

# Guidance for Physical Educators

## Understanding Movement in NCEA Level 1 PE

### Movement & NCEA Level 1

Movement is integral to the human experience. It facilitates a lifelong understanding of our bodies, contributes to our hauora, and allows us to live physically active lives. Movement is affected by and affects who we are, how we experience and interact with others, and our relationship to and place in society.<sup>1</sup>

Across all 4 NCEA Level 1 achievement standards, movement is explored in different ways. Key phrases or terms relating to movement are highlighted. This resource is designed to help provide a snap-shot of the different ways movement is referred to. At all times, teachers are encouraged to refer to the most up-to-date information relating to the relevant standard. This can be found at either [NCEA.education.govt.nz](https://ncea.education.govt.nz) or [NZQA.govt.nz](https://nzqa.govt.nz).

This resource outlines the differences between Movement Contexts, Movement Strategies, Movement Characteristics, Movement Settings and Movement Experiences.

### Strategy

This encompasses the tactics, approaches, and decisions used by individuals or groups to successfully navigate, perform, or engage in the movement context. This could involve gameplay tactics, decision-making frameworks, or ways of adjusting movement patterns to suit different environments or participant needs.

Strategies are often shaped by the rules, expectations, and outcomes desired within each unique movement context.

#### IN NCEA LEVEL 1

For the purposes of Level 1, movement strategies refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal. The focus is on the importance of tactical awareness, not the performance of the individual skills involved.

### Context

This refers to the type of physical activities, traditions, or practices that shape and define the movement experiences.

This includes culturally specific activities (e.g., Māori or Pacific cultural games and sports), group-based activities (e.g., team sports), individual pursuits (e.g., yoga, running), or experiential activities like outdoor education (e.g., bushcraft, rock climbing).

These contexts influence the values, intentions, and understandings that guide how participants engage in the activity and the meaning they derive from it.

#### IN NCEA LEVEL 1

For the purposes of Level 1, a movement context is a single physical activity, game, discipline, or sport, such as mau rakau, badminton, or sea kayaking.

### Characteristic

This refers to the unique traits, skills, and attributes that define how movement is expressed in a specific context.

These might include physical attributes (e.g., speed, agility, strength), cognitive components (e.g., decision-making, spatial awareness), or interpersonal traits (e.g., teamwork, leadership).

Characteristics can vary significantly between contexts, such as the endurance required for long-distance running versus the precision and focus needed in archery.

#### IN NCEA LEVEL 1

For the purposes of Level 1, characteristics of movement strategies are ways in which the strategies are applied and the quality of their execution. The relationship between the characteristics and the movement strategies will be dependent on the movement context.

### Setting (Applied)

This refers to authentic, applied environments, spaces, or places where the movement context occur naturally, rather than being artificially structured or engineered.

These settings must provide real-world opportunities for learning and engagement.

Importantly, these are not training or practice sessions; they must be genuine environments that offer an authentic context, where participants interact with natural, social, and cultural elements that shape the movement experience.

#### IN NCEA LEVEL 1

For the purposes of Level 1, an applied setting means it must be an authentic situation (game, tournament, competition, festival, event, etc) where they are applying their movement strategies to unpredictable external cues. These cues could involve environmental factors, teammates, opposition players, or fellow competitors.

### Experience

These are the lived encounters, structured or spontaneous activity, that engages the body in various forms of physical movement. It is not limited to traditional sports or exercises but can encompass any form of physical engagement.

These experiences are shaped by the interaction between the individual, the environment, and others involved, contributing to a deeper understanding of oneself, one's culture, and the world.

#### IN NCEA LEVEL 1

For the purposes of Level 1, a movement experience is anything that occurs within movement. However, where students are required to specifically reflect on personal movement experiences for 1.3, their reflections must come from the same movement context, not a combination of different movement contexts.



MOVEMENT