



Journal of Human Sport and Exercise

E-ISSN: 1988-5202

jhse@ua.es

Universidad de Alicante
España

Horton, Peter; Knijnik, Jorge; Clarke, Brad
A Deleuzo-Guattarian 'schizoanalysis' of the Smart Moves – Physical Activity Program in Queensland
State Schools
Journal of Human Sport and Exercise, vol. 9, núm. 3, julio-septiembre, 2014, pp. 668-685
Universidad de Alicante
Alicante, España

Available in: <http://www.redalyc.org/articulo.oa?id=301037984001>

- How to cite
- Complete issue
- More information about this article
- Journal's homepage in redalyc.org

redalyc.org

Scientific Information System
Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal
Non-profit academic project, developed under the open access initiative

A Deleuzo-Guattarian 'schizoanalysis' of the Smart Moves – Physical Activity Program in Queensland State Schools

PETER HORTON¹ , JORGE KNIJNIK², BRAD CLARKE¹

¹ James Cook University, QLD, Australia

² University of Western Sydney, NSW, Australia

ABSTRACT

Horton, P., Knijnik, J. & Clarke, B. (2014). A Deleuzo-Guattarian 'schizoanalysis' of the Smart Moves – Physical Activity Program in Queensland State Schools. *J. Hum. Sport Exerc.*, 9(3), pp.668-685. An active lifestyle is a vital component of any successful preventative health strategy. Physical activity in Queensland (QLD) State schools is traditionally territorialized in the Key Learning Area (KLA) of Health and Physical Education (HPE) and school sport. The introduction of Smart Moves in QLD State schools is recognised as an ecological approach to obesity prevention that aspires to increase students' physical activity levels. This study examines the ways in which Smart Moves aims to de-territorialize health promotion and regular physical activity from its traditional settings and distributes it across broadened aspects of the curriculum in QLD State schools. Deleuzo-Guattarian post-disciplinary social theory provides a methodological lens for this document-based project. Smart Moves policy and implementation guidelines are analysed as essential components of the Smart Moves assemblage to illuminate its affective potential to increase the quality and quantity of physical activity in curriculum time. It is argued that Smart Moves opens avenues for physical activity to be deterritorialized from existing forms in HPE and school sport. However, lax school and teacher accountability controls do not ensure holistic implementation of Smart Moves. Thus, it is inferred that the lack of stringent implementation and accountability controls may limit Smart Moves affective capacity to connect with the school administrators, teachers, and ultimately students who stand to benefit significantly from the initiative. **Key words:** DELEUZO-GUATTARIAN 'SCHIZOANALYSIS', QUEENSLAND, SMART MOVES, HEALTH AND PHYSICAL EDUCATION, AUSTRALIAN EDUCATION.



Corresponding author. James Cook University, James Cook Drive, Townsville City QLD 4811, Australia.

E-mail: j.knijnik@uws.edu.au

Submitted for publication November 2013

Accepted for publication July 2014

JOURNAL OF HUMAN SPORT & EXERCISE ISSN 1988-5202

© Faculty of Education. University of Alicante

doi:10.14198/jhse.2014.93.01

INTRODUCTION

Western societies are witnessing a growing incidence of a number of diseases that are directly related to lifestyle choices. It is well documented in media and academic circles that increasing levels of obesity and sedentary lifestyles are threatening the sustainability of life globally. Over recent decades the incidence of overweight and obesity in adult, adolescent and child populations has escalated worldwide, particularly in developed nations such as Australia. The incidence of childhood obesity in the Australian state of Queensland (QLD) doubled between 1985 and 2006 (AAbbott et al., 2007). The daily physical activity levels of QLD students are currently below the national health guidelines (AAbbott, et al., 2007; Commission for Children and Young People and Child Guardian, 2008). To curb these trends, the QLD Government has developed a number of reactionary policies to combat the apparent health crisis in QLD schools. In 2007, the Department of Education, Training and the Arts, in collaboration with the Departments of Local Government; Planning; Sport and Recreation; and QLD Health introduced Smart Moves – Physical Activity Program in Queensland State Schools. The recent introduction of Smart Moves prompts an analysis of its ability to engage all students in physical activities that complement existing Health and Physical Education (HPE) and school sport programs.

Smart Moves has been specifically chosen as the central focus of this small-scale document-study as it is the most recent policy initiative introduced in QLD State schools to promote active lifestyles. Smart Moves complements the previous HPE Years 1 to 10, and current Queensland Curriculum, Assessment and Reporting (QCAR) Years 1 – 9 HPE Essential Learnings syllabi, and school sport programs as an agent of regular physical activity. Widely available policy documents, implementation guidelines, and online resources are used as data in this project. The QLD HPE KLA and school sport programs are working intently on developing healthy lifestyle understandings, skills, and behaviours that empower students to preserve their health. Smart Moves is a supplementary initiative expanding the scope of physical activity in the QLD curriculum.

In the analysis of Smart Moves, this paper draws selectively from Gilles Deleuze and Félix Guattari's 'schizoanalysis' to analyze Smart Moves. Deleuze and Guattari (1983, 1987) theorized 'schizoanalysis' through their critique of the Oedipus complex often perpetuated in psychoanalysis. This approach to social analysis enabled Deleuze and Guattari to map the socially imposed lines of segmentation and structure on the body of individuals and groups (Message, 2005, pp. 240-242). It also helps us to move from Michel Foucault's (1977) observations of 'disciplinary societies' to the alternate theorization of 'control societies' formulated by Deleuze (1995). This analysis of Smart Moves aims to outline the ways in which it opened creative connections between students and physical activity beyond the existing regimes of HPE and school sport.

We start by briefly discussing Smart Moves as an ecological approach to health education. Next, we outline key Deleuzo-Guattarian concepts and the research methodology derived from their theory of 'schizoanalysis'. Following this session we analyze Smart Moves' ability to increase QLD State school students' opportunities to connect with quality physical activity that promotes health. The document analysis reveals a number of prospective openings outside of the existing curriculum areas of HPE and school sport. The next session evaluates the documented control technologies of Smart Moves and the analysis here exposes a deficiency in control mechanisms that are meant to ensure that all students are actively engaged in quality physical activity that advances health.

The Education environment is being continually reformed in response to social change and pressures. The daily practice of QLD teachers is shaped and coded by a range of controlling forces, from registration and suitability standards, to curriculum, assessment and reporting reform, and accountability for student safety (Commission for Children and Young People and Child Guardian, 2009; Department of Education, 2002; Queensland College of Teachers, 2006; Queensland Government, 2008a). These control formats regulate the personal and professional qualities of those entering and remaining in the education sector, along with their daily managerial and teaching practices, which may negatively impact on the quality and quantity of physical activity in the curriculum (Booth & Okely, 2005). To further investigate the macro and micro-social influences on physical activity participation, this study acknowledges that a whole-school approach is required to address the issues of lifestyle disease related to childhood obesity and sedentary behaviours. However, we also take in account that schools are fluid environments with a range of agendas working at various political levels. This study claims that without stringent control measures in place, Smart Moves may not reach its commendable objective of extending all students' engagement in quality physical activity beyond levels reported prior to its inception.

Smart Moves – an ecological approach?

Interventions targeting obesity must consider the key causal factors of the bodily condition (Giles-Corti, 2006). Health interventions have been so far polarised between what can be called positivist approaches and sociological ones – the first emphasizing more individual needs of energy expenditure X food intake (McArdle, Katch, & Katch, 2007; Nieman, 2007), while the second ones considering the social conditions – such as sport facilities, teachers, availability of educational programs, culture traditions – as key obstacles to children's access to a healthy lifestyle (Little & Wyver, 2008; Pill, 2007). On the other hand, the ecological health model targets the multiple levels of influence that impact on an individual body and its behaviours. Looking at the ecological model's suggested approach for reducing childhood obesity expands the scope of the research lens by investigating systems and institutions ranging from genetics and family, to communal and institutional environments (DeMattia & Lee Denney, 2008; McMurray, 2004).

In 2007, the QLD Government acknowledged their role in advancing the health standards of State schools students with the institution of the Smart Moves – Physical Activity Programs in Queensland State Schools policy, which addresses the recommendations of the 2006 Ministerial Review of School Sport and Physical Activity (Queensland Government, 2007d). Smart Moves aims to provide all QLD State school students (primary and lower secondary) with increased opportunities to participate in quality physical activity in curriculum time (Queensland Government, 2007d). Smart Moves complements existing health-promoting programs including the major aspects of HPE Key Learning Area (KLA) Syllabus, Smart Choices (a healthy food and drink policy for school canteens) and intra, and inter-school sport programs (Queensland Government, 2007c). The Smart Moves intervention utilises Departmental partnerships to facilitate the implementation of an ecological approach to reducing obesity trends through increased physical activity (DeMattia & Lee Denney, 2008; Giles-Corti, 2006). Smart Moves aims to alter the body physiologically, as well as modifying the social and cultural environments it inhabits.

In the following session, we review Deleuze and Guattari main theoretical concepts, in order to provide the framework that allows us to explore the physical activity policies and practices outlined by Smart Moves. We review these theories to compare its potential merit and use against that of Foucault, to evaluate the technologies of control entrenched in Smart Moves.

The Controlled body: A Deleuzo-Guattarian attempt to analyse the Smart Moves

The social shift from discipline to control requires social researchers to consult theoretical frameworks that are mindful of post-disciplinary control practices. This shift from disciplinary (Foucault, 1977) to 'control society' was clearly evident for Deleuze (1995) as globalisation opened the social space beyond institutional and national borders. This transition did not see the demise of disciplinary practices, rather, an intensification of devices that permeated each aspect of daily lives. The distinct borders between the school, the home and the workforce were diminished as 'cross-pollination' of control procedures occurred (Deleuze, 1995). Docile bodies no longer move between sites of confined disciplinary regimes, on the contrary, the regimes of power are continually changing and adapting in societies of control to remain immanent to the subject.

Following from Deleuze's (1995) analysis of institutional collapse, the intensification of health-related physical activities in Australian PE toward the late twentieth century (Dinan-Thompson, 1998; Gard & Kirk, 2007; See, McMurray, 2004; Mikhailovich, Louise, & Morrison, 2007; Mitchell, Price, & Cass, 2005) could be viewed as an expansion of health beyond the confines of medical institutions, in contrast to the Foucauldian view of disciplinary confinement. Could this expansion of physical activity in schools be characteristic of capitalist modulation through the Deleuzian lens of control? The macro-social forces active in a 'control society' modulate individuals across every aspect of their daily lives. The rapid expansion of knowledge in contemporary society has also developed new high-tech machines of subjectification. (Deleuze, 1995)

In order to evaluate the current physical activity policy operating in QLD State schools, we outline critical aspects of Deleuze and Guattari's collaborative social theory and methodical approach to 'schizoanalysis' as developed through *Anti-Oedipus* (1983) and *A Thousand Plateaus* (1987). This study uses a Deleuzo-Guattarian approach to map the current Smart Moves initiative as a preventative health assemblage. Primary and secondary document sources are utilised to synthesize the 'schizoanalysis' tools advanced by Deleuze and Guattari (1983) with their biaxial analysis of segmentarity (1987). Government publications including Smart Moves implementation guidelines and policy documents, government reports and statistical publications, provide the study with credible data for analysis through a Deleuzo-Guattarian lens (Denscombe, 2007). Even though the small-scale nature of the paper limits the theoretical scope to Deleuze and Guattari's (1983, 1987) theorisation of desire and micropolitics, it will present a valid gaze at this micro-social issue and setting. The following discussion will summarise 'schizoanalysis' through the key elements of Deleuze and Guattari's combined theoretical position: the Body without Organs (BwO); desire; and desiring-machines (assemblages). These theoretical understandings enable us to assess possible confluences between Smart Moves and QLD State School students not currently engaging in regular physical activity.

Schizoanalysis

Schizoanalysis, as the analysis of desire, is immediately practical and political, whether it is a question of an individual, group, or society (Deleuze & Guattari, 1987, p. 203).

The materialist framework of 'schizoanalysis' is derived from Deleuze and Guattari's critique of psychoanalysis, particularly Freud's theory of the Oedipus complex. The resulting schema broadens the scope of analysis to include social and historical factors (Colebrook, 2002; Deleuze & Guattari, 1983; Holland, 2005b). 'Schizoanalysis' holds the production of desire and the desiring-machines at the centre of its critique, positioning the 'schizoanalyst' as a mechanic, tooled with four theses of analysis: the social

rather than individual investments of desire; the unconscious and preconscious investments of social regimes; the scrutiny of libidinal investments toward the social rather than familial fields; and the categorization of social investments as paranoiac or schizophrenic (Bogue, 1989; Deleuze & Guattari, 1983; Massumi, 1992; Stivale, 1998).

In *A Thousand Plateaus* (1987) Deleuze and Guattari present their bi-axial analysis of assemblages in relation to their segmentarity. Their micropolitical outline comprises evaluations in regards to units of 'content' and 'expression' along a horizontal axis, and territorialization, deterritorialization, and reterritorialization on the vertical axis (Bogue, 1989; Deleuze & Guattari, 1987; Massumi, 1992; Stivale, 1998). The 'schizoanalysis' framework theorized by Deleuze and Guattari in *Anti-Oedipus* (1983), in combination with their political analysis of assemblages in *A Thousand Plateaus* (1987), provide this study with numerous tools with which to analyse Smart Moves as a preventative health assemblage intent on increasing physical activity opportunities in QLD State schools.

The Body without Organs (BwO)

We know nothing about the body until we know what it can do, in other words, what its affects are, how they can or cannot enter into composition with other affects, with the effects of another body, either to destroy that body or be destroyed by it, either to exchange actions and passions with it or to join with it in composing a more powerful body (Deleuze & Guattari, 1987, p. 257).

The Body without Organs (BwO) is conceptualised on a plane existing alongside that of the biomedical 'body', or 'organism'. Deleuze and Guattari (1983, 1987) draw on the seventeenth century work of Spinoza to theorise parallel actions of the body and the mind, thus distancing themselves from the Cartesian mind-body divide and creating a plane of 'consistency' or 'immanence' (1989; Colebrook, 2002; Deleuze & Guattari, 1983; Deleuze & Guattari, 1987; Goodchild, 1996). It is here, upon the plane of consistency/immanence, or the BwO, that the confluence of relational affects² occurs, this is where a body can affect and be affected by others. Deleuze and Guattari's Spinozist ontological perspective presents a re-conceptualised body, where bodily actions, values and behaviours are results of an influencing affect. In order to quantify and express the process of affective relations as forces, Deleuze and Guattari read selectively from Nietzsche's conception of 'will to power'.

The negative will to power can be used to describe a body's (individual, school or social group) conscious decision to resist the affect of physical activity; a self-destructive action that limits its affective relations of others to the BwO. Deleuze and Guattari (1983, 1987) do not value the negative will to power. Instead, they are interested only in the positive will to relate and connect which they proclaim as desire – the principal function of what a body can do, and as such is actually the primary objective of Smart Moves.

Desire

Deleuze and Guattari's (1983, 1987) theory of desire is developed on the premise of creative production through experimentation. Desire is the affinity toward a positive flow of difference; it is revolutionarily productive, creating bodies and connections between bodies. Society, as Deleuze and Guattari theorise, is one of freedom and creativity, fashioned through multiple creations and liberations of desire (Goodchild, 1996). The Deleuzo-Guattarian conception of the body will be used to critique Smart Moves as a physical

²Deleuze and Guattari use the term 'affect' to explain the abstract or physical products that occurs as a result of a connection between bodies. Affects are forces that create each social production or becoming known to exist in today's society (Colebrook, 2002).

activity intervention, questioning its ability to liberate flows of desire and increase the affectability of physical activity on the BwO.

Desiring-production

Deleuze and Guattari (1983, 1987) view desire positively by understanding it as the production of reality. If this is the case, every product presupposes a 'producing' phase – there "is always something 'grafted onto' the product; and for that reason desiring-production is production of production (Deleuze & Guattari, 1983, p. 6)." Social and political artefacts, such as Smart Moves are produced through the generation and connection of desire within a series of coupled machines (Education QLD, QSA, QLD Health, and Department of Local Government, Planning, Sport and Recreation), enacting the abstract-machine's intent of health promotion.

The theory of 'schizoanalysis' which utilises the term 'desiring-production' to capture the essence of social modulation through desire (Deleuze & Guattari, 1983; Deleuze & Guattari, 1987). Holland (2005a, p. 66) identifies the "two basic forms of desiring-production: schizophrenia, the free form of desire promoted half-heartedly by capitalism and whole-heartedly by schizoanalysis; and paranoia, the fixed form of desire subjected to socially-authorised belief (in God, the father, the boss, the teacher, the leader, and so on)."

Smart Moves can be seen as a mechanism of social-production via the forms of desiring-production it generates: those that seek to liberate one's desire to pursue spontaneous trajectories; and those that influence the directional flow of one's desire toward a predetermined becoming. The subjectified body and social landscape are formed through processes germane to desiring-production. The webs of desiring-machines or assemblages are the tangible sites of desiring-production, thus they are the primary focus of this Deleuzo-Guattarian analysis.

Desiring-machines/ Assemblages

For Deleuze and Guattari (1983, 1987), life is conceptualised through a web of coupled machines, producing, interpreting, and connecting flows of varying intensities. Desiring-machines, as they are referred to in *Anti-Oedipus* (1983), or assemblages, as they become known throughout *A Thousand Plateaus* (1987), are the concrete sites that inscribe lines upon the BwO. The body is the historical product of multiple connections and affects as a result of connections with such assemblages.

On the one hand it is a machinic assemblage of bodies, of actions and passions, an intermingling of bodies reacting to one another; on the other hand it is a collective assemblage of enunciation, of acts and statements, of incorporeal transformations attributed to bodies. Then on a vertical axis, the assemblage has both territorial sides, or reterritorial sides, which carry it away (Deleuze & Guattari, 1987, p. 88).

Deleuze and Guattari propose an analytical methodology based upon a tetrahedral framework about horizontal and vertical axes. We use this framework to evaluate Smart Moves through the units of 'content' and 'expression' (horizontal axis), and by their molar, molecular, and liberated lines (vertical axis). The following section will outline the Deleuzo-Guattarian 'schizoanalysis' framework.

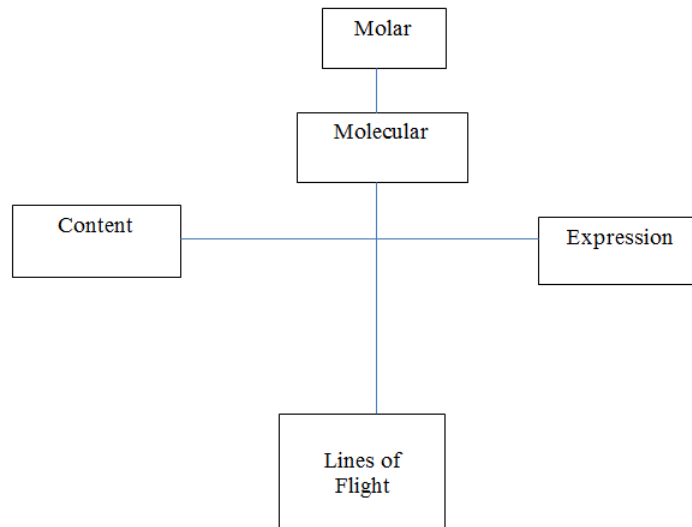


Figure 1. Deleuze and Guattari's 'schizoanalysis' framework about horizontal and vertical axes

Horizontal Axis

Deleuze and Guattari (1983, 1987) apply the linguistic terms 'content' and 'expression', coined by Louis Hjelmslev (1969, cited in Deleuze & Guattari, 1987, pp. 43-45), in their double articulation analysis along the horizontal axis. They uphold Hjelmslev's analysis since it offers 'the advantage of breaking with the form-content duality, since there was a form of content no less than a form of expression' (Deleuze & Guattari, 1987, p. 43). According to Hjelmslev's model, 'content' is defined as formed matter (matter being the non-stratified or de-stratified body), containing specific selections of matter (substance) which are strategically structured (form) (Deleuze & Guattari, 1987). The term 'expression' describes an assemblage's functional structures, with their specialized organizations (form) and the units required for their construction (Deleuze & Guattari, 1987).

Vertical Axis

Deleuze and Guattari's (1983, 1987) assessment of the vertical axis provides an insight into the lines of segmentation drawn by an assemblage. Deleuze and Guattari (1983, 1987) use an analogy based on intermolecular bonding to explain segmentarity differences between primitive and modern social structures. The lines of an assemblage are ranked from strongest to weakest according to the strength of their segmentation on the BwO. For example, the rigid controls of military drilling represent strong physical activity segmentarity as opposed to the 'free play' observed during recess at a day care centre.

The schema facilitated through Deleuze and Guattari's social theory enables us to critique the creative potential of the *Smart Moves* assemblage³ to liberate desire and trace nomadic lines of flight upon the BwO of those otherwise unaffected by physical activity.

³ The *Smart Moves* assemblage is referred to as a collection of desiring-machines comprising: the Government Departments responsible for the development of *Smart Moves*; the policy and implementation documents; the professional development documents and courses; the bodies (principals and teachers) who implement and facilitate *Smart Moves*; the bodies of QLD State school students; the physical activities prescribed; and the inscribed lines and directional flows of desire that are produced by *Smart Moves*.

The research method outlined here provides us with an analytic framework with which to appraise Education Queensland's Smart Moves. Next, the policy's assembled machines will be considered through the Deleuzo-Guattarian lens, in order to map their influential flows of desire through the potential lines inscribed upon the BwO of students. This might inform us of the creative potential of Smart Moves to deterritorialize physical activity from the territorial assemblages of HPE and school sport and at the same time to deduce what are the specific technologies of control embraced by Smart Moves.

Smart Moves: Mapping the Lines

As already affirmed, the inclusion of Smart Moves in QLD State schools is an attempt to increase students' curriculum time in physical activity that promotes health. Thus, this analysis evaluates Smart Moves as an invested assemblage coded by the strata of obesity prevention and health promotion. Thus to achieve this it could be said that the Smart Moves assemblage will aim to deterritorialize physical activity from existing HPE and school sport formats, and open new activity forms as lines of flight upon students' BwO.

Smart Moves Assemblage: The Territory

Launched in July 2007, Smart Moves is the product of a QLD Government partnership between the Departments of: Education, Training and the Arts; Local Government; Planning; Sport and Recreation; and Queensland Health. Smart Moves complements the previously implemented Smart Choices Healthy Food and Drink Strategy in the diet and exercise tradition with regard to weight-management. The QLD Government developed Smart Moves following the recommendations of the 2006 Ministerial Review of School Sport and Physical Activity (Queensland Government, 2007d). The report detailed thirteen recommendations categorised under five headings of: Leadership; Staff Expertise; Curriculum; Community; and Partnerships (Queensland Government, 2007b). The Government then compiled the recommendations into six key components:

1. Required time for physical activity
2. Improved access to resources for physical activity
3. Increased capacity to deliver physical activity
4. Provide professional development in physical activity
5. Build community partnerships to enhance physical activity
6. Accountability for physical activity (Queensland Government, 2007d).

These core components of Smart Moves were to be fully implemented in all QLD State schools by July 2008. The Smart Moves assemblage includes: multiple Departments of the QLD Government; the 2006 Ministerial Review of School Sport and Physical Activity; Smart Moves policy and implementation guideline documents; online facilitation resources; QLD State school teachers and staff; and communal physical environments. These machines, as Deleuze and Guattari would know them, are assembled as a tangible site to affect bodies not already affected by the 'abstract-machine' of health promotion through regular physical activity. Smart Moves will now be analysed through the documented policy guidelines and online-resources. The format of the document analysis will present a number of direct statements or guidelines

printed in the document, which will be 'schizoanalysed' through Deleuzo-Guattarian lens to critique the segmentarity of Smart Moves.

Smart Moves Assemblage: 'Schizoanalysis'

Horizontal Axis

We [the QLD Government] are devoted to do everything we can to help combat child obesity and make young Queenslanders healthier... Fewer than one in six boys and one in fifteen girls report meeting the national [physical activity] guidelines... one in four children are overweight or obese... The health, social and economic consequences of this are serious...

- All children and young people need to be physically active...
- Physically active children and young people are more likely to become physically active adults... (Queensland Government, 2007d, pp. 1-2).

A 'schizoanalysis' of Smart Moves' horizontal axis will illustrate what the nondiscursive and discursive components of its 'content' and 'expression' actually are. A Deleuzo-Guattarian perusal of Smart Moves unveils 'the investments of the unconscious desire of the social field, insofar as they are differentiated from the preconscious investments of interest (Deleuze & Guattari, 1983, p. 350).' The 'expressions' of the Smart Moves assemblage illustrate that students are required to be physically active as a means to a social rather than personal end. Their desire towards physical activity is to be invested in preventative health measures in the interest of reducing the social and economic consequences of obesity on the nation. The expressional notions throughout the Smart Moves assemblage state clearly the social responsibility to develop and maintain an active lifestyle. The preventative public health 'expressions' of the Smart Moves assemblage are reflected through the physical activity 'content' promoted.

- Primary schools must allocate a minimum of 30 minutes daily [physical activity] and [lower] secondary schools must allocate at least 2 hours per week curriculum time to physical activity.
- To be of [health] benefit, a physical activity should aim to be of moderate intensity (Queensland Government, 2007a, p. 2).

The clear quantity and quality of physical activity mandated by Smart Moves indicates that it is closely aligned with those advocated in the National Physical Activity Guidelines (Commonwealth of Australia, 2009). Although Smart Moves does not meet the recommended hour of physical activity for health entirely, it aims to induce half of the daily physical activity required to promote optimal health. It is 'presumed' that students' experiences at school will continue beyond school and form active lifestyle choices into adulthood. The physical activity 'content' of the Smart Moves assemblage is identified as health-based, rather than sport-based.

- Children and young people have diverse needs, abilities and interests...
- Students should be encouraging and supporting each other in physical activity, not competing with each other (Queensland Government, 2007a, pp. 2-4).

As evident in the 'expressive' extracts above, Smart Moves physical activity 'content' should be flexible and non-competitive. In contrast to competitive sport, physical activities within the Smart Moves assemblage aim to promote individualised goal setting and to reduce peer comparisons. This aspect of the policy is clearly driven by the principles of inclusion. Students should have access to activities that meet their personal interests and physiological capabilities. This is not to say that they should refrain from intra-personal competition, rather they should not be concerned with evaluating their abilities against others. The Smart Moves assemblage advocates physical activity alternatives to sport that also encourage fun and enjoyment through the exploration and development of movement skills. The task for schools is to develop physical activity 'content' that caters for student diversity.

- Schools have a responsibility to deliver physical activity as part of the curriculum...
- Physical activity is the responsibility of all teachers...

All teachers are to undertake professional development in the delivery of physical activity across the curriculum (Queensland Government, 2007d, pp. 2-4).

The semiotic system utilised in the Smart Moves assemblage places the health of QLD State school students under the control of schools and their classroom teachers. Professional development aims to empower all teachers to deliver physical activity. Assemblage 'content' also includes online resources that allow teachers to facilitate paired student activities using fundamental locomotion skills such as running, jumping, and hopping (Queensland Government, 2007c). The online reference 'content' of the Smart Moves assemblage is representative of the 'expression' that all State school teachers hold the responsibility for facilitating physical activity that improves public health.

'Schizoanalysis' via the 'expression' and 'content' of the Smart Moves assemblage clearly identifies the social investment in preventative public health through an active lifestyle. Smart Moves recognises the need to connect with students and provide physical activity 'content' that enables all students to experiment with bodily movements that promote health. Professional renewal is paramount if Smart Moves is to increase its affectability through multiple connections with students' BwO.

Vertical Axis

The analysis along the vertical axis reveals the segmentary lines of the Smart Moves desiring-machine. The potential production and directional flows of desire will be traced to identify the creative potential of Smart Moves to deterritorialize physical activity from HPE and school sport and affect the BwO of all students.

- Primary schools must allocate a minimum of 30 minutes daily [physical activity] and [lower] secondary schools must allocate at least 2 hours per week in curriculum time to physical activity.
- To be of [health] benefit, a physical activity should aim to be of moderate intensity (Queensland Government, 2007a, p. 2).

The molar lines of the Smart Moves assemblage are clearly illustrated in the guidelines above. The primary purpose of the desiring-machine is to generate and direct currents of desire toward regular physical activity that promotes health. Thus, desiring-production is paranoid and articulated by the biomedical 'abstract-

machine' intent on reducing the incidence of obesity and lifestyle diseases by increasing energy expenditure (Deleuze & Guattari, 1983; Deleuze & Guattari, 1987). However, as previously outlined, it is the deterritorialization of physical activity from the current fields of HPE and school sport that is the principal analysis of this thesis.

- Time spent in Physical Education lessons, sport and other structured physical activity can contribute to the required [Smart Moves] time. (Queensland Government, 2007a, p. 2)

Schools are given the option to attribute time currently spent in HPE and school sport to the Smart Moves assemblage. These molar "lines of integration and territorialization that arrest the flows" of desire do not produce creative fields of difference (Deleuze & Guattari, 1983, p. 367). Schools that choose not to alter existing timetables coagulate the segmentarity lines of physical activity and fail to increase the affective connections between physical activity and the BwO of students.

- Physical activity should not be confined to physical education lessons alone (Queensland Government, 2007d, p. 3).
- 'Curriculum' includes school organised learning programs and/or activities before/after school or at lunchtime (Queensland Government, 2007a, p. 2).

Looking through the Deleuzo-Guattarian lens, supple molecular lines of the Smart Moves assemblage become apparent. The Smart Moves guidelines above indicate a 'preference' for schools to explore physical activity alternatives beyond timetabled HPE. Schools may consider examples of games and less rigid forms of competitive school sport activities organised in students' lunch breaks or outside of school hours. However, these activities identify a relationship to the regime of sport and thus would not constitute a distinct creative trajectory from existing territorial lines. Should schools opt for such activities, they would be considered as molecular lines through Deleuze and Guattari's (1983, 1987) theory of segmentarity. Physical activity should not be confined to physical education lessons alone...

- Physical activity is the responsibility of all teachers (Queensland Government, 2007d, pp. 2-3).
- Consider links with other key learning areas...
- Schools may need [non-HPE] classroom teachers to lead some of the weekly physical activity sessions (Queensland Government, 2007a, pp. 2-4).

Perusal of the policy documents associated with Smart Moves identifies potential deterritorializations from the existing forms of physical activity, or quanta as Deleuze and Guattari (1987) refer to them. Schools and teachers committed to reaching students not already engaging with HPE and sports are encouraged to adopt positive differences in physical activity. Cross-curricular opportunities appear vital for such deterritorialization of physical activity from existing stratification. Lines of flight require creative program development by teachers (and administrators) outside (and within) the existing realms of HPE and school sport. All teachers under the Smart Moves assemblage have been provided the opportunity to acquire the necessary skills and resources to incorporate quality physical activities that inscribe nomadic lines of flight upon the BwO.

The creative potential of the Smart Moves assemblage to deterritorialize physical activity from HPE and school sport is encouraging. Under the Smart Moves legislation physical activity 'content' is the responsibility of all QLD State school teachers in collaboration with expert professional and material resources.

There are, however, a number of implementation guidelines that may limit the creative potential of Smart Moves. The ruptures produced by the policy may be folded back into the strata and reterritorialized as molar lines upon the BwO. For example, physical activity 'content' contributing to the Smart Moves assemblage may derive from HPE classes, along with structured intra and inter-school sporting activities which are already compulsory for schools with a population of greater than three hundred students (Queensland Government, 2007b). In this scenario, the Smart Moves machine fails to deterritorialize the established processes operating within the school, rather they are reterritorialized as Smart Moves. The accountability for the implementation of the program will now be discussed through the investigation of the range and scope of the technologies of control that exist in the Smart Moves assemblage.

Smart Moves: Technologies of Control

Smoothing the Social Landscape

This aspect of analysis focuses on the ability of Smart Moves to permeate the institutional borders previously conceived in disciplinary societies. It is argued that in order to successfully deterritorialize physical activity from HPE and sport, Smart Moves must reach beyond their confines to modulate their devices and technologies of control across the landscape (Deleuze, 1995).

- School facilities are [to be] made more accessible to the community on at least a break-even cost basis (Queensland Government, 2007a, p. 3)

The second component (improved access and resources for physical activity) of the Smart Moves assemblage is a clear example of institutional blending of time, space and economic parameters. As Deleuze details in his analysis of 'control society', the boundaries of institutions are permeable (Deleuze, 1995). Bodies with continual access to Government facilities at a low cost are more likely to become physically active through the characteristic moulding process of control (Deleuze, 1995; Giles-Corti, 2006). Drawing on Deleuze and Guattari, Buchanan (1997) illustrates how the principle of increased access improves the affectability of an assemblage. Students and community members are affected by multiple connections with open fields and arenas under the assemblage, as they partake in recreational activities. One of the primary principles of the Smart Moves is to facilitate life-long active lifestyles and the accessibility aspect of the assemblage enables students and adults to maintain healthy practices through a continual affective connection (Queensland Government, 2007d).

The Department of Education, Training and the Arts... Local Government, Planning, Sport and Recreation, and Queensland Health are working together to improve [public health]... All Teachers are to undertake professional development in the delivery of physical activity across the curriculum...

- Opportunities for participating in physical activity may also be provided within other KLAs [besides HPE]...
- Consistent health messages must be promoted (Queensland Government, 2007d, pp. 1-3).

The QLD Government has adopted an extensive cross-departmental approach to facilitate successful implementation of Smart Moves in schools. The Department of Education, Training and the Arts empower schools and their staff through professional development and resources in facilitating quality physical activity across the curriculum. In addition, the QLD Department of Sport and Recreation provide professional development and accreditations for classroom teachers in facilitating sport and recreational activities as part of their Get Active Queensland campaign (Queensland Government, 2009a). Local Governments can play a critical role in the development and funding of infrastructure that promotes safe and affordable active transport and recreational activities (Townsville City Council, 2009). QLD health are contributing by monitoring the health of QLD communities through data collection and detailing reports, which are complemented by health promotion and marketing campaigns (Queensland Government, 2007d). Government partnerships enable Smart Moves to smooth the social landscape and increase the subjective intensity of the health and physical activity 'abstract-machine' (Deleuze & Guattari, 1983; Deleuze & Guattari, 1987). Smart Moves aims to increase its affective capacity by creating a whole-school approach to physical activity, along with reaching beyond the school to the surrounding community to promote life-long active lifestyles.

Information technology and the popular media are used as part of the Smart Moves machine in an effort to disperse statistical risk modelling of poor lifestyle choices. The QLD Government has produced numerous websites, publications, and free-to-air television advertisements to educate and caution all Queenslanders of the health risks associated with physical inactivity. Joint State and Federal Government television advertisements further intensify the health messages of the Smart Moves assemblage, stipulating daily physical activity targets and appropriate waist circumferences (Australian Better Health Initiative, 2009; Queensland Government, 2009b). Individuals are expected to be self-regulative in response to the statistics provided and reduce their risk of ill health by increasing physical activity. The technologies implemented by the Smart Moves assemblage smooth institutional space, promoting consistent health messages across the social field, however they perpetuate a dated psychological transcendence of the biomedical view of the body.

Accountability for Quality Physical Activity

The technologies of control illuminated from the analysis provide us with some insight into how Smart Moves may be politically positioned in school and teacher practice. Of particular interest are the controls and technologies in place to ensure all teachers are accountable for increasing the health and physical activity levels of each QLD State school student.

Schools are to report annually on their allocation of physical activity as part of the curriculum within the School Improvement and Accountability Framework (SIAF) (Queensland Government, 2007d, p. 3).

Education QLD schools are currently required to present evidence that they have effective planning in place to achieve departmental objectives in providing educational excellence via the School Improvement and Accountability Framework (SIAF) (Queensland Government, 2009c). The continual reporting protocols in the framework is evidence that schools are increasingly being controlled by what should be included in curriculum and daily managerial practices of teachers (Deleuze, 1995). Schools are required to report their allocation of curriculum time to Smart Moves, while Principals are to complete an online survey to inform the policy review set for 2011 (Department of Education and Training, 2009). The control regimes of the Department of Education in QLD require State schools to provide evidence that Smart Moves is being incorporated into curriculum planning.

- [All] schools may need to examine whether all students routinely engage in ... moderate physical activity...
- [Determine] the number of personal steps required to cover a given distance using a pedometer (Queensland Government, 2007a, p. 2).

Schools are not provided with clear modes of data collection to record student engagement in curriculum-based activities. Aspects of the policy specifically identify the quantity of time and the quality of intensity required of physical activity 'content', however, there is no reference to modes of controlling these requirements. As Deleuze (1995) identifies, contemporary technological devices enable the body to be interpreted as 'dividual' matter as opposed to individual students. However, the stride length data produced in the pedometer example above offers little in the way of interpreting activity time or intensity. It was shown in the horizontal analysis that students are encouraged to set individualised goals, however the documented guidelines do not identify control measures that will facilitate this aspect of the policy. How are students to tally personal achievements? The Smart Moves assemblage does not prescribe from specific control technologies to gather data on student engagement in curriculum-based physical activity.

This analysis however provides evidence to allow inferences to be drawn as to the successful implementation of Smart Moves and its ability to comprehensively deterritorialize and increase the incidence of physical activity in QLD State schools. It is argued that without sufficient regulatory controls, teachers and students may make conscious decisions to resist the 'active' forces of Smart Moves. (Though the initial up-take was very enthusiastic by mid-2013 the program is now rarely seen in action in either state or private schools, for example of 20 regional schools in North Queensland surveyed in June 2013, just 2 state school primary schools and 4 Catholic Education primary schools had even the most modest programs still in operation.) Thus, distancing Smart Moves affective capacity from the BwO and forcing it to 'become-reactive' (Deleuze & Guattari, 1983; Deleuze & Guattari, 1987). The micro and macro-political forces operating in contemporary schools warrant Smart Moves to employ further technologies of control to ensure its ascendance in post-disciplinary schools and to affect positive change.

CONCLUSION

Firstly, the Deleuzo-Guattarian theory of 'schizoanalysis' was utilised to outline Smart Moves' main social intention, which was to improve the health of QLD State school students by increasing their participation in quality of physical activity. The discursive and non-discursive components of Smart Moves also illuminate a broadening of responsibility and accountability for student health and physical activity beyond the KLA of HPE and school sport. Smart Moves also has the potential to create supplementary physical activity 'content' in QLD State schools to promote health.

Secondly, the segmentary lines of Smart Moves were drawn to trace the production and flow of desire. Rigid lines of desire towards physical activity were identified as being paranoid, and directed towards the biomedical view of weight management and the body. Statistical data highlighting the health, social and economic risks of inactivity, formulate the 'abstract-machines' of the Smart Moves assemblage that drive its desiring-machines. Molar lines are also evident through the ability for schools to allocate curriculum time spent in pre-established HPE and school sport programs. It was argued that these Smart Moves guidelines permit a reterritorialization of physical activity to HPE and school sport in QLD schools. Supple lines of deterritorialization manifest through possibilities of incorporating physical activities into student lunch

breaks or before/after school. The potential lines of flight produced by Smart Moves are encouraging. Teachers are to receive training and referable resources to increase their capacity to deliver physical activity across the curriculum. However, lines of flight appear dependent on the macro and micro-politics in schools as a number of competing assemblages portray their diagrams of control.

The third aspect of this analysis revealed the technologies of control operating in the Smart Moves assemblage. A distinct collapse of institutional borders was illuminated as Smart Moves aims to extend active lifestyle messages and facilities beyond the confines of HPE and school sport. However, it is argued regulations capable of ensuring all students are completing the required physical activity duration and intensity are lacking in the Smart Moves protocols. Schools are required to present their planned physical activity program as part of the SIAF however, specific details of active student engagement are not requested by Smart Moves.

This study opens a theoretical framework through which future studies may evaluate the implementation of Smart Moves physical activity programs in QLD State schools. The data presented by schools beginning in 2010 under the SIAF should provide insights into the physical activity 'content' of Smart Moves in QLD. However, it is suggested that future studies into the implementation of Smart Moves conduct qualitative and quantitative analyses of student engagement in quality physical activity across the curriculum. Considerations of the range of school contexts and competing regimes should also be features of further work in the area, particularly regarding differences between Smart Moves implementation in primary and secondary schools.

It is noted that the analysis presented here is limited in its assertions. The focused scope of this small-scale research project is restricted by the reading and interpretation of Deleuze and Guattari's theorizations and concepts. In no way does the study comment on how physical activity programs are being implemented in QLD schools as the analysis was limited to the printed document and guidelines.

The successful implementation of Smart Moves in QLD State schools is an integral component of the QLD Government's aspirations to 'make Queenslanders Australia's healthiest people' by 2020 (Queensland Government, 2008, p. 7). While the intentions of Smart Moves appear to be comprehensive, recognition of the biological functions of physical activity appear to outweigh its social and cognitive benefits. Again, lines appear to be drawn in an ongoing debate as to the 'true' purpose of physical activity in the school curriculum. Should physical activity provide students with: weight management strategies; fundamental and advanced motor skills; strategic movement patterns; social skills; morals and values; fun and play; self-confidence; or a kinaesthetic realm to improve academic success? Or is it true that quality physical activity can achieve each of these important aspects in the holistic development and education of students across the QLD curriculum? Smart Moves is an initiative that can expand the essential learnings of HPE and school sport across the curriculum thus implicitly facilitating the holistic development of all QLD students.

CODA (the rise and fall of Smart Moves)

The objective of this paper was analysing the Smart Moves proposals through a Deleuzo-Guattarian theoretical lens. Even though it was not our aim to analyse the actual implementation of the program in QLD schools, it should be noted this implementation has not been successful; the program it is believed never reached its stipulated hours in the majority of primary and secondary schools in the State and is virtually redundant if not 'dead'. This can be seen in testimonies from pre-service teachers who come back from their professional practical placement stating that HPE classes time is usually cut down, a typical

comment was that 'health and physical education classes were often utilised for other purposes such as setting up the school hall for parades, performances etc.' Of the 27 3rd and 4th year students from James Cook University's School of Education that upon returning from teaching practice in April 2013 when asked if they had seen Smart Moves in operation at their schools, only six indicated witnessing the program in action whilst 21 indicated that they did not see it being undertaken.

With the pervading 'audit culture' in Australian schools, represented by the NAPLAN tests, schools and teachers are currently under enormous pressure to emphasise the training of students to perform well in a single, though clearly important underpinning principle of the curriculum; literacy and numeracy. As argued by Thompson and Cook (2013:254) this narrowing of the school curriculum drives teachers to desert areas where 'good teaching' cannot be easily measured (such as engagement and care – including those in the area of physical activity and sport), to focus in areas that that 'can be measured by data points generated through student performance in literacy and numeracy testing' (Thompson & Cook, 213: 254). Informal reports make it clear that with this increased emphasis on literacy and numeracy testing activities, has negatively impacted upon other dimensions such as, the full-implementation of the very temporally 'greedy' Smart Moves program which requires 30 minutes plus per day to be undertaken by all students in the primary school context. Some critics suggest that it has, in fact, led to a further acceleration of the downfall of HPE. Now in the all-pervading audit dominated political climate even the very good social ambitions of Smart Moves seem destined to become yet another artefact in the 'Museum of Educational Good Intentions'.

REFERENCES

1. AAbbott, R., Macdonald, D., Mackinnon, L., Stubbs, C., Lee, A., Harper, C., et al. (2007). *Healthy Kids Queensland Survey 2006: Summary Report*. Brisbane: Queensland Health.
2. Australian Better Health Initiative. (2009). *How do you measure up?* Retrieved October 20, 2009, from: <http://www.measureup.gov.au/internet/abhi/publishing.nsf>
3. Bogue, R. (1989). *DELEUZE AND GUATTARI*. London: Routledge.
4. Booth, M., & Okely, A. (2005). Promoting physical activity among children and adolescents: the strengths and limitations of school-based approaches. *Health Promotion Journal of Australia*, 16(1), pp.52-54.
5. Buchanan, I. (1997). The Problem of the Body in Deleuze and Guattari, Or, What Can a Body Do? *Body & Society*, 3, pp.73-91.
6. Colebrook, C. (2002). *Understanding Deleuze*. Crows Nest: Allen & Unwin.
7. Commission for Children and Young People and Child Guardian. (2008). *Snapshot 2008: Children and Young People in QLD*. Brisbane: Commission for Children and Young People and Child Guardian.
8. Commonwealth of Australia. (2009). *Physical Activity Guidelines*. Retrieved October 20, 2009, from: http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-phys-act-guidelines#rec_5_12
9. Deleuze, G. (1995). *Negotiations 1972 - 1990 (M. Joughin, Trans.)*. New York: Columbia University Press.
10. Deleuze, G., & Guattari, F. (1983). *Anti-Oedipus: Capitalism and Schizophrenia (R. Hurley, M. Seem & H. R. Lane, Trans.)*. Minneapolis: University of Minnesota Press.
11. Deleuze, G., & Guattari, F. (1987). *A Thousand Plateaus: Capitalism and Schizophrenia (B. Massumi, Trans.)*. London: University of Minnesota Press.

12. DeMattia, L., & Lee Denney, S. (2008). Childhood Obesity Prevention: Successful Community-Based Efforts. *The Annals of the American Academy of Political and Social Science*, 615(1), pp.83-99.
13. Denscombe, M. (2007). *The Good Research Guide: for small-scale social research projects*. Maidenhead: Open University Press.
14. Department of Education and Training. (2009). *Primary PE Network Newsletter*. Retrieved from: <http://education.qld.gov.au/curriculum/area/hpe/docs/newsletter-prim2-2009.pdf>.
15. Dinan-Thompson, M. (1998). *Construction and Reconstruction of the Health & Physical Education Policy in Queensland. Paper presented at the Australian Association for Research in Education, Adelaide*. Retrieved from: <http://www.aare.edu.au/98pap/din98063.htm>
16. Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison* (A. Sheridan, Trans.). London: Penguin Books.
17. Gard, M., & Kirk, D. (2007). Obesity discourse and the crisis of faith in disciplinary technology. *Education and Democracy: Journal of Didactics and Educational Policy*, 16(2), pp.17-36.
18. Giles-Corti, B. (2006). People or places: what should be the target? *Journal of Science and Medicine in Sport*, 9(5), pp.357-366.
19. Goodchild, P. (1996). *Deleuze & Guattari: An Introduction to the Politics of Desire*. London: SAGE Publications.
20. Hjelmslev, L. (1969). *Prolegomena to a Theory of Language* (F. J. Whitfield, Trans.). Madison: University of Wisconsin Press
21. Holland, E. (2005a). *Desire + social-production*. In A. Parr (Ed.), *The deleuze dictionary*. Edinburgh: Edinburgh University Press.
22. Holland, E. (2005b). *Schizoanalysis*. In A. Parr (Ed.), *The deleuze dictionary*. Edinburgh: Edinburgh University Press.
23. Massumi, B. (1992). *A User's Guide to Capitalism and Schizophrenia: Deviations from Deleuze and Guattari*. Cambridge: The MIT Press.
24. McMurray, A. (2004). *Community Health and Wellness: a Socioecological Approach (2nd ed.)*. Marrickville: Mosby.
25. Message, K. (2005). *Segmentarity*. In A. Parr (Ed.), *The deleuze dictionary*. Edinburgh: Edinburgh University Press.
26. Mikhailovich, K., Louise, S., & Morrison, P. (2007). *A Review of the Literature on the Health Promoting Schools Model: Historical implementation and demonstrated effectiveness*. Canberra: University of Canberra.
27. Mitchell, J., Price, P., & Cass, Y. (2005). School health promotion - good effort, but could do better; keep up the good work! *Health Promotion Journal of Australia*, 16(1), pp.58-60.
28. Queensland Government. (2007a). *Planning for Smart Moves - Guidelines*. Retrieved from: <http://education.qld.gov.au/schools/healthy/docs/planning-smart-moves.pdf>.
29. Queensland Government. (2007b). *Review Report: Future Development of School Sport and Physical Activity*. Retrieved from: <http://education.qld.gov.au/schools/healthy/docs/review-future-development.pdf>.
30. Queensland Government. (2007c). *Smart Moves: Physical Activity Programs for Queensland State Schools*. Retrieved 26th August, 2008, from: <http://education.qld.gov.au/schools/healthy/physical-activity-programs.html>
31. Queensland Government. (2007d). *Smart Moves: Physical Activity Programs in Queensland State Schools*. Retrieved from: <http://education.qld.gov.au/schools/healthy/docs/smart-moves-web.pdf>.

32. Queensland Government. (2008). *Toward Q2: Tomorrow's Queensland*. Retrieved from: http://www.thepremier.qld.gov.au/library/pdf/tomorrow/Towards_Q2_Tomorrows_Queensland.pdf.
33. Queensland Government. (2009a). *Coaching Courses*. Retrieved October 20, 2009, from: <http://www.sportrec.qld.gov.au/Industryinformation/Coachingandofficiating/Coachingcourses.aspx>
34. Queensland Government. (2009b). *Find your 30 minutes of activity a day*. Retrieved October 20, 2009, from: <http://www.your30.qld.gov.au/>
35. Queensland Government. (2009c). *School Improvement and Accountability Framework 2009*. Retrieved October 9, 2009, from: <http://education.qld.gov.au/strategic/accountability/performance/siafindex.html>
36. Stivale, C. J. (1998). *The Two-Fold Thought of Deleuze and Guattari: Intersections and Animations*. New York: The Guilford Press.
37. Thompson, G., & Cook, I. (2013). The logics of good teaching in an audit culture: A Deleuzian analysis. *Educational Philosophy and Theory*, 45(3), pp.243-258.
38. Townsville City Council. (2009). *Recreation*. Retrieved October 20, 2009, from: <http://www.townsville.qld.gov.au/recreation/index>