



PHYSICAL EDUCATION NEW ZEALAND  
TE REO KORI AOTEAROA

## THINKING BODIES MOVING MINDS PENZ CONFERENCE 2009 6 – 8 JULY, BETHLEHEM COLLEGE, TAURANGA

### GENERAL INFORMATION

#### **Bethlehem College**

The college is located at number 24 Elder Lane, Bethlehem, Bay of Plenty 3110. The new Performing Arts Centre will host some sessions. The Events Centre and the main college campus will host others.

The College has a strict no smoking and no alcohol policy. Please adhere to these rules.

#### **Map of Venue**

We are using the Performing Arts Centre, the Events Centre and the TBlock of the main campus over the three days.

#### **MAP ATTACHED**

#### **Registration and Information Desk**

Location	Foyer of the Performing Arts Centre	
Opening hours	Monday 6 July	7.45am – 4.00pm
	Tuesday 7 July	8.00am – 5.00pm
	Wednesday 8 July	8.00am – 4.00pm

Telephone +64 21 948 801

#### **Messages**

Messages for delegates may be left at the registration desk for display on the notice board.

#### **Car Parking**

Car parking for delegates is available on campus.

#### **Transport Provided by PENZ**

Words already supplied by Gordon

#### **Taxis**

Tauranga Airport is approximately 20 minutes from Bethlehem College by taxi and the taxi fare will cost around \$40.

#### **Airport Shuttle buses**

Several shuttle buses run regular door to door services to the airport. The journey from Bethlehem College or Tauranga city is 2- - 25 minutes. Fare will cost about \$15 - \$20 per person with the cost reducing for 2 or more passengers traveling together.

**Refreshments**

Pre-session tea and coffee, morning and afternoon teas and lunch will be served in the in the foyer of the performing arts centre. This is also where the exhibition and registration are.

**Mobile Phones**

Please ensure mobile phones are off, prior to going into any sessions.

**Speaker Preparation Room**

Speaker preparation facilities – computer with the application powerpoint and internet - will be available to presenters. A technician will be available to assist you from 8am to 4pm each day.

<b>Telephone Directory</b>	
Registration Desk +64 21 948 801 Bethlehem College (07) 576 6769	Bay Citicabs, phone 07 577 0999 Tauranga Mount Taxis, phone 0800 829 477 Taxicabs, phone 07 575 4054 NZ Cabs, phone 07 577 0304
Air New Zealand 0800 737 000 Qantas 0800 808 767	Coastline Shuttles NZ (7) 541-0888 Call-a-Bus (7) 578-9398



Conference Managers

Amy Fitzgerald

Flow Events Ltd

PO BOX 24-308

WELLINGTON

[www.flowevents.co.nz](http://www.flowevents.co.nz)

Telephone: 021 948 801

Email: [amy@flowevents.co.nz](mailto:amy@flowevents.co.nz)

# SOCIAL PROGRAMME

## Pre-Conference Meet and Greet

Date: Sunday 5 July

Time: 6pm

Venue: The Cornerstone Pub, 55 The Strand, Tauranga City

[www.cornerstonepub.co.nz](http://www.cornerstonepub.co.nz)

This is a great opportunity for conference delegates to network before the formality of the conference days begin. Come along and meet the conference planning committee and other conference delegates, enjoy some light nibbles, discuss what conference session you are looking forward to the most! Look for a reserved section in the bar for PENZ CONFERENCE. Note: no beverages supplied.

## PENZ AGM followed by Welcome Reception

Date: Monday 6 July

Time: 4pm AGM commences

5pm Welcome Reception with refreshments

Venue: Mills Reef Winery, Bethlehem

[www.millsreef.co.nz](http://www.millsreef.co.nz)

Mills Reef is a beautiful winery located just minutes walk from Bethlehem College. Members are encouraged to attend the AGM at 4pm. The AGM will be hosted in a meeting room that adjoins the restaurant/ bar area. Tea and coffee will be provided to all AGM attendees. A drink voucher (supplied in your conference bag) will entitle you to a wine, beer or soft drink of your choice at the winery. Nibbles will be provided. Cash bar will be in operation. Enjoy the beautiful setting and network with your colleagues and peers. Nibbles are provided to delegates but there is no dinner menu available. We can recommend CSB Gastro Bar & Restaurant (CSB = Corner Stone Bethlehem). The restaurant has a five star rating and served wonderful pub food. 19 Bethlehem Road (Bethlehem Town Centre) 07 579 2084

## PENZ Conference Dinner and Dance

Date: Tuesday 7 July

Time: 7pm arrival at the venue for a pre-dinner drink (**note** transport will be provided from various locations with a pick-up scheduled anytime from 6.30pm – listen for the announcement at the conference)

Venue: Classic Flyers NZ, Tauranga's Unique Aviation Themed Function Centre, 9 Jean Batten Drive, Mt Maunganui

[www.classicflyersnz.com](http://www.classicflyersnz.com)

The theme is The Roaring 20's or Wartime 40's. The main hangar is surrounded by classic aviation theme. Make an effort to blend into the surroundings! Dress-up is compulsory so come prepared! There will be prizes for the best-dressed.

A sit-down buffet meal, wine and entertainment will be provided. Cash-bar will also be in operation. This evening promises lots of fun for delegates. Entertainment by 'Left Hand Break' a Tauranga based band that are notorious for filling the dance floor!

# PROGRAMME

PAC – Performing Arts Centre, Primary Hall – large classroom with practical space in the Performing Arts Centre, HE1 – classroom above the gym in the Events Centre, T201, T205 & T206 – classrooms in T Block of main campus, T204 – computer lab in T Block of main campus

**Note: it is important to make your way to your preferred session on time, classroom size may mean spaces at sessions are limited**

## Day 1: Monday 6 July 2009

Time	Session						Location
7.45am – 8.45am	Registration						Foyer, PAC
8.30am – 9.00am	Briefing for Powhiri						Foyer, PAC
9.00am – 10.00am	<b>Powhiri and Welcome</b> by the Mayor of Tauranga						Auditorium, PAC
10.00am – 10.30am	Morning Break						Foyer, PAC
10.30am – 11.00am	<b>Opening Address and Housekeeping</b> <i>Gordon Paterson and Alan Ovens (PENZ)</i>						Auditorium, PAC
11.00am – 12.00pm	<b>Keynote – Culturally responsive practice: integrating body, mind and heart</b> <i>Angus Mcfarlane, University of Canterbury</i>						Auditorium, PAC
12.00pm – 1.00pm	Lunch						Foyer, PAC
	Concurrent Sessions						
	T205, main campus	HE1, Events Centre	Gym, Events Centre	Primary Hall, PAC	T206, main campus	T204, main campus (pc lab)	
1.00pm – 1.30pm	Physical Activity and Type II diabetes <i>Hennie Pienaar et al, SIT</i>	Body and Mind <i>Sally Hart &amp; Michelle Cleaver, NZQA</i>	Personal & Social Responsibility <i>Alan Ovens, University of Auckland</i>	Ethics through Sport: Olympic Education <i>Rachel Thorner, Tangaroa College</i>	Adapted Physical Education Intervention <i>Jidovtseff Boris, University of Liege</i>	How to use Siliconcoach movement analysis s/w <i>Steve Goodlass &amp; Ferg D'Ardis, Siliconcoach</i>	
1.30pm – 2.00pm	Competing obesity discourses <i>Richard Pringle &amp; Dixie Pringle, University of Waikato</i>				Involving Students in designing their learning experiences <i>Rachel Saunders, University of Waikato</i>		
2.00pm – 2.30pm	Building Castles in the Sand <i>Lisette Burrows, University of Otago</i>				Primary Teachers and Physical Ed <i>Kirsten Petrie, University of Waikato</i>		
	Auditorium, PAC			HE 1, Events Centre	Gym, Events Centre	Primary Hall, PAC	
2.30pm – 3.30pm	Panel Session – Youth and Physical Activity <i>Roger Rees, Adelphi University, Clive Pope, University of Waikato (chair), Angus Mcfarlane, University of Canterbury, Liz Bressan, Stellenbosch University, South Africa, Sandra Blair, Fairfield College, Tom West, student Speaker</i>			Dancing and thinking at the same time <i>Linda Ashley, AUT University</i>	Is there a joker in that mind? <i>Miranda Lintott, Victoria University</i>	Pogo Pulse Flying Method <i>Tom Dilba and Brett Wise, Pogo Pulse</i>	
4pm – 5pm	AGM at Mills Reef Winery – all welcome, tea/coffee provided						
5pm	Welcome Reception – drinks and nibbles (one drink voucher per person)						

**Subject to minor scheduling changes**

**Day 2: Tuesday 7 July 2009**

Time	Session						Location
8.00am – 9.00am	Registration						Foyer, PAC
9.00am – 10.00am	<b>Keynote – Bullying in schools: how sport and physical education can be part of the problem and part of the solution</b> Roger Rees, Adelphi University						Auditorium, PAC
10.00am – 10.30am	Morning Break						Foyer, PAC
	Concurrent Sessions						Various
	Auditorium, PAC	T206, main campus		Gym, Events Centre		Primary Hall, PAC	
10.30am – 11.30am	Panel Session – Health & Phys Ed in the NZ Curriculum <i>Richard Pringle, University of Waikato; Alan Ovens, University of Auckland; Sally Hart, NZQA, Siobhan Harrod, University of Auckland, Stuart Deerness, St Mary's School, Kirsten Petrie, University of Waikato (chair)</i>	Understanding the Sports Media <i>Toni Bruce, University of Waikato</i>		Pogo Pulse Flying Method <i>Tom Dilba and Brett Wise, Pogo Pulse</i>		Jump Start <i>Alli McKenzie, University of Otago</i>	
	T205, main campus	Primary Hall, PAC	Gym, Events Centre	T206, main campus	HE1, Events Centre	T204, main campus (pc lab)	
11.30am – 12.00pm	Physical Self-Perception <i>Duncan McKenzie &amp; Kristina Mason, SIT</i>	Inclusion, whose role is it? <i>Andy Roche &amp; Chris Gunn, Halberg Trust</i>	Fundamental Movement Skills <i>Nick Chambers, Sport BOP</i>	Synergy – sports coaching and physical education <i>Tania Cassidy, University of Otago</i>	Leave No Trace <i>Chris North, Uni of Canterbury &amp; Jamie Stewart, Leave No Trace NZ</i>	Innovative ways to teach biomechanics using video analysis s/w <i>Steve Goodlass &amp; Ferg D'Ardis, Siliconcoach</i>	
12.00pm – 12.30pm				Skill Acquisition <i>Wayne Smith, University of Auckland</i>			
12.30pm – 1.30pm	Lunch						Foyer, PAC
	Concurrent Sessions						Various
	Primary Hall, PAC	HE1, Events Centre	T205, main campus	T206, main campus	Gym, Events Centre	Pool (BOP Poly)	
1.30pm – 2.00pm	Racoon Circles <i>Miranda Lintott, Victoria University</i>	Promoting Positive Body Image <i>Darren Powell, MacLeans Primary School</i>	Kapa Haka <i>Paul Whitinui, University of Waikato</i>	Engaging today's youth in Physical Education <i>Katie Fitzpatrick, University of Waikato</i>	UNITEC Active Tools <i>Jude Till, Rob Gambolati and Sue Emerson</i>	Aquatic Contexts for years 4 – 11 <i>Jan Taylor &amp; Angelo Naude, Watersafe Auckland</i>	
2.00pm – 2.30pm			Sacred Cow <i>Lawrie Stewart, SPARC</i>	Junior physical Education <i>Alec Solomon, Rangitoto College</i>			
2.30pm – 3.00pm							
3.00pm – 3.30pm	Afternoon Break						Foyer, PAC
	Concurrent Sessions						Various
	T205, main campus	T201, main campus	Primary Hall, PAC	T206, main campus	Gym, Events Centre	T204, main campus	
3.30pm – 4.30pm	Thinking about Post-Grad study <i>Lisette Burrows, Richard Pringle, Uni of Waikato, Tania Cassidy, Uni of Otago, Bob Rinehart, Uni of Waikato, Wayne Smith, Uni of Auckland</i>	Beliefs, Knowledge and Practice <i>Rod Philpott, Lynfield College</i>	Manaakitanga: Give and receive <i>Gaye McDowell and Melissa Marks, University of Otago</i>	Latest advances in Athletic and Performance Monitoring Technology, <i>Richard Snow, VX Sport</i>	Cooperative Learning <i>Alan Ovens, University of Auckland</i>	Innovative ways to teach biomechanics using video analysis s/w <i>Steve Goodlass &amp; Ferg D'Ardis, Siliconcoach</i>	
4.30pm – 5.00pm							

**Day 3: Wednesday 8 July 2009**

Time	Session						Location
8.00am – 9.00am	Registration						Foyer, PAC
9.00am – 10.00am	<b>Keynote – Thinking about thinking bodies and moving minds in the context of recent HPE Curriculum initiatives in NZ</b> <i>Richard Tinning, University of Queensland</i>						Auditorium, PAC
10.00am – 10.30am	Morning Break						Foyer, PAC
	Concurrent Sessions						Various
	Auditorium, PAC		Gym, Events Centre		Primary Hall, PAC		T204, main campus (pc lab)
10.30am – 11.30am	Panel Session – Health & Physical Education <i>Panellists; Darren Powell, Macleans Primary School, Pip Woodward, Otumoetai College, Moana Brown, University of Waikato, Richard Tinning, University of Queensland, Lisette Burrows, Otago University, Katie Fitzpatrick, University of Waikato (chair)</i>		Invasion Games <i>Bob Jarman, AUT University</i>		Building Kids Rich in Character <i>Sue Morris and Vanessa Graham, Quantum Sports</i>		How to use Siliconcoach movement analysis s/w <i>Steve Goodlass &amp; Ferg D'Ardis, Siliconcoach</i>
	T201, main campus	T206, main campus	Gym, Events Centre	T205, main campus	Primary Hall, PAC		
11.30am – 12.30pm	Cambridge International Phys Ed <i>Grant McNeil &amp; Elian Jones, Akl Grammar School</i>	Outdoor education and safety mgmt <i>Marg Cosgriff, Uni of Waikato &amp; Cathye Haddock, MOE</i>	Easily Active <i>Regan Cross and Timothy Gibbs, Easily Active</i>	Effective and Creative Teaching <i>Peter Chen, ICHPER-SD for Oceania</i>	Foundation Skills <i>Tas Evans and Sarah Ashmole, Gym Sports NZ o</i>		
12.30pm – 1.30pm	Lunch						Foyer, PAC
	Concurrent Sessions						Various
	Primary Hall, PAC		HE1 & Gym, Events Centre	T205, main campus	T206, main campus	T201, main campus	
1.30pm – 3.00pm	Dancing and Thinking in Action <i>Linda Ashley, AUT University</i>	Growing Leaders <i>Sue Emmerson, UNITEC</i>	Writing & Moderating Achievement Standards <i>Moana Brown, University of Waikato</i>	Active from the Start <i>Sonia Lynds, Sport BOP</i>	Standards Alignment Project <i>Darrel Boyd, Std Alignment Project</i>		
3.00pm – 3.30pm	Poroporoaki and Farewell						Auditorium

# ABSTRACTS MONDAY 6 JULY

**Culturally responsive practice: integrating body, mind and heart**  
**Dr Angus Macfarlane, Professor of Maori Research, University of Canterbury**

**11am – 12noon      The Auditorium of the Performing Arts Centre**

This presentation will introduce several of the qualities of exceptional teachers. For these teachers, knowledge of students' culture is important for building a supportive social climate and a vibrant learning context. The craft and guile of the teacher also contributes to better motivational skills such as task interest, academic engagement, and student understanding. It is proposed that the content of instruction – the curriculum – is enhanced and nurtured by the presence of supportive relationships, the provision of opportunities to exert personal choice, and the offering of relevant and meaningful learning activities. Maximising learning in diverse classrooms is a universal challenge, one that requires an investment in the perspectives and struggles of students and their communities. It is not easy. Neither is it insurmountable. This presentation will report on some of the research on exceptional teachers and will offer a range of demonstrations of their practice. It will conclude that effective practitioners show connectedness with the students and extend relationships beyond the classroom. In the final analysis, it is proposed that the success of these teachers may be attributed largely to their being simultaneously assertive and warm.

**Factors influencing Physical Activity amongst People with type II Diabetes**  
**Hennie Pienaar with Phill Surgenor & Duncan McKenzie, Southern Institute of Technology**

**1pm – 1.30pm      Classroom T205, main campus**

The purpose of the study was to investigate physical activity levels and the factors that influence this amongst people with Type II Diabetes, in order to formulate strategies to improve physical activity participation amongst this population. Type II Diabetes is a metabolic disorder that results in an increase in blood glucose levels characterised by a body's resistance to the effects of insulin. It is a significant problem increasing in incidence in New Zealand. It affected less than a 100 000 people in 2001, an estimated 142 000 people in 2006 and Diabetes currently effects more than 270 000 people in New Zealand. Regular physical activity can decrease the chance of diabetic complications. Exercise should be a regular occurrence since the changes that result in favourable glucose tolerance and insulin sensitivity usually deteriorates within seventy-two hours after exercise. Research show that there is a low exercise participation rate amongst people with Type II Diabetes. Forecasts are that Type II Diabetes will cost tax payers \$ 1.77 Billion (per year) by 2021/22. Physical activity will be a major player in minimising health costs, since exercise can decrease the chance of diabetic complications. An online survey with 12 questions (link provided by Diabetes New Zealand website) was used. 72 people with Type II Diabetes responded. Their responses were analysed by SPSS software. Results showed 12 significant correlations between questions which ranged between  $r^2 = 0.26$  and  $r^2 = 0.09$  where  $p < 0.01$ . It was concluded that many respondents enjoyed regular physical activity and believe it has health benefits, but are challenged by regular physical activity. Making physical activity more enjoyable (fun), followed by increasing the awareness of the health benefits of physical activity, were the highest ranked suggestions to increase participation in regular physical activity. These suggestions were followed by increasing the priority given to physical activity, eliminating personal challenges to physical activity, addressing the concerns of those who cannot exercise and ensuring a high level of awareness within communities about facilities (for exercise and physical activity). Further research should be conducted to formulate strategies as to how these suggestions may be implemented.

**Body and Mind Assessment Matters**  
**Sally Hart with co-presenter Michelle Cleaver, NZQA**

**1pm – 2.30pm          Classroom HE1, Events Centre**

The workshop is for those involved in the assessment of Secondary Physical Education. Topics that will be covered include clarification of the intent and expectations of the current Level 1 to Level 3 Achievement Standards. The clarification document for Physical Education that has been developed will be discussed along with the other supporting material available on the NZQA subject specific resource page. A focus will be on gathering evidence of practical application to ensure sufficient evidence is provided to confirm assessor judgements (this also ensures that the theoretical aspects are not prioritised over the practical). Other key issues will be discussed that have been indicated in the 2008 National Moderator report. Expectations of the different levels of the curriculum will be considered including Achievement Objectives, content/context ideas, depth of knowledge required and descriptors that are used in the standards and what these descriptors actually mean. The opportunity to have dialogue through submission of optional teacher selected evidence, that is currently available, will be discussed including ideas of types of questions that should be asked, so that beneficial feedback can be received.

(Note: This is similar to the 2008 Assessment Matters workshop therefore it is advised that attendees did not take part in the workshop last year).

**Using PE to teach personal and social responsibility**  
**Dr Alan Ovens, Principal Lecturer, Critical Studies in Education, Faculty of Education, The University of Auckland**

**1pm – 2.30pm          Gym in the Events Centre**

This practical session will introduce participants to the Teaching Personal and Social Responsibility (TPSR) Model developed by Professor Don Hellison. The model is aimed at empowering students to take more responsibility for their own bodies and lives and teaching students that they have a social responsibility to be sensitive to the rights, feelings and needs of others. The workshop will cover the philosophy of the model, the themes and strategies used to implement the model, and explore the goals used to focus student learning. The workshop will be practical and interactive in nature

**Ethics Through Sport: Olympic Education**  
**Rachel Thorner, Tangaroa College**

**1pm – 2.30pm          Primary Hall, Performing Arts Centre**

Ethics Through Sport is an Olympic Education Teacher Resource distributed by the New Zealand Olympic Academy last year to all secondary schools in New Zealand. It is a DVD and CD-Rom resource supporting Year 13 Physical Education and includes an assessment task for Achievement Standard PE 3.5. (currently undergoing moderation).

The resource grew from the New Zealand Olympic Committee's Olympic Museum Exhibition "Ethics Through Sport". This continuing DVD-based exhibition focuses on challenging the future and examining the universal ethical principles embodied in the Olympic Movement's philosophy – Olympism. It seeks to inform and challenge young people in three areas:

1. How ethical life principles may be learned through sport;
2. What societal factors around sport can be a positive or negative influence on sport;  
and
3. How these societal challenges might be overcome to enhance learning through sport

The DVD contains interviews with athletes, coaches, physical educators, and representatives from other sporting organisations around the ethical practice of sport. The CD-Rom includes teaching notes and learning activities which were developed around the following themes.

- The Value of Sport
- Learning Through Sport
- Learning Ethics Through Sport
- Influences on Ethical Sports Practice.

The workshop will introduce the philosophy of Olympism, give participants the opportunity to experience both theory and practical learning activities and provide ideas to develop these for use in their own classroom.

**CEReki: An adapted physical education intervention for 3 to 6 year old children  
Dr Jidovtseff Boris, University of Liege (Belgium)**

**1pm – 1.30pm          Classroom T206, main campus**

For more than twenty years, the CEReki (Centre d'Étude et de Recherche en Kinanthropologie), from the University of Liege (Belgium), frames everyday kindergarten classrooms (3 to 5-6 years old) in its sport centrum. The objective is to offer an adapted physical education intervention in which children are playing and at the same time developing perceptual and basic fundamental movement skills. Activity content as well as the way of teaching are very important in order to encourage child participation and enthusiasm. However they have to be adapted to the group age because of the great differences in skills and behaviour observed between 3 and 5 year old children. Activities are derived from classical sports and games that have been largely modified. Having fun, meeting success, dreaming and solicit imagination are important criteria in order to get children participating. Activities are organised in order to develop visual, auditory, kinesthetic, tactile discrimination and also body scheme construction and spatial orientation. Activities are also organised in order to propose a great variety of fundamental skills like running, jumping, throwing, climbing, gripping, pushing, pulling, twisting, manipulating, etc. With the same approach, an adapted circuit has also been developed in the swimming pool in order to get used to water without any fears. The use of customized material allows children to progressively enter in the water, get submerged, acquire horizontal position, learn floating and start swimming.

**How to use siliconcoach movement analysis software  
Steve Goodlass with co-presenter: Ferg D'Ardis, Siliconcoach Ltd**

**1pm – 2.30pm          T204, computer lab, main campus  
(this session is repeated on Wed)**

Siliconcoach software is being used by a large number of New Zealand schools for sport, coaching, skill development and also as a tool for teaching biomechanics. This presentation will be a practical session where you will get the opportunity to improve your skills using siliconcoach software while being lead by two senior staff from siliconcoach. It is designed for new and current users and will be held in the college computer lab. The topics that will be covered include:

- Setting up for video capture.
- Video capture.
- Managing large numbers of students.
- Building presentations where you can show between 1 and 4 videos on one screen at a time.
- How to use the drawing and measuring tools to look at variables such as distance, speed, angles and time.
- How to export your analysis as still images that can be inserted in student reports created in Word and PowerPoint, amongst others.

- How to export your video files, including your voice-over comments and drawings, in multiple formats including iPod.

This session is designed to complement the other siliconcoach session entitled 'Innovative ways to teach biomechanics using video analysis software'. Attendees are encouraged to attend both.

**Competing obesity discourses and respective challenges for critical educators.  
Richard Pringle and co-presenter Dixie Pringle, University of Waikao**

**1.30pm – 2pm            Classroom T205, main campus**

Over the last fifteen years there has been dramatic increase in research concerning the connections between obesity, physical activity and education. The dominating obesity discourse, underpinned by science, claims that the globalised world is in the grips of an obesity epidemic that is producing dire health consequences. In light of these concerns, numerous researchers have highlighted the importance of schools, as a governmental technology, to combat obesity. A competing obesity discourse, however, argues that obesity concerns are socially constructed in response to a moral panic surrounding youth lifestyles. The 'obesity sceptics' critique the validity of the science and suggest that concerns about obesity are, of themselves, harmful for health. Educators, accordingly, are subject to competing health discourses. In this paper, we discuss this dilemma and draw from Foucault to provide one potential critical pedagogical strategy in line with the HPE curriculum.

**"We know what we want and need 'cause we live it everyday": Involving students in designing their learning experiences in Health and Physical Education.  
Rachel Saunders, University of Waikato**

**1.30pm – 2pm            Classroom T206, main campus**

Youth in New Zealand society are immersed in a large and fluctuating variety of popular cultures such as fashion, leisure pursuits and frequently changing trends. They often make choices that have direct consequences on their lifestyle. However, when it comes to making decisions about learning, students are often rendered powerless and positioned as mere recipients of information rather than active creators of knowledge. The question could be – how do we know that what we are teaching young people in our classes today has kept pace with the rapid changes in society and their changing needs? Historically, the design of Health and Physical Education programmes and individual lessons has been the responsibility of school departments, classroom teachers, and more increasingly, outside community providers. This has resulted in lessons being generated from the perspective of an adult who is often far removed from the contexts of young people today. This presentation proposes an alternative model for designing Health and PE curriculum. It is based on using student voice, creating adult-student partnerships and building learning communities. This model illustrates how teachers and students can work together to share knowledge in order to design learning experiences that are relevant to young people today. This process encourages collaboration and student ownership of learning. It presents possibilities for increasing student learning outcomes in health and physical education and further meeting young people's needs as global citizens within an ever-changing world.

**"Building castles in the sand": Community, context and physical culture  
Lisette Burrows, School of Physical Education, University of Otago**

**2pm – 2.30pm            Classroom T205, main campus**

In the past decade, a raft of government-sponsored and local initiatives have been devised to tackle the 'health' problems New Zealand children are presumed to face. Many of these are premised on universalist assumptions about children being 'at risk'

in relation to physical inactivity, poor nutrition and unsafe environments. The diversity of children's social and cultural demographics is seldom considered in these debates. Further, children's own perceptions of physical activity, their own engagement with physical culture in home, school and community senses, is rarely drawn on to inform the programmes and policies devised 'for' them. This paper reports on in-depth qualitative interviews with four Year 6 young children from a rural school in New Zealand about what was important to them in terms of health and physical activity. It sheds light on the children's experiences of physical activity within and outside the school gates, together with their understandings of physical culture in its broadest sense. Findings suggest that, for the children in this rural context, many commonly held presumptions about children's inactivity and the nature of their 'modern' lifestyles do not apply. Children in this study were engaged in a range of physical activities, both functional and recreational. They clearly linked their physical activity choices to social, geographical, economic and familial enablers and infrequently revealed any sense of themselves, or others, as 'at risk' in relation to health and/or physical activity practices. In short, their descriptions of their lives and the place of physical activity within those gel closely with the 'ideal' envisaged by many who seek to change the lifestyles and habits of the 'young'

**You're doing ok: Primary teachers and physical education**  
**Kirsten Petrie, University of Waikato**

**2pm – 2.30pm            Classroom T206, main campus**

This presentation will explore how strengths in the way primary teachers operate in their classrooms can create meaningful learning opportunities in health and PE for their students.

**Youth and Physical Activity Panel**

**2.30pm – 3.30pm            Main Auditorium, Performing Arts Centre**

**Panellists; Roger Rees, Adelphi University, NYC; Clive Pope, University of Waikato (chair); Angus Mcfarlane, University of Canterbury; Liz Bressan, Stellenbosch University, South Africa; Sandra Blair, Fairfield College, Hamilton, Tom West, student Speaker**

*Focus question: How do we make physical activity relevant for today's youth?*

This is a discussion panel about current issues for young people in physical activity settings. Panelists will each speak to the topic for a short time then the audience will be able to contribute to the discussion and ask questions.

**Dancing and thinking - at the same time: Pedagogy for teaching dance from a cultural perspective.**

**Linda Ashley, AUT University**

**2.30pm – 3.30pm            Classroom HE1, Events Centre**

The paper informs current theory and practice of dance education positioning learning codified dances alongside practices of a more reflective and reflexive kind – dancing and thinking at the same time. Drawing on selected aspects of a doctorate thesis, it is proposed that in order to teach dances from diverse cultures in a worthwhile and engaging manner, the meanings and values carried by the dances, dancers and dancing should inform physical learning experiences. The historical legacy of the dichotomy between thinking and moving is traced in the paper - a dichotomy that has underpinned centuries of educational and academic practices. The semiotics of Charles S. Peirce is presented as an antidote to the dichotomy and provides underpinning theory for inclusive teaching strategies that combine dancing with

understanding about dance. A review of recent journal articles is also included in the paper, drawing attention to recent calls for dance education to provide a sense of competition and unison performance, as exemplified by the success of such phenomena as Riverdance and popular television hits such as Dancing with the Stars (Overs, 2007). This claim is seen as needed to redress the imbalance of prioritising 'personal creativity and expressiveness over dance as a shared cultural form' (LaPointe-Crump 2006, p. 3). Critique of imitation-based, performance-driven pedagogies, as prioritising the body as a vessel receptive to physical skill acquisition at the expense of considering the associated cultural meanings is key to the paper. Findings from ethnographic fieldwork with teachers, dance educators and dance experts in New Zealand who were teaching within The arts in the New Zealand curriculum (New Zealand Ministry of Education, 2007) between 2004 and 2006, are provided to annotate discussion in relation to the relevance of the pedagogy proposed in the paper.

**Is there a joker in that mind? Cross curricular learning using a deck of cards**  
**Miranda Lintott, Victoria University**

**2.30pm – 3.30pm**                      **Gym, Events Centre**

I thrive on teaching with the minimal amount of equipment. In this workshop we will take the cards out of the box and learn some new tricks for experiential learning. This workshop is based on a workshop that I have attended presented by Michelle Cummings ([www.training-wheels.com](http://www.training-wheels.com)) at AEE conferences in USA. All activities will be hands on and will range from blackjack to 52 card pick up and include ideas for icebreakers, problem-solving, communication, and debriefing. The ability to play cards is not essential for this workshop but the willingness to play with cards is the essence.

**The Pogo Pulse Flying Method**  
**Tom Dilba and co-Presenter: Brett Wise, Pogo Pulse**

**2.30pm – 3.30pm**                      **Primary Hall, Performing Arts Centre**  
**(this session is repeated on Tues)**

Pogo Pulse is a comprehensive, progressive dynamic teaching program for teachers, fitness instructors and sports coaches wishing to teach students the correct way, successful way and safe way to ride a pogo stick. We call this the Pogo Pulse Method. The program is the direct product of my extensive background as a physical education teacher, elite sports coach, elite sporting athlete and combines data research from educational institutions I have personally worked at spanning a career of more than 10 years. While the program is directly aimed at primary and lower secondary age levels, the uniqueness of the program allows it to be adapted to adolescences and adults of varying abilities from beginners through to elite athletes. Teaching pedagogy is concise, factual and thorough, as is this program. Throughout the entire program, safety is paramount within all of the structured lessons and activities. The program has a strong theoretical background, focused on active learning and engagement, thus providing students with challenges to improve their fitness and skill levels. Students are therefore intrinsically motivated to strive for success which in turn fosters significant benefits such as self esteem. Pogo Pulse has a structured assessment framework to which teachers, fitness instructors and sports coaches can assess their students. The Pogo Pulse Gold Certificate and 5 Continuous Jumping Star Levels enable students to set clear goals for success while also providing valuable records to the teacher, fitness instructor or sports coach. The excellent diverse range of activities and skills set out in the program is clearly evident through the games, online competitions and Pogo Stick Teams. All of which support the ongoing progressive development of fitness and skills for all students. So whether you are teaching, instructing or coaching students, Pogo Pulse will cater somewhere within the program for your enthusiastic students.

# ABSTRACTS TUESDAY 7 JULY

## **Bullying and hazing in schools: How sport and physical education can be part of the problem and part of the solution.**

**Dr. C. Roger Rees, Adelphi University, New York**

**9am – 10am Main Auditorium, Performing Arts Centre**

In my presentation I will address the tradition of hazing (initiation) in high school sports and make links to the broader problem of bullying in schools. I will draw on examples from American schools to show how public rituals attached to sport can reinforce a narrow perception of masculinity that can and sometimes does enable hazing and bullying behaviour by athletes. In American schools, athletes (particularly male athletes) typically stand at the top of the “pecking order” of social status, and model masculinity for lower status boys. If athletes haze and bully they are legitimizing this behavior for the rest of the student body. Alternatively, if they reject bullying and hazing and accept ethnic, physical and sexual diversity they can set a more positive tone for the rest of the school. Based on this discussion I will offer proactive suggestions about how we (physical education teachers and coaches) can encourage athletes to model positive behaviour that can challenge traditional stereotypes of masculinity. In suggesting ways in which physical education teachers and coaches can persuade athletes not to bully and haze I will advocate using curriculum models (e.g., Sports Education and Teaching Personal and Social Responsibility) and give examples of other programs that broaden the definition of “winning” in sport and help athletes to understand their moral responsibility to behave positively. In summary, I am suggesting that sport and physical education can be part of the problem of anti-social behavior in schools and part of the solution, depending on how we use them. Finally, any anti-bullying and hazing programs we develop need to be part of school-wide (and community-wide) initiatives.

## **Health and Physical Education in The New Zealand Curriculum Panel**

**10.30am – 11.30am Main Auditorium, Performing Arts Centre**

**Panellists; Richard Pringle, University of Waikato, Alan Ovens, University of Auckland; Sally Hart, NZQA, Siobhan Harrod, University of Auckland, Stuart Deerness, St Mary’s School, Kirsten Petrie, University of Waikato (chair)**

*Focus question: How should physical education teachers respond to the new curriculum?*

This is a discussion panel about the new curriculum and implications for physical education. Panelists will each speak to the topic for a short time then the audience will be able to contribute to the discussion and ask questions.

## **Understanding the Sports Media: Why it is Important to Teach Critical Media Skills** **Dr Toni Bruce, University of Waikato**

**10.30am – 11.30pm Classroom T206, Main Campus**

In this presentation, I explore some of the main reasons why it is so important for physical educators to critically assess the sports media and to begin the process of developing young people as critical media consumers. Using examples of my own research, research conducted by and with University of Waikato students, and the work of other New Zealand and international researchers, I discuss a series of contexts – including the areas of gender, race and ethnicity, national identity and disability – that teachers can use to facilitate discussion. I provide data and references that teachers may find useful as well as discussing several types of assignments I have successfully used at the tertiary level, some of which teaching students have later used in high schools. The second part of the session will be interactive as attendees

have the chance to share their own successful assessment tasks, raise areas of concern and discuss these with each other and the presenter, as we all strive to teach critical (sport) media literacy skills.

### **The Pogo Pulse Flying Method**

**Tom Dilba and co-Presenter: Brett Wise, Pogo Pulse**

**10.30am – 11.30am Gym, Events Centre**

Pogo Pulse is a comprehensive, progressive dynamic teaching program for teachers, fitness instructors and sports coaches wishing to teach students the correct way, successful way and safe way to ride a pogo stick. We call this the Pogo Pulse Method. The program is the direct product of my extensive background as a physical education teacher, elite sports coach, elite sporting athlete and combines data research from educational institutions I have personally worked at spanning a career of more than 10 years. While the program is directly aimed at primary and lower secondary age levels, the uniqueness of the program allows it to be adapted to adolescences and adults of varying abilities from beginners through to elite athletes. Teaching pedagogy is concise, factual and thorough, as is this program. Throughout the entire program, safety is paramount within all of the structured lessons and activities. The program has a strong theoretical background, focused on active learning and engagement, thus providing students with challenges to improve their fitness and skill levels. Students are therefore intrinsically motivated to strive for success which in turn fosters significant benefits such as self esteem. Pogo Pulse has a structured assessment framework to which teachers, fitness instructors and sports coaches can assess their students. The Pogo Pulse Gold Certificate and 5 Continuous Jumping Star Levels enable students to set clear goals for success while also providing valuable records to the teacher, fitness instructor or sports coach. The excellent diverse range of activities and skills set out in the program is clearly evident through the games, online competitions and Pogo Stick Teams. All of which support the ongoing progressive development of fitness and skills for all students. So whether you are teaching, instructing or coaching students, Pogo Pulse will cater somewhere within the program for your enthusiastic students.

### **Jump Start.**

**Alli McKenzie, University of Otago, College of Education, Southland Campus**

**10.30am – 11.30am Primary Hall, Performing Arts Centre**

**Note: maximum 20 participants**

Practical dance session. Dance is an integral part of our society and differing cultures. In dance education students integrate thinking, moving and feeling (The New Zealand Curriculum, 2007). The session will generate creative movement ideas and critical thinking. Participants will explore and identify general locomotive movements and variations. Simple combinations will be developed. The teaching and management strategies can be easily transferred into your classroom practice. This session will promote effective pedagogy and show where dance can fit into the PE learning area.

### **The Relationship between Physical Activity and Physical Self-Perception in Invercargill Undergraduate Degree Students**

**Duncan McKenzie and Kristina Mason, Southern Institute of Technology**

**11.30am – 12.30pm Classroom T205, main campus**

Research presentation and discussion. An increase in an individual's physical self-perception is proposed to contribute to increasing levels of global self-esteem, therefore enhancing the total wellness of the individual. Studies have shown a positive correlation between level of physical activity and self-perception. Overseas studies with university student populations have shown particularly strong relationships between physical activity and physical self-

perception. It was of interest, therefore, whether data from a New Zealand sample would show similar trends. Undergraduate degree students (n=349) at the Southern Institute of Technology in Invercargill participated in the study, completing two research questionnaires during class time. Physical activity was assessed by seven day recall using the International Physical Activity Questionnaire Short Form, and self-perceptions of physical condition, sports competence, body attractiveness, physical strength, and overall physical self-worth were measured by the Physical Self-Perception Profile. This research will be of interest to physical educators as it has relevance to the NZ curriculum, Hauara and youth wellness culture.

### **Inclusion, whose role is it?**

**Andy Roche and Chris Gunn, Halberg Trust**

**11.30am – 12.30pm Primary Hall, Performing Arts Centre**

**Note: maximum 35 participants**

The Halberg Trust is committed to ensuring people with a disability can participate in inclusive sport and recreation within their community. This presentation will explore how we work through a range of initiatives as we carry out the Trusts' vision. There will be a particular emphasis on Sports Ability, although lots of opportunity will be made available to explore how to adapt regular school equipment to cater for all students' needs. During our presentation also, we will discuss how our work is carried out in many ways, from Physical and Social accessibility audits of facilities (Sport Access), No Exceptions workshops; which provide a national network for education and support for sport and recreation providers through to actions plans that strategically plot the way to inclusion success. The inclusive professional development to providers, particularly schools, is a major way that the Trust operates; however, we acknowledge that there is another important component in completing the ideal of an inclusive environment. We are currently developing and carrying out initiatives to engage disabled communities so that they can build positive relationships with providers in their regions thus completing the circle. We will illustrate a number of successful endeavours that have led to sustainable inclusion. These are not dreams; they are already in many areas, reality. Through collaboration of organizations and resources this job can be easy, and our vision normality. We certainly have our ideas of what this may look like and we believe that this forward planning will ensure inclusion within schools is not at all difficult but essential and attainable.

### **Fundamental Movement Skills, should it be curricular?**

**Nick Chambers, Sport Bay of Plenty**

**11.30am – 12.30pm Gym, Events Centre**

**Note: maximum 30 participants**

Fundamental Skills are gross motor movements that involve all different parts of the feet, legs, arms, hands, head and trunk. This workshop explores the relationship between these movements and how we learn as children. The group will experience a range of activities that shows how these skills are developed and are easily implementable within school time. The session also shows examples of cases where learning may have been impeded as a result of under development. All of this information in mind will hopefully help the group to determine whether this important developmental phase of a child's growth should be focussed on more intently, thus considering it to be part of our National Curriculum. The group will also investigate the connection between these movement skills and sport, physical activity and physical education. During the course of this workshop I would like to challenge the need to "define" any of the above and show the group, through a "five steps to success" theory, that any form of sport, delivered in the correct way, can be beneficial regardless of any intended outcome.

**Highlighting the synergy between sports coaching and physical education**  
**Dr Tania Cassidy, School of Physical Education, University of Otago**

**11.30am – 12pm**

**Classroom T206, Main Campus**

The *Coach Development Framework (CDF)* (SPARC, 2006) illustrates a paradigm shift in the coach education sector in New Zealand by advocating an on-going professional development process informed by an applied athlete-centred philosophy (Cassidy & Kidman, under review). In this presentation I provide examples of practices promoted in the *CDF* that highlight the synergy between sports coaching and physical education. Linked to this is O'Sullivan (2006) contention that for genuine professional development opportunities to occur practitioners need to work in 'communities of practice' to 'develop among themselves their own understanding of what their practice is about' (p. 10). As a consequence of the publication of the *CDF*, National Sporting Organisation's (NSO) have the autonomy to define the 'types' of 'communities' that best suit its sport as well as design learning opportunities and experiences appropriate to its coaches. In this presentation I provide an example of how one NSO designed coach development practices that reflected the intent of the *CDF*. In addition, there will be opportunities for those attending the presentation to share their practices of engaging with the *CDF* as a consequence of being a member of a NSO, a Regional Sport Trust or as a coach.

**Leave No Trace; a practical approach to environmental care education**  
**Chris North, University of Canterbury College of Education, and Jamie Stewart, Leave No Trace NZ**

**11.30am – 12.30pm Classroom HE1, Events Centre**

Outdoor education programmes in schools tend to be based around three aspects; skill acquisition, social and personal development and environmental education. When time is squeezed by weather or other factors, environmental education is often the first to drop off the priority list. Environmental education won't result in a student injury or group conflict so its absence is not immediately noticed. However, the longer term effects of de-emphasising environmental education are significant. Our workshop addresses this issue by presenting the Leave No Trace programme, which provides environmental care education that can be integrated into an outdoor experience, rather than a discrete focus activity. Students engage with active minds in the practical Leave No Trace approach. 30 minute presentation followed by a 30 minute practical session.

**Innovative ways to teach biomechanics using video analysis software**  
**Steve Goodlass and Ferg D'Ardis, Siliconcoach Ltd**

**11.30am- 12.30pm**

**T204 Computer Lab, man campus**

**(this session is repeated later in the day)**

Teaching biomechanical principles and functional anatomy can be challenging and it is often a dreaded part of the academic year. However, they are topics that suit using interaction and movement as part of the teaching medium, especially as that is what they are teaching! In an attempt to make these topics more interesting and fun for everyone, we would like to present some ideas we have developed over the years. In this practical session you will get to use the resources first hand while being lead by two senior staff from siliconcoach. Many of the ideas that will be presented can be used at all levels of teaching and will include:

- Breaking down movement using the features in siliconcoach Pro
- The Movement Resource Pack. This resource is the result of collaboration between PENZ and siliconcoach. Together we created New Zealand specific Physical Education resources. The pack includes 'Learning Biomechanics through Movement', 'Learning Functional Anatomy through Movement' and 'Performance Appraisal – Level 3 Physical Education'.

- Instant feedback using siliconcoach Timewarp. This automatic video playback software is incredibly easy to use and is designed for small to large groups of students.

This session is designed to complement the other siliconcoach session entitled 'How to use siliconcoach movement analysis software'. Attendees are encouraged to attend both.

**In the Name of Skill Acquisition**  
**Dr Wayne Smith, The University of Auckland**

**12pm – 12.30pm**                      **Classroom T206, main campus**

This paper is intended to be reflective in nature and seeks to initiate some critical questioning of this subfield of physical education. It reflects my own ever-evolving conceptualisation of the nature of knowledge in this field in light of current theoretical perspectives. The typical texts available in the field of skill acquisition, particularly as written for secondary school use, tend to focus on traditional concepts which are primarily drawn from cognitive psychology. As such they foreground information processing models and practice conditions that have dominated this subfield for sometime. In light of, now, widely accepted models, such as TGfU or similar modified versions, as well as alternative theories, that present a challenge to the information processing model, such as dynamical systems theory and the constraints-led approach of Davids, Bennett and Button (2008), it seems timely to reflect on and perhaps review what we are teaching in the name of skill acquisition.

**Using our minds to link our bodies with a racoon circle or two**  
**Miranda Lintott, Victoria University**

**1.30pm – 3pm**                              **Primary Hall, Performing Arts Centre**

Using web-loops participants will be involved in a fully interactive experience. Activities will include trust, communication, cooperation, problem-solving, risk-taking, nurturance and fun! Participants will be encouraged to move away from their old ideas and join together in a collective circle of wisdom. This workshop will draw from my personal experience with Dr. Tom Smith (the co-author with Jim Cain of *The Book of Racoon Circles*) based on the workshops that I have attended at AEE conferences in the USA.

**Promoting Positive Body Image in Physical Education**  
**Darren Powell, Macleans Primary School**

**1.30pm – 3pm**                              **Classroom HE1, Events Centre**

*'Body image'* - the perceptions, thoughts and feelings we may have about our bodies. Teachers are increasingly being expected to address body image, obesity and weight control issues in schools. However, there is a wealth of evidence that our students' and our own body dissatisfaction has increased dramatically over the past few decades. Research also suggests that we as physical educators may also be more susceptible to body image issues, and even more concerning, that we may be transferring our body image issues to our students.

This workshop will challenge participants to:

- critically examine research concerning teachers' body image knowledge, beliefs, attitudes and behaviours;
- analyse how we may inadvertently transfer our beliefs and attitudes to our students;
- discover practical ways to positively influence our students' body image and body satisfaction through physical education; and
- discuss our role in improving our students' body image and self-esteem.



**Thinking bodies and moving minds: looking after self and others in a range of aquatic contexts for years 4-11**

Jan Taylor and Angelo Naude, WaterSafe Auckland

**1.30pm – 3pm Bay of Plenty Polytechnic Swimming Pool (departing at 1.15pm)**

**Notes:**

**Maximum 30 participants, please confirm your attendance at the registration desk on Monday or Tuesday AM. Transport to Bay of Plenty Poly will be provided for attendees. Be ready at 1.15pm outside the entrance to the foyer of the performing arts centre. Participants must bring togs, towel, goggles, warm top and a life jacket if they have one.**

This session is an experiential learning opportunity. Non swimmers/participants will benefit from attending this session as they can practise the skills dry. Teaching aquatics dry saves valuable time at the pool and ensures students understand the concept of thinking bodies and moving minds during their water safety unit. This practical water safety session shows how thinking bodies can adapt to various situations and conditions. For example, compare the floating/sculling postures of being in a river current with being in a rip at a patrolled beach. Moving minds can be trained to overcome the fight or flight response of emergency situations with knowledge, practice and by constantly analysing the situation to seek opportunities to lessen the impact of the conditions. Basic personal water safety skills will be extended to begin the transfer to open moving water. Skills will include fitting a life jacket in rough water, knowing when to swim or stay still, adapting the H.E.L.P. and huddle positions to different situations and conditions. These practises show how the thinking body will extend survival time in deep and cold water. Keeping yourself safe while rescuing others should be the number one consideration in any rescue attempt. The moving mind will respond with the four "A's" of rescue and select an appropriate rescue from those available. This leads to the use of appropriate techniques for the rescuer's skill level relative to the prevailing conditions. Thinking bodies and moving minds will help to keep us safe in the water.

**Milking the sacred cow: Sport and recreation as contexts for physical education in secondary schools**

Lawrie Stewart, SPARC

**2pm – 3pm Classroom T205, main campus**

This workshop will consider the ideas:

- That intra-school and inter-school sport and recreation provide useful contexts for explicit learning within each secondary school's school curriculum; and
- That the whole school approach in secondary schools is feasible both cognitively and operationally.

**Junior Physical Education-a new focus**

Alec Solomon, Rangitoto College

**2pm – 3pm Classroom T206, main campus**

This presentation will introduce a programme with a new focus for Junior Physical Education. It moves away from the "traditional" skill based programme and hopes to provide a smoother transition into Senior Physical Education. It was introduced this year with great success. The programme has brought focus for both staff and students alike. The programme is student driven, encourages thinking and social/personal responsibility. The programme (which runs for approximately a term and a half) focuses on the explicit teaching of interpersonal skills while also encouraging students thinking. This session will highlight the philosophy behind the

programme. We will also cover the delivery and assessment of the programme. We will discuss the “pros and cons”, giving user-friendly practical information which can be implemented into currently running Junior Programmes. This new focus can be easily implemented either in part or whole into any school’s Physical Education Programme. The attendees will receive an overview, lesson plans and assessment tools.

**Thinking about post-graduate study?**

**Lisette Burrows with Richard Pringle, University of Waikato, Tania Cassidy, University of Otago, Bob Rinehart, University of Waikato, Wayne Smith, University of Auckland**

**3.30pm – 4.30pm                      Classroom T205, main campus**

Are you considering post graduate study? This session is a chance to learn more about the possibilities and advantages of getting involved in post graduate study.

**Physical Education – Beliefs, knowledge and Practice  
Rod Philpot, Lynfield College**

**3.30pm – 4.30pm                      Classroom T201, main campus**

The presentation combines (1) a review of research on the beliefs of Physical Education teachers, (2) an overview of my own research (a work in progress as a University of Auckland Master’s student) on the beliefs of Physical Education Teacher Education students and (3) my own thoughts and beliefs that have been established as a overseas trained teacher who has been teaching in New Zealand for the last 18 years. A belief is an idea, neither factual nor fictional, that may be unique to an individual or shared by many. It is created in an individuals mind and represents their interpretation of what they think is true and accurate. Beliefs do not require the same burden of proof as knowledge yet they may be a more powerful influence on human behaviour than any compelling evidence. Like any belief, the meaning of physical education has been individually constructed based on ones accumulated lifetime experiences, both positive and negative, and personal biographies. Physical education and what it means to be physically educated is an idea that may not be universally shared. There appears to be little professional consensus regarding what being “physically educated” really means, how that state is best achieved (Alderson and Crutchley, 1990) or even what content knowledge is the domain of physical education; Seidentop, 1987).

The workshop involves:

1. Teacher reflection on their own beliefs about the purpose of physical education and what it means to be physically educated.
2. An examination of the difference between beliefs and knowledge and a critical look at what we think we know.
3. A discussion of the impact of beliefs on practice.

**Manaakitanga: Give and receive.**

**Gaye McDowell and Melissa Marks, Department of Curriculum Development and Teaching, University of Otago College of Education**

**3.30pm – 5pm                              Primary Hall, Performing Arts Centre**

This interactive practical workshop intends to give participants the opportunity to enjoy exploring a Te Ao Kori resource created by Gaye for year 7 to 10 students. The content can be adapted and used for all age groups. Original traditional stories told by her Grandfathers and recorded by her mother of native birds and the art of creating Māori rafter patterns has given Gaye a meaningful context to develop an innovative variety of learning activities linked to the concept of manaakitanga. Māori movement patterns of native birds will be developed and

connected to the creation of kōwhaiwhai and tukutuku patterns. Ako Māori (culturally preferred pedagogy) will be used to support establishing the inclusive strength building environment needed for student well-being and effective teaching and learning to occur. This session will conclude with a discussion about possible ways of meeting student needs and integrating the resource learning activities in a meaningful way into health and physical education.

**Latest Advances in Athletic and Performance Monitoring Technology**  
**Richard Snow, VISUALLEX SPORT INTERNATIONAL LTD**

**3.30pm – 4.30pm**                      **Classroom T206, main campus**

In the last 5 years there have been significant improvements in GPS tracking, wireless data transmission, heart rate monitoring and motion sensing technology. Recently the price and sophistication of systems to allow human performance and fitness to be monitored has fallen to a point where schools, sports professionals and motivated individuals can capture and analyse detailed performance histories. Whilst the simplest of these are in watch based formats there also are higher level systems for providing video synchronisation and live transmission from the field. The youth of today will expect the technology they see on televised sport to be in their schools. The challenge is to build upon the technology and enhance the potential for improved health and physical performance of our population. This paper compares current technologies and discusses future technology trends in simple language that all can understand. A working example of a latest monitoring system will be demonstrated. Participants will be invited to engage in discussion about their needs to record, measure and easily manage the performance of those under their guidance. Identification of physical performance, talent and development is becoming easier and more sophisticated. The technology exists that would allow an automatic field capture at school level and automatic transmission to a secure national database, but is this what PE professionals want?

**Cooperating to Learn: Using Cooperative Learning in Physical Education**  
**Dr Alan Ovens, Principal Lecturer, Critical Studies in Education, Faculty of Education, The University of Auckland**

**3.30pm – 5pm**                              **Gym, Events Centre**

This practical session will introduce participants to Cooperative Learning and explore how it can be used in physical education settings. Cooperative Learning is a both a teaching philosophy and approach where students cooperate together to help their learning. The workshop will explore the basic concept of cooperative learning, the basic elements of a cooperative learning situation, and guidelines for successful implementation in physical education settings. The workshop will be practical and interactive in nature.

**Innovative ways to teach biomechanics using video analysis software**  
**Steve Goodlass and Ferg D'Ardis, Siliconcoach Ltd**

**3.30pm – 4.30pm**                      **T204 Computer Lab, man campus**

Teaching biomechanical principles and functional anatomy can be challenging and it is often a dreaded part of the academic year. However, they are topics that suit using interaction and movement as part of the teaching medium, especially as that is what they are teaching! In an attempt to make these topics more interesting and fun for everyone, we would like to present some ideas we have developed over the years. In this practical session you will get to use the resources first hand while being lead by two senior staff from siliconcoach. Many of the ideas that will be presented can be used at all levels of teaching and will include:

- Breaking down movement using the features in siliconcoach Pro

- The Movement Resource Pack. This resource is the result of collaboration between PENZ and siliconcoach. Together we created New Zealand specific Physical Education resources. The pack includes 'Learning Biomechanics through Movement', 'Learning Functional Anatomy through Movement' and 'Performance Appraisal – Level 3 Physical Education'.
- Instant feedback using siliconcoach Timewarp. This automatic video playback software is incredibly easy to use and is designed for small to large groups of students.

This session is designed to complement the other siliconcoach session entitled 'How to use siliconcoach movement analysis software'. Attendees are encouraged to attend both.

# ABSTRACTS WEDNESDAY 8 JULY

## **Thinking about thinking bodies and moving minds in the context of recent HPE Curriculum initiatives in NZ**

**Dr Richard Tinning, Professor in Pedagogy, School of Human Movement Studies, The University of Queensland**

**9am – 10am Main Auditorium, Performing Arts Centre**

About the same time that Larry Locke (1992) claimed that school PE in the USA was a programmatic lemon and in dire need of reform, New Zealand released the draft of the *New Zealand Curriculum Framework* (1992). The *Framework* was the conceptual underpinning for the *Health & Physical Education in the New Zealand Curriculum* (1999) that constituted something of a radical reform and represented "a substantial move away from early models in which physical education (PE) [was] little more than what might be taught by PE instructors and health what might be covered by nursing auxiliaries" (Education Forum, 1998, p ix).

New Zealand is proud of its curriculum and, like its Australian HPE counterpart, it offered new possibilities and challenges for its constituent subjects of physical education, health education and home economics. However, more than a decade after this reform, can we be confident that the New Zealand HPE curriculum really makes "a significant contribution to the well-being of students beyond the classroom" (*The New Zealand Curriculum*, 2007, p.22)?

In pursuing this question I will pick up on the conference theme and, notwithstanding the Cartesian dualism inherent in the theme, I will address a number of issues about body and mind that are relevant to current conceptions of HPE in New Zealand. Some of these relate to PE as a 'strand of knowledge' others to health education and home economics. In particular I will argue that:

- HPE has some major problems in implementing evidence-based practice and in delivering on what it claims are its outcomes.
- In recent years the body has become a major source for anxiety among young people and this is compounded by the contemporary hysteria regarding the obesity 'epidemic'.
- Decision-making (making informed choices) in health related issues such as diet and exercise is highly problematic in regards to making students responsible for their own health.
- Making PE more like other subjects (that is more academic) is a mistake.
- Thinking about bodies in scientific ways has led to the marginalisation of the embodied, kinaesthetic, sensuous, aesthetic, pleasures of experience of/in movement. Accordingly, the unique contribution of PE is increasingly overlooked.

## **Health and Physical Education Panel**

**Panellists; Darren Powell, Macleans Primary School, Auckland; Pip Woodward, Otumoetai College, Tauranga; Moana Brown, University of Waikato; Richard Tinning, University of Queensland, Lisette Burrows, Otago University; Katie Fitzpatrick, University of Waikato (chair)**

**10.30am – 11.30am Main Auditorium, Performing Arts Centre**

*Focus question: What are the possibilities and challenges for (re)connecting health education and physical education in schools?*

This is a discussion panel about the relationship between health education and physical education in schools. Panelists will each speak to the topic for a short time then the audience will be able to contribute to the discussion and ask questions.

**Decision making in invasion games – applying a constraints-led approach.**  
**Bob Jarman, AUT University**

**10.30am – 11.30am Gym, Events Centre**

**Note: maximum 16 participants**

Many coaches and physical education teachers are familiar with delivering sessions/lessons based on drills and unrelated, unopposed practices. Keeping kids happy, busy and interested appear to be the sole outcome of using drills. Whereas this session will be focussed on planning for learning (thinking) through fun (moving). Using constraint-led and decision making, game related activities, this session aligns tactical and technical games learning with fun. The session will allow participants to draw ideas to develop decision making, game related activities for invasion games. Evidence from skill acquisition and motor control researchers (Davids, Button & Bennet, 2008; Chow, Davids, Button, Shuttleworth, Renshaw & Araujo, 2006) have shown the validity of constraint led and games approaches as efficacious for optimum transfer of 'information-movement couplings' (Davids, Chow, Shuttleworth, 2005) to games during childhood. This session will take the chaotic arena of the child's playground into the pedagogical arena. The generality of tactical concepts to all invasion games, that is central within the approach that TGFU adherents (Lauder, 2001,; Thorpe, 2005) accept, will also be inherent in the structure of this practical presentation. Task simplification, that maximises long term learning, will be exemplified within the session activities. This method is in contrast to using drills that maximise immediate efficient mechanical performance. Participants will be expected to engage in the activities to gain maximum exposure to the approaches being expounded during the 45 – 60 minute practical session.

**Building Kids RICH in Character through Game play - A Games Education Approach**  
**Sue Morris and Vanessa Graham, Quantum Sports**

**10.30am – 11.30am Primary Hall, Performing Arts Centre**

This session will offer a combination of theory and practice. It will include an outline of an exciting new physical education and health education programme (pilot programme) for schools which is currently in its second year. The programme is based on a games education approach and combines a focus on character in physical activity and sport with explicit connections between character in game play and the transfer of this into their wider life experiences. The outcome of this programme so far has shown that students make a positive shift in their competence and confidence within a games education context and can apply their learning to their involvement in sport, with their peers in the classroom and playground and at home.

**How to use siliconcoach movement analysis software**  
**Steve Goodlass with co-presenter: Ferg D'Ardis, Siliconcoach Ltd**

**10.30am – 12.30pm T204, computer lab, main campus**

Siliconcoach software is being used by a large number of New Zealand schools for sport, coaching, skill development and also as a tool for teaching biomechanics. This presentation will be a practical session where you will get the opportunity to improve your skills using siliconcoach software while being lead by two senior staff from siliconcoach. It is designed for new and current users and will be held in the college computer lab. The topics that will be covered include:

- Setting up for video capture.
- Video capture.
- Managing large numbers of students.
- Building presentations where you can show between 1 and 4 videos on one screen at a time.

- How to use the drawing and measuring tools to look at variables such as distance, speed, angles and time.
- How to export your analysis as still images that can be inserted in student reports created in Word and PowerPoint, amongst others.
- How to export your video files, including your voice-over comments and drawings, in multiple formats including iPod.

This session is designed to complement the other siliconcoach session entitled 'Innovative ways to teach biomechanics using video analysis software'. Attendees are encouraged to attend both.

**Cambridge International Physical Education**  
**Grant McNeil and Eilian Jones, HOF, Physical Education, Auckland Grammar School**

**11.30am – 12.30pm Classroom T205, main campus**

Many schools over recent times have considered alternative qualification systems to NCEA for their students. Cambridge International Examinations is one of these (CIE). CIE provides a comprehensive and challenging course of study for years 11, 12 and 13 Physical Education students from 2010 onwards. Attend this session to find out more about this course of study.

**A 'Sneak Peak' at the new EOTC Guidelines**  
**Marg Cosgriff, University of Waikato and Cathye Haddock, Senior Adviser, Ministry of Education**

**11.30am – 12.30pm Classroom T206, main campus**

This workshop will walk you through the key changes to the EOTC Guidelines which will replace Safety and EOTC in September 2009. The EOTC Guidelines are a key resource for teachers at all levels of the school when planning learning experiences outside the classroom. Key messages in the new EOTC Guidelines are: closer links to the national curriculum; and reducing compliance. This workshop is a 'must' for physical education and outdoor education teachers and HODs wishing to be at the forefront of these new developments.

**Easily Active – Physical Activity meets Physical Education**  
**Regan Cross and copresenter Timothy Gibbs, Tauranga Boys' College**

**11.30am – 12.30pm Gym, Events Centre**

***Note: maximum 40 participants***

This practical workshop will enable you to get your students active, easily, by providing you with a mix of old, modified and new games and activities to use for students of all ages. Each fun game is backed up with links to the development of Fundamental Movement Skills and follows a TGfU approach. This session turns fun Physical Activity into true Physical Education.

**Effective and Creative Teaching**  
**Prof Peter Chen, Vice President ICHPER-SD for Oceania, International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER-SD)**

**11.30am – 12.30pm Classroom T205, main campus**

Good teaching is the main mission of teachers. Most teachers try constantly to improve their teaching and attempt to be more effective and creative. Effective and creative teaching aims to achieve the best result in the shortest time possible. Effective and creative teaching needs to be interesting, exciting, motivating, refreshing, educating and most of all inspiring, so that

students become motivated, excited, inspired and extended beyond their own imagination. Therefore, the effective and creative teacher needs to have an in-depth understanding of how students can learn through cultivating a "thinking body" linked to a "moving mind". Creativity is not a matter of merely transferring knowledge to the student. Instead, as Albert Szent-Györgyi (who won the Nobel Prize for Medicine in 1937) stated: "*creativity is seeing what everybody else has seen and thinking what no one else has thought.*" Plato offers his advice to educators that "*their main business was not to put into the mind knowledge which was not there before, but to turn the mind's eye towards light so that it might see for itself.*" Effective and creative teaching depends upon how well the students themselves are enlightened and inspired; therefore, teachers need to promote qualities of self-motivation, self-direction and self-reflection. Socrates said "*The unexamined life is not worth living.*" Accordingly, teachers must review, reflect, and reassess critically and receive feedback and reflection from students continually, so they know how to improve themselves. It is important that a teacher is receptive to change and is creative in all aspects of his/her teaching, so that students will in turn become more effective and creative in their learning and in their lives as a whole.

### **Foundation Skills – making Movement Matter**

**Tas Evans, and co-Presenter Sarah Ashmole, Gym Sports New Zealand**

**11.30am – 12.30pm Primary Hall, Performing Arts Centre**

**Note: maximum 30 participants**

Gym Sports NZ has been developing a Foundation Skills programme with the support of SPARC since July 2008. Delivery models are being trialled in collaboration with five Regional Sports Trusts, building club capability in the participating regions. The Foundation Skills Programme delivery to schools is a major initiative to upskill young children (3-12 years) in their foundation movement skills. The outcome will be that children become more successful at movement, thereby engaging in more physical activities including many different sports. As a result they will be healthier, happier, and their academic abilities are expected to improve due to the connection between movement and brain development. The programme is built around four levels of eight lessons delivered at club facilities or at schools. The delivery embraces the New Zealand Coach Approach of Learner centred teaching and the teaching and the Teaching Games for Understanding (TFGU) methodology. The programme content links to Key Competencies in the NZ Education Curriculum. Sarah Ashmole, CE Gym Sports NZ, will deliver an oral presentation. This will be followed by a practical presentation by Tas Evans, GSNZ's National Development Manager.

### **Dancing and thinking in action: Teaching strategies for dance education.**

**Linda Ashley, AUT University**

**1.30pm – 3pm**

**Primary Hall, Performing Arts Centre**

In this inclusive dance workshop delegates participate in physical improvisations and dance compositional tasks that are taught in a fusion of theory and practice. The historical legacy of the workshop is integrated into the physical learning providing contextual background to an otherwise straightforward creative dance experience. This approach is key to answer the call to fuse moving and thinking during physical learning experiences. Furthermore, it is proposed that by learning about contextual and historical background whilst dancing the learning experience is more meaningful and enjoyable for the learner. The physical tasks and exercises provided in this workshop are derived from the text Essential guide to dance (Ashley, 2008) allowing teachers to refer to the text to support their teaching in their own schools. The tasks can be adapted for primary through to secondary age groups as well as relevant to certain NCEA Dance Achievement Standards and tertiary dance education. The theme used in this workshop has been used by Linda in all educational sectors in a variety of

ways and has a clear historical legacy with dance pedagogy that underpins The arts in the New Zealand curriculum (New Zealand Ministry of Education, 2007). The legacy has also informed Linda's 35 years of involvement with dance, choreography, education, research and writing. Participants will need suitable loose clothing, bare feet and nothing more than a willingness to enjoy moving – they do not have to 'be' dancers. Even though the workshop relates to my conference oral presentation Dancing and thinking at the same time: Pedagogy for teaching dance from a cultural perspective, delegates do not need to attend both in order to benefit.

### **Growing Leaders**

**Sue Emerson, Unitec Department of Sport**

**1.30pm – 3pm**

**Classroom HE1 and GYM, Events Centre**

Are you looking for creative ideas to enhance the leadership potential of your students? Can you see the magic in them that just needs catalysing? Perhaps one of the most dangerous myths associated with leadership development is that leaders are born – that it is a genetically inherited trait. There is, of course, much research associated with both sides of the argument of whether leadership can be grown or developed or whether it is innate. This paper explores the power of sport and physical activity environments to grow leadership potential and build extraordinary leaders. The physical education context has such potential to successfully enhance leadership potential. The paper is interactive discussion immersed with practical and is focused on the recently released SPARC Growing Leaders Programme. This leadership programme provides four stages of leadership learning from primary school children to secondary school seniors, using physical environments and all the potential for character and leadership development. The material is very action based threaded around three key themes: Self Leadership, Connectedness, and Contributing and Influencing. There are some 50-60 leadership learning activities for both teachers and coaches in ready-to-use form and a myriad of templates for immediate use in the development of student leadership potential. From "Super Heroes are Go" to Stephen Covey's 7 Habits of Highly Effective People; from You vs The Clock to the Leader Toolkit the learning activities are student-centred and designed to engage young people. If you are looking for creative ideas for growing both self-leadership and the leadership of others within your physical education environment this could be a session for you to attend.

### **Writing, Adapting, Implementing, Assessing & Moderating Achievement Standards**

**Moana Brown, University of Waikato**

**1.30pm – 3pm**

**Classroom T205, main campus**

This is a practical workshop that invites you to develop your skills in writing units of learning at NCEA level in Physical Education and Health that work for you and your students and that allow greater learning and possibilities in your programmes. Content includes:

- Exploring interesting contexts of learning through Physical Education and Health
- Developing a unit of learning at the workshop that you can use in your teaching programme
- Developing the skills of how to write, adapt, implement and moderate units of learning
- Links to the New Zealand Curriculum
- Explore a range of assessment opportunities
- Preparing your students to be successful achievers (NCEA Level 1 – Scholarship)

Bring with you to the workshop:

Your laptop (if you have one); units of work that you would like to adapt/change

A memory stick/pendrive to receive some awesome resources



# EXHIBITORS AND EXHIBITOR DIRECTORY

## **Bay of Plenty Polytechnic**

Contact: Peter Sommers  
Email: [peter.sommers@boppoly.ac.nz](mailto:peter.sommers@boppoly.ac.nz)

The Bay of Plenty Polytechnic is delighted to be sponsoring the PENZ conference 2009. As the major provider of tertiary education in the Bay of Plenty we are delighted to welcome officials and delegates of PENZ to Tauranga. We wish all visitors an enjoyable visit. Visit us at [www.boppoly.ac.nz](http://www.boppoly.ac.nz) for more details on the range of programmes we offer.

## **Kale Printing**

Contact: Warren Airey  
Email: [warrena@kaleprint.co.nz](mailto:warrena@kaleprint.co.nz)

## **Sports Distributors NZ Ltd**

Contact: Gary O'Brien  
Email: [gary@sportsdistributors.co.nz](mailto:gary@sportsdistributors.co.nz)

As the leading supplier of Sports equipment to the education sector in New Zealand we are proud to have been the leading sponsor of PENZ for the last ten years. We believe in the organisation it's goals and philosophies and have worked hard to promote PENZ and it's ambitions through out the last ten years and hopefully will continue to do so for the next.

## **eTeaching**

Contact: Paul Dawson  
Email: [eteaching@optusnet.com.au](mailto:eteaching@optusnet.com.au)

Eteaching is a company that provides a huge amount of content on CD Roms for teachers and students in senior Physical Education. They provide exciting, interactive visuals, including animations and videos, that foster student understanding of theoretical concepts in Physical Education. The CDs facilitate quality teaching and learning through the provision of a wide array of learning tasks such as worksheets and case studies. Come and view the product and make up your own mind!!

## **Visuallex Sport International Ltd**

Contact: Richard Snow  
Email: [Richards@vxsport.com](mailto:Richards@vxsport.com)

VX Sport is a local company that has made a large investment and commitment in developing sport technology, based on the input of NZ Sports professionals. We believe that PENZ members are ideally positioned to help us shape the future of health, sport performance and education for young New Zealanders, using technology.

## **Siliconcoach Ltd**

Contact: Jodie Lewis  
Email: [admin@siliconcoach.com](mailto:admin@siliconcoach.com)

Siliconcoach is very pleased to be associated with the Thinking Bodies Moving Minds Conference. This is a fitting relationship as siliconcoach software is used by teachers and students to train minds and analyse movement. We look forward to meeting you at our stand and in our tutorials.

## **Modern Teaching Aids**

Contact: Madeleine Harkema  
Email: [mharkema@mta.co.nz](mailto:mharkema@mta.co.nz)

Modern Teaching Aids have generations of experience in providing quality resources for learning environments. Visit the MTA stand to view an exciting range of resources to stimulate movement, and physical activities for all New Zealanders with and without disabilities. [www.teaching.co.nz](http://www.teaching.co.nz)

#### **Education Outdoors NZ Inc**

Contact: Craig Donnelly  
Email: [cldonnelly@clear.net.nz](mailto:cldonnelly@clear.net.nz)

Education Outdoors New Zealand (EONZ) is the national association for teachers and educators who take students beyond the four walls of the classroom. Key work includes support for teachers, enhancement of the opportunities for them to be confident and competent in wider environs, and promotion of good practice. Outdoor education is a key learning area in the Physical Education and Health Curriculum and, alongside the wider contexts of Education Outside the Classroom (EOTC), provide strong links to conference themes.

#### **Easily Active**

Contact: Regan Cross and Tim Gibbs  
Email: [info@easilyactive.com](mailto:info@easilyactive.com)

Easily Active is all about improving the health status of the youth of NZ by providing effective Physical Education and Health resources for teachers and coaches that will enable young people to develop positive lifelong physical activity patterns. Easily Active is proud to be involved in the Thinking Bodies Moving Minds 2009 PENZ Conference. We are firm believers in the need for continued development of teaching practice and pedagogy through events such as this.

#### **Cengage Education NZ**

Contact: Ann-Marie McCarthy  
Email: [ann-marie.mccarthy@cengage.com](mailto:ann-marie.mccarthy@cengage.com)

We are a leading provider of student and teacher educational resources for New Zealand Secondary schools. Under the New House imprint, we publish Secondary texts specifically designed to meet the needs of the New Zealand curriculum, ensuring students acquire the skills and knowledge they need to achieve their best results. In addition to our successful local publishing, we also distribute a wide range of Australian and UK Secondary learning resources.

#### **Netball New Zealand**

Contact: Briar Martindale  
Email: [briarm@netballnz.co.nz](mailto:briarm@netballnz.co.nz)

Netball New Zealand is the national body which oversees the country's leading women's sport. "Our challenge is not about accepting the status quo - our challenge is to ensure Netball is attractive, relevant and inspirational. It is about acknowledging our heritage and recognising what cannot be sacrificed and what needs to change in building on our legacy. In New Zealand, Netball has a proud and strong tradition which over the years has continued to rise to new levels both on and off the court. A team sport played extensively by females of all ages, it has also become increasingly popular with boys and men. Netball is part of New Zealand's national identity: relevant and accessible to all, and provides a social and competitive choice. Our Mission is to lead the sustainable growth of netball and its people. Our Vision is for Netball to be New Zealand's leading sport by 2020.

#### **Arctica Pure Water Limited**

Contact: Anton Jones  
Email: [intl.watervending@xtra.co.nz](mailto:intl.watervending@xtra.co.nz)  
[www.watervendingmachines.co.nz](http://www.watervendingmachines.co.nz)

#### **Coffee Chic Ltd**

Contact: Florent Vade  
Email: [coffeechic@xtra.co.nz](mailto:coffeechic@xtra.co.nz)  
Phone: (07) 3046251