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Tēnā koutou katoa,

Welcome to the December edition of *The Physical Educator*, our final journal for 2018.

As we reflect back on some of the events and achievements for the year, CEO Richard Van der Jagt keeps members updated on current projects and subject advisor, Janna McLean, reveals details about the first Primary Teachers' conference, which is being organized by PENZ and will be held in Wellington in 2019.



As Margot Bowes retires from her role as President of Physical Education New Zealand – Te Ao Kori Aotearoa, she shares with us some parting thoughts and recognises some of the key people that have contributed to, and continue to support the growth and development of Physical Education in New Zealand. It is timely that we also hear from our new president, Celia Fleck, as she makes her first contribution to the *Physical Educator*. Her report outlines her vision and focus of the board for the next 12 months and some of the challenges that lie ahead.

Our feature article by Dr Susannah Stevens considers some robust discussion around The possibilities for pedagogical encounters at the Youth Olympic Games and what influences decisions within the Olympic institution. Graduating Bachelor Education Students, Grace France and Daniel Smith, also challenge the need for shifting focus, as they make suggestions for change as they present their research on Possibilities for Future Focused Physical Education in New Zealand.

As 2018 draws to a close, the team at PENZ wish you all a safe and relaxing summer break.

Ngā mihi o te Kirihihete me te Tau Hou

Maree Cotter

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Lisette Burrows, Margot Bowes. **Research Panel:** Kirsten Petrie; Tania Cassidy; Katie Fitzpatrick; Richard

Tinning; Ian Culpin; Clive Pope; Barrie Gordon; Alan Owens. **Professional Panel:** Lorna Gillespie; Anne

McKay; Libby Paterson; Marg Cosgriff; Melissa Young; Wayne Smith; Darren Powell. **Physical Education**

New Zealand Staff Contacts: Richard van der Jagt, Chief Executive Officer: CEO@penz.org.nz, Claire

Waring, Office Manager: admin@penz.org, Susie Stevens, Lead Advisor: susie@penz.org.nz, Romana

Puchegger Subject Advisor Romana@penz.org.nz Copyright: New Zealand Physical Educator - Journal of

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A logo-free pair of shorts; The possibilities for pedagogical encounters at the Youth Olympic Games.

Dr Susannah, Stevens, PhD. Co-director of the New Zealand Centre for Olympic Studies (NZCOS), Manager Child Well-being Research Institute (CWRI), University of Canterbury

FOREWORD

The Buenos Aires spectators poised on a grassy bank, wrist bands indicating they had capitalised on the complimentary offer to attend. There was a hum of excitement, and as she stepped out to her position. She seemed to know what was required of her, as she gracefully boosted upon the wall and began her climb. The wall was scaled in a matter of minutes, her target touched ever so beautifully, as she held her final hold with two chalky hands, made the count, gave a smile, then dropped to the mat below. The climb was world-class, and it was achieved in a logo-free pair of shorts.

INTRODUCTION

The International Olympic Committee (IOC) and its president at the time, Jacques Rogge, fervently positioned the Youth Olympic Games (YOG) as a viable way of returning the Olympic Games to their roots and pedagogical potential (International Olympic Committee, 2009a, 2009b; MacAloon, 2008). So, when Singapore hosted the first YOG, in August 2010, they were met with apprehension and anticipation. From inception, the idea of a 'youth games' roused debate to whether this event could deliver on these educational and cultural intentions; or whether it was a new way to indoctrinate youth into an elitist, outdated sporting movement (Baka, 2008; Baumann, Tsiknakos, De Arma, & Sosa, 2007; Ivan, Vidoni, & Judge, 2008; Kabitsis, Harahousou, & Eleftheriou, 2004; Maguire, Barnard, Butler, & Golding, 2008; Pavsek & William, 2007). Baka stated; 'Are we led to believe that the YOG really will not have the pursuit of medals as the major objective of

participating NOC's who will be paying for athletes to attend this event?' (Baka, 2008, p. 427). Maguire, Barnard, Butler and Golding (2008) insinuated that the YOG was simply a method for the IOC to address the concerning decline in the youth audience and consumption of the Olympic brand. They contended that the IOC's change in marketing strategy and launch of the YOG feed the commercial process where the corporate nexus is concerned less and less with the values of Olympism¹ (Maguire et al., 2008). This argument was further fuelled by the bidding process, where prioritisation was given to financial feasibility; only mentioning educational and cultural programmes when it connected with budget expenses (Ivan et al., 2008). The IOC is no stranger to critique, and as far as sporting bodies go, has seen its fair share of scrutiny over its practices. Many titles alone allude to much of the criticism;

These critiques stem from debate that postulates by acknowledging politics and contemporary issues such as corruption, environmental impacts, gender, colonisation, globalisation, commodification or sustainability within the Olympic Games and the Olympic Movement; it is not possible to have an 'Olympism' that is theoretically different (Kohe, 2010; Lenskyj, 2012a, 2012b). Likewise, Young & Wamsley (2005) state that it is difficult to see Olympism or Olympic Education in a separate light from the Olympic spectacle, because the Games have 'inscribed their way so indelibly into the public consciousness in so many countries of the world' (p.xxiii). In a simple equation, these critiques are effectively arguing that the politics of the Olympic brand are simply too extensive for the educational side to ever be authentically relevant or effective. Naul (2008) claims that this creates a unique tension between an acceptance of ideological educational principles, alongside an acknowledgement of the commodification of the Olympic Games. A good example of this philosophical contention discernible at a practical level is

¹Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles (International Olympic Committee, 2016)

notable within a 2008 study on athlete motivation. Here, two significant drivers for Olympic athlete motivation were identified as 'money' and personal advancement within 'the sporting market', yet this was balanced with 'setting an example' and the pursuit of 'a sound mind in a healthy body' (Timmers & de Knop in Naul, 2008). This convoluted debate prompts academics to approach 'Olympic Education' with critical caution (Bale & Christensen, 2004; Da Costa, 2006; Kidd, 1996; Lenskyj, 2000; Maguire et al., 2008; Wamsley, 2004). Naul (2008) even goes as far as to say that we should not be thinking of Olympic Education as the Games or the Olympic Movement at all:

...Olympic education, its meaning, its pedagogical significance and function, and its tasks, and objectives for children's and young people's development cannot be defined by way of the popular attitudes that the mass media currently associate with the Olympic Games (p. 18).

Still, the question could be asked if this dichotomous positioning of Olympic Education (as the inherent 'good') and the Olympic Games (as a problem to its inception) has prevented conversations on the pedagogical possibilities of events such as the YOG? What if the unique tension that Naul (2008) so aptly describes was not viewed as a problem, but rather reintroduced as a powerful, purposeful pedagogical opportunity that the IOC could lead through the YOG? This would certainly paradigmatically challenge the habitual thought that Olympism cannot authentically be associated with the Olympic Games for educative purposes; and it could allow for the flourishing of a different kind of pedagogical possibility; the one of the 'encounter'.

A matter of pedagogy.

Pedagogy, in its most simplistic form can be thought of as methods and practices of teaching. Pedagogy derives from the late 14c Old French '*pedagoge*' and a pedagogue was someone who taught children. Literature varies on what constitutes pedagogy, but is commonly recognised as a spectrum of teaching-learning options according to different characteristics or delivery techniques (Mosston & Ashworth, 2002). Tinning (2010) however, advocates for a broader understanding of pedagogy when we think about how one learns information. He distinguishes pedagogy as any situation where an individual gains knowledge or 'comes to know'. This can occur consciously or sub-consciously, as a consequence of engaging in a pedagogical encounter; which has as its purpose the passing on of certain knowledge. With this understanding, pedagogy for physical activity could

include: the physical education lesson, the sports development class, the university lecture, the sports club, the personal training session, the 'ski school', or the swimming and dance afterschool lessons. Conversely, non-formal physical activity pedagogical sites could be social media, newspaper articles, a magazine cover, a family influence, Google, the instructional fitness DVD, the Nintendo 'Wii', or a t-shirt printed with a slogan. The resulting argument is the vast array of possible pedagogical sites that Tinning (2010) argues are all important to consider when researching in the human movement field. Moreover, he claims that if pedagogy is considered foundational within sporting or movement contexts, then those working in the field must explore both non-formal and formal pedagogical sites to understand the many influences upon one's learning. That thought can then be given to acknowledging, critiquing and utilising the non-formal sites to support formal learning (Syndor, 2004; Tinning, 2010). So, let us say for the purposes of this article that *formal pedagogy* is specific teaching and learning models grounded in education and *non-formal pedagogy* is unstructured information or events that convey a message.

Olympism: Formal and non-formal pedagogy.

The formal pedagogy of Olympism is varied and habitually comes under the umbrella of 'Olympic Education'. Olympic Education is so diverse globally that it can present as an educational programme on Olympic culture, Games or factual knowledge of the Olympic Movement (Kabitsis, Harahousou, Arvaniti, & Mountakis, 2002); but could also present as '...a universal education of development of the whole human individual...based on the fundamental values of the human personality' (Muller, 2000, p. 309). The latter depicts a moral education that is not focused on content yet promulgates human development through sport. Typical discourse in New Zealand, constitutes using unit-based resources published by the New Zealand Olympic Committee (NZOC) or running a 'mini-Olympics' athletics-based event or festival where children can celebrate as countries, learn about the values and emulate the Games. At the senior level, some teachers choose to use the Olympic Games as a context for physical education national assessment, where they critically investigate the Games, the Olympic Movement and socio-politically 'unpack' the event. It could be contended however, that these experiences of 'Olympic Education' do not use a consistent pedagogical approach in their delivery and this perception is supported within New Zealand research (Culpan, 2008; McCone, 2016; Stevens, 2011). This debate is well beyond the scope of this article, but in short, literature predominantly supports

the 'best practice' of Olympic Education as:

1. The concept of harmonious development of the whole human-being;
2. The idea of striving for human perfections through high performance, in which scientific and artistic achievement must take equal rank with sporting performance;
3. Sporting activity voluntarily linked to ethical principles such as fair play and equality of opportunity, and the determination to fulfil those obligations;
4. The ideal of amateurism, which has been almost totally abandoned in international sport today;
5. The concept of peace and goodwill between nations, reflected by respect and tolerance in relations between individuals;
6. The promotion of moves towards emancipation in and through sport (Muller, 2000, p. 313).

This type of approach or understanding of Olympic Education is directly linked with moral education, physical education and sport (Binder, 2005; Bronikowski, 2003, 2006; Culpan, 2007). Gould, Collins, Lauer & Chung (2006) and Shields & Bredemeier (1995) argue that participation in sport alone does not lead to positive psychosocial and life skill development without education, thus the need for formal pedagogy. A breakdown of the different components of an Olympic Education formal pedagogy can be summarised into five different concepts (Naul, 2008):

1. **The "Knowledge-oriented" teaching approach:**
Concerned with historical and educational legacy; this teaching approach harnesses knowledge transfer using texts and working materials to teach national and international views of dates and facts re ancient and modern Olympic Games and movement.
2. **The "Experience-orientated" teaching approach:**
Concerned with experiences both in and outside of school such as games, sport, art and music; this teaching approach is focused on promotion and celebration of the spirit of the Olympic Games.
3. **The "Physical Achievement-Orientated" teaching approach:**
Concerned directly with physical education; this teaching approach advocates self-perfection and the use of Olympic Education to harness physical education and sport experiences as sites for moral and social development.
4. **The "Lifeworld-Oriented" teaching approach:**
Concerned with Binder's (2001) work linking

Olympic principles to personal social experiences in sport; this teaching approach advocates the importance of education to lead a full and happy life. A "Lifeworld-Oriented" education is an education that exemplifies the importance of:

- Participation in physical activity and learning the joy for movement
- Learning to live in, and celebrate a multicultural world
- Learning self-respect and determination
- Celebrating the 'true' Olympic spirit'

5. The Integrated didactic approach for Olympic Education:

Concerned with a holistic Olympic Education, this teaching approach encapsulates 1,2,3 & 4. This integrated approach can be interpreted as:

- Learning that occurs in various locations (schools, sports clubs, social settings, Olympic Games) that facilitate education through sport.
- Learning that acknowledges various forms of Olympic Education, such as social and cultural experiences, sporting success and effort and knowledge about ethical and humanistic values that Olympism upholds.

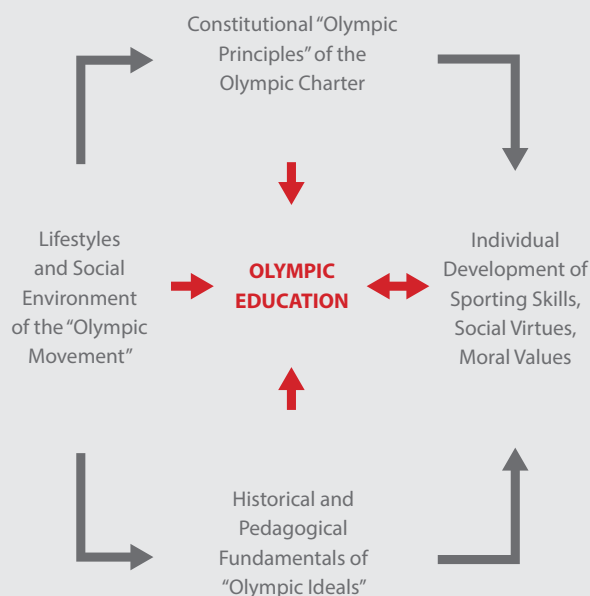


Figure 1: Naul, 2008, p.125 Fig.11: The integrated didactic approach to Olympic Education.

Naul (2008) states that integrated approaches of Olympic Education, such as the one above, are best achieved when values-based teaching models are housed within curriculum and physical education, sport education and Olympic education are combined. This is also seen as the most effective way to address the somewhat 'a-pedagogical' nature of Olympic Education and ensure that specific pedagogy is used to maximise its learning benefits (Culpan & Moon, 2009; Culpan & Wigmore, 2010). Many countries have cases where they have integrated

Olympic Education within national curriculum statements and underlying values; New Zealand, Poland, Lithuania and Greece being examples (Naul, 2008). Practically these examples of movement-based curriculum advocate;

- A blend of culture and sport for imagination;
- Practical experience to allow application of moral and ethical challenges;
- Socio-critical learning environments with teaching models that allow questioning, problem solving, individual learning opportunity and group work;
- Acknowledgement of the wider societal influence upon social and ethical development;
- Role-modelling and practice of sports-person-ship, valued relationships, co-operation with officials, caring for oneself and others health and well-being, self-control, coping with winning and losing, appreciation of effort and exchange of cultural and sporting traditions (Binder, 2005; Bronikowski, 2006).

There are strong suggestions that this type of Olympic Education should also adopt a socially critical pedagogy where possible to prevent the marginalisation of other discourses in Olympic sport (Binder, 2001; Culpan, 2007, 2008; Culpan, Bruce, & Galvan, 2008; Naul, 2008). Culpan & Bruce (2007) and Culpan et al. (2008) argue that employing a critical pedagogy allows learners to develop social responsibility and social justice; and when connected to Olympism becomes a viable way of exploring power relationships, dominant discourses and social or political agendas within the Olympic Movement (Culpan et al., 2008).

So, if literature decrees that Olympism as 'formal pedagogy' (Olympic Education) is best-fit within a curriculum as a values-based education that adopts criticality; what could the non-formal pedagogical sites look like to support this? Some literature contends that because Olympism aligns with physical education and educational sporting contexts it can never be separated from the wider educational environment (Culpan, 2007; Culpan et al., 2008; Culpan & Wigmore, 2010; Naul,

2008; Parry, 1998, 2006). Subsequently, Olympism is subjected to political agenda and dominant discourse influences which authenticate knowledge and shape curriculum content (Culpan, 2007; Doll-Tepper, 2008; Horton, 1998; Kirk, 2010; Metzler, 2000; Parry, 2006). If Tinning's understanding of pedagogy is applied to these assertions, then the non-formal pedagogical sites also play a significant role in the shaping of this knowledge. A study by Telama, Naul, Nupponen, Rychtecky, and Vuolle, (2002) found that there was little knowledge about the Olympic Movement from children and youth, except for current media related items. This was supported by the findings from a New Zealand study on youth perceptions into Olympism and the educative value of sport (Stevens, 2011). Both pieces of research support Tinning's (2010) argument that non-formal pedagogy includes media sites. In fact, non-formal pedagogy, was found to be the major contributor to youth's knowledge and understanding regarding the Olympic Games, Ideals and the Olympic Movement (Stevens, 2011). Youth in the study stated that the media played an important role for them and shaped the way they understood and viewed the Olympic Games. Furthermore, they indicated that media did not seem to convey alternative messaging other than the dramatic elements of what constitutes 'traditional sport'. What youth see, is effectively what they understand the events to be; A biannual recreation of an entrenched Olympic sporting paradigm.

There is also compelling evidence to suggest that younger generations want to view sport that is fair and is of equal contest. They still believe in the virtuousness of sport: 'The reality of today's sporting competition often shows aggression, hatred, cases of doping among most outstanding sport heroes, but children are still unaware of that situation' (Bronikowski, 2006, p. 187). Youth still want, prioritise and value sport that is morally, ethically and socially just (Stevens, 2011). Rychtecky & Naul (2005) suggest the older the students get, the harder it is to alter preconceived ideas and assumptions within their thinking and moral attitude. This may have been due to the significant impact that exposure to media has upon the portrayal of acceptable sporting behaviour, morals and ethics (Bronikowski, 2003, 2006). This argument that age factors into the ability to display prosocial behaviour in a sporting context (Bronikowski, 2003, 2006; Rychtecky & Naul, 2005) is not new. Earlier studies seem to have drawn connections between age, gender, involvement and moral behaviour (Bredemeier, 1995; Bredemeier & Shields, 1986). So, in the knowledge that children and youth are shaped from a young age and are impressionable to global media messaging, the YOG

could be an ideal site to use for non-formal pedagogical encounters. This suggestion is not made as a passive acceptance of the status quo, rather it is made as a call to action.

On paper, the IOC's efforts to foster the educational and cultural potential of the Olympic Movement could be attributed to five specific, separate measures of dissemination of the educational concerns of Olympism:

- The introduction of the International Olympic Academy (IOA) in 1961.
- The introduction of Olympic Youth Camps held simultaneously with the Olympic Games (This was first reported in 1912 Stockholm and has since been organised at 10 Olympic Games).
- A global announcement that National Olympic Committees (NOC's) should adopt National Olympic Academies (NOA's) to further the educational and cultural elements of Olympism.
- A global demand that any Olympic Games host nation adopts cultural and educational programmes in conjunction with the Olympic Games.
- The introduction of the Youth Olympic Games (YOG) (Naul, 2008).

These efforts are positive steps by the IOC to foster the educational and cultural facets of the Olympic Movement. Additionally, and in conjunction with the YOG this year, the *'Olympism in Action' Forum* was held for the first time; A two-day conference dedicated to the educational, cultural, philosophical and sociological facets of Olympism that preceded the YOG. Following this, at the YOG, there were formal cultural and pedagogical activities that surrounded the events such as printmaking, cultural art, subdivisions of space where children could trial multitudes of international sporting pursuits. There was attention on social and global issues, for example a tent dedicated to the United Nations Sustainability Development Goals (SDG) where Argentinian-specific initiatives were interactively showcased. These actions all go towards building a *platform* for engagement with educational activities or cultural displays however, as stated earlier, literature elucidates that these formal pedagogical initiatives would be more sustainable and effective elsewhere. So how then could the YOG reach its pedagogical potential? Perhaps the YOG doesn't need 'formal pedagogical initiatives' as such. Perhaps the strength of the YOG lies within its platform for non-formal pedagogical encounters promulgating an evolving culture of what constitutes youth sport on the global stage. These pedagogical encounters could be the IOC's confrontation of the socio-political critique

by implementing, modifying or modelling a change of behaviour to exhibit this idea of 'Olympism in Action'. Olympism in Action, viewed as a non-formal pedagogical opportunity is not only a significant political and social stand by the IOC, it could hold great potential to educate youth to support what could be occurring in a formal pedagogical space.

Olympism in Action and the logo-free pair of shorts.

The logo-free pair of shorts at the YOG was pedagogically significant. Not only did it reject the notion that this climber needed to be sponsored, it also rejected the notion that she needed to be cheered for by those wearing a similar colour of short. It was a silent protest that was sanctioned by the IOC rule book that confronted the institutionalised Olympic sporting rules of national uniform. Likewise, the non-formal pedagogical messaging on sustainability was evident throughout the parks with temporary structures, reusable pathways, and an emphasis on natural materials where possible. This is not to say that the YOG is sustainable in its current form or was sans-politics, rather the statement is made here to target the pedagogical possibility of actions such as these. It is these messages that expose youth to a visibly different experience of what constitutes 'Olympic' and are subsequently offered encounters of Olympism in Action. For example, the 3-on-3 basketball that modified traditional rules sent the message that not all high-level basketball needs to look the NBA; in fact, the same game played with friends at the local courts is equally valued for the level of skill required. Or the introduction of Olympic skateboarding with the open aired-skatepark, blaring tunes, and no uniform sent the message that the IOC valued the internal rules that skaters adhere to and respect. The more socio-political the non-formal pedagogical message is, the stronger the encounters of social justice that could be realised. For example, the free access given to the local children and families to watch these events – allowing local children regardless of their socio-economic status, to line the banks of these skate ramps to see fellow Argentinian and Brazilian youth pull their best tricks. Allowing local public to watch and experience the Games and opening ceremony for free is an action for equity, not elitism. Equally, the local schools bringing in groups of students to watch the events and participate in modified versions of different sports.

In 2004, Carrington posited the idea of 'Cosmopolitanism' Olympism and suggested that global identity and uniting as 'world citizens' and global institutions could markedly change the shape of the Olympic Games. A challenge to national identities

competing to global citizens participating, he stated: 'Olympism is not just an abstract ideal. Embodied in the actual Olympics the opportunities to realise a sense of global, post-national belonging that is grounded in the politics of the local, the city, the regional...' (p. 97). It could be argued that the YOG mixed-gender and mixed-national teams in triathlon, fencing, table tennis, archery and swimming were significant non-formal pedagogical messages in the same vein; fostering the importance of non-discrimination of global citizens. The non-formal pedagogical message being the visible and valued rule change that prioritised diversity. Perhaps one of the most intriguing examples of non-formal pedagogical encounters of Olympism in Action, is the officiating of the breakdancing. When the IOC endorse Olympic rules, they model on a global stage how that sport should be understood and practiced. So, when the IOC endorsed the Trivium Value System to judge breakdancing at the YOG, they modelled to the world that sporting prowess needed a balance of body, will and mind. Qualitative criterion, a triangle of (1) Physical quality (for the body), (2) Interpretative quality (for the soul) and (3) Artistic quality (for the mind) were used for the official judging of the breakdancing competition (World Dance Sport Federation, 2018). Now, despite critics squirming that bodily experience could be being dissected dualistically here, the initiative to include the mind, body and soul as criteria for excellence and performance significantly progresses our understandings of 'Citius, Altius, Fortius' as what constitutes Olympic success. These may all be small steps, but they are all non-formal pedagogical messages that youth encounter by watching the YOG. This is the strength of Olympism in Action; the many social actions from the IOC that are visible to youth. Olympism in Action as a non-formal pedagogy could be a viable way to confront the common discourse that has previously been promulgated and institutionalised as what it means to be 'Olympic'.

Ivan, et al. (2008) argue that the YOG could potentially address the global growing interest in sport, specifically youth perspectives of sport and connections with other socially important issues. This would link the global Olympic Games directly with communities (Ivan et al., 2008). Yet it is not enough to simply state that the YOG will 'educate, engage and influence young athletes inspiring them to play an active role in their communities' (International Olympic Committee, 2009a, 2009b). Thought must be given to how this will be pedagogically possible. Bale & Christensen (2004), Hsu (2000, 2002) and Lenskyj (2000, 2004) argue that promotion of patriarchy, heterosexualism, elitism, Eurocentricity, and obsessive

behaviours towards exercise are some examples of dominant discourses in sporting culture. As mentioned previously, it is these entrenched, often subliminal messages that continue to shape sporting culture, and the reason that many scholars note the usefulness of employing criticality within formal Olympic Education frameworks. It is extremely helpful for those using sport as a learning context to acknowledge that 'sport' can hold many contradictions (Kretchmar, 2005; Marjumdar & Collins, 2008). For example, political cohesion, capitalism, corruption, colonisation, power and gender inequalities, globalisation and commodification can be linked directly to sport; however, so can excellence, well-being, joy, civilisation, peace, culture, education, health and solidarity. So, why not apply the same thinking to non-formal pedagogical encounters. Freire stated that people become oppressed over a long period of time or 'a culture of silence' and accept political agenda, socially accepted behaviour and common knowledge as the 'truth' (Freire, 1968). However, this emancipation is stronger with praxis. The YOG could easily be established as the site for the IOC to engage in social action and continue to disrupt the 'Olympic' discourse; and they could do it by targeting these non-formal pedagogical possibilities. An athlete speaking to a classroom of children will not be as pedagogically effective as the statement made by a global influential sporting body removing their rings from McDonald's cups. A tent on 'non-discrimination' in an athlete village will never compete pedagogically with a formal rule change to endorse the integration of athletes from multiple nations. The IOC is very able to facilitate this socio-political change, and there are certainly notable glimmers within the YOG. To prevent the pendulum swinging from excellence to early specialisation, or from global opportunity to commodification, the IOC through the YOG could continue to plan for these non-formal pedagogical encounters. The YOG is an excellent opportunity for entrenched Olympic paradigmatic disruption. Just imagine the messaging that would reverberate from eliminating medals tables; changing the sports each year; including indigenous games; increasing in the number of non-gendered events; increasing the number of inter-national and multicultural events (where you have no knowledge of those you will be working with until you are within the Olympic Village); regulating preparation to prevent overtraining; or eliminating bidding processes. These socio-political non-formal pedagogical messages abruptly challenge the notion of what it currently means to be 'Olympic', and instead embrace a discourse of 'Olympism in Action'. So, in a time where educational environments typically focus on the formal pedagogy of Olympism – let us not forget the place and power of a pair of logo-free shorts.

CONCLUSION

Despite the debate that encircled the YOG from inception, there has been evidently steps by the IOC towards delivering on forecast educational and cultural intentions. It could be argued however, that these attempts are concentrated on formal pedagogical delivery into a site that has been identified by literature as problematic for the authentic and sustainable understanding of Olympism. This article suggests that formal pedagogy of Olympism is best-fit within a curriculum, as a values-based education that adopts criticality; and the YOG would be better suited to planning for non-formal pedagogical encounters. This is based upon Tinning's (2010) classification of pedagogy as any situation where an individual gains knowledge, consciously or sub-consciously, as a consequence of engaging in a pedagogical encounter; which has as its purpose the passing on of certain knowledge. Youth gain the majority of their understanding of Olympic practice from non-formal pedagogical sites, so there is considerable educative potential to nurture opportunities for Olympism in Action encounters. These are most powerful when they challenge the notion of what it currently means to be 'Olympic'.

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CEO Report

Richard Van der Jugt

This year is fast drawing to a close, so it's time to reflect back on what has been achieved over the past 12 months and to outline what projects we are involved in for the upcoming year.

Strategic Plan

Our updated 2017- 2019 strategic plan is now online. Even though the plan covers a three year span it is reviewed and updated each year. The main reason for this is the rate of change occurring within the education sector, which means we can no longer produce a three-year strategy which we set and forget. In some sectors such as IT, the pace of changes is so rapid, they have now moved to a continuous review cycle. For the first time the strategic plan has included strategic outcomes which we hope to achieve through 2019 and beyond.

If we focus on just one these outcomes, such as;

- *"Identify and form relationships with like-minded organisations, including Maori organisations that have the potential to help us achieve improved knowledge and understanding in Physical Education and support the professional learning of teachers of Physical Education."*

We can explore some of the work streams that we have already started which underpin the success of an outcome such as this.

The first new workstream, is the development of the New Zealand Primary Teachers Conference (NZPTC). This inaugural primary conference will be held in Wellington on the 15-16th of April. www.NZPTC.com PENZ is leading the organisation of this conference but we are collaborating with eleven other subject associations to bring it to fruition. This level of collaboration is essential to deliver the high quality cross curricular workshops required for the primary sector who are generalist teachers.

We recently conducted an online poll to ascertain the support for the development of a Health and Physical Education (HPE) Day to raise awareness of the curriculum area and its importance and impact on the wider community, schools, teachers and parents. The results from the

community poll were overwhelming, with over 92% of respondents in support of this concept. This day has been run in Australia by our Australian counterparts ACHPER for the past three years with tremendous success. This year, it involved over 30,000 students undertaking a range of school, home and community activities. Based on your feedback, and with the support of ACHPER through our recently developed MoU, we are now considering how a similar event might be carried out in New Zealand.

If you have been on the PENZ website recently you will have started to notice several changes. The most significant of these is the addition of a Learning Management System called the "Learning Hub". This system is free to use, and has been designed to provide you and your students with a range of relevant resources and information from credible organisations throughout New Zealand. The Learning Hub will also host PENZ micro credentials. For people not familiar with micro credentials, they are very short work-based specialist courses which PENZ is developing in relation to the HPE learning area. These courses are all NZQA accredited, and at post graduate level (level 8) on the framework and will be available through the Learning Hub.

Other recent website up grades include the opening of our online "Shop" where you can purchase resources and products for your students or school. We are just putting our first products up, so check back regularly to find the items you or your department might be interested in purchasing. Every purchase supports PENZ and the activities we can deliver for you. We are also working through the process of putting past copies of the Physical Educator journal in the members only section, so you can search and read articles online and in your own time. The past three years are now available.

Our Inspired Leadership Conference took place in November in Auckland, numbers were significantly up on last year and the speakers were challenging and topical. Our keynote was Dr Ann Milne whose talk about "Colouring in the White Spaces" provided a new perspective on inequality in our current education system and had many delegates thinking about their own approach to inequality. Ann is also speaking at the New Zealand Primary Schools' conference in April and I'm sure she will be equally thought provoking for that audience.

The workstreams outlined so far contribute to just one of the strategic outcomes in our latest strategy; in all we have twenty-one outcomes to deliver on for 2019. The team delivering these outcomes can only be described as “tiny” and is equivalent to just 2.6 Equivalent Full Time (FTE's) staff. So, in ending this year, I would like to personally thank all the PENZ team who are scattered about the country and who juggle multiple jobs and family to deliver a range of outstanding and innovative services.

It's also the time of year where we say hello and good bye to number of people who have supported the curriculum area and PENZ through their positions. The first is Margot Bowes who after many long years of service, will no longer be working with the University of Auckland from February next year. In her personal capacity and with the University of Auckland, Margot has been a massive supporter of PENZ and the learning area and we wish her well for the future. We are also seeing the departure of Professor Ian Culpan from Canterbury University. Like Margot, Ian has been a tireless advocate for PENZ in his role at the University of Canterbury. I don't believe that Ian or Margot will for a second stop being involved with PENZ, or the learning area and given the caliber of these two individuals they will both probably be busier than ever before.

Our welcome list begins with our newest branch, Hawkes Bay. The Hawkes Bay officially notified us of their establishment as a new branch in November. We are excited at the prospect of doing more with our two branches through 2019 and working out new ways to best support them. Our newest addition to the team is Kylie Sisley, who has started as our Sponsorship and Events Coordinator. In 2019, we have a significant scheduled event every 6- 8 weeks, so we quickly identified the need to have someone with specialist expertise and experience to assist us in navigating through our events calendar.

Finally, I would like to wish you all well for the Christmas break and hope you find quality time to reconnect with your whanau and friends and take the time to recharge for the year ahead.

Past President's Reflections

Margot Bowes

As I we come together to celebrate our 60th Conference, recognise 70 years of Otago PE School and honour 80 years of PENZ, I am drawn to an article from the Evening Post, Wellington, from 1937 announcing the creation of a physical education society that became PENZ: "PHYSICAL CULTURE: SOCIETY FORMED. The article, gifted by Lady Joan Gillies, reported that following 'a conference of physical instructors, representative of all parts of New Zealand ...an organisation to be known as the Society of Physical Education of New Zealand (Inc) has been formed'.

In opening the 1937 Conference, Lady Joan's husband, then Dr. Alexander Gillies, suggested that:

Physical education is an art rather than a science, and while due attention must be given to the fundamentals of art, it is nevertheless one in which an ounce of practice is worth a pound of theory, and the real craftsman can never be

supplanted by the pure academician. (Evening Post, 1937).

Dr Gillies became the first Patron of the Society and Mr J Duffy the first President. Dr Gillies, later Sir Alexander Gillies, who gives his name to our Gillies Medal, remained as Patron until his passing in 1982. In 1983 Sir Randal Elliot became Patron until his passing in 2010. Currently Trevor Garrett, Otago University Physical Education Hall of Fame, is the third Patron of PENZ. A visit to our honours board on the website will provide members with a rich history of the key contributors to this wonderful and enduring organisation

In comparing our current Strategic Goals with the key objectives of the Society established in 1937 many parallels remain; the importance of physical education, the professional learning of teachers, and ensuring that quality physical education is understood, valued and experienced.

In 1937 the key objectives of the association was to promote Leadership and to

- To uphold the professional status of persons engaged in the teaching of health and physical education and recreational activities.
- To advance the aims of physical education
- To enhance and enrich the recreational activities of the community
- To unite members of the profession of physical education into one general body
- To improve, increase and elevate technical and general knowledge of persons engaged the profession of physical education

Important but to a lesser extent train students of physical education and to examine and confer physical education qualifications for members physical education is understood, valued and experienced.

In 2018 the Mission and Vision of PENZ is to:

To promote and support quality Physical Education

That quality physical education is understood, valued and experienced

Our Key Values of PENZ are the

- The History of physical education, Movement, Curricula, Diversity, Integrity, Passion, Equity, Whanaungatanga, Ako, He Tangata, Te Turoa
- To promote Te Ao Kori in physical education settings.

Our Strategic Objectives are to:

- To improve knowledge and understanding of Physical Education
- To Support the professional learning of teachers of Physical Education
- Maintain & enhance the governance and management of PENZ strategic initiatives
- Seek Opportunities for Physical Education to forge relationships with other educational organisations

As I come to the end of my nine years on the Board of PENZ and three years as President, I realise what a privilege it has been to lead this incredible organisation. I also realise what a precious taonga it is and as I hand this fabulous organisation onto the next group of leaders. I do want to acknowledge the team that has lead PENZ during my time as president: our current Board, our staff, you the members, and our strategic partners; Sport New Zealand (SNZ), Ministry of Education (MOE), Hart Sport, Education Outdoors New Zealand (EONZ), Health Promotion Agency (HPA), Australian Council of Health Physical Education and Recreation (ACHPER), ACC and until recently the New Zealand Health Education Association (NZHEA).

There are some great achievements to be celebrated by PENZ in 2018, including the work of our exceptional staff and board, our new Māori Awards, hosting joint conferences with EONZ and NZHEA, updating the Constitution to reflect a 21C organisation with online meeting platforms, learning management systems and an informative website. Together the team that is PENZ have updated our awards criteria and our Honours Board, and produced many editions of the Journal of Physical Education.

Another highlight is the warm relationship that I have as President with Lady Joan Gillies, in her late eighties and still active and so interested in PENZ. There have been memorable conferences supporting quality professional learning and reinforcing the warm network that are Physedders. I am delighted that we have created the Bob Stothart Memorial Keynote as the first presentation at Conference. I am also delighted that during my time as President Ian Culpan and Lisette Burrows were promoted to Professors, and Alan Ovens, our former President, was promoted to Associate Professor. During this time PENZ's highest honour, the Sir Alexander Gillies Medal, was awarded to former presidents Bevan Grant, Bruce Ross and Lisette Burrows for their distinguished and outstanding service. Liz Thevanard, Ian Culpan and Rosalie Mitchell were awarded the honour of Life Member and at conference this year Lorna Gillespie, former President, was made a Life Member for long and distinguished service over 25 years. During my time on the Board, Libby Paterson, Lisette Burrows, Alison Schofield, Alan Ovens, Monique Van Groenewoud and Kirsten Petrie have been made Fellows of PENZ. There is no greater honour than to be acknowledged by your peers.

It has been wonderful to see the work of Papkura High School, Cashmere High School, Papamoa College, Rangiora and Te Puke High School acknowledged by receiving Outstanding PE Awards and Nick Leask, Alastair Williamson, Shane Keown, Joel Devcich, Mallory Bish, Georgia Dougherty and Maddy Garbett-Ovens recognised as Outstanding New Professionals. The Te Iho-Takaro Ringawera Award is made by the PENZ Board for contributions to the profession often done in obscurity but are highly prized as in the distinguished and respected work of a 'ringawera'. During my time on the board this has been awarded to Bob Stothart for his archiving

of PENZ history, Ray Nixon for his dedicated support of PENZ through Sports Distributors, Anne McKay and Lorna Gillespie for their contribution to senior school physical education, Trevor Garrett for his work as Patron, Monique van Groenewoud for her work as chair of the Auckland Branch of PENZ, Lisette Burrows, Ian Culpan and Alan Ovens for their work on the Board during the fraud in 2016 and most recently Philippa Lunjevich for her outstanding work at Conferences organizing and leading the band of student helpers.

I have enjoyed the opportunities to work without senior subject advisors, formally Lesley Park, Libby Paterson, and currently Susie Stevens to make significant change with the MOE and NZQA around senior school physical education. It has been a real pleasure to see Susie Stevens recently achieve her PhD while working for PENZ. We have done work with the Tough Guy Tough Girl challenge performance context to ensure that the assessment is valid, reliable and transparent. As president, I have been able to work with the great team at Sport New Zealand- Jo Colin, Karen Laurie, Roger Wood, Casey Henwood and Fran McEwan. I am pleased that PENZ has two highly functioning advisory groups- the Academic Advisory Group and the Māori Advisory Group with two more the Primary and Secondary Advisory groups in the pipeline to ensure that PENZ remains responsive and relevant for our members. It has been exciting to advocate for quality physical education with Professor Grant Schofield, chief advisor to the minister on physical activity and nutrition.

Three other significant things stand out for me. Firstly the quality working relationship I have experienced as President with our new CEO Richard van der Jagt and our outstanding Office Manager Claire Waring. I will miss our weekly skypes and daily emails. Secondly, the generous donation from the South Island PE teachers conference to PENZ in 2017. Thirdly, the feature of PENZ's work with the promotion of Te Reo Kori and Te Ao Kori. Te Ao Kori is a very special part of PENZ.

There have also been sadness's during my time in office. The passing of the great Bob Stothart in 2016. Bob is one three physical educators with Ian Culpan and Lisette Burrows, to date to receive each of the distinguished PENZ awards including Fellow, Life Member, Sir Alexander Gillies Medal and the Ringawera Award. The July 2017 edition of the Journal of Physical Education is a wonderful tribute to Bob as a colleague, a physical, recreation and teacher educator, a PENZ leader and Te Ao Kori advocate, skier, dancer and historian. A further sadness has been the loss of expert staff, PE curriculum papers and practical contexts at Otago PE School and the dreadful breach of trust by our former office assistant Joanna Clooney who has been convicted of fraud and has begun reparations to the organisation.

Despite these setbacks, the future for PENZ looks bright. As members you have exciting new leadership in place with Richard, Claire and Susie who have exciting projects for growth. You have new leadership to look forward to with the

Past President's Report

new president, Celia Fleck, being elected at the AGM this year, two new board members Nikki Johnson and Carl Condliffe, Constitution amendments and a proactive and able board. You have the institutional knowledge of our Patron Trevor Garrett and Lady Joan. It has been wonderful to re-establish the Lady Joan Fund and thanks to the hard work of our staff and board and the support of you the members, PENZ is financially sound again with money in the bank, contingency funds re-established and improved financial systems.

There are so many people to thank- you the members for electing and supporting me, my boards, our CEO Richard, our office manager Claire, and senior subject advisor Susie Stevens. Thank you to the subject advisors who have contributed to PENZ during my time on the board Lesley Park, Libby Paterson, Rochelle Keown, Sara Hayward and most recently Romana Puchegger. It has been a privilege to work with the Auckland Branch of Auckland during my time as president. The branch's achievements and efforts of other regional groups of PENZ members make PENZ a strong organisation.

What a privilege it has been to guide the waka that is PENZ over the past three years. The power of the waka is however the paddlers putting in the effort, commitment and paddling in stroke. I thank all members for the opportunity to be president of this wonderful organisation. I look forward to now taking my seat at the back of the waka and paddling to the call of a new president.

He waka eke noa

A canoe which we are all in with no exception (this refers to the cooperation and combined efforts of all paddling the waka)

I wish our next president and new board every success. I thank those members who have put themselves forward to stand for office and I thank our staff for their professionalism and hard work. I thank our patron Trevor Garrett and our honorary

member Lady Joan Gillies for their guidance and friendship. Finally, I thank my board and the members for the support they have given me and the faith they have put in me to hand this organisation onto the next group of leaders in a strong position.

Looking to the future, there are strategic decisions ahead for PENZ including: the changing nature of our field to navigate the potential of Physical Literacy and Wellbeing to frame our work, ensuring the integrity of Physical Education in the new PE degrees at all our major tertiary institutions, advocating for increased pay for HPE teachers, and leading changes to NCEA assessment for physical education. We also need to consider whether or not we should return to naming PENZ as NZHPER once again to reflect our learning area, hosting the next Smithells Lecture, the expansion of Play.sport putting experienced teachers into primary school hopefully as PE.Play.sport, developing our Games for Understanding SIG, our Networks of Expertise, exploring possibility of micro-credentials to support the professional learning of teachers, and the expansion of our social media platforms to connect teachers to quality resources and culturally responsive pedagogy guided by our Māori Advisory Group.

I will continue to be a passionate supporter of PENZ, a contributor to national conference and an active member of the Auckland Branch of PENZ. I am humbled and honoured that the Māori Advisory Board has accepted my offer to donate the exquisite carvings for the Tama te Uira me Hine te Uira (acknowledging a PENZ Māori teacher), one of two new Māori Awards, to mark my time as president.

Ma whero ma pango ka oti ai te mahi *With red and black the work will be complete.*

It is no coincidence that the colours of PENZ are Red and Black. Go well PENZ

Margot Bowes (President 2015-2018)





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Greetings from the President

Celia Fleck

Kia ora mai anō tātou katoa.

Ko Tuteremoana te maunga

Ko Waikanae te awa

Nō Porirua ahau e noho ana au ke Kāpiti

Ko Paul tāku hoa tane

Ko Loki rāua ko Jonty āku tamariki

*He kaiako ahau ki te Whare Wānanga o Tāmaki
Makaurau*

Kei te āko au Te Reo Kori

Ko Celia tōku ingoa

*No reira, tēnā koutou, tēnā koutou, tēnā koutou
katoa*

I am excited to greet you for the first time in my capacity of President of Physical Education New Zealand – Te Ao Kori Aotearoa.

I would like to take this opportunity firstly to thank Margot Bowes for her contribution to PENZ over the past 9 years and more recently her inspired leadership of PENZ over the past three years. Her dedication, commitment, passion and aroha for physical education and physical educators goes truly far above and beyond. Margot has lead PENZ through some difficult times, and has done so with integrity and with grace. We have a huge amount to be thankful to her for. It saddens me greatly that the University of Auckland have not valued her incredible service to PENZ, and have, in response to falling student numbers into teaching, chosen to disestablish Margot's position. As we did when the University of Otago was making staff cuts, PENZ has written a letter of support of Margot to the University of Auckland. I have personally enjoyed learning from Margot during my time as a board member, and I thank her for her ongoing support of PENZ and of myself in the role of President. Margot, I wish you all the best as you now have more time for golf and your other passions. Arohanui.

I would also like to thank Trevor Garrett, PENZ patron, for his mentorship during my first six months as President – your wisdom and experience, and quiet counsel has been hugely appreciated, thank you.

Throughout my career and life I have always sought after opportunities for personal and professional growth. This leadership opportunity and service to Physical Education New Zealand will certainly afford me that. I am looking forward to working with the amazing team of leaders who make up the PENZ Board, and the wider Physical Education community, to develop a culture and learning community that we can continue to be proud of.

Two new board members were elected at the AGM in July – Carl Condliffe and Nikki Johnson. Carl is currently Head of Health and Physical Education at Rongotai College in Wellington; he has a wealth of knowledge and experience in the authentic and meaningful application of technology to enhance teaching and learning. Carl is the founder of My Study Series – an online learning platform – and manages the NZPETeachercast, bringing us inspiring stories from amazing educators. Nikki is an experienced physical educator, having taught in the UK and NZ for the past 26 years. She brings a wealth of knowledge and experience in the operation and governance of a PENZ branch. Nikki's teaching background is in Secondary Physical Education but she has a keen interest in Primary Physical Education and this was the focus of her research for her PhD. I look forward to the skills and strengths that Carl and Nikki will bring to the PENZ board and the contributions they will make.

The board has been working hard over the past six months to ensure that we have a robust set of strategic outcomes to give guidance and direction to the CEO, and a solid foundation of Policies and Procedures to ensure clarity of ways of working. Many thanks to board member Joe Morrison for the hours of work in reviewing and updating the Policies and Procedures manual. Thanks also must go to all board members who have spent time increasing their knowledge and understanding of the role of governance by completing the Sport NZ Governance 101 course.

Looking to the next 12 months, areas of focus for the Board will include: how we might position PENZ to ensure we can leverage off the 'Wellbeing Budget', ensuring the integrity of Physical Education in the new PE degrees at all our major tertiary institutions, advocating for the place of Health and Physical Education in the Education Reviews, and responding to outcomes from these reviews, exploring the role of technology and online learning platforms to support our members, positioning and resourcing our Māori Advisory

Group to enable them to guide and support our members in Te Ao Māori.

I am a strong advocate for the role physical education plays in the lives of our rangatahi, and as such believe that a strong support network for our kaiako is critical.

E tū kahikatea, hei whakapae ururoa.

Awhi mai, awhi atu, tātou, tātou e.

Kahikatea stand together; their roots intertwine, strengthening each other.

We all help one another and together we will be strong.

PENZ currently has an Academic Advisory Group – made up of representatives from Tertiary institutions involved in teacher education – and a Māori Advisory Group. Next year we will look to establish a Primary Advisory Group and a Secondary Advisory Group. These advisory groups will be able to give the Board valuable insights into the challenges and opportunities that exist for teachers of physical education in Aotearoa, and will help to inform our strategic priorities, and give us feedback as to whether we are achieving our strategic outcomes. Please consider putting yourself forward to be part of one of these groups.

Many thanks to Richard (CEO) for his work with the PENZ Board, and for his leadership of the PENZ staff and the numerous projects underway to achieve our strategic outcomes. Thanks to Claire (office manager), Susie (PENZ Senior subject advisor), Janna and Heather (subject advisors) and Maree (Journal editor) – you are all wonderful humans doing amazing work to support PENZ members, and advocate for Physical Education in Aotearoa.

To our members, thank you for your continued support of Physical Education New Zealand – you are doing incredible mahi everyday to support our young people. Enjoy a well earned break over the Summer holidays – take notice of this beautiful country of ours, give of your time or talents to your community, be active every single day, take the time to do some learning for yourself, and perhaps most importantly connect with your whānau and friends.

Noho ora mai rā me aku mihi nui atu,



Heather Lindsay

Heather was HOD of Health and Physical Education for 9 years. Since moving into Teacher Education at UC, her interests and research have been in the area of emotions in teaching and learning, submitting her thesis towards to a Master in Education in November this year. Recently, as a lecturer in the Graduate Diploma of teaching Health and Physical Education curriculum paper, Heather's passion is developing critical thinkers who can connect with the curriculum underlying concepts in their teaching. This year Heather has been working at Riccarton High School in a job share position and most recently has joined PENZ in the role of Subject advisor.

Integration and Collaboration – PENZ helps to make it happen for the Primary Sector!

Janna McLean

PENZ is pleased to be driving the upcoming New Zealand Primary Schools Teachers' Conference, which is to be held at Wellington College on 15th and 16th April 2019. This event is new to the Professional Learning calendar and is open to all Primary and Intermediate teachers from around New Zealand.

The theme of this year's conference is 'Integrated learning and collaborative teaching in the 21st Century' and collaboration is at the forefront with 10 additional subject associations contributing their skills, knowledge and expertise to the organisation of this event.

We are all aware that Primary and Intermediate teachers play a vital role in the future of our tamariki. The aims of this conference; to value the contribution of teachers; to empower and inspire them in all areas of the curriculum, and to present them with new and innovative ways of teaching in a progressive way. This will hopefully contribute to the growth of hauora (well-being) in our tamariki and build their confidence and love of learning.

The two-day conference programme will include addresses by high profile keynote speakers including: Hon Chris Hipkins (Minister of Education), Dr Ann Milne (a highly experienced educator, mentor, writer, and researcher who promotes developing a learning approach centred on students' cultural identities and their critical understanding), Whetu Cormick (National President of the New Zealand Principals' Federation), and the motivational and inspiring speaker William Pike.

An integral part of the programme will be up to 75 professional development workshops led by some of New Zealand's most motivated and creative presenters, who will share their integrated learning practices and latest research. Workshops will cover an array of topics such as; 'hauora in the classroom', 'integrating science with literacy and maths', 'trends in digital learning strategies', 'key competencies and strength-based approaches to wellbeing', 'developing thinking in PE', 'removing stress' and 'creating confident, connected, lifelong learners'.

This is going to be an exciting event and PENZ is looking forward to assisting in the professional development of our primary practitioners, helping them upskill in the delivery of Health and Physical Education across the curriculum and enlightening their passion for the subject. 'Naku te rourou nau te rourou ka ora ai te iwi - With your basket and my basket the people will live'.

For further information and to register please visit the conference website <http://nzptc.com> and facebook www.facebook.com/nzpstconference/

Possibilities for Future Focused Physical Education in New Zealand

Grace France & Daniel Smith, University of Canterbury Graduating Bachelor Education: Physical Education Students

With the turn of the century, changes have occurred within education that have led to challenges around the relevance of physical education, both within New Zealand and on a global basis. To understand what is required when teaching our future students, there is a need to acknowledge the historical underpinnings that paved the way for the current education culture. The purpose of this piece of work is to examine physical education in New Zealand through its historical origins and current landscape, with the aim of suggesting prospective futures for learning and teaching within the 21st century.

Originally, physical education was focused on creating docile bodies, whereby, “the body becomes a project manipulated, worked on, shaped, disciplined and regulated” (Stothart & Culpan, 2016, p.38). During this time, bodies were shaped to meet the social and economic needs of the country. Physical education used mass drills and exercises to prepare young adults (men) to be physically capable to serve as a soldier if asked upon by the state (Kirk, 1997). This era of physical education saw movement through a functionalist paradigm, as physical education existed in such form due to its ability to provide soldier-like bodies whose sole task was to maintain the strength of the British Empire.

Post war New Zealand, led to a change in the requirements of students within a physical education programme. Illustrated by the shift from treating bodies on mass, to having concern for the individual, post war physical education was not limited to formal, regimented exercise, but also incorporated organised team games, swimming and personal hygiene (Kirk, 1997). Within this, a new vision for physical education emerged manifested by physical education being recognized as a profession which required a three-year diploma (Kirk, 1997). This reflected the shift towards learning *in and through* physical education and resulted in attempts to place some educative significance to the learning of values for character development.

The 1980s saw another shift in physical education as the country adopted the ideologies of a neo-liberal political stance. Sometimes referred as the ‘new right’, neo-liberalism brought a highly competitive and disciplined education system in which the user pays, and teacher accountability was emphasized (Stothart & Culpan, 2016). Within physical education, a change reflected the new economic climate as the neo-liberal movement created a focus on individualization, the body as a machine, and competition (Culpan & Bruce, 2007). Kirk (1997) notes television advertisement served as mechanism of power, highlighting the extent of which the body was viewed as a machine requiring perfection. A result of this movement meant that schools were viewed as responsible for “the scientific and technical aspects of movement, fitness development and performance...” (Stothart & Culpan, 2016, pg. 109). This focus became known as the scientisation of physical education. Physical education was viewed through an economic paradigm, where social injustices and hierarchies were accentuated rather than challenged. The subsequent marginalization of students within physical education suggested that ideologies of learning and teaching were outdated, and change was required (Culpan & Bruce, 2007).

Today the neo-liberal ideology is still evident in society, however current educational theorizing in New Zealand has suggested a shift to the adoption of a more humanistic paradigm, from which importance has been placed on developing the learner as a whole. As Bolstad et al (2012) affirms, “a shift in the meaning of ‘knowledge’ and the need to build education systems based around what we know about learning” has occurred (p. 2). This is evident in the composition of the critical humanistic *New Zealand Curriculum* which has the vision of physical education facilitating students who reflect on well-being and develop “resilience and a sense of personal and social responsibility, [and be] increasingly able to take responsibility for themselves and contribute to the well-being of others around them” (Ministry of Education [MOE], 2007, p.22). The crux of this curriculum is students learning *in, through and about* movement. While serving as a form of policy, current systems often fail to put the humanistic principles into practice,

rather resorting to 20th century instruction in a 21st century world. Bolstad et al (2012) suggests that we can no longer foresee the specific knowledge required of our students post schooling, so importance must be placed on developing learners with transferable skills, which allow them to respond to the changing environments and situations that they will be faced with in the future.

The requirements of education as a collective whole have changed. Physical education and its legitimacy within a 21st century curriculum is being challenged due to the system's reluctance to deviate from a neo-liberal stance. This challenge can be confronted by one of three ways; more of the same, extinction, or radical change as outlined by Kirk (2010).

The first possible future of physical education is *more of the same* where sport and movement based programmes continue. Kirk (2010) notes that many "physical educators argue only minor adjustments are required in order to keep physical education on track to face any new challenges that might emerge" (p.123). The advocacy for a continuation of the same derives from the belief that the issue lies within the low curriculum time allocation, lack of facilities and a high student to teacher ratio (Kirk, 2010). Although this may be the most likely short-term future, the feasibility of this in the long-term may lead to physical education's eventual demise (Kirk, 2010). Physical education has been shown to positively influence students inside and outside the classroom, however it has been noted that there is "a global decline in its delivery" (United Nations Educational Scientific and Cultural Organisation [UNESCO], 2015, p. 4). These conflicting opinions of the practicality of *continuing the same* illustrates that there may be reason to explore other possible futures.

The next possible future is *extinction* whereby physical education programmes cease to exist. Although the least likely future, without any radical change this is the most likely long-term outcome. This scenario has already gained traction in other parts of the world as the value of learning *in* and *through* physical education has been exchanged for learning about physical activity (Kirk, 2010). By learning solely *about* physical activity, the subject becomes similar to other curriculum areas within education institutions (Kirk, 2010). Other scholars and organisations would suggest that physical education being different from other subject areas is what creates its educative value (Kirk, 2010; UNESCO, 2013; UNESCO, 2015). The ramifications of a loss of physical education are not just limited to curriculum content, but may also have negative connotations towards the benefits noted in the *Declaration of Berlin* in which physical education is described as being "the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society" (UNESCO, 2013, p. 3). Failure to make radical change within physical education may lead to its extinction for good, reducing the opportunity for future

learners to develop these essential and unique to physical education skills.

The last, and our most viable option for the future of physical education is for *radical change* to occur. By radical we propose a complete makeover of the current system, rather than a repair. With purposeful change, physical education will increase in relevance to the learner and justify its continued inclusion within the curriculum (Kirk, 2010). Bolstad et al. (2012), agrees with a need for change, noting that New Zealand's current educational systems are no longer supporting the learning needs of all students within the 21st century. Disparate from what was previously required by 20th century students who were assumed to absorb knowledge,

"Students need opportunities to build their sense of identity, become self-reliant critical and creative thinkers, be able to use initiative, work together with others, be able to manage the meta-cognitive and affective aspects of their learning and be able to engage in on-going learning throughout their lives"

(Bolstad, 2011, p. 9).

Such action for change requires forward thinking, innovation and buy-in from all parties involved, to meet these demands of future learners within physical education.

When considering possible ideas for a future focused physical education programme within New Zealand, we must consider these six perceived requirements of a successful 21st century education system as suggested by Bolstad et al (2012):

1. Personalising learning
2. New views, of equity, diversity and inclusivity
3. A curriculum that uses knowledge to develop learning capacity
4. "Changing the script": rethinking learners' and teachers' roles
5. Culture of continuous learning for teachers and educational leaders
6. New kinds of partnerships and relationships: schools no longer siloed from the community

In suggesting possible futures for physical education, we assume that the ideological rationales of future governments see education as invaluable to the growth and development of the learner, rather than solely for economic prosperity. We will also take heed to the current curriculum as we see the overarching physical education vision, as stated above, as aligning with future focused education, however we seek to ensure policy leads to its required practice.

We envisage physical education in the future as a fully personalised learning area with a "fluid, flexible and non-linear educational curriculum" (Rizzotto, 2017). The subject as a whole would be split into sub-groups, which cover the wide range of contexts applicable within physical education.

As physical education will be evolving we cannot foresee future contexts, however based on current notions we believe these may include; critical reviews of sports injustices, sports science and performance, analysis, personal health and wellbeing, outdoor exploration, sports journalism and relationships with others and the community. The physical education curriculum would run in a two-semester format in which students are required to choose two to three sub-groups per half year. For example, a student may choose *analysis* and *personal health and wellbeing* in the first semester, before changing to *critical reviews of sports injustices* and *relationships with others and the community* for the second half of the year. Each week, junior students will have three 60-minute blocks while seniors would have three 100-minute blocks. The role of the teacher is to support students in the areas they wish to pursue, whilst ensuring a holistic approach is implemented within each sub-group. The structure of this future would see students at the forefront of the knowledge mission whereby they have a choice both of the sub-group of physical education, but also what is explored *within* the sub-group. Alongside the teacher, students will develop an individualised learning plan which centres around their interests within the sub-group. Throughout the semester they will put this plan into action, drawing upon a range of personal experiences and interactions with others and the community.

Learning within our proposed future epitomises the six necessities noted by Bolstad et al. (2012) for a successful 21st century education programme. The future focused curriculum we have conceptualised supports Bolstad et al. (2012) affirmation that “the system [must be] build around the learner, rather than the learner conforming to the system” (p.17). The intended final product of our curriculum would be the cultivation of students who connect and engage with content on a deeper level, developing the skills to be self-reliant, resilient, critical and creative forward thinkers (Bolstad, 2011). We perceive that a limitation for this future may be ‘changing the script’ with the teacher’s inability to move from student centred or teacher driven into a relationship of collective knowledge building (Bolstad et al., 2012). On-going professional development and review would have to be implemented in order to support teachers in this monumental shift in role and responsibility (UNESCO, 2015). This will in turn foster Bolstad et al (2012) acknowledgement that future focused education will require teachers to be actively involved in a continuous learning process.

In conjunction with, or standing alone from the aforementioned, is our second possible future, which revolves around the notion of community partnerships and projects. Bolstad et al. (2012) notes the importance of connecting with the vast sources of expert knowledge available within the wider community. We visualise physical education as

moving beyond a classroom context, instead encouraging students to pursue their passions within the movement culture by proposing and implementing projects and reflecting accordingly. Throughout the year, students will be the driving force behind individual and group projects that make use of, and aid community resources. A typical year may see students organising community sporting or well-being events and engaging in movement contexts, that aren’t typically available within a school setting. The teacher’s role would shift towards the facilitation of the various projects and ensuring that students consider the logistics required to implement their out of class experiences.

Encompassing the concept of experiential learning, this future “engages most of the senses, builds social-emotional skills, creates a context for memorization, expands critical thinking and is unquestionably more relevant to real life applications of what’s being studied” (Rizzotto, 2017). Bolstad et al. (2012) argue that developing learning capacity places emphasis on preparing students to work with knowledge and use it in innovative ways support this. Emphasis would not be placed on the success of the project, but rather the skills developed on reflection of the process. In analysing our proposed future, we see that the heavy reliance on what is available both within the community and what is able to be accessed by the students may produce disparity in effectiveness. We do see this future as being viable for the short-term, however we believe in the long term, inequalities may be addressed and reduced by the use of artificial intelligence.

We believe that artificial intelligence has the potential to have a greater effect on education than we can attempt to foresee, and with adjustments to its current form it may address the limitations of the futures that we have discussed in this article. As advocates for a form of artificial intelligence, with a holistic experience in physical education, we envisage a shift from its current predominantly motor skill basis, to its use as facilitatory equipment in the acquisition of other skills required of 21st century learners. If this were to occur, we see the technology as a potential avenue for fulfilling the demands of future education and “producing educational engagement and success for all learners” (Bolstad et al., 2012, p. 25). Students would no longer be limited by the availability and cost of community resources and would be free to personalise their learning further. They would have the ability to choose contexts that may not be traditionally feasible, whilst learning in and through the *New Zealand Curriculum*. With artificial intelligence being a reasonable investment for education long term (Rizzotto, 2017), we see the onetime cost of the technology as being outweighed by the potential equal opportunity for all to experience contexts at their leisure.

Concluding Remarks

Change is inevitable in today's society, with education being no exception. Whilst we cannot see into the future, through reflection on the past it is evident that *radical* change needs to occur to ensure future learners reap the benefits of a holistic physical education programme. Physical Education's relevance in the 21st century may only be achieved through the development and practice of an innovative and forward-thinking curriculum. This evolution will not be without challenges posed by external factors, such as the government's stance on the value of physical education and teachers' reluctance to deviate from traditional instructional methods, however it is essential and worthwhile. We have proposed two suggestions of what physical education could be in the future, with the purpose of generating debate to begin a new movement. It will take time, effort and commitment from all parties involved, however the long-term impact will benefit all learners, teachers and the wider communities. For the sake of the holistic growth and development of our future learners, we cannot afford to continue in the same fashion, rather become pioneers of an innovative, future focused physical education programme. Not in ten years, not in five, not next year, but *now*.

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The Importance of Play



Play allows children to experience fun, joy and laughter in a way that is important to them. It's also where they develop and practice life skills.

The positive benefits of play include:

- being physically active in a fun way that develops fundamental movement skills
- encouraging self-directed creativity and innovation
- improving social and emotional connection
- improving a young person's understanding of their relationship with the physical environment
- improving resilience, independence and leadership by determining their own outcomes
- aiding better decision-making based around elements of challenge and risk.

Children have a right to play

The United Nations Convention on the Rights of the Child (UNCROC), ratified by New Zealand in 1993, defines universal principles and standards for the status and treatment of children worldwide. Article 31 of UNCROC affirms children's right to play.

The Ministry of Health's physical activity guidelines for children and young people (aged 5 to 17) and for under-fives recognise the importance of play in ensuring young people are active and helping them develop socially, emotionally and cognitively.

What is play?

Play is:

- intrinsically motivated – it is spontaneous and will happen anywhere
- personally directed – it has limited or no adult involvement
- freely chosen – it is self-determined and has no pre-determined outcome
- fun, accessible, challenging, social and repeatable.



Community sport



Play in New Zealand is under threat

Children need time, space and permission to play. However, many Kiwi kids aren't having the same playful upbringing enjoyed by previous generations. As with many nations, there are a number of reasons for this, including:

Time: young people's lives are increasingly structured, reducing the free time in which to play.

Space: changes to both the built and natural environments have changed access to traditional play spaces (for example, streets and driveways are no longer considered play spaces).

Health and safety: parental and societal perceptions of young people's safety have changed when and where children can play.

Societal changes: a need for instant satisfaction is challenging the journey of discovery learning through play.

Technology: increases in screen time and the ability to live life in a 'virtual world' are removing young people from real life cause and effect.

Adult awareness: parents lack understanding of their role in play as enablers – quality play experience involves limited adult input.

Sport NZ's principles of Play

Like other parts of the sport and active recreation, government and private sectors, Sport NZ has a role in making sure that opportunities for our kids to play are preserved, enhanced and relevant to the world we live in today. We have developed the following set of play principles to help guide our work in partnering and collaborating with others interested in play, and to advocate on the importance of play for young New Zealanders.

1 Play is important to the wellbeing of young New Zealanders

- It is vital in ensuring young people have the best possible start in life and develop a lifelong love of community sport and being physically active.

2 Play is a cornerstone of our Physical Literacy Approach

- Play is a crucial part of physical, cognitive, social/emotional and spiritual development for young people.

3 Play is the shared responsibility of everyone

- It needs clear and strong leadership from those who can enable play. This includes the views and opinions of young people.
- It is equally important in the settings of home, school and community.

4 Young people must have access to enriched and varied playful experiences within their local environments

- A variety of play types
- As an individual and with others
- Space and place – man-made and natural
- Sensory rich
- A sense of an escape from realism
- Physical movement

5 Adults must understand what their role is in enabling play

- Quality play experience involves limited adult input.

6 Young people need the opportunity to experience risk and challenge through play

- The provision of opportunities for all children to encounter or create uncertainty, unpredictability and potential risks (including physical, cognitive, social/emotional and spiritual) as part of their play.
- We do not mean putting children in danger of serious harm.

7 Wherever possible, play should include the opportunity to be active.



Play – the foundation of physical literacy

Play is at the heart of Sport NZ's Physical Literacy Approach, and is an integral part of our Community Sport Strategy and Young People Plan.

Each person has their own level of motivation, confidence, physical competence, and knowledge and understanding that affects how they value and choose to be physically active. We call this **physical literacy**.

A person's physical literacy evolves throughout their life. For young people who are building and developing their physical literacy, quality play experiences that meet their holistic needs are vital.



To find out more about supporting young people to enjoy and develop a lifelong love of physical activity visit sportnz.org.nz/youngpeople.

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