

Contents

Photo Competition

PENZ Conference 2011 update

PENZ President Stands Down

PENZ Professional
Development

Primary Workshop Series

Secondary Workshop Series

Teacher Q & A

Links to Visit

NZQA Timeline

Grab a Bargain

PENZ Workshop Series
Calendar

Big Picture Planning - Term 2

Branch activity

SPARCS 2011 YPS

Membership Reminder

Awards 2011

PENZ Good Sorts

PENZ Board Member-
Nomination Form

FTE Spikology Volleyball
Resource

Physical Education: the route ahead?

PENZ National Conference, 18th – 20th July 2011

Methven Resort & Mount Hutt College, Methven, South Island



2011 PENZ National Conference



HAVE YOU REGISTERED YET?

With EARLY BIRD Registrations closing on 20th May - be in quick to make the most of these special rates. Remember also, if you would like to register 3 or more from your school or organisation, Group Discounts apply!

What's more - PENZ will be offering a complimentary transport option between Christchurch Airport and Methven pre and post conference.

For those that are keen to hit the snowy slopes the programme committee's B-Strand (practical) afternoon is looking at providing just that opportunity.

For more information on this and further conference details such as keynote speakers and accommodation options follow the link from the home-page of the PENZ website www.penz.org.nz

CONTRIBUTIONS TO CONFERENCE PROGRAMME

Do you have some ideas for a presentation at conference? Teachers' value others sharing teaching ideas. We invite you to submit your abstract - hurry, submissions close end of day 27th May 2011, contact Lesley Park, lesley@penz.org.nz

PHOTO COMPETITION:

PENZ needs your help with photo images for the front cover of the Physical Educator. Put your best shot forward and be in to WIN 2 PENZ T SHIRTS for your department!! Criteria: A shot depicting Physical Education in action.

Please email your images to gordon@penz.org.nz. Entries close 15th June 2011.

President Stands Down

Alan Ovens has chosen to stand down as President of PENZ as of AGM 2011 on 19 July 2011.

PENZ would like to take this opportunity to thank Alan for his leadership of PENZ during a period of time that has involved a complete change in management. Alan has made a significant commitment when increasing pressures are being placed on those in the tertiary sector to honour their research responsibilities.

Members are reminded that Brent Gray's term of office ends at this year's AGM and Brent will not seek to serve a further term. The relevant section of the Constitution relating to Board appointments includes:

Members of the Board shall be elected or appointed as follows:

- a. The Elected Board Members shall be elected by a majority of Members entitled to vote at an AGM following nomination of a Member by at least two Financial Members of PENZ;
- b. The Maori representative shall be elected by a majority of Members entitled to vote at an AGM following nomination of a Member by at least two Financial Members of PENZ. Nominees shall be capable of representing a Maori perspective.
- c. Nominations for Elected Board Members shall be in the form approved by the Board and received at the registered office of PENZ not less than 10 days before the date set for the AGM;

A nomination form may be found at the end of this newsletter

PENZ Professional Development

PENZ presented regional workshops for both Primary and Secondary Teacher groups in the first term and the feedback from both groups has been positive.

Thank you to the collaborative support from Sport Tasman for the Nelson & Blenheim primary level workshops and Team Solutions for the Auckland and Northland secondary level workshops.

BIG PICTURE PLANNING – LEADING LEARNING IN PHYSICAL EDUCATION

This series of workshops occurred across New Zealand in the early part of Term 1.

Here are some of the comments:

"It was great - hearing other schools ideas/experiences, Clarification/Links of PE, Health, curriculum unpacking documents, discussion with others/sharing ideas."

"Love the big picture - the Why focus. Too often we get caught up with tips and techniques and forget our learning purposes."

There was a good turnout in several regions – A special thanks to the efforts of Gaye McDowell for driving the Dunedin workshop. PENZ values presenters for putting their hand up and making the time in their schedules to present, our sincere thanks to Kirsten Petrie, Libby Paterson, Gaye McDowell, Marg Cosgriff, Brendon Hart, and Darren Powell.

There was feedback that indicated timing of the workshops was not good with a lot of camps on in the early part of term and the preference from several to run the workshop outside school hours. In response to these comments and to return to those venues that were postponed due to the quake, these workshops will be held again this Term.

If you are a Primary Teacher in charge of PE and Sport in your school, then take your opportunity to attend these informative workshops – a great chance to network with colleagues in your area.

For more information on dates and venues refer to the flyer in this newsletter or visit www.penz.org.nz

ASSESSING LEARNING IN SENIOR PHYSICAL EDUCATION WORKSHOP SERIES

These series of workshops have just been completed nationwide. We hope that participants have developed the confidence and skills to modify/write your own assessment tasks to meet the needs of your students as a result of this workshop. Thank you to the following presenters for making this happen: Lorna Gillespie, Darrell Boyd, Kendra Borrie, Karen Holden, Matt Bilsbury, Aaron Mead, Emily Scott, Gus Shirley, Aaron Mead and Chris Williams. The feedback from teachers was very positive and it was great to start workshops in new regions such as Timaru and New Plymouth.

Teachers Questions and Answers

ASSESSING LEARNING IN SENIOR PHYSICAL EDUCATION WORKSHOP SERIES

Q Have we got a date that we can expect to see something from the Level 2 standards?

A Yes, hot off the press. Refer to the table within this newsletter which has been provided by the Ministry of Education.

1.1 Questions

Q For the new achievement standard 1.1B 'My Active Lifestyle' students are asked to complete at least 15 different portfolio entries during the year. How strict is the 15 activities and entries, can my school only do 8?

A In order for the students to reflect, recognise and be able to explain what influences the level of their participation, it is important for your students to be involved in a range of activities. This should occur over an extended period and not a few 'one-off' activities. Therefore the number of 15 entries is recommended in order for the learner to be able to understand the links to wellbeing and life-long learning which should be reflected in their diary entries.

Q A student comments only on their 'best' participation activities within their diary entries, yet as a teacher you know that they have not participated with a high level of effort. How would this affect their final grade?

A The teacher should use their professional judgement to determine a final participation grade and should have a collection of evidence to support this. The Teacher Recording Sheets will be enough evidence to support the final grade.

Q I am confused about how students can gain an excellence for the participation aspect for 1.1. Resource 2 lists some extra requirements for excellence such as willingness to accept challenge, while the tracking sheet suggests that a majority of merit grades is equivalent to an excellence. Is it one or the other? Why two different sets of information?

A The original document did not have the excellence column that you currently see. Unfortunately this column was added to without consulting the original writers. A student should be awarded an excellence if they participate actively in a variety of physical activities if they CONSISTENTLY show high levels of effort and engagement. Therefore the teaching recording sheet would reflect a large number of merit grades – whereby the teacher would then make a final judgement to award an excellence. The EN (explanatory note) should clarify this which states *'Displaying a consistently high level of effort and engagement involved full and positive participation in physical activities, along with regular contributions to support others to be active and/or showing sustained effort to improve over time.'*

Q If a student has lost their logs, yet the teacher has sighted the evidence, would a moderator accept this if it was clearly outlined when submitting the moderation material?

A If there was a statement provided by the assessor that outlined this, then the moderator would have to trust the assessor's professional judgement

Q While numbers are not currently popular in terms of NCEA, teachers in my department are still keen to know what 'consistent' means for participation e.g. 80% of the time, 70% of the time etc?

A It is expected that the teacher will use their professional judgement and should make a holistic judgement based on their effort over time. A good collection of evidence should support the final grade awarded.

1.2 Questions

Q Are there any problems with splitting 1.2 into Anatomy, Exercise Physiology & Biomechanics and teaching and assessing each bit separately? One school currently does this and say their grades are better as a result.

A If you look at the current 1.2B exemplars, it does exactly this. 1.2A combines the Anatomy and Biomechanics aspects of the standard together, and the Exercise Physiology component separate. NOTE: The assessment tasks 1.2, 1.4 and 1.6 have recently been added to the TKI website. Use this link to go straight there! <http://legacy.tki.org.nz/e/community/ncea/phised-lvl1.php>

Q I am confused about the depth/breadth levels for 1.2 - Does this mean if a student answers 3 different assessments (anatomy/biomechanics/exercise physiology) at a Merit level, then this would equal breadth?

A The concepts of breadth and/or depth are used to aid in exemplifying the expectation

for excellence and depth is not considered as a summative result of several merit performances. In this case, achieving with merit clearly requires learners to demonstrate in-depth understanding of the function of the body as it relates to the performance of a physical activity. Explanatory note number 3 within the standard does however state 'may include but not limited to basic functional anatomy, basic principles of biomechanics, basic physiological responses', therefore tasks do not necessarily have to cover all three. The teacher should make a professional judgement based on a holistic examination of the evidence provided against the achievement standard.

Q The 1.2A 'Shoot Hoops' exemplar has a homework task – yet in the Conditions of Assessment document, it clearly states that this is an in class supervised assessment. Are Conditions of Assessment absolute or a guideline?

A The conditions of assessment should be followed. Therefore if it states supervised, it should be. However, if you have already begun to use this and are using Task 3 as a homework task, be very aware of the authenticity issues that can be associated with this. This task will be QAAMED, but cannot confirm when this will be, therefore be aware that it may be modified in the future.

1.3 Questions

Q 1.3 – I have a concern about the manageability of students setting their own performance goals, self assessing and making judgements about their own performance – this may not be the same as how the teacher would see their performance.

A Students should set their personal goals with the knowledge of what an A, M or E performance consists of as they may not set a goal to achieve with excellence. However, the teacher must take responsibility for the final grade and therefore will have the ability to adjust and

award the final grade. The teacher and student could co-construct performance goals.

Q For 1.7, are students able to demonstrate, and therefore explain different behaviours for different activities, or do they have to use the same ones for each activity?

A Yes, as it states in the assessment task 'depending on the chosen activities, you could suggest alternate behaviours.'

Q Can I assess some students in my class verbally and others by written assessment?

A Yes you can. However, you need to ensure that the Conditions of Assessment are the same. The questions MUST be exactly the same, as well as the time frame. Be very clear if the students can or cannot use notes. Evidence of verbal assessment must be supplied, refer to some samples in the appendixes within the new assessment tasks to use as a guide. If this is a new process for you, It may be beneficial to video or record these to cross mark within your department, or transcribe an achieved, merit or excellence to compare to your written assessments to ensure the student has met the requirements of the standard.

Q Practical assessment at Level 1 - If there are no rubrics out there, how can we be sure we are at the right standard? What sort of progression would we expect to see from Level 1 to Level 2?

A Be guided by the assessment schedules. Teacher professional judgement against the standard is considered sufficient at Level 1. Level 1 offers the opportunity for teachers/departments to use their innovative activities and assessments that meet the needs of their learners at their school.

Q When students are offered the choice to be assessed in their own sport, how do you

determine whether outside coaches have assessed fairly?

A Ultimately, the teacher is responsible for awarding the grade, and therefore they need to have systems in place to ensure they know the performance has been accurately assessed. If an outside provider is being used, ensure that communication is occurring between the outside assessor and the teacher so it is clear what the expectations are and there is sufficient evidence to confirm a grade. The communication should include developing the experts understanding of standards based assessment and what evidence is required for the context in order to make a valid judgement. However using an outside assessor could be debated. Is there really a need to use an outside assessor at Level 1? Surely it is a physical education course and therefore should be assessed by the physical education teacher as part of a coherent teaching and learning programme?

Q Is a new 'Clarification Document' in the pipeline? The old one is very useful.

A The clarification document cannot be written in advance. It relates to issues seen in moderation, so until issues arise, this cannot be presupposed. Refer to the NZQA website for the Clarifications Documents: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/physical-education/clarifications/>

Q Guidance on writing on learner scripts - is there anything mandated about what can and cannot be written on learner scripts (with particular regard to feed forward etc)

A This information should come from within your school, and not from each separate subject area. Check with YOUR school.

Q With the chance that we will be doing different modes of assessment how will this affect the

PE assessments that can count as literacy credits

A Click on the link below to read the requirements. Within this document it states: **Literacy** is the written and oral language people use in their everyday life and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.

Level 1 Literacy and Numeracy Requirements From 2011

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-rules-and-procedures/secondary-schools-supporting-information/literacy-numeracy-2011/>

Q Holistic judgements – how far to take these judgements now that statements such as *For achievement with merit the student must achieve in tasks 3, 5, and 6. etc...* no longer exist.

A Looking at the exemplar tasks, we note that there has been a move away from separating out pieces of the assessment that require the judgements to be explained when multi-leveilling occurred. Teachers need to make holistic judgements in cases where a task may have produced multi-leveilling in the responses (look at the entire body of evidence to see if they have met the criteria).

Q When a teacher uses other modes of assessment are they able to prompt the student (how much is too much?)

A When using verbal assessment, the conditions need to be fair and valid. All questions given must be the same for ALL students. Therefore prompting should be avoided in any mode of assessment. Sometimes teachers find that they need to clarify a task further for students. All should be able to benefit from any further explanation and this explanation should not include prompting. It would also be valuable to note what aspects of a task students do not understand and make changes for future use of that task. Think carefully about the questions you will use, what evidence do you need and how could you get this evidence.

Links every Physical Educator needs to visit...

FINAL PUBLISHED ASSESSMENT RESOURCES

Below are resources, labelled 'Final published assessment resources', which are for use with students in 2011. They have been updated as a result of trialling in schools or from final changes made to the registered standards in December last year. NOTE: 1.2, 1.4 and 1.6 have now been added. <http://legacy.tki.org.nz/e/community/ncea/physed-lvl1.php>

PHYSICAL EDUCATION - ANNOTATED EXEMPLARS FOR LEVEL 1, 2 AND 3

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/physical-education/annotated-exemplars/>

PERFORMANCE STANDARDS

Level 2: <http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/PE/pe-perform-std-L2-10.doc>

Level 3: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/physical-education/level-3/>

MODERATORS NEWSLETTERS

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/physical-education/moderator-s-newsletter/september-2010/>

SCHOLARSHIP PHYSICAL EDUCATION

<http://www.nzqa.govt.nz/qualifications-standards/awards/scholarship/scholarship-subjects/scholarship-physical-education/>

MODERATION BEST PRACTICE WORKSHOPS

<http://www.nzqa.govt.nz/about-us/events/best-practice-workshops/physical-education/>

NCEA DRAFT STANDARDS- LEVEL 2 PHYSICAL EDUCATION

<http://legacy.tki.org.nz/e/community/ncea/physed-lvl2.php>

HOT OFF THE PRESS!

The NZQA April Newsletter for Physical Education is now available on the NZQA website.

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/physical-education/moderator-s-newsletter/april-2011/>

Planned dates for the publishing of various drafts of the L2 and 3 standards and assessment resources

Many of you have been asking at the recent workshops when the Level 2 assessment tasks will come out. The Ministry of Education have just released this timeline below which should clarify what and when for Level 1, 2 and 3.

Timeline	2011	2012	2013
Alignment of Standards with NZC	Level 1 in use Level 2 planning drafts in May Level 2 final drafts in September Level 3 pre-consultation drafts in Feb Level 3 consultation in Aug/Sept	Levels 1 and 2 in use Level 3 planning drafts in May Level 3 final drafts in September?	Levels 1, 2 and 3 in use
Assessment Resources	Level 1 in use Level 2 drafts in May, publish by end of year Level 3 trial	Levels 1 and 2 in use Level 3 drafts in May, publish by end of year	Levels 1, 2, and 3 in use
Annotated Exemplars	Level 1 in use Level 2 publish by end of year	Levels 1 and 2 in use Level 3 publish by end of year	Levels 1, 2, and 3 in use
Teaching and Learning Guides	Available now: Accounting; Business Studies; Learning Languages; Mathematics and Statistics; Sciences; Social Sciences; Technology; Te Reo Māori in English-medium Schools; Under development 2011: Arts; Health and Physical Education; English		


SPORTS GEAR BARGAINS

Grab a Bargain at

www.sportsdistributors.co.nz

New deals every week!



	PRIMARY TEACHER WORKSHOPS	SECONDARY TEACHER WORKSHOPS
TERM 2	<p>Big Picture Planning – Leading Learning in Physical Education</p> <p>This workshop will focus on the following:</p> <ul style="list-style-type: none"> • <i>What is your School vision for Physical Education?</i> • <i>What do we want children to learn in Physical Education?</i> • <i>Bringing NZC to life in Physical Education</i> • <i>Knowing your learner – what are their strengths and weaknesses?</i> • <i>Long term planning 2011 and beyond within your school – how what and why?</i> • <i>Leadership – building leadership within your school for Physical Education.</i> • <i>Establishing clusters in your region and getting points of contact</i> <p>Back by demand, these regional workshops will be held at a number of venues around NZ, check out the flyer for more details or go to www.penz.org.nz</p>	
TERM 3		<p>Secondary Physical Education Level 2 NCEA Your Students – Your Programme!</p> <p>This informative and hands on workshop aims to</p> <ul style="list-style-type: none"> • <i>Reflect on your 2011 Level 1 programmes</i> • <i>Deconstruct Level 2 standards for 2012 (Standard Aligned versions)</i> • <i>For participants to be actively involved in planning Level 2 programmes while investigating a number of options to meet the needs of your students in your school</i> <p>Regional Workshops in WEEK 9 TERM 3 – more details on dates and venues coming soon</p>
TERM 4	<p>Teaching Physical Education with Confidence</p> <p>This workshop aims to support teachers to feel more confident and competent when delivering physical education to their students.</p> <p>The workshop will provide teachers with opportunities to:</p> <ul style="list-style-type: none"> • <i>Explore and experience some simple ideas/activities to help get started with making PE inclusive, engaging and educational for the diverse range of students in their class;</i> • <i>Think about PE in ways that makes it more accessible for them as teachers and in ways that links to the learning needs of their students;</i> • <i>Consider simple ways to make links between learning in PE and other curriculum areas;</i> • <i>Look at a variety of ways to think about planning for PE (from a range of templates);</i> • <i>Access and explore how to modify resources to help with planning for meaningful PE;</i> • <i>Identify the pedagogical skills they already use effectively (in other curriculum areas) and looking at how these might that be translated into Physical Education settings.</i> <p>Regional Workshops – more details on dates and venues soon</p>	<p>Biomechanics Ideas for teachers to deliver Biomechanics in a practical setting</p> <p>This workshop will focus on understanding the key terms and concepts within biomechanics and how to apply them in a practical setting with your students Come prepared for a practical experience!</p> <p>Regional Workshops – more details on dates and venues soon</p> 



BIG PICTURE PLANNING: Leading Learning in Physical Education

Back by popular demand in TERM 2 –

Take the opportunity to attend these informative workshops for Primary Teachers in charge of PE and Sport.

This workshop will focus on the following:

- What is your School vision for Physical Education?
- What do we want children to learn in Physical Education?
- Bringing NZC to life in Physical Education
- Knowing your learner – what are their strengths and weaknesses?
- Long term planning 2011 and beyond within your school – how, what, and why?
- Leadership – building leadership within your school for PE.
- Establishing clusters in your region and getting points of contact.

Workshop Times:

After school 4pm – 7pm (except for CHCH 3.30pm – 6.30pm)

Workshop Fees: (per person, incl gst)

\$75 Standard Rate

\$56.25 PENZ Member Rate

What to Bring:

NZ Curriculum

How to Register:

It's easy – complete your registrations online, visit www.penz.org.nz and click on the REGISTER NOW button on the home page

Hurry – first in first served. Registrations close 31st May 2011

Contact:

For any queries, please contact Qionne at the PENZ office on 07 542 3151 or email admin@penz.org.nz

✓	REGION:	DATE/TIMES:	VENUE DETAILS:
<input type="checkbox"/>	Rotorua	TUES 7 th June 4pm – 7pm	Rotorua Netball Centre Westbrook Complex, Malfroy Road, Rotorua
<input type="checkbox"/>	Wanganui	WED 8 th June 4pm – 7pm	Kingsgate Hotel McKinnon Conference Room, 279 Victoria Ave, Wanganui
<input type="checkbox"/>	Christchurch	TUES 7 th June 3.30pm – 6.30pm	Avonhead Primary School School Hall, 55 Avonhead Road, Avonhead, Christchurch
<input type="checkbox"/>	Timaru	THUR 9 th June 4pm – 7pm	Aoraki Polytechnic Room G4, 32 Arthur Street, Timaru
<input type="checkbox"/>	Invercargill	THUR 9 th June 4pm – 7pm	University of Otago Southland Campus West Wing Lab, 100 Nelson Street, Invercargill

Branch Activity

Get involved in the PE Community! If you haven't already we urge you to support your local PENZ Branch. These are a great opportunity for you to network and share ideas. Thank you to those who keep these alive!

Branch details also available on the PENZ website www.penz.org.nz

Branch	Date of next meeting	Chairperson/Key Contact	Email
Auckland	11TH May, 4.15pm at St Cuthberts College	Monique Van Groenewoud	moniquev@stcuthberts.school.nz
BOP Secondary	Thursday 5th May 1.45pm Papamoa College	Grant Marshall	g.marshall@tbc.school.nz
Waikato	Term 2, yet to be confirmed St Peters Collegiate	Nick Power	nickp@stpeters.school.nz
Christchurch	Term 2, yet to be confirmed	Nathan Walsh	walshn@staff.cbhs.school.nz
Nelson	Term 2, Korfbal, yet to be confirmed	Gus Shirley	sh@waimea.school.nz
Timaru	Yet to be confirmed	Claire O'Neil Allan Faith	coneill@timarugirls.school.nz allan.faith@craighead.school.nz
Dunedin	Thursday 12th May 3.30-5pm Otago Girls High School Gym (Meet and Greet)	Marcelle Clements Kurt Kennedy	marcelle.clements@otagogirls.school.nz kdkennedy@kavanagh.school.nz
Wellington	Paraparaumu College Sports Pavilion on Wednesday 18th May at 12.30 pm (lunch provided).	Aaron Mead	mea@paraparaumucollege.school.nz
Invercargill	Term 2, yet to be confirmed	Mark Kerslake	mkerslake@menzies.school.nz
Napier	Term 2, yet to be confirmed	Karen Holder	karen.holder@iona.school.nz

New Plymouth - Get in touch with us if you would like to head this up lesley@penz.org.nz

SPARC's 2011 YPS

Generations change, so what's the future of 'sport and recreation' in New Zealand – rugby and netball? Or snowboarding and surfing? Something else entirely? SPARC is currently inviting some schools to participate in a nationwide Young People's Survey (YPS) on kiwi kids' participation in sport and recreation. Importantly, participating schools will benefit from a better understanding of sport in their own community.

To find out more go to www.sparc.org.nz/yps

Has your 2011
PENZ Membership
been overlooked?
contact us today!



New Members welcome!
.... benefits include:

- Academic Journal - currently published three times a year, the Journal of Physical Education New Zealand includes professional research articles and book reviews. Articles are sourced from throughout the world
- www.penz.org.nz - As a PENZ Member your Members only access includes information on professional development programmes, a wide range of resource downloads, upcoming events, on-line bookings, and useful links to other sites
- Regional Branches - responsible for strengthening local initiatives, supporting members and offering advice to members in their areas
- Advocacy - at national and local levels, PENZ advocates for quality education through liaison with government and relevant agencies
- Professional Development - regional workshops are held for both Primary & Secondary Teachers
- Annual National & Leadership Conferences - providing excellent opportunities for further professional development and networking

PENZ Members receive 25% discount on standard workshop and conference fees

Contact us today to
find out more....

Email admin@penz.org.nz
Call +64 7 542 3151
or visit www.penz.org.nz to
download a PENZ Member Application form

PENZ Awards 2011

PENZ recognizes the excellence, achievement and service of its members through a range of awards. The nomination process for the 2011 awards is now open and we invite members to nominate people who should be considered for an award. Please note that some awards will be made at the PENZ National Conference in July while others will be made later in the year at either the Leadership Conference or at a function at the winning school/institution.

WHO MAY MAKE A NOMINATION?

Nominations may be made by any PENZ member by completing a nomination form and forwarding it to the Chief Executive of PENZ at:

PO Box 10203, Bayfair, Mount Maunganui 3152,
or Gordon@penz.org.nz

AWARDS FOR 2011 AND DEADLINES FOR NOMINATIONS?

A.

- Fellow of PENZ
- Life Member
- Sir Alexander Gillies Medal

Nominations for the above three awards must be received at the PENZ office by 12:00 noon on **Friday 27 May 2011**. Late submissions will not be accepted. These awards will be presented at PENZ National Conference 18-20 July 2011 in Methven.

B.

- Outstanding New Professional Award
- Outstanding Physical Education Award
- AS Lewis Award

Nominations or essays (AS Lewis Award) must be received at the PENZ office 12:00 noon on **Friday 2 September 2011**. Late submissions will not be accepted. These awards will be presented either at the Leadership Conference or on an appropriate occasion at the winning school / institution.

Please refer to the PENZ website www.penz.org.nz for more information about the PENZ Awards 2011

PENZ Good Sorts

MATT BILSBURY – HOD PHYSICAL EDUCATION AT ELLESMERE COLLEGE, LEESTON

We like to think that Physical Education teachers are very flexible and can juggle many jobs at one time. Matt Bilsbury continues to prove this on a daily basis. This young fellow is currently teaching and leading his department at Ellesmere College, Leeston. After being involved in the recent Assessing Learning in Senior Physical Education workshop series, Matt came through and saved the day for the Timaru region to ensure their workshop went ahead smoothly. The fact that he carpooled to work that morning was not a problem either, and thank you to the staff member who lent their car to him to get there to present! Nice one Matt!



Physical Education New Zealand Board Member Nomination Form

I (print name) _____

nominate

to be: (i) PENZ Board member;
(ii) PENZ President

Signature of nominator _____

I second the nomination (name) _____

Signature of seconder _____

I accept the nomination _____

Date: _____

Physical Education New Zealand constitution requires that both the nominator and the person being nominated must be a current financial member.

WHAT TO DO NOW:

Either fax or post this form to:
PENZ National Office on (07) 542 4373 or post to:

PENZ
PO Box 10203
Bayfair
Mt. Maunganui 3152

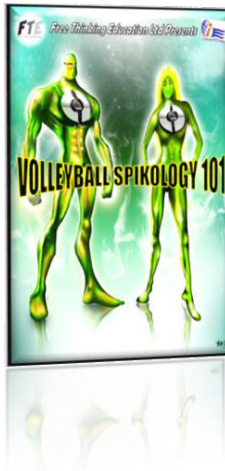
Nominations close 5pm on Friday July 8th, 2011



Free Thinking Education presents

Volleyball Spikology Resources

\$120each



Volleyball Spikology Resources are visual (DVD) teaching aids that teach students how to play Volleyball, in a fun and easy way. All three resources contain progressive games, adapted to a Teaching Games for Understanding (TGfU) approach, including step by step skill and drill activities accompanied by simple and easy to understand key tips. All three products contain adaptable manuals (*Microsoft Word*) that can be used flexibly for your students and your school. In addition, Volleyball Spikology resources have been endorsed by Volleyball New Zealand and can be used as a coaching tool. All three resources support the *Key Competencies* and *Values* found in the NZC.

Want to preview the dvds? Check out the following Youtube link:
<http://www.youtube.com/user/FTElTD>

Volleyball Spikology 101	Poirewa Spikology	Volleyball Spikology
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