



AIIESEP Special Interest Group

## TGfU SIG 40<sup>th</sup> Anniversary Webinar Series

### Games Sense Approach and a cultural interface

This webinar, presented by Dr. Shane Pill (Associate Professor, Flinders University, Australia), Dr John Williams (Assistant Professor, University of Canberra, Australia) and Dr Michael Davies (Lecturer, University of Canberra, Australia). In this webinar, they will discuss two different five-week Games and Sport units of work where they examined how a GBA in PE could be used to implement a cultural interface. The purpose of both projects included addressing the Australian Curriculum's Cross-curriculum Priority: Aboriginal and Torres Strait Islander Histories and Cultures requirement in PE using a Game Sense approach (Australian Curriculum, Assessment and Reporting Authority, 2020). They suggest that these projects 'bring to life' Whatman and Meston's (2016) suggestion that traditional Indigenous games, when taught with authenticity and educative meaning, provide opportunity for PE teachers to educate technical and tactical games skills, and cultural sensitivity to de-colonise the PE curriculum (Pill et al., 2021).

*This webinar, is the 3<sup>rd</sup> in a series of four as part of "Equity In GBAs" which are being released for the TGfU 40<sup>th</sup> Anniversary Year.*



Dr. Shane Pill is an Associate Professor at Flinders University, Australia. He is the Australian TGRU IAB representative and TGfU SIG Leadership Fellow. A former HPE teacher of 18 years, since 2016 he teaches and researches in physical education, sport coaching and development, pedagogy and curriculum studies. Shane has published extensively, with both empirical work and scholarly explanations. He is author of the popular Play with Purpose series of resources, as well as books published by Routledge on Athlete-Centred Coaching, Game-based Coaching, The Spectrum of Teaching Styles in PE, and The Spectrum of Sport Coaching Styles

Dr. John Williams is an Assistant Professor at the University of Canberra, Australia. Prior to moving to Australia in 2009, he was a lecturer and senior lecturer in sports coaching at tertiary colleges of further and higher education for 15 years, following five years employment as a sports development officer at the outset of his career. His research interests include Decolonizing the Australian physical education curriculum, Aboriginal and Torres Strait Islander perspectives in physical education and school sport and Racialization in physical education and school sport.



Dr Michael Davies is a Lecturer at the University of Canberra, Australia. As an early career researcher, Michael's research experience includes outputs in the Spectrum of Teaching Styles and the Game-Sense Approach in Physical Education, Aboriginal sports pedagogy, Relationships and Sexuality Education and Sport and Exercise Science. In practice, Dr Davies brings 9 years' experience of teacher and practitioner education in Physical Education and Sport and Exercise Science. Currently, Michael is a University of Canberra teacher educator for the Bachelor of Primary and Secondary degrees in Health and Physical Education.

Date: 23<sup>rd</sup> June 2022

Time: 6am (EDT), 11am (UK-BST), 7pm (JST), 8pm (AEST)

Cost: Free

Capacity: 100 people

# Shane Pill

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# Michael Davies

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<https://www.linkedin.com/in/dr-michael-james-davies/>







## Shane

I am from metropolitan Kurna Meyunna Yerta, which is also the location of Flinders University (commonly referred to as Adelaide, South Australia).

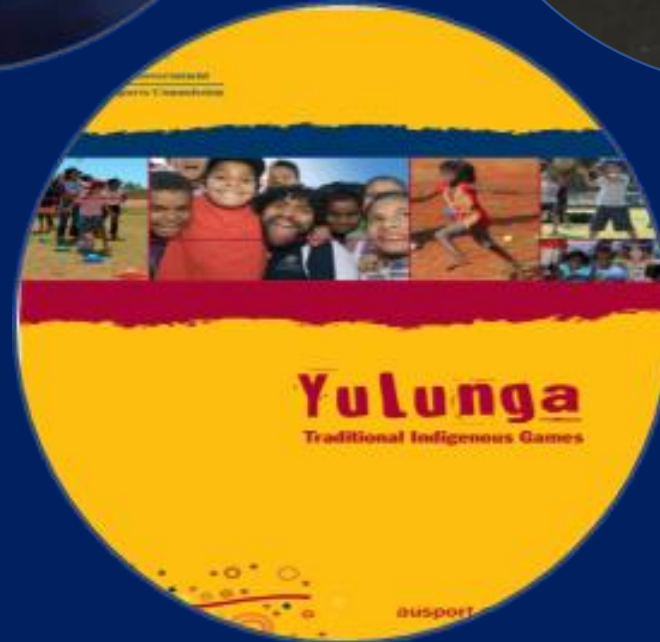
Niina marni ('hello' in Kurna)

## Michael

The University of Canberra is on the land of the Ngunnawal people

Yumalundi ('hello' in Ngunnawal )

# Acknowledgments





“ I hope that anyone that listens to the record... will come back to this sense that there's unfinished business in modern Australia, which goes to making amends and walking together with the first Australians ”

Midnight Oil

Source: The Sydney Morning Herald

Images from @fromtheheartau

Marie Calne  
ALLEY PARCOE, Features Editor

29 DECEMBER 2019

Lance Franklin: "Our people have been subjected to discrimination and unfair treatment. **There are still challenges facing our people to this day and I hope that my story can help educate people** and bring respect and a sense of pride from all Australians about who we are."



“ We've been given an opportunity to change our ways. ”

Kim Scott  
Novelist



Unfinished  
business  
making  
amends

Need to  
educate

We have an  
opportunity



# Decolonialising physical education and sport programs in physical education



**Embedding Indigenous Australian perspectives is more than content, it's about how we teach**



# Using a Game Sense Approach to Teach Buroinjin as an Aboriginal Game to Address Social Justice in Physical Education

in Journal of Teaching in Physical Education

John Williams<sup>\*,1</sup> and Shane Pill<sup>\*,2</sup>

View More +

**DOI:** <https://doi.org/10.1123/jtpe.2018-0154>

**Keywords:** Indigenous; quality physical education; self-study

**First Published Online:** 18 Oct 2019

**In Print:** Volume 39: Issue 2

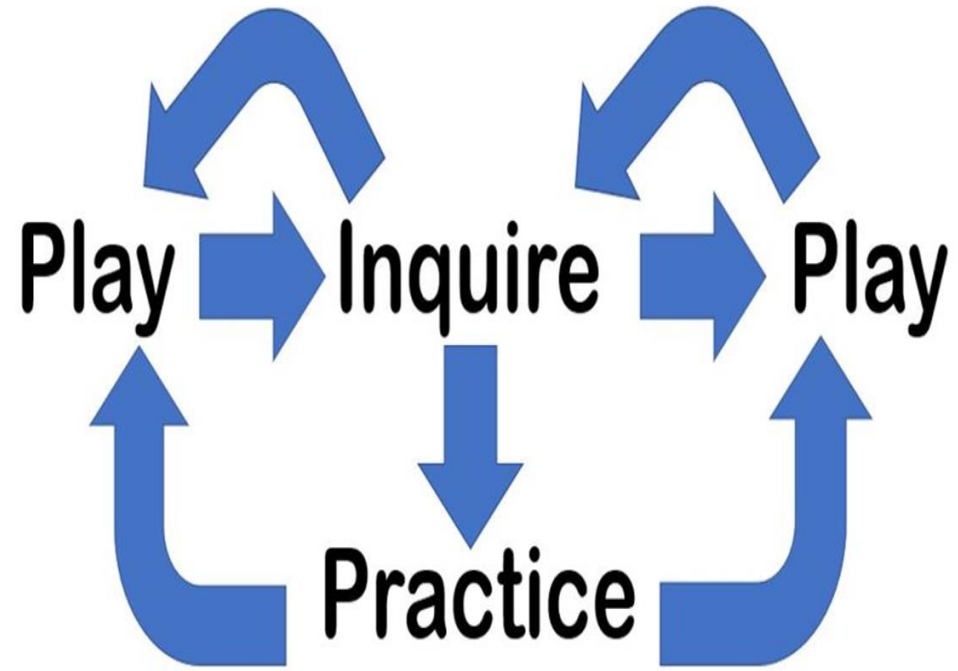
**Page Range:** 176–185

Available here <https://journals.humankinetics.com/view/journals/jtpe/39/2/article-p176.xml>





## Play with Purpose



**Shane Pill**

Blog: Learning through Sport

<https://learningthroughsport.blogspot.com/>

Contact:

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Physical education teacher John Williams says modern interpretations of the game are reconciliation in action.

(ABC News: Adrienne Francis)

Image from <https://www.abc.net.au/news/2013-11-20/buroinjin-ball-reconciliation-in-sport/5106276>



Research Article

# Conceptualising games and sport teaching in physical education as a culturally responsive curriculum and pedagogy

Shane Pill  , John R. Evans , John Williams , Michael J. Davies  & Mary-Anne Kirk

Received 15 Nov 2020, Accepted 02 Aug 2021, Published online: 08 Aug 2021

 Download citation  <https://doi.org/10.1080/13573322.2021.1964461>



Available here

<https://www.tandfonline.com/doi/abs/10.1080/13573322.2021.1964461?journalCode=cses20>

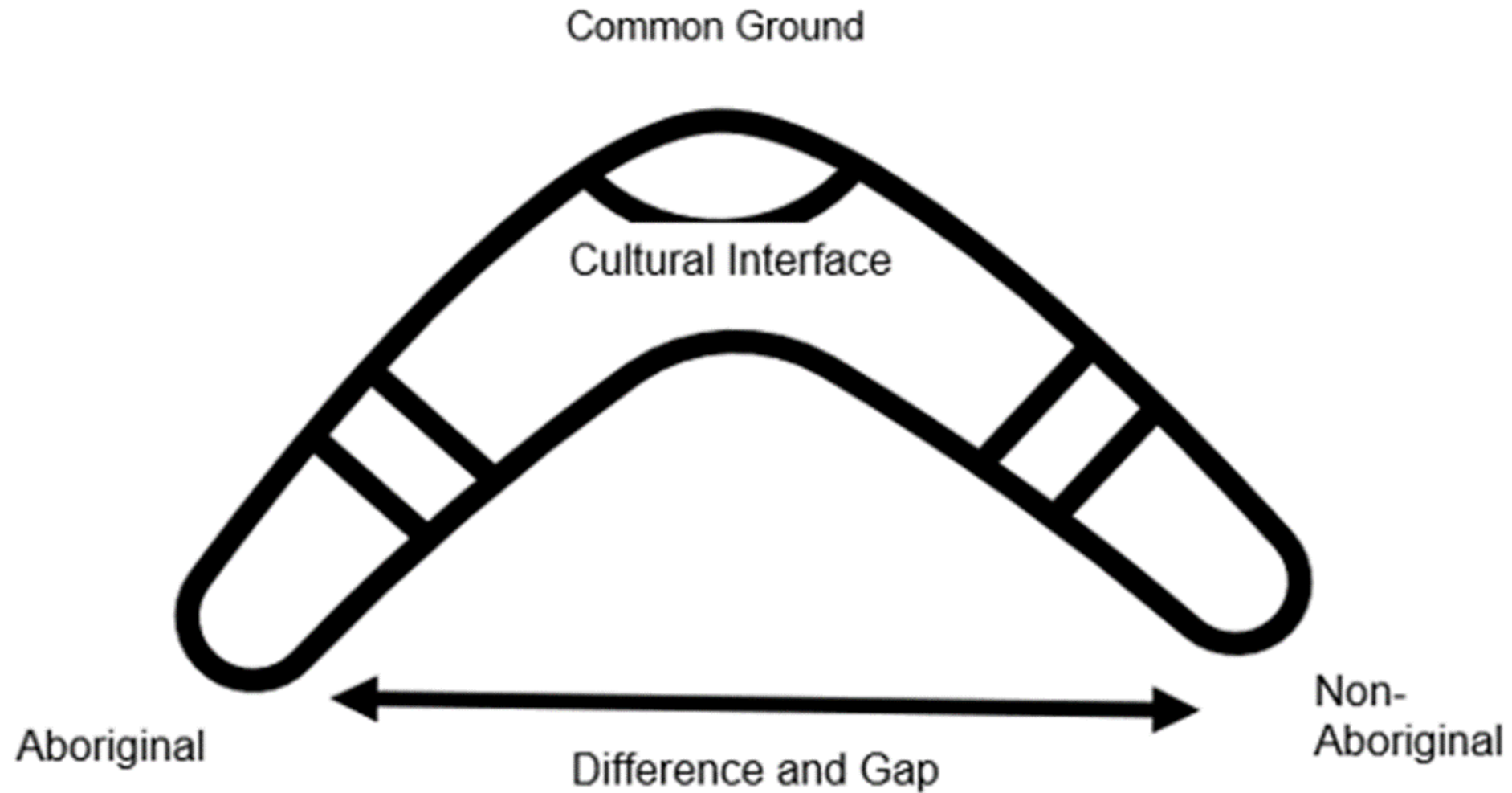


# I have called the intersection of the Western and Indigenous domains, the Cultural Interface

(Nakata, 2002)

available here <https://journals.sagepub.com/doi/pdf/10.1177/034003520202800513>





**Figure 1.** Yunkaporta's (2009) Boomerang Matrix of Cultural Interface Knowledge





# Eight Aboriginal Ways of Learning



Dr. Tyson Yunkaporta 2009

**Story sharing:** Learning is approached through narrative.

**Learning Maps:** Pathways of knowledge are made explicit visually.

**Non-Verbal:** Learning is 'hands-on', involves critical reflection, and least management intrusive strategies.

**Symbols and Images:** Images and metaphors are used orally and visually to understand concepts and content.

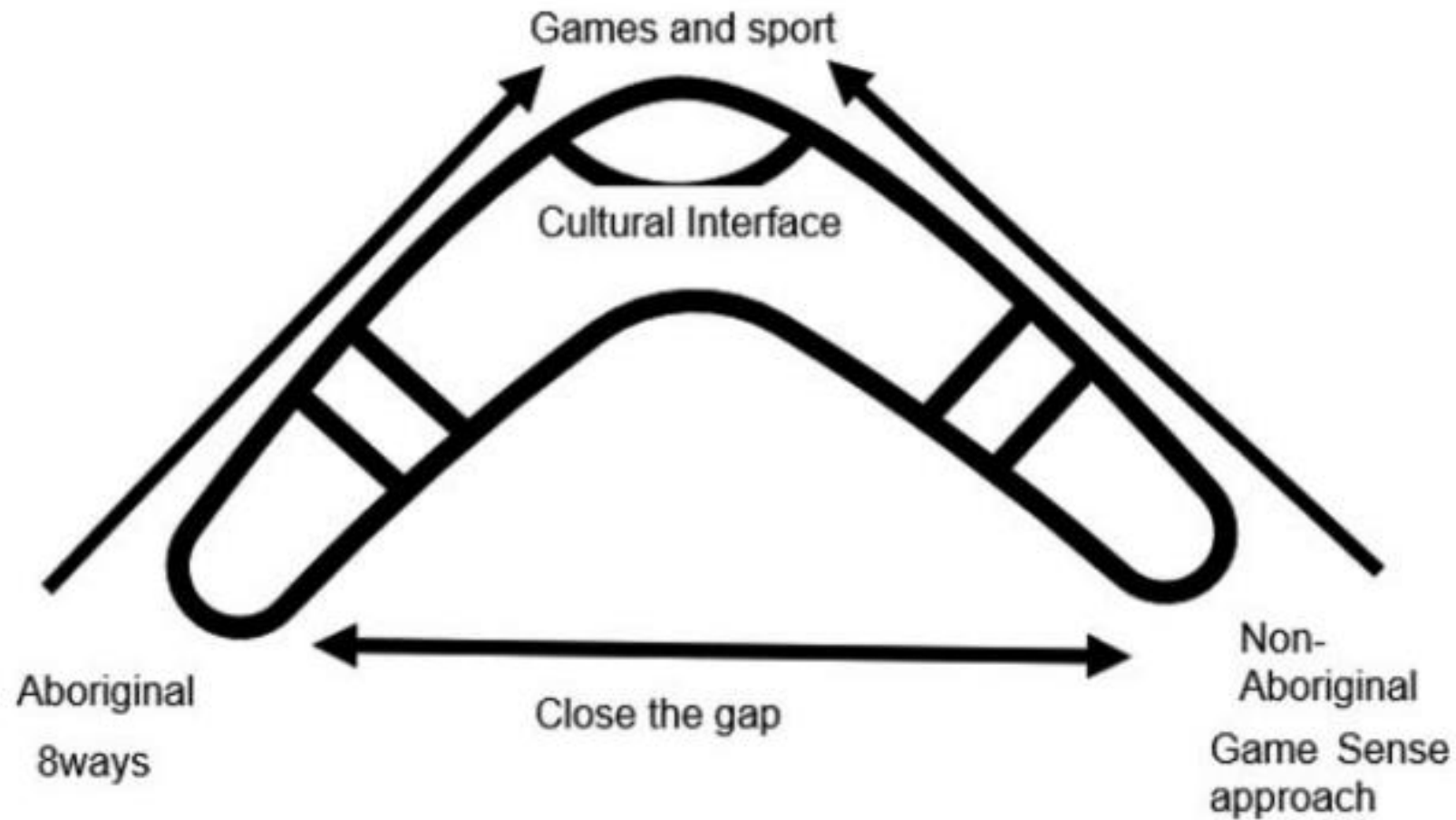
**Land Links.** Place-based learning linking content to local land and nature.

**Non-Linear.** We each create our own journey from the ideas we put together to create new knowledge.

**Deconstruct Reconstruct:** Work from wholes to parts using modelling and scaffolding.

**Community Links:** Learning is applied for community benefit.





**Figure 3.** Our proposal to 'close the gap' between Western knowledge and Aboriginal knowledge using a 'non verses' view to find the synergy between 8 Ways of Knowing and the Game Sense approach for games and sport teaching in PE.





**Story sharing:** A GSA invites students into a narrative with a game.





**Learning Maps:** In a GSA, pathways of knowledge are mapped from the game







**Non-Verbal:** In a GSA, learning is 'hands-on' as the game is the starting point and learning focus





**Symbols and Images:** When using a GSA, images of recognisable patterns of play leading to generalised principles of play within each game category are used to understand concepts and content.





**Land Links:** Teaching approaches like the GSA emphasise that learning is an active process whereby the individual is situated in the social and cultural contexts of their environment. In other words, learning is place-based





**Non-Linear:** The GSA is described as flexible and non-linear







**Deconstruct Reconstruct:** A GSA encourages games and sport teaching from the whole, a representation of the game in a modified form, to parts of the game inquired upon, practiced or both, and then return to the game





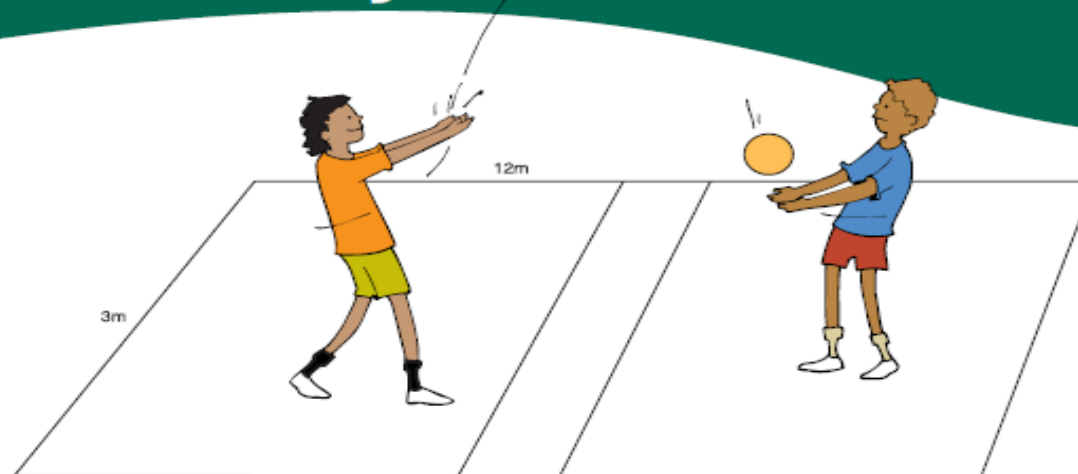
**Community Links:** In a GSA, learning in PE is applied for community benefit in the sense of developing more competent ‘thinking players’.



# Discussion

From  
Traditional Indigenous Games, Australian  
Sports Commission, 2000

## wulijini



### Background

This hand hitting or handball game was played with a zamia (Cycas media) seed by the people of Bathurst Island in northern Australia. In the Meda district of north-western Australia players used flat pieces of wood.

### Players

- Two players in single games or teams of 2–3 players

### Equipment

- A small inflated ball or a covered sponge ball as the zamia seed

### Game play and basic rules

#### A) Singles or pairs

Practice/cooperative game. Two players face each other and hit (volley) the ball back and forth with the palms of their hands as many times as possible.

Competitive game. Use a playing area 12 metres long and 3 metres wide. Mark a halfway line and two lines across the court one metre each side of a centre line — the area between the lines is out-of-bounds. One or two players in each team. Players hit the ball underhand (below the waist) and/or sidearm (below chest high — under armpits) to each other in a game to 11 points (three serves each). Teams have

one hit to return the ball (younger players have two hits for each return — one to control the ball and one to hit).

#### B) Teams

Cooperative team game. Divide the players into two teams facing each other 3–5 metres apart. Players of both teams attempt to keep a rally going as long as possible — aim to set a record for the group. To make the game more of a team effort allow each player up to two contacts (to control and then hit the ball) and each team at least two and no more than three player contacts. When players become more confident, try to hit the ball higher and restrict each player to one contact.

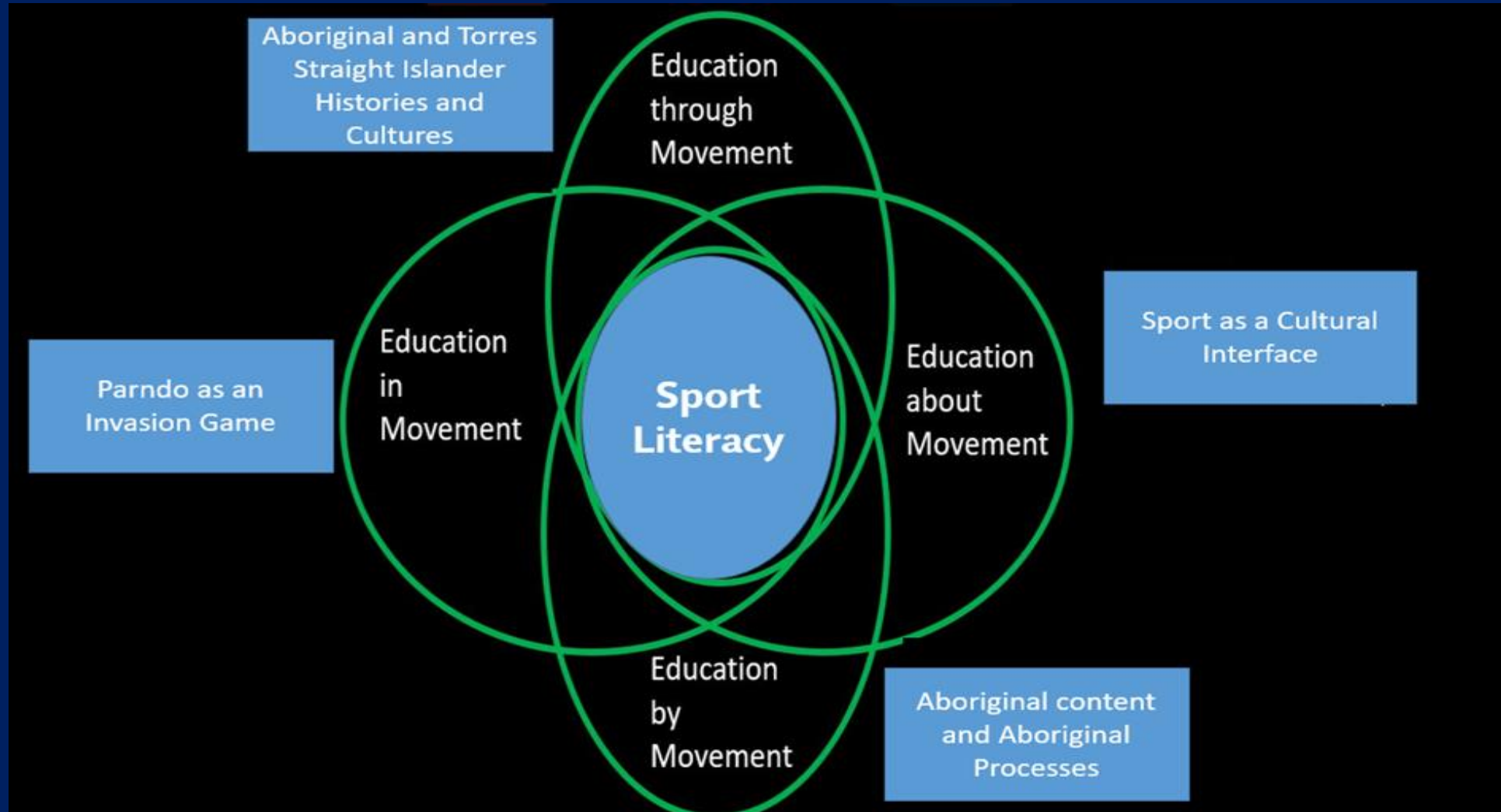
Competitive team game. Teams of three players. Use a badminton court and a 'soft' ball about the size of a softball. Net height may be set to volleyball height for older players. Serving is underhand below the waist. Follow volleyball serving rules and play to 11 points — best of three games. The ball cannot be hit (spiked) from above net height from inside the front area of the court. Only 'clean' volleys (not a 'carry') made with the fist or palms of the hands are legal hits. Overhead and underarm hits are allowed. Teams may have up to two hits to return the ball over the net — but only one hit is allowed for each player.

### Language

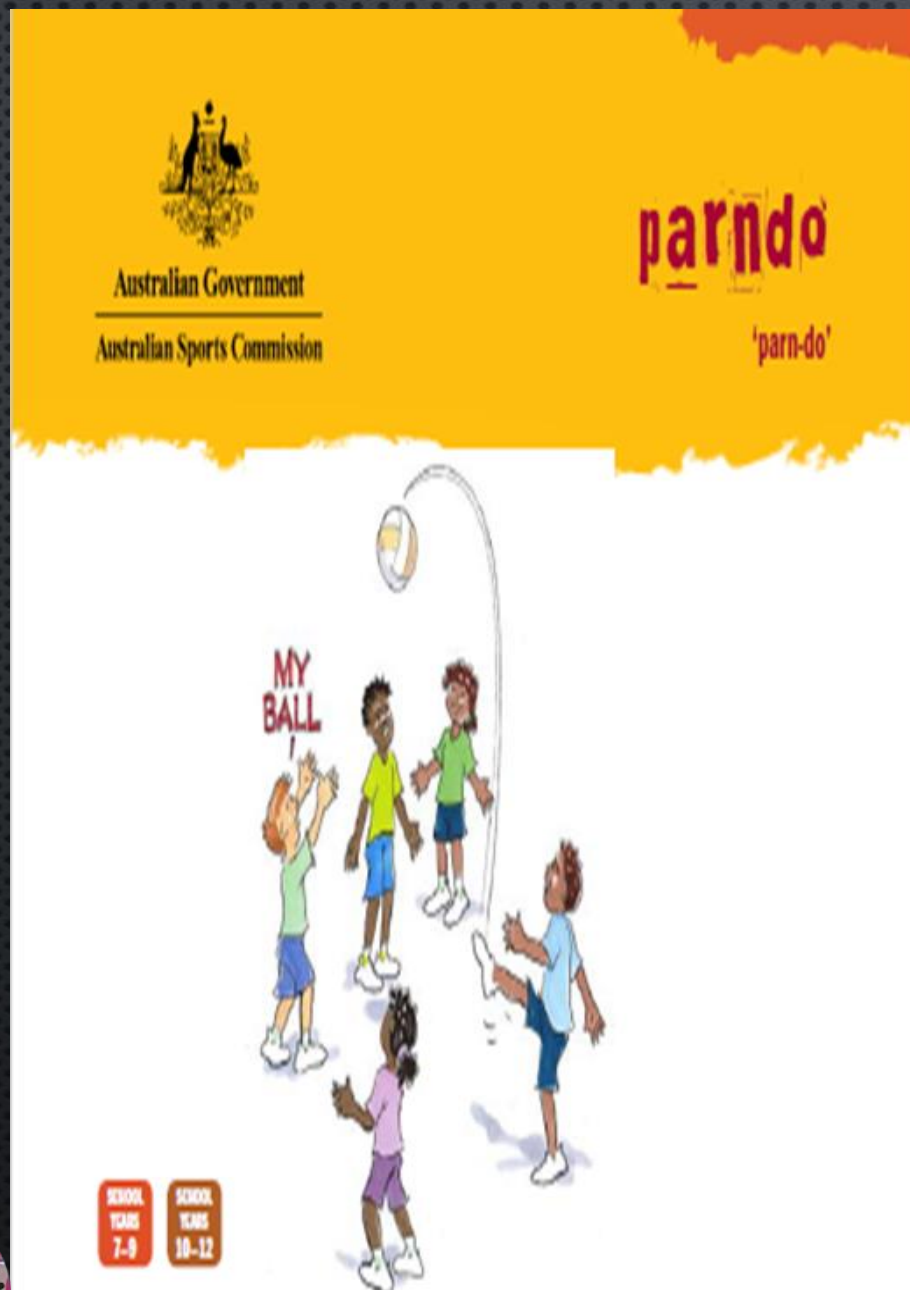
The game is named wulijini after the Tiwi language (Bathurst Island) word for 'play'.



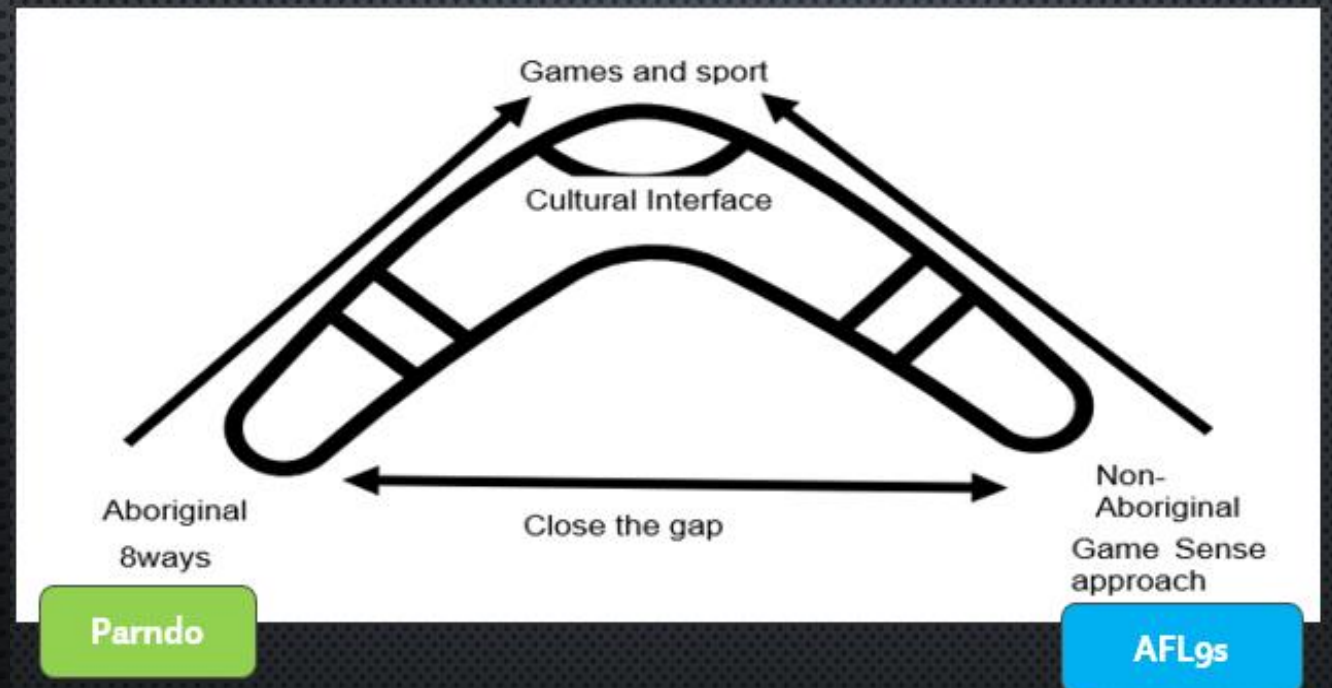
# The Current Project





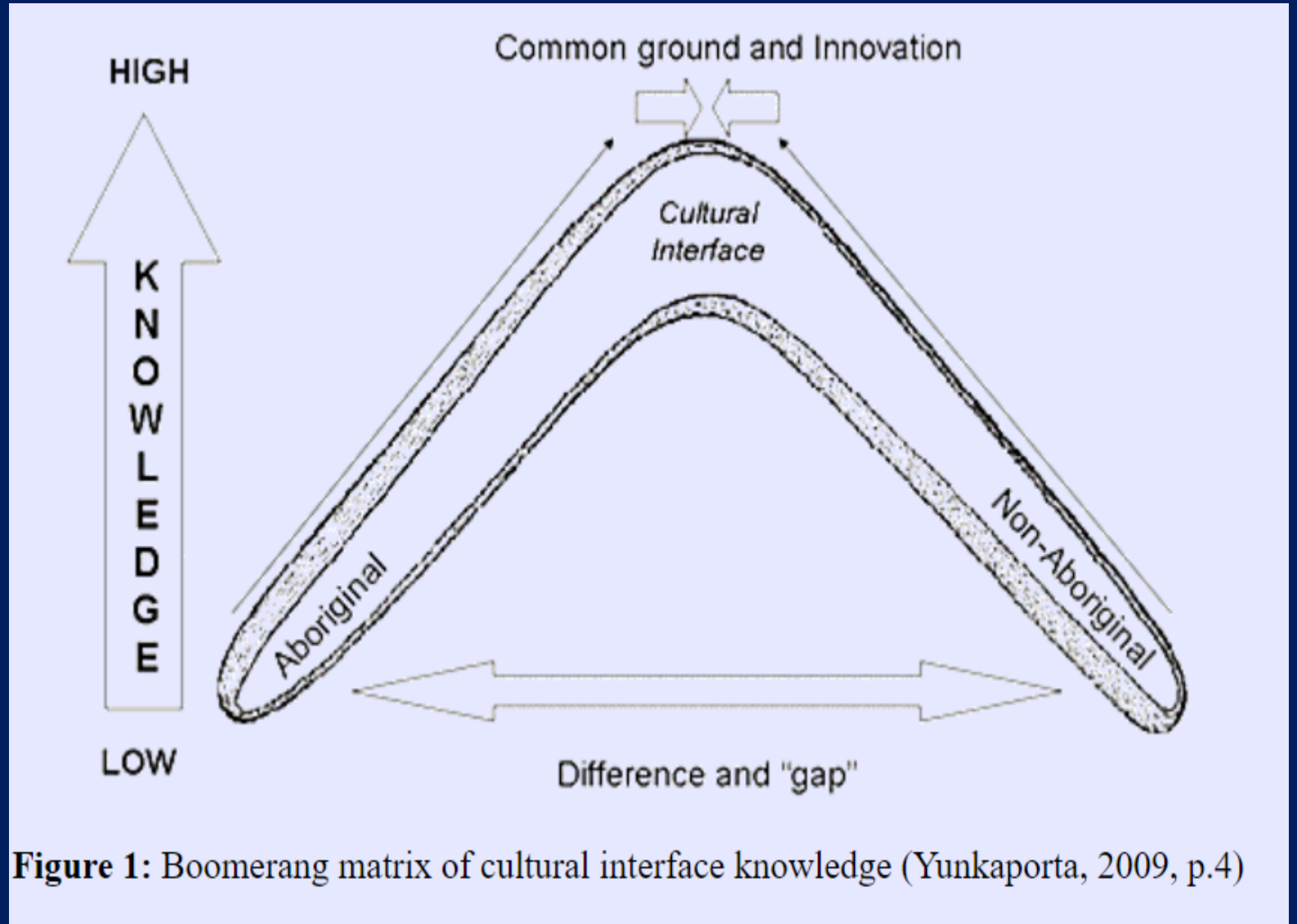


Shane Pill Flinders University



# Discussion

What does or could a GBA-Cultural interface look like upon various lands?



**Figure 1:** Boomerang matrix of cultural interface knowledge (Yunkaporta, 2009, p.4)





**Western  
Research  
Knowledge &  
Methodologies**



**Indigenous  
Knowledge &  
Methodologies**

**Interface**

**• Mutual Respect • Shared Benefits • Human Dignity • Discovery\***

Courtney Ryder, Tamara Mackean, Julieann Coombs, Hayley Williams, Kate Hunter, Andrew J. A. Holland & Rebecca Q. Ivers (2020) Indigenous research methodology – weaving a research interface. *International Journal of Social Research Methodology*, 23(3), 255-267



Thank You

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