Backwards mapping and scaffolding a HPE Programme.

Physical Education New Zealand
Te Ao Kori Aotearoa

The Role Backwards mapping HPE in our schools

PE is more than just movement...

In health and physical education, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

- PE is a platform for Hauora, identity, and lifelong wellbeing
- We teach more than sport—we support personal and social growth

- Intentional planning is key to making learning meaningful

We start with the end in mind.

What is Backward Mapping?

- A strategic planning approach: *Where do we want students to end up?*
- Map backwards to design learning that leads there
- Begin by considering students' goals: university, trades, recreation, outdoors
- Next look at outcomes (NZC + NCEA)

📍 *Think of it like planning a road trip—you choose the destination first.*

Applying Backward Mapping in PE

Curriculum to Purpose

Use NZC HPE strands and AOs as your anchor

Plan for growth across years:

- Yr 9-10: Foundations and exposure
- Yr 11-13: Depth, critique, application
- Build both biophysical & sociocultural learning
- Align with pathways and passions

📊 *"What do students need to understand, apply or reflect on by the end of this year?"*

Crash course in Backwards mapping

- In 3 group, start at the end goal… what is it?
- What do our students need to be successful?
- BP, SC, MM

Many hands, make light work.

Things you should consider/ include

- Our curriculum guidelines
- Biophysical Principles
- Sociocultural Principles
- Mātauranga Māori
- Department or School Narrative

The Power of Scaffolding

Scaffold = structured support

Break complex learning into achievable steps

Use modelling, peer support, and gradual release

Adapt supports to suit cultural needs and identities

 *Students are more willing to climb when they trust the scaffolding.*

Scaffolding in Practice – PE Examples

Modified/mini games → full gameplay

Visuals and cues for tactical thinking

Movement progressions (e.g. biomechanics)

Structured reflection questions for analysis

Use of tūakana-teina for peer modelling

Interweaving Biophysical & Sociocultural Principles

- Biophysical: Anatomy, motor learning, sport psych
- Sociocultural: Identity, equity, relationships, culture
- Purposeful use of contexts: e.g., team sports, gym training, dance, Ngā Taonga Tākaro

Plan progression through both lenses

⚖️ *Great PE programmes balance science with story.*

Culturally Responsive Scaffolding

Honour te ao Māori and other worldviews

Use local contexts & whānau knowledge

Validate all movement cultures

Embed tikanga & Māori pedagogies (ako, manaakitanga)

Key Competencies & Graduate Profile

Confident learners who:

- Participate & contribute
- Relate well to others
- Think critically
- Understand Hauora and identity

Scaffold learning so every student is “PE literate”—even if they don’t continue in senior years

Takeaways for Teachers

Effective Planning = Equity + Engagement

Content:

Backward map with purpose

Scaffold with care

Build identity, agency & connection

Let learning be relevant, localised and future-focused

🔑 *Great teaching starts with great planning.*