



PHYSICAL EDUCATION NEW ZEALAND
TE REO KORI AOTEAROA

Conference Keynote Abstracts

MacFarlane, Angus
Insert Title

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.

Rees, Roger

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

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.

Tinning, Richard
University of Queensland

School of Human Movement Studies,

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.

I will conclude by offering my perspective on how our field might respond to such issues.

Conference Abstracts

Ashley, Linda
AUT University

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

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.

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

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.

Boris, Jidovtseff Dr
University of Liege (Belgium)

CEReki : An adapted physical education intervention for 3 to 6 year old children

For more than twenty years, the CEReki (Centre d'Etude 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.

Bruce, Toni Dr
University of Waikato

Understanding the Sports Media: Why it is Important to Teach Critical Media Skills

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.

Burrows, Lisette
School of Physical Education, University of Otago

“Building castles in the sand”: Community, context and physical culture

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'

Cassidy, Tania Dr
School of Physical Education, University of Otago

Highlighting the synergy between sports coaching and physical education

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.

Chambers, Nick
Sport Bay of Plenty

Fundamental Movement Skills, should it be curricular?

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.

Chen, Peter Professor
International Council for Health, Physical Education, Recreation, Sports and Dance (ICHPER-SD)

Effective and Creative Teaching

Prof. Peter Chen
Vice President ICHPER-SD for Oceania

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.

Cross, Regan
Copresenter – Timothy Gibbs
Tauranga Boys' College

Easily Active – Physical Activity meets Physical Education

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.

Emerson, Sue
Unitec Department of Sport

Growing Leaders

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.

Evans, Tas
Gym Sports New Zealand
Co-Presenter Sarah Ashmole

Foundation Skills – making Movement Matter

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.

Hart, Sally
Co-presenter – Michelle Cleaver
NZQA

Body and Mind Assessment Matters

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).

Jarman, Bob
AUT University

Decision making in invasion games – applying a constraints-led approach.

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.

Lintott, Miranda
Victoria University

Is there a joker in that mind? Cross curricular learning using a deck of cards

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 workshops that I have attended presented by Michelle Cummings (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.

Using our minds to link our bodies with a racoon circle or two

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.

Lynds, Sonia
SPARC and Sport BOP

Active from the start

An interactive presentation explaining the importance of movement in the early years, and the impact that they have on us in our adolescence and adult years.

The development of foundation skills in children prior to their starting school assists them greatly in many aspects of life – whether it be academic, health, sport or social interactions. This presentation will provide you with an understanding of why children of this generation are developing so differently to their parents and grandparents, and how modern technology and the current environment is impacting the development of today's children.

Physical activities will be demonstrated to show how using low cost and common household equipment can assist in providing opportunities for children to develop to their potential and obtain the skills required for structured learning within the classroom, experience learning within the community, and participation in sport.

How does skipping relate to a child's ability to read; how does language used by a teacher impact on a child's urge to risk take; how do repetitive movements strengthen brain connections and wiring; why do adults find learning a new skill so much more difficult than a child does; these questions and more will be addressed and explained during this interactive and informative presentation based on SPARC's Active Movement initiative.

McKenzie, Duncan
Copresenter – Kristina Mason
Southern Institute of Technology

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

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.

McKowell, Gaye
Department of Curriculum Development and Teaching, University of Otago College of Education

Manaakitanga: Give and receive.

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 physical education.

McGill, Lewis Dr

Mental Skills for Students; the what and how.

Every student and athlete brings their whole body to the gymnasium, the classroom and the playing field. Every skill is performed through the integration of muscle, nerve, bone, and brain. One of the expected outcomes from an education programme is for students to increase the range and quality of their motor skill performance. The purpose of this session is to demystify the area of mental skills in sport and discuss important concepts, skills, and strategies teachers can use when working with students who are learning sports movements for the first time, and when refining movements and skills for higher levels of performance. The skills and strategies of world champions will be described and methods of teaching student athletes will be discussed. Topics will include how to develop and enhance the kinaesthetic feeling of a movement, the ability to move the locus of control to within oneself, setting goals, the effect of continual challenges throughout the learning process, separating the execution from the expected result, and developing a feel for the correct movement positions at various stages of its execution. There will be ample opportunity for questions, discussion, and practical experience.

Designing a mentor programme for student coaches; the principles and implementation.

Many schools provide opportunities for students to coach teams within the school sport and competition programme. Such coaching programmes will serve several purposes including enabling the students to fulfil a component of a

leadership course, the development of coaching skills and effectiveness, and providing coaches to school teams which may otherwise not have a coach. The author has developed and assisted with the implementation of a school coach mentor programme which has been used by students responsible for coaching their fellow students. The purpose of this paper is to describe the coach mentor programme, the basic principles of the programme, the mentor cycle, training sessions for student coaches, and the use of mentors to assist the coaches. Participants will be encouraged to ask questions, share their experience with student coaching programmes, and explore how the programme described in this paper may be adapted to meet the needs of their situation.

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

Jump Start.

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.

McNeil, Grant
HOF, Physical Education,
Auckland Grammar School

Cambridge International Physical Education

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.

Morris, Sue
Quantum Sports

Building Kids Chracter through Game play - A Games Education Approach

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.

Nanaakkara, Samantha
Copresenter – Ian Culpan
School of Sciences and Physical Education, University of Canterbury

Primary Physical Education Fair enough in the playground? : An enquiry of sport participation of migrant primary students in the selected primary schools in Christchurch.

Migrants are a significant part of the pluralism and diversity in the contemporary world. New Zealand is one of the countries that encourage an international labour market, and immigration provides significant benefit to its economy. Unfortunately, most of the migrants are confronted by various problems of poverty, housing, jobs and lack of English proficiency. Many migrant children are considered very isolated and not included in friendship groups in their schools. Therefore, it is important to investigate migrant students' social participation and metacognitive development and how sport could enhance their status while they settle into a new culture.

Method

The main purpose of this study is to examine the ways in which the migrant primary students engage in school sport activities. This study will explore an insight into the opportunities and challenges for migrant primary students' participation in sport in a schooling context. The key focus of the study will be on migrant primary students who are presently studying below grade six in the Ilam and Riccarton primary schools. The research findings will be analysed based on mixed methods of interviews and results derived from a questionnaire.

Discussion

The success and the implications of school sport projects for ethnic groups will be discussed. The barriers existing in implementing school sport projects for migrant students will be identified. This paper aims to contribute to a growing understanding of issues of concern for primary migrant students' sport participation in the Christchurch area and toward developing the specific institutional responses that are required. Suggested effective alternative strategies will be explored.

Conclusion

Although migrants provide significant benefit to the New Zealand economy, they are confronting significant social problems. Most of the migrant children are isolated in schools and this study will examine the possibility of socializing them through sports.

Ovens, Alan Dr
Principal Lecturer, Critical Studies in Education, Faculty of Education, The University of Auckland

Cooperating to Learn: Using Cooperative Learning in Physical Education

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.

Using PE to teach personal and social responsibility

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

Philpot, Rod
Lynfield College

Physical Education – Beliefs, knowledge and practice

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.

Pienaar, Hennie
Copresenters – Phill Surgenor & Duncan McKenzie
Southern Institute of Technology

Factors influencing Physical Activity amongst People with type II Diabetes

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.

Powell, Darren
Macleans Primary School

Promoting Positive Body Image in Physical Education

'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.

Children, adolescents and adults with a positive body image will be more likely to become involved in physical activity and be less likely to diet, have disordered eating, use drugs or cigarettes for weight control, or obsessively exercise. As physical educators we have the power to move minds and promote a healthy, positive body image to all our students - no matter what shape, weight or size. We also have the power to do the opposite.

Richard, Pringle
University of Waiakao
Copresenter – Dixie Pringle

Competing obesity discourses and respective challenges for critical educators.

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.

Roche, Andy
Halberg Trust
Copresenter – Chris Gunn

Inclusion, whose role is it?

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 student's 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.

Saunders, Rachel
University of Waikato

“We know what we want and need ‘cause we live it everyday”: Involving students in designing their learning experiences in Health and Physical Education.

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.

Smith, Wayne Dr
The University of Auckland

In the Name of Skill Acquisition

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.

Solomon, Alec
Rangitoto College

Junior Physical Education-a new focus

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.

Stewart, Lawrie
SPARC

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

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.

Taylor, Jan
WaterSafe Auckland
Co-presenter – Angelo Naude

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

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.

Thorner, Rachel
Tangaroa College

Ethics Through Sport: Olympic Education,

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.

Till, Jude
Unitec Department of Sport

Unitec Active Tools

How active is your school environment? Looking for new and creative ideas to use across the curriculum and during informal parts of the school day? The Unitec Active Tools programme aims to assist schools with meeting the recommendation of including one hour of physical activity per day. Active Tools has been developed to provide innovative, user friendly options for increasing activity levels of children. The intent of this programme is to provide teachers with the tools to create more active primary school environments. Contents of this workshop will include an introduction to the programme philosophy, related research findings and practical participation. Activities will be game based and include some cross curricular learning ideas. From boppers to rubber chickens for 'Action Starters' to activating Math and English through '22 Skadoo' and 'Active English'. This workshop will provide activities that you will be able to implement the next day. Planning for physical activity in your school may look quite different when you return.

Whitinui, Paul Dr
The University of Waikato

Kapa Haka in Mainstream Secondary Schools: Teaming up to be Healthy, Alive and Excellent

Kapa haka (a Maori performing art group) is a culturally responsive and appropriate learning environment that provides opportunities for Māori students to move, perform and achieve using their own language, culture and heritage. With over 54 thousand Maori students (18%) attending mainstream secondary schools this presentation is an empirical snapshot exploring the educational benefits associated with Maori students participating in kapa haka in four mainstream Central North Island secondary schools. In addition, the findings present a strong rationale for providing learning environments that are socially, culturally, emotionally and spiritually linked to their identity as Maori and will increase the likelihood of them participating more consistently in their learning. Finally, the presentation will enable schools and teachers the opportunity to better evaluate their own learning environments working with culturally-connected learners who are Maori in these settings.