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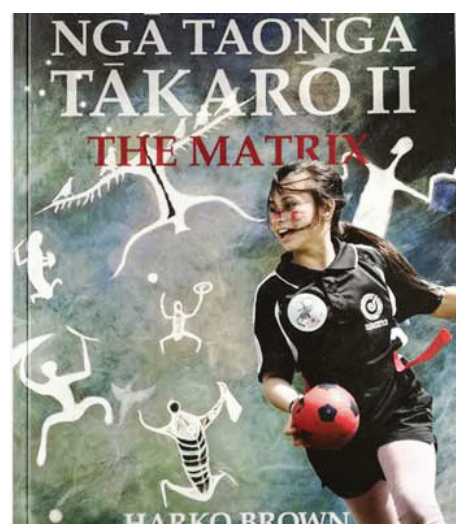


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Tēnā koutou katoa,

Welcome to our final edition of *The Physical Educator* for this academic year.

December is traditionally a busy, but reflective time and in this edition we consider some of the events and achievements that have marked 2019.



CEO Richard Van der Jagt reflects on the progress and busy calendar that has filled this year. From major events such as the first Primary Teachers' conference, HPE national day and the annual PENZ secondary conference, he also discusses smaller but significant changes and developments within PENZ that have allowed systems to be refined and the organisation to continue to grow.

Romana Puchegger's article on 21st century teaching as adaptive practice provides some insightful discussion and our subject advisor, Heather Lindsay, keeps members updated on the RAS and progress with the Ministry of Education. This process is still ongoing and subject advisors will keep members informed during 2020.

Dr Chris North and Dr Judy Bruce present their work *Relating to the 'Other': Moving beyond inclusion and tolerance* which considers and challenges teachers and students to think differently about cultural diversity especially in the aftermath of the March attacks in Christchurch.

We are excited to introduce another new contributor to our resources section, with Melissa Blackmore working with Associate Professor, Dr. Dennis Slade to share their findings on Talent identification and the relative age effect in New Zealand Rowing.

As we quickly move through the final weeks of 2019, the team at PENZ hope you all have a safe, relaxing break and wish you all well for 2020.

Ngā mihi o te Kirihi me te Tau Hou

Maree Cotter

Editor



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Cover photo credit: Sport Southland – HPE Day



21st century teaching as adaptive practice

Romana Puchegger

"the most valid indicators of quality teaching are student outcomes of a high standard across heterogeneous groups of students"

(Alton-Lee, 2003, p. 8).

"conditions of co-operative groupwork" determine and "optimise achievement for different outcomes"

(Alton-Lee, 2003, p. 29).

"the major reason for administering tests in classrooms is for teachers to find out what they taught well or not, who they taught well or not"

(Hattie, 2012, p. 137).

"student achievement is due to teacher characteristics"

(Goldhaber, 2002, p. 52).

In this article I challenge all the above statements, which reflect a linear teaching-learning relationship that assumes that 'producing' better teachers 'produces' better student outcomes. Implicitly these authors often reinforce the idea that initial teacher education and ongoing professional development (PD) should be organised around *best practice*, which can be taught and has a direct relationship with student outcomes.

In contrast, I propose the idea that teachers' pedagogical practices are not solely learned during their teacher education or PD programmes but instead reflect a way of *becoming teacher* within constrained and culturally coded professional communities. The concept of becoming developed by Deleuze and Guattari (1987) presents a never ending line of

movement that goes far beyond the narrow idea of *best practice*. In arguing that teachers' learning is not always developmental or 'moving forward' I acknowledge that the journey is more dynamic than linear and can turn back on itself. I suggest that drawing on the notion of *becoming* and complexity thinking may lead teachers to ask different questions about their practice and perhaps rethink what good pedagogy is. Based on an in-depth study with seven health and physical education (HPE) teachers I want to suggest that this way of thinking encourages teachers to focus on *adaptive practice* rather than *best practice*. First, I explain how complexity thinking and *becoming* challenge usual ways of thinking. Then I give examples from my study of how it works in practice.

Cochran-Smith, Ludlow, Grudnoff and Aitken (2014) synthesise the

research and highlight that the existing problem in education lies in this kind of linear thinking. Cochran-Smith et al. (2014) summarise the logic of arguments for reforms in teacher education, suggesting first, that "teacher quality is the most powerful influence on student achievement"; second, that "initial teacher education policies, programs, and pathways produce teachers and are thus responsible for teacher quality"; third, that "current levels of teacher quality are inadequate to the challenges of the 21st century" and, therefore, that "initial teacher education needs to be reformed in order to leverage greater teacher quality (p. 2). For Cochran-Smith et al. (2014, p. 3), this kind of linear approach means that "disappointing outcomes continue to occur."

Placing Cochran-Smith et al.'s (2014) critique within a complexity thinking perspective enables me to identify a way of thinking in teacher education research that conceptualises human beings as *complicated systems* (which implies a direct cause and effect relationship with a limited number of outcomes) rather than as *complex systems* (which are self-organised, emerging and unpredictable with an unknowable number of outcomes). From a complexity perspective, teaching happens within a dynamical system shaped by diverse elements operating on multiple levels (such as individual classroom dynamics, school culture and decile, and government policies and laws) and their relationships within the system (Davis, 2004, 2008; Davis & Simmt, 2003; Davis & Sumara, 2006; Davis, Sumara, & Luce-Kapler, 2007; Hussain, 2016; Hussain, 2011; Ovens & Butler, 2016; Ovens, Hopper, & Butler, 2013). Therefore, the teacher is always becoming and adapting within a specific situation (Clancey, 1997; Kirk & Macdonald, 1998; Lave & Wenger, 1991; Suchman, 1987).

The complex view is that a good teacher is not necessarily the one whose students achieve the highest grades, as what teachers teach and what students achieve is not a binary relationship; rather, it is influenced by emerging constraints within teaching-learning situations that may include, at the micro classroom level, student-teacher-parent relationships and what each student brings into the classroom (Puchegger, 2018). Pleasure in HPE (Pringle, 2010), broader community socioeconomic factors, as well as

the culture and values with which students grow up (Fitzpatrick, 2012), and the relational factor in teaching situations (Davis & Sumara, 2006), such as the relationship between the individual teacher and the students, all have an influence on teachers' pedagogical practice (Ovens et al., 2013a) and also on students' achievements. One consideration in HPE is the "importance of understanding the sociocultural context that influences young people's ideas about themselves and others" (Bruce & Saunders, 2005, p. 51). However, many teaching programmes still seem to focus on the idea of being able to shape the 'right' teacher identity and skills out of an individual.

My research with seven HPE teachers in Auckland was a nine-month study framed in complexity thinking representing the *becoming* process of future-oriented HPE teachers (Puchegger, 2018). The data was collected through photovoice¹, interviews, observations, audio-recorded researcher reflections and a focus-group-meeting. The HPE teachers presented their process of becoming teacher within a constrained environment, in the sense that many dimensions impact their teaching practices, including the school culture, the students, the class dynamics, the demographics of the school and the constructed HPE department. The seven HPE teachers² presented the necessity of performing³ a self-organised, adaptive and flexible teacher in teaching situations, which is evident in Alan's statement that he and his school philosophy need to adapt to the school in which he is teaching:

I've taught for however many years, I'm the Head of Department, a Curriculum Leader in the school, yet I don't think I have a set philosophy and it constantly changes. My philosophy needs to match the school.

In another example, Rick shows his recognition that his pedagogical possibilities and, therefore, his pedagogical practices are influenced by the socioeconomic status of the school and the New Zealand curriculum:

I like the New Zealand curriculum because you can be creative if you have the guts to be creative and, you know, you can change things. And I suppose for me at this decile 10 school the community is extremely supportive and if you did want to make a programme and the funding does have to come, the kids' parents will necessarily agree. However, if I was at another school it would certainly be big problems with money constraints and so on.

Susan extends Rick's argument about how the possibilities enabled by the school, its decile and also the learners' impact teachers' pedagogical practices:

I'm influenced by learners a lot in terms of school culture, in terms of what they bring by coming into here and societal influences on them. But not only that, but I look at their families and their backgrounds and what is going on for them outside of here; that sometimes the school is the only

¹ Photovoice is a method designed to give people the opportunity to express themselves and their ideas through photographs. The term 'photovoice' is a combination of the word photo, which is the tool for critical examination of social conditions, and voice, which is the expression of individual and collective experiences of particular situations (Wang & Burris, 1997).

² Pseudonyms have been used for each of the HPE teachers.

³ The phrase 'teachers' performing/performance' is not used in the sense of acting but representing an adaptive and interactive system that is able to produce creative responses.

place they can come to where they feel like they can get away from that. Sometimes they come here and it's so bad at home and they just can't deal with what they've got going on [t]here.

Teachers' teaching is constrained through the neighbour systems⁴, that includes interactions with and between students and their socioeconomic environment, as well as the level of support the students and teachers receive from their families and communities in which they live. An example appears in Susan's choice of the photograph that represents her view of future-oriented teaching and learning in the decile 1 school in which she is teaching (Fig. 1). The photograph shows three girls from Susan's class working on their passion project which was feeding the poor in their community. Such projects were important to Susan because "we are a poor community that can't afford to actually get the nutrients that [it] needs to its kids, or kids are going to school hungry".



Figure 1. Learning within the Community (Susan)

The picture shows Susan's pedagogical adaptability, in facilitating her students to enact their passion project by providing food for their community. From Susan's perspective, future-oriented teaching is connected to the community, which clearly reflects the complexity thinking emphasis on relationality.

So they fed some homeless and poor people every Tuesday and the biggest thing for me was they went in initially thinking they were just going to feed poor people and they came out saying (and actually I think the priest kind of guided them a lot with his discussions with them) "it's more about the time we spend with those people" which I felt was a life lesson and something I probably couldn't give them in a classroom and they got it from doing an experience which I just, yeah, I loved.

An example that represents the necessity of *becoming* teacher (adaptable, in process, emerging) rather than being stable teacher is provided by Joey.

So, as a teacher, for me you can put me anywhere and I would adapt to those changes, which is why I feel as if I adapt well to the authentic learning style and working with other members of staff and so on because you need to change completely.

Flexibility has been presented as an important feature of becoming teacher by all the teachers. For example, Ellie's chosen image and quote illustrate the feature of flexibility as she presents her belief that a future-oriented teacher needs to be flexible in teaching situations (Fig. 2)⁵.



Figure 2. The Flexi Pencil
(Downloaded from LRQ Consulting Group, 2016).

the pencil ... represents flexibility – with personalisation you need to be flexible—you don't know how the learner is going to come in. I mean, that never changes but you don't know how the learner is going to come in and they might change where they are going with their project or with what they are learning and you need to be flexible with that and adaptable.

Summarising the teachers' main points of becoming teacher, the following conclusions emerged.

First, *becoming* teacher does not end with a teacher diploma and there is not a teacher programme that can prepare teachers for every situation that they might encounter in school

as different constraints do emerge in different schools, influenced by the interacting system (school and class system) and neighbour systems (family, community, friends).

Second, teachers presented the specific school in which they teach in as a major impacting factor on how and what they teach. In addition, the students and the socioeconomic conditions of the communities in which they live and in which the school is demographically located influence their performances of self as a teacher.

Third, and of most relevance to my argument, is that teachers in the 21st century need to be flexible, self-organised and adaptable to different classroom situations embedded in different school and social contexts. Therefore, teachers should not be asked to produce *best practice* but, rather, imagine themselves in engaging in *adaptive practice*, as teaching situations are dynamic rather than fixed.

⁴ Neighbour systems are systems interacting and influencing the teaching-learning system, such as family-community- systems.

⁵ <http://www.lrqconsulting.com/2015/02/13/grow-with-flexibility/>

Overall, then, I argue for the necessity of an ontological shift from viewing teaching as a fixed and predictable teaching-learning system to an understanding of teaching as a dynamic, unpredictable journey of *becoming teacher* in sequential moments of time.

My research offered the seven teachers the opportunity to reflect on the culturally coded and constrained environments in their particular schools. My findings suggest the value of encouraging teachers to ask questions like: How am I *becoming* self in the moments of teaching? What is influencing my pedagogical practice the most and how can I enable myself as teacher and my students to make the best outcomes of the constraints that are given? Reflecting on such questions might support teachers and their process of *becoming teacher* in the 21st century in New Zealand schools. The shift of seeing self as teacher as an adaptable,

self-organised, dynamic and emerging system rather than as a stable product of a teacher education programme might be the starting point of thinking outside the current box. With this paper I want to encourage HPE teachers to move away from the dominant view of linearity in teaching and learning systems to a complex perspective of *becoming teacher* in classroom interactions.

ACKNOWLEDGEMENT

I want to acknowledge Professor Toni Bruce (University of Auckland), who helped me to shape and form my main argument smoothly throughout this article. Toni is a sharp and quick thinker who seems to be able to connect my, sometimes disconnected, points to an easy line of understanding. I am extremely grateful for Toni's feedback and suggestions to this paper. Thank you for being part of my becoming academic process.

ROMANA PUCHEGGER PROFILE

Romana Puchegger is an Austrian-born researcher who recently received her PhD in the field of Health and Physical Education (HPE) at the University of Auckland, supervised by Assoc. Prof. Alan Ovens and Prof. Toni Bruce. As a former HPE, Psychology and Philosophy teacher in Austria and researcher in New Zealand, she now focuses on the complexities of teaching moments of HPE teachers'.

Furthermore, Romana worked for the University of Auckland in the Educational Leadership Department for two years where she was constantly involved in educational support services, such as Community of Learners (CoLs) projects. Subsequently, Romana worked for PENZ as Subject Advisor for Auckland, where she supported the professional development of HPE teachers. Recently, Romana, moved to Germany to deliver her first child.

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CEO's Report

Richard van der Jagt

Well, 2019 has flashed by and it would be fair to say that 2019 could be categorized as a year of “firsts”. Many of these “firsts” you will already know about because they have been front and center for the organisation. Events such as the first New Zealand Primary Teachers Conference which happened in April or the Health and Physical Education Day which occurred on the 5th of September have been heavily publicised.

However, there have also been a number of back end or subtle “firsts” which have set the organisation up with a solid foundation going forward.

In the IT space we have developed the PENZ shop, which along with all our events websites links processes such as invoicing to our finance system. This has allowed better tracking of sales and event registrations and reduced the possibility of fraud while making audits and reviews much easier. We have introduced a new payroll system (PayHero) and we are in the process of linking the branches to main head office finance system. We have also changed the ability of our main website to be dynamic which makes updating much easier. None of these developments are even slightly exciting but they have allowed the organisation to do significantly more with fewer people and made life for our branch treasurers and staff a little easier.

In terms of stakeholders there have been a number of new relationships developed over the past year. We have recently formalized a relationship with Otago Polytechnic to work collaboratively in the development of micro credentials. Currently we have several making their way through NZQA for approval and if all goes well, they should be available by term 2 next year. Our relationship with the Ministry of Education (MoE) has continued to improve after a long hiatus. The Ministry supported us as a platinum sponsor of the primary teacher's conference and most recently awarded PENZ a Healthy Active Learning (HAL) contract, to develop much needed courses and resources for the HPE learning

area. Our relationship with ACC and Sport New Zealand while mature also continued to grow positively throughout 2019. A small PENZ team lead by Margot Bowes has been working with these two organisations to develop an amazing resource for years 1-8, all going well this resource should be launched sometime early next year.

There have been a number of staff changes across the organisation. At the board level **Celia Fleck** has resigned from her role as President of PENZ and her position on the Board. Celia represented members on the Board and then subsequently lead the board as President of PENZ. **Susannah Stevens** has been appointed interim board chair and as such assumes the responsibilities of President, until an election of a new President can occur at the AGM in July 2020. Prior to Celia's departure, **Kane Wilson** also left the board of PENZ. Kane finished on the Board after 4 years as an elected member at the AGM in July 2019 but was co-opted back on to the Board until the end of the year.

At the operational level we are also saying a goodbye to a number of staff. Our amazing Office Manager **Claire Waring** has recently tendered her resignation. Many of you will have come into contact and interacted with Claire as she was first point of contact for the organisation on so many projects and events. We couldn't have achieved nearly as much as we have without Claire's knowledge, experience and brilliant can-do attitude. Another sad departure is **Maree Cotter**. Maree has been our Physical Educator Journal Editor for the past two years and has done an amazing job while juggling two wonderful children and teaching English part time in Tauranga. Finally, I'm departing PENZ after three years. I've enjoyed being part of a small, really dynamic team which has achieved some fantastic things over the past three years and in doing so created a solid foundation on which the organisation can continue to build on.

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 so you are prepared for what will be an exciting and challenging year ahead.



PENZ and Otago Polytechnic Micro-credentials: An Authentic Learning Partnership

Andy Kilsby, Director of Employability

Mairead Fountain, Learning and Teaching Specialist Otago Polytechnic

Introduction

Micro-credentials have been a hot topic in education over the last decade, with many interpretations of their relevance, application, and definition.^{1,2,3,4,5} Micro-credentials are “credentialing systems that follow competency-based professional learning to recognise a learner’s skills, achievements, and accomplishments.”⁴ Micro-credentials are more focused than traditional qualifications, they usually ranging from 50-400 hours of learning in a given subject area. A micro-credential is therefore essentially a qualification, albeit a small one.

Otago Polytechnic (OP) has been developing its approach to micro-credentials *EduBits*, since 2014. OP perceived a sea change in education, with learners and employers needing new ways to access education. As the New Zealand Qualifications Authority (NZQA) highlights, micro-credentials “focus on skill development opportunities not currently catered for in the tertiary education system, and for which there is strong evidence of need by industry, employers, iwi and community.”⁶ Traditional qualifications can create barriers for learners, with sought-after skills buried within them, hidden from the view of employers. A flexible approach to learning and credentialing is required, taking into account the rapidly changing nature of the workplace, and the need to align learning and credentialing with real world scenarios. Developing and evidencing up-to-date knowledge and

capabilities is key to “improv[ing] and future-proof[ing] the employability of individuals and support[ing] the productivity of the workforce” (ibid., para. 3), as well as addressing critical shortages in industry skills.⁷

EduBits is the first micro-credential brand in New Zealand. Since its launch, over 100 micro-credentials have been developed in a broad range of endeavours, including Electric Vehicle Maintenance, Cheese Affinage, and Te Reo Māori in the Workplace.

Benefits of micro-credentials

Application. Traditional methods of in-work learning struggle to deliver transfer of learning to the workplace. Some research suggests less than 10% of training ends up being applied in-work! Micro-credentials can increase transfer of learning by requiring learners to embed new skills into their work practice.

Customisation. EduBits provide the freedom to create a programme of learning that reflects the specific needs of your learners and the values, culture and strategy of your organisation. Otago Polytechnic have worked with PENZ to co-design the EduBits tailoring the content, level and length to ensure an optimal learning experience for teachers and those involved delivering to the HPE learning area

Flexibility. EduBits can be used to validate one off training

¹ Elliott, R., Clayton, J., & Iwata, J. (2014). Exploring the use of micro-credentialing and digital badges in learning environments to encourage motivation to learn and achieve. In B. Hegarty, J. McDonald, & S.-K. Loke (Eds.), *Rhetoric and reality: Critical perspectives on educational technology: Proceedings ascilite Dunedin 2014* (pp. 703-707). Retrieved from <http://researcharchive.wintec.ac.nz/3546/1/276-Elliott.pdf>

² Fishman, B., Teasley, S., & Cederquist, S. (2018). Micro-credentials as evidence for college readiness. Ann Arbor, MI: University of Michigan. Retrieved from <http://hdl.handle.net/2027.42/143851>

³ Greene, P. (2019, February 16). Education micro-credentials 101: Why do we need badges? Forbes. Retrieved from <https://www.forbes.com/sites/petergreene/2019/02/16/education-micro-credentials-101-why-do-we-need-badges/>

⁴ Ghasia, M., Machumu, H., & Smet, E. (2019). Micro-credentials in higher education institutions: An exploratory study of its place in Tanzania. *International Journal of Education and Development using ICT*, 15 (1), 219-230. Retrieved from <https://www.learntechlib.org/p/209746/>

⁵ Gallagher, S. (2019, February 15). A new era of microcredentials and experiential learning. Retrieved from <https://www.universityworldnews.com/post.php?story=20190213103113978>

⁶ New Zealand Qualifications Authority. (2018, August 1). Micro-credentials system launched. Retrieved from <https://www.nzqa.govt.nz/about-us/news/micro-credentials-system-launched/>

⁷ New Zealand Government: Careers NZ. (2018, October 2). Micro-credentials: A parent’s guide. Retrieved from https://www.careers.govt.nz/articles/micro-credentials-a-parents-guide/#cld_5244

events or stacked up into larger programmes of learning. They can be delivered face-to-face, online or blended, ensuring learning meets the needs of a variety of learning styles and is available when and how the learner needs.

Otago Polytechnic and PENZ Partnership

Otago Polytechnic is excited to have partnered with Physical Education New Zealand to produce the NZQA approved Training Scheme *“Authentic Physical Education in Aotearoa New Zealand”*.

Over the last 10 years the gap in specialist subject professional learning and development has become significant; there is very little government funded subject specific PLD available to a subject specialist teacher delivering in the HPE learning area and almost nothing available to generalist teachers. This Training Scheme aims to empower NZ teachers to apply a working knowledge of the Health and Physical Education to their teaching practice. Specifically, by designing, teaching, and critically reflecting on the delivery of a Health and Physical Education within their own school, syndicate or department and across their own practice.

Learners will come away with the NZQA awarded Training Scheme and 5 EduBit micro-credentials; allowing them to show the detail of their newly acquired specialised

competencies. Critically, it also gives teachers a unique and powerful springboard for further specialisation and leadership in their teaching career, as an alternative to the traditional management pathway.

PENZ members are exceptional, passionate teachers who care deeply about quality in Health and Physical Education in NZ. As an organisation PENZ ensures the training material is of the highest quality and includes a range of innovative and effective pedagogies. Through its members, PENZ has strong relationships with schools around New Zealand and it is well placed to provide a learning experience specifically targeted for a diverse range of school cultures and environments.

As a category one NZQA provider, Otago Polytechnic has the highest possible quality rating. Our quality assurance means that OP can ensure EduBits are designed, delivered, and assessed to best practice standards. Long experience with industry-partnered qualifications and workplace integrated learning, means that micro-credentials can meet real, practical needs in the workplace.

Together we agree that “the future of alternative certification and credentials appears bright”.⁸ Targeted and credentialed learning can improve learner equity by breaking down traditional barriers to education. In a time when innovative and flexible approaches are desperately needed in education, micro-credentials may be one of the solutions.

⁸ Fong, J., Janzow, P., & Peck, D. K. (2016). Demographic shifts in educational demand and the rise of alternative credentials. Retrieved from <https://upcea.edu/wpcontent/uploads/2017/05/Demographic-Shifts-in-Educational-Demand-and-the-Rise-of-Alternative-Credentials.pdf>



EduBits

MICRO-CREDENTIALS: A NEW APPROACH TO PROFESSIONAL LEARNING IN 2020

PENZ Micro-credentials will provide a range of quality professional learning opportunities for Teachers.

Standout, Upskill or Develop a Special Interest
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HPE Day – 2019

Richard van der Jagt

On September 5th PENZ coordinated the first New Zealand Health and Physical Education (HPE) day. The day aimed to highlight the importance of HPE and the impact on the learning potential and wellbeing of all children, the benefit to all schools, and the valuable contribution this learning area makes to the wider community.

The HPE day theme is *Good for Children, Good for Schools and Good for Communities* which is celebrated over a 3-year cycle.

This year teachers and principals from schools across New Zealand were encouraged to get involved, by holding activities or events during the week or on the day itself, to demonstrate how much they value this important part of the curriculum.

The support and the range of activities undertaken from around the country were simply amazing. One of the largest events was undertaken by Sport Southland who opened their velodrome up to over 800 primary children from around the region for a fun day of movement-based learning activities.

The activities undertaken on HPE day weren't all centered around students, many of the activities were also centered around teacher professional development. A good example of this was demonstrated at Riccarton High School in Christchurch, where they looked at integrating te ao māori and te reo into their HPE day activities for over 70 staff members schoolwide.

To express whanaungatanga with staff they developed a counting game from BrainBreaks.com and introduced its as part of their "Wellbeing Wednesday" briefings. In this lead and follow style game, each number (from tahi to wha) required that a new hand gesture would be scaffolded. The idea was to introduce a quick game which includes te reo that staff, schoolwide, could take away and play with their students.

"The impact wasn't necessarily that we saw staff spending more time focusing on HPE with students, but rather there has been anecdotal evidence that its heightened awareness and started to break down departmental stereotypes of HPE"

Heather Lindsay, Riccarton High School

WHAT DID SCHOOLS DO?

When asked what they were doing for HPE Day, there were some very distinct themes that came through.*



COMMUNITY Engaged with the wider community		11
COMPETITION Held some sort of tournament or ladder competition		17
TE AO MĀORI Incorporated te ao Māori, te reo or kōwhiri Māori (e.g. to where tope whā)		7
SCHOOL-WIDE ACTIVITY Included all or most of the school in a walk, run or other kind of activity		29
LUNCH TIME Used the lunch break to hold activities and events		17
STAFF ENGAGEMENT Included the staff in activities (e.g. staff vs student game)		13
NON-SPORT PHYSICAL ACTIVITY Held a diverse range of activities suited for different abilities and interests (e.g. dance, yoga, stretching)		31
SPORT Played some kind of sport (either competitive or non-competitive)		17
HAUORA/WEILLBEING Held activities or classes for overall hauora (e.g. mindfulness, mental health workshop)		7
NUTRITION E.g. gave out fruit and vegetable snacks		3
GENERAL AWARENESS Organised videos, posters, assemblies etc.		7

*Data is qualitative, and for indication only.

Find out more at www.penz.org.nz

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were downloaded from the site, showing engagement with HPE Day content

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In Australia, HPE day has been running for over 5 years and now attracts in excess of over 150,000 participants. There is the potential to have a combined Australasian HPE day which would then start to have international impact.

Overall, the day here in New Zealand was an amazing success and provides a solid foundation from which to build on in coming years.

Heather Lindsay summed it up well when she said, HPE Day raised the awareness of the place and purpose of our curriculum area. It reminded us that our purpose is strong, and that Hauora and Physical Education are deeply connected to all other aspects of the school.



Sport Southland HPE Day



RAS Update

Heather Lindsay

Kia ora koutou,

As another busy year comes to a close, I'd like to take this opportunity to share some of the national and regional progress that has been made regarding the Ministry of Education's Review of Achievement Standards.

Having begun the year with the announcement that the Ministry will be embracing seven key changes to NCEA, a *National Review of Achievement Standards Reference Group* (RAS) made up of professional practice leaders was formed to help test the Ministry's process during the review. This group met four times across 2019 with the most recent meeting on December 12th. Subject representatives on this group were encouraged to disseminate information and to help create opportunities for discussions about what teachers believe are the 'Big Ideas' and 'Powerful learning' opportunities in their discipline. PENZ formed a small advisory group and members from this group based in Auckland, Waikato, Hawke's Bay and Canterbury, held dedicated PD workshops to engage members in discussions with a view to informing the soon to be formed *PE Subject Specialist group*.

Below is a summary of what was discussed as well as some feedback from those who attended:

Questions discussed

1. What does the present HPE Curriculum 'mandate' for senior school learning? Is this still relevant?
2. What does it mean to be physically educated?
3. How do we become physically educated?
4. When do we know we are physically educated?
5. What are some common characteristics of our learners? – what might they be like over the next decade
6. What are some of the major trends and developments in society (in schooling, in education) which will impact on PE – e.g. AI (artificial intelligence) and technology is going to have a massive effect.

7. What is useful in our present offerings – are these things justifiable and or sustainable?
8. What impact is the government's agenda on Wellbeing going to have – how can PE contribute to this.
9. What are international trends in PE? – are they relevant? What is the literature saying? What are teachers saying?

At the Waikato 'Big Ideas Day', they had also asked student input in the process and had collected answers to the following questions-

1. What do you think are the most important things to assess in PE? Why?
2. How do you like to be assessed in PE? E.g mode of assessment
3. If you were an NZQA advisor what would you like them to consider when designing assessment for PE?

Responses included that they love improving wellbeing for friends and family, showing performance improvements, and developing portfolios.

Feedback from teachers indicated there are current limitations to the NCEA Achievement Standards, particularly as there is a tendency for programmes of work to be driven by assessment. This was seen as an important change required in the current thinking about the place of Achievement Standards. Instead, teachers voiced that assessment should be used to show application of knowledge, be individualised, and allow for student choice.

I'd like to thank everyone who took part in these discussions and welcome further comments which can be emailed to me at heather@penz.org.nz

Relating to the 'Other': Moving beyond inclusion and tolerance

Dr. Chris North and Dr. Judy Bruce University of Canterbury

Since the Mosque shootings, I (Chris) have had many conversations with teachers who have been wondering how they might have been complicit in allowing racism and intolerance to develop, and how they could play a part in the solution. As teacher educators, we share these same concerns and have been deeply affected by the terrible events in Christchurch. Judy and I recently published some research on first year pre-service teachers (PSTs) that we think may be helpful in finding a way for teachers and students to think differently about cultural diversity (Bruce, North & Fitzpatrick, 2019). In this article we share some of these ideas. Our research focused on the ways in which physical education PSTs understand cultural difference and their relationship with the Other, where Other is defined as someone who is different from ourselves.

In a significant literature review of PSTs' views of cultural diversity Castro (2010) found that white PSTs typically failed to recognise racial inequality, had lower expectations of culturally diverse students, denied the existence of significant cultural differences, and failed to see themselves as cultural beings. However, Castro did report that a greater acceptance of cultural differences has developed over time. He attributes this shift to the rise in globalised, post-industrial knowledge societies which include increased technological interconnectivity, demographic diversity, and migrancy flow. These findings are consistent with curriculum shifts indicating the need to prepare students for increasingly multicultural societies. Such shifts are also reflected in the New Zealand Curriculum's (Ministry of Education, 2007) focus on preparing students as global citizens, adept at relating across culturally diverse contexts. In physical education, students explore notions of wellbeing for self, others and society; particularly through the underlying concepts of attitudes and values and a

socio-ecological approach which are invitations to explore notions of respect and concern for others, with a sense of social justice. Movement contexts present opportunities to understand interrelationships that exist between self, others and society, including intercultural connections. As McCuaig (2013) notes critical physical education experiences that move students (and teachers) outside familiar spaces are complex - especially where the idea of "disruptive" (p.18) learning experiences are created. Legge (2015) noted similarly, when taking physical education PSTs on a noho marae experience. She concluded that "what it requires [from participants] most of all is a willingness to learn, to be vulnerable...and to reflect" (p. 17).

Globally there are moves toward increased multiculturalism. Terms like diversity, difference, inclusion and tolerance have become almost non-terms for their common use in institutions which serve mainstream or majority ways of knowing and being (Ahmed, 2012). For example, we see many institutions including images of students from diverse populations in their marketing materials, but without necessarily making the kind of organisation-wide approach required for diverse students to thrive (sometimes this is called 'brownwashing'). Seeking to understand the complexities, opportunities and limitations of various approaches to cross cultural education, I (Judy) investigated how first year PSTs in physical education viewed cultural difference (Bruce, 2015). 16 first year physical education PSTs were interviewed at the beginning of semester 1. Semi-structured interviews were audio-recorded, transcribed and member checked. Data was analysed using constant comparison method and themes emerged as data was saturated. Ethics approval was granted by the University's Ethics Committee. Participant responses revealed themes including: harmony and a desire for sameness, ethnocentrism, paternalism and salvationism and finally, post-criticality¹. In this article we summarise each of these themes and discuss implications for teaching, including physical education teaching.

¹ A Post-critical approach to relating to Others is centred on the premise that the one who is radically different to us has something valuable to teach us about what it means to be in the world. It begins with an openness to being taught by the Other (Biesta, 2012).

Harmony and a desire for sameness

All of the PST participants in this research study wrestled with the notion of sameness and difference. For some, it was quite literally something 'to be dealt with'; for others, there was an obvious tension between their own 'right' beliefs, and the right of others to believe otherwise. The overwhelming desire in almost all interviews was to achieve harmony either through an emphasis on sameness – 'we are all the same' – or through the acceptance of difference, so long as they themselves remained unaltered by it.

One participant stated:

We're all human beings, we all have two eyes... why look at the differences between us when in the long run we're all the same... Why not be friends with them, why not help them out when we can?

Another participant (Nigel)² struggled with difference and sought sameness:

every time I've gone to another country I've tried my best to interact with those cultures, not to bring my Western culture into theirs, force it upon them. One thing I hate is when other cultures come to New Zealand and for example and then try and force their culture, and keep what they've got from their home here, this isn't embracing New Zealand culture.

Significantly, Nigel sees himself as leaving his culture behind as he travels, or as he says, he doesn't bring his 'Western culture' to a place or an encounter. He has very strong views on the idea that people ought to not bring their culture into Aotearoa/New Zealand which aligns with assimilation. For one who has travelled a great deal and who saw himself as non-judgmental and accepting of difference, this prejudice was a surprising admission and apparent contradiction.

A desire for harmony and a search for sameness seemed to be a way of minimizing conflict for many participants. Often fear of differences was both explicitly and implicitly discussed. Participants appeared to be particularly keen to demonstrate how they were accepting of difference. Yet as Nigel's story above seems to illustrate there remained an unresolved ethnocentric tension for many of the participants.

Ethnocentrism

Many participants sought a 'right' way of being; one that aligned with their own cultural norms. This belief that our way is the right way, is often referred to as ethnocentrism. This theme emerged in many of the participant stories, embedded in assumptions about other cultures.

I'd say that probably comes down to their culture, like um to an African citizen probably doesn't think about what's

[going on]. They don't really get the same view of what we do so they don't really see the whole big picture, whereas because we are in such a media society, we can see what's going on everywhere. We can get more of an idea of what's going on with life, rather than just where we are.

Another participant presented her view of 'understanding... their culture [so that we could] educate them in ours'. Implied in the findings was a universal view that there is a 'right' and 'wrong' way to be in the world and it is the teacher's role to teach this 'right' way to Others.

Paternalism and Salvationism

More than half of all participants indicated a desire to help the Other through acts of charity, which is admirably humanitarian. This perspective was repeated often throughout the interviews and appeared to reflect a combination of both paternalistic and salvationist approaches to those 'in need' of help:

people now are in so much need we can't just keep being greedy and think about ourselves because there's such a need for other people needing that help and attention rather than just ourselves all the time.

For many participants this appeared to be motivated by an ethnocentric view as they indicated that they were in a position of privilege and excess, and therefore had an obligation to help the Other (who were viewed as lacking in agency). Arguably much good has come from such humanitarian projects but it tends to be a one-way delivery which leaves the 'giver' with a feel-good outcome but otherwise unchanged, while often causing harm to the host community/individuals.

Postcriticality

Among the participants was one participant (Lucy) who had travelled broadly and noticed that some people in other countries desired to become more 'Westernised', but she was wary of this desire.

But I expect, like sometimes, they're just desperate to change their culture when their culture is so good, like if they came over here, and saw...[how people live] there's a lot of like, people who are very screwed up because of the way [we are].

Implicit in this comment is an understanding that our Western culture is not perfect. Consistent with a postcritical perspective, she was inspired by the lives of the Other and the idea that they may have something to teach us about how to be in the world.

² Participant names has been changed to ensure anonymity.

Discussion

Consistent with many of the findings of this research, traditional approaches to cross cultural work have often focussed on ideas of inclusion, tolerance, and a celebration of differences. In Figure 1 we see that there are four ways of being in relationship with Others. While this is by no means exhaustive nor discrete, it can be a useful tool for thinking about the different ways that we relate to Others (adapted from Bauman, 1995).



When we are fearful of difference, we alienate and exclude the Other. None of the participants in this study expressed a desire of exclude Others, however there were times when ideas of inclusion were expressed. Nigel's opinions were an example of this, and the theme of harmony and a desire for sameness tend to reflect this orientation. Inclusion says to Others, "you are welcome here. Come in and be like us" and the emphasis is on assimilation. Conversely, to exist side by side is a critical theoretical way of being. It is saying "we will tolerate you here and celebrate your differences". It is an acknowledgment that different cultural groups can exist within our communities, so long as we are not altered by the differences. The final way of being in relationship with Others is to acknowledge that our own knowledge is partial, and this partial knowledge has limitations. In the study, one participant, Lucy, expressed an awareness of this orientation.

Regarding the fourth, postcritical space, Biesta (2013), drawing upon the work of Levinas (1978; 1991), distinguishes between the idea of *learning from the Other and being taught by the Other*. The latter requires a humility that says "I can see that you have something to offer me which is important about being in this world, and I welcome the invitation of an altering face to face encounter". Our fear in this space is that our ways of knowing and being may be disrupted and challenged (Bruce, 2015). Our research findings suggest that fostering postcritical approaches could be productive

in inviting students to move beyond seeing the Other as either someone to be excluded, assimilated or tolerated. Postcriticality suggests that the Other has something to teach us (Biesta, 2013) and is an invitation to being open, in a position of humility and vulnerability to considering others ways of being in the world (Legge, 2015).

Chris' Experience

In light of the responses from the Muslim community to the Mosque shootings, it seems the Muslim community have much to teach me (Chris). I met a Muslim PhD student from Iran in my department and tried to make him feel more at home in the workplace. He showed me how in Iran when people meet, they shake hands and again when they part. I found it fun and comfortable for me. At a burial after the shootings, I was in the minority of white people at a bare grassy cemetery surrounded by hundreds of Muslim believers at a ceremony I had no understanding of. I felt exposed in my white-ness and vulnerable because I knew the perpetrator of all this violence, superficially looked like me. As I walked towards the fifty pre-dug graves, I was struck by the enormity of the crime and felt deeply awkward in my skin. This same Muslim student, stood next to me and guided me thoughtfully through the ceremony; translated for me and told me what to do. The throng of Muslim men wore unfamiliar clothing and spoke in unfamiliar languages. Many walked up to me, took my hand, called me brother and welcomed me to the burial of their kin. Suddenly on the other side of the cultural divide, surrounded by strangers, I began to understand what I could learn about grace, generosity and acceptance from the community. This was deeper learning than standing in my safe office, in my familiar institution and shaking another's hand. That was my world and I knew the rules, what to do and what not to do. Being on the other side was confronting, disruptive, and incredibly powerful.

Implications of this research

We are suggesting teaching and learning about being in relationship with the Other can be considered differently to traditional ideas of inclusion, tolerance or exclusion. In a related study with physical teacher PSTs (Bruce, 2015), I (Judy) explored ways in which a postcritical approach in learning could unfold. During a service-learning project participants spent time with people who were radically different to themselves. The aim was not to serve or help, but rather just to be, through connection and engagement. Like Chris, the participants were sometimes overwhelmed by feelings of awkwardness as they engaged in relationships with the Other. It was at times confronting for them too, as they became more aware of their own deeply held prejudicial beliefs. It was essentially an act of 'reversing the gaze'. Participants found this approach deeply relational, precarious and risky. As a teacher educator/researcher I (Judy)

also became very aware of the risks too; as participants were outside of their relational comfort zones (Bruce, 2015). But as they leaned into the learning, and journalled their experiences, interesting perspectives began to emerge. Participants began to recognise their own previously held prejudices, and began to consider the Other as one who did have something to teach them about being differently in the world. There isn't scope here to unpack the details of the study (Bruce, 2015; 2018), but we hope that for those of you courageous to cross borders, or being open to the beginning steps of border crossing - as Chris and the study participants did - that you may encounter something far richer than more familiar stories of inclusion and tolerance.

Physical education offers a particular opportunity within schooling for students to interact in ways that can foster meaningful kinds of intercultural interactions. The underlying foundations in the physical education learning area provide unique invitations to think critically about interrelationships in a range of movement contexts, with an orientation toward social justice. We believe that physical education teachers can take a lead in thinking differently about interculturality. We can begin by sharing new stories - stories that begin with the premise that the Other has something to teach us. This requires more than inviting the Other to join in Our ways of doing things, but rather to consider ways of putting Ourselves into situations where the Other knows the rules, has the skills and can teach us how. This could be a sporting activity specific to their homeland or other cultural experience. In these ways we can begin to generate new stories which position the Other as not just someone to be tolerated, but as someone who is knowledgeable and skillful, and has something to teach us about being differently in the world.

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Talent identification and the relative age effect in New Zealand Rowing.

Blackmore, M., & Slade, D.G.

Introduction

Post the 1970's New Zealand has enjoyed an increasingly high international profile in rowing. In the last two Olympics, Rowing New Zealand (RNZ) athletes have accumulated five (5) gold, one (1) silver and two (2) bronze medals – eight medals in total. Given our distance from our main competition in Europe and the expense of the sport this has been a significant achievement. Contributing to that performance in no small way is the talent identification (TID) and development of secondary school students by RNZ. This achievement is also noteworthy given that the relatively small pool of competitors in secondary school rowing¹. Only 4000 secondary school students are registered as rowers, with more than half of that number classified as novices. This investigation sought to examine the talent identification processes of RNZ that appeared to be at the heart of this success. It sought to establish if RNZ was aware of the relative age effect (RAE) in TID and whether what they did in their programmes represented best practice.

This investigation provides support material for teachers and students of the New Zealand NCEA Senior School Physical Education programme for Level 3.5

Background

TID programmes are designed to identify young athletes with the potential for success in elite sport (Vaeyens, Güllich, Warr, & Philippaerts, 2009; Ward & Williams, 2003; Williams, 2000). The hypothesis is that an effective TID programme has the potential to detect talent early (Helsen, Van Winckel, & Williams, 2005), which may act as a vital component to increasing a nation's or clubs' chances at sporting success through specifically focusing their resources on these 'promising'

athletes (Johnston, Wattie, Schorer, & Baker, 2018; Durand-Bush, & Salmela, 2001). However, with TID operating as filter of talent, talent scouts often compare different age groups and abilities in cross-sectional designed studies (Breitbach, Tug, & Simon, 2014). This type of methodology is heavily rooted in assumptions that preidentified sporting success related characteristics (optimal anthropomorphology, and mentality), can be extrapolated from individuals' performance at one given point in time, as representative of likely future success in elite sport. (Davids, & Barker, 2007). This way of thinking, in its simplest form, implies talent is static as it ignores many important variables such as relative age effects and consequently maturation (Wattie, Schorer, & Baker, 2015).



New Zealanders, Eric Murray and Hamish Bond receiving rowing Gold vs. seemingly anthropologically superior opposition

Relative Age Effect (RAE)

The RAE has been the focus of a considerable amount of research in relation to youth sport and talent identification programmes (Cobley, Baker, Wattie, & McKenna, 2009; Musch & Grondin, 2011). The RAE refers to the difference in age between athletes' in the same age group. For example, an athlete born in January is 11 months older than an athlete born in December of the same year however, they are both in the same grade due to the aged-based system with a cut-off date of December 31. The effect is doubly compounded when the age groupings are across two years, e.g., U12's, U14's. Such arbitrary age groupings have shown a correlation and potential causation between athletes' birth month and their initial success in competition (Delorme, Boiché, Raspaud, 2009).

¹ Playing numbers in secondary school netball, basketball and rugby are respectively, 27,000, 26,000 and 23,000.

The phenomenon of the RAE has been hypothesized as a major influence in youth sport performance differences. This is because this difference in age, occurs at a time in youth development where differences in physical, socioemotional, and mental maturation, even over a short chronological period, can be substantial.

It is suggested that 'talent scouts' looking at age-group sport are naturally drawn to the obvious high performer. Such TID often occurs without consideration of whether the RAE provides them with a substantial biological age advantage, for example, in physical maturation where there is significant variability between chronological and biological age that advantages the early maturer or the RAE. Although youth all progress through puberty to achieve biological maturation, there are significant inter-individual differences in both the onset and speed of maturational growth (Ellis & Garber, 2000). Therefore, in adolescent sport this slight difference in onset and tempo of maturation greatly impacts the initial performance success and consequently their potential for selection to a TID programme. This issue makes identifying individuals with the greatest potential to succeed within sport a major challenge for governing bodies, coaches, and funding agencies (Abbott, Collins, & Martindale, 2003).

In New Zealand, because of limited resources, funds, facilities and eligible players, TID are considered important to minimizing costly errors through athlete drop out and failure to eventually succeed. How RNZ navigates this minefield is discussed next.

Rowing New Zealand (RNZ) Talent Identification process

RNZ employs age groups for its junior competition programmes. The first level is the U15 years novice programmes. Rowing is quite unique in having a TID process for students to become novices. These programmes, that typically last about seven weeks, are known as learn to row (LTR) programmes. The intent is to give students a taste of what rowing is about through familiarization of on-water rowing techniques, fitness training, rowing machine (erg) training, and weight training with a selection camp at the conclusion of the programme.

The LTR TID programme is considered necessary due to the nature and expense of rowing. The novice TID process includes anthropometric characteristics (i.e. height, weight, feet size, body fat composition, arm span, muscle mass/ composition) due to the high correlation between success in rowing and specific anthropometric characteristics. Additionally, selectors also consider an athlete's mental toughness, perseverance, initiative, stability and strength as these too are factors that account for the performance differences between athletes. Awareness of the RAE is calculated through considering the developmental stage of an athlete. LTR selectors acknowledge the maturation process accepting that U15's are not fully developed into

their adult form hence, selectors need to predict whether their anthropometric characteristics will develop into being favorable post maturation – something that can be a lottery.

A secondary RNZ TID process occurs at U18s, for which, North and South Islands teams are selected that includes an anthropometric process, a two (2) kilometer rowing ergometer test and on-water trials at a selection camp run by RNZ. The U18s trial is viewed as the stepping stone to junior and subsequent New Zealand teams. RNZ also utilizes the U18 trials as an opportunity to put TID athletes in an environment where they can learn and grow in the sport to potential international champions. RAE in U18 TID is still prevalent as in U15 rowing selection.

Discussion

As discussed above, secondary school rowing uses age-based systems for categorizing athletes into competition grades that consequently results in the presentation of RAEs. It could be debated as to whether the following is for the student or promotion of the school but regardless, the acceptance of a RAE effect is manipulated by schools in the following way: They classify their novices into two categories. In one category are Year 9 students born in the January-May period. This manipulation results in those students being able to row two years at U15 but with the potential, in their second year, to be up to 23 months older than their fellow competitors. The first season is viewed as a training/developing year and the second season being the competitive season. The novice rowers born in the June-December window that supports the RAE bias, are put into the competitive U15 category and not surprisingly, statistically are not as prosperous.

Interestingly, it is felt that the RAE effect at U15 level is not so dependent on physiological development, but rather technical acquisition obtained through longer exposure to the sport. So, second year U15s have this biased advantaged simply due to prolonged exposure to the sports techniques. However, as school rowers age through the grades, physiological and psychological differences due to the onset and tempo of maturation, generally separate the field between winners and the rest, rather than their technique. This is illustrated in the phenotypic presentation of the victors in the open weight class where typically the heavy-weight, tall, and lean athlete with a high percentage of slow twitch muscle fibers morphology excel (Akça, 2014). In this sense one sees the 'Mathew Effect' where, rowers born earlier in the year with a generally a higher level of maturation, compete in the open weight categories than their, later in the year, born contemporaries.

This 'effect' is not unknown to RNZ. In recognition of this RAE, RNZ present an alternative option for lighter rowers through an U18 (and open) light-weight competition class. Generally, this U18 category, is populated by light-weight school grade rowers, often aged U16-17 as they are late to fully mature and therefore their success in this age grade is greater than in open weight U16-17 grades.

Club rowing

Away from the school environment, club rowing provides five different classes for rowers to race in that are purely based on ability. This contributes to avoiding the RAE while enhancing the possibility of fair and close racing which is vital to the sustainability of rowing regattas.

Rowing New Zealand TID and best practice

Rowing New Zealand's TID programmes are similar to those found in other countries. In America, for example, their LTR is of a similar length and is also followed by a TID selection camp (USRowing, n.d.). The USA programme focus is on both inter-varsity competition as well as international competition. By contrast, RNZ's, post school programmes focus more on the international competition.

However, TID in rowing and regardless of the country, some specific anthropometric characteristics are calculated as predictors of later success. These characteristics are well known among the rowing community and most rowing nations, inclusive of New Zealand and America, consider this in selection for their TID programmes. Given this wide spread use of these processes one could state that RNZ's TID programme reflects best practice.

However, it should also be noted that there is very little research on when to select for the anthropometric characteristics in relation (or not) to maturation and senescence. Moreover, there are no controls around selection processes at LTR selections, U18's, Juniors, U23's based on anthropomorphological scores. It could be that the universal adoption of these practices renders the practice successful because there are no other TID selection models. Therefore, given the lack of RAE research specifically related to rowing, some doubt arises as to whether in fact the TID processes, seemingly universally adopted, are in fact best practice as they can only be assumed rather than definitively drawn.

Conclusion

To the best of the national and international rowing sporting bodies knowledge the current RNZ practices in identifying talent is considered best practice. Rowing is known for its big, tall, lean athletes and this is not surprising when looking at the similar morphology of the winners of national and world rowing regattas. Although in acknowledging the phenotypic morphology, like many other sports, TID selectors must also assess an athlete's mental capacity, as Derek Jeter (American baseball player) once said "there may be people that have more talent than you, but there's no excuse for anyone to work harder than you do." This mentality is assumed to be required to make champions and without it all the good morphology is worth nothing.

MELISSA BLACKMOORE PROFILE

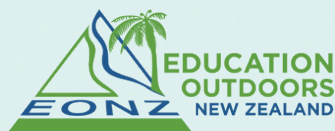
I am a second year BSpEx student entering my third year at Massey University Manawatu. As a secondary school student in Wellington I rowed competitively over five seasons excelling in local, regional, and national levels in a mixture of rowing classes, most notably the Girls U15. Throughout my secondary school rowing years I was able to manipulate the relative age effect to give me an advantage since having a February birthday and rowing down an age group, therefore, sparking the interest in writing this article.

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