td>1.839</td>
</tr>
<tr>
<td>3. I have followed the advice in one or more of these kinds of ‘self help’ books in an effort to achieve better balance and control in my life.</td>
<td>10 (32%)</td>
<td>1 (3%)</td>
<td>20 (65%)</td>
<td>SID</td>
<td>1.530</td>
</tr>
<tr>
<td>4. I have set, prioritized and acted on goals relating to a range of work and personal activities.</td>
<td>25 (81%)</td>
<td>0</td>
<td>6 (19%)</td>
<td>MA</td>
<td>2.065</td>
</tr>
</tbody>
</table>
5. I have used ‘quiet time’ in a manner similar to Jodie – to contemplate what is important to me and plan accordingly.  

   | 20 (65%) | 1 (3%) | 10 (32%) |
   | SIA      |        |          |
   | 1.927    |        |          |

6. I continue to invest time in reflecting on what’s important to me and to developing and acting on plans for its achievement.  

   | 19 (62%) | 1 (3%) | 11 (35%) |
   | SIA      |        |          |
   | 1.909    |        |          |

7. At a recent ACHPER conference, 95% of teachers attending either agreed or strongly agreed that professional development of teachers should include some personal development (of the kind featured in Jodie’s Story). I also believe that teachers’ professional development should include personal development.  

   | 29 (94%) | 1 (3%) | 1 (3%) |
   | StA      |        |        |
   | 1.319    |        |        |

8. My own interpretation of ‘personal development’ is consistent with the perspective contained in Jodie’s story.  

   | 21 (68%) | 6 (19%) | 4 (13%) |
   | SIA      |        |        |
   | 1.393    |        |        |

Median Legend: StA – Strongly Agree; MA – Moderately Agree; SIA – Slightly Agree; SlD – Slightly Disagree

Twenty-one (67%) of the respondents agreed with Statement One that the topic of conversation in the staffroom often turned to how hectic work was becoming and how this was affecting life inside and outside school. Ten (33%) disagreed with this statement. Twenty three (74%) agreed with Statement Two in that they were aware of the advice contained in books and other resources on the market which promise to help regain the balance and control in people’s lives. Eight (26%) were unaware of these resources. Ten (32%) of the respondents agreed with Statement Three in that they had followed the advice in one or more ‘self help’ books in an effort to achieve better balance and control in their lives. One (3%) was unsure and twenty (65%) disagreed with this statement about ‘self help’ books. Twenty-five (81%) of the respondents agreed with Statement Four to say they had set, prioritized and acted on goals relating to a number of work and personal activities. Six (19%) disagreed with this statement. Twenty (65%) of the respondents agreed with Statement Five of the questionnaire and had used ‘quiet time’ in a manner similar to Jodie – to contemplate what is important to them and to plan accordingly. One (3%) was unsure and ten (32%) disagreed with this statement. Nineteen (62%) agreed that they continued to invest time, as stated in
Statement Six, in reflecting on what’s important to them and developing and acting on plans for achieving it. One (3%) was unsure and eleven (35%) disagreed with this Statement 6. When asked about the personal development described in ‘Jodie’s Story’, twenty-nine (94%) respondents agreed that teachers’ professional development should include personal development. One (3%) respondent was unsure and one (3%) disagreed with the statement. Twenty-one (68%) of the respondents agreed that their interpretation of ‘personal development’ was consistent with the perspective contained in Jodie’s Story. Six (19%) were unsure and four (13%) disagreed with the statement.

Those respondents who were tending toward the ‘strongly disagree’ end of the rating scale for Question 8 were asked to record their perspectives on personal development. Responses to this question are presented in Table 9.

**Table 9**

**Different Perspectives of ‘Personal Development’**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Time to pursue quality of life issues e.g. family, achieve personal goals, recreational activities without the heavy emphasis on professional life.</td>
</tr>
<tr>
<td>7</td>
<td>I consider that personal development that you pursue needs to have a better, stronger link to educational goals. Many P.E. HOD’s spend too much time on what Jodie does when they really are required for issues at school.</td>
</tr>
<tr>
<td>10</td>
<td>Reflect through physical activity time or personal discussions with H &amp; PE colleagues or other colleagues on a 1:1 or 2:1 basis (mainly to do with work related issues).</td>
</tr>
</tbody>
</table>

The respondents were then asked in the questionnaire to indicate whether they had followed or are currently following some other form of personal development. Responses to this question are presented in Table 10.

**Table 10**

**Other Forms of Personal Development**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I follow principles which I believe are keys to successful components of</td>
</tr>
</tbody>
</table>
personal, professional and family life.

Currently planning this for professional development means.

I use my own training for sport as an outlet for stress and as time for thinking and reflection (triathlon).

Personal Development Strategies. : Over the years I have continued to participate in veteran’s sport i.e. Hockey, plus do a lot of walking. I also attended network meetings in P.E. and sport on a regular basis. Attend admin meeting in the district. Have attempted to delegate to other staff in performance of role at school. Have set aside – Saturday – no school related work, Sunday – Church and coffee with friends. Have decided that ‘work tasks’ should be given a priority – criteria, if they are not done, what are the consequences? In the DP role, have attempted to get staff to solve their own ‘problems’ rather than hand them to me to solve.

Tends to be an ‘adhoc’ basis and not that well organised.

My personal development lies more in business development outside of the teaching profession.

Yes, I followed another form of personal development.

Question Nine of the questionnaire asked the respondents to record their level of agreement as to whether four of the strands of the Health and Physical Education learning outcomes contributed to a personal development curriculum. Table 11 displays all of the responses relating to the contribution of the four strands towards a personal development curriculum.

Table 11

Levels of Agreement with Strands of HPE Learning Area Being a Personal Development Curriculum

<table>
<thead>
<tr>
<th>Strand</th>
<th>Median</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understandings</td>
<td>7</td>
<td>1.777</td>
</tr>
<tr>
<td>Skills for Physical Activity</td>
<td>6</td>
<td>1.373</td>
</tr>
<tr>
<td>Self-Management Skills</td>
<td>7</td>
<td>0.802</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>7</td>
<td>0.682</td>
</tr>
</tbody>
</table>

Median Legend:  7 = Strongly Agree   6 = Moderately Agree
Respondents strongly agreed that three of the four strands of the Health and Physical Education learning area contributed greatly to a personal development curriculum. Only one of the strands, Skills for Physical Activity, rated less than ‘Strongly Agree’ by the respondents and had a median score of ‘Moderately Agree’.

Respondents were then asked in Question Ten whether student personal development learning outcomes within their own ‘Health Education’ program would be enhanced if they pursued their own personal development. Analysis revealed a median at the ‘Moderately Agree’ level with a 1.104 standard deviation.

Similar results were found in asking the same question about respondents’ ‘Physical Education’ program. The median again was at the ‘Moderately Agree’ level with a standard deviation of 1.137.

The second half of the questionnaire contained statements that related to intentions in regard to personal development, drawn from the Theory of Planned Behaviour (Ajzen, 1991). Responses to the statements are summarised in Table 12. Each of the predictors of behaviour were analysed with median scores and standard deviation measurements.

### Table 12

#### Theory of Planned Behaviour Questions

<table>
<thead>
<tr>
<th>Behaviour Predictor</th>
<th>Question Number</th>
<th>Median Score</th>
<th>Standard Deviation</th>
<th>Overall Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Behaviour</td>
<td>12</td>
<td>5</td>
<td>1.963</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>5</td>
<td>1.879</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>5</td>
<td>2.031</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>5</td>
<td>1.892</td>
<td></td>
</tr>
<tr>
<td>Subjective Norm</td>
<td>13a</td>
<td>5</td>
<td>1.788</td>
<td>Slightly Agree</td>
</tr>
<tr>
<td></td>
<td>13b</td>
<td>5</td>
<td>1.879</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>4</td>
<td>1.432</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18a</td>
<td>5</td>
<td>2.023</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18b</td>
<td>5</td>
<td>1.810</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21a</td>
<td>6</td>
<td>0.824</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21b</td>
<td>6</td>
<td>1.031</td>
<td></td>
</tr>
<tr>
<td>Perceived Behavioural Control</td>
<td>15</td>
<td>7</td>
<td>0.888</td>
<td>Slightly Agree</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>6</td>
<td>1.437</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>6</td>
<td>1.407</td>
<td>Moderately Agree</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>6</td>
<td>1.910</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----</td>
<td>----</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>(e.g. intention to engage in personal development)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4</td>
<td>1.564</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>4</td>
<td>1.505</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slightly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24a</td>
<td>6</td>
<td>0.934</td>
<td></td>
</tr>
<tr>
<td>(e.g. attitude towards engagement in personal development?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24b</td>
<td>5</td>
<td>1.208</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24c</td>
<td>6</td>
<td>1.014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24d</td>
<td>7</td>
<td>1.237</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24e</td>
<td>5</td>
<td>1.338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>4</td>
<td>1.443</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slightly/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Median Legend:  4 - Unsure  5 – Slightly Agree  6 – Moderately Agree  7 – Strongly Agree

The collection of ‘Past Behaviour’ statements indicate that respondents have slightly and moderately agreed that they engaged in personal development over the past week, month, ten weeks and year.

The ‘Subjective Norm’ statements indicate that respondents ‘slightly agree’ that family and colleagues expect them to engage in some sort of personal development. The respondents were unsure whether people important to them to them would expect them to engage in personal development within the next ten weeks. To confirm a previous question on this predictor, respondents ‘slightly agreed’ that family and friends expected them to undertake some form of personal development in the forthcoming ten weeks. The final statement in this series indicated that significant others in their lives, whose opinions they would value, would slightly approve of them engaging in personal development within the next ten weeks.

The three statements pertaining to ‘Perceived Behavioural Control’ elicited definite responses. The first statement confirmed that respondents ‘Strongly Agreed’ that it was up to them whether or not they engaged in personal development within the next ten weeks. The second statement reported that respondents felt they had moderate control as to whether they were able to engage in some sort of personal development in the next ten weeks. The third statement revealed that respondents thought it was moderately true that they could easily engage in personal development if they wanted to within the next ten weeks.
Responses to the set of ‘Intention’ statements revealed respondents were unsure of two out of the three statements provided. These two statements were optional due to the fact that they were only answered if the respondents had not engaged in personal development before. Twelve (39%) of the sample responded to these two statements. Analysis showed they were unsure as to whether beginning the personal development process within the next ten weeks would be difficult or easy. They were also unsure whether to agree or disagree that they would begin the process of personal development within the next ten weeks. The only conclusive statement for intention indicated that respondents were ‘moderately likely’ to intend to engage in personal development within the next ten weeks.

The behavioural predictor of ‘Attitude’ was the final series of statements. The responses from statements that questioned their attitude about engaging in personal development within the next ten weeks are presented in Table 13.

**Table 13**

**Attitude Responses About Engaging in Personal Development Within the Next Ten Weeks**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Response</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>beneficial</td>
<td>7 6 5 4 3 2 1</td>
<td>harmful</td>
</tr>
<tr>
<td>pleasant</td>
<td>7 6 5 4 3 2 1</td>
<td>unpleasant</td>
</tr>
<tr>
<td>good</td>
<td>7 6 5 4 3 2 1</td>
<td>bad</td>
</tr>
<tr>
<td>valuable</td>
<td>6 5 4 3 2 1</td>
<td>worthless</td>
</tr>
<tr>
<td>enjoyable</td>
<td>7 6 5 4 3 2 1</td>
<td>unenjoyable</td>
</tr>
</tbody>
</table>

Legend: 7 – Strongly Agree, 6 – Moderately Agree, 5 – Slightly Agree, 4 – Undecided, 3 – Slightly Disagree, 2 – Moderately Disagree, 1 – Strongly Disagree

The responses indicate that the sample’s attitude towards engaging in personal development in the next ten weeks was positive. The final statements to receive a response concerning attitude, were only answered by twelve (39%) of the respondents. These respondents identified themselves as not having engaged in personal development before. The responses to these statements were inconclusive as the median return was ‘unsure’.
The responses to the second half of the questionnaire were also analysed for correlation using SPSS software. Due to the low number of the sample size (n=31), Kendall’s Tau (τ) was used to determine correlation between the predictors of behaviour according to Ajzen’s (1991) Theory of Planned Behaviour. The Tau correlation presents values between -1 and +1, with a positive correlation indicating that the ranks of both variables increase together whilst a negative correlation indicates that as the rank of one variable increases, the other one decreases. Results of correlation between these predictors are presented in Table 14.

Table 14

Kendall’s Tau Correlations Between Predictors of Behaviour

<table>
<thead>
<tr>
<th></th>
<th>P.B.#</th>
<th>Att.</th>
<th>S. N.</th>
<th>P. B. C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude (Att.)</td>
<td>0.225</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjective Norm (S.N)</td>
<td>0.508**</td>
<td>0.242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived Behavioural Control (P.B.C.)</td>
<td>-0.057</td>
<td>0.0198</td>
<td>0.110</td>
<td></td>
</tr>
<tr>
<td>Intention</td>
<td>0.431**</td>
<td>0.292*</td>
<td>0.241</td>
<td>0.210</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)
# Past Behaviour

Table 14 shows significant correlation levels between attitude and intention at the 0.05 level. It also shows significant correlation between past behaviour and subjective norm and also between past behaviour and intention at 0.01 level. All other
correlations are positive except for the correlation between past behaviour and perceived behavioural control. Figure 8 further illustrates the correlation measures of the predictors of behaviour within the Theory of Planned Behaviour model with the inclusion of past behaviour.

Summary of Findings for Phase 1

Thirty-one respondents participated in the questionnaire phase of this study. Twenty three percent of the responding teachers were from high schools, while seventy seven percent were from primary schools. Thirty nine percent of the total sample were female while sixty one percent were male. Years of experience ranged from one to thirty plus years. From the data analysis in this chapter, the following conclusions were reached.

Responses to the fictional story of ‘Jodie’ indicated that most of the teacher sample agreed that the topic of conversation in their staffrooms often turned to how hectic work was and how this was affecting their lives inside and outside school. Most of the teachers were aware of the advice contained in books and other resources on the market that promised to help them regain balance and control in their lives. Many of the teachers sampled had not followed the advice in one or more kinds of ‘self help’ books in an effort to achieve greater balance and control in their lives. The majority of the sample had set, prioritized and acted on goals relating to a range of work and personal activities. Most of the sample had used ‘quiet time’ to contemplate what was important to them and to plan accordingly. Most of them continued to invest time in reflecting on what was important to them and in developing and acting on plans for its achievement.

Nearly the entire teacher sample (94%) agreed that teachers’ professional development should include personal development. The majority of teachers agreed that their interpretation of ‘personal development’ was the same as the perspective contained in ‘Jodie’s Story’. This perspective included reflecting and gaining the knowledge needed to help set, prioritize and act on goals in professional and personal activities. Teachers in the study sample who disagreed with this interpretation provided written explanations of their viewpoints and these were summarised in this chapter.

The learning outcomes listed in the Outcomes and Standards Framework for Health and Physical Education (W. A. Department of Education and Training, 2005)
for WA were confirmed by the majority of the teacher sample as contributing greatly to a personal development curriculum. Most of the teachers in the sample also agreed that their Health Education and Physical Education school programs would be enhanced if they themselves were to pursue their own personal development.

The statements in the second half of the questionnaire, which were informed by and structured around Ajzen’s (1991) Theory of Planned Behaviour, resulted in positive correlation coefficients between each of the predictors of behaviour except past behaviour and perceived behavioural control. Three significant correlations occurred between past behaviour and intention; past behaviour and subjective norm; attitude and intention. These results helped formulate questions for Phase 2 of the study.

---

**Phase 2**

Phase 2 of this study involved a sample of Health and Physical Education teachers selected using purposive sampling techniques from the population of Western Australian Health and Physical Education teachers from all teaching districts. The thirteen teachers who were selected were (or had been) working in the Health and Physical Education field. The range of expertise in this sample group is presented in Table 15.

**Table 15**

**Background of Interview Respondents**

<table>
<thead>
<tr>
<th>Name*</th>
<th>Sex</th>
<th>Age</th>
<th>Yrs Exp.</th>
<th>Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan</td>
<td>Male</td>
<td>30</td>
<td>9</td>
<td>HPE/Art Specialist in Primary School</td>
</tr>
<tr>
<td>Betty</td>
<td>Female</td>
<td>34</td>
<td>13</td>
<td>Yr 1 / Health Co-ordinator in Primary School</td>
</tr>
<tr>
<td>Colin</td>
<td>Male</td>
<td>42</td>
<td>22</td>
<td>Motivational Speaker former HPE High School</td>
</tr>
<tr>
<td>David</td>
<td>Male</td>
<td>45</td>
<td>22</td>
<td>HPE Specialist in Primary School</td>
</tr>
<tr>
<td>Edward</td>
<td>Male</td>
<td>43</td>
<td>19</td>
<td>Mining Co. Lab. Analyst former HPE High School</td>
</tr>
<tr>
<td>Frank</td>
<td>Male</td>
<td>50</td>
<td>27</td>
<td>Director – Govt. Agency former HPE High School</td>
</tr>
<tr>
<td>Geraldine</td>
<td>Female</td>
<td>46</td>
<td>23</td>
<td>University Co-ordinator former HPE High School</td>
</tr>
<tr>
<td>Hannah</td>
<td>Female</td>
<td>32</td>
<td>5</td>
<td>PE Specialist in Primary School</td>
</tr>
</tbody>
</table>
This section reviewed the qualitative data collected in the semi-structured interviews. Responses from each of the interview subjects were analysed according to the five main themes that were extracted from answers to the questions listed in the interview schedule (Appendix I). The themes included personal background, personal development, life management, personal development curriculum and quality of life.

Personal Background – these were recorded to provide information about the background of each interview participant. These were important to gain an understanding of each participant with respect to their personal and professional knowledge and roles. The background gave a personal context within each participant and allowed answers to be analysed according to their various perspectives to personal development questions.

Personal Development – Each of the participants responded to questions about their understanding of the term ‘personal development’. They gave their own definition and provided examples of what they thought personal development entailed and its implication in schools. Each of the interview participants were then asked to read a fictional story about Jodie and her personal development journey. They then responded to questions about their own experiences of personal development and the similarities or differences that they could see between the fictional story and their own lives and personal development perspectives. This theme also gave an opportunity for participants to describe their own active or inactive personal development. Interview participants gave reasons why some professional and personal development they had received were memorable and/or worthwhile. They listed reasons for this choice and gave their own ideas as to what made a good professional or personal development session.

*(Pseudonyms)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Experience</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian</td>
<td>Male</td>
<td>49</td>
<td>25</td>
<td>LOTE/PE Specialist in Primary School</td>
</tr>
<tr>
<td>Jack</td>
<td>Male</td>
<td>37</td>
<td>18</td>
<td>Principal/former HPE specialist in Primary School</td>
</tr>
<tr>
<td>Ken</td>
<td>Male</td>
<td>47</td>
<td>25</td>
<td>Co-ordinator for HPE High School</td>
</tr>
<tr>
<td>Les</td>
<td>Male</td>
<td>42</td>
<td>19</td>
<td>Co-ordinator for HPE High School</td>
</tr>
<tr>
<td>Michael</td>
<td>Male</td>
<td>55</td>
<td>32</td>
<td>Co-ordinator for HPE High School</td>
</tr>
</tbody>
</table>
Life Management - Participants reported on their own reflection and the results of such reflection (if any) in the process of life management in their own personal development. Reflection was described as an important component of the conceptual and theoretical framework for this study and as such gained some interesting responses from the participants in the analysis. Roles and role balance were themes that were investigated. These responses described some of the roles that participants had in their professional and personal lives. With these important roles, it was also important to investigate the balance of these roles during their day-to-day lives. Participants gave reasons for their participation or lack of participation in personal development. This covered contexts at work and at home and provided an insight into their daily lives.

Personal Development Curriculum – Each participant was asked to consider the Health and Physical Education learning area as a personal development curriculum. They used their experience in this learning area and gave reasons for their decision during the interviews. With the introduction of the Curriculum Framework (1998) into government schools in Western Australia, participants were questioned about other learning areas that may be helpful in teaching and promoting personal development to students. Alongside the promoted eight learning areas, values and learning principles were mentioned in responses to these questions. All participants were able to report on their current or former school’s philosophy towards personal development for their students and staff. They were also able to comment on the larger education system initiatives that were being implemented in schools and their direct relationship to personal development again with students and teachers. The interview participants were asked if teachers would be better teachers of personal development if they engaged in personal development themselves. They were able to respond using personal experiences about themselves and other teachers with whom they may have taught in the past.

Quality of Life – Interview participants rated themselves on a scale from one to ten on the quality of their work life. Interview participants also rated themselves on a scale from one to ten on the quality of their life. The rating system was used after participants found it difficult to initially discuss the quality of their lives. Although the nature of this type of scale was subjective and limited in detail, it gave the participants a simple starting point to discuss their personal development approach. They explained the reasons for their rating and had suggested ways for improving the quality of their working lives and overall lives through various goals and ideas. Participants gave some
background information as to their original choice to be a teacher and also to be a teacher in the Health and Physical Education field. They listed influential people and events that have been guiding forces in their own careers up until the appointment to their current position. This theme also allowed interview participants to share goals that they may have made about their own personal and professional lives. These goals were also shared across both contexts in some instances and helped give an insight into their intention to participate in future activities.

The interview subjects were analysed in alphabetical order:

Alan

**Personal Background**

Alan was a thirty-year-old teacher who was married with one child. He had been teaching for nine years and was in a primary school as a combined Physical Education Specialist, Arts Specialist and Learning Technologies Teacher Leader. He taught Years One to Seven and also had contact in the Kindergarten and Pre-Primary classes with an induction program as they moved up to Year One. He had worked in three remote schools and for the ‘School of the Air’ for three years. Alan’s core role as a primary school generalist teacher had been enhanced with some basic academic background in Physical Education during the completion of his Bachelor of Education. He had taught Physical Education in all of his past schools and had organised carnivals and interschool sporting fixtures.

**Personal Development**

Alan had heard of the term Personal Development and believed that it was about “growth and learning for me as an individual and possibly in my individual needs rather than the specific needs of the school at the time” (Interview p. 2). He developed that definition after working closely with one of his principals in one of the remote schools in the past. The principal believed that professional development should be “development for yourself and for your school” (Interview p. 2). That principal and school, according to Alan, encouraged personal development through the performance management process by encouraging a lot of goal setting and then identifying resources to achieve the goals. The goals needed to be related to system wide goals, school goals and personal goals so that they were collectively improving staff members’ development. Alan had continued to use that approach to his performance management
process and reported that he had continued to goal set for personal development in his latest school.

Alan’s latest school had an expectation of professional development as part of the performance management process for all of its teachers. He reported that both personal and professional development were discussed in his performance management meetings but had no idea whether these same goals were being discussed by other staff. His school’s budget for professional development was distributed on a needs basis, first to any teachers who had these needs identified in their individual performance management meetings. The performance management meetings were held early in the year and enabled staff to access appropriate resources to address the concerns raised for improving teacher expertise. Staff accessed resources both in and out of school hours for their particular needs. Some of Alan’s line managers had asked about his mental health in performance management meetings to prompt discussion on personal development so they could “get a better understanding of you as a person as that’s going to affect your performance within the school” (Interview p. 12).

Life Management

After reading the fictional story about Jodie, Alan confirmed that the programs offered by the State School Teachers Union and the specific books mentioned in the story were what he understood to be the personal development.

I have done similar things out of school, you know for my own personal development done some courses and read lots of books and things like that. From a family point of view we set goals within our family and you know put in strategies to achieve sorts of things.

When asked the reason why his family set goals and put strategies in place to achieve them Alan explained:

We … my wife and I did a course called ‘Creating A Healthy Lifestyle for 2001 and that was … one of the parts of that was goal setting for yourself and goal setting for the people around you as a collective and from there we nutted out what we wanted out of you know our relationship and out of life and for our family in the future and put some plans in place just like I suppose you would a financial plan although this one wasn’t done by a planner, this was something we created. (Interview p. 3)

Alan had a family member who was a naturopath who suggested the course to Alan and his wife. Alan felt that having a naturopath in the family allowed them to be
open to lots of different ideas and different solutions for achieving a goal. Information from that course was still being accessed through a course booklet (‘or journal’) after an intensive four-day, 12 hours a day course. The course, from the Eastern states of Australia was now franchised into Perth. Alan was unable to remember the name of the program or the person involved in running it.

Alan reported that he and his wife continued to reflect on situations throughout their lives at regular times and set goals to achieve success in “what we want out of life and what we wanted as in relationships and things like that” (Interview p. 5). He acknowledged that they do not sit down at regular intervals but their goal setting had often been seen as a time for reflection:

Something comes up, for example we had an opportunity so you know it was an opportune time to … we’d have nine months to think about it and reflect and we … it’s a continual process and obviously I read a lot of … not self-help books but I suppose success books and you know, ‘Habits Of Highly Effective People – type things and my wife reads some … so when something new comes up we don’t jump at it but it gets considered … is this right for us now or no can we modify it? Which usually happens. (Interview p. 5)

Alan had continued that type of approach to personal development in his life since 2001 up until this interview.

With that type of background in personal development the questions then investigated his life balance across professional and personal roles. Alan responded initially, that with his wife being a teacher as well, they tended to talk about school issues up until they both slept and again in the morning before they go to work so the balance was not quite there. Alan commented on the pressures of being in a specialist role in his school as having inherent pressures to add strategies to his teaching repertoire rather than always changing. “Well … there’s a perception that it’s adding and adding” (Interview p. 5). Alan’s responses to balance were illustrated by the fact that his wife had changed her professional role as a teacher to part–time to enhance the balance of their professional and personal life. “We want to spend time with family, spend time with friends and everything revolved around time …” (Interview p. 5). So the change was made after they had reflected on their situation and the goals they had set for themselves.

Alan admitted that before the Personal Development course was completed, life was a little more stressful due to time pressures and time management. He commented
that his school life was more frantic and it was difficult to focus on things and set timelines but he was still following goal setting and strategies to achieve them. These were skills learned in previous professional and personal development through previous school opportunities. After the main personal development course in 2001 though, he felt that that had given him the skills to plan for long-term things such as carnivals and “being able to focus on goals and exactly what you’re after, I suppose it’s highlighted one direction rather than the many that we were sort of going in then” (Interview p. 6).

Previous lack of knowledge about goal setting also affected Alan’s personal life as he came to terms with sharing his life with another person (his wife). He stated that the “pathways to reach those goals … that sort of wasn’t happening before, there was a lot of … anxiety and stress in relationships anyway, that was more haphazard I suppose” (Interview p. 6). Alan asserted that his professional teacher network had also been helpful in personal development as he had been able to socialise professionally and personally with other teachers who had similar roles to his at school. “If your [student] portfolios have changes and reporting processes and curriculum leaders and all that sort of stuff, you’ve got someone to talk to who’s in the same boat as I am” (Interview p. 6).

Alan admitted that his own personal development could be guided sometimes by the prospect of advancement within the Department of Education and Training. He stated that he had been continually accessing information on personal development [Alan’s definition] in terms of:

Career advancement I suppose, seeing what is going to be advantageous for gaining positions, promotional positions and professional development in terms of my area of leadership within the school with ICT and obviously when there’s opportunity for Phys. Ed. Professional development and from a personal point of view, yeah, I mean the … talking to people, seeing what’s out there. (Interview p. 7)

Alan said that he had been very committed to his own personal development and believed there had been nothing stopping him from accessing and engaging in suitable personal and professional development opportunities.

**Personal Development Curriculum**

Alan reported that the Health and Physical Education Learning Area was a personal development curriculum. He believed that was due to his teaching philosophy:
Everything is based on a life skill from my point of view and yeah I’m developing them as a person. I tie in values and virtues to all of the lessons that I do. Every one of my lessons is across all learning areas, it’s just so broad and they could be doing … yeah you know long jump but it’s also maths and language and we’ll measure in Indonesian and whatever we need to do to spread it across … “ (Interview p. 9)

Alan maintained that a lot of staff at his current school would not see Health and Physical Education as a personal development curriculum as they only saw it as their DOTT (Duties other than Teaching) time and didn’t really care what happened as long as the students were picked up on time and were dropped off on time. His principal had been very supportive of the Health and Physical Education area and allowed for Alan to approach the learning area in the way in which he wanted.

When responding to questions about other learning areas and a personal development curriculum, Alan believed that all learning areas were responsible for teaching it. He believed that personal development was not just something that was discussed in a classroom, it was something that should be taught. “To me, personal development is all about developing attitudes and ethics and a sense of responsibility and values” (Interview p. 10). Alan said that he did not teach the students “personal development explicitly” but it was part of the whole teaching job (according to his own philosophy).

Alan believed that those who actively involved themselves in personal development were better teachers. He stated that with his own personal development he had been able to improve his time management skills and reflective skills which he used in his role as a generalist teacher but not specifically as a Health and Physical Education teacher. Alan believed his clear thinking strategies were a result of personal development and his ability to make decisions had been enhanced. He thought teachers who did not actively engage in personal development may have problems with decision-making skills due to lack of clarity in their thought processes and that there could be an imbalance between personal and professional goals. Alan also believed that personal development helped people with their change-management skills.

Quality of Life

Alan rated his quality of working life at eight and a half out of ten (an arbitrary measure decided on during the interview) due to the strong teacher network of which he had been a part and the respect that he had gained from his current colleagues. That
respect had been built over time with “the opportunities I’ve been given by the admin
team and just the general … cohort of students within the school” (Interview p. 7). Alan
described the students in his current school were from a lower than average socio-
economic background which made the respect and teamwork from staff an important
factor in his quality of work life.

Alan rated his quality of personal life as nine out of ten. He suggested the
reasons for that were the “quality of relationship with my wife and a new child, having
clear goals, financial, personal, relationship goals, things like that and being …
progression towards those long term goals and also having a partner that has the same
goals as you” (Interview p. 7).

After being asked about good professional and personal development Alan
commenced his response to the question with the statement that “they should
complement each other. I think that whatever you do in personal development is going
to assist you in the workplace however I don’t believe all professional development is
going to assist you in your personal life, yeah” (Interview p. 12). He maintained that
good professional development should be delivered by someone who knew what they
were talking about. It should be delivered in a user-friendly way that was appropriate
for his needs and was relevant to his workplace. Good personal development, according
to Alan, should also be relevant to his life, be of interest, applicable and be something
he could use. Alan had read a lot of the self-help books which he had found the most
appropriate to his personal development. “I read a lot of investment / financial / time
management books, that type of thing” (Interview p. 12).

Alan reported that he was attracted to the teaching profession because he liked
talking. “I like talking to different people all of the time, I believe I have good
communication skills both verbal and non-verbal” (Interview p. 13). Along with his
talking skills, he believed the security of working for the government was another
reason he started teaching, after speaking to family and friends. He admitted that if he
had the knowledge and skills he had now he would not have followed a teaching career.
He did not elaborate on the path he would have taken. Alan maintained that he was an
excellent teacher and that he had a lot to offer the students and the staff around him. He
was currently applying for promotional positions as he felt he would have more of an
impact as an administrator.
Alan looked forward to gaining a position where he, through his leadership on students and on staff and the wider community could have greater influence. He believed that he may or may not be in the education system in fifteen years time depending on the opportunities that he could make for himself. “You know, I could be just in the Wallaby District, but could also be over east, I could be overseas. I have goals as what I want to be able to achieve” (Interview p. 14). Alan was not specific about the promotional positions he may pursue. Alan preferred to call teaching a “vehicle” to achieve his preferred lifestyle.

Alan saw his personal goals linking with those of his family in skills and attitudes. He saw himself having a greater impact on a wider number of people, which overlapped into his professional goals. “I enjoy seeing people achieving their goals and I do … I like to see people achieving them and the process as they’re going through” (Interview p. 14).

---

**Betty**

**Personal Background**

Betty was a thirty four year old primary school teacher who was currently teaching a Year One class and was also the Health Co-ordinator and the Values Co-ordinator for the school. She had been teaching for twelve years and had taught all year levels from Years One to Six. She had been a Physical Education cost centre manager during her country teaching service. Betty was single with no children.

**Personal Development**

Betty had heard of the term ‘Personal Development’ and thought that it was part of the curriculum. She believed it involved things such as looking after yourself, sexual education, caring for your teeth and “all that sort of thing” (Interview p. 2). She also commented that it would include the self-esteem and emotional side as well. Betty believed that her own personal development was being part of a sporting team and also watching sporting events.

After reading the fictional ‘Jodie’s Story’, Betty commented that she saw yoga as personal development for herself. She related to all of the issues that Jodie contended with and agreed that the story was realistic. Betty commented that:
I think myself personally I have gone through times floundering around and not knowing what job to do first and now I’m managing this and I used to be disorganised but now I have books for my you know school work stuff in and one page for each week and this helps to be more organised and things like that (Interview p. 3).

The idea to use the books to organise her life better was inspired by another staff member who was using it to organise herself, so Betty followed that example. When asked about participation in her own personal development, Betty seemed to be confused and answered with the statement: “In a roundabout way, yes. No, I do, yeah I do or if not, I will” (Interview p. 10).

Betty commented that effective professional or personal development in the past that had meant something to her had provided good food and a good venue. She went on to describe the best courses that she had attended were the ones where the presenter had taken the time to find out about the audience and where there was a shared understanding of the topic being presented. She liked the sessions to inform her of new concepts and ideas but not repeat well-known theories and strategies. Betty liked the sessions to be hands on at times and to have a balance of information to take home. Betty admitted that only half of the professional and personal development that she had attended in her career had been worthwhile. The best ones had “lots of ideas, lots of hands-on stuff and you actually did it [implemented the ideas with small groups] with them and there were prizes ... and something that you can immediately go back and put it into your classroom” (Interview p. 12).

**Life Management**

When asked what sparked the reflective thoughts and actions with her personal and professional issues, Betty thought that it was the beginning of the school year that started the process. At that beginning stage of the year she reported that she stated to herself “right, how am I going to set myself up this year?” (Interview p. 3). Betty reflected on the previous year during the initial setup time at school and decided on changes to the way she approached events throughout the year so that the “frantic times” (Interview p. 3) don’t become as stressful.

Betty explained that being single allowed her to be spontaneous with her life and planning. “I’m not much of a planning person … I’m not one of those people who have a five year plan or something like that” (Interview p. 4). Life balance, Betty explained, varies throughout the year depending on the pressures of work and family.
commitments. She gave an example of when she was helping her sister write job applications and she was really busy at work. She found that sometimes it was difficult to work out what to do first. Betty stated that her professional stresses were sometimes brought home into her personal life. She often talked about these issues with some of her friends and found her parents were good “sounding boards”. Betty’s friendship group contained some teachers and she concluded that “I can talk to them on both levels like professional and the friendship …” (Interview p. 5).

Betty reported that she had participated in organised personal development through her school based performance management process. That was in response to one of her country teaching positions. She was not satisfied with her job at that particular country school and with the help of her line manager and principal, through the performance management process, reflected, set some goals and put some action plans into place to enable her to gain a position in a staff merit selected school in a metropolitan area. That she did and was able to gain a position in a staff merit selected school. Since then she had used the process of reflection, goal setting and actions with her classroom teaching both in and out of the formal performance management process.

**Personal Development Curriculum**

Betty believed that the Health and Physical Education Learning area was a personal development learning area because:

Health and the physical welfare are very important parts of your learning … well it’s been proven that people who are physically fit and healthy learn better … and also … how do I put it? … say a country that’s more health conscious or physical are often … their education … you know what’s the word? Their educational learnings are higher as well (Interview p. 8).

Betty also suggested that the other seven learning areas should be “on the fringe” to be teaching personal development to students. She used the ‘Society and Environment’ learning area as an example by citing the ‘cultural’ aspect of the learning area. In that aspect, specific outcomes were based on beliefs and culture, cohesion and diversity and personal, group and cultural identity.

Betty saw personal development as being the implementation of the values that have been promoted through the Curriculum Framework (1998). Betty reported that her current school had promoted student personal development, according to her, for the last few years due as a whole school approach to student ‘virtues’. These had been
implemented through the school development plan and had been maintained for at least the last three years. For the personal development of the teaching staff, Betty had seen her current school arrange a Buddhist monk to speak to the staff during a school development day and the school had also encouraged staff to be in an organised ‘yoga’ group out of school hours which had been held on the school property.

Betty had stated that being involved in personal development as a teacher should provide benefits in teaching. That was because “it is really just like having a personal experience and knowing the good that it can do, I guess and it’s like anything, if you do it yourself then you can better portray it in your teaching” (Interview p. 10). Betty believed that there should be no disadvantage to being personally developed as a teacher unless the teacher was taking on too much in their lives and that influences other roles. The personal development provided at Betty’s school, she believed “brings you back to reality a bit … yeah, I don’t know, just remembering that life’s not all about work” (Interview p.11).

**Quality of Life**

Betty rated herself at seven to eight out of ten for her quality of work life because she was busy preparing for some long service leave at that time. She stated that she would normally be a lot happier about work but she felt the pressure of getting everything ready for her extended leave. Betty rated herself as having eight out of ten for her quality of life and indicated that that could be enhanced in the future by achieving her goals of getting married and having children.

Betty’s choice to become a teacher was inspired by a few of her past primary teachers. She confirmed that she had made up her mind when she was in primary school to be a teacher and that having a few good primary school teachers was the inspiration. Following the decision to be a teacher, the focus on the Health and Physical Education learning area was influenced by Betty’s high school teachers. Betty found that many of the successful teachers in her current school and in past schools inspire her. She stated that using these teachers as models or mentors kept her up to date with new things and allowed her to explore different approaches to teaching.

Betty confirmed that she did not make a five-year plan for herself but did admit that one of her professional goals was to participate in a teacher exchange program to Canada in the near future. She also planned to change her current teaching level from
Year One to Pre-Primary students. Personally, she commented that she would like to “find somebody to marry before I turn into an old maid, and have children … yeah … and to keep physically doing things. I’ve stopped dancing and I’m a bit bummed out about that, I should go back to that, things like that, you know” (Interview p. 14).

Colin

Personal Background

Colin was a forty two year old professional speaker who conducted professional development for teachers in schools and educational conferences. He had been in his current role for two and a half years. Prior to that, he had worked as a primary and high school Physical Education teacher for eighteen years interspersed with other careers including a television role and playing music publicly at night. His last role within the Department of Education and Training involved being a school improvement project program co-ordinator. He was married with two young sons.

Personal Development

Colin had a strong understanding of personal development due to the fact that it had been an interest of his for many years. He stated:

I have always been a strong believer that there’s a strong link between your personal development and your life management if you like and your workplace effectiveness as well so I’ve always been very focused on my own personal development, my own strategic turning for my life if you like and a strong advocate of having personal development in the workplace as well. (Interview p. 2)

Colin believed that he was actively involved in his own personal development and that was initiated after being introduced to motivational books fifteen years ago when he experimented with selling ‘Amway’ products. They introduced a motivational book of the month and since then he had been a strong reader of these self-improvement, motivational books. Colin had been writing his own motivational books that were soon to be published. Colin also mentioned that a professional development day run by SPARC (Edith Cowan University’s Sport and Physical Activity Research Centre) and ACHPER (Australian Council for Health, Physical Education and Recreation) was another influence over his decision to engage in personal development. At the seminar, he received the book ‘First Things First’ by Stephen Covey. “Yeah, so
that was a life-changing course for me, oh it’s had a huge influence, yeah” (Interview p. 5).

Colin believed that good professional development should include what he had in his motivational presentations. These included Stephen Covey principles, personal wellness and getting the balance right for work, rest and play. Colin based his presentations on the physical, mental, social, spiritual side of life. He encouraged participants to find out about these life elements and then set about getting a sense of life purpose. He had investigated many educational groups (e.g. teachers, administrators, assistants, etc.) and had found that personal wellness was a major influence in motivating staff. Colin maintained, “if your own life isn’t in order how are you going to come to school and try and be effective in school if you haven’t got it right outside of school?” (Interview p. 11). He had had twenty to thirty successful presentations using that theme to teachers’ groups. Colin believed that there were sixteen principles of adult learning after doing some personal literature research on the subject. That list has been presented in Appendix L. He also believed that a successful presentation should have a positive learning environment.

Try not to be too threatening, make sure there’s some value in them, make sure there’s some relevance, and make sure it’s in context. And one thing I find especially with teachers is to make them feel like their appreciated and they’re specialists, like I do my PD at the ‘Fancy Hotel’ and they get a nice feed. (Interview p.12)

Colin believed and promoted the notion of all schools spending at least an hour in each school development day on some personal development theme. He also believed that at least one of these days each year should take place off the school site and may be focused on non-teaching content.

**Life Management**

Colin agreed with the fictional story about Jodie stating similarities with his own life and hers. He thought that the process that she took in the whole process was similar to his after an initial course that interested him in the topic of personal development. Colin agreed with Jodie’s story that teachers were finding life more hectic. Colin stated, “we’ve got more things to fit in each day with, you know, internets and mobile phones and everything that comes with it … “ (Interview p. 4). He had found that his personal development had been of great benefit to his life. Colin also saw similarities with ‘Jodie’s Story’ with his own life processes. He had used the information in
motivational and self-help books, linked with his own literature research, to change and improve aspects of his life.

Colin took Mondays as a self-reflection day if he was not working. He would read through his personal philosophy and all of his roles and then plan his week in a book that had a week plan to a page. That way he said was “so I know if I’ve got a job there [points to the weekly planner] I’ve got to leave some preparation time as opposed if you’re planning day by day you might forget the preparation time and so on” (Interview p. 6). Colin believed before that reflection time he was less organised and still searching for the ‘meaning of life” (Interview p. 6).

Colin believed in the teachings from ‘First Things First’ (Stephen R. Covey et al., 1994). From that book, Colin had developed his own personal philosophy:

Which is my value set so these have been ingrained in me and my psyche … I’ve had these for a number of years now and I change them every now and then … as I read it … whatever I think … I’ve just got a more of the spirituality side of things where you know … with the balance of physical, mental, social, spiritual, I’m a strong believer in that spiritual side, not necessarily the religion but the sense of purpose, the spiritual side and the importance of it (Interview p. 5).

Colin had looked at his roles and developed long-term goals. He had also been goal setting for a year in terms of his family and friends, work and career, learning and growing, living and fun. He believed that these goals had been working brilliantly for years now. He had even used that success to help a local District High School to develop a school planner based on the goal setting espoused by Covey et al. (1994).

Work and family commitments continued to be a struggle for Colin even with his structured personal development program. He said that with his work commitments he was often able to walk his children to school and more often than not he was able to have a kick of the football with them after school. Colin tried to plan his balance with the family and work by acknowledging his roles. An example of some goals for the week included “for husband is just to buy my wife some flowers, just that acknowledgement. Another might be to cook tea one night a week and I might try and throw in a load of washing” (Interview p. 7). Even with that structure in place, Colin did overlap some of his roles, especially when it came to big business trips. He gave a typical example:
I certainly take some anxious moments from both sides, from one side to the other, I’m not a good separator like I’ve … certainly if I’ve got a trip coming up ‘cause when I go on a trip I’ve got to make sure everything’s in the suitcase and packed everything going, I’ll be thinking about that for a couple of days beforehand and I might be thinking about that and my wife’ll ask me a question and I didn’t hear it … weren’t you listening to me? (Interview p. 20)

Colin had a few people who influenced his life by encouraging personal growth and acted as mentors to him within his work role. His father was also a big influence as he was “very strong on the family values type thing so that helped me get my family values right from my end as well” (Interview p. 8). Colin also had been influenced by his wife who did not feel she needed to follow the same personal development that he did. Colin used her as an example in many of his talks, saying that some people may not need that type of personal development but he said he needed a bit of structure and organisation in his life. She was very supportive of his personal philosophy and the personal development action that he was involved in.

**Personal Development Curriculum**

Colin believed that the Health and Physical Education learning area had elements of personal development but added that there should be more in there. He recounted that many of the high school students saw the values and health topics as ‘rhetoric’ and that they were becoming cynical about the whole issue of personal and physical health. He recalled that while teaching at a local high school, they had a course titled ‘Personal Development’ which began to investigate the social issues of students (health, socialising, relationships, etc.) but ended up with common topics that had none of the structure (e.g. goal setting, reflection, life management, etc.) that had been presented by this study’s personal development definition.

Colin believed that personal development should be “ingrained as part of the whole psyche of your school as opposed to oh, when you go to health you’re going to learn about being a good person and personal development needs to be a more widely spread, integrated curriculum” (Interview p. 10).

Most schools that Colin had worked in had not promoted personal development within the staff. He believed most of the professional development was content driven from the Curriculum Framework learning areas. That encouraged his determination to include some personal development time on school development days when he was working as a school improvement officer. The principal would allow him a short time
to include some personal development with the staff he was working with at the time (e.g. fun social games, stress relievers, etc.). Colin believed the Department of Education and Training could do more in providing more to promote personal development within schools. He believed he was one of only a few people offering professional development to educators who based their approach on a personal development perspective.

Colin believed that a teacher who was actively engaged in personal development themselves would be a better teacher of personal development. He saw them understanding the ethos behind personal development and therefore being able to deliver a program to students which followed that ethos. Colin believed primary schools had a better chance of applying a more effective program as they were able to teach and integrate personal development themes every day with the same class rather than the high school class with one health lesson a week. He believed that the only disadvantage of teaching personal development to high school students would be the students who would think that the subject matter was ‘rhetoric’ and therefore not worthy of being taken seriously.

**Quality of Life**

Colin rated his quality of work life at nine and a half out of ten due to the fact he loves what he was doing in his work. He said that he felt like he was making a difference and he had a strong sense of purpose. Colin believed though, that it was because he loved what he was doing that made all of the difference.

Colin rated his quality of personal life at eight out of ten. He believed in that rating because he was able to spend a lot of time with his family due to his career choice. Colin believed that he had developed a good system with his personal life that was able to revolve around his family, giving time and energy when needed and allowing time when travel commitments took him away from the family at times. He stated that the two points off his rating was because of the struggle that he had with the family side when work was very busy and time consuming.

Colin had always had a love of sport. He said that he always wanted to have a job that would enable him to continue doing sport. His father was a teacher so he said it was perfect for him to become a Physical Education teacher. Colin had that career in mind at Year Ten in his high school.
Colin had resigned from the Department of Education and Training three times in the past. The first time he pursued a music career and then returned to relief teaching. The second time he resigned, he had a television program to work on for a number of years. He then returned to teaching and started applying for promotional positions across the metropolitan area. He wasn’t lucky enough to get a promotional position quickly, was teaching middle school and was becoming disenchanted with the behaviour management problems. He decided that he liked teaching, but wanted a break from that and wanted to incorporate more of his musical skills into a career. He had since built a reputable business as a professional speaker using his teaching, music and personal development background. Colin had been influenced by friends, family and colleagues throughout his professional career. They had given him guidance, suggestions, encouragement and expertise in following his professional speaking path.

Colin wrote and recorded his goals each week to complement his structured, weekly personal development planning. He had a general financial goal to be making a lot of money doing what he loved doing which was teaching and music. He also wished to have enough residual cash flow coming in from his promotional books and products to allow him to concentrate more on his presentations. When that was happening, he hoped to be able to travel doing his presentations with his family travelling alongside. He also wanted to be able to use other professionals to improve his presentations, for example, a graphic artist to draw his illustrations rather than using generic clip art.

David

Personal Background

David was a forty-five year old married father of three children. He was a Physical Education co-ordinator and acting Deputy Principal for his current primary school. He had taught for a total of sixteen years in schools and had lectured at a university in Education and Psychology for three years. He took three years off early in his career and pursued a career in finance, insurance and an exporting business. His teaching background had been a combination of physical education and generalist classroom teaching.

David had been very active in a number of sporting organisations inside and outside of his work environment. He had worked extensively with School Sports WA, had been a co-ordinator of primary school football, a co-ordinator of tee-ball, assisted
with the co-ordination of the state cross country running competition, and the state primary school triathlon competition. He also found time to be assistant coach for the state schoolboys’ football team and coached two other football teams outside of his current school. He had also recently taken on the chairman’s role of the Primary School Football Advisory Committee. That committee liaised with the professional football teams and primary schools in the state of Western Australia.

**Personal Development**

David explained that personal development was not a particularly familiar term for him. He believed that it may mean “personal growth and the interest that I have in teaching and areas and so on” (Interview p. 2). David continued his answer to the personal development question by stating that there were certainly opportunities to broaden the outlook on his career and areas of interest. There were some areas that he had pursued and some he admitted he hadn’t taken any notice of.

When asked about his own personal development, David responded by listing a number of coaching development courses that he had taken over the past few years. He listed about eight Level One courses in various sporting associations and he had the Level Two accreditation for coaching Australian Rules Football. His sporting interests tended to dominate his time but admitted to learning a lot of I.T. (Information Technology) through colleagues and associates at his current school.

After reading ‘Jodie’s Story’, David was adamant that the story was only one part of personal development. He saw Jodie mainly using a time management strategy. He admitted that he was involved in a professional development course close to fifteen years ago that taught participants how to prioritise things. David admitted that that course brought the idea of prioritising to his attention and that was what he said he had done on some occasions. All of his prioritising had been completed mentally rather than writing them down formally.

David was very candid in his description of his own balance of life’s pressures. He admitted that if he could exercise, that was a key indicator to his life balance. “If I do that, life’s great! It’s time out but I am a believer that regular exercise … healthy body, healthy mind sort of thing and I can handle anything” (Interview p. 7). His second key indicator was diet, which he admitted suffered when he was under pressure at work or with all of his coaching commitments.
David believed that good quality personal or professional development had to be able to make him think about his lifestyle or what he was teaching. He said that it needed to question and motivate him to change habits or teaching practices that he used daily. David reported that he was only motivated occasionally by a particular program or presentation. He remembered one that was presented to him about four years ago when a man diagnosed with cancer gave a presentation to the school staff about lifestyle. The presenter discussed how he had researched eating and living advice from cancer patients, the medical profession and the alternative medical profession. He had developed a way of living that had helped him go into remission with his cancer and gave him a new lease on life. That had a profound effect on David and had influenced his day-to-day living to this day. “Yeah, so those sorts of things, certainly like that with a lifestyle issue and I feel better for it so I guess by listening to that particular gentleman talk, it changed my outlook on life and made me a better and positive person, yeah” (Interview p. 11).

David commented that through his Physical Education coaching commitments, and his interest in sport, he was able to attend a number of motivational speakers during the year outside of his normal school based professional development. He listed a number of current elite sports people, coaches and business people to whom he had listened during the year who were “all motivating to me in my Phys Ed. side of things” (Interview p. 11).

**Life Management**

David felt that “one of the most important things is to analyse your lifestyle and what you do and stop and consider if you’re doing it the best way that you possibly can …” (Interview p. 3). His mental reflection time usually occurred while he was washing dishes at home or when he was riding his bicycle to his workplace. When he had got some time to himself, he said that he took some of that time to stop and reflect a little bit. When David was asked about the frequency of his reflective practices, he responded:

Every day I would reflect on practices that I do and my priorities in life. Whether that be for two minutes or whether that be for half an hour or something like that I couldn’t really say, it would vary from day-to-day but I consistently analyse what I’m doing and try to think of more efficient means of doing things or how to get better satisfaction out of what I ‘m trying to achieve and I think it’s all done mainly mentally, it’s not done written down. (Interview p. 3)
David tried to balance his many roles both in and out of the professional work environment by prioritising them in reflection sessions when he had the time. When he did reflect, he reported that he usually looked at his short term, medium term and long-term goals.

David described the weeks leading up to school holidays as being quite demanding in his professional role. It was a very busy time of the year for him and he admitted to fairly well neglecting his family while the pressure was on at his school. He described getting up and off to work at around 5:30 – 6:30 am and getting home around 4 – 5pm. Then he had coaching commitments and looking after his children. He stated that “after putting the kids down to bed and organising dinner and cleaning up I usually wouldn’t sit down ’til 9:30 – 10 pm and do a bit of school work and a late night” (Interview p. 5). That pattern would repeat itself for those busy times.

When asked about why he was involved in personal development, he responded by reviewing the professional development course that he had been on fifteen years ago. That was a course called ‘Peak Performance’ to help in his then ‘sales career’. It was suggested to him by his company to promote “a positive outlook in life, you hang around with positive people, you set yourself goals, you work hard to achieve your goals, you have a balanced lifestyle …” (Interview p. 4). David admitted reviewing some of the notes from the course six or seven times since participating and that he would definitely be referring to it in the future.

David listed time constraints and family commitments as the reasons why he would not be involved in some sort of personal development for himself at the time of the interview. These would put him out of balance with all of his roles and there were also the work commitments at various times throughout the academic year that seem to influence that balance.

**Personal Development Curriculum**

David believed that there were certainly aspects of the current Health and Physical Education program in schools that should teach personal development. He believed that it was important for children to learn personal development strategies from an early age. He was unsure how well it was covered in every classroom but he agreed that there were elements of a personal development curriculum that should be covered
in every classroom. The description of what David thought should be part of the personal development curriculum were detailed and specific:

Oh things like peer pressure, just learning to be a team player and getting along with each other, things such as drug education and so on I think are important. Things like learning to prioritise things, setting goals, time management. Certainly time management strategies and things like that are important. Just general health and wellbeing, understanding that exercise … and importance of balance, that diet is an important part of your daily balance. Ensuring that you have balance in your life, that you know there’s time for work, there’s time for play and more so I think just the importance of honesty and good morals within our society and those sorts of things. I mean if people go to those aspects with the health and phys ed program, there’s plenty of scope and plenty of opportunity to nurture students in the right direction. (Interview p. 9)

David had stated that there were a lot of “disillusioned teachers” (Interview p. 9) in the government school system who may still be teaching the traditional Health and Physical Education curriculum rather than the outcomes based approach that was provided in the Curriculum Framework (1998). He questioned those teachers’ ability and commitment to be able to provide any sort of personal development content in their traditional approaches to teaching.

David emphasised that with an integrated curriculum, aspects of personal development should be incorporated into many of the other learning areas. He stated that it was very powerful when concepts from the Health and Physical Education learning area were reinforced in lessons from other learning areas. He saw no reason why they couldn’t be incorporated across all learning areas.

David believed that his current school had great programs being implemented in classes that did incorporate a lot of the personal development philosophy. David admitted that while he was a Physical Education teacher in title, he believed he was a teacher, whose responsibility was educating students, whether they were in a classroom or out on a playing field. He emphasised the fact that he had a good understanding of what he wanted students to understand morally, for their own health and their own outlook on life. He believed that he doesn’t just talk about it to his students but tried to model it each day he was at school. “They might not get these at home so at least I can provide them with a direction for their own physical and mental health” (Interview p. 10).
David believed that all of the development courses promoted through the school were mainly of the professional development type rather than the personal development variety. “This sounds egotistical but I don’t find that I get a lot of new stuff when I go along to these courses because I feel I’ve got a pretty good handle on a lot of the concepts they are trying to deliver” (Interview p. 11). David felt confident with what he was doing himself, as far as professional and personal development was concerned, was enough to keep him motivated and in touch with current ideas.

David believed that people who engaged in personal development and had their lives in balance tended to have a positive impact on the people around them. He saw that as being a step forward in teaching if the teachers could influence students in that way by having a lot of the positive life skills “rub off” (Interview p. 10) on the students.

**Quality of Life**

When asked to rate his quality of working life, David gave himself an eight to nine out of ten as he said that this was the time in his career that was really starting to enjoy. He stated that he was enjoying all of the aspects of professional life each day and treated all obstacles as challenges that he wanted to meet. David concluded, “I actually look forward to going to school in the morning” (Interview p. 8).

When questioned about his quality of life, David responded by saying that his life was busy but fulfilling. He stated that he had a great family, which helped him rate his quality of life at eight to nine out of ten, similar to his quality of working life rating. David ended the questioning on his personal life by saying “some days I think 10, some days I think probably three but overall pretty good” (Interview p. 8).

David’s first career choice at university was ‘Commerce’ but he didn’t like it so he changed to a teaching degree. He believed that he made that change because he was a people person, he was a reasonable communicator and the holidays were great. He said that when he started off in the profession, he really enjoyed it and he said that he found his niche in Physical Education. David confirmed that he had a range of activities and strategies that assisted him implement effective programs in schools and Physical Education inspired him. He stated that he got a lot of satisfaction from what he was doing as a teacher.

David recalled that he had a number of good teachers who influenced him in his life and he had a brother who was a teacher. David believed that background and the
fulfilment derived from positive feedback from students, parents and other teachers had made his decision to become a teacher worthwhile.

David’s main goal in life was to be healthy and happy. He stated that happiness with his children was one of most important goals and that he would rather go without, himself, to ensure their happiness. He believed that part of the goal of happiness as a family was to be financially comfortable. David noted that he didn’t believe teaching provided the financial support he was after so he had invested in real estate, which had made him feel a lot more comfortable over the last fifteen years.

David had some professional goals for the future. That year he had taken on an acting deputy principal role at his current school and stated that he had really enjoyed the challenge. He confirmed that he couldn’t see himself as a Physical Education teacher at age fifty so he would like to work on being promoted to a substantive deputy and then maybe a principal over the next five to ten years. If unsuccessful in the school education area, he saw himself going into some of the roles promoted by the sporting organisations that he worked with on a voluntary basis at that time. He was confident that there would be opportunities in these areas in the future which he could optimise through the contacts that he had made.

Edward

Personal Background

Edward was a forty two year old, married father of two children who had eighteen years experience in Western Australian high schools as a Health and Physical Education teacher. He also had four years experience working on a combined school and community project to increase student activity levels. Over the last year he had opted for a career change and had been working with a major mining company as a laboratory analyst. He was on a fly-in, fly-out arrangement on a remote mining site with two weeks away and one week back with his family.

Personal Development

Edward believed that personal development was a term that he had used and heard of before but not in the workplace of the Department of Education and Training. He asserted that personal development was a multi-dimensional term. The first
dimension he believed was directed at citizenship and contributing something to the community, being valued and respected through those contributions that you had given. The second dimension he described was about family values and morals. Within that dimension he described loyalty and commitment as important factors contributing to the family values and morals. The third dimension he described focused on the personal development through the workplace. Edward believed a definition in that area would be “growth as … intellectually, informationally and to a lesser degree … oh yeah, I’ll use the word spiritually but not so much in a strict religious sense … “(Interview p. 2).

Edward believed that the fictional story of ‘Jodie’ was nothing like his own teaching experience. He reported that he had a good balance while he was teaching and that that balance came naturally for him. He stated that he was a little cynical about the outcomes of the story as he believed that “there’s a whole lot more to job satisfaction than just getting yourself organised and prioritised and getting into balance” (Interview p. 2). Edward believed that a major influence on teachers working environment that were out of teachers’ control were the policies made by the leaders of the Department of Education and Training that permeate down through the levels, that then affect workplace quality and development for teachers.

**Life Management**

Edward reviewed his own life management a few years ago when his own children questioned why he was miserable. “I … certainly my family expressed concerns because it did … I was very tired and it certainly affected my moods from time to time, yeah just the general demeanour, disposition …” (Interview p. 9). Edward said that he realised then, after the family brought it to his attention, that working conditions and the working environment was affecting his way of life. He decided to sit down with his wife and talk about the issues that were causing these problems. After that discussion, he decided to leave the teaching profession and he gained employment in a private mining company. He stated that once he had made the change with his employment, he could see things much clearer and questioned why he hadn’t made the change earlier. Edward admitted that it wasn’t the ideal work-life situation, as the new job required him to be away from his family a few weeks at a time.

I don’t like the fact that I’m away from my family and my family don’t like that fact either but we’re dealing with it, we’re a very close family and we’re very honest with one another and we really enjoy one another’s company and we work hard to support one another and we sat down when this decision had to be
made … we had to sit down and think about that … [work potential and family life] (Interview p. 10).

**Personal Development Curriculum**

Edward stated that the Health and Physical Education learning area attracted a certain type of person and that most of the teachers came to this learning area with the knowledge of relationships, teamwork, camaraderie, working hard and supporting one another. Even with that said, Edward did not believe that the Department of Education and Training and teachers knew how to “best deliver self-management and interpersonal skills based teaching and learning programs, we’re starting to think about it” (Interview p. 11). He said that the Curriculum Framework (1998) was a good thing and that had directed some educators toward solving the problem.

Edward believed that teachers with personal development skills themselves would be better teachers. He related some negative experiences about how some HPE teachers were “atrocious at relating to people” and that “with the increasing average age of teachers, we’ve got an increasing group of forty plussers out there and they believe the Health curriculum is about hiring videos from the video shop and showing these to kids” (Interview p. 11).

**Quality of Life**

Edward believed that it was his Year Eleven high school coaching experience at a local junior football team that led him into the teaching profession. He reported that he enjoyed the “satisfaction of seeing kids learn, succeed and feel good about themselves” (Interview p. 12). Edward had some colleagues that had been very influential on his career by providing professional growth through being involved in and believing in delivering a quality curriculum and contributing strongly to the development of student learning. He listed two university lecturers as having a great impact on his desire to change directions in the HPE learning area. These lecturers were able to inform and support many of the programs that Edward implemented into schools at a school level and at a system level.

Edward had a personal goal to be able to complete a postgraduate degree and then follow some career leads that he had within the company he was working with at the time. He didn’t rule out returning to a job placement in education but only where he
could be assured that he could make a difference without being hampered by political constraints.

**Frank**

**Personal Background**

Frank was a married father of two children who was currently working as a director in a government agency after working for the Department of Education and Training for twenty-seven years. During those twenty-seven years he had been a HPE teacher in high schools, a head of department and held a number of leadership roles within the district and central offices for the Department of Education and Training. Frank coached his son’s football and cricket teams, he managed his daughter’s netball team and he was president of a swimming club in which both of his children participate. Frank’s motivation to participate in these activities was summarised:

> I find that really good relief and I know that probably I’ve got skills to spend with kids in their younger years. I can share and impart those and hopefully provide a role model for parents in the future years that might be good coaches and I guess it was a decision for me to become more involved with the younger years of my kids’ lives is that I was a bit frustrated with people who were out there and do it for the kids and doing it properly so I decided that a personal investment not only for my children but other children there’d be some value in me imparting my knowledge, wisdom and I just think fair play and giving the kids an advantage by teaching some of the skills to ground them for future years in sport or other sports they might be interested in (Interview p. 1).

**Personal Development**

Frank believed that personal development was all about learning and developing yourself through professional development or through other aspects of learning. Frank’s own personal development, he reported, included a mixture of professional development both self-selected and mandated depending on the roles he had performed in the past. He stated that through the professional development programs, he had grown within all of the job roles he had tackled. Frank saw personal development as maintaining personal relationships with other people. He saw mentoring as a two-way growth relationship where others had mentored him and conversely he had mentored others. Personal development also meant identifying strengths and weaknesses and acquiring new skills, even some skills outside of the education arena. “It’s about
learning and growing and looking at opportunities to make you a better person not only in terms of your professional role but as a person” (Interview p. 3).

Frank stated that he related well to ‘Jodie’s Story’ because of the similarities in terms of being organised. One of Frank’s self-confessed strengths was his ability to prioritise and organise. He declared that it was also his weakness as he had sometimes been criticised as being over-organised. Frank believed he had always been goal orientated, he set targets and goals and thought that that stemmed from his background in sport. He managed to get himself into a triathlon-training schedule and completed a triathlon while he was the Physical Education Head of Department at one of his previous high schools. That took organisation, goal setting, planning and prioritising to train and finally compete. Frank was very happy with the triathlon result for himself. Frank believed in his own personal development and said that he showed that in the way in which he worked and the way in which he related to other people.

**Life Management**

Frank had used his mentoring role as the time to reflect on work life. “I’m mentoring somebody else at the moment and I find it very rewarding. I find it two-way and it also allows me to reflect upon some of the things …” (Interview p. 4). The things that Frank reflected upon in these meetings were only work related problems. He did not want to elaborate on the issues that were discussed. Frank believed that he had built in a very strong support group in his current role which allowed him to reflect as a member of a group and to talk openly, discuss problems and solve problems openly before they became large problems. Frank had a set routine whereby he took time on the same day each week to reflect on and set his goals. He said that he reflected on the week and then prepared for the weeks to come. He said that this time may not always be at the same time each week but he did plan it around his schedule so that there was still time to reflect each week. Personal reflection, according to Frank had been pushed into the background with his only personal reflection being informal chats with his wife about the day or the week. He saw that as normal in his relationship and was proud of the chats he had with his children as well to reflect on each day’s events.

Frank admitted that his wife did most of the planning and prioritising at home in terms of financial management and planning for where the family was heading in the future. He said that they communicate regularly about these topics but it was really left for his wife to control. Frank stated his commitments to his family demanded good
time management and accurate prioritising. He said that at times, the balance swings either way and “it’s about number one I think learning to handle stress, planning what you need to do, prioritising and continue to re-evaluate and do that all the time and I’m pretty good at that” (Interview p. 4).

Personal Development Curriculum

Frank was very determined with his response here and agreed that the HPE learning area was a personal development curriculum. He felt that that was the reason why he got into the profession in the first place:

My involvement in sport and outdoor pursuits, was fun, enjoyable, helped me relate with other people you know so it was about developing relationships whether it be team or individual, knowing your own limits in terms of your body, what you could do, how you could pit yourself against the external environment, all those sorts of things, just from challenges and things like that. (Interview p. 6).

Frank believed that HPE was not the only learning area for personal development teaching. He saw that different children were interested in different learning areas at school and each child would find their forte. He said that as children get involved in their interests, there would be opportunities for those learning areas to teach personal development outcomes. Frank considered the HPE learning area to be very powerful in the teaching of personal development as it had the ability to teach physical, mental and spiritual outcomes. He said that there were benefits in the HPE learning area for personal development due to the outcomes of knowledge and skills. These helped in the behaviour for all areas of a person’s life. “You look at the self-management skills, the ability to make decisions, your goals, management of yourself in terms of time and all those sorts of things” (Interview p. 7). Frank stated “everything that is espoused in the Curriculum Framework (1998) in terms of learning outcomes, I believe is it’s about making a better person” (Interview p. 7).

Frank had seen personal development opportunities advertised at system level and at school level during his career. He had seen many teachers participating in [what Frank called] personal development courses but they were not passing it on in their teaching. He had also seen a lot of schools that had been led away from personal development opportunities due to the fact that their leaders may or may not have believed that personal development would help the teachers in their content driven professions. Frank labelled these leaders as gatekeepers who had only been allowing
development courses that they deemed to be beneficial to their schools. “There are some gatekeepers that get to very high positions and hold quality positions that preclude teachers from being able to go on some of those personal and professional developments” (Interview p. 8).

Frank believed that a teacher of personal development would be a better teacher if he or she were engaged in personal development themselves. He said that teachers should try to relate to their students in such a way as to make them want to learn rather than just setting them work in each class at school. Frank asserted that good teachers develop relationships with students, encourage a lot of the personal skills and develop the students. He believed all teachers should be doing that. “Every kid in your class, you’ve got an opportunity to do something and add some value to and the rewards you get out of that are intrinsically fantastic” (Interview p. 8).

Quality of Life

Frank reported that his quality of work life was great. He enjoyed going to work, even after having a few “turbulent years, bad years” (Interview p. 5) back in the education roles, and said that his current role allowed him to be honest and open which added to the quality of his work life. Frank stated that the main things affecting his positive quality of work life in his current role was all of the unknowns. He was working in a government department where the people needed to react quickly when situations changed and he was also under pressure from the public and the political ministers who were running the department. The unknowns that came into the job were his only negative quality of working life dimensions.

Frank reported that his quality of life was very high because of the time he was able to spend with his children and with their sporting involvements. He said that he loved to contribute to the sporting relationships and got a kick out of seeing his own and other children smile and enjoy themselves in various types of sports. He felt he was making a difference when the children were happy with their sport.

Frank became a teacher due to the fact that he loved sport. He listed a number of role models and considers many of his colleagues influential to his career path. He said that he often kept in contact with many of his colleagues and used them to help him discuss and think through things. Frank believed that speaking to a good range of people on certain topics enabled him to make good, informed decisions.
Frank admitted that he hadn’t considered anything longer than the next three years for his future goals. He believed his current role would provide him with a diverse range of experiences which may open up opportunities in the future. Frank then projected further than three years into the future when he commented that after a few more positions up the ladder in his field, he would seriously consider a part-time position to enjoy more time with his family and enjoy life. He also spoke of travelling more with his family and exploring overseas travel opportunities as a goal in the future. Frank stated his main goal was to ensure that he was in a good position financially near retirement so that he could have a “pretty good life afterwards” (Interview p. 10) and so that he could get back into some of his earlier sporting pursuits like surfing.

**Geraldine**

**Personal Background**

Geraldine was a coordinator of professional practice for secondary teaching university students. She had been in that role for five years. Previously, she had been a secondary Physical Education teacher and Head of the Physical Education Department in a number of Perth high schools over the past nineteen years. Geraldine was forty-six years of age and was a single parent to four children.

**Personal Development**

Geraldine had heard of the term personal development before and said that depending on the context in which it was used, it had different meanings. She revealed that in a teaching context it was talking about increasing and improving the skills a teacher had and the relationships they had with students. Geraldine added that there was also the personal development that was related to professional development. She described that as being about improving the knowledge and skills pertaining to the current job role and to be able to do that job. Geraldine considered that personal and professional development were fairly closely linked. She used an example of where she went to a professional development briefing of school leaders. That meeting was held to ensure that she was aware of the changes that were being implemented in schools and that she was aware of the school environments before placing students in them. She stated that that was so she didn’t “feel personally inadequate” (Interview p. 2) when asked by students about the leadership knowledge in schools.
Geraldine was quick to see the similarities with ‘Jodie’s Story’ and her own life. She said that it was similar to her, “trying to juggle professional life and family life and do both jobs well, not just cope” (Interview 2). She maintained she had to manage her time with children and work. Geraldine reported that she hadn’t accessed any personal development courses like those described in ‘Jodie’s Story’ due to the time constraints of her job and her family commitments. She also stated that personal development was not a priority. Although she recognised the importance of it, she believed she was coping and hadn’t gone looking for it.

Good professional or personal development for Geraldine would mean it would improve the job she was doing at the moment or at least make it easier. She believed that that sort of development didn’t have to be formalised but could be learning from a session that left you feeling good about something. Geraldine listed conferences, talks and presenters with new ideas as great ways for her to learn and be involved in her own development.

Geraldine had been a presenter at professional development for teachers, principals and student teachers. She used that professional development to liaise with all stakeholders at the university and schools to problem-solve, engage in conflict resolution, learn how to mentor and give constructive feedback.

**Life Management**

Being a sole parent of four children, two in high school and two in primary school, Geraldine said that she needed to manage her time between her children and her work. She was aware of the time constraints on her professional and personal roles. She was busy with both roles and sometimes had to rely on her parents or her neighbours to pick up or drop off her children when there were demands at work which make it impossible to do that herself. She admitted her current job allowed her “more flexibility to cope with my family, whereas at school (as a teacher) I had to be there at this time and you know other people were very dependent on me and it wasn’t flexible” (Interview p. 3).

When asked about her priorities, Geraldine responded by stating her children came first. Next, the students and their schools which were all part of her working role at the university. She said that her professional development and study were last in line.
Geraldine had reported that due to the lack of time to engage in both her professional role and her family commitments, she had not participated in any personal development. She had listed her priorities during this interview but these had been formulated mentally and were not written down.

**Personal Development Curriculum**

Geraldine believed that the HPE learning area had a hidden curriculum which emphasised personal development. When asked to explain what she meant by hidden curriculum, she stated:

> People see it (HPE) as teaching sport and teaching physical skills but in actual fact you’re teaching a lot about you know sharing and understanding and cooperation and you know anger management and you know … and all of those sorts of personal qualities that you take with you and I see it as an ideal forum for teaching you know, not teaching right or wrong but so students have an understanding about themselves and how they cope with stress and things that they don’t like … “ (Interview p. 5)

Geraldine saw personal development skills being able to be taught across a number of learning areas. She reported that she had written some teaching plans that incorporated health topics in maths and science lessons. Although she maintained that skills for physical activity should be the domain of the HPE learning area, self-management skills and interpersonal skills should be shared across all learning areas.

In her role with student teachers out in a variety of different schools, Geraldine had been able to experience the implementation of the Curriculum Framework (1998) and had seen a mixture of responses. She thought that some of the more experienced teachers had been through a number of curriculum changes over the years and they tended to be quite negative about the changes. Conversely, she saw the younger teachers were working hard to implement the changes because of the fact “they don’t know the old system so they don’t have to change anything” (Interview p. 6).

Geraldine’s recent school visits had allowed her to experience some schools that had been implementing plans for personal development skills across learning areas. She reported that that had mainly been in the ‘middle schooling’ (Yrs 7-10) years that they were attempting to implement it. She explained that she didn’t know how well it had been achieved at that time as it was still early with its implementation. Geraldine had some concerns about the content of what was being taught in some classes, in some schools in the area of health and personal development.
Geraldine thought that a teacher who practiced personal development should be a better teacher as some of the good practices should get through to the students. She stated that the only disadvantage may be if a teacher gets “absolutely carried away” (Interview p. 7) due to the fact that they list and prioritise everything that they do.

Quality of Life

Geraldine rated her quality of work life as high as she believed that she contributed to a high quality program and that her colleagues added to that as well. She felt that she was a valued member of the team that achieved fantastic results. Geraldine did acknowledge that she was financially undervalued in her current role and that she would have been earning more money as a teacher in a school but admitted that the flexibility of the job and other benefits far outweighed the financial difference at that moment. She reported that there were times of very high pressure in her current role and then there were times that were a “bit cruisy” (Interview p. 9). She said that she had tried to get herself organised and predict what was coming to make things easier as the pressure times came and went.

Geraldine rated her quality of life as high. The main reason for that rating was because, as she stated, “I’m very content!” (Interview p. 9). She listed her priorities again, being her family and then her work as being very important and enjoyable. She also admitted that she had kept a little time to herself to enjoy her favourite sport of netball. She played with a similar aged group of friends. She re-emphasised that her family were all healthy and happy and that they “don’t go without anything, you know, we’ve got things that we could do with but there’s nothing that we actually need so I’ve got a really good close network of friends and a good social life so yeah, I’m very content” (Interview p.10).

Geraldine did not plan to teach at the outset. She had completed a degree in human movement and was offered a position in the Graduate Diploma in Education. On school practicum, she found that she loved teaching and she hadn’t really thought of moving out of it. Geraldine loved the working conditions in teaching and believed the enjoyment came from the responses received from students and parents. She didn’t recall anyone who was of influence in her decision to teach but did acknowledge that she had a number of very good teachers. Geraldine also mentioned a colleague in one school who encouraged her to apply for promotional positions where she was able to
experience a different role in education. She believed that without that encouragement, she would still be a teacher in a high school.

Geraldine’s professional goals included making some quality changes for improvement to the program that she ran at the university. She mentioned that she would like to pursue some study and eventually move into a role that had more teaching and learning focus. She conceded that to be able to make that change, she would need to complete more formal study, “yes, that’s all one thing hinging on another” (interview p. 9). Geraldine was aiming at completing a Masters degree to be able to pursue opportunities at the next professional level and then a PhD.

Geraldine concluded that she did not have any set personal goals but went on to describe her wish at maintaining a happy and healthy family. Her plans to keep her children on track came at a time when the children were entering their teenage years and Geraldine confesses to “waiting for hell to break loose” (Interview p. 10).

**Hannah**

*Personal Background*

Hannah was a single, thirty two year old Health and Physical Education teacher who had ten years experience. She was currently teaching in a primary school and had experience teaching from Years One through to Ten.

*Personal Development*

Hannah had heard of the term personal development but had limited her involvement to looking through some local ‘Night School’ programs. That investigation was to see if there were programs in which she could participate to improve her role in schools. Up until that point, Hannah had not acted on any ideas to involve herself in any personal development. She continued to search the Internet for courses of interest but they were usually being presented in another state of Australia and therefore out of her reach financially.

Hannah said she related ‘Jodie’s Story’ to her own pursuit of Physical Education professional development. She admitted that that type of development was more about her role at school and the fact that physical activity was an interest of hers. That, she
said, was why she headed off to conferences and presentations with the Physical Education type of theme.

For Hannah, good professional and personal development had been the networking of staff from different schools. She liked the teacher contact for sharing of ideas and discussing problems with teachers from similar learning areas and similar experiences. Hannah commented that she would like to be over in South Australia and Victoria for some of the quality professional development available, as she believed they were offering a lot more than Western Australia. She stated, “I’d be prepared to spend some of my time on weekends for those sorts of things so …” (Interview p. 9).

**Life Management**

When schoolwork became hectic, Hannah admitted that she did some personal reflecting and looked for personal development courses in which to participate. At that time though, she had not undertaken any such courses.

Hannah participated in a physical activity presentation that was funded by her current school. The presentation was initiated by Hannah after reflecting on the lack of sporting activity among her school students. She negotiated to run an after school program which tried to improve the sporting activity level of her students. With funding from some government sources, she had been co-ordinating the program all year.

Hannah’s roles at school had left her feeling she was doing too much and that she was feeling too stressed. She admitted that she had started to work on some promotional applications but decided to have more personal time. Hannah believed that without her own children or family to worry about, she had plenty of time for herself when she left her place of work. She had decided to leave the promotional applications (she was completing at home) as she felt that she needed time away from her work when she was at home.

Hannah was feeling the pressures of her role as a Physical Education specialist teacher and coordinator of the program, so was able to negotiate a non-student contact day which was being used effectively for her to catch up on things that were starting to make her feel stressed. “I’m having a non-teaching day and I’m finding that it’s a huge benefit in terms of my workload. I wasn’t getting everything done in my DOTT (Duties
Other Than Teaching) but I know that on Wednesday when I don’t have a teaching workload I’m just getting so much done” (Interview p. 3).

Hannah believed that time was the reason why most people do not attempt to engage in some sort of personal development. She had commented that a lot of the staff at her school saw any new personal or professional development as something to be added to their already full curriculum and busy day.

**Personal Development Curriculum**

Hannah agreed that the HPE learning area was a personal development curriculum and saw this in terms of the students’ health management and healthy lifestyle. Personally, Hannah would have liked to be able to have more personal development focus in her Physical Education teaching but had found that forty five minutes a week didn’t leave enough time as “there’s the skill-teaching side of it and then the game-playing side of it” (Interview p. 7). Hannah would have loved to teach her students to self-reflect and goal set but had no time. She would have also loved to make up a Phys. Ed. Diary with their goal setting in it but stated time was the problem she faced each time.

Hannah believed that the Curriculum Framework (1998) had been implemented well in her school with students being exposed to self-management skills, health and nutrition. She saw that in Years Four through to Seven with some goal setting being done in these classes as well. She was unable to comment on what was being done in the lower year levels. Hannah could report that the values part of the framework was an important focus for her school and was covered in all learning areas. She said it was important to have these across a wide variety of areas to improve behaviour and allow students to get on with one another, especially when they were playing sport.

Hannah’s current school allowed her the freedom within her Physical Education specialist role to teach as she wished. She said that the staff at her current school supported the HPE program by stating that as long as “they’re still getting their DOTT and it’s not impacting too much on them, they don’t mind” (Interview p. 8). There was no requirement or support for personal development. Hannah reported that her staff had participated in a variety of professional development courses (curriculum leader programs, making consistent judgement courses, etc) which had encouraged critical reflection but when “we talk about our journals and things, everyone cringes … I don’t
want to write down what I’ve been thinking or what I’ve been doing or where I’m going” (Interview p. 8). She stated that some staff members used the reflective practices presented in these professional development courses (writing responses to reflective questions in a pre-printed reflection book) but most did not.

Hannah believed that a teacher of personal development would be a better teacher if they were engaged in personal development themselves. She had that opinion even though she admitted, “I don’t practise what I preach, which is why I probably don’t do it very good” (Interview p. 8).

Quality of Life

Hannah reported that her quality of working life varied from one day to the next depending on the behaviour of the students. “Some days I think what am I doing here? And other days I’ve had a fantastic day teaching today and I’ve had as much fun as the kids …” (Interview p. 13).

Hannah reported her quality of life wasn’t as high as her quality of working life due to the fact that her personal life was hectic at the time of the interview. She had a few of her relatives ill and she felt that things were becoming quite frantic in her life. “It’s my sanity coming to work sometimes, lately especially seeing as it’s … yeah, things have been very busy personally …” (Interview p. 13).

Hannah reported that she had always had an interest in sport and that she got into teaching to try and get a job teaching Physical Education. She trained as a generalist primary school teacher hoping to be able to specialise in physical education later. She was lucky enough to pick up a Physical Education position after five years as a generalist. Hannah believed she chose teaching as a career because of her love of children and being with children. She also reported that a Physical Education teacher she had in primary school herself was a big influence and confirmed her love of the learning area.

Hannah did state goals to complete some promotion applications and to do some postgraduate study but these had been put on hold. She was very interested in following up her interest in physical activity for children and making herself available to Physical Education organisations to be more involved (facilitating and leading) in professional development, rather than just attending them.
Ian

Personal Background

Ian was a forty nine year old teacher with twenty-five years’ experience. He was married with two children and was working as a Physical Education specialist and a LOTE (Languages other than English) specialist in his current primary school. He had had experience with teaching all learning areas within primary schools in both the country and metropolitan settings.

Personal Development

Ian believed he had a good understanding of personal development and attributed his interest in that and Physical Education to an involvement in sport over a number of years. “Personal development sounds to me like pursuing self-interests that might or might not relate to your professional life as a teacher so it … to me it means just extending yourself whether it’s physically or whether it’s professionally” (Interview p. 2). He added that “it was important to look after yourself and put yourself first to be personally developing yourself.”

Ian agreed that ‘Jodie’s Story’ was realistic and that her dilemma depicts what he classifies as personal development but could not relate the story to his own because of the influence of his older children. He explained that with both of his children being fairly well ‘self-sufficient’, he had the time to be able to pursue his own personal and professional development. Ian believed that he was spending quality personal time pursuing his interest and involvement in football umpiring.

Ian had reported that some of the best personal and professional development that he had participated in were courses that had very little to do with specific educational needs of the school or the department of education. He revisited some of his past personal and professional development and stated that sometimes “I’ve had some very good ones that have appeared to be personal rather than professional but if you take them on board they can become professional” (Interview p. 8). Ian reported that ones that had been the best for Ian had been the development opportunities that he had pursued himself and these had seen him make changes in his personal or professional life.
Ian admitted that he was not reflecting on his life much at that time and said that it was an area he would need to work on. He had reflected and set goals in the past. Ian confirmed that he reflected and then set goals each year with his football umpiring interest. “It is a big part of my life so I get a lot of satisfaction out of that … but there are other personal things I need to work on, I know” (Interview p. 3). He confirmed that he was trying to change the imbalance, especially at his workplace, by setting goals for his professional role and ‘chipping away’ at achieving them.

Ian was aware of an imbalance in his life at that moment due to his heavy commitment to teaching and football umpiring. He confessed that aspects of his personal life needed to change because he was spending a lot of time either at work or with his football umpiring commitments. Ian stated that his family was under financial stress and his wife was very busy as well, so family time had suffered. When describing his family relationship, Ian stated he rarely saw his wife because:

She’s heavily involved with work, she’s heavily involved with her own personal development as well, from you know, like she gets up every morning at quarter to five and bang, she’s off to the gym so by the time I get up she’s long gone, by the time I get home she’s just about in bed. (Interview p. 2)

Ian believed that he had good support from family and colleagues with his personal and professional life. He reported that there was no pressure to be with his children or his wife but when they required his help that he made them a priority.

Ian believed that he tended to make excuses for not participating in personal development but stated that he didn’t achieve his personal and professional goals partly because of the lack of support from his current school. The lack of support was aimed at his current administration team and was due to the fact that Ian’s goals were seen as not in line with the school’s priorities. During the current year they had been a lot more receptive to both professional and personal development but:

Prior to that it was always … sort of lip service was given to it, you know you should be doing professional development. I’d say I want to go and do this and then I’d be continuously told no, there’s better than that around or no … that’s not suitable, no it doesn’t meet our priorities … the school’s priorities, no it … it was always no, no, no … to the point where we had a … sort of a get-together and I laid it on the line as far as I was concerned from my point of view, I actually spoke to district office about it and I was given personal support from the district office, told to you know, continue to do some of the things that I
wanted to do for my own professional well-being so gradually with that sort of encouragement from district office I’ve been able to follow that up. (Interview p. 4)

**Personal Development Curriculum**

Ian stated that the Health and Physical Education learning area was a personal development curriculum. He believed that the learning area was trying to teach students to be responsible for their actions and many aspects of personal growth. The aspects, Ian said, included teaching students to be accountable for themselves and getting them to understand that “what you eat determines what you look like, how you act determines what relationships you have with other people” (Interview p. 5).

Ian believed that everything that was taught at school involved some sort of personal development. He saw teaching as encouraging students to learn for a reason and that it was important to “teach students ... to get the best out of themselves” (Interview p. 6). Ian reported that a type of personal development had been a priority in his current school for some time for the students and he believed it would remain a priority for quite a while. He said that the staff at his school hoped that the student system wide testing would show an improvement of standards after an inclusive program of encouraging students “to have a go and do their best” (Interview p. 6).

Ian reported that his school was supportive of personal development for the staff for the first time that year. He reported that on a Professional Development day at his school, which was pupil-free, the teachers engaged in yoga and talked about health aspects to improve their teaching. Ian agreed that there was “a genuine effort, I think, this year to talk about things like diet and rest and all that sort of stuff so it was personal to help the overall professional aspect of your life” (Interview p. 5).

Ian reported that his school had been trying to implement personal development type activities for the students over a number of years. He quoted a program called the ‘You Can Do It Program’ as being a great influence on the students at his school. He said the main emphasis of the program focused on students having a go at things in life, even if they didn’t succeed in what they did. Ian said that he and some of the staff witnessed the results in the students, “you just see it [students having a go] so much around the school and it’s encouraged at assemblies and at carnivals and we just see it all the time” (Interview p. 6).
Ian believed that a teacher who engaged in personal development themselves would certainly be a better teacher of personal development.

Without a doubt, I mean it’s a life skill, it’s dealing with people … different types of people. Those that don’t, who are just … sort of just teachers, they go home an they’re … you know, they don’t have a happy home life or they don’t have a happy personal life whether it’s family or whether it’s self-interest, they’re the people who struggle in relationships and so their relationships with kids, you know you see it all the time so yeah they … I would say they’re not as good teachers if I could put it that way. (Interview p. 7).

Ian stated that the Department of Education and Training said that they were promoting personal development for teachers throughout the system, but he believed that it needed to filter down to the workplace. He believed that between the Department of Education and Training and the workplace, it had been filtered by district offices, administrators of schools and finally line managers. He thought that if it didn’t get through to the workplace, then it had to be delivered in a professional, encouraging and meaningful way to help implement the change elsewhere outside of the immediate workplace.

Ian had a busy work life and rated his quality of work life at eight out of ten. He gave that rating due to the fact that he felt he was very busy and liked it. He had a feeling of being snowed under with work commitments at times but he said, “you’ve got to dig in and get it done” (Interview p. 11). Ian had trouble with some of the support from the administrative team at his current school and that had dropped his overall quality of work life in his current role.

Ian rated his quality of life at the same level as his work life, eight out of ten. He stated that that was due to the negative influence of one of his children on the quality of family life at that time. He commented that that aspect of his personal life was one that he couldn’t wait to resolve. With a rating of eight out of ten, he was happy with his overall personal life away from the professional roles at school.

Job security and holidays were some of the main reasons for Ian’s choice of profession as a teacher. He stated that his love of children was another important factor originally, as back then, he could see himself having children of his own and he could see the quality time he could spend with his own children on holidays. Ian remembered a lot of teachers both in his primary and high school past that had influenced his life but they were not the whole reason he got into the teaching profession.
Ian had not relied on selected role models throughout his career but he believed he had been lucky to teach with some very talented people. He believed these people allowed him to pick up new ideas and different ways of teaching. He had also been inspired by some of the younger student teachers that had come through when he was mentoring student teachers on their practical services in schools.

Ian’s goal in life was to remain active for as long as he possibly could. He was passionate about his own fitness and hoped that he could inspire his students to be active and remain active throughout their lives.

I keep telling them [the students] I’m a really old man and you know here I am I can still out sprint you and I can still do this, that and the other and I hope that that encourages them to participate if nothing else and if not to participate now for some but to participate for life and show them that you know a person of my age and … doesn’t have to be dull, fat and boring, you know but you can still be a … not a role model but you can still have an active life. (Interview p. 10).

Ian didn’t have an interest in promotion within the Department of Education and Training and would rather remain in his current role. He had goals with his family to travel both before and after retirement but that was all reliant on the success of his other goal in finance.

**Jack**

*Personal Background*

Jack was a married thirty seven year old principal of a metropolitan primary school. He had two children and had been teaching for seventeen years. He had taught in both country and city settings and continued to be involved in teaching Health and Physical Education at his current school.

*Personal Development*

Jack believed that personal development was geared more towards where you were as an individual in your life whereas professional development was targeted towards your particular working role. He stated that both types of development could cross over and asserted that if a person was “professionally satisfied, you’re probably going to be personally satisfied as well” (Interview p. 2).
After reading ‘Jodie’s Story’, Jack endorsed the crossover of personal and professional development that he had already described. He believed he had engaged in personal development earlier in his career with some time management courses and had worked on balancing his life. He confessed that with his current role of being principal of a primary school, he didn’t have the time management skills sorted out as he was working longer hours and was spending less time with his family than he would have liked to.

Jack’s own development was mainly focussed within his professional role and he stated he had the option to access some formalised personal-professional development through his collegiate group (other educators at equal or higher levels) and his professional education association. Jack stated that he found that it was difficult to really involve himself in these courses as he was already constrained with time limits and implementing system wide initiatives as principal in his school. “I could work another 50 hours a week without batting an eyelid if I had the time because of the stuff we’re meant to do” (Interview p. 4). He prioritised these system wide initiatives and strived to do well in as many of them as possible.

Jack saw good professional and personal development as a form of development that was followed up by the development provider to allocate funding, time and information that could be used by teachers effectively in their professional and personal roles. Jack believed providers should be serious about the implementation of such programs by “not just saying we think it is important … we’re actually going to show you about how we are going to resource this because we recognise that your personal development will actually have an impact in regards to the way that you function as a staff and it impacts on our kids” (Interview p. 14).

Life Management

Jack had reflected on his life at times but admitted that it maybe “through rose coloured glasses about what things were like” (Interview p. 3). He thought that when he reviewed events of the past, he remembered more of the highs than lows as he had planned and coordinated sporting events due to the “kudos that comes your way” (Interview p. 4). Jack described these events as being a bit like a rollercoaster with all of the responsibility and people relying on you for a good sporting event to take place.
Jack believed that his professional collegiate group allowed him to reflect on his professional roles and also guided him with helpful advice from people who were in similar roles within the education system. He reported that his collegiate group made him aware of the balance of personal and professional life but he stated:

I think it is like anything, you’ve really got to want to be seeking this if you’re going to get something out of it and maybe I’m coming to that point where maybe I need to start seeking this because people give you advice if you seek it, they don’t necessarily force it on you (Interview p. 6).

He had a personal group of friends who shared an interest in watching live professional football together. Jack maintained that the interaction with different people in different occupations was an outlet for him and allowed him to have “some personal development in there as you listen to their jobs and their roles and things like that” (Interview p. 6). Jack emphasised that if “you work on people’s personal development and those sorts of things, you’ll probably have a happier workforce and they’ll probably be more productive” (Interview p. 2).

Jack reported that he didn’t prioritise particularly well when dealing with his personal and professional roles and that in some instances his family came second. He admitted that he tried to have “the notion of quality time” (Interview p. 5) with his family but had trouble ‘switching off’ from work. He was torn between the amount of work that he was expected to do in his professional role and the overlap that occurred when work was brought home to complete. Jack was continually working on trying to improve the situation where the time commitments of work overlapped into his family time.

But I sort of deal with it … I have so much time at work that if I then go off and do my recreation stuff for myself I’d be in trouble. We try and do recreation stuff with the kids in the weekend but … it’s nice but you can’t do it at the same intensity. You know what I mean, I played indoor cricket up until we started this year and those sort of things so I need to get back into it so yeah, something that’s … personally, yeah, I need to get on top of (Interview p. 5).

Jack reported that his wife was the prime caregiver for his children and that his contribution to the household was gardening, vacuuming, mopping and washing dishes. He said that his wife understood the pressures of his professional role because she was a teacher herself. “She’s made a lot more sacrifices than I’ve made” (Interview p. 7) and Jack reported that she was supportive of his professional career.
Jack admitted that the pressures of his current work role, had taken time away from his family and that had caused a life imbalance. He said that he was always thinking of his work role even at home:

I always have stuff running in the back of my head about you know other stuff and I find that my time for recreation, time for my kids and things like that, it’s something I need to actually pay some attention to because it’s something that I think … I’ve got into a habit of just working these hours and that sort of stuff and even when I am home with the kids I find at times that I’m sort of working on another level. You know, they’re talking to me but I’m not always thinking about what they might be saying …(Interview p. 3).

Jack believed he always set high standards for himself in any job he did. Due to that commitment to his standards, Jack thought he had let the personal development lapse in return for more time and effort in his professional role whilst both at work and at home.

**Personal Development Curriculum**

Jack confirmed that he believed the Health and Physical Education learning area was a personal development curriculum. He stated that if you look at the strands of the curriculum outcomes, the ‘Interpersonal Skills’ was a personal and professional development area with ‘Self-management skills’ being needed to make decisions in your life. He believed that if we look at the HPE curriculum and relate it to adults, there were few professional jobs out in the world that didn’t require good interpersonal skills and self-management skills. Jack elaborated on the importance of interpersonal skills in the curriculum:

You can be the brightest person in the world and have the most knowledge in the world and we all know that they can still be people that can’t work with others and they have all the knowledge but can’t work with people at different levels and that sort of stuff so definitely I tend to think that you know, movement skills … side of things, the need for balance of recreation in your life and things like that, that there needs to be there and so it’s pretty hard to enjoy recreation if you don’t actually have the skills to be able to do it and of course there’s the knowledge and understanding. You know basically a lot of that stuff in regards to your health and wellbeing through diet and those sorts of things … I think it is the true personal development area which is interesting because I need more of it but I know a fair bit about it [laughs] (Interview p. 10).

Jack promoted personal development in his school through the HPE learning area and believed that the ‘Society and Environment’ learning area should also have had some responsibility. He saw that it was important to teach how children interrelate with
the environment as a society and the ‘Investigation, Communication and Participation’
strand of the Society and Environment learning area was seeking personal development
outcomes. Jack believed the strand from Society and Environment gave students the
ability to get answers to questions they may acquire as they go through life. English
was a learning area that was present in all of the other learning areas, according to Jack,
and related to the HPE learning area, through the ‘Interpersonal Skills’ strand in HPE
and the ‘Speaking and Listening’ strand in the English learning area. Through the use
of English speaking, listening and writing, many of the interpersonal skills could be
developed further.

Jack’s current school addressed current student issues through the HPE learning
area by including bullying issues, road safety due to the proximity of the school to
major roads and a combined effort with implementing a drug education program that
was continued and supported by the local feeder high school. Jack’s school was
working with that high school to improve the activity level of both boys and girls as
they progressed from primary to high school.

Jack asserted that a teacher who engaged in personal development themselves
would probably be a better teacher of personal development. He admitted to
encouraging his school staff to engage in personal and professional development
through the performance management process. He emphasised that “there needs to be a
balance between personal and professional development but we need to see that that’s
going to have an impact in here [points to heart and head] and then should have some
impact on the school” (Interview p. 13). Jack had encouraged his staff to have a focus
on staff health and well-being, but that was in the early stages of planning. Jack was
excited at the prospect of changes to the health and well-being of his staff members.

Quality of Life

Jack reported that his quality of work life was good but could be better if he had
more time to devote to the many jobs that were all part of his role as principal in a busy
primary school. “I set high standards for myself in regards to my work and possibly my
personal goals are related to actually how I manage work so sort of time and quality of
life and things like that” (Interview p. 19).

Jack affirmed that his quality of life was good but could be better. He admitted
that time was spread between his work and his family and that he could spend more
time with the family without the pressures of his job. He was constantly looking for opportunities to spend more time with his wife and children, but that was dictated by his holidays coinciding with his wife’s holidays. He admitted that according to the whole family, planning of time was an issue and could be a lot better.

Jack made his professional choice very early in life due to the fact his older brother was a teacher. He had a passion to teach, to coach and to be in a school environment, so becoming a primary teacher with an interest in health and physical education was an easy choice for him. Jack still enjoyed the challenges of teaching and had programmed time to be able to still teach Health and Physical Education in his current school. “I love being with the kids, I love teacher stuff, it’s something I know how to do reasonably well and if someone could pay me my current salary to do that I would love to do that for the rest of my career” (Interview p. 4).

Jack’s personal goal was to spend more time with his family and children so he could have more of an impact on their future. He saw that a lot of that was left up to his wife at that moment and he would like to change that in the future. His second personal goal was to improve his own personal health and well-being as he saw an unhealthy pattern emerging from his current job pressures that he thought may not be good for him in the long run.

Ken

Personal Background

Ken was a coordinator/head of department for health and physical education in a private Catholic high school. He was married with two children and had been teaching for twenty-five years. His teaching career had begun in the United Kingdom and continued in Perth, Western Australia for the past nine years. He had been at his current school for two years and was on an indefinite contract in the private Catholic high school.

Personal Development

When asked about his own personal development, Ken stated that his was very limited in Western Australia. He compared this state with his teaching term in the United Kingdom where he said that personal development was very accessible. Ken thought that personal development in his mind meant his access to different sources of teaching materials and methods. He then went on to describe the appraisal method, by
an outside appraisal company, in the United Kingdom, that was performed in the school in which he taught. Ken described personal development to him meant the goals and appraisal outcomes of the performance management process of his past and present schools.

Ken also went on to say that personal development for him was setting goals for himself and finding out what he knew in order to move on from that point. He said that he liked to access courses and conferences that were of interest to his job requirements but he said that these types of things were hard to find. He stated that the good personal development for his current staff was a meeting at the beginning of each term whereby all staff had a chance to interact with each other. These events were formally run by his current school and “the whole staff are involved you know, the ground staff, the catering staff, so we’re all staff so that’s good as development … so that’s some personal development” (Interview p. 4)

Ken thought that his current school was teaching personal development to students in different ways. He said that there was a religious aspect that was attached to the personal development of the students as part of their enrolment at a Catholic school. He also described the school’s specialised weekend camps and trips that include a number of activities ranging from a retreat in New Norcia to surfing at Margaret River. He described a contract type of arrangement with the student, parents and school whereby certain goals were achieved in the days spent away from the school environment to enhance their “personal development” (Ken’s definition – Interview, p. 5). Ken also described special “personal development” days whereby the students and teachers would meet to set up their high school subjects for the following year to meet the requirements expected of the students and parents.

After reading ‘Jodie’s Story, Ken said that the story was realistic and that the ‘To Do’ list mentioned in the story was similar to what he did to keep organised. He then continued on to describe one of the appraisal programs that he was involved in while he taught in the United Kingdom. Part of the program included a stress management course and Ken thought that was very similar to what was described in Jodie’s Story. He recounted that the program was run over ten years ago but included a lot of reflection on life’s roles like being a good father and husband. Ken stated that his ‘To Do’ list was quite long but that he was not stressed when he only completed a few
things on the list each day. He was very comfortable using that list to complete daily chores and goals.

Ken described good personal or professional development as having some essential components. He stated that “Of course, first and foremost, actually you look at how it’s going to, you know, is it something that’s going to help you?” (Interview p. 19). Ken then listed currency as an important component. He looked for courses or presentations that had current research and practical up-to-date advice for its participants. Ken then stated that the presenter “who’s going to deliver it, I think that’s quite important and often for me I get … I’m attracted by people that are not Western Australian, just to get that other input” (Interview p. 19). Ken wanted more global ideas than just experts from within the state.

Life Management

To prioritise everyday events and things to do, Ken stated that he would go through his ‘To Do List’ every night with pen and paper in his diary. Ken believed that that was the best way for him to manage and control events each day. “Just to sit and just to sort of cross off what’s done, maybe circle or highlight something that definitely needs to be done tomorrow” (Interview p. 8). He described his attempt to organise these priority sessions on a computer laptop but found that the nature of his physical education role made that impractical. He continued to use his diary to update his ‘To Do List’ every night and prioritise events for the following day.

Ken was married to a nurse who completed two nightshift sessions a week. With these sessions came the responsibility for Ken to leave his work earlier than normal to balance the demands of childcare for his children. He also mentioned that the balance had recently become easier for childcare as his Mother and Father-in-law had moved closer to his house. That allowed for other childcare arrangements to be made if both Ken and his wife were busy at their places of employment.

Ken admitted that his balance was tipped in favour of his work at the time of the interview and explained that that was because he was only in his third year of his current job. “There’s new jobs and you’re just getting yourself settled … that takes a little bit more time, to build relationships up with your staff, you know I think that’s probably one of my strengths, is building relationships, ’cause I do take the time to sit and have lunch you know…” (Interview p. 11). Ken said that because of these strong
relationships that he had built, his staff understood that the days his wife works on nightshift, he would be leaving work earlier than normal to take care of the children. He said that the staff also knew that if it was a day in which he had to leave earlier, all of the jobs that were required of him to be finished were completed before he left.

**Personal Development Curriculum**

Ken was unsure of the commitment he would place with the Health and Physical Education learning area being a personal development curriculum. He commented that lack of curriculum time was an issue for the HPE learning area at his school. Ken noted that the time given for health and physical education was continually manipulated within the time frame that was allocated by the school. Ken had the ability to change some of the time within the learning area but stated “I could make more health [time] but if you did that then that cuts into the PhysEd time so that’s a big … not fight but challenge for them” (Interview p. 15).

Ken reported that his current school did allow students access outside of normal curriculum time, to a counsellor to talk about issues of stress and movement from Year 10 to year 11. The school also accessed local doctors to provide information concerning personal health protection and insurance including gaining Medicare cards. Ken also stated that the students were asked what health topics they would like covered and they were consistently asked to present topics on sexually transmitted diseases. Ken commented that it was difficult to get a consistent course in health due to the fact “that there’s still not that … enough time you know, you’re having a long weekend and if something happens it’s a month before you see them again. So yeah, there’s lots of things in health and phys ed that we can directly or indirectly, you know, the hidden curriculum …” (Interview p. 15). He believed that the health issues were being addressed but in a very informal way at his school. He believed that that was due to the lack of time resourced for the HPE learning area from his current school.

Ken believed that teachers who participated in their own personal development would be better at delivering a personal development curriculum to students. He questioned the strength of the *Curriculum Framework* (1998) to deliver personal development outcomes as he thought that unless you were a head of department, the framework documents would be just “thrown on the table” (Interview p. 18). Ken saw that the framework may be useful for teachers to review their curriculum but questioned whether teachers would see the document as a personal development curriculum. He
believed that the framework had the potential for personal development both directly and indirectly within a school.

**Quality of Life**

When asked to rate his quality of working life out of ten, Ken said, “I have a good life here, must be nearly 10” (Interview p. 14). He reasoned that his rating was that high because of his role in the school and the quality of the resources and staff. Ken said that he had started to look back on his role at the school at that current time and confirmed that he did not want to go down the track of becoming a deputy principal. He had looked into moving into some of the higher education teaching roles but he thought that Western Australia was limited with opportunities in that field due to the small number of universities in the state.

When asked to rate his quality of life out of ten, Ken responded with, “Ten again, I have a wonderful life … I like the relaxed style, the space and it is still the lucky country as well if you’re prepared to work” (Interview p. 14). Ken had found that most people he had met were supportive in his work and personal life. He had found that since arriving from the United Kingdom, he had been supported by a number of people in his various life roles.

Ken believed that it was his HPE teacher in high school that influenced his decision to become a HPE teacher. He recalled that that teacher took an interest in him and saw his passion for sport. The teacher encouraged Ken to start concentrating on the academic side of schooling [which was being neglected due to his interest in sport] to be able to gain a university degree to continue to enjoy school sport. Ken said that was the spark that enabled him to progress through his teaching degree. He also commented that he had two cousins that were teachers and that also gave him an insight into the teaching profession at that time.

Ken also described a friend that had been influential in his personal and professional decisions since arriving in Australia. That person had helped Ken initially in the schools in which he taught and had progressed to being an influential friend who introduced his family to the way of life in Western Australia. Ken described a number of events whereby that friend had helped introduce Ken and his family to many different experiences in and out of the metropolitan area of Perth. These events, according to Ken, had contributed greatly to his overall quality of life with his family.
Ken concluded with a description of his short term professional goals. He wanted to make sure that the HPE learning area in his current school obtained a fair share of the curriculum time. He also wanted to make sure that the HPE department ran smoothly and was able to progress forward as he believed HPE at his current school “had an unfortunate time over the last few years with people coming into the job and maybe not wanting to do it or can’t do it or being in a temporary position so it has a little bit of a … kind of a period where it didn’t go anywhere” (Interview p. 22). He also kept his options open by applying for some teaching jobs in some other schools within the Catholic and Independent education systems. Ken was also looking at higher level jobs within the Department of Education and Training and at the universities for lecturing positions.

Ken’s personal goals included making sure that his children were successful in their academic pursuits and allowing them the flexibility to travel when they were older to “get out and see the world”. He was very happy with living in Western Australia at the time of the interview but had thoughts of buying a place in Spain later in his life with some of his pension plan that was still in the United Kingdom. “A nice little place in Spain that you could access the ocean and have the sun would be nice but I’d be happy to stay here, yeah” (Interview p. 24).

Les

**Personal Background**

Les was a high school health and physical education teacher who was married with two children. He had been teaching for nineteen years and had served as a teacher in the private Catholic education system and had moved into the public government education system. He had been teaching in a number of country schools for the Catholic education system and had been in metropolitan schools with his shift into the public government education system. During the time that he had been teaching in both systems, he had taken two breaks of a year duration to travel.

Les coordinated the specialised soccer program at his current school and he taught health education for Year Eight to Twelve students. He was assistant head of the Health and Physical Education Department, teacher’s union representative and staff representative on selection panels and the school finance committee.
Les believed that personal development was about:

improving, extending, broadening my outlook … my opinions, my background knowledge, my qualifications … more than just qualifications … but also to achieve my P.B. [Personal Best] and how to apply that to my teaching and also my family I guess. (Interview, p. 2)

Les also described personal development for his students was:

Teaching them life skills, teaching them to relate to people … to work their way through the system and around the rules … how to relate to each other … how to negotiate … how to resolve conflict … how to get enough self-discipline and then that self-motivation and focus to get them where they are capable of getting. (Interview, p. 2)

After reading the fictional Jodie’s story, Les agreed that what she had done over time was personal development. He described that that type of personal development was similar to what he had done over his teaching career. Les described his time off teaching to go travelling was his ultimate personal development. He believed that travelling had broadened his experiences and had enhanced his ability to engage in discussions with the senior high school students about his travels.

Les also described his specialised soccer program as being quality personal and professional development. He stated that the coaching of this team allowed him to reflectively think, analyse where he was and then go out and do what he needed to do. He believed that you couldn’t beat personal development, “otherwise you sit still and stagnate” (Interview p. 3). When asked about the timing of his critical reflection, he stated that there was always time to reflect during his DOTT [Duties other than teaching] time, also when planning time was increased towards the end of each year, he was able to review his teaching programs with his work colleagues in preparation for the following year. Les believed that the mentoring of younger staff members and student teachers allowed for time to reflect on his teaching and current practices within the school.

Les believed that he engaged in his own personal development due to the way in which he was raised. His mother was a teacher and he stated that she influenced his decisions to be active in improving himself both at work and at home. Les maintained that he was bored quickly at work and gave this as a reason for moving through so many
schools in his career. He said for each school, “there wasn’t scope for me to go … I would do what I could do and that was it … I had to go somewhere else to develop further. Whereas at my current high school, there is so much more scope for me to go further” (Interview p. 5).

Les affirmed that he thought there was an expectation for himself and teachers to be professionally developed, as he saw it provided greater accountability to parents and the education minister. When asked about personal development being promoted by the education department, Les responded:

I don’t think they care about personal development any more … I really don’t. I think that our principal does definitely but I think at a higher level, I think that they’re more concerned with the bigger picture perhaps or their own accountability … and that means as long as certain things have been put in place, then they’re accountable to their boss and that is how it comes across to me. (Interview, p. 7)

Les elaborated on the fact that his current principal provided a basis for good personal development by having an open door policy, providing good advice, setting up mentoring programs and allowing opportunities for support. Les concluded, “He is actively looking to help people”. (Interview, p. 7).

Les believed that he personally developed himself and that he was a better teacher of personal development because of it. He said that he listened more to what the students had to say and that he was more proactive than reactive than he used to be in the past. He linked the improvement of understanding his students with becoming a parent himself but stated that he had learned a number of different ways to handle general things on a day-to-day basis. When Les was questioned about the use of the terms, proactive and reactive, he related these to some recent professional development that he had attended on cooperative learning and some of the coaching development that had reinforced the word terms.

Les revealed that he had completed no professional development during that current year. He stated that this was due to the time constraints outside of teaching time that was taken up with coaching and specialised training with students. Les described the best professional development as being relevant to his teaching role. “If the presenter can, in the first hour or so show the relevance of what they’re saying or what they’re doing, it’s fine, if I can see a use for it. If it is just rehashed stuff under another label I’m not interested” (Interview, p. 15). Les described the better professional
development courses that he had attended in the past made up about eighty percent of his selections. He stated that only sixty percent of what the school had provided was of value to him. Les emphasised that it would be hard for schools to provide effective professional development to all staff members as there were so many learning areas and staff members with varying abilities and backgrounds.

**Life Management**

Les described his life balance as being better during the current year than it had been for the last three. This was because of his coaching role as the state schoolboy’s coach in soccer. That role required a time commitment of six to eight hours a week for at least six months of the year. Les and his wife decided that it was time to have a break from that commitment during the current year as “it got to the stage where I’d be home for half an hour and be out again … and I did that twice a week and they weren’t happy with that …” (Interview p. 5). General family discussions about time commitments took place at the beginning of each year and Les explained that after the state and national titles were played in soccer, he was able to plan for the following year. Time for effective life balance was described by Les in an example with him being able to access a flexible timetable at his current school:

I’ve been starting at 7:30, quarter to eight in the morning twice a week … but finishing at half past two … so there’s been like a time off in lieu ...but now that my child is heading for pre-primary and my wife’s picked up little bit more work … we sat down and talked about that and approached the school to get back on grid. (Interview p. 5)

Les stated that the time changes had taken the pressure off with two young children at home and the various roles at school. He commented that time pressures at work had made an impact on his ‘core business of teaching’. Les believed it was difficult to balance all of the professional roles with his commitment as an assistant HOLA [Head of Learning Area], supporting other staff within the learning area with curriculum and discipline and his own teaching. He saw these responsibilities impinging on his own time management thus affecting the balance:

That’s difficult, it is very difficult … the more things that come in and the amount of directives from the department [Education] and the union and … I need the extra PD after school to make up for the five days … but if you’ve been full on all day and then you’re supposed to be attentive … and professional and motivated for an extra three hours, that just doesn’t happen. (Interview p. 6)
Les believed that the Health and Physical Education learning area was a personal development curriculum. He described the ‘hidden curriculum’ having particular influence in high schools while the primary schools have the opportunity to teach more personal development due to having basically one teacher throughout the day. Les explained further why he thought that the health education he was teaching could be described as personal development:

Yeah, we teach conflict resolution. We teach relationship skills. We teach sexuality and understanding themselves. We talk about the, we think about the health triangle, the mental health, emotional, social health and physical health and how that interlinks. Yeah that’s specifically part of the curriculum. (Interview, p. 8)

Les continued to describe in detail the type of explicit teaching that occurred in his school that he believed was personal development:

We look at a lot of self-assessment and self-reflection when they are assessed. … so in terms of teaching interpersonal skills, if we have a group of four kids working together collaboratively, then the assessment, we will give them our own assessment and then we will give their own self assessment and in that they have to, you know, we’ve written the outcomes in levels in student friendly language and we explain that to them and then they judge themselves against that ... and then they go to the others in their group for their contributions … and I guess informally it is teaching them self reflection as we get a bit further into it and we look at … to get them through the levels, as I think you are aware of … we’ve got to look at analysing and they have to look at consequences … and if I do this, that means this and this and this. (Interview p. 8)

Les saw his learning area promoting personal development throughout the high school by teaching with content such as nutrition, martial arts, yoga, walking activities and general exercise. Some of these themes used cross-curricular approaches involving teachers and classes from a variety of learning areas. He concluded with the statement, “we get the kids to look at where they’re at, where they want to be and what they have to do to get there” (Interview, p. 9).

The introduction of the Curriculum Framework (1998) saw Les change his approach to teaching and assessing but he admitted that the content of what he had been teaching had not changed for some time:
To be honest with you, I think personally that the labels are simply the labels. I’ve been teaching this way for twenty years … and effectively we’re teaching the same curriculum with the same content … for twenty years … I might have had to assess it differently or write it up differently or pigeon hole it differently … however … but I’ve been teaching the same stuff. (Interview, p. 9)

The Health and Physical Education learning area, according to Les, had more scope to implement a personal development curriculum because of the nature of the content. He added that all other learning areas should be promoting it if it could be fitted into the tight time schedules that are in place. Les listed, The Arts, Technology and Enterprise and to a lesser extent English as being learning areas that had a more relaxed atmosphere for teachers to promote personal development to students within the curriculum. Mathematics and Science were not included in the his list as Les believed that these learning areas had content that was already too hard to complete in the time given at school.

**Quality of Life**

Les acknowledged that the collegiality of his staff during the year had been good but had its moments. He noticed that there had been a lot less ‘banter and camaraderie’ across the whole school due to the increasing system expectations of all the teachers in the public education system. Les rated his quality of working life as a seven or eight out of ten due to the fact that his learning area department worked so well together. He believed that the people working in the small group did their best at all times and that they were able to support each other in times of stress with time or student behaviour.

Les rated his personal life outside the school gate as a nine out of ten. This was due to the fact that he had dropped all of the responsibilities to do with the coaching the state soccer teams. “I’m under less stress, it’s funny how you operate at a certain level and you get used to that … and when you remove some of the content and you’ve got time to back off, it just improves it” (Interview, p. 13). Les also attributed his high rating of personal life to a good balance of work and personal life. He stated that he and his wife discussed issues freely and that they both drew on good friends and family to discuss issues further. Les commented that he had a broad spectrum of friends who helped them both discuss issues on a variety of topics both work and personal life related.

Les was influenced to take up a career in teaching by his Mother and some very good teachers that he had in both primary and high school. He recalled that a very
influential teacher was in his sixth and seventh year of primary school. This teacher “was brilliant, very caring and supportive, it was a vocation for him, not a job” (Interview, p. 14). This teacher and a few others, along with his sporting interests had focused his decision to become a health and physical education teacher by the time he was half way through high school.

Les claimed that he used his head of department person and the principal of his current school as mentors or critical friends. They were the main people, along with a few colleagues at the school, that he felt comfortable sharing issues about work. He also listed an outside person who was available for him to discuss issues relating to the specialised coaching roles that Les was involved in.

At the time of this interview, Les was in the process of completing phase one of the level three classroom teacher process for promotion. He believed that the money was a motivating factor for applying and that the extra time given as part of the role would benefit his teaching at his current school. Les had been looking for roles in schools at Head of Department level but stated that these opportunities were very rare in the government education system. He was happy with his personal life roles and had a personal goal to help his children reach their potential.

I’d like to be as good a parent as I can be. Let them achieve their potential and … I guess my biggest goal is that when they’re 15 or 16 and they’ll be happy to … regardless of what they’ve done in their life at the time … Dad, come and help me, and that they’ll tell me what they’re doing … that they’re not shut off from me as a parent. (Interview, p. 17)

Michael

Personal Background

Michael was a fifty four year old married man with children who was Head of Department for Health and Physical Education at his current high school. He had taught for approximately thirty years in the public government education system with a two and a half year break when he lived in Turkey for that time. During his service in the government system, he had taught in eight different high schools. Along with his role as head of department, Michael had a role as teaching and learning coordinator for the whole staff at his current high school.
Michael defined personal development as “self actualisation, a development of where you’re at, where you’re going and how you can do good for yourself through doing good for others” (Interview, p. 3). He believed that when the Curriculum Framework (1998) values are incorporated into teaching, the overarching statements include the values and “they’re very much driving that sort of personal development” (Interview, p. 4).

When presented with the fictional “Jodie’s Story’, Michael concluded that it represented personal development:

The organising of your life as the stressors … reduced or refocused to become positive stressors rather than negative, the area of alignment I guess of professional commitment, the professional development to take on an end that I guess is more a sharing and development of longer term focus rather than just preparing tomorrow’s lessons and … I can see that the sorts of directions there … I can recognise those, I can empathise with some of them. (Interview, p. 4)

Michael described the fictional story as a way in which a persona could turn negative stressors into a focused strategy. He said that the stressors were still there but with a strategic approach, Jodie could use the various influences around her to help in her personal growth.

Michael believed he personally developed himself by reading and researching in the area of history and geography. He said that this was a way to escape from the normal work of teaching health and physical education. Michael also coached hockey in the winter months and participated in surf lifesaving in the summer months. He said that these types of activities allowed him to escape from his day-to-day duties as a teacher and that it gave him the self-actualisation that he talked about in his definition of personal development.

Michael kept up-to-date with teaching pedagogy and his learning area content through mandated communications with the government education system and with his involvement in the Curriculum Council. He regularly attended professional development courses on a variety of topics and stated that he always tried the different techniques that were presented. If they were successful, he said that he tried to pass these ideas onto others in his role as teaching a learning coordinator and HOD (Head of Department) for Health and Physical Education.
Life Management

Michael stated that his life was best balanced by not taking his career too seriously and not taking too much home. He was confident that he could have successfully followed the promotional trail through the government system but consciously chose not to. Michael recalled that he had numerous invitations to move in that direction but he said, “No, I’m a family man, I’m a teacher, I like what I do and I like going home and enjoying my family and my priorities are somewhat lazy, I suppose because I’m well organised, I’m well prepared to reduce my stress” (Interview, p. 6). Michael believed that he had a strong grasp of his learning area and teaching, he believed he was innovative and stayed on the cutting edge of new curriculum. “A long time ago, I made a decision to enjoy my job, enjoy my family and enjoy my health and not take my career to the point that it could go and upset all that balance” (Interview, p. 6).

Michael stated that he and his wife planned together for a balanced lifestyle. He said that they talked about what they wanted, how they were going to get there and the timetables for it to happen. Michael concluded that many of the plans were dependent on finances and that with him being close to retirement, that was a major factor in all of their plans. They had determined that Michael would be the home carer, due to the teaching hours and that his wife would pursue the more aggressive career path. The planning sessions continued each morning as Michael and his wife walked together for exercise.

Personal Development Curriculum

Michael endorsed the health and physical education learning area as a personal development curriculum. He reasoned that because:

Self management skills are … have self actualisation embedded in them and as you crank up the levels, it’s all about going beyond yourself and reaching to others, it’s all about positiveness and how can I do things better for myself and others. And when you get to the very high levels of course it’s about reaching out to the whole community and changing for the better, people self practices because it’s built around things like mental health and relationships, not just physical health as a lot of outsiders would think. (Interview, p. 10).

Michael stated that his teachers were teaching these concepts explicitly to the students and were not relying on the hidden curriculum to do it for them. He described setting up scenarios in different contexts for his students whereby they would need to look at
consequences, what they value, what they want to protect and act upon for their own health. He continued with descriptions of students looking at health behaviours moving from individuals out into the wider community. Michael believed these were all important issues as these students would eventually all become parents, coaches and role models themselves in the future.

Michael also described the explicit teaching of goal setting and priority setting for students. He gave an example:

We’re doing nutrition and exercise for example, would be, what do you want from maybe body image, prevention of disease, fitness and sport, what do you want? Look at what you are doing, what do I have to change to get there, try it for a couple of weeks, reflect in groups, this is what I found easy, this is tough, these were the difficulties, how can we manage those difficulties, those pressures? And it’s all relating consequence to goals, consequence to values, looking at pressures that are there, looking at how things are not static, things are always changing and how you’re going to cope in the future. (Interview, p. 11)

Michael believed that his school had a commitment to bring personal development to its staff through the mandated professional development days. He confirmed the content was promoting this as he was part of the planning committee for the PD days at his current school. Michael stated, “there are a lot of people within any staff who resist these things and it’s not been until the mandating has come about that some people have moved” (Interview, p. 9). Michael was referring to the mandated Reporting and Making Consistent Judgements professional development which was mandated by the Western Australian Department of Education and Training. He commented that his health and physical education staff were very prepared to try new things and keep a good mixture of “experience and youthful enthusiasm”(Interview, p. 9).

**Quality of Life**

Michael rated his quality of professional life at around 6 or 7 out of ten due to the fact that he tried to separate his personal and professional lives. “I don’t go home and pour over outcomes education or pedagogy and I don’t go on those websites of, you know, special activities for the kids and so on, I just don’t go there … I’m not that committed” (Interview, p. 14). He went on to explain that he felt he was committed while he was at school and that he did his job properly, he felt he lead others and he got them to change and it was positive. Michael felt that to give any higher rating, he would have to be a lot more involved with work outside of the school gate.
When asked to rate his quality of personal life, Michael rated himself as a 4 or 5 out of ten due to the fact that he would rather be doing other things than going to work. He stated that with his looming retirement at the end of the current year was affecting his overall quality of life. “I actually resent a bit having to leave my comfortable environment and come to work. Once I’m here I’m fine, but I’d really rather be retired and I’m intending to at the end of this year” (Interview, p. 14).

Michael reported that his decision to become a teacher came after reflecting on the time that was ahead with studying for a career in medicine. He said that he pulled out of the university course on medicine a week before it was to start and enrolled in a teaching program. Michael decided early that the study of medicine would be too stressful and because he was involved in a lot of sport at the time, he wouldn’t have the time to put in long hours of study. He decided on teaching with his idea that “I was going to change the world through changing the youth, making better people” (Interview, p. 13). The decision to pursue a teaching career was heavily influenced by Michael’s Year 12 HPE HOD at the time. Over his years of teaching, Michael reported that his main teaching influences came from a period of “extreme high professionalism and strategic approach to education” (Interview, p. 13) when he was at a particular high school in the early 1980’s where a group of teachers worked well together and produced an exciting working environment.

Michael had planned to retire at the end of the current year which had been his major personal and professional goal but had also planned to continue some professional association with education. He had stated that relief teaching may have been an option and also he would have liked to continue to be involved with the Government Curriculum Council in producing new courses of study in government schools. Michael was looking forward to the educational involvement after retirement as “I’ll probably enjoy it much more because I’ll be able to breeze in, breeze out” (Interview, p. 14).

Summary of Findings

Thirteen participants were chosen using purposive sampling to be involved in semi-structured interviews. These interviews were held in either the participant’s workplace or their home. The interviews each lasted between an hour and an hour and a
half, and elicited responses from a series of questions recorded on the interview schedule (Appendix I). The interviews were recorded, transcribed and analysed according to the themes that were extracted from their responses.

The themes included personal background, personal development, life management, personal development curriculum and quality of life.

Personal Background – these were recorded to provide information about the background of each interview participant. These were important to gain an understanding of each participant with respect to their personal and professional knowledge and roles. The background gave a personal context within each participant and allowed answers to be analysed according to their various perspectives to personal development questions.

Personal Development – Each of the participants responded to questions about their understanding of the term ‘personal development’. They gave their own definition and provided examples of what they thought personal development entailed and its implication in schools. Each of the interview participants were then asked to read a fictional story about Jodie and her personal development journey. They then responded to questions about their own experiences of personal development and the similarities or differences that they could see between the fictional story and their own lives and personal development perspectives. That theme also gave an opportunity for participants to describe their own active or inactive personal development. Interview participants gave reasons why some professional and personal development they had received were memorable and/or worthwhile. They listed reasons for their choice and gave their own ideas as to what made a good professional or personal development session.

Life Management - Participants reported on their own reflection and the results of such reflection (if any) in the process of life management in their own personal development. Reflection was described as an important component of the conceptual and theoretical framework for this study and as such gained some interesting responses from the participants in the analysis. Roles and role balance were themes that were investigated. These responses described some of the roles that participants had in their professional and personal lives. With these important roles, it was also important to investigate the balance of these roles during their day-to-day lives. Participants gave
reasons for their participation or lack of participation in personal development. This covered contexts at work and at home and provided an insight into their daily lives.

Personal Development Curriculum – Each participant was asked to consider the Health and Physical Education learning area as a personal development curriculum. They used their experience in this learning area and gave reasons for their decision during the interviews. With the introduction of the Curriculum Framework (1998) into government schools in Western Australia, participants were questioned about other learning areas that may be helpful in teaching and promoting personal development to students. Alongside the promoted eight learning areas, values and learning principles were mentioned in responses to these questions. All participants were able to report on their current or former school’s philosophy towards personal development for their students and staff. They were also able to comment on the larger education system initiatives that were being implemented in schools and their direct relationship to personal development again with students and teachers. The interview participants were asked if teachers would be better teachers of personal development if they engaged in personal development themselves. They were able to respond using personal experiences about themselves and other teachers with whom they may have taught in the past.

Quality of Life – Interview participants rated themselves on a scale from one to ten on the quality of their work life. Interview participants also rated themselves on a scale from one to ten on the quality of their life. The rating system was used after participants found it difficult to initially discuss the quality of their lives. They explained the reasons for their rating and had suggested ways for improving the quality of their working lives and overall lives through various goals and ideas. Participants gave some background information as to their original choice to be a teacher and also to be a teacher in the Health and Physical Education field. They listed influential people and events that had been guiding forces in their own careers up until the appointment to their current position. This theme also allowed interview participants to share goals that they may have made about their own personal and professional lives. These goals were also shared across both contexts in some instances and helped give an insight into their intention to participate in future activities.

All of the responses to the various questions in the semi-structured interviews have been analysed according to the extracted themes listed above. The responses will
be discussed in the following chapter using these themes and the conceptual and theoretical frameworks for this study. The discussion will provide the basis for drawing final conclusions and implications
CHAPTER 5

DISCUSSION

Introduction

To help understand the significance of Health and Physical Education teachers’ perceptions of personal development, which is at the heart of this study, this chapter restates the research problem and its research questions and reviews the major methods used in the study. The major sections of this chapter analyse the results and discuss their implications according to the study’s conceptual and theoretical frameworks. Themes that were extracted from responses during the phase 2 interviews are discussed using these frameworks (Figure 9).

Figure 9. Discussion Chapter Organisation

Statement of Problem

In this study, I was seeking to discover if primary and high school Health and Physical Education teachers actively pursued their own personal development and whether they conceived of the Health and Physical Education learning area as a
personal development curriculum. Further, I intended to ask teachers if they saw a relationship between teaching personal development and their own pursuit of it through a process of proactive life management.

Research Questions

Main Question

What is the personal development of those who teach it?

Subsidiary Questions

1. Do Health and Physical Education teachers believe the Health and Physical Education learning area to be a personal development curriculum?

2. Do Health and Physical Education teachers believe the pursuit of their own personal development could enhance their teaching of such a curriculum?

3. Have Health and Physical Education teachers ever pursued personal development through a proactive life management process and has this affected their approach to teaching and their non-professional lives outside of school?

4. What factors have influenced Health and Physical Education teachers’ level of engagement in a proactive life management process?

Review of Methodology

A descriptive-objective research design was confirmed as a suitable approach to provide the detailed description of the personal development of Health and Physical Education teachers. The first phase of the study involved a purposive sampling of Health and Physical Education teachers from the Wallaby District in the Perth metropolitan area. Selected teachers completed a descriptive questionnaire (Appendix E). A pilot study was conducted to test the validity and reliability of the questionnaire. Cronbach’s alpha reliability co-efficient of 0.601 confirmed the internal consistency of the questionnaire items. Data from the first half of the questionnaire were used to gain means and standard deviations from the respondents’ level of agreement to specific statements on personal development. Data from the second half of the questionnaire was analysed using Kendall’s tau (τ), for correlation between the predictors of behavioural intention in Ajzen’s Theory of Planned Behaviour (1991).
The second phase of the study involved a purposive sample of thirteen past and present Health and Physical Education teachers in qualitative, descriptive interviews. Interview questions were based on the research questions, questionnaire data and the literature on personal development. An interview schedule (Appendix I) was developed after consultation with a pilot study group to ensure validity and reliability. Data generated by the qualitative interviews were transcribed verbatim and each checked by the respondents. The data were coded and sorted into extracted themes to help answer the research questions. Findings were reported and displayed in Chapter 4 of this study. Content analysis of the transcribed data was employed to understand the emerging themes reported in the Results chapter (see also Figure 9).

Summary of Results

Using purposive sampling, thirteen participants were chosen to be involved in semi-structured interviews. These interviews were held in either the participants’ workplaces or in their homes. The interviews lasted between an hour and an hour and a half each and gathered responses to a series of questions recorded on the interview schedule (Appendix I). The interviews were recorded, transcribed and analysed according to the themes that were extracted from the teachers’ responses. The themes included life management, role balance, personal development, personal development curriculum and quality of life.

Discussion of Results

The discussion of results is presented in relation to the themes that were extracted during the qualitative interviews of Phase Two of the research using the Qualitative Solutions and Research (1997) QSR NUD*IST 4 computer program. To understand the significance of Health and Physical Education teachers’ perspectives on personal development, each of the themes will be discussed in relation to the conceptual framework (Figure 10) and the theoretical framework (Figure 11) for this study. The conceptual framework displays the two main courses of life management that teachers tend to follow in daily life. The type of reflection in which teachers participate differentiates the two pathways that constitute the antecedents to further action. Reactive reflection (solid arrow pathway) is described as routine thought that is guided by impulse, tradition and authority. It involves thinking only about the specific context and circumstances surrounding an action and its consequences. It does not consider wider social conditions and contexts. On the other hand, proactive reflection (dotted
arrow pathway) involves “being critically reflective about one’s work, about the social conditions, contexts, and consequences of one’s teaching as well as about one’s skill, efficiency or kindliness in performing it” (Carr & Kemmis, 1989 and Liston & Zeichner, 1990, cited in Hargreaves, 1995, p. 17). This type of reflection contemplates all six dimensions of private and professional life: emotional, spiritual, physical, mental, social and intellectual.

![Conceptual Framework: The Life Management Process](figure10.png)

**Figure 10: Conceptual Framework: The Life Management Process**
(discussed in detail pp. 8-13)

From a theoretical perspective, according to the Theory of Planned Behaviour (Figure 11), “human action is guided by three kinds of considerations: beliefs about the likely consequences of the behaviour (behavioural beliefs), beliefs about the normative expectations of others (normative beliefs) and beliefs about the presence of factors that may further or hinder performance of the behaviour (control beliefs)” (Ajzen & Fishbein, 2000, p. 13). In relation to beliefs, each have their respective influences;
behavioural beliefs produce a favourable or unfavourable attitude toward the behaviour; normative beliefs give rise to a subjective norm or perceived social pressure; and the control beliefs allow for the perceived behavioural control which would be the perceived ease or difficulty in performing a behaviour. Altogether, these lead towards the behavioural intention to engage in a behaviour. “Finally, given a sufficient degree of actual control over the behaviour, people are expected to carry out their intentions when the opportunity arises. Intention is thus assumed to be the immediate antecedent of behaviour” (Ajzen, 2000, p. 1). Each of the study’s extracted themes will be discussed in detail in relation to these theoretical antecedents.

Figure 11. Theoretical Framework: Theory of Planned Behaviour (Ajzen, 1991) (discussed in detail pp. 13-23)

Theme 1 - Life Management

Due to the significance of life management in the conceptual framework, this theme will be discussed first. I will first define life management and then discuss the teachers’ perceptions of their own life management. I will then discuss life management as a process, in relation to the theoretical frames of the study and in relation to the research questions. Two major types of life management will be identified and the teachers will be grouped according to their own reported practices and styles. Teachers’ behavioural, normative and control beliefs about engaging in a proactive life management process will be discussed as they are influential in the teachers’ intentions to engage in this behaviour. The discussion about the theme of life
management helps answer research questions three and four for this study. Question three asks if HPE teachers have ever pursued personal development through an active life management process. Question four asks for factors that have influenced HPE teachers’ level of engagement in personal development.

Rice and Tucker (1986) defined life management as a “system whereby a person’s values, goals and standards direct the person’s resources, through everyday decisions and purposeful actions to improve the person’s quality of life” (p. 6). Life management, as a process, has been illustrated in this study’s conceptual framework (Figure 10). Two types of reflection have been highlighted as integral elements of this framework. Proactive and reactive reflection are the alternate pathways that appear to affect personal development outcomes. Rice and Tucker (1986) described the more proactive form of reflection as critical to a style of active life management that can take into account a person’s values, goals and standards and support personal development outcomes.

The teachers in this study outlined their behavioural beliefs by describing their own day-to-day life management with the majority describing them in terms that depicted reactive forms of reflection. They described their reflection as being a time where they would think about the events surrounding them at the time and the actions they would have to take in order to complete immediate tasks and continue on with less urgent tasks. The teachers’ descriptions were comparable to the “routine reflection” described by Dewey (1933) as a type of routine thought guided by impulse, tradition and authority. The interview participants reported these types of impulsive reflections when they reported events such as family crises, work pressures and the lack of time to complete day-to-day work in both private and professional contexts. Examples of reactive reflection were given such as writing ‘to do’ lists in the evening or morning, mentally prioritising the activities for the day as they exercised in the morning or drove to work, and mentally prioritising events and issues with their partners over dinner, a walk or a cup of tea. This type of reflection, as reported by the interviewees, described a form of reactive reflection that was an indication of behavioural beliefs more aligned with reactive rather than proactive life management.

Two of the teachers were able to describe, in detail, commitments that indicated a proactive, reflective approach to life management. Colin, a former HPE teacher and Alan, a current HPE teacher, both described, in their interviews, a set time each week
where they set priorities for both their private and professional contexts. They used a variety of planning strategies, similar to the *First Things First* (Covey et al., 1994) approach which allowed for planning and prioritising many of life’s roles. For example, Colin reported:

> I’ve got some long term goals and these are the sort of things I do every now and then as I’ve come up with it, then I’ve got my goal setting for a year in terms of family and friends, work and career, learning and growing, living and fun etc. and then I’ve got my business goals, four business goals, that comes in terms of what I am doing in business … And in my planning, I’ve got my roles and goals here, you know, the basic Covey stuff. (Colin)

Both of these teachers had reported the use of books and personal development courses to help develop their own organised approach to life management. They both commenced this type proactive reflection when their various life roles and responsibilities had become quite complex and stressful. Colin was a motivational speaker and former high school HPE teacher. Before resigning, he had been working with groups of high school boys with behaviour management problems and had tried, unsuccessfully, to earn promotion. Alan was an HPE/Art specialist in a primary school. He had been finding the broader school demands of his teaching role quite stressful and was, at the same time, recently married and moving into a new house. His decision to use a life management process with proactive reflection after living a more reactive style for many years reflects the lifestyle change stages identified by Prochaska and Markus (1994) in Corbin et al. (2004). These four stages of change commence with contemplation, which is the reflective thought to change behaviour. This leads, next, into preparation, which is the arranging of one’s life in readiness for the action. Third is action, which is the movement and change of behaviour through to a final sustainable maintenance stage for continued success. Alan and Colin were both equally happy with the results of their proactive reflection as part of their life management. They reported using this approach for three and five years respectively at the time of the interviews. Their behavioural beliefs reflected an understanding of the importance of proactive reflection to the achievement of a happier and more balanced lifestyle.

A large majority of the teachers described their life management processes in the more routine, reactive-reflection terms. This was illustrated in their normative beliefs when they commented that their life management decisions were assumed to be the same as any other teachers. They reported that reflection was a term commonly used in their professional context when talking about professional development and was also
discussed as an important part of the performance management process in government schools in Western Australia. All of the teachers interviewed had been involved in various forms of performance management since its formal introduction in 1996. None of the interview participants had been guided through any formal reflective procedure as part of their performance management but some were asked by line managers to look through the *Competency Framework for Teachers* (Department of Education and Training, 2004). A majority of the teachers reported that ‘time consuming’ factors within their professional contexts tended to affect their level of engagement in proactive reflection. The interviews revealed that most of the teachers seemed to be ‘going through the motions’ of the performance management process without any serious proactive reflection or proactive guidance by their line managers. One barrier to investing time in proactive life management appeared to be the time required to plan and implement major system-mandated priorities in the areas of assessment and reporting. Two of the most commonly reported new curriculum initiatives were ‘Making Consistent Judgements’ (a Department of Education, Western Australia initiative to train teachers in moderating work samples towards set standards in Years 3, 5, 7 and 9) and local school priorities related to the introduction of the *Outcomes and Standards Framework* (Department of Education and Training, 2005).

Teachers who were identified as living within a more reactive life management process believed one of the main reasons for this reactive form of management was that, in their professional contexts, they had little time to reflect on their roles as teachers and educators. This highlighted the control beliefs they had towards a more proactive style of life management. The time management problems reported in the interviews can be understood in terms of the ecologically-based Time Management Matrix (Covey et al., 1994, Figure 5). The matrix posits that people tend to spend the majority of their time on day-to-day tasks in Quadrants I, III and IV (I – Urgent, Important; III – Urgent, Not Important; IV – Not Urgent, Not Important). Covey et al. (1994) promotes Quadrant II (Not Urgent, Important) as the ‘Quadrant of Quality’, which contains tasks such as preparation, prevention (anticipate & prevent problems), values clarification, planning, relationship building, true re-creation and empowerment. These types of day-to-day tasks in Quadrant II support a more proactive style of life management within both personal and professional contexts. The more reactive group of teachers tended to believe that work (professional) priorities limited their opportunities to engage in
proactive life management. As a result, their professional lives tended to be lived in Quadrants I, III and IV.

The life management theme has helped answer this study’s research question three which asked if HPE teachers ever pursued personal development through a proactive life management process, and question four, which asked what factors had influenced HPE teachers’ level of engagement in personal development. Most of the teachers in this study reported living in a more reactive style of life management. With only two of the teachers reporting a more proactive style, it seemed the majority of these teachers were content to remain in a more routine life management cycle. However, it was difficult to distinguish whether the contentment in a routine life management cycle was due to a lack of awareness of a proactive form of life management or whether these teachers were aware and believed time pressures limited their opportunities to engage in a proactive form of life management. The two teachers who had moved from reactive to a proactive style of life management had changed their actions within their life management process, which had also appeared to change their beliefs within the theoretical framework (Figure 11). These two teachers had changed their individual attitudes towards proactive life management (attitude towards the behaviour) after engaging in some specific professional development courses that trained them in the techniques for such an approach. Armed with the professional development’s practical knowledge, the teachers had moved away from their previous beliefs (subjective norms) toward a viewpoint that could control the change (perceived behavioural control).

In conclusion, it appears that the majority of the teachers studied live within a more reactive style of life management and many continue to do so. This tends to be the intention of the teachers, as their beliefs and awareness of the proactive life management process may only be changed if their attitudes awareness are changed through encounters with private or professional development that encompasses a more proactive life management approach. Teachers would also need to be aware of the proactive form of life management if they were to be able to use their control beliefs and perceived behavioural control to have the choice to either remain in the reactive form of life management or move to a more proactive form of life management. Time concerns that were raised by teachers to explain their lack of engagement in proactive life management was also reported to have an effect on role balance, which is the next major theme discussed.
Theme 2 - Role Balance

Role balance was another significant theme raised by all of the teachers in the interviews. Role balance lies, conceptually, within the ‘contexts’ component of the life management process (Figure 10). Role balance, in the life management process, does not refer to balanced proportions of time or effort spent in both the personal and professional context. Rather, it refers to the level of commitment given to a role that has resulted from a thoughtful consideration of one’s priorities. Individuals take into account their values and apportion their energies according to the relative importance of various life roles. Proactive life management aims to contribute to a person’s positive role balance through thoughtful reflection. Teachers identified several strategies they found helpful in coping with the need to prioritise commitments to professional and personal roles.

All of the teachers in this study reported that they wanted more role balance between their private and professional role contexts. This tended to indicate a behavioural belief in a continual quest for better role balance in their lives. The questions and responses on role balance in the interviews allowed participants to describe their own roles in life and their intentions to try to keep a fairly balanced life in their private and professional contexts. The teachers’ normative beliefs appeared shaped by the expectations, from parents and school administrators, and from the introduction of new initiatives by the Department of Education and Training of Western Australia. Teachers reported these forces that caused professional and private role imbalances. Most of the teachers’ control beliefs were based on the extra time that was reportedly required in their professional roles and that caused an imbalance with their private roles. They reported that their professional roles of teacher, coach, mentor, colleague, staff member or curriculum leader encroached on time available for their private roles such as parent, partner, community volunteer, friend or sporting team participant. Small groups of the teachers in this study reacted with different strategies towards these role imbalances. These groups are described as ‘Segmentors’, ‘Compensators’, ‘Spillovers’ and ‘Developmentalists’. These types of strategies to role balance in various contexts are not fixed or mutually exclusive. Teachers can typify these forms at particular times as contexts change.
The Segmentors

‘Segmentors’ were teachers whose strategy described roles in their private and professional contexts as being quite distinct and separate. They could be characterised as Segmentors as described in the Segmentation Theory by Chi-Ching (1995). Betty, Hannah, Ken and Michael described themselves as hard workers at school (professional context) and therefore decided to make a clean break when they went home (private context) by not taking any work home to complete. They always tried to ensure that any events that happened at school were left at school and that time out of the professional context was being used entirely for private context activities. Michael, the high school HPE coordinator, described his segmented roles: “I know I don’t pull all stops out. I know I go home and I do my other stuff. I don’t go home and pour over outcomes education or pedagogy and I don’t go on to those websites of, you know, special activities for the kids and so on, I just don’t go there.” He has a distinct view on each of the personal and professional roles. Michael went on to say, “At the moment I’m not very happy with it (professional context) because it’s bloody stressful still because it’s like a merry-go-round and I actually resent a bit having to leave my comfortable environment (private context) and come to work.” The ‘Segmentors’ separated their professional and private life roles as a strategy to make life management easier for themselves.

The Compensators

‘Compensators’ are people who tend to use a strategy to make a heavy commitment to one role and a much lower one to another. Ian, the LOTE/PE specialist in a primary school, gave examples of his life which illustrated Chi-Ching’s (1995) compensation theory. He reported that he had a high involvement in his professional role and that he spent many hours at school before and after the official school times as there were many intrinsic rewards being gained with the success of his students. Ian also explained in his interview that his private context was of low priority as one of his own children had made this home context uncomfortable by being argumentative and defiant. Ian explained, “I don’t get a lot of satisfaction at home because I spend so much time here and I actually have avoided the family because the 16 year olds a big pain, you know if I can avoid being around her I do so.” He had compensated by spending more and more time at work to avoid confrontations with his child. This had also affected time and interaction with his wife, as she was usually asleep when he arrived home from work and she was up and exercising at the gym by the time he woke.
up in the morning. The compensating strategy has been used by teachers as they display a heavy commitment to one role and a much lower one to another as a result of different role contexts.

**The Spillovers**

The ‘Spillovers’ were grouped as the teachers used these strategies in these contexts. They were characterised by people who carry emotions, attitudes, behaviours and skills with them as they move between roles. David, Edward, Jack and Lesley provided several real life examples of situations that illustrated Chi-Ching’s (1995) spillover theory. In their interviews, these teachers described how, on occasions, they found that events from their professional contexts had spilled-over into their own private contexts. Edward, the former high school HPE teacher, commented on this:

I was very tired and it certainly affected my moods from time to time, yeah just the general demeanour, disposition and I found that ... I’d been with older teachers throughout my career who were just awful people to be around, they really were but I can now understand why. They were just tired and cynical and they just had lost all desire, they’d had a gutful … do I want to run the risk of ending up negative and a bit of a misery to be around, bit of a misery-guts and it really dawned on me when my kids said to me you’re a bit miserable Dad and I thought ... this is not good so I sat down and had a chat with my wife about it.

All of the teachers who had described these types of events stated that the spillover effects were not long lasting and that their families had helped them recover from the negative effects fairly quickly. Most of the negatives involved high workload, tiredness, stress and time pressures. The negative of workload was consistent with Dinham’s (1997) conclusions to his study of teachers in New South Wales which stated:

The major concern for both teachers and their partners centred on the workload that teachers are expected to carry. Virtually all underestimated this and noted its increase in recent times. Executive teachers found their increasing administrative workload problematic, as did their partners when this spilled over into and detracted from family life. (p. 85)

“I’m lucky, I have a very understanding wife” (Lesley – high school HPE coordinator), was a common response in the interviews for this study. Teachers reported that significant people in their private contexts were very keen and good at helping diffuse tense situations, helping them to relax when they had finished work. This tended to minimise the effects of spillover of work tensions into their private contexts. Jack, the
primary school principal and former HPE specialist, described his wife’s support for his teaching job:

I think that ... I mean my wife is very supportive, probably to the point of frustration in the sense that, you know, I’m a workaholic but during those stressful weeks ... she’s a primary teacher. No, well she’s early childcare actually but yeah she teaches early childhood primary and in a sense her career has taken a back ... not a backward step but it’s gone to the background in regards to my career. … she’s made a lot more sacrifices than I’ve made and she looks after the kids and does all sorts of stuff so ... I mean my contribution to the household is things like the garden, building a cubby, I do the vacuuming and mopping and dishes, outside of that, the prime caregiver to the kids is my wife. (Jack)

The spillover effects appeared to only flow in the work-to-family direction, as teachers did not report family pressures spilling over into their professional contexts. Ian, the primary school LOTE/PE specialist who had problems with his daughter in his private context, did not spill negative effects into his professional context, he merely compensated the negative effects in his private life for positive effects in his professional context. Perhaps teachers did not report private-to-professional context spillover effects because they may have perceived this study to be focused more on their professional roles than their private ones. They also may have been unwilling to expose private contextual events that had spillover effects to protect their own privacy.

**The Developmentalists**

The ‘Developmentalists’ were people who used various strategies towards role balance in their many contexts as they moved through life’s stages. Three of the teachers, Alan, Colin and Frank, were grouped as ‘developmentalists’ as they followed the type of developmental theory which adopts a more dynamic approach to role balance (Chi-Ching, 1995). This theory explores the interrelationships between private and professional roles as they change through the life stages. Rather than examining these linkages at one point in time, this theory acknowledges that the demands of life vary as individuals negotiate changing contexts across their life spans. The teachers in this group were all at different stages of their lives and careers and had described different approaches to their various private and professional roles up until the interviews. Colin, now a motivational speaker and former high school HPE teacher described his career journey up to this point:
I was looking for new challenges and I... well I’ve resigned three times. I took two years as I’ve said and then I’ve... but I had the rock n’roll in my genes. In actual fact I got that at uni and third year uni I said today I’m quitting uni, I’m going to go and become a roadie and then become a musician. He (Dad) said no, you’re not. And that’s that but... so I wanted to get that out of my system, the music-type thing so the first time I resigned I did the music-type stuff, the second time I resigned I actually got a job back for about six weeks and then the TV thing came up so I had to resign to do that. Then the third time came up, I had just... I hadn’t been long come back from the country then I was teaching up at Wombat High I started into the promotional trail, got nowhere... I’ve got a file full of... where are they? Oh they’re up there somewhere. It’s selection criteria and so on and I applied for a heap of jobs and I couldn’t crack one, got a few interviews but I just couldn’t crack one ‘cause I couldn’t go to the country. I’d just come back, had a young kid and so on so then I thought about doing different options and I thought well I like doing... I like teaching but to be honest I was getting sick of teaching ‘cause I was in middle school, I was a middle school team leader the last job... 14, 15 year old boys all day every day it was just getting a bit much, yeah and the whole thing over the management issue so I liked doing the teaching but I just wanted to have a break from that sort of scenario. I liked the music, my entertaining but I didn’t want to do that five nights a week with the kids and I thought well how can I sort of mix up the two and then I’ve... it’s just evolved, really, I went out there and I said to a few mates in school and said oh I’m doing this thing next year and one person said to me oh you’ll be a reasonably priced Glen Cappelli (Motivational Speaker) and I didn’t even know where I was going, what I was doing, it sort of evolved. (Colin).

Some teachers had learned from past experience and were balancing their roles better whereas some were reacting to various events, at particular stages in their careers. This seemed to make it difficult for them to balance their roles. These events included changes in career pathways, role conflict, systemic changes in the workplace and major changes in their private lives. Frank, a director of a government agency and former high school HPE teacher, described a difficult time in his professional career:

I enjoy coming to work now even you know... and I can quite honestly sort of say because I had a couple of really turbulent years, bad years where I’ve been quite severely bullied by a senior management staff and I didn’t enjoy coming to work and I had to develop some coping strategies and those sorts of things but I loved the work I was doing even then, it didn’t affect me in terms of my work but it certainly did impact upon my self-confidence and that sort of stuff. That new energy’s been returned to me through the other roles I’ve taken on. To be quite open and honest it was just... been difficult, role transition. I guess with any new job you’ve got to prove yourself to the people you work with and you’ve got also to develop a trust and develop relationships with you and that takes quite a bit of time and I’ve been here a year, things are getting better and better all the time so it’s good. (Frank).
Most of the issues discussed in the interviews with these teachers caused changes to their role balance for a short time and they all expected to get back into a normal pattern of role balance quickly after the issue had passed.

The ‘developmentalists’ career trajectories can be understood in terms of Ajzen’s Intentional Theory of Planned Behaviour (Figure 11). The theory suggests that, during the teachers’ careers, their intention to proactively manage their lives and role balance often seems to be affected by their beliefs and perceptions, depending on their age, experience and context. These teachers tend to change their approach to their private and professional role balance as they progressed through the life stages. This may be influenced by maturity, knowledge, experience or even through observing their colleagues or friends. Armour & Jones (1998) concluded in their literature review, “Inevitably, the interaction between and within these (teacher) contextual variables significantly impinges on teachers’ commitment to their work and, unsurprisingly previous studies have concluded that such commitment varies, over a career span, for innumerable personal and professional reasons” (p. 123). The two teachers who did change from a reactive to a more proactive style of life management, Alan and Colin, both used their knowledge from friends and the lessons from personal development PD courses to change their beliefs, perceptions and, ultimately their behaviour.

In conclusion, four groups of teachers were classified according to the way in which they managed roles within their private and professional contexts. The ‘Segmentors’ were the teachers who would segment their private and professional contexts to be quite distinct and separate. The ‘Compensators’ would have high involvement in one of the contexts with positive rewards and low involvement in the other that provided little or no rewards, thus compensating one for the other. The ‘Spillovers’ would tend to allow negative events and emotions to spillover from one context into the other. In terms of their subsequent actions (Figure 10), the consequences that followed tended to be negative also. In the case of the ‘Spillovers’ for this study, the negatives tended to flow only from the professional to the private contexts. The ‘Developmentalists’ would develop different strategies to attempt to balance life roles as they progressed through life’s stages. The two teachers who changed from reactive to a more proactive life management in this study could be categorised as ‘Developmentalists’ as they allowed recent knowledge and training to change many of their behavioural and control beliefs subsequently changing their life management approach. It seems that teachers who follow a developmentalist style of
role balance may tend toward engaging in the proactive style more than the other three groups described. This group appears to have more chance of changing some of their beliefs and attitudes about life management and to move away from a more reactive style.

Generally, these four groups supported Chi-Ching’s (1995) theories on role balance and helped categorise the ways in which the teachers of this study approached their commitments at this time within their private and professional contexts. The life management process (Figure 10) helps us conceptualise how our activities in professional and private contexts lead to particular consequences.

**Theme 3 - Personal Development**

Personal development, in this study, is conceived of as an outcome. It results when an individual engages in an iterative life management process. This engagement is called ‘action’ (Figure 10) and depends on and promotes reflection on events within the private and professional contexts of life. Hawthorne (1994) believed that there was a strong tradition in teacher education that often assumed that “if teachers were better people – more humane, with greater self-understanding, more reflection, more sensitive, more empathetic, more fully self-actualised – they would inevitably be better teachers” (p. 48). This supports the importance of personal development of teachers. Hawthorne acknowledges the existence of the private sphere for teachers, something this study’s review of literature found to be rarely considered in the professional development literature for teachers. Hawthorne seems to support the position in this study that proactive, rather than reactive reflection is a particular disposition to engage in the life management process thoughtfully rather than incidentally.

In this study, the teachers were asked about their understandings of personal development. They were also asked if and how they may have attempted to improve their own personal development outcomes. Most responses from the sample tended to cluster around the teachers’ sporting involvement in their private lives and participation in professional development in their professional lives. Interviews probed why most of the teachers held these views and what factors influenced their involvement, if any, in other activities or pursuits that may have enhanced personal development outcomes.

To gain an insight into the interviewees’ initial interpretation of personal development and their own behavioural beliefs, each teacher was asked, at the
beginning of the interview, before they were given any guidance, to provide a definition of personal development. Their definitions varied in detail and complexity, but essentially involved personal development as a course of action (see Figure 10–‘actions’) describing formal and structured educational opportunities that resulted in improvements in their skills in the professional sphere (Figure 10–‘professional development’). Their responses initially often suggested a more holistic understanding of the concept of personal development in which the significance of private contexts was acknowledged. However, when they elaborated, they usually only described professional courses or activities that they had encountered in their workplaces. For example, they listed courses provided by professional sporting associations to improve their knowledge and teaching skills of specific sports. As well, they referred to courses that schools and local school district offices had provided that focused on teaching pedagogy in line with the current system priorities. Apart from Michael and Colin, teachers did not identify personal development as a consequence of engaging in actions within an iterative life management process that depends on and promotes reflection on events within private and professional contexts.

The responses offered by the teachers supported the conclusion by Armour & Yelling (2004b) that, although HPE teachers can identify key areas for teacher development in both personal and professional spheres it appears that, almost always, the courses attended focus mainly on teachers’ knowledge and understanding of sport, fitness and health, and are usually offered formally by professional development providers. Only two teachers seemed to think personal development was a more ecologically based, holistic personal development concept (see Ecological Systems Theory–Chapter 1) that extended beyond the professional context. Michael and Colin actually described personal development in terms of “self actualisation” (Michael) and the “strategic tuning of one’s life” (Colin). Michael described personal development as “development of where you’re at, where you’re going and how you can do good for yourself through doing good for others”. His definition was similar to the description of the ‘big four questions’ quoted in much of the personal development literature: Who am I? What do I want out of life? Am I prepared to do what’s necessary to achieve this? How shall I go about it? (Boud et al., 1985; Covey et al., 1994; Hart, 1994; Hopson & Scally, 1976; National Board of Employment Education & Training, 1994; Neubauer, 1995; Smyth, 1985; Waters, 1996). Most of the teachers interviewed seemed not to be attuned to this broader paradigm of personal development.
Once teachers had provided their initial, varied perspectives on personal development, I then attempted to establish an agreed perspective on the concept for the purposes of this study. To guide the teachers towards this shared understanding of personal development, a fictitious story about a teacher named Jodie (Appendix L) was presented to each of them. Each event and behaviour in Jodie’s story illustrated parts of the conceptual and the theoretical frameworks of this study. All of the participants agreed that the story was realistic and that it demonstrated personal development as an outcome of a proactive life management process (Figure 10). They all commented on the story in one of two ways. The first group commented that Jodie’s story was similar to experiences they had encountered at some stage in their own lives:

Definitely! I have done similar things out of school, you know for my own personal development, done some courses and read lots of books and things like that (Alan).

Yeah, there’s some similarities there in terms of Jodie’s story, in terms of being organised, that’s one thing I’ve learnt to be in terms of prioritisation and organisation and that’s been a strength of mine (Frank).

The second group stated that it would be unlikely that they would experience similar events although they could envisage that the scenario discussed in the story could easily apply to someone else, or that they had observed the scenario in someone with whom they had worked in the past.

I think it’s a very good story and agree that most people, especially teachers, are finding that life is becoming more and more hectic. We have got more things to fit in each day with, you know, internets and mobile phones and everything else that comes with it (Colin).

Overall, Jodie’s story was seen as realistic by the interview sample and helped them acknowledge personal development as a concept integral to an holistic life management process.

After confirming this study’s definition of personal development as an outcome of a proactive, reflective life management process with all of the interview participants, I asked the teachers to comment on their own personal development using Jodie’s story as an agreed perspective. Most of the teachers described their personal development as synonymous with sport and coach education courses they had undertaken privately. They stated that they were achieving personal development outcomes within their own
life management processes but it was quickly evident that their perception of personal development was different to that of ‘Jodie’s Story’. The descriptions were not indicative of the proactive, reflective life management process (Figure 10) as defined in this study. Their sporting and coaching courses were described as pursuits that would, to some extent, offset the stresses and pressures of their normal day-to-day professional teaching roles. These types of private sphere pursuits were discussed in terms of role theory, (Chi-Ching, 1995; Dinham, 1997; Marks & MacDermid, 1996). Even when questioned in detail about these sporting pursuits, there was no reference to any type of proactive reflection as described in the proactive life management process. This teacher group reasoned that their sporting activities gave them a chance to engage in something contextually different, as a release from their day-to-day core business of teaching. The teachers were all in the HPE learning area and saw this as a legitimate professional development activity but also as one that gave the ‘release’. These responses tended to suggest many teachers were ‘segmentors’ and ‘compensators’ with regard to their role balance at that time. Their decisions to engage in these sporting/coaching activities, while undertaken in the private sphere, were the result of a ‘routine reflection’ guided by impulse, tradition and authority (Dewey, 1933) towards personal development outcomes rather than a planned and proactive pursuit of personal development (as illustrated in Figure 10).

Thus, teachers relied on descriptions of their professional development to account for their personal development. They claimed, according to their normative beliefs, that the courses and activities that they engaged in within their professional contexts helped them with their personal development pursuits. When asked to elaborate, it was evident that the professional development activities they listed were aligned to developing their teaching skills and knowledge but were not crossing over into their private contexts at all. For example, the teachers listed activities such as ‘Kanga Cricket Sports Coaching’, ’Volleyball Game Techniques’, ‘Fitness Testing for Schools’ and ‘Aussie Sports Modified Games Days’. Again, this type of approach supported the findings of Armour and Yelling (2004b) in that HPE teachers seemed, predominantly, to undertake professional development that targeted their knowledge and understanding of sports rather than other key areas of HPE such as “health, fitness, lifelong activity, personal, social and emotional education” (p. 76). As well, the teachers who were giving these types of responses believed that involvement in any type of professional development was developing them personally as well as
professionally. Despite agreeing that, as illustrated in Jodie's story, personal development was an outcome of the proactive form of reflection and action, these teachers continued to view personal development as an outcome of reactive reflection as well. The sport courses and activities described by the teachers tended to be reactive and one dimensional (physical) as they were not holistic or ecological, excluding many of the other life dimensions such as mental, emotional, social and spiritual.

Research question three asked if the teachers had ever pursued personal development through a proactive life management process while research question four had asked what factors had influenced the teachers’ level of engagement, if any, in a proactive life management process. Only two of the thirteen teachers reported personal development outcomes as the result of their engagement in a proactive life management process. Alan and Colin had both outlined a methodical approach to their personal development as the result of some formal training. They were able to recount how specific events in their lives, both in the private and professional environments, had put in motion some proactive reflection using strategic goal setting and prioritising to engage in actions that improved their personal development outcomes. These actions align with the strategies that the WA Curriculum Framework specifies under the outcome-Self-management Skills. This process had then led to some critical reflection again within each of the private and professional contexts, which seemed to simulate the suggested movement around the iterative conceptual framework (Figure 10). It appears that few teachers could personally describe the forms of self-management commitments within their own lives. Colin described his initial approach to changing his personal development:

The whole sort of story about how she’s (Jodie’s) gone about the process. Talking about the ACHPER course, just talking about how I got interested in the topic too, I also went to a PD day which was run by SPARC (Edith Cowan University) and that’s where I got introduced to this book, First Things First book. Well, I went one step further from First Things First, I’ve actually got my ... I’ve got my own Covey approach to develop my own personal philosophy which is my value set so these ingrained ... been ingrained in me and my psyche ... I’ve had these for a number of years now and I change them every now and then, as you can see I ... as I read it and do the tapes or whatever I think ... I’ve just got a more of the spirituality side of things where you know ... with the sides of physical, mental, social, spiritual, I’m a strong believer in that spiritual side, not necessarily the religion but the sense of purpose, the spiritual side and the importance of it. (Colin).
Unlike the majority of teachers in the sample, Alan and Colin, rather than simply reacting to their private and professional life events (reactive reflection), sought out more holistic approaches for improving their lives in all contexts through proactive reflection.

Despite agreeing (after reading and discussing Jodie’s Story) that personal development was an ecological concept, holistic in nature, many of the teachers identified only professional development activities as evidence of their personal development. When questioned about their schools’ expectations that they engage in professional development, the entire sample of teachers reported that they were expected to participate in some type of professional development each year. Mandated professional development occurred on school development days and during staff meetings, but there was also an expectation from superordinates and colleagues to engage in more professional development. Although not compulsory at the time of this study, the teachers believed the normative expectation was for all teachers to improve their content knowledge and keep up-to-date with current educational trends in curriculum and curriculum delivery. These issues were usually discussed in performance management meetings. Overall, the teachers’ attitude to professional development was positive, as they perceived they had control (perceived behavioural control) of the amount and type of professional development that they accessed and were going to access (intention) in the future.

While most of the teachers tended to assume that attendance at professional development courses was tantamount to engaging in personal development, only a few actively sought professional development that crossed into both professional and private contexts and that was not necessarily sport and fitness related. For example, Alan described one of his professional development courses:

We ... my wife and I both did a course called Creating A Healthy Lifestyle for 2001 and that was ... one of the parts of that was goal-setting for yourself and goal-setting for the people around as you as a collective and from there we nutted out what we wanted out of you know our relationship and out of life and for our family in the future and put some plans in place just like I suppose you would a financial plan although this one wasn’t done by a planner, this was something that we created. (Alan)

Ian (the LOTE/PE specialist in a primary school) also described one of his professional development days at school as crossing both private and professional contexts:
For example when we had a professional development day we ... you know a pupil-free day, it wasn’t purely professional development, a lot of it was personal, we were doing things like yoga and talking about health aspects to improve your teaching, there was a genuine effort I think this year to talk about things like diet and rest and all that sort of stuff so it was personal to help the overall professional aspect of your life. (Ian)

The major objectives of these courses that crossed both private and professional contexts also included: time management, goal setting, planning and active reflection. The teachers who attended these courses and activities with more of a life management focus stressed that the outcomes spanned both private and professional contexts. Attending these courses (actions) did have an impact on these teachers (consequences) as illustrated in the conceptual framework. The teachers who engaged in these forms of professional development believed that their own personal development and life management processes had guided them into the activities and courses in the first place. These teachers reported that they had reflected on one or more factors such as: role balance, professional roles, personal crises and referrals from friends. They claimed they had come to a point in their lives where there had to be change to alter some negative pressures that were occurring in their day-to-day lives so the intention to participate in these various professional development courses had been enacted. The professional development that these teachers reported accessing aligned strongly with the plan, act and reflect outcomes described in the HPE school curriculum for Western Australia.

Some of the teachers reported that ‘time’ was a barrier to their pursuit of a more holistic type of professional development. They acknowledged that proactive life management would improve their quality of life by helping them better manage current commitments. However, citing ‘lack of time’ as a barrier to engagement in any activity tends to mask any insights into questions of values and priorities. The matter of time needs further analysis.

Time management was highlighted within the ecological systems approach by Covey (1990a) with his time management matrix (Figure 5) focusing on Quadrant II (tasks that are important but not urgent) as being the ‘Quadrant of Quality’. Covey’s First Things First (1994) approach suggested that these tasks needed to be completed first, which matches the proactive reflection type of life management described in this study’s conceptual framework (Figure 10). The teachers’ wishes to have more time to engage in professional development with a proactive life management focus were
usually due to their beliefs that genuinely proactive reflection would be likely to improve their overall quality of life. Despite this, perhaps admirable sentiment, the overall priority given to this pursuit by the teachers was lower than all of their other life roles and demands. Essentially, it appears that regularly setting aside time for reflection, goal setting and role prioritisation was not valued highly enough for action to be taken. In terms of the lifestyle change stages identified by Prochaska and Markus (1994) in Corbin et al. (2004), these teachers (those who were aware of a more proactive approach to life management) did not move beyond the contemplation stage.

According to their behavioural and normative beliefs, my on-balance judgement is that all but two teachers seemed content to count school based professional development and some private sporting/coaching courses as personal development. This was despite acknowledging that ‘Jodie’s Story’ correctly depicted personal development more broadly as a life management process based on actions taken following proactive reflection. Most teachers prioritised other tasks rather than pursuing a proactive approach to personal development. It seems reasonable to conclude that most teachers have a rather narrow perspective on personal development, characterised by reactive responses to professional development opportunities and imperatives. This finding must be considered when interpreting what these teachers meant when they all accepted that the Western Australian HPE learning area was a personal development curriculum.

**Theme 4 - Personal Development Curriculum**

The first research question for this study asked if teachers believed the HPE learning area could be considered a personal development curriculum. All of the teachers interviewed seemed conversant with the terminology of the HPE learning area in the Western Australian *Curriculum Framework* (1998). In particular, they seemed to be familiar with, and accept the HPE learning area’s statement that students:

> plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in regular, physical activity and support the maintenance of a healthy lifestyle. (Curriculum Council, 1998, p. 114)

This Western Australian Curriculum Framework statement aligns well with the life management process generally, and specifically with the proactive reflection depicted in the conceptual framework for this study (Figure 10). Many countries’ curriculum...
guides have similar goals and objectives. For example, in the United Kingdom, the *National Curriculum for England* (2000), in Canada, the *Ontario Curriculum Guides – Grades 1-8* (1998), in the U.S.A., to name two from many resources, the *New Jersey Curriculum Framework* (1999) and Missouri’s *K-12 Framework* (2003). In Australia, a prime example is seen in the *New South Wales Personal Development, Health and Physical Education Syllabi* (NSW, 1999a, 1999b, 1999c, 2001; 2003) along with similar frameworks in Victoria, the *Victorian Essential Learning Standards* (2006), in Queensland, The *Queensland Curriculum, Assessment and Reporting Framework* (2005), and in South Australia, the *South Australian Curriculum, Standards and Accountability Framework* (2001).

All of the interviewed teachers reported that they believed the HPE learning area to be a personal development curriculum. Their responses tended to indicate that they accepted the Western Australian Curriculum Framework’s “plan act and reflect cycle” as strongly aligned with the proactive life management process. For example, Jack, a primary school principal and former HPE specialist, believes that the HPE learning area is a personal development curriculum because it matches the skills for physical activity and self-management outcomes of the *Curriculum Framework* (1998):

> Well, I mean I think if you could look at basically the strands and if you have a look at the framework. If you have a look at interpersonal skills to start with, I think that ... I mean it’s a personal and professional development area. If you took it and put it ... in regards to adults, that’s the area that adults would actually identify with in regards to things like we been talking about, that it’s recreation and it’s self-management skills that you need to actually make your decisions. (Jack)

Alan, on the other hand, who is an HPE and Art specialist in a primary school, believes the HPE learning area is a personal development curriculum. He reported incorporating all learning areas into all of his teaching. He relates his type of teaching as teaching life skills rather than specific HPE content:

> I teach all my health and Phys.Ed. from a skills acquisition point of view, I don’t teach softball or cricket, we teach ... everything is based on a life skill from my point of view and yeah I’m developing them as a person. I tie in values and virtues to all of the lessons that I do. Every one of my lessons is across all the learning areas, it’s just so broad and they could be doing ... yeah you know long jump but it’s also maths and language and we’ll measure in Indonesian and whatever we need to do to spread it across and I’m very much into building relationships with the students and because of that they ... I think they feel comfortable to approach me and discuss you know whatever they feel like
talking about. I’ve told them I don’t judge what they tell me but I’ll listen to them and give them advice where I can and get other people to give them advice if that’s required. (Alan)

Like Alan, Ian, an HPE and LOTE specialist in a primary school, believes the HPE learning area is a personal development curriculum due to its ability to affect the personal growth of students. These teachers have shown a broader perspective of HPE and reported that they endeavour to integrate the values & attitudes, self-management skills and inter-personal skills outcomes within their skills for physical activity outcomes.

To be responsible for their own actions, you know so many aspects of personal growth. Now almost unlimited, I mean you know how to be accountable for yourself or you know that what you eat determines how you look, how you act determines what relationships you have with other people. I certainly talk a lot to kids in Phys Ed that when you … so much of Phys Ed is children working with partners and I’ll quite often hear myself saying pick a partner … I haven’t got a partner and then we try and explain why some children find it difficult to find partners and you know the personal aspects of their lives are … quite often determine why they find it difficult to find partners and I try and then encourage children that their personal relationship with their peers is so important not just today in determining whether they’re going to have a partner for this particular game but relationships in life. (Ian)

Whilst the teachers interviewed all agreed that the HPE learning area outcomes were synonymous with a personal development curriculum, and that the other learning areas could also cater for such a curriculum, there was little evidence of personal development, as defined in this study, being taught explicitly and systematically by these teachers. Even after reading Jodie’s story and accepting the holistic nature of personal development it conveyed, these teachers’ day-to-day perspectives in their schools and in their own lives outside of school displayed a much narrower perspective. A proactive life management process, as conceptualised in Figure 10, was not being taught to students in the majority of the teachers’ classes. Neither did there appear to be an intention to do so in the future, even with the introduction of the Curriculum Framework in 1998 and the latest Outcome and Standards Framework – Overview in 2005.

Most teachers reported that the personal development outcomes were being taught and achieved through students’ participation in physical activity and through incidental teaching opportunities as they presented themselves during lessons. Teachers reported that their Health Education lessons tended to focus on the content of nutrition,
human growth and sexuality, rather than on any of the processes integral to personal
development – planning, acting and reflecting on health. Only one of the thirteen
teachers interviewed could report that goal setting, prioritising, reflecting and taking
action was being taught explicitly and systematically as part of a personal development
approach in his school. This teacher, (Michael), was in a high school context and was
eager to ensure that other high schools were teaching the same type of content by
holding network meetings with neighbouring schools. He gave an example of the type
of plan, act and reflect model that was used in his teaching:

It is explicitly taught where we actually ... we’d go through ... for example we’re
doing nutrition and exercise, for example, would be what do you want from
maybe body image, prevention of disease, fitness and sport, what do you want?
Look at what you’re doing, what do I have to change to get there, try it for a
couple of weeks, reflect in groups, this is what I found easy, this is tough, these
were the difficulties, how can we manage those difficulties, those pressures?
And it’s all relating consequence to goals, consequence to values, looking at the
pressures that are there, looking at how things are not static, things are always
changing and how you’re going to cope into the future. (Michael)

Michael’s focus on the processes of planning, acting and reflecting in his lessons
was not encountered in any of the other interviews, neither in the primary, nor in the
high school contexts. This was despite all of the teachers believing the HPE learning
area to be a personal development curriculum. This paralleled the Armour and Yelling
(2004b) findings that teachers in the United Kingdom had three main goals for their
HPE programs. These included competence, knowledge and understanding in/of sports,
and elements of personal, social and emotional education. However, these teachers
invariably focused on only one area of health, fitness and lifelong activity. This focus
was considered to be due to the media interest at the falling rates of physical activity
among young people. Once again, as for the study in the United Kingdom, the
documented curriculum was verbally endorsed by teachers in this W.A. study but was
not systematically pursued during their lessons. This is also consistent with Green’s
(2000) U.K. study that found P.E. teachers were convinced they were achieving a wide
range of goals. However, Green concluded that, “many teachers who claimed personal
and social educational benefits for physical education, when asked if they could identify
it in their practice, admitted they were unable to do so. Even those who claimed they
could, tended to describe it as happening indirectly or subconsciously” (Green, 2000, p.
120). It seems that, according to what teachers believed about the factors that tend to
control people’s commitment to teaching a personal development curriculum the HPE
teachers in this study believe they are teaching a personal development curriculum and achieving its outcomes incidentally as an assumed natural by-product of lessons in which students are physically active.

The first research question for this study asked if the teachers believed the HPE learning area to be a personal development curriculum. Despite agreeing and affirming their support, these same teachers were not pursuing a personal development curriculum systematically in their own teaching. Rather, they tended to rely on incidental teaching opportunities. With the Health and Physical Education learning area being short of allocated time in schools, it seems many of the teachers believed that the plan, act and reflect process detracts from physical activity, which seems to be the expected and valued content for lessons. Where the plan, act and reflect process does seem to be taught is usually in the secondary schools. However, even where the process does occur in the secondary schools, the focus for lessons is often on the content rather than the process (AIDS/Drugs/STD’s etc. versus planning how to self manage through a life management process). These approaches were comparable with those reported in the HPE teachers’ ‘everyday philosophies’ referred to in Green (2000) who concluded:

The way teachers thought about PE had been shaped by their past experiences and had become bound up with the job itself. As such, their ‘philosophies’ tended to be practical ‘philosophies’; that is to say, ‘philosophies’ that bore the hallmarks of their prior PE and sporting practice and their contemporaneous practical teaching contexts. (p. 127)

In terms of Ajzen’s (1991) Theory of Planned Behaviour, it appears that the prevailing and subjective norms amongst teachers existing in schools favour physical activity over cognitively based activities such as planning and reflecting. Most of the teachers in this study believed that forms of engagement in physical activity that require students to interact with one another and make decisions, no matter how simple (eg. Management and organisational arrangements), then personal development outcomes (such as self-management skills, inter-personal skills and values & attitudes) will naturally flow. These beliefs and attitudes tend to confirm that most HPE teachers intend to teach with this approach rather than a more proactive, reflective approach that supports the plan, act and reflect process detailed in the Western Australian HPE curriculum.
Theme 5 - Quality of Life

The fifth major theme to be extracted from the teacher interviews related to quality of life, described by Rice & Tucker (1986) as “both the output of the life management system and a standard for measuring the satisfaction people gain from their lifestyles” (p. 18). This quality of life can be conceptualised as part of the ‘consequences’ element within the conceptual framework (Figure 10) for this study. The consequences of our actions, according to the iterative nature of the life management process, change the next context in which decisions are made (proactive or reactive) regarding what ought to be done next (actions) within the life management process. The judgements made to determine a person’s quality of life are reportedly made from both “objective aspects of reality and subjective perception and evaluations” (Rice & Tucker, 1986, p. 19). The teachers were asked to reflect on their lives and rate their quality of life (QL) and quality of work life (QWL) on an arbitrary scale of one to ten.

Teachers’ comments on quality of life and quality of work life emerged because, in the semi-structured interviews, they were asked what they thought about personal development, and whether they had ever pursued personal development through a proactive life management process. They were also asked for factors that would encourage engagement in the proactive process and how such engagement may be significant in the context of their overall private and professional lives. Nearly all the teachers reported very high QWL and QL ratings. Lesley was typical of the majority of the sample with comments like these when rating his QWL:

I have a brilliant department that I work in ... people that I work with ... they’re another five people that will do their job to their utmost ability ... and that if I need support or help or I can’t get someone, they will pick up the slack and we work very well in that respect ... and generally speaking, the eight (out of ten rating) would be the department and the school a seven (out of ten rating) ... and for some reasons that we have spoken about some days maybe a four ... but overall about a seven. I like it here and hence I’ve been here for eight years.

And his QL:

Nine out of ten, things are very good for us at the moment, they are. Particularly this year after dropping all of the state stuff (training the state team after school hours), I’m under less stress, it’s funny how you operate at a certain level and you get used to that ... and then when you remove some of the content and you’ve got time to back off it just improves it. Between my wife and I …we’ve both got good friends that we can talk to…that we’ve known for a long time.
Some are teachers...some are not...we’ve got quite a broad spectrum of friends and sometimes I think it’s good that my wife is not a teacher, I think that helps a lot.

All of the teachers rated their private and professional QL and QWL as high to very high at the time of the interviews. They were generally happy with their lives, except for Edward, who was having some particular problems with his daughter at the time (his daughter was not cooperating well with the family and usually caused arguments with both parents when they were all at home).

The high ratings for QL and QWL tended to indicate that the teachers had a positive attitude towards their current life management (they believed that they were following the best pathway with their current life management process). With the majority of the teachers in a more reactive style of life management, this highlighted the acceptance of the routine consequences of their actions, as described by Dewey (1933), as they had become comfortable with these routines over time. These routine or more traditional consequences (which had allowed for the positive attitude to their current life management) follow the reactive life management pathway as illustrated in this study’s conceptual framework (Figure 10). In terms of Ajzen’s (1991) Theory of Planned Behaviour (Figure 11) the reactive life management pathway chosen by most of the teachers in this study has fostered a comfortable attitude towards their life management. Perhaps, for many of the teachers, taking the proactive life management pathway would involve a departure from routine; a move away from the comfort of existing regularities, a move that would change their perceived behavioural control.

The two teachers who did report following a more proactive style of life management process had been flexible with their attitude, subjective norms and perceived behavioural control to enable them to move out of their reactive style of life management. They attitudes had changed, in all likelihood, as a result of reflecting on their lives (with time management stresses and role conflict imbalances) and participating in formal courses to learn how to address these problems. They had been open with their subjective norms towards the normal HPE professional development and accessed professional development which crossed both private and professional contexts. They then used the information they had gained to move out of a reactive and into a more proactive style of life management. They then reported positive QWL and QL in light of these changes. For example, Alan described his improved changes:
I suppose we were ... from my point of view, school (before changing to a proactive style of life management) was probably lots more frantic ... it was difficult to focus on specific things and set timelines for myself for completion of things ... one of the things that we talked about was time management ... I took strategies from there (in a proactive process) and that enabled me to plan better for what ... not planning lessons but planning long term things. ... before that I was a servant in the workplace ... I suppose it’s highlighted one direction rather than the many that were sort of going in then.

Alan and Colin, who were practising the more proactive management process, reported high levels of QL and QWL at the time of the interviews. They had reported these with some satisfaction, knowing they had progressed from a reactive style of routine management in their lives to a more proactive style that offered enhanced personal development outcomes.

All of the teachers in the interview sample reported positive private and professional contextual goals for the future. This may have accounted for such a positive self-rating for QL and QWL for most of the sample. Betty’s comment that, “Life’s not all about work” (Interview p. 11) summed up the collective positive outlook that this sample of teachers had towards their current life management and their goals for the future. These teachers’ reports were very different from the negative responses obtained from HPE teachers interviewed by Armour & Jones (1998) and Macdonald (1999). In these studies, teachers were asked to comment on the physical educators’ status and work contexts and reported “poor physical conditions, resources and facilities; a lack of professional support and development opportunities; role conflict; routinization of work; sexism; and burdensome managerial interactions with students” (Armour & Jones, 1998, p. 104). The high ratings of QWL and QL in this study may have resulted from the stability offered by the routines of a reactive life management process that most teachers followed. In reference to research question four (What factors have influenced Health and Physical Education teachers’ level of engagement in a proactive life management process?), the comfort in routine and tradition seems to be one of the major factors which tended to prevent teachers moving from a reactive to a proactive life management process and enhanced personal development outcomes.

Summary

The discussion of the results was presented according to the themes that were extracted during the qualitative interviews in Phase Two of the research. To help understand the significance of Health and Physical Education (HPE) teachers’
perspectives on personal development, each of the themes: life management, role
balance, personal development curriculum and quality of life was discussed in relation
to the conceptual framework (Figure 10) and the theoretical framework (Figure 11) for
this study. In particular, the discussion investigated the influence of the behavioural
beliefs, normative beliefs, control beliefs, attitudes, subjective norms and perceived
behavioural control of the teachers to predict the intention to engage in proactive life

Life management was the first major theme discussed and two types of life
management processes were identified. Teachers were grouped according to their own
reported practices and styles. Reactive and proactive life management were the two
alternate pathways, illustrated in the conceptual framework, with the two different types
of reflection being highlighted as the integral and contrasting elements in the
framework. The majority of the teachers in the interview sample described their own
life management, on a day-to-day basis, in terms that indicated a reactive form of
reflection. This type of reflection was identified in the teachers’ descriptions of their
current life management as they were comparable to the “routine reflection” described
by Dewey (1933) that was guided by impulse, tradition and authority. Teachers reacted
to family crises, work pressures and a lack of time to complete day-to-day tasks in both
private and professional contexts.

Alan and Colin were the only teachers who were able to describe, in detail, their
reflection techniques that supported a proactive, reflective approach to life management.
Both of these teachers had moved from a reactive to a proactive style of life
management after dealing with some stressful events in their lives (changing their
control beliefs) such as job and house changes. These events caused the two teachers to
proactively reflect on their lives, which then led them to participate in some specific
personal development style courses that helped them manage the life stressors. Alan
and Colin reported that they continued to plan, reflect and then act in a manner that
offered happier and more productive lives. These two teachers were following a
proactive life management pathway (Figure 10). However, the majority of the teachers
seemed content with their current reactive approach to life management. On balance, it
appears that the majority of teachers may continue to live within a reactive style of life
management. This tends to be the intention of teachers as their beliefs may only be
changed if their attitudes are changed through private or professional development with
a proactive life management focus. If teachers were to follow a proactive life
management process in their own lives, they also need to be aware of the proactive form of life management. They are then able to use their control beliefs and perceived behavioural control to have the choice to either remain in the reactive form of life management or move to a proactive form of life management.

The teachers management of their private and professional roles can be understood through the role theory lenses identified by Chi-Ching (1995): The Segmentors, The Compensators, The Spillovers and The Developmentalists. These types of strategies to role balance in various contexts are not fixed or mutually exclusive. Teachers can typify these forms at particular times as contexts change. ‘The Segmentors’ were the teachers who described the roles in their private and professional contexts as being quite distinct and separate. ‘The Compensators’ were the teachers who reported to have high involvement in either of their private or professional role and then hence low involvement in the other role. ‘The Spillovers’ were the teachers who would, on occasion, bring negative spillover effects, such as moods and emotions, from one role to the other in their specific contexts. All of the reported spillovers were from the professional role into the private role. Finally, ‘The Developmentalists’ were the teachers who followed a more dynamic approach to role balance. These teachers changed their style of role balance to meet the pressures of their roles as they moved through the various stages of their lives. ‘The Developmentalists’ were the teachers that displayed behaviours that highlighted a more proactive life management process as they were able to proactively reflect to change actions rather than rely on the reactive, routine or traditional ways of solving life management problems. All four groups shared normative beliefs that schools and parents were placing increasing demands on their professional roles and the perception that ‘lack of time’ seemed a good explanation for not exploring other more proactive avenues towards proactive life management and role balance.

Time management was not a priority for the majority of the teachers so the teachers were consistently using ‘lack of time’ as a reasoning factor for staying in their reactive style of life management rather than moving to a more proactive approach. The teachers also need to be aware of the existence of the proactive life management process to be able to change their existing approach to life. It seems that when teachers follow a ‘developmental’ style of role balance, there is a tendency toward a proactive style of life management more than the ‘segmentors’, ‘compensators’ or ‘spillovers’. The ‘developmental’ group appears to be the one approach that may allow teachers to have
more chance of becoming aware of the existence of a proactive life management process as they change their approaches to life as they progress through their life stages.

Personal development was the third major theme of the interview responses. The teachers generally described their own personal development in terms of their private sporting involvements and participation in professional development in their professional lives. Once again, only a few of the teachers were able to describe an holistic personal development perspective that moved beyond the teaching context. All of the teachers were presented with ‘Jodie’s Story’, a fictitious story about a teacher living the proactive life management process to enhance personal development outcomes. They all agreed this story was realistic and that it did demonstrate personal development as an outcome of a proactive life management process. When questioned again about their own personal development, most of the teachers reverted to describing their sporting pursuits and then their own professional development. Only two of the thirteen teachers reported personal development outcomes as a result of a proactive life management process. On balance, all but two teachers seemed content to count school based professional development and some private sporting/coaching courses as personal development. This was despite acknowledging that ‘Jodie’s Story’ defined personal development more broadly as a life management process based on actions from proactive reflection. The teachers prioritised other tasks rather than pursuing a proactive approach to personal development as many of the them would be unaware of the process to life management. It therefore seemed reasonable to conclude that most teachers had a rather narrow perspective on personal development, characterised by reactive responses to professional development opportunities and imperatives.

The fourth major theme emerging from the interviews centred around the research questions that asked teachers if they believed the HPE learning area to be a personal development curriculum. All of the teachers believed that it was a personal development curriculum but found it difficult to provide examples from their own teaching which reinforced the plan, act and reflect cycle that was part of the definition and rationale for the HPE learning area in the Curriculum Framework (1998). Even though the majority of the teachers supported a personal development curriculum, they were not willing to pursue such a curriculum systematically in their own teaching. Instead, they tended to rely on incidental opportunities to make explicit, aspects of personal development. This ‘implicit’ type of approach to their teaching matched the more reactive style of life management of their own lives. Most of the teachers in this
study believe that if students engage in physical activity that required them to interact with one another and make decisions, then personal development outcomes (such as self-management skills, inter-personal skills and values & attitudes) would naturally follow. These beliefs and attitudes tended to confirm that most HPE teachers teach with this approach rather than a more proactive, reflective approach that supports the plan, act and reflect process detailed in the Western Australian HPE curriculum.

The fifth and final theme in the teachers’ responses focused on their quality of life. All of the teachers rated their QL and QWL highly and were happy with their lives at the time of the interviews. All but two of the teachers were leading a more reactive style of life management. Their high rating highlighted the acceptance of their current life management due to the comfortable nature that the more routine pathway had become to the teachers. Not only was the proactive life management likely to have been unknown to the teachers, moving into a proactive life management process may have raised a certain degree of uncertainty and risk of which only two teachers had taken. These two teachers had used the skills learned during personal development courses to change their pathways, within the conceptual framework (Figure 10), from reactive to proactive reflection.

In terms of Ajzen’s (1991) Theory of Planned Behaviour these two teachers had changed their attitudes, subjective norms and perceptions of behavioural control to enable them to move out of their reactive style of life management. They had changed their attitude by reflecting on their lives (with time management stresses and role conflict imbalances) and participating in formal courses to learn how to address these challenges. They had changed their subjective norms towards the typical (often sport-orientated) HPE professional development, instead, accessing professional development which crossed both private and professional contexts. They then used the information they had gained to modify what they believed about the factors that controlled their life management so they could move out of a reactive and into a more proactive style of life management. These teachers rated their QL and QWL highly, similar to the rest of the teacher sample, but were able to report these high levels in relation to knowing they had progressed (control beliefs) from a reactive style of life management.

This discussion chapter has provided background information from the teacher interview that has been guided by the research questions for this study, the Conceptual Framework for the study (Figure 10) and the behavioural beliefs, normative beliefs,
control beliefs, attitude, subjective norm and perceived behavioural control from Ajzen’s (1991) Theory of Planned Behaviour (Figure 11). Conclusions will now be provided in the final chapter as a result of this qualitative study investigating the personal development of those who teach it.
CHAPTER 6

CONCLUSIONS

This study aimed to discover if primary and high school Health and Physical Education teachers actively pursued their own personal development and whether they conceived of the Health and Physical Education learning area as a personal development curriculum. Further, I intended to ask teachers if they saw a relationship between teaching personal development and their own pursuit of it through a process of proactive life management.

Subsidiary Research Question 1

Do Health and Physical Education teachers believe the Health and Physical Education learning area to be a personal development curriculum?

The HPE teachers in the questionnaire and interview samples all believed the HPE learning area to be a personal development curriculum. They reported that all five strands within the learning area, according to the Curriculum Framework (1998), contributed to a personal development curriculum. The Knowledge and Understandings, Self-Management Skills and Interpersonal Skills strands were highlighted as contributing to personal development within the school HPE lessons. The teachers also agreed that the plan, act and reflect process in the HPE learning area definition and rationale within the Curriculum Framework (1998) was aligned with the personal development definition for this study. ‘Jodie’s Story’ had helped clarify the personal development focus of this study for the teachers.

The health lessons that the teachers described in their responses emphasised the traditional health topics such as Nutrition and Growth & Development. They believed that these health lessons and the physical activity lessons in physical education lessons to be enhancing personal development outcomes. They believed that the personal development content in these lessons were being taught (although incidentally) and helped all students “develop personally”. However, only one of the teachers in the interview sample actually reported teaching the plan, act and reflect process in health lessons as part of a goal-setting and reflective planning content lesson. Students can use
the process of plan, act and reflect in various health and physical education contexts but it was not a process often discussed or systematically taught by the teachers. Teachers relied on “incidental teaching moments” to help students “personally develop” within their traditional activity based PE lesson.

While all teachers claimed the HPE learning area to be a personal development curriculum only one of them systematically taught the processes for personal development outcomes according to the ‘plan, act and reflect’ definition which was aligned with the proactive life management process. Two other respondents were living within a proactive life management process themselves but were not teaching the proactive and reflective process in their lessons. The only teacher who was systematically teaching personal development outcomes aligned with the Western Australian curriculum plan, act and reflect outcomes was in his last year of teaching before retiring. Therefore, the following year would probably see none of these teachers teaching the proactive life management process within a personal development curriculum.

**Subsidiary Research Question 2:**

*Do Health and Physical Education teachers believe the pursuit of their own personal development could enhance their teaching of such a curriculum?*

Most of the teachers in this study considered their own professional development and their private context sporting activities to be synonymous with personal development pursuits. Even after being directed to a ‘real-life’ example of a teacher pursuing personal development outcomes (Jodie’s Story), and agreeing this story constituted a good example of personal development, the teachers continued to revert to examples of their own professional development (usually sport and coaching content) and private sporting activities.

Only two of the teachers in the interview sample pursued personal development outcomes themselves through a proactive life management process as defined in this research. However, neither of these teachers reported ever systematically pursuing personal development outcomes with their students. Only one of the teachers in the study sample reported systematically teaching the plan, act and reflect cycle to his students directing them towards enhanced personal development outcomes, even though he followed a more reactive life management process himself.
All of the teachers believed that pursuing their own personal development could enhance their teaching of such a curriculum. However, the teachers’ reports were characteristic of the ideological thinking range for Mannheim (1960) cited in Green (2000) “all the way from conscious lies to half conscious and unwitting disguises; from calculated attempts to dupe others to self-deception”. The teachers seemed unable to appreciate the holistic significance of the proactive life management process for themselves or their students. Most teachers held a rather narrow perspective on personal development, characterised by reactive responses to professional development opportunities and imperatives. The narrow perspective of personal development needs to be considered when interpreting what these teachers meant when they all accepted that the Western Australian HPE learning area was a personal development curriculum.

**Subsidiary Research Question 3:***

*Have Health and Physical Education teachers ever pursued personal development through a proactive life management process and has this affected their approach to teaching and their non-professional lives outside of school?*

Only two of the thirteen teachers had pursued personal development outcomes through an active life management process. These two teachers were able to report in detail that they were leading a life that involved forms of proactive reflection that had generated positive personal development outcomes. Both of these teachers had commenced this type of life management process in response to some random life stressors and crises. These events in their private and professional contexts had caused them to reflect differently than they had in the past and this had guided them both to pursue new directions proactively rather than reactively. These different actions saw the teachers seek out experts in the life management field through various courses, university information days, tapes and specific literature. The information contained in these resources was acted upon and both teachers reported experiencing improved personal development outcomes. The teachers reported a more balanced approach to all of their life roles and found that they could respond more effectively to the stressors and expectations in both contexts.

The teachers described their lives in a similar way to the conceptual framework for this study (Figure 10). For example, from the knowledge gained in the specific training for this style of life-management, these teachers reported that they were more aware of their specific roles both in the private and professional contexts. They would
regularly, pro-actively reflect on their lives and choose appropriate actions to enhance their overall personal development outcomes. Their specific life management training gave them tools to prioritise and plan for issues that occurred in both contexts over specific time lines. Time constraints and the problems with balancing of all life’s roles that was reported with the majority of the teacher sample were not reported to be a problem for these two teachers. Both teachers believed they were better teachers within the school environment as they were better able to control the various pressures involved in their professional roles and were better able to guide their actions for better consequences. The two teachers perceived that they were better individuals out of the school environment also because of the proactive life management approach as they were better able to manage the different roles in their private lives such as father, coach, friend or brother. The two teachers believed that their more organized and balanced approach to life allowed them to enjoy and participate better in their private roles as they could manage their whole lives in a less reactive way.

As a result of these changes, both teachers continued to monitor their own private and professional contexts to enable proactive reflection on all of the life management elements as illustrated in this study’s conceptual framework (Figure 10). This type of reflection allowed both teachers to act in a manner they believed would improve their personal development outcomes. At the time of the interviews, both teachers had been actively involved in proactive life management for a period of three and five years respectively and reported no intention of reverting to a more reactive style of life management.

Subsidiary Research Question 4:

*What factors have influenced Health and Physical Education teachers’ level of engagement in personal development?*

The majority of the teachers in the interview sample believed they were engaging in the pursuit of personal development outcomes. However, it was evident that only two teachers were following the proactive life management process towards enhanced personal development outcomes. All of the teachers were cognisant of the plan, act and reflect terminology in the HPE learning area definition and rationale (Curriculum Council, 1998) but tended to dismiss these in their own private and professional contexts. These teachers believed that they were busy with the demands of their professional roles and that left little time for the pursuit of personal development in
their private lives. These beliefs highlighted the priority given to other tasks by the teachers rather than the pursuit of personal development in their private and professional contexts.

Most of the teachers reported living a more reactive style of life management. They believed most of the people around them were similar, using traditional or routine practices in their reactive life management process. The teachers’ high self-rated QL and QWL levels highlighted the acceptance of their reactive style of life management. All but two of the teachers were content to remain in this style of reactive life management as they believed that lack of time prevented them from moving into a more proactive style. It was evident that the majority of the teachers believed they were in control of their current life management processes and were either unaware or unwilling to try a more proactive approach in the future. The reactive approach in their behavioural, normative and control beliefs also contributed to their predicted intention to continue to behave as they have done in the past – that is, to choose professional development that only related to the professional roles rather than choosing professional development that crossed both professional and private roles.

Main Research Question:

*What is the personal development of those who teach it?*

Personal development was defined in this study as a consequence of engaging in actions within an iterative life management process that depends on and promotes reflection on life’s private and professional contexts. Personal development acknowledges the existence of the private sphere. Something the review of literature rarely found. Initially, all of the questionnaire and interview teacher respondents had varying definitions of personal development. To help guide them to a common understanding of personal development within a life management process, 'Jodie’s Story’ was used to describe a teachers’ private and professional life. This story highlighted the various elements referred to in this study’s definition of personal development and the key elements of a proactive life management process.

Throughout both phases of this study, the majority of the respondents believed that they were engaging in personal development outcomes. They reported activities such as work specific professional development and personal sporting pursuits as a means to access these personal development outcomes. When investigated further, through the use of qualitative interviews, it was apparent that the majority of teachers in
this study’s interview sample did not engage in a process of proactive life management as illustrated in the conceptual framework for this study (Figure 10). This majority of the teachers described a more reactive type of life management that did not include a commitment to reflection of life’s private and professional contexts. None of the participants had been guided through any formal reflective procedure as part of their performance management. Despite all of the teachers’ involvement with the HPE learning area and their acknowledgement of it as a personal development curriculum, they did not appear to proactively pursue their own personal growth. This group tended to react to various personal and professional contexts using routine and/or traditional pathways into actions. This afforded them a limited level of personal development. Two of the thirteen teachers did report a proactive life management process. These two teachers described a purposeful reflective process that involved ‘taking stock’ of their lives and planning for their own life course and personal growth. This movement was due to random events rather than the teachers making the move. All teachers reported that their approach to life management had been the same for quite some time, although, the two who reported a proactive life management process had only been using the proactive life management process for the past five years. Before that time, the two respondents had both reported living a more reactive style of life management similar to the majority of the teachers in this study.

All of the interview respondents reported being comfortable with their current life management process registering high quality of life (QL) and quality of working life (QWL) ratings. These high ratings supported the level of routine and comfort felt by the sample in their immediate contexts with either of their reactive or proactive life management processes. The interview sample’s reported positive approach to their life management supports the prediction of these teachers’ intentions to continue with their current approach. According to the Theory of Planned Behaviour (Ajzen, 1991), the respondents’ beliefs, attitude, norms and control tend to predict that the majority of the interview sample would continue to follow a reactive life management process and only two would continue to follow a proactive type of life management towards enhanced personal development outcomes.
Implications

The conclusions reached in this study of Health and Physical Education teachers and their personal development have implications for various stakeholders in the educational arena:

- Professional Development providers seem to advertise and offer courses and presentations that focus mainly on teaching content and pedagogy. These providers rarely consider holistic forms of personal development. There needs to be professional development focusing on life management, reactive and proactive reflection and the outcomes of teachers’ choices within the life management framework.

- Personal Development seems to be limited in the contemporary educational research literature. Professional development tends to be the dominant topic for research when investigating teachers’ development. More research in the private sphere may help develop a more holistic perspective.

- A Personal Development curriculum, which aligns well with the plan, act and reflect model presented in the Western Australian Curriculum Framework (1986) seems to be neglected by HPE teachers, who tend to favour the physical activity outcomes of the curriculum. Teachers report a crowded curriculum with many varied system and school mandated requirements. This is to the detriment of an holistic form of HPE, which includes personal development as well as the physical activity and standard health topic outcomes.

- Only a few teachers seemed to think personal development was a more ecologically based, holistic personal development concept that extended beyond their professional contexts. Most of them seemed not to be attuned to this broader paradigm of personal development. Their understanding was contrary to that espoused by the HPE curriculum in Western Australia.

- Teachers may or may not be aware of the more proactive form of life management that is available. Professional development focused on life management and the two forms of reflection may help teachers engage in more varied approaches to their current life management practices.
REFERENCES


Bell, B., & Gilbert, J. (1994). Teacher development as professional, personal, and social development. Teaching and Teacher Education, 10(5), 483-497.


Board of Studies New South Wales. (2002). NSW K-10 Curriculum framework. Sydney: Board of Studies NSW.


NSW, B. o. S. (1999b). *Personal development, health and physical education K-6 syllabus - Principal's Package*. Sydney: Board of NSW.

NSW, B. o. S. (1999c). *Personal development, health and physical education Stage 6 syllabus*. Sydney: Board of Studies NSW.

NSW, B. o. S. (2001). *Personal development, health and physical education syllabus Years 7-10*. Sydney: Board of Studies NSW.

NSW, B. o. S. (2003). *Personal development, health and physical education Years 7-10 Syllabus*. Sydney: Board of Studies NSW.


APPENDICES

APPENDIX A

Personal Development Survey Results

1. I found the ideas presented in this morning's session most interesting

2. I would consider attending PD of the type outlined in the session

3. My upper cost limit for PD of this nature would be: (note that your answer to this question will be used only to help calculate whether sufficient funds might result from registrations to make the PD financially viable. The PD will not be a profit making venture).

4. I would prefer two evening sessions, each of about three hours (preferred evenings if you agreed?)
5. I would prefer that the PD be run on a school day (preferred day if you agreed?)

6. Are there particular topics/areas you'd like to see included?

7. I'd like to be part of a small group consulted about content

8. I believe my future career choices (e.g., locality, promotion) will increasingly depend on the type of professional development my CV shows that I have undertaken.

9. I am more concerned with career security than career development.

10. I am well informed about how an increasingly deregulated employment market may affect my job.
11. I am well informed about the techniques I might use to set personal goals and manage my personal and career priorities.

12. I have considered leaving teaching (please circle one): YES = 40  NO = 36  N/A = 0
If YES, when and why? WRITE IN HERE: 53% 47%

13. Teaching HPE presents significant opportunities for career development.

14. I am a valued teacher at my school.

15. Teachers' professional development should include personal as well as professional development content.

16. My career security would not suffer even if I never did another hour of 'out-of-hours' professional development.
17. I would like to receive details about the PD proposed in this morning's session as soon as possible.
APPENDIX B

ACHPER /SPARC Professional Development Evaluation Form

1. How did you become aware of this Professional Development opportunity?
   Purple ACHPER/SPARC pamphlet
   School Matters Newspaper
   Colleague
   Other
   Please Specify: ________________________________________________________________

2. What interested you enough to register for this Professional Development?
   Presentation by ACHPER/SPARC in May
   The Presenters
   The Content
   Other
   Please specify: ________________________________________________________________

3. How much did you know about some of the forces shaping teachers’ work? (Tick)
   A Great Deal                                             Very Little
   [ ]   [ ]   [ ]   [ ]   [ ]

4. How helpful has this seminar been in identifying a range of global, national, state
   and system influences shaping teachers’ work? (Tick)
   Very Helpful                                             Not Helpful
   [ ]   [ ]   [ ]   [ ]   [ ]
5. Prior to today's seminar, how much attention have you given to your own personal development? (as defined today)

A Great Deal

Very Little

6. Health & Physical Education (HPE) is best taught by teachers who themselves have made a commitment to Personal Development. (Tick)

Strongly Agree

Strongly Disagree

7. If today was the 31st of December, would you make any specific ‘New Years’ resolution(s) as a result of today's seminar?  Yes  No

If yes, please describe one:

8. How likely do you believe you are to act on this resolution in the near future?

Highly Likely

Likely

100% Probability

Not at all

0% Probability
APPENDIX C
ACHPER/SPARC Professional Development Evaluation Form

- How did you become aware of this Professional Development opportunity?
  Purple ACHPER/SPARC pamphlet  60%
  School Matters Newspaper  0%
  Colleague  30%
  Other  10%
  n=53

  Please Specify:
  ________________________________________________________________

- What interested you enough to register for this Professional Development?
  Presentation by ACHPER/SPARC in May  20%
  The Presenters  7%
  The Content  65%
  Other  8%
  n=91

  Please specify:
  ________________________________________________________________

- How much did you know about some of the forces shaping teachers’ work? (Tick)

  A Great Deal       Very Little
  29%  42%  7%  17%  5%

  n=78

- How helpful has this seminar been in identifying a range of global, national, state and system influences shaping teachers’ work? (Tick)

  Very Helpful       Not Helpful
  52%  33%  9%  3%  3%

  n=81
Prior to today's seminar, how much attention have you given to your own personal development? (as defined today)

A Great Deal | Very Little
---|---
32% | 33% | 3% | 18% | 14%

n=79

Health & Physical Education (HPE) is best taught by teachers who themselves have made a commitment to Personal Development. (Tick)

Strongly Agree | Strongly Disagree
---|---
87% | 11% | 1% | 1% | 0%

n=78

If today was the 31st of December, would you make any specific ‘New Years’ resolution(s) as a result of today's seminar? Yes 85%  No 15%

n=78

If yes, please describe one:

________________________________________________________________________

How likely do you believe you are to act on this resolution in the near future?

Highly Likely | Not at all Likely
---|---
75% | 23% | 2% | 0% | 0%

100% Probability | n=69 | 0% Probability
If today was the 31st of December, would you make any specific ‘New Years’ resolution(s) as a result of today's seminar?

**Career**
- To work in an area that I love and make some money from it
- To keep working to be and do things better
- Get a team to work with. Bite the bullet and get on with it
- Serious consideration about career choices
- To look at some of the ways I could work smarter i.e. achieve what I am now with better time management.
- Keep up to date with changes but also to question their worth
- To acquire a mentor(s) to guide my career choices / development
- Fine tune my focus to keep me fresh & positive for the rest of my working life
- To be positive to change. Work harder but smarter
- It’s okay to be a teacher who enjoys their work & loves the relationships that grow and exist with their students
- Move school after taking 6 months long service leave
- To go another step forward in my formal education with a slight change in direction / learning area
- Set professional goals
- Attempt not to let negative colleagues annoy me

**School / Teaching**
- Encourage my staff to seek PD in their area of immediate need
- Appreciate my own working school environment and constantly look forward to change and improvement
- My personal attitude and relationship with my students is my primary goal in teaching
- I don’t like the direction education & teaching is headed (economic rationalisation, user pays, etc.)
- Alter program to suit changes
- Look more specifically at a holistic approach to teaching, including personal and intellectual components of teaching
- Be quicker to change my approach to the ‘problem class’ we all get each year
- To continue to make the learning environment more student centred and to encourage other staff to do the same
- Live by “quality education” is a journey not a destination
- To remain positive about the upcoming changes with the curriculum framework
- Give the students more voices
- Focus on making the changes necessary to engage students in the curriculum
- To enjoy what I am doing more and not focus on the negatives of teaching
- To focus on positives of teaching instead of constantly looking at alternative careers (I really enjoyed Alan & Peter’s presentations – very motivating)
• Engage kids – develop relationships
• More professional development
• Not to be influenced by big headed bullies who think they are telling me something I don’t already know! Wake up guys!
• Continue to be positive with teaching in my ‘twilight’ years
• Keep enjoying the positives of teaching
• To talk less in class and let kids have more input
• Set up a support system for teachers where teachers with specific skill, help/share with others
• Become more open to act on change & become more open to accepting curricula change

**HPE Emphasis**
• Become more of an advocate for PE
• Be more collegial with other staff to help initiate development in HPE at school
• Contact Allan Cummings & learn more about the strategies he uses in his teaching. Ask his advice for my students.
• Commit more time for personal reflection – become more pro-active in promoting HPE in schools
• Be stronger in advocating PE to staff & be proud of being a PE teacher
• Set a goal –“I will be more outspoken about advantages of HPE Learning Area” Advocatory – YES!
• To try again and tackle admin on adjusting Phys Ed priorities
• A commitment to PE for ’99 equivalent / or greater than this year even though my time for sport has been reduced
• Take time and improve HE

**Personal**
• To re-focus the priorities of my own “fitness” level and to organise a firm schedule/plan
• Look into QWL and personal development with the view to set new goals / challenges
• Set some goals for my personal health
• To plan personal goals – daily, weekly, etc.
• Better time management – balance the scale – relationships & processes
• To give more time to my family and less to school
• Spend more time with my son
• Be happy, be positive, enjoy my children and family
• To embrace changes more positively
• Try to be positive despite outside negatives
• To say ‘no’ to things, and make the time for myself – set aside time to focus on my own personal development
• Don’t take the easy way out – look for the root cause
• Help set further goals
Overall Career & Personal Development

- Head North
- Still fact finding – would do later with more info
- Keep doing what I’m doing and then do it better
- Set clear goals, be it professional or personal and work out strategies to achieve those goals as in the professional pyramid
- Make more effort to keep up my personal fitness, goals. Continue to develop my career, qualifications & options
- Stay in teaching! Get more PD. Balance lifestyle. I.e. Family/school
- Professional & personal development – seek & provide
- Find that balance in roles to best benefit me so that I may teach better, relate better, rest better and play better.
- To develop myself, not wait, go into further study or whatever it takes to bear to my True North!
- I’m on the right track. Personal development is imperative to longevity and in effective teaching
- To be more committed to my personal development which will enhance my teaching ability in PE
- I would try to accept the changes that I face in my teaching environment to grow and develop as a person and as an educator
APPENDIX D
Pilot Questionnaire

Please read the following definition:

Professional Development – the process of development that helps teachers towards an improvement in skills, knowledge, attitude and techniques relative to their roles. (e.g. Courses in skill development for students, volleyball coaching accreditation etc.)

Using the above definition in relation to your own life, please try to answer the following questions accurately and truthfully.

• For me to participate in Professional Development in the next month will be


• Most people who are important to me expect me to pursue Professional Development


• It is expected of me that I undertake some form of Professional Development in the forthcoming month

• The people in my life whose opinions I value would


of me pursuing some sort of **Professional Development** in the next month.

• Most people who are important to me will pursue some sort of **Professional Development** in the next month


• For me to pursue some sort of **Professional Development** in the next month would be

very difficult : ___ : ___ : ___ : ___ : ___ : ___ : ___ : very easy

• If I wanted to, I could easily pursue some sort of **Professional Development** in the next month


• How much control do you believe you have over pursuing some sort of **Professional Development** in the next month

no control : ___ : ___ : ___ : ___ : ___ : ___ : ___ : complete control

• It is mostly up to me whether or not I pursue **Professional Development** in the next month

• What do you believe are the Advantages of pursuing Professional Development in the next month?

• What do you believe are the Disadvantages of pursuing Professional Development in the next month?

• Is there anything else you associate with pursuing Professional Development in the next month?

• Are there any individuals or groups who would approve of you pursuing Professional Development in the next month?

• Are there any individuals or groups who would disapprove of you pursuing Professional Development in the next month?
• Are there any individuals or groups who come to mind when you think about pursuing **Professional Development** in the next month?

---

• I intend to pursue **Professional Development** in the next month


• I will try to pursue **Professional Development** in the next month


• I plan to pursue **Professional Development** in the next month

Please read the following definition:

Personal Development – the process of experiencing and perceiving personal growth and personally meaningful change through any method possible.

Using the above definition in relation to your own life, please try to answer the following questions accurately and truthfully.

• For me to participate in Personal Development in the next month will be


• Most people who are important to me expect me to pursue Personal Development


• It is expected of me that I undertake some form of Personal Development in the forthcoming month

• The people in my life whose opinions I value would


of me pursuing some sort of Personal Development in the next month.

• Most people who are important to me will pursue some sort of Personal Development in the next month


• For me to pursue some sort of Personal Development in the next month would be

very difficult : ___ : ___ : ___ : ___ : ___ : ___ : ___ : very easy

• If I wanted to, I could easily pursue some sort of Personal Development in the next month


• How much control do you believe you have over pursuing some sort of Personal Development in the next month

no control : ___ : ___ : ___ : ___ : ___ : ___ : ___ : complete control

• It is mostly up to me whether or not I pursue Personal Development in the next month

• What do you believe are the **Advantages** of pursuing **Personal Development** in the next month?

• What do you believe are the **Disadvantages** of pursuing **Personal Development** in the next month?

• Is there anything else you associate with pursuing **Personal Development** in the next month?

• Are there any individuals or groups who would **approve** of you pursuing **Personal Development** in the next month?

• Are there any individuals or groups who would **disapprove** of you pursuing **Personal Development** in the next month?
• Are there any individuals or groups who come to mind when you think about pursuing Personal Development in the next month?

• I intend to pursue Personal Development in the next month

• I will try to pursue Personal Development in the next month

• I plan to pursue Personal Development in the next month
Please read the following definition:

Life Management – the process of balancing professional and personal responsibilities by making changes in their environments and participating in continuous self-improvement.

Using the above definition in relation to your own life, please try to answer the following questions accurately and truthfully.

• For me to participate in Life Management in the next month will be


• Most people who are important to me expect me to pursue Life Management


• It is expected of me that I undertake some form of Life Management in the forthcoming month

• The people in my life whose opinions I value would


of me pursuing some sort of Life Management in the next month.

• Most people who are important to me will pursue some sort of Life Management in the next month


• For me to pursue some sort of Life Management in the next month would be

very difficult : ___ : ___ : ___ : ___ : ___ : ___ : ___ : very easy

• If I wanted to, I could easily pursue some sort of Life Management in the next month


• How much control do you believe you have over pursuing some sort of Life Management in the next month

no control : ___ : ___ : ___ : ___ : ___ : ___ : ___ : complete control

• It is mostly up to me whether or not I pursue Life Management in the next month

• What do you believe are the **Advantages** of pursuing **Life Management** in the next month?

• What do you believe are the **Disadvantages** of pursuing **Life Management** in the next month?

• Is there anything else you associate with pursuing **Life Management** in the next month?

• Are there any individuals or groups who would **approve** of you pursuing **Life Management** in the next month?

• Are there any individuals or groups who would **disapprove** of you pursuing **Life Management** in the next month?
• Are there any individuals or groups who come to mind when you think about pursuing Life Management in the next month?

• I intend to pursue Life Management in the next month


• I will try to pursue Life Management in the next month


• I plan to pursue Life Management in the next month


THANK YOU FOR YOUR EFFORT IN THIS PILOT QUESTIONNAIRE
APPENDIX E

Consent Form and Questionnaire

Title of Project: The Personal Development of Western Australian Teachers of Health and Physical Education.

I, ______________________________ have been informed about all aspects of the above research project and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time without stating a reason and without prejudice. I understand that all information provided is treated as strictly confidential and will not be released by the investigator unless required by law. I agree that research data gathered for the study may be published, provided neither my name nor other identifying information is used. A copy of the consent form and the cover letter has been provided for me.

Participant’s Signature: ________________ Date: _______________

High School ☐ Number of years teaching experience ☐
Primary School ☐ Female ☐ Male ☐

Further Participation

Please indicate by ticking the boxes if you would like a copy of the questionnaire results or if you are prepared to participate in an individual interview.

Copy of results ☐ Individual Interview ☐

Participant’s Name: (Please Print) ______________________________

Mailing Address: __________________________________________

Email Address: ___________________________________________

Contact Phone Number: (W) __________ (H) __________

Questionnaire

Each of the following questions has a scale to register your answer throughout the questionnaire. Place a tick (✓) in one of the seven spaces that best describes your response.

e.g.


Agree
Strongly Agree
Agree
Moderately Agree
Slightly Agree
Unsure
Slightly Disagree
Moderately Disagree
Strongly Disagree

223
What is Personal Development?

Jodie is a 33 year old mother of two who teaches Health and Physical Education in a District High School. Her husband, Rob, is a mining equipment sales representative and is often away in regional areas of W.A. Jodie's staffroom chat increasingly turns to how hectic her life is becoming and the toll this seems to be taking on her relationship with her family and the energy and commitment she has left for teaching.

1. The topic of conversation in our staffroom often turns to how hectic work is becoming and how this is affecting life inside and outside school.

   Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

A colleague, Helena, who has been under similar pressures in the past, mentions a book she found quite helpful - by one of those popular ‘life strategist’s’. Although skeptical of the ‘quick-fix’ her friend may have been suggesting, Jodie listened to Helena's careful description of the key advice in the book and to the changes she had made as a result. Helena brought the book in for Jodie the next day.

2. I am aware of the advice contained in books and other resources on the market which promise to help us regain balance and control in our lives.

   Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

Over the next few weeks, supported by the occasional discussion with Helena, Jodie began to try some of the book’s recommendations. She considered her long term goals - for herself, her family and her job. She translated these into more immediate aims and she then set aside a quiet time each week to look at her next week’s priorities. Her former random and unconnected ‘to-do’ lists were replaced by a more organized ‘priorities-first’ approach to the week. As advised in the book, Jodie scheduled some ‘important-but-not-urgent’ activities before allowing the ‘important-and-urgent’ ones to crowd her week. She started planning instead of just coping. Her own health was part of the plan too.

3. I have followed the advice in one or more of these kinds of ‘self help’ books in an effort to achieve better balance and control in my life.

   Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

At home, Jodie began to act on her priorities. She established firmer rules about her children’s TV watching and developed a roster of parents who would help with transport to weekly sport practices. She and Rob had made plans for a weekend away together (just the two of them) and for a family holiday over Christmas. At work, Jodie also found a new interest in some of the teachers’ union’s free ‘self development’ courses and rejoined the Health and Physical Education professional association - Australian Council for Health, Physical Education and Recreation. Her interest in some of ACHPER’s professional development was re-kindled and she even contacted a friend from university arranging to attend the term four seminar on ‘Program Review’, admittedly as much for social as for professional reasons.
4. I have set, prioritized and acted on goals relating to a range of work and personal activities.

Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

Clearly, Jodie’s focus was now more on her own personal development, but not in a selfish way. She was now thinking about her other roles as daughter, spouse, mother, neighbour, friend, teacher and colleague. These often-competing roles seemed a little easier to balance. Sure, life still became a little ‘pear-shaped’ now and then but, each week, that quiet time she set aside seemed to be the key to getting things back on track.

5. I have used ‘quiet time’ in a manner similar to Jodie – to contemplate what’s important to me and to plan accordingly.

Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

Jodie and Helena continued their chats about ‘life’. But now the difference, for Jodie, seemed to be fewer of the former hectic day-to-day pressures and the ones that did were a little more controllable. She now understood why Helena, whose life was just as busy as her own, always seemed to have time for others, be well prepared for classes and retained a strong interest in professional development. Jodie understood that with a commitment to personal development, the professional development expected of all teachers would take care of itself. She appreciated, now, that the key to balance and control in life was the time set aside to set and prioritise one’s goals.

6. I continue to invest time in reflecting on what’s important to me and to developing and acting on plans for its achievement.

Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

7. At a recent ACHPER conference, 95% of teachers attending either agreed or strongly agreed that professional development for teachers should include some personal development (of the kind featured in Jodie’s story). I also believe that teachers’ professional development should include personal development.

Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

8. My own interpretation of ‘personal development’ is consistent with the perspective contained in Jodie’s story.

Strongly Agree: _____: _____: _____: _____: _____: _____: Strongly Disagree

Unsure

If your answer lies toward the ‘strongly disagree’ end of the rating scale, please use the space below to indicate how your perspective on personal development differs.

__________________________________________________________________________________
Please also indicate whether you have followed or currently follow some other form of personal development:

____________________________________________________________________
____________________________________________________________________
9. The following are learning outcomes for Health and Physical Education described in the Curriculum Framework for Western Australia. Please read and indicate whether each learning outcome contributes to a personal development curriculum.

(a) Knowledge and Understandings
Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

This learning outcome would contribute greatly to a personal development curriculum

Strongly Disagree

(b) Skills for Physical Activity
Students demonstrate the movement skills and strategies for confident participation in physical activity.

This learning outcome would contribute greatly to a personal development curriculum

Strongly Disagree

(c) Self-management Skills
Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.

This learning outcome would contribute greatly to a personal development curriculum

Strongly Disagree

(d) Interpersonal Skills
Students demonstrate the interpersonal skills necessary for effective relationships and healthy active lifestyles.

This learning outcome would contribute greatly to a personal development curriculum

Strongly Disagree

10. The teaching for student personal development learning outcomes within my Health Education school program would be enhanced if I were to pursue my own personal development.

Strongly Disagree
11. The teaching for student personal development learning outcomes within my Physical Education school program would be enhanced if I were to pursue my own personal development.


Unsure

**Personal Development is....**

For the purposes of the questions below, to be 'doing' personal development, - you must be regularly prioritizing work and personal commitments by reflecting on long-term goals across a range of your life's roles (e.g. friend, parent, son/daughter, volunteer, teacher)

NOTE: Occasionally undertaking or planning for a particular task, especially without trying to balance and reflect on each of your roles is not, for the purposes of this questionnaire, considered to be 'personal development'.

12. Over the past week I have engaged in Personal Development (see above):


13. Most people who are important to me expect me to be engaged in Personal Development(see above)

   (Family)   extremely likely : ___ : ___ : ___ : ___ : ___ : ___ : ___ : extremely unlikely

   (Colleagues) extremely likely : ___ : ___ : ___ : ___ : ___ : ___ : ___ : extremely unlikely

14. Over the past month I have engaged in the Personal Development (see above) process:


15. It is up to me whether or not I engage in Personal Development (see above) within the next ten weeks


16. I intend to engage in Personal Development (see above) within the next ten weeks


17. I believe that most people who are important to me at work will engage in Personal Development (see above) within the next ten weeks


18. It is expected of me that I undertake some form of Personal Development (see above) in the forthcoming ten weeks:

   (Family) extremely likely : ___ : ___ : ___ : ___ : ___ : ___ : ___ : extremely unlikely

   (Colleagues) extremely likely : ___ : ___ : ___ : ___ : ___ : ___ : ___ : extremely unlikely

19. Over the past ten weeks I have engaged in Personal Development (see above):

20. How much control do you believe you have over whether or not you are able to engage in some sort of Personal Development (see above) within the next ten weeks

   no control : ___ : ___ : ___ : ___ : ___ : ___ : ___ : complete control

21. The people in my life whose opinions I value would

   (Family) approve : ___ : ___ : ___ : ___ : ___ : ___ : ___ : disapprove

   of me engaging in Personal Development (see above) within the next ten weeks.

22. At some stage during the past year I have engaged in Personal Development (see above):


23. If I wanted to, I could easily engage in Personal Development (see above) within the next ten weeks


24. I would find engaging in Personal Development (see above) within the next ten weeks


   Only answer the remaining questions if you’re not already engaged in Personal Development

25. I would find beginning the Personal Development (see above) process within the next ten weeks

   very difficult : ___ : ___ : ___ : ___ : ___ : ___ : ___ : very easy

26. I plan to begin the process of Personal Development (see above) within the next ten weeks


27. I will try to begin the Personal Development (see above) process within the next ten weeks


   Please remember to sign the consent form and return it and this questionnaire in the stamped, addressed envelope provided.
   Thank you for completing the questionnaire.
You, as a teacher of Health and Physical Education, have been nominated to participate in this important research. Edith Cowan University will investigate the balance of work and family roles for you and other staff in the state.

More information over the page…….
Dear Teacher of Physical and Health Education,

My name is Dean Goldspink and I am a Level 3 teacher and Ph.D. student at Edith Cowan University. My research is investigating the personal development of teachers of Health and Physical Education, in primary and high schools in Western Australia. This research will examine the role of personal development in teachers' lives as they balance their life roles. I hope that the study will benefit all Physical and Health Education teachers in schools across the state as they, themselves, work with the personal development elements of the Curriculum Framework.

If you agree to participate in the research, I will ask you to complete a short questionnaire (enclosed) and return it as soon as possible. The questionnaire is voluntary, strictly confidential and totally anonymous. With the limited demographic information, I will be able to make comparisons between teacher groups. The questionnaire should take no longer than fifteen minutes to complete with a pen tick or short answer being the most you will complete for each question. Completed questionnaires should be placed in the self-addressed, stamped return envelope provided and returned as soon as possible.

If you agree to participate, please sign the consent form on the front of the questionnaire and complete the two sections at the end of the form where you can signify your willingness to take part in a short interview dealing with the same topic later this year and request a copy of the results of the study. Up to ten people will be chosen to take part in an interview. Anonymity is guaranteed. The interviews will be conducted later in the year and take place at the school or at a place suitable to the participants. With the teachers' permission, interviews will be taped and transcribed. The tapes will be stored securely for the duration of the study and then destroyed.

If there are any questions concerning the study, please do not hesitate to call me direct on

If you have any concerns about the project you may contact Dr. Ken Alexander at Edith Cowan University on 9370 6433.

Thank you for your anticipated participation. Your contribution to this project is highly valued.

Dean Goldspink 31 March 2003
APPENDIX G

Human Research Ethics Committee Approval

27th February 2003

Human Research Ethics Committee

Mr Dean Goldspink (Student # 1832351)

Dear Mr Goldspink

Code: 01-216
Project Title: What is the Personal Development of Those Who Teach It?

Thank you for your recent request for an extension on the above application.

This letter is to confirm that an extension for the above project to the 31st December 2003 has been approved and noted by the Human Research Ethics Committee.

Once again, with best wishes for success in your work.

Yours sincerely

[Signature]

Kip/Gifkins
EXECUTIVE OFFICER
Phone: 9223 8170
Fax: 9223 8661
Email: research.ethics@ecu.edu.au

Attachment – Conditions of Approval

cc: Dr Ken Alexander, Supervisor
Ms K Leekie, Manager, Graduate School
Ms S Kearns, Executive Officer, HDC
Dear Mr Goldspink,

Thank you for your email dated 19 February 2003 regarding your request for permission to conduct research in primary and secondary schools in a metropolitan district.

The modifications you have made to your questionnaire have clarified many of the issues raised in previous correspondence. There are still some concerns noted on the covering letters and pages one and two of the questionnaire. With the provision that these are amended, I give permission for you to contact schools and invite participation in your study. It is a condition of approval that the results of this study are forwarded to the Department at its conclusion.

In accordance with the policy previously sent to you, the decision whether to participate in this program is a matter for the discretion of the individual schools. Responsibility for the quality control of the ethics and methodology of the proposed research resides with Edith Cowan University, and schools will require a copy of the ethics clearance from the university before considering participation.

I wish you well with your study and look forward to receiving the results at the conclusion of your research.

Yours sincerely,

Greg Robson
Executive Director
Teaching and Learning
Curriculum Policy and Support

Enc

151 Royal Street, East Perth, Western Australia 6004
APPENDIX I

Interview Schedule

<table>
<thead>
<tr>
<th>Introductory Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Characteristics</strong> – name, age, family, roles.</td>
</tr>
<tr>
<td><strong>Professional Characteristics</strong> - number of years teaching, current school, levels taught, roles</td>
</tr>
<tr>
<td><strong>Personal Development</strong> - of Health and Physical Education teachers</td>
</tr>
<tr>
<td>- Needs to be some reflection of current situation(contexts)</td>
</tr>
<tr>
<td>- management of personal or professional growth</td>
</tr>
<tr>
<td>- outcomes for quality of life and teaching</td>
</tr>
<tr>
<td><strong>Realistic Situation</strong> – Jodie’s story</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do teachers actively pursue personal development through a process of life management?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal development</strong> – knowledge of, past experience, own definition, own results, balance of life strategies.</td>
</tr>
<tr>
<td><strong>Active Personal Development</strong> – Set and acted on goals relating to work and personal activities, work load, College of Teaching, results of growth (Personal &amp; Professional)</td>
</tr>
<tr>
<td><strong>Roles</strong> – Work and personal balance, collegial support, family support.</td>
</tr>
<tr>
<td><strong>Reflection</strong> – reflecting on roles and time, acting on advice and/or self goals, quality of life / teaching</td>
</tr>
</tbody>
</table>

| Stages of career (Fessler & Christensen, 92) |
| Meaningful change (Waters, 96) |
| Contexts of Teaching (Waters, 96) |
| Questionnaire – Jodie’s story |

(Curriculum Council, 98)  
Personal growth is a process of change to gain the “knowledge and skills necessary to make informed decisions that lead to a balanced, managed, active, enjoyable & productive lifestyle.”

Process of active change (Way, 90)  
Work, Family, Leisure Ching(95)

(Hargreaves, 95) – being critically reflective about one’s work, about the social conditions, contexts, consequences, one’s skill, efficiency, kindness in performing it.
Personal Characteristics

Professional Choice – what made you choose HPE teaching as a career?
- what influences have you had in the past relating to your choice to be a teacher?
- Recruitment (anticipatory, subjective warrant)
- Professional (pre-service)
- Organisational (in-service)

Personal Goals for future – family, friends, sports, hobbies

Professional Goals for future – role, level of teaching, responsibilities, QWL, collegiality

Links between Personal / Professional Goals ???

Templin & Schenpp (1989) Socialisation in P.E.

Quality of work life – contextual variables
Well-being & satisfaction (Fabian, 89)

Process, reflexivity, reflection, personal development process Ajzen (1991)

Do teachers believe the HPE learning area to be a personal development curriculum?

Knowledge and Understandings – students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

Attitudes and Values – students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

Skills for Physical Activity – students demonstrate the movement skills and strategies for confident participation in physical activity.

Self Management Skills – students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.

Interpersonal Skills – students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Own philosophy – do you believe the HPE learning area to be a personal development curriculum? Why/W hy not?

School philosophy – does your school believe the HPE learning area to be a personal development curriculum? Why/W hy not?

Curriculum Framework – Which learning area statements are you primarily responsible for?
- How do you include personal development in these sub-strands?
- Are any other learning areas responsible for teaching personal development?

Definition and rationale for HPE learning area.

“The Health and Physical Education learning area focuses on a holistic concept of health. It recognises the physical, mental, emotional, social and spiritual dimensions of the health of the individual, the family, the wider community and the consequences on the health of populations. Students plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills which promote health practices, encourage participation in physical activity and promote the maintenance of a healthy lifestyle.” p.114 Curriculum Framework

What are the implications for what I teach? (Tinning et al, 93)
Enjoyment in LA (Green, 2000)

School/ District/System demands - DET

Curriculum Framework, 1998
What are teachers’ perceptions of the relationship between being a teacher of personal development and being a teacher who actively pursues their own personal development?

**Perceptions** – to understand with the mind, recognise

**Own self** – Do you perceive yourself as a person who actively pursues your own personal development?
- I’d be a better teacher of children if I did personal development myself.

**Teacher** – what benefits/disadvantages are there for a HPE teacher to be actively engaging in personal development?
- what benefits/disadvantages are there for a HPE teacher to not actively engaging in personal development?

**System** – Does your school encourage personal development training in conjunction with professional development?
- Why/Why not?
- How can schools ensure quality personal development teaching?

---

**What do teachers feel, affect / controls / explains their engagement (or lack thereof) in Personal Development / Professional Development**

**Reasons for participation / lack of** –
- work/family demands,
- time management,
- role balance,
- work and home contexts,
- union directives,
- school priorities etc.
- QWL
- Collegiality
- Delivery stds vs stds professional practice
- Contexts
- behavioural beliefs – consequences of behaviour
- normative beliefs – normative expectations of others
- control beliefs – presence of factors that further or hinder performance of the behaviour

---

Covey (94)
ACHPER PD
Status of LA. Contexts of role (Macdonald, 99, Amour & Jones, 98)
More collaborative professional teaching profession (Tsangaridou & Siedentop, 95)
Social and political contexts (Carr, 89)

Time Management – Covey, 94
Chi-Ching (1995)
Segmentation, Compensation, Spillover & Developmental

QWL – behaviours of self, staff, admin, system
Senate (1998) – aging & feminisation of work force in teaching
Ajzen (1991) – Theory of planned behaviour
APPENDIX J

Review of Transcript

Interview Schedule

Introductory Explanation

Personal Characteristics – name, age, family, roles.

Professional Characteristics - number of years teaching, current school, levels taught, roles

Personal Development - of Health and Physical Education teachers
- Needs to be some reflection of current situation(contexts)
- management of personal or professional growth
- outcomes for quality of life and teaching

Realistic Situation – Jodie’s story

Do teachers actively pursue personal development through a process of life management?

Personal development – knowledge of, past experience, own definition, own results, balance of life strategies.

Active Personal Development – Set and acted on goals relating to work and personal activities, work load, College of Teaching, results of growth (Personal & Professional)

Roles – Work and personal balance, collegial support, family support.

Reflection – reflecting on roles and time, acting on advice and/or self goals, quality of life/teaching.
What do teachers feel, affects / controls / explains their engagement (or lack thereof) in Personal Development / Professional Development

Reasons for participation / lack of -
- Time Management - Coles, 1994
- Coughing (1995)
- Compensation, Spillover & Developmental
- QWEL
- Collegiality
- Delivery vs professional practice
- Contexts
  - Behavioural beliefs - consequences of behaviour
  - Normative beliefs - normative expectations of others
  - Control beliefs - presence of factors that further or hinder performance of the behaviour

Do teachers believe the HPE learning area to be a personal development curriculum? -

Knowledge and understanding - students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.
- Attitudes and values - students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.
- Skills for physical activity - students demonstrate the movement skills and strategies for confident participation in physical activity.
- Self-management skills - students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.
- Interpersonal skills - students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Q1. What is your philosophy - do you believe the HPE learning area to be a personal development curriculum? Why/Why not?

Q2. What is your school philosophy - does your school believe the HPE learning area to be a personal development curriculum? Why/Why not?

Q3. Curriculum Frameworks - Which learning area statements are you primarily responsible for?
- How do you include personal development in these sub-strands?
- Are any other learning areas responsible for teaching personal development?
What are teachers' perceptions of the relationship between being a teacher of personal development and being a teacher who actively pursues their own personal development?

<table>
<thead>
<tr>
<th>Perceptions</th>
<th>Convey (94)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Own self</strong></td>
<td>Do you perceive yourself as a person who actively pursues your own personal development?</td>
</tr>
<tr>
<td>- I'd be a better teacher of children if I did personal development myself.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Shuma et al.</th>
<th>Context of role (MacMaid, 94; Azzouz &amp; Jompp, 99)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- what benefits/disadvantages are there for a HPE teacher to be actively engaging in personal development?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| System | More collaborative professional teaching professions (Toumazou & Stedman, 85) |
|--------| Social and personal elements (Gee, 89) |
|  - What benefits/disadvantages are there for a HPE teacher to not actively engaging in personal development? |
|  - Does your school encourage personal development training in conjunction with professional development? |
|  Why/Why not? |
|  - How can schools ensure quality personal development teaching? |

### Personal Characteristics

<table>
<thead>
<tr>
<th>Professional Choice</th>
<th>Empson &amp; Schoerry (1989)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- what made you choose HPE teaching as a career?</td>
<td></td>
</tr>
<tr>
<td>- what influences have you had in the past relating to your choice to be a teacher?</td>
<td></td>
</tr>
<tr>
<td>- Recruitment (anticipatory, subjective warrant)</td>
<td></td>
</tr>
<tr>
<td>- Professional (pre-service)</td>
<td></td>
</tr>
<tr>
<td>- Organisational (in-service)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Goals for future</th>
<th>Quality of work life - contextual variables (Waldinger &amp; satisfaction; Gibbon, 89)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- family, friends, sports, hobbies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- role, level of teaching, responsibilities, GATE, collegiality</td>
<td></td>
</tr>
</tbody>
</table>

Links between Personal / Professional Goals???

Thank you for your time and honesty.
QSR N6 Full version, revision 6.0.
Licensee: PGS.


++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
++ Text search for 'personal development curriculum'
+++ Searching document...
physed learning area is a PERSONAL DEVELOPMENT CURRICULUM?
+++ 1 text unit out of 1186, = 0.08%
+++ Searching document...
think it is a PERSONAL DEVELOPMENT CURRICULUM?
+++ 1 text unit out of 835, = 0.12%
+++ Searching document...
health and physed learning area is a PERSONAL DEVELOPMENT CURRICULUM?
+++ 2 text units out of 805, = 0.25%
+++ Searching document...
in schools, do you think that's a PERSONAL DEVELOPMENT CURRICULUM?
+++ 1 text unit out of 1070, = 0.09%
+++ Searching document...
said with health and physed learning area is a PERSONAL DEVELOPMENT CURRICULUM in
+++ 1 text unit out of 835, = 0.16%
+++ Searching document...
would you say that that is a PERSONAL DEVELOPMENT CURRICULUM?
+++ 1 text unit out of 823, = 0.12%
+++ Searching document...
ok, Health and physed PERSONAL DEVELOPMENT CURRICULUM.
+++ 1 text unit out of 668, = 0.15%
+++ Searching document...
area, do you believe [omitted] to be a PERSONAL DEVELOPMENT CURRICULUM?
+++ 1 text unit out of 570, = 0.18%
+++ Searching document...
PERSONAL DEVELOPMENT CURRICULUM.?
+++ 1 text unit out of 743, = 0.13%
+++ Searching document...
think that that is a PERSONAL DEVELOPMENT CURRICULUM? Do you think that
+++ 1 text unit out of 768, = 0.13%
+++ Searching document...
physed learning area is a PERSONAL DEVELOPMENT CURRICULUM?
+++ 1 text unit out of 786, = 0.13%
+++ Searching document...
area is a kind of a PERSONAL DEVELOPMENT CURRICULUM? We're getting back
+++ 2 text units out of 1408, = 0.14%
+++ Searching document...
a PERSONAL DEVELOPMENT CURRICULUM for the students?
+++ 1 text unit out of 739, = 0.14%

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
++ Results of text search for 'personal development curriculum':
++ Total number of text units found = 13
++ Finds in 13 documents out of 13 online documents, = 100%
++ The online documents with finds have a total of 11016 text units,

Question 2

QSR N6 Full version, revision 6.0.
Licensee: PGS.


++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

+++ Text search for 'Goals'

+++ Searching document

GOALS that you've set [inaudible] in regards to [inaudible]. It needs to
675
own professional GOALS for the future and you were a bit unsure about
823
your professional GOALS?
825
AW: I think professional GOALS will definitely revolve around the sort of
826
personal GOALS for the future?
914
AW: Personal GOALS for the future? One personal GOAL is to [inaudible]
915
DS: Now do you see any link between any professional and personal
926
GOALS?
928
AW: Oh no, I think ... I mean professional GOALS and we're talking about
940
GOALS are related to actually how I actually manage work so sort of time
++ 9 text units out of 1186, = 0.76%

+++ Searching document

the interview with reflection with your GOALS and priorities?
322
G: Sort, what are your GOALS in teaching the future? You personally?
643
G: That's the professional side, what about personally? What GOALS have
686
++ 3 text units out of 835, = 0.36%

+++ Searching document

DG: And would you mentally look at GOALS that you set for yourself?
134
that they found it very helpful writing down GOALS and [inaudible] with
142
GOALS, short term, long term, medium term goals.
143
with positive people, you set yourself GOALS, you're working hard to
148
achieve your GOALS, you have a balance in lifestyle, those sorts of
149
GOALS, time management, Certainly time management strategies and things
361
DG: And what personal GOALS have you got for yourself and your family?
583
DG: Junk food all the time. Personal GOALS, certainly happiness with the
587
++ 9 text units out of 805, = 1.1%

+++ Searching document

to remind me [inaudible] some long term GOALS and these are the sort of
202
and then I've got my business GOALS, four business GOALS [inaudible] that
206
got my roles and GOALS here, you know the basic cubby stuff...
209
GOALS and yeah so every staff member ... and at the front we've got all
220
have to do mine a bit better ... and roles, oh that's personal GOALS and
222
aims of the GOALS, you've got your overarching outcomes of course as our
224
school performance indicates and then we had school-based GOALS so these
225
are GOALS in terms of work, work-based GOALS as opposed to the other ones
226
DG: And when do you take time to reflect and work on your GOALS then?
231
kick with the boys in the football GOALS for half an hour. Having said
260
DK: Yeah what I try and do 'is' you know with your roles and GOALS just
274
GOALS, that's all covered [inaudible].
627
DG: Definitely. Okay. Terrific. Okay. Now what are your personal GOALS?
769
DK: Personal GOALS? Just read them out.
771
DK: General GOALS, well basically ... financial goals, I'd like to be

+++ Searching document

DG: No access there. Okay. When talking about your GOALS for work and
87
set out in GOALS or is it just ... development themselves in setting GOALS and prioritising and managing
182
d DG: Now as far as your role here and in schools what are your GOALS for
339
DG: Now you've told me your professional GOALS from within your work
400
JT: I don't really have any set personal GOALS, yeah. [inaudible] 487
Oh
402
Question 2

++ 6 text units out of 635, = 0.94%

++ Searching document ...

personal GOALS? A lot of goal-setting and then what can we give you so you can achieve those GOALS? So there was a lot of ... okay, yeah, these戈
GOALS fit in really well with the system-wide goals or the school goals and then these are your GOALS, how can we get there? You know obviously set GOALS within our family and you know put in strategies to achieve戈
DG: Okay. Now you said that your family sets GOALS and that sort of戈
DG: Okay, within that, setting GOALS, is there reflecting time and other戈
GOALS about what we wanted out of life and what we wanted as in schools, being able to focus on GOALS and exactly what you’re after. I terms of GOALS again and pathways to reach those goals that sort of戈
DG: Okay, so you've acted on your GOALS and things have happened ... GOALS financial, personal, relationship goals, things like that and ... being progression towards those long term GOALS and also I suppose having a partner that has the same GOALS as you or to bounce ideas off on? who do you talk about your own career GOALS? personal GOALS or personal development are discussed. I'm always talking about my personal and professional GOALS so they probably don't need to be an imbalance between what your GOALS are and what your workplace's GOALS are, it's got change management type of thing. A lot of ... a lot of the GOALS which I have and my family has are time-related戈
DG: Alright. So what are your professional GOALS for the future? have GOALS as in what I want to be able to achieve and what's that going level 4, level 6, I don't have GOALS like ... as specific as that. I戈
DG: And what about your personal GOALS? I hope that in the future my wife and I still have similar GOALS and GOALS and I do ... I like to see people achieving them and the process as links between the personal and professional GOALS for the future? Alright.戈
++ 27 text units out of 823, = 3.3%

++ Searching document ...

DG: And what about reflecting on your life ... setting GOALS, is that in their GOALS because they make me excuses and I tend to make excuses as well. to achieve certain personal and professional GOALS and I ... yeah that's DG: Okay, have you ever in the past set GOALS and acted upon them? umploring I set GOALS and that's year to year, it's a big part of my life reflection on and setting GOALS there or ...? JL: Yes, there are and I reflect, I set GOALS but I don’t find I have DG: Sure. And personal... professional GOALS for yourself? JL: Professional GOALS in teaching, I don’t have aspirations to be of my GOALS is to remain active for as long as I possibly can and any other personal GOALS outside the school gate? For the future, JL: Oh yeah I've got GOALS that I want to achieve with my family, you ++ 12 text units out of 668, = 1.8%

++ Searching document ...

GOALS and I always have done and I think that's probably something about some GOALS and some targets to complete [inaudible] with going back that may support all your goal setting and achieving of GOALS? DG: Right and that would be your reflecting time and you set your GOALS GOALS just in how do you achieve these sorts of things? Sat down and wrote a program and set GOALS, monitor you performance, that monitoring your GOALS, management of yourself in terms of time and all those sorts DG: Okay, good. Personal GOALS for the future for yourself? Professional? DG: Do you see any links between your GOALS professional and personally? ++ 9 text units out of 570, = 1.6%

++ Searching document ...

consequence to GOALS, consequence to values, looking at the pressures what are your personal and professional GOALS? So you've gone into ++ 2 text units out of 743, = 0.27%

Page 2
Question 2

+++ Searching documents
professional. Are there any professional or personal GOALS that you’ve
+++ 1 text unit out of 768. = 0.13%

+++ Searching documents
of GOALS and getting things done. Apart from what you’ve mentioned
already is there any time that you have reflected, set GOALS and worked
managers? I have set GOALS for [inaudible] since I’ve been here
GOALS?
GOALS that you mentioned?
professional GOALs?
+++ 6 text units out of 766. = 0.78%

+++ Searching documents
more how I felt appraised should possibly be which set GOALS, you were
setting GOALS for yourself or the way you wanted to be or how you felt or
development should be but it’s setting GOALS for yourself to find out
like this? To be able to set GOALS, prioritise, act on your... act on
D: That’s right, yeah. Okay so what are your professional GOALS for the
D: And what about personally with your family? What sort of GOALS have
+++ 6 text units out of 1408. = 0.43%

+++ Searching documents
situation there where GOALS are set and actions are taken so if you can
get them to self-reflect and to set their own GOALS in phased mainly then
have lessons where we’re in the classroom and we’re setting GOALS or
DG: Sure, okay now, do you have any GOALS for the future both personal
DG: And any personal GOALS apart from that one that...
+++ 5 text units out of 719. = 0.70%

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
+++ Results of text search for 'GOALS':
++ Total number of text units found = 110
++ The online documents with finds have a total of 11016 text units,
so text units found in these documents = 0.99%
++ The selected online documents have a total of 20016 text units,
so text units found in these documents = 0.99%
+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

Page 3
Question 3

QSR N6 Full version, revision 6.0.
Licensee: PGS.

PROJECT: Interviews, User Dean Golds in, 2:00 pm, Sept 27, 2005.

+++ Text search for 'Curriculum'

+++ Searching document: CURRICULUM had just started so just ... picking that up to a bit of colour by numbers in the CURRICULUM and then I went to Perth and I was a physed learning area is a personal development CURRICULUM? you know, some of the stuff in the CURRICULUM framework and outcome know, the true [inaudible] if you're really doing [inaudible] CURRICULUM, out of science [inaudible] CURRICULUM [inaudible].

+++ Searching document: CURRICULUM writing and stuff like that, discipline at health CURRICULUM or time management ... and I help with think it is a personal development CURRICULUM? CURRICULUM applies particularly in high school. I think in primary school ... and I have spoken to maths colleagues who have Y CURRICULUM ... they've had X amount of CURRICULUM time and X doesn't fit into Y very well because we can fit that into CURRICULUM and still get good outcomes. Yeah that's specifically part of the CURRICULUM.

G: Okay, now looking, because everything is underpinned by the CURRICULUM framework since 1998 do you feel that the CURRICULUM framework has been and effectively we're teaching the same CURRICULUM with the same content provided within the CURRICULUM framework? Your content, you've matched it up with the CURRICULUM framework? then the CURRICULUM council so if you want to stay and do the right thing a push to complete the CURRICULUM. Umm, design and technology again about four or five days at CURRICULUM council to help with the courses of 15 text units out of 835 = 1.8%

+++ Searching document: health and physed learning area is a personal development CURRICULUM? the CURRICULUM and the delivery of that in ... over the last 10, 15 years CURRICULUM rather than you know the outcomes-based approach that's provided within the CURRICULUM framework. learning area is a personal development CURRICULUM as you just said ... DM: I think with our integrated CURRICULUM I'm happy for it to be under the learning framework, not incorporated within the CURRICULUM framework.

+++ Searching document: Values as in the CURRICULUM framework but simplified so the kids can fit in with there with the [inaudible] CURRICULUM already but development theme or CURRICULUM that you can remember? Any of the stuff in schools seems to be content-driven [inaudible] CURRICULUM. 7 text units out of 1070 = 0.63%

+++ Searching document: with the changes. They talk about ... with the CURRICULUM framework they development CURRICULUM? I think it's a hidden CURRICULUM [inaudible] and I think it's a major.

DG: Hidden CURRICULUM in what way?

DG: how do you think the CURRICULUM framework is addressing some of...
Question 3

those

order ones who have been through (inaudible) CURRICULUM... you know

curriculum framework and even some daresay before that. I think that

said with health and physed being a personal development CURRICULUM in

+++ 10 text units out of 635. = 1.6%

+++ Searching document

Sayer: CURRICULUM co-operative learning and ICT of which I'm the ICT

your portfolios have changes and reporting processes and CURRICULUM

would you say that this is a personal development CURRICULUM?

development CURRICULUM.

ICT and Sayer and CURRICULUM as being there for a while. The co-operative

learning one's sort of a changing one. After... I'm a CURRICULUM leader

CURRICULUM framework can do for us and now the push is in CEPE.

+++ 7 text units out of 823. = 0.85%

+++ Searching document

development CURRICULUM?

JL: Health and physed personal development CURRICULUM.

DG: And is that underpinning the CURRICULUM at the school or is it a

DG: Okay. And do you think the introduction of the CURRICULUM framework

has helped introduce or keep personal development on the CURRICULUM?

curriculum framework because it seemed to be a framework which was so

dyssect what the CURRICULUM framework is all about, that has been their

savour as far as actual CURRICULUM teaching goes.

+++ 8 text units out of 668. = 1.2%

+++ Searching document

months for managing the CURRICULUM, the student services, Aboriginal

some of our services. Prior to that I was a senior CURRICULUM officer for

area, do you believe (inaudible) to be a personal development CURRICULUM?

curriculum framework in terms of learning outcomes, I believe it's about

+++ 4 text units out of 570. = 0.7%

+++ Searching document

incorporate values education into our CURRICULUM.

edge of new CURRICULUM, I'm a leader still in my area so I know darn well

take it seriously, I look at stuff from CURRICULUM Council, I read their

the old CURRICULUM and blow the dust off and run it again. That is not my

personal development CURRICULUM?

D: Or is it more a hidden CURRICULUM and...

development CURRICULUM?

development they hook into and I think a lot of the English CURRICULUM is

relief teaching when I said just... I have got the CURRICULUM Council

+++ 9 text units out of 749. = 1.2%

+++ Searching document

implement the CURRICULUM framework and the resourcing that was allocated,

friggin' CURRICULUM framework and getting a feel for it as in basically a

through... not talking about the CURRICULUM framework now but when you

KR: When you've got a CURRICULUM based on outdoor pursuits and a whole

implementing CURRICULUM framework and how best to support teachers in

philosophically poles apart in terms of CURRICULUM framework

implementation and the I think the CURRICULUM council's got a part of

think that that is a personal development CURRICULUM? Do you think that

is part of it? (inaudible) with the CURRICULUM framework?

think that just opening up the CURRICULUM framework is (inaudible)

CURRICULUM framework's done that (inaudible) go a long way yet

CURRICULUM there do you think a health and physed teacher would be a

Shane Rowley, people who are involved and believing in a CURRICULUM

+++ 14 text units out of 754. = 1.8%

+++ Searching document

as part of the CURRICULUM...

MT: Yeah well my perception of it as part of the CURRICULUM is

physed learning area is a personal development CURRICULUM

when someone from district office came and was talking about CURRICULUM
Question 3

+++ 4 text units out of 786, = 0.51%

+++ Searching document

P: Isn't just learning about CURRICULUM framework at national

CONCERN/payment in the UK. It's part and parcel of what personal

area is not a kind of a personal development CURRICULUM. We're getting back

indirectly you know [inaudible] CURRICULUM, that management of bringing

D: And all that sort of stuff? Okay. Do you think that CURRICULUM

[inaudible]. But the actual reviewing your CURRICULUM and how your

personal development CURRICULUM if they were personally developing

main CURRICULUM, it probably doesn't but I think they would argue that it

within West Australia. John Taggart of the CURRICULUM Council, he's been

department here get a fair ... Their crack of CURRICULUM time and make

CURRICULUM link 'cause obviously they must have a huge amount of money

education you know I had toyed with the idea of going into CURRICULUM

+++ 13 text units out of 1408, = 0.92%

+++ Searching document

a personal development CURRICULUM for the students?

CURRICULUM framework rather than forcing it to be linked? 

+++ 2 text units out of 719, = 0.28%

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

+++ Results of text search for 'Curriculum':

++ Total number of text units found = 105
++ Online: 103 documents out of 12 original documents 100%
++ The online documents with finds have a total of 11016 text units,
++ The selected online documents have a total of 11016 text units,
++ so text units found in these documents = 0.99%

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

Page 3
246

PROJECT: Interviews, User Dean Goldspink, 2:02 pm, Sept 27, 2005.

QSR NV Full version, revision 6.0.
Licensee: PGS.

+++ Text search for 'Rate'

know talk to then about you know how would they RATE particular things in their life, where would you RATE things in your current ... What's the personal
+++ 3 text units out of 1186, = 0.25%

G: Now, quality of working life, how would you RATE your quality of
G: And how would you RATE your personal life, outside the school gate,
+++ 2 text units out of 835, = 0.24%

DG: Okay good. How would you RATE your quality of work life then? Say on professional life that I really enjoy, I'd RATE it very highly, just
over and is a challenge that I want to meet, I'd RATE it 8, 9, something
DG: Great, that's excellent, that's good. And how would you RATE your
+++ 4 text units out of 805, = 0.50%

DG: So how would you RATE your quality of work life on a scale of one to
+++ 1 text unit out of 635, = 0.16%

DG: And why would you RATE yourself at eight and a half? What is giving
DG: And what about if you had to RATE your personal life from 1 to 10?
+++ 3 text units out of 823, = 0.36%

DG: At this present time in your current role here how would you RATE
+++ 1 text unit out of 570, = 0.18%

DG: Okay. To sum up your quality of work life, if you had to RATE it on a scale of 1 to 10, how would you RATE your quality of work life at the
+++ 3 text units out of 668, = 0.45%

DG: Okay, and if you had to RATE your life outside of school, 1 to 10

DG: How would you RATE your professional life, if you had to RATE your professional life on a scale of 1 to 10, how would you RATE it and why?

DG: Okay. And if you had to RATE your life outside of school, 1 to 10

Page 1
again, how would you RATE it?

you RATE your personal life at the moment?

+++ 3 text units out of 743, = 0.67%

+++ Searching document

+++ Searching document

DG: Sure. And if you HAD TO RATE yourself on a quality of work life, within your工作 life, on a scale of 1 to 10, how would you RATE it?

DG: Okay. And what about quality of life? How would you RATE that from 1.

+++ 3 text units out of 743, = 0.67%

+++ Searching document

D: And if you HAD TO RATE your quality of working life out of 10 say, how would you RATE it?

how would you RATE your personal life?

+++ 3 text units out of 743, = 0.67%

+++ Searching document

DG: And how would you RATE your personal life? Not getting too personal but how would you RATE that if you had to rate it?

+++ 3 text units out of 743, = 0.67%

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

+++ Results of text search for 'Rate':

++ Total number of text units found = 38

++ Finds in 12 documents out of 13 online documents, = 92%.
++ The online documents with finds have a total of 10248 text units, so text units found in these documents = 0.37%.
++ The selected online documents have a total of 11036 text units, so text units found in these documents = 0.34%.

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
Question 5

PROJECT: Interviews, user Dean Goldspink, 2:07 pm, Sept 27, 2005.

+++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++
++ Text search for 'balance'

++ Searching document

BALANCE wasn't quite there or that you thought about that ... the balance of work and personal life. How do you feel your collegiate support is? With your collegiate 252 colloge group helps you in that BALANCE of work and personal life? Or just you got to come to the realization about the BALANCE and that sort of 276 and BALANCE and you really want your teachers just teaching and doing a 421 actually [inaudible] this stuff so it's a fine BALANCE and so I think 428 DS: Okay, now with the role BALANCE between work and home, going back 435 to BALANCE of recreation in your life and things like that, that needs to be outcome or if people ... so I'm saying there needs to be a BALANCE 465 know do get a reasonable BALANCE in that sort of stuff and they're more critical of me for not having a BALANCE than I are over them and then ... 733 ++ 11 text units out of 38%, = 0.22%

++ Searching document

G: Okay, how is your BALANCE between work and home? 194
G: Sure and that BALANCE between work and personal life ... apart from what 542 ++ 2 text units out of 83%, = 0.26%

++ Searching document

achieve your goals, you have a BALANCE in lifestyle, those sorts of 149 DG: Trying to BALANCE that. 256
DG: got a pretty good BALANCE although I do with a little bit more time out 189
DG: And how do you find that BALANCE between your professional life and 281 BALANCE everything? 235
DG: And how has your family got that great BALANCE going? Has it been 249
DG: To get that BALANCE and your kids involved and everything time 252 much BALANCE as we possibly can so we can spend some quality time 262 things in BALANCE daily, weekly, monthly, what factors may stop you from having that BALANCE 272
DG: Instability, what helps me? To keep in BALANCE. Certainly when I can get 275 DG: Okay and what outside forces force that BALANCE out of control? 290 you off track and you have a BALANCE and things like that and getting things in BALANCE, do you think the 301 that exercise ... an important part of BALANCE, that diet is an important part 315 of your daily BALANCE. Ensuring that you have balance in your life, that development and life BALANCE going on in their own life is a better 364
DM: Not only just health and physed. People with their lives in BALANCE 444
DG: Great. Now if there's a person that is in BALANCE with their own 513 one but if their life is in BALANCE I really strongly believe they balance things in BALANCE are ... that we encourage teachers to have 533 BALANCE and so on and I guess you it would be great if it did come from 532 that exercise is a part of being in BALANCE. 539
and getting a BALANCE in their life whether it's meditation or yoga or an 548 to incorporate that BALANCE into their life. Yeah and it certainly could 557 ++ 25 text units out of 38%, = 0.33%

++ Searching document

DG: wonderful. And what about your family? How is the BALANCE there 255 That's the precise there okay? Personal wellness, getting the BALANCE 444 getting the BALANCE right between business and work, sometimes it'll be 741 ++ 3 text units out of 17%, = 0.36%

++ Searching document

DG: And have you accessed any sort of help to maintain that BALANCE or 82
DG: So this job has made it easier for you to BALANCE both ... 98
++ 2 text units out of 63%, = 0.31%

++ Searching document


Question 5

DG: Okay. So how do you find your BALANCE of life outside of the school? You find you're keeping BALANCE of things outside of the school gate? That BALANCE and we sort of you know sacrifice financially for time which your BALANCE of work and personal lives?

+++ 4 text units out of 823, = 0.49%

+++ Searching document.

DG: Okay. And you've mentioned the BALANCE isn't quite there with your

+++ 1 text unit out of 668, = 0.15%

+++ Searching document.

DG: And how do you find your BALANCE of both work and home? Both time and

+++ 1 text unit out of 570, = 0.18%

+++ Searching document.

father and a coach and all the things that you do, how do you BALANCE that BALANCE?

+++ 2 text units out of 743, = 0.27%

+++ Searching document.

... good BALANCE.

fact that the BALANCE of scales is tipped way too far in that mentality's need to BALANCE that somehow. You got to have bean counters in there but

+++ 3 text units out of 786, = 0.39%

+++ Searching document.

you BALANCE all those things?

MT: [inaudible] How do you BALANCE [inaudible]?

the balance of not giving you too much stuff to take home [inaudible] but

+++ 3 text units out of 786, = 0.38%

+++ Searching document.

DG: How do you keep the BALANCE between work and home? Or is there a BALANCE?

+++ 6 text units out of 1408, = 0.43%

DG: Okay and what about the BALANCE between the two? How do you find...

+++ 1 text unit out of 719, = 0.14%

+++ Results of text search for 'balance'.
++ Total number of text units found = 64
++ Finds in 13 documents out of 13 online documents = 100%
++ The online documents with finds have a total of 11016 text units, so text units found in these documents = 0.58%.
++ The selected online documents have a total of 11016 text units,
APPENDIX K
Informed Consent for Interview

The Personal Development of Those Who Teach It

CONSENT FORM – DoET Research Number D003/037193

You are invited to participate in a research study conducted by Dean Goldspink from Edith Cowan University. I hope to learn how Health and Physical Education teachers, past and present, balance the demands of work, family and private interests. The results of this study will work towards improving Health and Physical Education learning program delivery in primary and high schools across Western Australia. You were selected as a possible participant in this study because you have extensive experience in this learning area. If you decide to participate, I will interview you for approximately an hour at a suitable venue using an audiotape to record our discussion. The audiotape will be used for accuracy and review in my study.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Subject identities will be kept confidential by using pseudonym for your name in all of the written work associated with the interview. Your participation is voluntary. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time. If you have any questions, please feel free to contact my supervisor, Dr Ken Alexander at Edith Cowan University on 9370 6433.

You will be given a copy of this form to keep. Your signature indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation, that you will receive a copy of this form, and that you are not waiving any legal claims, rights or remedies.

FORMAL CONSENT

I _______________________________ have received an adequate description of the purpose and procedures for the interview sessions to be used during the course of the research study. I hereby give my permission for Dean Goldspink to interview me, for the interview to be tape-recorded and transcribed and quote my responses in a scholarly research thesis. I understand that all information will be kept confidential and that the audiotapes will be erased after an appropriate period of time after the completion of the study. I understand that this research thesis will be submitted to Edith Cowan University. I understand that I waive any claim to copyright of this material should the student ever publish it in a scholarly journal or in electronic format online. I understand that the author will maintain my anonymity as a part of this interview. I hereby give my permission in the form of my signature below.

Signature of research participant _____________________ Date _____________
APPENDIX L

Jodie’s Story

Jodie is a 33 year old mother of two who teaches Health and Physical Education in a District High School. Her husband, Rob, is a mining equipment sales representative and is often away in regional areas of W.A. Jodie’s staffroom chat increasingly turns to how hectic her life is becoming and the toll this seems to be taking on her relationship with her family and the energy and commitment she has left for teaching.

A colleague, Helena, who has been under similar pressures in the past, mentions a book she found quite helpful - by one of those popular ‘life strategists’. Although skeptical of the ‘quick-fix’ her friend may have been suggesting, Jodie listened to Helena’s careful description of the key advice in the book and to the changes she had made as a result. Helena brought the book in for Jodie the next day.

Over the next few weeks, supported by the occasional discussion with Helena, Jodie began to try some of the book’s recommendations. She considered her long term goals - for herself, her family and her job. She translated these into more immediate aims and she then set aside a quiet time each week to look at her next week’s priorities. Her former random and unconnected ‘to-do’ lists were replaced by a more organized ‘priorities-first’ approach to the week. As advised in the book, Jodie scheduled some ‘important-but-not-urgent’ activities before allowing the ‘important-and-urgent’ ones to crowd her week. She started planning instead of just coping. Her own health was part of the plan too.

At home, Jodie began to act on her priorities. She established firmer rules about her children’s TV watching and developed a roster of parents who would help with transport to weekly sport practices. She and Rob had made plans for a weekend away together (just the two of them) and for a family holiday over Christmas. At work, Jodie also found a new interest in some of the teachers’ union’s free ‘self development’ courses and rejoined the Health and Physical Education professional association - Australian Council for Health, Physical Education and Recreation. Her interest in some of ACHPER’s professional development was re-kinded and she even contacted a friend from university arranging to attend the term four seminar on ‘Program Review’, admittedly as much for social as for professional reasons.

Clearly, Jodie’s focus was now more on her own personal development, but not in a selfish way. She was now thinking about her other roles as daughter, spouse, mother, neighbour, friend, teacher and colleague. These often-competing roles seemed a little easier to balance. Sure, life still became a little ‘pear-shaped’ now and then but, each week, that quiet time she set aside seemed to be the key to getting things back on track.

Jodie and Helena continued their chats about ‘life’. But now the difference, for Jodie, seemed to be fewer of the former hectic day-to-day pressures and the ones that did were a little more controllable. She now understood why Helena, whose life was just as busy as her own, always seemed to have time for others, be well prepared for classes and retained a strong interest in professional development. Jodie understood that with a commitment to personal development, the professional development expected of all teachers would take care of itself. She appreciated, now, that the key to balance and control in life was the time set aside to set and prioritise one’s goals.
APPENDIX M

Colin’s Principles of Effective Adult Learning

Principles of Effective Adult Learning

Connect with the Audience

1. Environment - Provide a Positive Learning Environment: Adults learn best in a pleasant informal learning environment – provide for their physical needs, breaks, snacks, tea/coffee, ablutions, comfortable furniture.

2. Engagement - Engage and Keep Learners Interest: Develop a rapport with your audience, keep things moving and interesting, fun.


4. Respect - Treat Adults with Respect: Treat them as equals in knowledge and experience – don’t talk down to participants – don’t be patronizing.

5. Self Esteem - Protect Participants Self Esteem: Some adults have not been in the learning environment for a while – their esteem may be fragile – don’t put them on the spot – allow for different opinions – do low risk activities – use lots of positive reinforcement.

6. Purpose - Be Clear About the Purpose of the Learning: The topic must be relevant - there should be good reason for the learning – an emotional connection – “what’s in it for me?”

7. Clarity - Be Clear About Desired Outcomes: Adults are goal or task oriented – be clear on what outcomes they want from the program and how you will go about achieving them.

8. Connection - Connect to Prior Knowledge and Experience: Link to adults knowledge/experience base – draw out participants knowledge and experience in the topic – have plenty of room for discussion – help them recall what they already know – connect their knowledge and challenge their thinking.

Deliver the Information

9. Learner Centred - Make Programs Learner Centred: Adults like to be autonomous and self directed, they like choice – guide them to the answers rather than just giving them the facts – don’t spoon feed them – share your plan and ask for input.

10. Structure - Provide a Framework To Deliver and Help Recall Information: lesson planning, delivery of information, learning materials, recall techniques.

11. Action - Provide Plenty of Activity: Adults learn best when they are actively engaged in their learning - they learn best by doing.

12. Variety - Provide a Variety of Instructional Strategies, Presenters and Learning Environments – to keep interest in the learning program and to cater for individual learning styles – use whole brain, eight intelligences, group work and individual work, have a variety of presenters and learning environments.

13. Usability - Make Sure Information is Usable: Adults are practical and problem solving oriented – make sure they have information they can put into practice straight away.

Practice What Has Been Learned

14. Practice: Provide opportunities to practice the desired skills in simulated “life-like” situations.

Apply What Has Been Learned

15. Application - Provide opportunities to apply the information learned in real life – put the information learned into practice.

Evaluate the Learning

16. Reflection - Provide Opportunity to Reflect : celebrate what has been learned, evaluate performance and develop strategies for improvement.