

# ECU\_AIESEP Specialist Seminar 2025: Body Politics in and through Movement

8 - 10 December 2025 | Full Program and Abstracts



Creative  
thinkers  
made here.

South West Campus

# Welcome, thanks and introductions

On behalf of all members of the Coordinating Committee and the Scientific Committee, welcome and thank you for joining us for this Specialist Seminar. We are grateful to the School of Education at Edith Cowan University and to AIESEP for support that has enabled us to bring together an amazing group of presenters and delegates. We look forward to learning with you across the three days and beyond, through the collaborations and initiatives that we hope this Specialist Seminar will inspire and lay foundations for.

## **Professor Dawn Penney**

Chair, ECU\_AIESEP Coordinating Committee.



**Professor Dawn Penney**  
(ECU)



**Dr David Aldous** (ECU)



**Professor Tristan Wallhead**  
(AIESEP)



**Valeria Varea** (ECU)  
Chair, Scientific Committee



**Dr Eibhlish O'Hara** (ECU)



**Dr Carla Luguetti**  
(AIESEP)



**Victoria Evans** (ECU)



**Ingviild Berg** (ECU)



**Professor Fiona Chambers**  
(AIESEP)

# Program Overview

**ECU South West Campus, Building 6.**

ECU_AIESEP Specialist Seminar 8-10 December 2025	
Monday 8 December 2025	
8.30am - 10.45am	<b>Flexible time for delegate travel, self-guided exploration in Bunbury, and/or informal networking.</b> ECU South West campus has open workspaces and eduroam network available.
10.45am - 11.30am	<b>Registration and Coffee on Campus</b> Pick up your seminar pack and enjoy meeting up with colleagues.
11.30am - 12.15pm	<b>Welcome to Country and Opening Adresses</b>
12.15pm - 1.15pm	<b>Provocation Panel Event: Body Politics in and through Movement - What are the issues, challenges and opportunities for educators?</b> Professor Dawn Penney and various speakers.
Lunch Break	
2.00pm - 3.15pm	<b>Keynote Speaker: Distracted Bodies: Physical Imagination as a practice for moving responsively in unstable times</b> Dr Jo Pollitt, Edith Cowan University.
Movement Break	
3.30pm - 4.30pm	<b>Themed Research and Practice Presentations and Discussion</b> Listen from, engage and learn with delegates sharing their work at the specialist seminar.
4.30pm - 4.45pm	<b>Day 1 Reflections and Preview of Day 2</b>
4.45pm	<b>Travel to Bunbury Accommodation</b>
6.30pm	<b>Sundowner Social</b> 62THIRTY Café and Bar, Anchorage Cove, Bunbury.

Tuesday 9 December 2025	
<b>Why not start your day being active at Koombana Bay Foreshore, Bunbury?</b> See members of the coordinating committee for suggestions to move and enjoy coffee at local cafés.	
8.30am	<b>Travel to ECU South West Campus</b> Pick up: Adjacent to 62THIRTY Café and Bar, Anchorage Cove, Bunbury.
9.00am - 10.15am	<b>Welcome and Keynote Speaker: Plus ça change...? Revisiting the body politic(s) in and through movement in a multipolar political landscape</b> Professor David Brown, Cardiff Metropolitan University.
10.15am - 11.00am	<b>Coffee and Networking</b>
11.00am - 12.30pm	<b>Themed Research and Practice Presentations and Discussion</b> Listen from, engage and learn with delegates sharing their work at the specialist seminar.
Lunch Break	
1.30pm - 3.00pm	<b>Workshop: Creating and using conceptual languages in practice</b> Professor David Brown, Cardiff Metropolitan University.
Movement Break	
3.15pm - 4.15pm	<b>Themed Research and Practice Presentations and Discussion</b> Listen from, engage and learn with delegates sharing their work at the specialist seminar.
4.15pm - 4.30pm	<b>Day 2 Reflections and Preview of Day 3</b>
4.30pm	<b>Travel to Bunbury Accommodation</b>
7.00pm	<b>Specialist Seminar Dinner</b> The Rose Hotel, 27 Wellington Street, Bunbury.

Wednesday 10 December 2025	
<b>Why not start your day being active at Koombana Bay Foreshore, Bunbury?</b> See members of the coordinating committee for suggestions to move and enjoy coffee at local cafés.	
8.45am	<b>Travel to ECU South West Campus</b> Pick up: Adjacent to 62THIRTY Café and Bar, Anchorage Cove, Bunbury.
9.15am - 10.45am	<b>Welcome and Movement Lab</b> Dr Rebecca Olive, RMIT University.
10.45am - 11.15am	<b>Coffee and Networking</b>
11.30am - 12.15pm	<b>Keynote Speaker: Moving Oceans: Swimming and surfing as world making practices</b> Dr Rebecca Olive, RMIT University.
<b>Lunch Break</b>	
1.00pm - 2.30pm	<b>Themed Research and Practice Presentations and Discussion</b> Listen from, engage and learn with delegates sharing their work at the specialist seminar.
2.30pm - 2.45pm	<b>Reflections and Provocations - Day 3</b>
2.45pm - 3.15pm	<b>Formal Thanks and Close of Main Seminar</b>
<b>Registration and Welcome for Masterclass Attendees</b> 3.30pm (Included for all full specialist seminar delegates)	
3.30pm - 5.30pm	<b>Masterclass: Movement and Community by Design</b> Lead Presenter - Dr Indigo Willing with an Industry and Community Panel Discussion. Refreshments on Campus.



# Our Keynote Speakers

**Monday 8 December 2025**



**Dr Jo Pollitt**

**Dr Jo Pollitt, Western Australian Academy of Performing Arts (WAAPA) and Centre for People, Place and Planet (CPPP), Edith Cowan University.**

Dr Jo Pollitt is an artist-scholar and Vice Chancellor's Research Fellow at Edith Cowan University, living and working on Whadjuk Noongar Country. Her work is grounded in a twenty-five+ years practice of working with dance improvisation as methodology across multiple performed, choreographic, curatorial and publishing platforms. As performer, choreographer, writer and dramaturg her work has been commissioned and presented locally and internationally, and she is renowned as a teacher of improvisation and mentor to emerging artists around Australia. Jo is the convenor of Dance Research Australia, creative director of #FEAS Feminist Educators Against Sexism and Associate Director of Creative Research Impact with ECU's Centre for People, Place and Planet. As a transdisciplinary scholar traversing feminist environmental education, social justice, and artistic research, Jo's work is situated in embodied poetics and the politics of physicality as vital practices for cultivating responsive abilities in unstable times.

## **Distracted Bodies: Physical Imagination as a practice for moving responsively in unstable times.**

In a time of unrelenting distraction and political and environmental instability, this keynote proposes physical imagination as a feminist, affective, and embodied practice for cultivating responsive and responsible bodies. Using compositional 'scores' as physical provocations and practices for amplifying attention, I demonstrate how movement can activate kin/aesthetic states of attunement, embodied sensing, and deepen human-environmental connection. Positioning the sensorial body as a site of political and poetic activation, physical imagination reframes distraction not as deficit, but as material for improvisation and generative creative response. Addressing physical educators, artists, and researchers, this presentation offers a reimagining of distraction as a dynamic, relational force, and an invitation toward embodied listening and more response-able ways of being with the world, in and through movement.

**Tuesday 9 December 2025**



**Professor David Brown**

**Professor David Brown, Cardiff Metropolitan University/Prifysgol Metropolitan Caerdydd**

David Brown is Professor of Sociology of Sport and Physical Culture at Cardiff Metropolitan University, Wales, UK and is internationally recognised for research and scholarship that has advanced understandings of the changing relationships between the body, self, and society. His work is characterised by innovative application of theoretical and methodological approaches in the exploration of embodied practice in sport, education and physical culture. David's experience and research spans varied movement contexts including martial arts and combat sports, bodybuilding, yoga, meditation and surfing, and a range of professional settings, including physical activity promotion, initial teacher education, secondary physical education, and outdoor learning. As a keynote speaker at the specialist seminar, David will challenge and support delegates to make use elements of social theory to examine their understandings of bodies and movement in society, and consider how those understandings contribute to professional practices, values and identities.

## **Plus ça change...? Revisiting the body politic(s) in and through movement in a multipolar political landscape**

This keynote revisits the topic of body politics in and through human movement with the purpose of highlighting how educational developments can be re-imagined using social theory to interpret and respond to these changing social phenomena and processes. It begins by addressing the shift away from a Rules-Based International Order, and its counter-balancing traditions of left and right, towards a more chaotic multipolarised, 'flexilateral' heterogeneous landscape. Next, the moving body is contextualised in this emergent landscape and the politicisation of the moving body in its more lived, visceral sense is considered. Finally, it is concluded that while political expression is inherently embedded in and through the moving body, in an emergent multipolar political landscape, there is a window of opportunity to harness processes of global diffusion, glocal refraction and local reinvention to proactively construct a more pragmatic emancipatory life politics through movement practices.



**Dr Rebecca Olive**

**Dr Rebecca Olive, Vice Chancellor's Senior Research Fellow, Centre for Urban Research, RMIT University.**

Rebecca Olive is a Vice Chancellor's Senior Research Fellow in the Centre for Urban Research at RMIT University. Her feminist cultural studies work draws on ethnographic methodologies including participation and interviews, both in the water and on social media, to explore the cultural politics of recreational, nature-based lifestyle sports, with a focus on surfing and ocean swimming. Her work has focused on embodied and relational politics of gender, sexuality, colonialism, the environment, and pollution, as well as how we navigate our relationships to ecologies. At RMIT, Rebecca is the Associate Director for the Regenerative Environments and Climate Action stream in the Centre for Urban Research, and she is the current President of the Cultural Studies Association of Australasia (CSAA). You can learn more about her work at [www.movingoceans.com](http://www.movingoceans.com)

**Moving Oceans: Swimming and surfing as world making practices**

Research about nature-based sports and leisure have tended to focus on the physical, mental and social health and wellbeing benefits these activities afford. But paddling out into the ocean – or a river or lake or dam – puts us in encounter with all kinds of plants, animals, minerals, chemicals, histories, climates, technologies, and ancestors. These more-than-human encounters are often framed by swimmers and surfers in terms of wonder or awe but the encounters we have in oceans also come with risks. To swim and surf is to accept ourselves as part of a complex ecology and that our immersion in these environments leaves us vulnerable and lacking in control. Ocean fieldwork has immersed me in risky and challenging aspects of more-than-human research through my encounters with waves, cold temperatures, sharks, debris, jellyfish, and pollution. From stinging tentacles to sharp rocks and branches, to itchy skin, and the threat of shark bite, swimming and surfing encounters have many possible sensations and outcomes beyond stoke and awe. Thinking about experiences of relationality, vulnerability and accretion, and drawing on the work of ecofeminists such as Val Plumwood, Deborah Bird Rose, Anna Tsing, and Donna Haraway, this presentation will explore how sports and physical activities like ocean swimming and surfing act as 'world making' practices that bring people, ecologies, technologies, geographies, and histories into new relational possibilities.



**Dr Indigo Willing**

**Twilight Masterclass: Movement and Community by Design**

Dr Willing is a skateboarder, NSW Churchill Fellow and Affiliate Research Fellow at the Sydney University and Griffith University, and co-author of 'Skateboarding, Power and Change' (with Anthony Pappalardo).

This interactive session will introduce skateboarding as a case study for carving out safer, inclusive and educational spaces and 'third places' for youth, girls and non-traditional participants of informal sports. Participants will be encouraged to discuss and offer insights on key issues for planning and participation in many communities, including:

- How can urban spaces be used for creative play through introducing urban sports like skateboarding?
  - What are some of the under-recognised planning and design considerations that can welcome in more diverse users?
  - What strategies and programming can encourage multi-generational participation?
- 
- How can respectful behaviours and safer spaces be encouraged in places like skateparks when there are no formal authority figures (eg. no referees or coaches)?
  - What lessons can informal sports like skateboarding (that draw on street and subcultures) offer to mainstream sport?

# Themed Research and Practice Presentations

**Monday 8 December 2025 | 3.30pm - 4.30pm**

## **The joyful body as a protest**

Susannah Smith

This presentation posits the power of 'the joyful body' and its transformative pedagogical role. It explores the pedagogical potency of the joyful body, reframing pleasure not as a passive social construction but as an active form of social protest. In dialogue with Maxine Sheets-Johnstone's phenomenological insights into movement and embodied consciousness, Olympism's 'joy found in effort', and Paulo Freire's emancipatory pedagogy, this presentation foregrounds the primacy of kinaesthetic experience as a site of meaning-making and resistance. The presentation argues that bodily joy, expressed through movement, can disrupt oppressive educational norms and reanimate the learner's sense of agency. Freire's concept of praxis, the dynamic interplay of reflection and action, is extended to include embodied joy as a critical form of knowing and doing. Pleasure, in this context, becomes a radical act: a reclaiming of space, identity, and voice within educational systems that often marginalise affective and corporeal knowledge. By weaving together phenomenology, critical pedagogy, and the philosophy of Olympism, this presentation invites educators to consider how embodied joy can serve as a transformative force in learning environments. It argues that the joyful body is not only pedagogically potent but politically urgent, offering a counter-narrative to performative discourse. By situating the joyful body within both phenomenological and critical pedagogical frameworks, this presentation invites educators to consider how pleasure can be mobilised as a transformative force in learning environments, one that resists alienation and exclusivity and cultivates a freedom from within.

## **Icehearts Europe: Pan-European Sport-Based Mentoring for Youth Mental Health**

Fiona Chambers

Led by the International Sport and Culture Association, the multi-million-euro EU4Health-funded Icehearts Europe project spans 5 pilot and 14 associate countries, improving mental health and well-being of disadvantaged children and youth through sport-based mentoring. This tri-sectoral, multi-stakeholder initiative demonstrates body politics in and through movement by utilising sport as a transformative conduit for social change, inspired by Finland's 25-year award-winning model designated as European Commission best practice (2016, 2021). The pilot countries—Denmark (DGI), Estonia (SPIN), Spain (Fútbol Más España), Italy (UISP), and Slovenia (SUS)—participated in UCC's Partnership-Mapping Insight Exercise in Tallinn, Estonia. Data collection comprised three activities: Journey Mapping Playshop, World Café Partnership Mapping, and Workshop Interviews, analysed through coding and two-phase thematic analysis. Six implementation success factors emerged: prioritising mentor welfare; supporting the support network; conducting robust Situational Analysis and Needs Assessment; maintaining core Icehearts values; embracing localisation and innovation; and intentional sustainability planning. Findings reveal significant divergence from the Finnish model across pilots. While some countries identify schools as super stakeholders (mirroring Finland), others consider them less significant. Similarly, mentor-provided homework support varies in perceived importance. The greatest divergence concerns long-term financial sustainability, with most pilots lacking proactive approaches—a critical implementation challenge. The research demonstrates how sport-based interventions can be culturally adapted while maintaining core principles, highlighting the complex interplay between standardised models and local contextualisation in addressing youth mental health across diverse European contexts.

## **The Vital Role of Seated Dance**

Paige Gordon

This presentation will introduce the concept of 'seated dance' and offer participants an opportunity to experience an enlivening of the body through movement in a safe and supported space - your chair - and in doing so connect with others, through the capacity of choreographed movement and the action-doing of being together.



## **Navigating challenges and tensions through engaged pedagogy: Reflections on Participatory Action Research in Sport for Development**

Carla Nascimento Luguetti

Participatory Action Research (PAR) is widely used in the Sport for Development (SfD) field and offers a critical framework for engaging young people as co-researchers. Despite its growing application, there remains limited discussion in the literature on how PAR can be effectively enacted in practice and the pedagogies that support this enactment. In this paper, utilising qualitative secondary analysis, I explore the potential of PAR in SfD contexts by foregrounding engaged pedagogy (hooks, 1994, 2003, 2009) as a guiding pedagogy. Revisiting data from my previous four PAR projects—two with young people from refugee backgrounds in Australia and two with youth living in favelas in Brazil—I offer a situated account of what it means to co-research with young people positioned at intersecting margins and to consider relationality as central to this process. In the findings, I reflect on how the core features of engaged pedagogy—mutual recognition, vulnerability, and a holistic approach—helped me navigate the challenges and tensions across these studies, particularly in relation to participation, power-shifting, and reflexivity. Practising mutual recognition, conscientização, and dialogue enabled me to see and engage co-researchers as whole beings and to foster trust. Embracing vulnerability allowed me to share power and co-create democratic learning spaces. By taking a holistic approach, I welcomed emotions and relationships as central to building reflexivity and understanding positionality within diverse cultural contexts. Ultimately, I argue that engaged pedagogy holds significant potential to help us theorise power, not only addressing poor and tokenistic practices but also guiding intentional and transformative action to navigate tensions and challenges through praxis.

## **SPRING 3.0: Sport4Development to Promote Resilience and Inclusion in New Generations**

Fiona Chambers

Displaced populations, particularly children and youth affected by forced migration and humanitarian crises, face significant challenges in developing resilience and achieving social inclusion. This study addresses these needs through sport-based interventions, with specific focus on communities in Türkiye impacted by the 2023 earthquake. Objectives: The SPRING 3.0 project aimed to develop and implement an evidence-based sport4development programme to enhance socio-emotional development, resilience, and inclusion among displaced young populations while examining how sporting contexts shape identity formation and body politics. Methods: This two-year European Commission Erasmus+ funded initiative employed creative methodologies including design thinking and art thinking approaches. A comprehensive Situational Analysis and Needs Analysis informed programme development. Thirty sport coaches received specialized training through the innovative education programme, with learning efficacy assessed throughout the intervention. Implementation: The hybrid programme incorporates trauma-informed pedagogies and structured, evidence-based approaches. Trained coaches will deliver sessions to refugee children and youth in Gaziantep, Türkiye in 2026, utilizing sport as a vehicle for social transformation. Significance: This research contributes to understanding sport's transformative potential in addressing humanitarian challenges. By integrating principles of equality, social inclusion, and mental health support, SPRING 3.0 demonstrates how systematic sport4development approaches can foster social cohesion, address trauma responses, and develop essential life skills among vulnerable populations. The project offers a replicable model for leveraging sport in humanitarian contexts globally.

## **Preparation for Participatory Action Research (PAR) among Culturally and Racially Marginalised girls in Oslo, Norway**

Ingvild Berg

Girls and young women participate in sport less than boys and young men. Importantly, girls and young women from ethnic minority groups participate in sport even less compared to boys from ethnic minority groups. This has been demonstrated in various countries, such as Norway, other Scandinavian countries, Great Britain, USA and Australia. I am in the initial phase of my PhD research project titled 'CARM girls' participation in sport'. During early 2026, I will generate data in Oslo East, an area of Norway where girls, and especially CARM girls, participate less in sport. Data generation will be based on decolonial and intersectional perspectives, using a Participatory Action Research (PAR) approach with participant observation, collaborative meetings with poster workshop and photo elicitation interviews. In this presentation, background data and gaps in statistics will be presented. Furthermore, issues regarding terminology will be raised, before the description of the planned methods is introduced. Feedback from the audience will be sought to gain confidence and be better prepared before my data generation commences.

## **A Deleuzian perspective to the study of learning desire in Physical Education**

Aspasia Dania

In recent decades, educational scholarship has advocated for new pedagogical approaches to the study of learning in school Physical Education (PE). As part of this effort, the design of instruction in alignment with learner needs remains at the focus. Under a Deleuzian perspective (1994), learning is a process of embodied attunement, always in the midst of becoming. Since this process can be interrupted by various socio-material factors (e.g., competition, body norms, resources, etc.), it is rather important to design instruction by setting learners free from the delirium of need fulfillment and instead focus on mobilizing their desire for learning-as-becoming. Based on the above, the aim of this study is to introduce a Deleuzian insight to the study of learning in PE. By drawing on the Deleuzian concept of 'desire' I examine whether and how clichéd representations of 'learner needs' are adequate for designing instruction that affords opportunities for affective engagement and engrossment in PE contexts.

Far from notions of student motivation that examine desire as a pre-existing force that is highly dependent on self-will, I focus on the embodied and inter-subjective nature of desire and its potential to instill love for learning that can lead to relational change. By giving consideration to these understandings, my intention is to explore how relational pedagogies can stimulate learning as an embodied and affective passage of life that transverses both the livable and the lived experience of meeting learners' needs in school PE.

**Tuesday 9 December 2025 | 3.15pm – 4.15pm**

### **The Body Politics of Valuing Movement**

Dawn Penney and Matthew Ryan

This presentation directs attention to one of the propositions that remains central to the Australian Curriculum Health and Physical Education (AC: HPE) and state-based derivatives of it. The intent and prospective representation of Valuing Movement in school Health and Physical Education programs is explored to reveal the many ways in which teachers' enactment of the AC: HPE unavoidably expresses and will embody body politics. Issues explored are associated with key decisions and dilemmas for schools and teachers, including: what movement skills and contexts are privileged in and through the design and delivery of HPE programs; what ways of moving and reasons for movement are positioned as central to HPE; and how HPE programs engage with physical activity and sport as social practices and lifelong endeavours. The presentation draws on documentary and literature-based work that is critically examining current curriculum and exploring possibilities for future practice. The session provides a foundation and stimulus for subsequent delegate engagement with prototype resources that provoke renewed engagement with this proposition in the context of AC: HPE v9.

### **Valuing Movement, Body Politics and Puzzles of Praxis**

Dawn Penney and Matthew Ryan

This presentation builds on the preceding session to (i) extend delegates' knowledge and understandings pertaining to Valuing Movement in the Australian Curriculum Health and Physical Education (AC: HPE) and (ii) invite critical engagement with this proposition with a focus on the specialist seminar theme of body politics in and through movement. The session will introduce delegates to the notion of 'Puzzles of Praxis' as a provocation tool for teachers' and teacher educators' professional debate in program planning and review – about matters such as How do we get our whole school valuing movement? Development of the tool and accompanying resources is explained as a collaborative learning process involving curriculum leaders, HPE researchers and educators. Following an outline of the template structure for puzzles, examples of puzzles that have been designed to challenge, disrupt and expand thinking and practice associated with Valuing Movement in HPE programs will be shared. Through small group work, the presenters will facilitate delegate interaction with and feedback on prototype puzzles and supporting resources. Discussion will explore foci for puzzles that may extend professional awareness and understanding of body politics as integral to expression of the Valuing Movement proposition in the AC: HPE.

### **The (unfinished) creation of sensitive and sensitising spaces for the learning of body politics**

Dylan Scanlon and David Aldous

While populations within the physical education teacher education (PETE) / health and physical education (HPE) communities believe that education is political (e.g., educators who are involved in social justice work) (Freire, 1985), others – arguably the majority – are unaware of such a connection. Given PETE prepares future teachers for culturally diverse classrooms, it is arguably teacher educators responsibility to prepare politically aware teachers and the influence of such on their own teaching, learning, and professional identity. In accepting this task, we – two PETE teacher educators – are continually seeking opportunities to teach and learn about body politics. In this research, we are guided by the following research question: How can we create sensitive and sensitising spaces for the learning of body politics? This presentation draws upon the lived experiences of the two authors who are attempting to create spaces to educate pre-service teachers to become more politically aware in and through movement. In doing so, opportunities (e.g., drawing on lived experiences of pre-service teachers) and tensions (e.g., teacher educator versus pre-service teachers' expectations of what PETE/HPE [should] consists of) will be shared. The intention here is to create a dialogue amongst the audience on 'should', 'how', and 'why' we – the PETE / HPE community – create spaces for the learning of body politics.

**Wednesday 10 December 2025 | 1.00pm – 2.30pm**

### **Embodied Equity Online: Rethinking Body Politics in Online PETE Programs**

Nikki Hollett and Sheri T Brock

How do we teach movement when bodies aren't in the room? This poster explores the embodied and political dimensions of online Physical Education Teacher Education (PETE), drawing on qualitative data from a U.S.-based post-baccalaureate licensure program. As more PETE programs adopt online and hybrid formats, questions arise around visibility, equity, and how teacher candidates engage with bodies— their own and their future students'— through screens, assignments, and field experiences. Grounded in the seminar theme Body Politics in and through Movement, this project examines reflective journals, teaching artifacts, and supervisor interviews to explore how future PE teachers develop professional identities, navigate diverse bodies and abilities, and confront (or unconsciously reinforce) inequities in virtual spaces. The poster highlights: How teacher candidates experience embodiment and disconnection in online fieldwork Strategies for designing equitable, movement-rich learning experiences without shared physical space Dilemmas around feedback, presence, and inclusion when teaching across time zones and bandwidths Our aim is to provoke discussion and idea exchange around how PETE programs globally are adapting to prepare educators who are both critically aware and practically equipped to meet diverse learners, online and off. By visualizing dilemmas and possibilities in this emerging field, we invite others to share, critique, and co-imagine new forms of movement pedagogy. This presentation will interest researchers, teacher educators, and practitioners invested in equity, innovation, and embodiment in teacher preparation.

### **Society 6.0: From People-Centric to Life-Centric Health and Physical Education**

Fiona Chambers, Sue Whatman and David Aldous

While Society 5.0 represents a paradigm shift where technology serves humanity, its people-centric approach remains problematic in addressing contemporary environmental and social challenges. This paper introduces Society 6.0, a revolutionary framework that integrates Indigenous worldviews and ecocentric principles with technological advancement to create a life-centric rather than people-centric society. Drawing on Indigenous knowledges that recognize the intrinsic value and rights of all living and non-living entities—as exemplified by New Zealand's Whanganui River being granted legal personhood in 2017—Society 6.0 positions humans as entities among other entities rather than masters over them. Society 6.0 expands the traditional five pillars (healthcare, environmental, infrastructure, artificial intelligence, and logistics) to six interconnected pillars, with education as the foundational first pillar. This framework aligns with Raworth's doughnut theory, seeking balance between meeting humanity's social foundation while respecting the planet's ecological ceiling. Technology, within this super-smart society model, serves all living entities on Earth, not exclusively humans. We argue that Health and Physical Education (H/PE) offers a unique curricular space to actualise Society 6.0's interconnected pillars through embodied learning that challenges traditional body politics. H/PE's focus on movement, embodiment, and physical literacy provides opportunities to reimagine human-environment relationships beyond anthropocentric frameworks. However, realising this potential requires H/PE to move beyond conventional body politics that position human bodies as separate from and superior to natural systems, instead embracing movement pedagogies that recognise the interconnectedness of all living entities. Society 6.0 provides a promising conceptual framework for transforming H/PE curricula through body politics and movement practices that contribute meaningfully to a planet-centric, sustainable future honouring both technological advancement and ecological wisdom.

### **Contexts, actions and meanings: An ethnographic study of Health and Physical Education Teacher Education professionals embodying policy work**

Victoria Evans

This presentation reports on an ethnographic study of Health and Physical Education Teacher Education (H/PETE) professionals embodying policy work in Western Australia (WA). The research focus and direction, embodying policy work, applies and extends Bernstein informed concepts of the pedagogic and corporeal devices to offer new directions for inquiry and explore the considerations these raise for H/PETE professionals and their practices. The study affirms the importance of policy work in H/PETE while directing attention to the complex interconnections between contexts and people's actions, and the potential meanings generated and ascribed to different forms of policy work and identities in situ. It foregrounds the corporeality of policy work and specifically, the rules that are integral to the policy work of H/PETE professionals. The first part of the presentation focuses on key issues this work raises and provides insight into what embodying policy work in H/PETE and as H/PETE professionals looks and feels like. Through the illustrative examples and findings presented, the presentation explores what H/PETE professionals embody in their everyday practices, as well as why and how policy work unfolds as it does within institutional contexts. Attention is directed to the implications of this for future teachers and others, particularly regarding the understandings of and possibilities for HPE that they are encountering and taking into their practice. In conclusion, the presentation discusses and considers the importance of such work in expanding visions for the sustainable transformation of H/PETE and addresses new directions for education research centring on H/PETE.

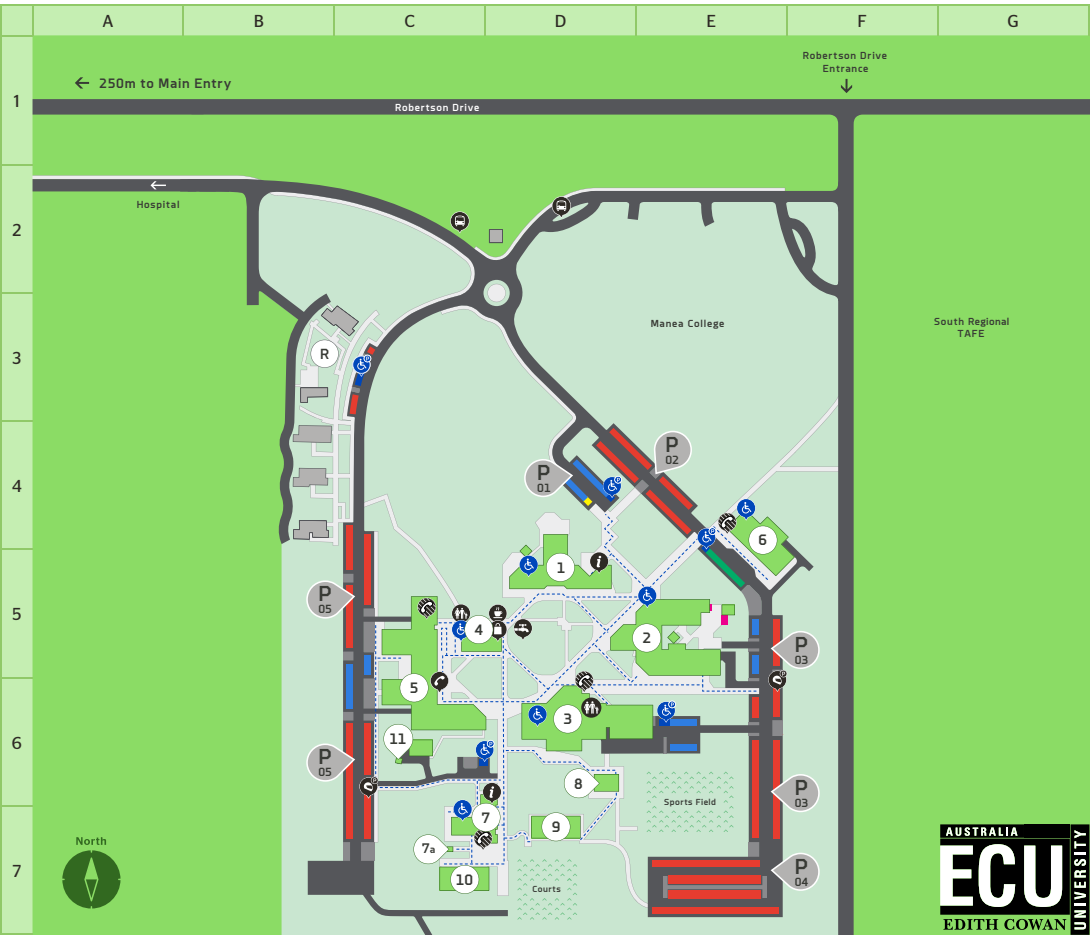
# Campus and Local Information

All Specialist Seminar sessions will be held on **ECU's South West campus**, with **Building 6** the location for keynotes, themed research and practice presentations, and our Masterclass event. The library and workspaces in the School of Education Building 5 are available for quiet work and EDUROAM is available throughout the campus.

Transport between the campus and Bunbury city will be provided from outside of Building 6 on Monday 8th and Tuesday 10th afternoons after the closing session.

Transport to the campus from Bunbury city will be provided on Tuesday and Wednesday mornings, pick up from Koombana Bay waterfront, adjacent to 62Thirty Café and Bar.

Registration packs for all delegates contain local information including walking routes, retail and food outlets, and public bus timetables should you wish to travel to or from campus and the city independently. For further local tourist information, please drop into or call the Bunbury Visitor Centre, 1 Arthur Street, Bunbury (+61) 8 9792 7205.



## Edith Cowan University South West

- Accessible Parking
  - Reserved Parking
  - Student Parking
  - Staff Parking
  - University Vehicles
  - Visitor Parking
  - Accessible Route
  - Accessible Parking
  - Accessible Toilet
  - Book Shop
  - Bus Stop
  - Food & Beverage
  - Information
  - Motorcycle Parking
  - Parents Room
  - Public Phone
  - Security Phone
  - Water Refill Station
- Using ECU Room Numbers:
- 10.123
- Building Level Room

## Building Directory List South West

Edith Cowan University, 585 Robertson Drive, Bunbury WA 6230

Destination	Building	Grid Ref.	Destination	Building	Grid Ref.	Destination	Building	Grid Ref.
Arts Program	5	C5	ECU Village	R	B3	Office of the Deputy Vice-Chancellor (Regional Futures)	1	D5
Arts Studio	9	D7	ECU Village Administration	1	D5	Pride Room	7	D7
Athena SWAN Parenting Room	8	D6	Future Students	1	D5	Science Program	2	D5
Business Program	5	C5	Lecture Theatres			Social Work Program	5	C7
Cafeteria	4	C5	6.101, 6.102, 6.103	6	E4	Sport and Fitness Centre	10	C7
Campus Reception and Information	1	D5	Library	3	D6	Student Common Room	7	D7
Campus Security and Traffic Services	2	D5	Kurongkurl Katitjin	7	D7	Student Hub	1	D5
Campus Support Office	1	D5	Luminate PrintWorks	7	D7	School of Education	5	C7
Counselling	1	D5	Medical and Health Sciences Program	2	D5	Quality Teacher Performance Assessment Rooms (QTPA)	5	C7
Crèche	4	C5	Multifaith Prayer Room	2	D5	The Rural Clinical School of WA	7	D7
E-Lab	3	D6	Nala Karla Room	7	D7	UWA Dental Clinic	2	D5
ECU Student Guild	7	D7	Nursing Program	2	D5			



## Find Out More

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**For more information about the specialist seminar, check out the**  
**[AIESEPConnect: Body Politics in and through Movement video](#)**.

**Website:** <https://www.ecu.edu.au/schools/education/research-activity/sport-health-and-education-research-community>

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