

DEVELOPING PHYSICALLY EDUCATED STUDENTS #3

A series looking at the Physical Education Big Idea of learning In, Through and About movement

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Big idea: There are diverse ways of understanding movement contexts and the moving body

This Big Idea continues to connect ākonga with understanding biophysical principles in movement contexts and sociocultural factors that influence the moving body. It also introduces new and equally important learning outcomes requiring knowledge development of tikanga in movement contexts, and the recognition that bodies are a taonga to be challenged, nurtured, and developed through movement.

As Aotearoa | New Zealand secondary schools prepare for the implementation of the NCEA change package, Physical Education New Zealand's key message for physical educators is to ensure movement is the focus of our subject.

The upcoming November Accord Day is intended to give kaiako across the country an opportunity to reflect on their current programmes and, where necessary, to design a local curriculum that centres learning around movement.

Useful links

[Big Ideas and Significant Learning](#)
NCEA Education

[PE as a 'knowledge rich' subject](#)
ImSporticus

Learning In, Through and About movement framework

As kaiako, it will be important to draw upon education 'In', 'Through' and 'About' movement in order to plan for learning experiences that help students to build on their skills and knowledge, and find enjoyment in physical education to benefit their hauora throughout their lives.

Physical Education New Zealand believes a physical education programme that embraces the intent of the Big Ideas of learning 'In', 'Through' and 'About' movement, will support ākonga to develop and refine their understanding of what it means to be physically educated, and to promote physical education throughout their lives.



One way to describe education about movement, is to say that it encourages knowledge development around scientific, technological, cultural, and social understandings of movement. This type of knowledge positions movement and the body as an object to be studied. This may include but is not limited to learning about heart rates in relation to enhanced duration for cardio-vascular performance, technical ball skills, or cultural knowledge related to dance.

Usually learning about movement in physical education commonly includes students being able to name muscles in the body, the components of health related fitness, the teaching points of technically proficient serve in movement contexts, or what are the principles relevant to game play. Its strength is that it can help ākonga to see that movement knowledge reach is out beyond our subject and enters spaces also shared by other Learning Areas. Knowledge about movement can help ākonga to become better critical thinkers regarding aspects of movement.

In summary, knowledge learned ‘About’ allows the learner to understand movement

How can we plan for learning ‘About’ movement?

In planning to embed learning of this Big Idea, we suggest thinking very carefully about both the quantity and quality of knowledge ‘about’ movement our physical education programmes cover. You may wish to consider these suggestions as you review your programme:

- Emphasise learning experiences where ākonga can take knowledge and apply it to their own lives. This might be in an outdoor context where they can reflect on how places and spaces influence movement with reference to whenua, then apply new knowledge when enjoying resources in their local environment. Encourage ākonga to see the relevance of this knowledge for lifelong involvement in physical activity. Perhaps they could learn to locate appropriate environments that are safe for their own informal movement participation
- Planning for learning about knowledge from te Ao Pakeha and te Ao Māori world views. and invite ākonga to engage with how movement affects them, those around them, and their wider communities. Use diverse contexts that require students to think outside of the square
- Allow for progression that are stimulating/immersive rather than making learning about covering content. Build in activities that help develop students’ passion for inquiry and challenge them to find pathways to discover relevant and reliable information. Remember, as kaiako it is our job to help rangatahi navigate a constantly changing and unpredictable world, so let’s make sure we critique the value of the current content we teach. Could learning to develop and apply critical thinking skills regarding the movement culture be some of the best tools in their toolbelt?