

Standard Information

AS92017	v.3	Demonstrate understanding of the application of strategies in movement.	Int.	L. 1	5 c
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Achievement Criteria

What are the achievement requirements for this standard? (See Explanatory Notes for more info.)

Achievement	Merit	Excellence
Demonstrate understanding of the application of strategies in movement.	Explain the application of strategies in movement.	Evaluate the application of strategies in movement.
This involves:	This involves:	This involves:
DEMONSTRATE UNDERSTANDING means...	EXPLAIN means...	EVALUATE means...
STRATEGIES used to develop kotahitanga might include...		

Key Considerations

Are there any other aspects to consider prior to delivering this standard?

Essential Info	Notes
 <p>Conditions of Assessment</p>	
 <p>Unpacking the Standard <small>@ncea.education.govt.nz</small></p>	
 <p>Moderation Reports</p>	
 <p>Standard Exemplars</p>	
 <p>Other Information</p>	

Achievement Criteria

What are the achievement requirements for this standard? (See Explanatory Notes for more info.)

KU Knowledge / Understanding	E Experiences	S Skills
<p>What do students need to know or understand? e.g. leadership principles, summation of forces, etc...</p> <p>For example, student need to know about:</p> <p>Kotahitanga</p> <ul style="list-style-type: none"> What is kotahitanga? What are the characteristics of kotahitanga? <p>Strategies in Movement</p> <ul style="list-style-type: none"> What is a strategy? What do the strategies look like, sound like, feel like? What does promotion look like, feel like, sound like? <p>For example, student may need to understand:</p> <ul style="list-style-type: none"> How kotahitanga is experienced, developed or promoted. How examples of kotahitanga (look, sound, feel) are related to movement settings and strategies. How to evaluate and reflect on movement experiences. How strategies can promote or support movement. For example, tuākana/tēina, manaakitanga, vā, co-operation, rangatiratanga, kuleana/tautua, problem solving, whakarongo, ako, alofa/ofa/aloha/aroha, effective communication, vaka, whanaungatanga, tikanga, etc... A range of movement contexts. 	<p>What learning experiences can help students understand what they need to know and do?</p> <p>For example:</p> <ul style="list-style-type: none"> A range of group or team based movement contexts. For example, dance, cultural/creating a dance, outdoor education, team games, sports education model etc... Cultural games that highlight collective action. For example Kī-o-Rahi or Poi Toa, which emphasise collaboration, shared strategy, and group dynamics. Reflecting on how the principles of kotahitanga are applied in movement experiences, both in the context of sport and in other Māori cultural practices that emphasise collective action. Facilitate discussions on how cultural understanding informs strategy development and execution. 	<p>What do students need to be able to do? e.g. apply, demonstrate, etc...</p> <p>For example, student may need to develop skills:</p> <ul style="list-style-type: none"> Application of strategies in a range of scenarios in different types of movement, different groups or contexts. Reflection on performance, describe, explain, evaluate. Exploring, devise or create strategies. Teamwork, collaboration, leadership and influence. Analysis of strategy effectiveness.
<p>IN MOVEMENT</p> <p>This could look like:</p> <ul style="list-style-type: none"> Engaging directly in movement experiences where students develop skills and tactical knowledge while experiencing kotahitanga (unity and collective action). Whanaungatanga-based games or small-sided cooperative games. 		
<p>THROUGH MOVEMENT</p> <p>This could look like:</p> <ul style="list-style-type: none"> The development of tactical knowledge and strategies. Using movement as a medium to teach and explore the social, emotional, and cognitive aspects of kotahitanga, such as teamwork, leadership, communication, and problem-solving. Consensus-building discussions, peer mentoring or tuākana-teina, inclusive problem-solving challenges. 		
<p>ABOUT MOVEMENT</p> <p>This could look like:</p> <ul style="list-style-type: none"> Reflecting on and understanding the broader cultural, historical, and social significance of movement, particularly how the concept of kotahitanga applies students' wider lives and communities. Cultural reflection on kotahitanga in movement, exploring mātauranga Māori in movement strategies, reflective journals or group debrief on unity and kotahitanga. 		

Modes of Assessment

What mode(s) of assessment will be used to gather evidence for this standard?

Diagnostic: Assessment for Learning Identify any pre-existing KUES, misconceptions, gaps or areas of focus.	Formative: Assessment as Learning Providing feedback and checking understanding in the teaching & learning process.	Summative: Assessment of Learning When ready for assessment what will evidence of achievement look like?
<p>For example:</p> <ul style="list-style-type: none"> Whanaungatanga-based group discussions, mahi-tahi observation, strategy knowledge quiz, group discussion on teamwork and strategy, games or activities for observation, pre-assessment reflections, etc... 	<p>For example:</p> <ul style="list-style-type: none"> Tuākana-teina mentoring during movement experience, collective planning and movement experience co-construction, peer feedback during movement experiences, teacher observation with feedback, group strategy planning session, reflective journals, video analysis with peer or teacher feedback, etc... 	<p>For example:</p> <ul style="list-style-type: none"> Hui to kōrero and reflect, practical performance evaluation, group strategy presentation, post-activity written reflection, peer and/or self assessment, group reflections, pūrākau session for students to share experiences, etc...