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Tēnā koutou katoa,

Welcome to the July edition of
Physical Educator for 2018.

Our feature article for this issue explores how Physical Education can be a more empowering experience for Pacific Island young women by Michelle Greene and Dr Rochelle Stewart-Withers and challenges educators to consider how these findings can be considered in the delivery of the Physical Education curriculum. James McIntyre offers the perspective of a Play.Sport mentor about skill learning in Primary School which compliments another study under our resources section by Allison and Duncan McKenzie that has investigated the Impact of targeted professional development on teachers' perception of their confidence and ability to implement the PE curriculum.

Our resources section addresses Concussion Awareness and Youth Loading and we have Dr. Susie Stevens giving valuable feedback and advice in our regular Q and A section.

Margot Bowes offers us her parting thoughts as she steps down from her role as President and with the 60th PENZ conference held in Dunedin this year, we feature an overview of the three days celebrating 80 years of PENZ.

In addition to this publication, we are also honouring the 60th PENZ conference with a special supplement. This supplement is a precious document that highlights how TGfU or Game Centred Learning has evolved to become mainstream practice in Physical Education teaching in New Zealand from 1945-2015. Five articles are featured tracing back from post-1945 to present day and the compilation of these documents, has been the result of hours of work by Dr. Dennis Slade and Dr. Alan Ovens.

We hope you enjoy this edition and the special supplement.

Ngā mihi nui

Maree Cotter



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'Get into Groups': Exploring how Physical Education (PE) can be a more empowering experience for Pacific Island young women.

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ABSTRACT

Using a qualitative case study of three New Zealand schools, this Masters research project investigated the ways in which Pasifika young women feel disempowered and/or empowered through their experiences in the Physical Education (PE) classroom, and in turn, how they negotiated these experiences. This study found that delivering a PE Curriculum where the focus is not solely on physical skill acquisition, but rather includes broader understandings of health and wellbeing where emphasis is placed on appreciating the whole body and the importance of non-physical skills such as relationships and interpersonal skills, seems to resonate with Pasifika young women. If empowerment, understood to mean feeling confident, engage, connected, valued having a voice and being able to demonstrate agency, via PE is to occur, a holistic approach as advocated in the New Zealand Curriculum (Ministry of Education, 2007), should be more actively implemented within the classroom.

Key words

Empowerment, New Zealand, Physical Education (PE), Pacific Island, Pasifika, Young women

INTRODUCTION

The aim of this Masters level study was to explore how Pacific Island young women are empowered, or disempowered, through their experiences in the NZ PE classroom¹. We also considered what changes schools might need to make to the delivery of the PE Curriculum for it to be truly empowering for Pacific Island young women?

In 2012, David Kirk, a British Physical Education scholar, wrote an advocacy brief for UNESCO called 'Empowering Girls and Women through Physical Education and Sport'. He suggested that a well-constructed and designed PE programme can contribute to the promotion of gender equality and girls empowerment. PE, he argued, can make a unique contribution to girls' education and empowerment in ways that other ad hoc physical activity and organised sport programmes, such as co-curricular sport, cannot (Kirk, 2012). Negative experiences within the PE classroom however, have the potential to put students off physical activity for life (Azzarito & Solomon, 2005; Granero-Gallegos, Baena-Extremera, Gómez-López,

& Abalde, 2014). Many young people, especially girls, can instead disengage from the PE setting, seeing it to be a disempowering process rather than a space where positive transformation can occur and lifelong lessons can be learnt. For Pasifika girls, as a minority group, this raises additional challenges. Fitzherbert (2011), maintains that the New Zealand PE Curriculum is aimed towards white males. Therefore, students who are not from the dominant culture (e.g. Pasifika boys and girls) are likely disadvantaged.

Empowerment framework

For this study the work of Rowlands² (1995) and Scheyvens (1999) was drawn upon. Rowlands' (1995), empowerment framework focuses on three key indicators: firstly, the personal, which includes developing personal identity, capacity and belief in oneself; secondly, the relational, which includes the capacity and bargaining ability to determine the boundaries of personal relationships and thirdly, the collective; a cooperative collaboration between individuals to gain collective strength (Rowlands, 1995).

Scheyvens (1999) developed an empowerment framework in a case study for ecotourism and the empowerment of local communities. The framework was established to determine the impact of ecotourism initiatives on local communities.

¹This project was much broader in nature as it not only explored how Pacific Island young women are empowered, or disempowered, through their experiences in the PE classroom, but also what the potential flow on in relation to wider school and community organised physical activity might be. As such, an additional question to the above was asked: 'How do these experiences within the PE classroom then impact involvement in co-curricular sport and/or physical activity outside of New Zealand school?'

²Jo Rowlands (1995, 2016) has been seminal in terms of exploring the multifaceted nature of power in relation to understanding women's empowerment. To make sense of 'empowerment' and the ways in which women might grow their power, Rowlands has sought to "differentiate between forms of power and the ways in which the forms that are not zero-sum might effectively be thought about and cultivated" (p.119). Rowlands' (1995) ideas of power to, power with, power within and power over are widely used and are very effective for thinking through how initiatives towards women's empowerment (also see Rowlands, 2016).

TABLE 1: EMPOWERMENT FRAMEWORK FOR PHYSICAL EDUCATION

Indicators	Signs of Empowerment	Sign of Disempowerment
The Individual – <i>Self-esteem, confidence and agency</i>	Students' self-esteem is enhanced on an individual level through accomplishments and by acquiring the confidence to attempt and tackle difficult tasks	Students lack the drive to attempt tasks due to fear they lack the ability Students do not engage in difficult tasks or activities and lack a sense of self-belief
Engagement	Students are actively involved and not deterred by other student involvement Students seek to improve their skills and/or their social and interpersonal skills without barriers to involvement	Students appear largely disinterested and are resistant to participate in activities across a range of contexts Students look to actively promote the disengagement of other students by distracting them or putting them down
Relational empowerment	Students respect the teacher/student relationship Learning is achieved and constructed in a collaborative environment with the teacher facilitating discussions Students have a say in their learning and respect the learning process Students have the ability to use interpersonal skills to negotiate personal relationships with other students in the class in a positive and constructive manner	Students do not have their personal boundaries respected by other students Students are in a very teacher centred classroom situation, with little or no input into their own learning Students are either unable or unwilling to negotiate interactions with other students Students feel marginalised and side-lined by either dominant culture or in terms of gender
Social empowerment	The classrooms positive atmosphere is maintained or enhanced Individual students are part of a collective group that is supportive and collaborative The class shares in each other's success and girls and boys are equally well supported The school environment promotes cultural diversity and links with home	The dominant culture prevails with limited recognition given to differing cultures Students are marginalised and differences between race are highlighted, stereotyped and reinforced The classroom environment is negative and discouraging Social interactions do not operate outside of cultural groups

Drawing upon Rowlands (1995) and Scheyvens (1999), the indicators developed for this studies empowerment framework are 1) personal (self-esteem, confidence and agency), 2) engagement, 3) relational empowerment and 4) social empowerment. Scheyvens (1999) empowerment matrix has been adapted, using the indicators developed for this research. Descriptors for signs of empowerment and disempowerment in relation to the PE classroom have been created by Greene (2015), see Table 1 above.

METHODS

Field sites, ethics and sample size

Fieldwork occurred in three co-education South Auckland schools, two of which had a high proportion of Pacific Island students who were also the largest ethnic group in the school, and one where Pacific Islanders were the least represented in terms of roll size. The focus was also Junior PE - so Years 9-10, as this is when PE is compulsory, with the exception of one school, where Year 11 PE was also compulsory. The project was reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 14/19. Research was conducted for 6 weeks, over a two-month period during May and June 2014. In total, 30 people, including 18 students and 12 key informants (staff), participated in the study.

Data collection and analysis

This research used four main methods for data collection, classroom observations, semi-structured interviews with students and staff, keeping a fieldwork journal and analysis of secondary sources, for example Lesson Plans; School Procedures. Data analysis simply followed four key steps outlined by Green et al., (2007). These are 1) immersion in the data, 2) coding, 3) creating categories, and then 4) the identification of themes. Some of the themes that emerged were for example 1) body awareness and skill perception, 2) social influences, 3) family life and influence, and 4) preference to participate in team sports over individual sport.

RESULTS

Whether Pacific Island young women felt disempowered or empowered depended on:

Finding 1: How they perceive their bodies and their level of skills, and if they believed they were being negatively judged;

Finding 2: How they positioned the boys - as bothersome or as 'brothers';

Finding 3: The curriculum focus and delivery style of PE;

Finding 4: Social processes.

Finding 1: Body and skill perception: Feeling judged

The PE classroom is a critical site where others can view both the body and the physical skill level of an individual. Others can make positive and negative judgements about a person and differences between individuals can be apparent. The 'what are we doing today' question is often posed to the teacher with apprehension and anxiety. The notion of '*being on show*' was inevitably linked to how one felt about oneself and about one's body image. How a young woman felt about her body image affected her levels of participation, nonetheless the classroom environment could also combat this. Teachers are key in helping students to overcome the perceived barrier that everyone is watching and judging them.

Classroom observations highlighted there are those who are physically able and do not hesitate to be fully involved, those who attempt and sometimes succeed, and those who do not want to participate at all. The final group, those who do not participate at all, had two sub-groups. One group of young women, once changed, went with their team or group and pretended to be involved but on observation they were doing as little as possible under the guise of participating. The second sub group were the students who actively sought not to participate at all. These students bring excuse notes from home, either real or faked by themselves or another student³ and/or they feigned an injury or they state they cannot participate under the guise of 'women's problems', that is, having their period. A number of students were forthcoming regarding this, openly admitting they frequently embarked in these practices, which suggests a level of agency. How other

students perceive mistakes was also important. Competitive and engaged students were more tolerant when able-bodied students made mistakes. For students of lesser ability who were not confident, and less willing to put themselves out there, the risk of failure becomes too great. One young woman summed this up perfectly:

If I came to class and if we weren't doing something I'm good at then I would stay nervous. I wouldn't really participate and I would just sit there and look and pretend I'm doing something but I'm not (Interview: Sharna, School 1).

Finding 2: Boys: Seen as bothersome or brothers

When discussing some of the aspects of class the young women found challenging to manage, boys were a common theme. There were contrasting views, however, as boys were seen as either brothers, or a source of trepidation. Girls who were more confident, had no problem telling the boys when they were being silly and not taking their comments personally, or to heart. It was clear though that the same girls who felt less confident in general about their skill ability also extended this to dealing with boys in the class. Fear of letting them down was commonly reported.

Contrasting with the idea that boys are something to be bothered by or are a potential threat was the notion that boys are our brothers. As opposed to being intimidated by the boys, some girls mentioned that they enjoyed the increased level of competition that boys brought to the game, seeing this as positive. They saw boys as bringing a different dimension to the interactions that occurred within the sporting context. Some girls spoke also of feeling frustrated that some of the girls were quite standoffish. Boys sometimes shared this frustration that some girls felt towards other girls sitting out in class.

Finding 3: The curriculum focus and delivery style of PE

Problematically, PE has been inclined to focus on the technical aspects of sport such as sport specific skill acquisition. This tended to be the focus of Schools One and Three; however, School Two placed a greater emphasis on broader development of the student. There was also a notable difference in the approach the young women in School Two took in actively participating and looking to lead others. The teaching of a skill was still a learning focus at School Two, however, that skill was a non-sport based skill such as leadership, social responsibility and interpersonal skills.

³The reasons for a forged note were varied, such as forgetting gear, or simply 'I just did not feel like it', or 'I was nervous about being involved, felt highly self-conscious or did not like the other students'. One particular student stated 'it was too cold' then a week later 'it was too hot' for PE.

These types of skills were taught through the medium of sport and physical activity. When this occurred the Pacific Island young women seemed more confident and as a result, they sought leadership roles and appeared to flourish in those roles. The focus was at no time on physical skills, nor was there an emphasis on the ability to perform physical skills. This allowed students to focus on self-improvement through the medium of physical activity.

Through this teaching focus and style, these young women had the confidence to lead small groups of their peers. Several young women commented on how these non-physical skills helped them in their daily lives and how transferable the skills were to home life and sport. Many enjoyed leadership opportunities and did appear to flourish in these roles, as seen in the following quote:

I like how we get taught non-physical skills, it really helps me. It helps me in my life. I have used leadership skills in my life, I was chosen to be Captain and I knew how to include everyone and be supportive and encouraging. I have used it outside of sport too. When we were assessed for our practical, I was the only one who got excellence. It was about leadership, I felt good about myself (Interview: Tai, School 2).

Finding 4: How social processes played out

In the collective space of the classroom empowerment and disempowerment occurs because of social processes and dynamics. Several sub-themes emerged from the findings to support this. These were group forming and subsequent offers of support, looking to and being influenced by friends, opportunities to be leaders or looking to a leader, and safety in numbers. In **Table 2** below each sub-theme is presented.

TABLE 2: SOCIAL PROCESSES

Social Process	Group forming as problematic	Group forming provides a space for other students to step up
Group forming	Much anxiety occurs for the less confident student in a co-ed situation when the teacher says; "get into teams" even when the parameters are set. Less able, or unconfident students are aware that others can judge them when they join their group, and they feel viewed as either wanted, or unwanted 'leftovers'. Sometimes the 'leftovers' would join a group, but other times the teacher would assign the last few standing ones to a group that was short of the required number.	In each class, inevitably at least one young woman was astute concerning other females. These girls often volunteered themselves to work with another girl who had not been selected for a group, or they demonstrated support for their classmate when another pupil had teased them. These young women constantly put themselves out there for the betterment of their female peers, even when they did not know the student they sought to assist well.
Looking to and being influenced by friends	Friends as influencing	Friends as supporting
	Some of the young women also identified their friends to be a negative influence on them in class. In such instances, their friends would dissuade them from participating or joining in, so they would remain on the side-line in a small group. Hence, they would forge each other's notes to get out of that lesson. If one did not want to participate for whatever reason, 3 or 4 friends might sit out. Perhaps reflecting a belief in the adage of 'safety in numbers'.	Students identified their friends as being crucially important in the PE classroom. The extent to which friends influenced them was very much dependent on the individual. Some students remarked that their friendships were an important positive influence on them because when they felt down, or when their peer felt down, they supported one another and encouraged them to participate. These same students also stated that should their friend still not want to participate after they had encouraged them to, then they would consider that they had tried their best and they would return to the class activity.

TABLE 2: CONTINUED

Being a leader	Group size and relationships Students commented that as the year went on, and they 'got to know' their classmates better, they felt more at ease around them, and this made them more comfortable and more confident and willing to lead small groups. Students would typically engage in leading small group activities, such as leading peers through a particular task like a warm up or giving guidance and direction to others when problem solving a particular task. Students were encouraged to develop leadership skills during either a specific unit of work, or in the class, that is, running a warm up for a group in a one-off lesson. Class-wide leadership however, again due to fear of having an audience and being on show was rare. The following quotes show the just-mentioned desire to lead others, as well as the girls needing to know the people in their class:
Safety in numbers	Numbers matter This idea of safety in numbers builds on the idea above, that while some girls were happy to engage in leading small groups, just not the whole class, others were clear they could never be leaders, with students stating that they did not enjoy performing a task individually. Many young women said they would not be comfortable performing individually (as one might have to if demonstrating a task) in front of the class under any circumstance. Thus, many students feel safer in a group situation. Students preferred to be in a self-selected group to complete a performance or task, notwithstanding the issues of being told to get into groups. Along with a desire to not have everyone see one perform, is also the desire to not have others know when one is unsure about classwork. The fear of having an audience also extends to reasons why participation in team sports seems to be greater than involvement in individual sports.
Behaving respectfully	Being disrespectful or respectful Several young women spoke about the concept of respect with regard to their classroom experiences. Several girls mentioned that from a cultural perspective, the lack of respect shown in the classroom was of concern to them, and they had observed that other students were disempowered through disrespectful encounters from others in the class.

DISCUSSION

Schools have the ability to empower young women with regard to physical activity, and for students to learn more about their bodies, their abilities and social skills. Young women who were already confident and active prior to attending school, benefited greatly from the new knowledge of their bodies provided in the PE class. This was best observed at School Two, where students were taught fundamental theory-based knowledge through their experiences in Junior PE. At the other two schools, students had some knowledge regarding how their bodies functioned and the benefits of physical activity to the total self, some of which was cited as coming from parents' knowledge. However, PE can also be disempowering, particularly when emphasis is placed on the body and one's ability.

Individual empowerment

In relation to this idea of individual empowerment of importance is that young women described increased 1) self-esteem, confidence and agency, and 2) engagement. Young women developed personal identity, capacity and belief in themselves through successes in classroom tasks.

Central to empowerment is the notion of agency. Agency, according to Sen (1999), refers to an individual's ability to shape their environment. Kabeer (1999), further suggests that agency involves not only decision-making, but bargaining and negotiating, deception and manipulation, and subversion and resistance. In this research agency was observed both in a positive sense, as well as negative. These young women were able to shape their environment to some degree. Opportunities arose from time to time to pick a partner to work with, or select a group of friends as teammates. Additionally, girls were able to express to teachers which activities they saw as being most enjoyable, and the teacher endeavoured to use that particular warm up activity or sport as often as lessons would allow. The young women would also negotiate with their peers with respect to classroom tasks or activities.

There were other times where girls exercised agency in a way that could potentially be negative. Young women who disliked, or did not enjoy the subject, would sometimes write their own notes to get themselves out of participating in the lesson. Faking an injury was a common manipulative

tale, as was the mention of 'women's problems'⁴ to a male staff member. While this was seen as detrimental to the empowerment process, it can be argued they were displaying agency by taking steps to shape their environment by using deception. This is in accordance with Kabeer's (1999), observation of a broader concept of agency. It can thus be suggested that Pacific Island young women exercised agency within the PE classroom by using a range of tactics through which to shape their classroom experience.

Relational empowerment

Relational empowerment refers to the ability to bargain and negotiate the teacher/student relationship. In instances where students were able to contribute to classroom activities, and take some measures to shape their learning, engagement in class was high. Students had a sense of ownership over what they were doing, and this often eased any tension over the requirements of the task.

Prominent in the literature is that the teacher is a central component in the empowerment process (Hunter, 2004; Kohfeldt, Chhun, Grace, & Langhout, 2011; Lawson, 2005). However, no evidence of this was supported by the students. Students rarely acknowledged the teacher as having a central role in the shaping of their classroom experiences. In instances where it was observed that a student did not like her teacher, it was never acknowledged in the interview that it was because of the teacher that the student did not enjoy the subject. Similarly, the young women may have acknowledged that their teacher was supportive of them but their love and enjoyment from movement was typically preceded by their classroom experiences. It is important to bear in mind, that perhaps students were not cognisant of how the teacher sets the tone of the classroom. Nevertheless, social relationships with peers appeared to have a greater bearing on empowerment than the teacher did.

Social empowerment

With reference to social empowerment and as was seen in this study the PE classroom is a social space, and Pacific Islanders are argued to be social people (Ofahengaue Vakalahi & Godinet, 2008). The level of influence that friends afforded one another was interesting to observe, both in positive and negative instances. Individuals thrived in a socially cooperative environment, one where they felt support from one another, and assisted others through collaboration. The extent, to which young women were empowered socially, was noteworthy and central to understanding Pasifika girls within PE.

Within the PE classroom, Pasifika young women enjoy the social connections they can make with their classmates.

The level of social support and influence in class, were major factors in the students' desire to participate. Pacific Islanders enjoy participating in team sports and activities, and are less inclined towards being involved in individual sports. Departments were aware of this, and at times tried to structure their units of work accordingly. At times, when individuals were a part of a collective group, the young women were willing to lead small groups of their peers within this safe environment. Students acquired skills in team building, decision making, problem solving and interpersonal skills, which are valuable life skills (Koss, 2011). For Pacific Island young women, the need to get to know their fellow classmates is important, and students felt more accepting of leadership challenges as a result. If students did not know their classmates, and felt they would be judged, they were not comfortable leading them. Thus, for Pacific Islanders, the evidence corroborates the notion that the importance of friends and social relationships is central to the involvement and enjoyment of sport and physical activity (Hills, 2007; Kay, 2009; Theberge, 1987).

CONCLUSION: Moving beyond sport skills

The teaching and assessing of sports skills as a main discourse in PE has received much criticism (Culpan & Grant, 2007; Kirk, 2010). Despite a pedagogical shift away over the past 20 years sports skills still prevails as the dominant form of teaching in PE (Kirk, 2010). The teaching of sport skills only accounts for one aspect of the curriculum document; this does not reflect the curriculum in its entirety. The big idea of PE goes way beyond the technical and into something much more universal, valuing and protecting people from all walks of life (Culpan & Grant, 2007, p. 19). "We can teach our children far more than how to run faster, jump higher, stay fit and healthy, we can teach them values, skills and attitudes that will help them throughout their lives" (Watson, 2007, p. 7).

A complete step away from this being the sole focus of their department was observed in School Two. The HOD argues PE staff are not elite sports people, or coaches in all sports, and therefore have no basis on which to think they can teach all sport-specific skills all the time. In School Two, while they would teach skills, it was not the primary focus of the lesson. The emphasis was not on the individual as an athlete, but on the individual as a person.

Students were also able to collaborate with their teacher over certain units and activities; collaboration is believed to be key in the empowerment process (Lawson, 2005). As a whole, the vast majority of these Pacific Island young women at School Two did appear to be more comfortable, confident and empowered by their experiences in PE. Additionally, they had a high level of knowledge about the body and its processes, which appeared to be more so than at the other two schools. Students' knowledge levels and application of that knowledge mirrored what would be expected of a Year 11

⁴"Women's problems" was a common term used by the young women in this study to refer to menstruating and symptoms of PMS.

Merit or Excellence student. A step away from the sole focus of sports skills is proven conducive to the empowerment of Pasifika girls in PE.

In an environment where sports skills prevails, the literature suggests that PE becomes masculine in nature (Hills, 2007), and that some girls shy away from the competitive nature of many activities. The degree of competitiveness was not an issue for some girls, who cited that they enjoyed the level of competition that the boys brought to many of the games played. For non-confident girls, the fear of letting the boys down was present. Interestingly, the biggest difference between male and female behaviours was observed at School Two, where boys tended to dominate lessons more frequently. The young women were, however, able to negotiate their interactions with boys easily as they were empowered through their learning experiences. This allowed them to exercise a greater degree of agency in the class, by having the ability to make decisions and choices with respect to their participation levels in the face of opposition by some boys.

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BIO: DR ROCHELLE STEWART-WITHERS

Dr Rochelle Stewart-Withers is an academic with Institute of Development Studies, School of People, Environment and Planning, Massey University, NZ. The focus of her teaching and research looks to understand and analyse/critique processes that are transforming people's lives around the world, with a particular focus on the world's poorer countries. Specifically she explores the ways sport is used to achieve social and economic goals in developing countries and/or marginalised communities, and most of her research has been undertaken in the Pacific Region.



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ABOUT US

Physical Education New Zealand (PENZ) is a non-profit and supports people interested in promoting quality physical education.



WHY JOIN US

Quality physical education changes lives and communities. As a member, you will connect, share, network, be supported and have fun.

MEMBER BENEFITS

We provide discounted member rates and a range of professional development opportunities.





CEO Report

Richard Van der Jugt

With the annual conference in Dunedin now over and the first half of the year behind us, its time to reflect on what has been achieved and what's ahead to for the remainder of the year.

For those who attended conference it was a great opportunity to catch up with friends and for those who attended Otago University visit old haunts while also gaining some outstanding professional development. In all, there were over 50 workshops delivered throughout the conference with an increasing number of them being practically based.

Several of our keynote speakers presented challenging ideas and concepts. The Bob Stothart Memorial Keynote was presented by Margot Bowes, Wayne Smith and James McIntyre on the Misconceptions About Skill learning and its Impact on HPE in our Schools while Dr Allen Hill presented on Post-Activity Outdoor Education. Both these keynotes provided us with an historical context and real insight into where we should consider directing our practice for the future.

For the first time this year we put together a full media team comprising Cinematographer, Journalist and Photographer. This team has managed to capture keynotes and many workshop presentations and undertook follow up interviews with many of the presenters. Some of the articles are included in this journal while others will appear in subsequent journals. These interviews and workshop PowerPoint presentations will be available to conference delegates for a limited time after completion of the feedback survey. Conference feedback is vital if we are to continue to improve and provide the type of quality experience members have come to expect and as an organising team we rely on heavily on it.

Those of you who went to conference would have registered using the new conference and workshop website. This site is now the place to go to find out what professional development activity is available throughout the year. Whether it's a workshop, webinar, leadership conference, or local branch meeting these professional development activities are now all displayed on the calendar where you can also register for any event you might like to attend. If you have a regional activity you would like promoted and add to the calendar, then please let us know.

Our IT upgrade continues to roll out and by the end of August we will have our new Learning Management System (LMS) in place. This system will be a key enabler to the roll out of Micro Credentials (MC) which are being developed and delivered in conjunction with Ara Institute of Technology and Otago Polytechnic. Micro credentials are small pieces of work which can result in micro qualifications or badges. They are designed to be small enough to be completed while you work. They are NZQA accredited, very flexible, and provide small topic based professional learning when and where you need it. Micro credentials can also build toward larger credentials such as certificates or diplomas. PENZ is in the process of developing its first micro credentials with Otago Polytechnic on the Evaluation of External Providers, but we hope to be able to provide a suite of micro credentials to members over the next year.

There will be a lot more information on micro credentials over coming months. Their format ensures they can provide a flexible, cost efficient and unique way to continually build your knowledge, skills and qualifications in HPE.

We also have several exciting new partnerships being developed. For the second year we are working with AIM's Games organisers. Our first year working with AIM's games organisers was about observing what was happening and getting to understand the philosophy and direction of the games. This year we have taken a more proactive role and we are working with organisers and our Maori Advisory Group to introduce Maori indigenous games as a demonstration event. It's hoped that from 2019 it will become part of the regular schedule and the popularity and understanding of these indigenous games will continue to grow. In addition, we have support from the organisers to begin to undertake a range of research activities into the games. There are many aspects of the games that would benefit from having some high-quality research completed. This is an activity where through our Academic Advisory Group (AAG) have the capability of doing high quality research that will benefit games competitors, coaches and organisers.

The New Zealand Teachers Games is in its second year and we are working with the New Zealand Secondary School Sports Council (NZSSSC) on some fun professional development activities for teachers attending the games. Last year there

were about 480 teacher athletes and this year its expected to be close to 1000. We are looking for some very fun and creative ways to provide some professional development opportunities to teachers who come from right across the teaching and education spectrum. If you have any ideas then let us know we may even be able to rustle up a reward for the most creative professional development activity.

Following on from the teacher's games we have our Inspired Leadership Conference (ILP). This year's conference will be held in Auckland on the 13th and 14th of November. It is a must for anyone who is currently in or thinking about moving through the management hierarchy in schools. Its and opportunity to share with likeminded people, explore leadership theory and practice in a safe positive environment while also being exposed to the latest concepts in educational leadership thinking.

The newest event in our expanding professional development calendar is the New Zealand Primary Teachers Conference (NZPTC) which is scheduled for 15-17th of April. This conference will be organized by PENZ and will involve collaborating across 9-10 different subject areas. It's going to be exciting and very challenging but with huge potential to provide some outstanding professional development for this sector.

Our Annual General Meeting (AGM) saw two extraordinary board members stand down. Margot Bowes and Sue McBain both vacated their positions having served multiple terms on the PENZ board. The life blood of PENZ is based around people like Sue and Margot who have contribute so much to the organisation over so many years; so on behalf of all PENZ members and the board, I would once again like to extend a heartfelt thankyou to both these two board members for all the time, effort and knowledge they contributed to the running of PENZ. While we say goodbye to Margot and Sue

we say hello to a new president Celia Fleck and two new board members Carl Condliffe and Nikki Johnson. Celia was elected to the board last year and both Carl and Nikki are well known to the PENZ community. All will be warmly welcomed to their new roles at our annual strategic planning weekend in mid-August.

In addition to new board members there have been several other staffing changes. Many of you will have met our newest staff member Janna Mclean (Subject Advisor) who is based in the Bay of Plenty region. Janna has a special interest in primary level HPE and was involved in the primary "Go For It" programme run by Sport Bay of Plenty. Having trained and taught PE in several New Zealand schools, Janna was Director of Sport in a large school in the United Kingdom. Sadly, we say goodbye to Romana Puchegger, who was our Auckland based Subject Advisor. While only with us for a short space of time Romana made a big impact and brought lots of fresh ideas and knowledge to the role. Romana completed her PhD through Auckland University and is now heading back home to Germany to have her first child. We will replace Romana in due course and continue to add regional subject advisors throughout the country over the next year.

Finally, we are keen to continue the expansion of our Advisory Groups because they add so much value to the projects we work on. Currently, we have an Academic Advisory Group (AAG) and recently set up a Maori Advisory Group (MAG) which has already had a big impact with the introduction of two new awards at conference. Over the next two months we will be expanding this capability to include a Primary Advisory Group (PAG) and Secondary Advisory Group (SAG). These groups are collegial, supportive and everyone benefits from the interaction of members. If you would like to contribute to the development of PENZ, make some fantastic friends and pick up lots of ideas then I would urge you to put your hand up and apply for a position with these groups.

President's Final Words

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.



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PENZ 60th national conference, Dunedin New Zealand, July 2018

Mat Clarkson

Day One

Day one of the 60th annual PENZ conference got underway with a meeting of cultures. Bagpipes skirled the delegates into the chapel of Dunedin's John McGlashan College, before a traditional welcome in the form of a Mihi Whakatau. The rousing and good-humoured Mihi Whakatau was where the theme of the conference was first introduced by the kaumatua: 'You endure teenage children; you are people with patience, and you work for our young, bringing people forward for tomorrow.' These words of encouragement to educators would be a major theme of the later workshops. The mid-winter Dunedin morning may have been a bit much for some of the attendees though, as the kaumatua suddenly announced, 'This is a happy occasion, but some of you fellas are looking glum! Let's see those teeth!'

Despite the cold, there was no doubting the dedication of those in the audience, with CEO Richard van der Jagt highlighting the inspirational nature of their attendance during the school holidays, and the conference overall. Ian Culpan also honoured former PENZ president, the late Bob Stothart, whose track record of 53 out of 60 national conferences attended was noted as being much better than the All Blacks' win/lose ratio. A challenge was issued to those in the audience to get themselves to 54 conferences (or more).

The first keynote speeches, collectively titled 'Misconceptions about Skill Learning and its impact on HPE in our schools,' by Margot Bowes, Associate Professor Wayne Smith, and James McIntyre began with an overview by Smith, who decried the current misconceptions surrounding skill acquisition, and emphasised the importance of reconceptualising skill learning. Traditional ways of viewing movement in physical education were challenged, their pitfalls highlighted. Smith talked down the narrow definition of skill which was traditionally used in physical education, opting instead to follow a more nuanced approach involving dynamical and complex systems, making good use of concrete examples such as adaptability in movement, with an emphasis on teaching adaptability to students.

Smith acknowledged the controversial nature of this, hinting that half of the audience would be behind his

talk, and half not. Some physical educators may have felt that their current practices were being challenged by his presentation, he said, but added that this was a process we all needed to experience at some point. In interview, he expressed a tacit desire within the keynote group to push the NCEA curriculum towards including new theories on learning which NCEA currently omits: 'We need to bench those, and start looking at new theory.'

PENZ president, Margot Bowes, echoed Smith's sentiment. Bowes took issue with some of the current practices in SSPE, firmly stating that 'we need to get away from the idea that there is a perfect technique,' before invoking newer ideas around affordances, relational dynamics, constraints, degrees of freedom, and self-organisation. As well as citing more contemporary theories around skill acquisition, in interview Bowes expressed her wishes for teachers to 'disrupt their practice at a secondary level,' by 'challenging the explanatory notes in achievement standards' in order to change practices. Bowes made good use of student voices in her presentation, including interviews with teachers and students who expressed their feelings around the current, and ideal curriculums.

James McIntyre of Team Solutions and the Play.Sport project was next to present, and drew conclusions which backed up his fellow keynotes. McIntyre focussed on skill learning at the primary level, and expressed a need for current teaching practices to get away from letting sport dictate learning. Engaging in different kinds of play, not just organised sport, is where more focus needs to be shifted, McIntyre said, as well as making sure educators can feel confident in teaching skills in a range of physical activities. When asked about the biggest changes he's witnessed during his career so far, he noted a shift towards more critical evaluation of teaching practices, stressing that this didn't mean criticizing negatively, but rather a healthy dose of questioning the status quo.

With the end of the keynote addresses, the workshops began. A focus on resources and hands-on strategies for teachers came to the fore, with sessions running in parallel throughout the day. One such workshop was 'Our Scholarship Journey,' presented by Alexandra Smith,





Mallory Bish and Robert Paterson from King's College, Auckland. Their workshop focussed on the King's college PE scholarship programme at the senior school level, outlined its core ethos, and what it means for students and teachers. Regarding the scholarship work, someone said, 'They (students) are always going to leave it right until the last minute,' which was met with chuckles. In the Q and A section, the team shared personal stories of sticking with students who were struggling in their scholarship work, and drew attention to tactics around student feedback, illustrating the importance of being careful but also direct with students, as well as offering encouragement. These points were driven home with interviews from King's students throughout the workshop.

'Biomechanics and skill learning; a dynamic relationship,' presented by Sarah-Kate Millar and Michelle Cleaver, was one of the more hands-on workshops of the day. Held in the gym, it started off with ball games illustrating different movements used when task constraints were altered.

Day Two

Delegates assembled in the chapel of Dunedin's John McGlashan College for day two of the 2018 conference. The theme of challenging traditional practices continued with the day's keynote address, presented by Dr Allen Hill of the Ara Institute of Canterbury. Titled 'Towards Tomorrow for Outdoor Education: What Might Post-Activity Outdoor Education Have to Offer,' Dr Hill's presentation began with an introduction in both English and Te Reo. Dr Hill highlighted the importance of bicultural practices such as these in today's curriculum, acknowledging the 60th conference's watchword: 'Together towards tomorrow.' Hill spoke of the importance of including indigenous voices in outdoor education, while calling out traditional practices in education as overtly colonial, and even 'racist as f!@#,' in some cases. The latter point was directed towards older practices which ignored Maori perspectives, both in outdoor education and New Zealand society overall. In interview, Hill acknowledged the provocative nature of his talk, but defended his stance, saying that 'culturally, we've still got lots of big questions to ask ourselves as we work through a post-colonial process.'

Questioning activities which were originally disseminated via colonialism was a big part of Hill's conversation. Hill stated that more place responsive, and culturally responsive practices were needed, while at the same time he acknowledged that many people in PE would like to hold on to more traditional adventure pursuit activities. While this was not necessarily a bad

The games took a slightly violent turn in some corners of the hall, balls narrowly missing heads and vital organs; injuries were avoided thanks to the quick reactions of the nimble PE educators... This reporter was struck rather smartly in the leg with a volleyball due to his looking down, taking notes (I really could have dodged it, I swear). Millar posed the question: 'If there is no ideal movement, what movement is allowed?' which was met with some discussion. One of the conclusions the group reached was that a student's movement should not be corrected unless injury is going to occur, or the movement is limiting performance. It was too late to avoid injury completely for this reporter though.

There were 29 such workshops on day one of the 60th national PENZ conference, with many more to come in the following days. And with that, the attendees had a brief break before assembling themselves at various eateries around Dunedin later that night.

thing, Hill indicated, questioning why educators follow certain practices over others is a good thing.

Hill made use of examples from students in the Magnet Bay area of Banks peninsula. He touched on peer learning opportunities, exploring the area using both scientific and Tikanga Maori frameworks, and included short videos to illustrate the camaraderie which can prosper between students and educators in the outdoors. While making use of the Magnet Bay area, Hill also made a point of acknowledging the pre-European history of Ikoraki; the same area, yet when viewed through a more culturally diverse lens its significance becomes all the richer.

Looking forward, he predicts that significant partnerships between education and mana whenua are not going to happen overnight. 'They need to be reciprocal, meaningful, genuine partnerships,' Hill stated, and not relationships based on exploitation. In the short term, he has hopes of instilling a more comprehensive mentality in outdoor educators when visiting sites with students, to the point where 'the place actually gets a voice – it's not just dismissed.' It was also key, Hill commented, to talk about work as educators in ways that will capture the attention of leaders and policy makers in order to enact positive change.

The PENZ annual conference, held in the chapel, saw the passing of the torch from PENZ president Margot Bowes, to the new president – Celia Fleck. Bowes was honoured for her time as president, and also credited along with CEO Richard van der Jagt for helping bring

the organisation back from the brink. The PENZ award ceremony followed, educators from around the country being honoured for their good works. Among them was Shea Coxson of Maoribank School in Upper Hutt, whose success was met with an emotional haka from colleagues.

Presentations continued to engage educators into the afternoon with Beez Te Waati's workshop being the best attended over the course of the three-day conference. Beez presented on his Maori Movement programme, which touched on physical, mental, social, and spiritual aspects of movement, all of which had a great personal significance. He outlined his own journey from struggling in school and witnessing first-hand the health problems that have ravaged Maoridom for decades, to finding his calling – and bringing positivity back to his community and beyond. Beez attended Max Fitness Academy in Australia before founding 'Maori Movement: Power of the Gods,' a programme utilising traditional movement and Tikanga Maori practices. The attendees of the workshop were lucky enough to get a taste of what it had to offer. 'If you're wearing jeans or tight clothing... good luck!' Beez quipped, hinting at what would come later. First though, the participants were asked to sit, and then to lie down and be at rest as Beez delivered a karakia. One could feel the energy in the room shift as the meditation continued. Participants focussed on their breath, then what they could feel and hear, as well as feeling the presence of others around them. Gratefulness, forgiveness and abundance were explored as the participants shifted from meditation to seeking out what these concepts meant in their own lives. Beez had the room captivated, and one could sense the mutual respect that existed between himself and his students as he guided them back, and began the next part of the session.

Day Three

After the revelries of the Larnach Castle dinner the night before, the delegates made their way to John McGlashan's chapel to begin the final day of the conference. The day's proceedings were introduced by PENZ's newly appointed president, Celia Fleck.

The day's keynote speaker, Gaye McDowell, spoke of the rich opportunities that Te Ao Maori, or the Maori world, has for our communities and outlined her own work dedicated to promoting Te Ao Maori in education. McDowell's address was received well by the audience, her positive messages lifting the energy of the room. McDowell began with the whakatauki: 'Hold the vine rooted to the ground, not the vine hanging from the heavens,' which would underpin much of her talk.

The attendees then got to grips with some technical movements inspired by the kereru, ruaru, and other native birds. Responding to Beez's instructions, the group quickly took to the actions, performing them with surprising prowess in no time; proof that Beez Te Waati is not only a great practitioner, but also an inspirational teacher.

'The Great Debate,' as it was called, was yet another example of questioning traditional practices. Albeit descending into farce at times, two teams of high-profile PENZ people squared off in a heated debate on whether E-sport should be considered a sport in PE programmes. On the 'for' team was Carl Condcliffe, Anne McKay, and Juliet Duder; with the 'against' team comprised of Ian Culpan, Jack Goodfellow, and Celia Fleck. Things got off to a strange start with some light-hearted and not-so-light-hearted teasing from Culpan. The crux of the actual debate however, came down to a battle between a progressive view of PE, encompassing things such as teamwork, Olympic values, and virtual training, versus a stricter definition of PE as a movement culture based on health benefits and actual physicality. Fleck was admonished not to use her newly appointed position as president of PENZ to go over her speaking time. Despite no shortage of ad hominem, and despite introducing new information into the closing address (citing gaming chairs – which may or may not exist – that will order a pizza or McDonald's for its user), Culpan's 'against' team was judged victorious. This drew a mixed response from the audience and debate teams.

Spirited debate indeed on day two of the 60th national PENZ conference in Dunedin.

McDowell outlined her Masters' thesis, which covered her strategies in bringing Tikanga Maori into the classroom, using native birds as metaphors for how to do this. Building whanaungatanga, or relationships, is key for learning and wellbeing, and McDowell used the korimako/bellbird to illustrate how cooperative learning and a circle of conversations are beneficial when building a greater understanding of Te Ao Maori. Manaakitanga, or hospitality, is another key concept in her tool belt, and the tiwakawaka of caring, giving and receiving illustrates again how we can approach learning. 'It is an inclusive and safe way of learning Te Reo Maori,' McDowell emphasised, and highlights productive ways of bringing Te Reo into practice. McDowell also put forward the

idea of Te Aku Matua, the pathway of learning, health and wellbeing. McDowell stressed the importance of trying new things as educators, and using this method of following the matured vine which has been shown to work by our ancestors – highlighting the rich history of Tikanga Maori. McDowell used a picture of a tree, drawn by her brother as a child, to illustrate the winding yet strong and proof-tested pathways which lead us onwards. McDowell's important work was acknowledged by Margot Bowes, and received a standing ovation followed by a celebratory waiata.

Shea Coxson and Jarod Summers continued the theme of kaupapa Maori into the workshop segment of the day. 'Hauora in the classroom – a holistic approach to teaching Health and Physical Education,' brought forward ideas surrounding Hauora – a model of HPE which encompasses the mental, social, and spiritual aspects of being, as well as the physical. The workshop began with a karakia and an outline of their mission statement as educators. Jarod Summers of the Play.Sport project stressed the importance of preparing students for the future, adding that attendees could 'take, steal whatever you want from this presentation,' because their goal as educators was to reach as many people as possible. In interview, Summers expressed a wish for a change in practice from a skills-intensive curriculum to a more holistic approach, adding that improving kids' wellbeing should be the main concern in HPE, 'rather than just going out and playing a game.' Shea Coxson, who was decorated the day before for his good work at Maoribank School in Upper Hutt, highlighted some of the difficulties kids can encounter within the Hauora framework. He pointed out that Te Taha hinengaro, the mental facets of Hauora, were sometimes hard for kids to deal with. However Coxson spoke of his persistent work having a real effect on his students. One such example involved a girl who chose not to enter into a conflict during a rugby game – instead taking a few deep breaths and walking away – whereas before she would have 'beaten that boy up.'

Associate Minister for Education Tracy Martin spoke to a large audience in John McGlashan College's chapel. Martin touched on poverty, youth justice, and education when outlining some of the government's new policies surrounding child wellbeing. This was the main focus of Martin's presentation, her government's commitment to child wellbeing was highlighted by the new cross-department strategies described, stating that 'all areas

(of government) have to answer how they are improving child wellbeing.' Some of these strategies included greater connectivity between government departments involving child wellbeing. 'We need to break down silos to see who is best placed to deal with children at a given point in time,' Martin stated, and went on to credit educators as being integral in this wider network for the important work they do.

Part way through Martin's speech her phone started ringing, and after inspecting it she said, 'It's alright, it's just Shane Jones... I'll get back to him,' which was met with laughter and applause. When questioned about the higher aspects of HPE in NCEA, Martin stated that old standards have limited the ability of the curriculum to teach some of these beneficial aspects, and that needed to change. She also promoted the idea of bringing specialists to re-skill primary teachers in newer methods.

Ministry of Education's Chief Education Health and Nutrition advisor, Professor Grant Schofield, was next to speak. 'I don't usually get asked to speak in a chapel – in fact I never have been... There may be some reasons for that,' Schofield began, drawing big laughs from the attendees. Schofield delivered a good-humoured talk which received lots of laughs from the audience, but also had some serious and poignant points. The dark picture of health in New Zealand was highlighted, especially the statistics for Maori. The pitfalls of smartphones were addressed, as well as new insights on brain development – and what these mean for educators. When asked about some of the leading problems in youth culture surrounding health, Schofield hinted that significant change will most likely come from students themselves, and their peers.

The PENZ 60th national conference closed by acknowledging the passing of the presidential torch from Margot Bowes to the new president, Celia Fleck. Margot's contributions in helping rebuild the organisation were praised, and the appreciation that PENZ has for her was clear.

The kaumatua who opened the conference on day one formally closed it, praising its success by saying, 'We have taken the food of Chiefs – knowledge, the spoken word.' Following a karakia he then commended the teachers in the audience for attending, and for the invaluable work they do in our schools, saying 'Be strong, knowing what you do is wealth.'



Maddy Garbett-Ovens
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Shea Coxson
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Skill Learning in Primary School HPE - A Play.sport Mentor's Perspective

James McIntyre

After almost two years of working in primary schools in the Play.sport initiative I initially observed some common themes and attitudes towards HPE and skill learning by the schools and teachers involved. There still appears to be a common perception that PE is just sports skills preparation, and that the teacher's task is to prepare kids for sports performance. This perception was manifest in two generally common attitudes amongst primary teachers, the first is the 'I'm not very sporty' teacher.

'I'm not very Sporty'

My Play.sport colleagues and I came across a substantial number of teachers who would say something to the effect- *"Well, I was never a very sporty person and so I struggle with teaching PE because I don't know all the skills for all the sports."*

These are typically the teachers who may avoid teaching PE if they can, when they are behind with their literacy and numeracy plans/ targets or if the weather is not agreeable. They are also the teachers who might utilise Kiwisport funding to bring in outside providers such as Regional Sports Organisations (RSO's), Regional Sports Trusts (RST's) and private businesses to come into curriculum time and 'teach' the sports techniques to their kids, during curriculum time.

'They need to learn the skills!'

Another, much smaller group of teachers, are the sporty types, that were either sporty when they were younger, or are still very much involved in some sort of sport or physical activity. These teachers are often passionate advocates in their schools for Sport and PE. Often, they are the only flag bearer for PE and Sport in their school, and give a lot of extra time and effort to organise sport for kids at their school. When we try to model an alternative view of HPE with them, or their students, a common response is: *"I didn't see many skills being taught. What these kids need is the skills to play the sports we're going to be involved in."*

The consequences of these approaches have been that the quantity and the quality of the HPE taught in schools are

not near the potential that could be achieved. What I have often observed is that if PE is taught, it is taught from what Kirk (2010) described as a 'sports techniques' approach. This approach is categorised by a breakdown of the individual skills required for a sport, practised out of context in a drill format and then perhaps placed in a short game at the end as a reward. This approach favours the physically able, who have been exposed to and enjoy sport, but gradually isolates the less able, the less exposed and those that don't enjoy traditional team sports. Evans and Davies (2002, p 17) has characterised this as "nice for some and nasty for others". It is not the intent of this article to discuss the causes of this situation, but to suggest some possible solutions. These solutions are not quick fixes, but needless to say there have been opportunities for schools and teachers to develop some quality practice. The solutions may lie in the combination of two approaches that could work in tandem to meet the concerns of those who are passionate about the skill development of children.

The Purpose of PE

The first solution, lies in helping teachers see that there is a far more important purpose to PE than just sport performance. Dr Wayne Smith eloquently identified the interconnected dynamics of PE in the development of skill, self and community when he said:

Skill learning and playing games in PE have far more important goals than preparing children for future sporting success...PE should be a place where learners can experience the meaningfulness of the here and now in their play... A sense of self and a sense of belonging are more significant outcomes of school PE than the development of sporting ability (Smith, 2016).

The New Zealand HPE curriculum has a rich, interwoven, socially critical underpinning that seeks to help learners to not only see the value of physical activity, but also help them see how they can take action to influence and understand the physical activity culture in their community. However, due to the many constraints that primary teachers are under, the collective understanding of this document is not strong. The 'PE for sports techniques' approach can sometimes meet the requirements of the 'movements skills' strand of the curriculum, but does not reach the richness of learning possibilities of the underlying concepts of the document.

In our efforts to mentor individual teachers in schools to provide quality HPE to their students, we are often showing teachers how to utilise the other Strands and Underlying Concepts of the HPE curriculum (such as relationships; taking action to influence their community; Hauora; Attitudes and Values) in a practical way that involves movement. This practice often involves utilising different teaching methods, where they must focus on the different learning outcomes, such as group processes; discrimination or the place of competition and cooperation. This has proven to be a learning curve for some teachers- the direction of that curve depends on their own starting point. This approach is often liberating to the 'non-sporty' teachers and challenging for some of the 'skills focused' teachers. This is where contemporary skill learning theories can help both these challenged teachers.

The Dynamics of Skill Acquisition

Traditional views of what skill is have focused on it being a learned motor pattern that could achieve a goal and be done efficiently (Guthrie, 1952; Knapp, 1963). This view has led to repetitive practices to replicate a perceived ideal technique. Though this has been a valid starting point, it fails to recognise that skill is situated within layers of social and cultural contexts that highlight the complexity of performance. Ovens and Smith (2006) provide a broader framework to look at skill that takes into consideration not only the technical competence, but the performance or success of the outcome; being able to perceive the environment or read the situation; the ability to choose the appropriate strategy or tactics and the skill of being adaptive and creative in finding solutions. One thing we learn from this broader lens is that instead of 'one ideal technique' that needs to be learned and mastered, skill can be defined more by principles of effectiveness for the situation, especially in games where there are opponents whose movements are highly unpredictable.

Many elements of traditional skill learning theory were based on Behaviourist and Cognitive learning theories (such as Thorndike, 1927; Skinner, 1938) with a focus on stimulus- response and information processing, these were then adapted to suit movement contexts. Furthermore, other theories were based on research that were devised from simplistic lab experiments and not on complex movements in realistic settings (Davids, Button & Bennett, 2008). These theories formed the basis of, and were taught and perpetuated in, numerous senior secondary and tertiary courses about skill learning. Contemporary skill learning theory acknowledges that humans are complex, biological systems that are "composed of many independent but interacting systems", (Davids et al, 2008, p30). This theory claims that organisms and systems are often complex, open and unstable, but by contrast are able to be self-organising without hierarchical structures in place (Davids et al, 2008).

Furthermore, Davids et al (2008) and others in this field (Renshaw, Davids & Savelsbergh 2010; Chow, Davids, Button, Shuttleworth, Renshaw, & Araujo, 2006) argue that because people and systems are not necessarily hierarchically organised, learning is not always linear and highly structured. This relatively new understanding proposes that skills are an emergent outcome of the inextricable process of perceiving and acting in response to three main constraints. These constraints are described in the following broad terms: the environment; the task and the individual.

Nonlinear pedagogy (NLP) differs from common sports coaching/ PE teaching practices which are characterised by practice drills, which try to replicate perceived 'perfect technique'. These practices typically require analysis of technique, plenty of instruction and feedback and careful management of the learner environment (Davids et al., 2008). In contrast, NLP focuses on manipulating the constraints that will allow skill development to emerge through semi-structured games or activities. In these semi-structured environments, the task and the environment is manipulated to allow learning and discovery- with regular checks from the teacher/ coach or peers through questioning. Davids et al (2008) uses the analogy of a gardener, who acknowledges that they cannot decide when and how a plant is going to grow, all they can do is create and continually develop an environment that is ideal for that plant (Davids et al., 2008).

So What does this have to do with Primary PE?

It is my strong belief that through well designed learning activities, including games and tasks, skill development can emerge and, at the same time, broader learning that may be linked to other areas of the curriculum can be accomplished. If motor skill development actually emerges out of being put in situations where learners must complete a task within unique environmental constraints, rather than instruction via repetitive decontextualized drills, then any learning tasks that puts learners in a movement context will add to acquisition of 'skills'. For example, if a classroom teacher who has a learning focus of 'exploring how co-operation and competition affect people's behaviour' in the context of aquatic problem-solving activities, the learners will still be developing physical skills of moving through water (especially if the task is designed well) and be gaining deeper learning around social factors that influence activity, at the same time. When we understand that skill is developed by being put in situations where learners are directed by the rules or constraints of an activity, any fears about neglecting a young person's chances for success in future sporting endeavours, by focusing the learning intention on broader learning, can be put to rest.

This knowledge and understanding of how skills are actually developed can also reduce the anxiety that some teachers have about their level of technical expertise in certain popular team sports. As was alluded to earlier, the idea of one 'perfect technique' is a very relative and debatable concept.

What is just as important, is that students are put in semi-structured environments where students have an opportunity to discover a movement solution that is effective for them right now. This does not mean that skill development is no longer important or necessary, but we do have a duty of care for all students during HPE time to have a balanced focus on the development of self, and community as well as physical abilities.

This brings us back again to the purpose of physical education in the curriculum. Skill development is only one of the aims of physical education, and teachers must make sure they do not neglect the other aims and feel like they are responsible for developing the next All Black, Silver Fern or gold medal winner. If they have students who are enthusiastic about sport and physical activity, then they can support, encourage and direct them and their parents to sports organisations (if they haven't done so already) where they can provide more opportunities to develop their skills and interests in (hopefully) a meaningful and enriched environment. School teachers should feel comfortable and confident that their role is to ensure all of their students feel like physical activity is meaningful, relevant, educational and enables them to be part of a positive active community.

BIO: JAMES MCINTYRE

James is a PE Mentor as part of Sport NZ's Play.Sport initiative. He is employed by Team Solution at the University of Auckland and mentors in schools in the Waitakere area. He holds a MprofStuds (Hons) from the University of Auckland and prior to this role was teaching in the secondary sector for 13 years. He has experience teaching junior HPE; PE and Outdoor Education to all senior levels and coaching and administering numerous school sports. He enjoys spending time in the outdoors with his wife, 5 kids and extended family; playing touch, basketball, tennis and exercising; and helping out in his local church community.

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Is Teaching Technique Important?

Wayne Smith

This short opinion piece offers personal reflections following some of discussions about skill learning in a few of the sessions at the 2018 PENZ conference: The question it seeks to answer is - should or shouldn't we teach the 'right' technique? While some thought it was absolutely necessary to teach the right technique, others thought that individuals should be left alone to develop their own most effective technique. I sensed that there was some collective confusion and disparity between us because of our different interpretations and understanding of self-organising complex adaptive systems theorising. I set out here to provide some clarity around this.

We humans are intelligent, adaptive complex systems. Optimal functional ends (skilful behaviours) are the emergent outcome of the non-linear, self-organisation of the variables within a system. Kelso (1995) called the coordinated pattern of self organisation the 'functional state of the order parameters' or 'a functional attractor'. These ordered variables self-organise as coordinated units to bring about the desired end goal within the limits of the specific control parameters of the desired task. In most cases these patterns are learned optimal patterns of coordination, i.e. optimal attractor states, that bring about the most desirable results. We typically refer to our human movement coordination patterns as techniques.

The teaching of optimal technique is important as there are optimum techniques that bring about the most desirable outcomes, but they do need to be flexible enough to adapt to the environmental and task variances of a given situation. This doesn't mean that there is just one optimal attractor to achieve the same end. We often use different attractors (a change in the variable order state) for the same purpose, but we more often than not instinctively draw on our most learnt functional attractor to bring about desired goals given a situated demand.

So is teaching the right technique important?

The technique used is driven by the task demand and the individual and environmental variables that prevail at the time. These vary for each individual or group (team) within

their possible repertoire of 'I cans' (Sheets-Johnstone, 2011) because of who they are and what they can do in a given situation. Organised skilful behaviour, whether it be dancing, games playing, surfing, skiing, a blacksmith hammering, undertaking surgery, playing a musical instrument or any other form of advanced skilful behaviour, requires learning optimal techniques. Although techniques vary and change depending on the control parameters, there are optimum techniques that give us optimum outcomes.

Let's look at some examples: In Bernstein's blacksmith example (Bernstein, 1967), hitting the metal to shape it in a predetermined way sets the overall control parameter (Kelso, 1995) (or overall task constraint, [Newell, 1986]). Let's say the blacksmith is making a horse shoe, as they do. The overall control parameter then is set by what the blacksmith knows to be the shape and nature of a horse shoe and one would imagine there are different sizes and types of shoe, so these become the control parameter variables. Now in carrying out the task the blacksmith uses a particular hammering technique, which is relatively consistent and stable i.e. the swing of the hammer and rhythm of the strokes are a learned technique of the blacksmith, because it brings about the best results, i.e. it enables him to skilfully make the shoe. This is a hammering technique, which presumably he has been taught. This then is his optimum technique, and we can presume that there are numerous reasons for using this, but most importantly, it will probably have proven to be successful over time given the task requirement. So by using this technique, he is able to strike the shoe just how he wants to each time (or most often). But he also instinctively adapts the technique each time to meet the specific task demand of the moment. Each time he strikes the shoe it changes shape and an ever changing more specific control parameter evolves and determines the nature of what he must do in the next stroke to continue to shape the shoe. The task begins to require more and more precise hammering of the shoe, which means subconsciously adapting the swing to apply just enough force in just the right place to shape it as he wants to. So each stroke is determined by the ever evolving control parameters (or task constraints). Each time the arc of the swing of the hammer may be a little smaller or larger dependent on the need for less or more force or more or less accuracy. In this way, the blacksmith is optimising the degrees of freedom (Bernstein, 1967) he has available to him to swing the hammer (i.e. he is overcoming the degrees of

freedom problem). He is adapting naturally and instinctively to bring about the best results. This is possible because he is a skilful craftsman who knows his repertoire of 'I cans' given this situation (I can shape it in this way if I hit it here with this force). Underpinning this example is a fundamental technical ability to swing the hammer in skilful ways, using recognised techniques. Each time the direction of the hammer, and the downward force of the hammer is adjusted, in the real time of the swing, to carry out the skilful task of making a shoe, but he is still using an optimal, time-proven technique. However, another blacksmith may have a variance on this specific hammering technique and all blacksmiths may change their technique if the situation requires it. They probably have a repertoire of functional techniques to call on when the task specific demand requires them.

Another example, sorry again to use a rugby example but it helps if we use well known athletes, with examples we know. I will use Sonny-Bill Williams and Beauden Barrett to exemplify the skill of passing in rugby. Being tall and powerful Sonny-Bill is often able to stand in a tackle and off-load using an unorthodox one handed off load, often by extending the arm and hand beyond the reach of the tackler to off-load in the tackle (this technique is what Kelso recognises as being an attractor, given the situation specific control parameters. Gibson (1966, 1979) recognised this as being an affordance, and Sheets-Johnstone as being one of Sonny-Bill's 'I cans'). This is skilful when it leads to the desired outcome of advancing play or putting another player into a gap. The unorthodox nature of this is to be encouraged. Therefore we should provide opportunities for players to learn and develop such unorthodox skilful behaviour. So there is not just one set way to pass.

Likewise, Beauden Barrett, on a couple of occasions has used the backflip pass to skilfully off load to a player running behind him in the opposite direction. This is again an unorthodox skilful behaviour that falls within his repertoire of 'I cans' (Sheets-Johnstone, 2011). He is afforded this skilful behaviour because of his experience and ability, as well as the instantaneous situated moment in the game that affords this opportunity (Gibson, 1966, 79). It is an attractor given the task parameters (Kelso, 1995) and it is possible because he has built up the imagination (Vygotsky, 1933, in Smolucha and Smolucha, 1986) to be able to read a probable outcome given the affordances of the moment.

However, even given the Sonny-Bill and Beauden Barrett examples above, it does not mean that anything goes and we should not be teaching the orthodox passing technique of the two handed, opposite leg forward method. The reason for teaching and learning the orthodox technique is because, like the blacksmith's hammering technique, it has a proven record of success with very good reasons to support it. Most often in multiple backline passing situations both players will use the orthodox pass with positive outcomes because, as intelligent

adaptive complex systems (savvy games players and highly capable athletes), they recognise that this is the most effective technique to use given the task demands of the moment, i.e. the affordances and attractors that bring about the most skilful outcomes. They also know how to adapt this orthodox pass, i.e. when to pass long or short with the power and variation of flight required to bring about the desired outcome in just the same skilful way that the blacksmith does to shape a horseshoe.

One last example, drawing on Novak Djokovic. When playing his forehand shot most often Djokovic will use a conventional forehand swing to stroke the ball with the variation and force required to bring about the desired end result. He needed to learn this technique. But occasionally, when he is caught out of position for a wide ball on the forehand side, he will use a sliding-lunge-slap shot that is completely different in terms of the order parameters to the conventional technique but it brings about the same functional end of returning the ball. This too is skilfully effective. In this situation, the requirement to return to the ball remains the same but the control parameters have been changed (i.e. the factors controlling the way the shot can be played have changed). On this occasion his position in relation to the ball trajectory and his ability to get to the ball in time to play it has changed), which in turn has required a change in the order parameters (the technique he uses to play the shot) to enable the shot to be played successfully. Therefore, both adaptable optimum attractors and the opportunity to develop different attractor states are to be encouraged.

To conclude, is teaching technique important? Yes it is, but the role of context, adaptability, variation, and improvisation must also be recognised.

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Questions and Answers

Dr Susie Stevens (Subject Advisor)

Q: I am pretty keen on using unstructured play as part of our PE programme. Do I need to plan for this?

A: My first question to this would be – what do you wish to use it for? Really have a decent think about what you want your students to learn. Is it for the joy of movement? Is it social skills? Is it for experiencing new forms of movement? Believe it or not, but the environment that allows for ‘unstructured play’ actually still requires decent pedagogy. Unstructured play in a school PE programme doesn’t mean you get a cup of tea and walk away. As educators we need to be cognisant that play can be institutionalising things like gender stereotypes, racism, bullying or violence. We need to approach the use of play with common sense here. If it’s occurring in a formal environment, such as physical education - we have a professional obligation to ensure that our tamariki can play in ways that uphold the underlying concepts, or conversely critically unpack the play that doesn’t. You can’t assume the learning that you want to happen will ‘naturally’ happen through unstructured play, furthermore learning you may not wish to happen may occur. For example, if you are using unstructured play for students to learn about the joy of movement, ask yourself some questions;

1. Can all students move in the ways they want? Or are some bound by the social

parameters where they could be bullied?

2. If there is a lot of freedom to the gear used or the space they can play in – are there some students that choose not to play? Why do you think this is?

Q: I am trying to modify an Achievement Standard to suit my students a bit better. I really need support with this process. Where do I start?

A: Firstly, great effort on modifying the standard. Planning of this scale may feel like work, but these standards were never meant to be one-size-fits-all and the planning and effort you invest now pays off later. A process like this could help you out:

1. Think big picture – what are you wanting this AS to measure? How does it contribute to your yearly plan, your student and school needs?
2. What specifically do the current exemplars lack that you need? Think creatively here, e.g. don’t just change the words. Think about the assessment method, visible learning, resources you have access to, your local context, other AS that it might work well with etc.
3. When you have an idea – the most pivotal question to ask yourself is ‘does this stay true to the intent of the standard’. What I mean by this, is the AS was created to assess a specific area of learning. If you make

changes to the standard, you must still be doing what the assessment requires of you. The explanatory notes and definitions can really help at this point.

4. Remember the assessment writing is one part – how will you see how the learning has taken place? Will you observe it? Will other students or the student themselves observe it? Will they write it? Will they video diary it? How will you record or store this information for reflection and moderation?
5. Show copies of your planning to other staff. If you are on your own, share with another school. Get feedback and compare with others who have gone through the moderation process.
6. Contact PENZ! We have a team on hand to help – if you are a member, we can read through your work and provide you with some guidance.
7. Contact NZQA! They have a team that are dedicated to help with the moderation process.

Q: I’ve heard a bit about the NCEA review – do I need to do anything about it?

A: PENZ is collating feedback from our physical educators, so if you have something to say, email susie@penz.org.nz. Alternatively go online and fill out the surveys on offer, or attend a local kōrero. Head to [Education Conversation | Kōrero Mātauranga](#) to find out more about how you can have your say on the future of

NCEA. So to answer your question, the answer is yes. You should do something about it and you should want to do something about it. It is a small task to provide feedback on something that will undoubtedly impact on your job - consultation closes on 16 September 2018.

Q: I teach in a primary school and I am planning for summer and our swimming programme. What do I need to know and where do I even start? I am a little overwhelmed to be honest!

A: Our HPE curriculum says that there is an expectation to deliver aquatic education. Lots of people think this means swimming, but it actually does not. Learning to swim actually starts with important skills like; Water Entry and Exits, Building confidence, Submersion and breathing and Floating! You may be trying to do too much, or thinking that you need your students to engage in expensive swimming programmes. Head to

<https://watersafety.org.nz/> for more information, but as a teacher you can get help in lots of ways you may be unaware of. For example, you can get in touch with chris@swimming.org.nz and talk about the help you need. Do you need extra help for an excursion to a river or a beach? Do you need help on what skills you can teach as a part of aquatic education? Would you like someone to help you co-deliver a lesson until you have the confidence to take it yourself? Would you like some videos you can show your students before they head to the pool?

All of these things are available to you, and more. Aquatic education should not be daunting, and Swimming NZ and Water Safety NZ are here to help. PENZ can also provide you with support on making these resources meaningful and helping you with your long term planning.



The impact of targeted professional development on teachers' perception of their confidence and ability to implement the physical education curriculum.

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ABSTRACT

Aim: The aim of this research project was to investigate to what extent targeted professional development could impact on primary school teachers' perception of their confidence and ability to implement the Health and Physical Education Curriculum.

Methodology: The research was a case study approach, drawing on qualitative and interpretive methods. Participants were from a semi-rural primary school. Quotes from teachers were extensively used to capture the accuracy and richness of teacher voice.

Summary: Targeted and sustained yearlong professional development for teachers, focusing on integrating the curriculum and good pedagogic practices, improved teacher's perceptions about their confidence and ability to teach the Health and Physical Education Curriculum in this cohort of teachers. Teachers valued the Health and Physical Education Curriculum area and as their knowledge and confidence increased, they valued it more.

INTRODUCTION

The issue of teacher confidence and ability to implement the physical education curriculum has been the subject of considerable attention in recent years (Culpan, 2005; Grant 2016; Petrie, 2010). Many classroom teachers teaching physical education find it challenging to fully grasp the intent of the conceptual framework underpinning physical education (Gordon, Dyson, Cowan, McKenzie & Shuluf, 2016, p.6). Principals, teachers and stakeholders consistently highlight the need to support teachers to advance their content knowledge, curriculum knowledge and pedagogical knowledge relevant to physical education (Penny, Pope, Hunter, Phillips, & Dewar, 2013).

Penny et al. (2013), highlight the need for professional development (PD) that involve teachers being supported in progressively advancing their skill, knowledge and confidence over time, within the context in which they work. A desired outcome of PD is to improve student learning and inform or change teacher practice. However,

one-off workshops appear to have little effect on student achievement or teaching practices (Higgins, Parsons & Bonne, 2011; Timperley, Wilson, Barrar & Fung, 2007). PD sessions which aim to introduce new knowledge appear to be more successful when they are intensive, sustained and allow teachers to engage with the material in varied and active ways. Key elements in promoting professional learning in ways that impact positively on student outcomes include: providing sufficient opportunities to actively learn over an extended time period, engaging external expertise, focus on engaging teachers in the learning process and in school-based initiatives having school leaders actively leading the professional learning opportunities (Timperley, et al., 2007). The sustained process may help the learner to overcome what Fuller (2010) describes as the implementation dip (as cited in Gulamhussein, 2013).

Gulamhussein (2013, p. 3-4) concludes that effective PD abides by the following principles:

- The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
- There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
- Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.
- Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice. Teachers
- The content presented to teachers shouldn't be generic, but instead grounded in the teacher's discipline and level.

Background to this research

The principal of a primary school approached the first researcher about offering an intensive PD opportunity for teaching staff. The principal felt there was a need to make

the Health and Physical Education curriculum area a PD priority for that year. The purpose of the PD was to raise teacher confidence and ability in delivering the Health and Physical Education curriculum.

Aim and purpose of this research

The aim of this research project was to investigate to what extent targeted professional development could impact on primary school teacher's perception of their confidence and ability to implement the Health and Physical Education Curriculum. The purpose of this research was to reflect on the PD project and add to existing knowledge of what constitutes effective professional development for teachers.

Methodology

Type of Research

The research was a case study approach, drawing on qualitative and interpretive methods. Consideration was given to the research design so as to best represent teacher voice. The research project received ethical approval from the University of Otago.

Participants

Participants were from a semi-rural Southland (decile ten) primary school on the outskirts of Invercargill. The PD programme involved all nine teachers at the school, with six female teachers choosing to be involved in the research project. Participants could withdraw from the research programme at any stage without negative consequence. One staff member opted to do this as she moved to another school.

Age range: 25-54 years.

Teaching experience: 3-14 years, with an average of 9.4 years' experience.

Method

The design of the PD was agreed upon through consultation between the principal, the staff and first researcher. The PD was to be targeted and sustained over a period of 12 months. The first researcher was contracted to deliver the PD. The principles of effective PD as outlined by Dreaver and Dreaver (2008), Gulamhussein (2013), Timperley et al. (2007), and Higgins et al. (2011), were implicit within the programme design. Three central questions from Kennedy (2016) were also considered; what is the motivation of the teachers, is the programme meaningful, and do teachers see the relevance in it? To encourage a productive learning environment class levels were matched, staff were paired up and common staff meetings were scheduled. Recent research suggests that PD is more successful when teachers have frequent opportunities to practice what they have learned while also receiving feedback (Desimone, 2017). As such, multiple opportunities to teach, be observed and debriefed were planned.

Each teacher was interviewed before and after the PD programme (February and November). Individual interviews took approximately 45 minutes to complete and were carried out at a time arranged by the school. Participants were involved in a self-reflective activity by responding to a prescribed list of open-ended interview questions. A Dictaphone was used to record interviews.

The Professional Development Programme (Intervention)

The PD involved multiple visits to the school and the classrooms. The programme started with two staff meetings. In the first meeting, staff discussed their current knowledge of the Health and Physical Education Curriculum, co-constructed focus areas and established a delivery plan. Two readings on Physical Education within New Zealand Schools were given to the teachers to prepare them for the next meeting. In the second staff meeting, the educative value of what physical education might look like was explored through the concept of 'in, through and about'. Many activities and games were played. The staff reflected on the educative value that could be placed within these activities and games.

The ongoing PD was organised into two cycles. Each cycle begun by modelling a 45-minute physical education lesson with individual classes. Lessons were designed and delivered appropriate to the level of the students. The teacher completed a guided observation process as the lesson progressed. After all teaching sessions were completed a full staff meeting was organised. During this meeting staff shared their thoughts on what they had observed and discussed. The PD deliverer linked the lessons and their observations back to effective pedagogy and the Health and Physical Education Learning Area in the New Zealand Curriculum. Relevant and accessible resources were also identified.

Teachers were then given the task of teaching at least one physical education lesson per week for 4-6 weeks. Within these lessons, the teachers were to practice and trial aspects of effective pedagogy. If the teachers wished they could copy and adapt from the observed modelled lesson. The PD deliverer observed each teacher's last lesson and an in-depth supportive debriefing followed. The debriefings related in particular to pedagogy within the delivery, management and curriculum relevance. Teachers were given time to reflect and record the possible next steps in their learning. These reflections were then emailed to the PD deliverer. To complete the cycle, a further staff meeting was held to pull all the learnings together and plan for the next cycle.

Data Collection

In the first interview participants responded to 27 prescribed open-ended questions. These questions were used to identify the teacher's perceptions of their

confidence, competence and knowledge in delivering the health and physical education curriculum. Questions also focused on the value they placed on the health and physical education curriculum. In the second interview, participants responded to 15 post intervention questions, commenting on how the targeted PD impacted on their curriculum and pedagogical knowledge, their confidence and ability to implement the health and physical education curriculum, the value they place on the health and physical education curriculum and how the PD impacted on their attitude toward teaching health and physical education. They also commented on how a health and physical education programme might impact on student learning. Finally, they were asked to reflect on their PD experience over the course of the year and to set goals for sustaining their practice. The recorded interviews were transcribed (by a person not involved in the PD programme) to a Microsoft Word document and transferred to a Microsoft Excel sheet.

Data analysis

Paraphrasing was used to reduce data and identify themes and trends that emerged through the teacher's responses. Quotes from teachers were extensively used to capture the accuracy and richness of teacher voice.

Results

Results from interviews before professional development commenced (themes).

The teachers knew there was more to the Health and Physical Education Curriculum than what was being delivered and regarded the Health and Physical Education Curriculum area as valuable.

*"Yes, because it is part of the whole well-being of a person."
"Absolutely because it gives them the chance to get some oxygen in the brain, keeps them active and gives them their place to shine."
"It gives children the message that it is important to keep healthy and to exercise."*

Teachers rated themselves somewhat low to medium in confidence in their ability to teach the Health and Physical Education Curriculum.

*"I think I do Ok, but I am not confident"
"Definitely room for improvement, particularly in planning"*

Teachers rated themselves low to relatively low in their knowledge of the Health and Physical Education Curriculum.

*"I probably would have felt more confident when I first came out of college."
"Probably because we do not teach this as much as math, etc. – not enough."*

Teachers had a relatively poor understanding of the Health and Physical Education Curriculum strands and underlying concepts (could not recall them). They also had difficulty

discussing a range of pedagogical practices and teaching methodologies.

*"Movement skill is a strand, isn't it?"
"I don't think we are doing it well to be honest. I couldn't tell you much."
"Do you mean the deeper stuff in PE? I don't really know."
"I don't follow any model. Direct teaching maybe. There is a bit of peer feedback and we do some self-assessment."*

The school's physical education programme tended to be driven by school and zone events such as athletics, cross-country and swimming. There was mention of games, fitness, goal setting relating to fitness, Jump Jam and cooperative games through inquiry. In the last 12 months, teachers had received some support through external providers, in particular swimming, athletics, and cricket. The teachers considered this support to be part of the physical education programme and professional development. The barriers and constraints to delivering a quality physical education programme were mainly based around time constraints, which further impacted on confidence and curriculum knowledge.

*"Other curriculum – reading, writing, math's, inquiry take up the time."
"Time mainly, we do have enough equipment, but we have not had PD for a long time."*

Results from interviews after the professional development was completed (trends).

Teachers rated themselves higher in confidence in their ability to teach the Health and Physical Education Curriculum (relatively high to high). Teachers rated themselves higher in their knowledge of the Health and Physical Education Curriculum (medium to high).

*"Confidence has gone up in the teaching and learning and I am integrating it better"
"I understand the pedagogy a lot more now, a big shift for me."
"It is still ongoing. Knowledge has definitely increased and I know where to get the information and resources. Much more motivated with it too"*

The teachers have become more aware of good pedagogical practice. Their delivery has more purpose, is around the student needs, and is more student driven. Questioning allowed for critical, creative and reflective thinking, transfer of learning and integration into other curriculum areas.

*"Now this has been a big thing to bring in the critical thinking – not sure why I never thought to do this in PE before. The children are participating and talking about it, not just the physical doing. A big shift from what I was doing before the PD"
"The children get more excited when you mention PE – they are engaged, they are learning, they just want to be there"
"Compared to what it was, it is 100% better. But I still feel it has a long way to go. It is definitely a richer experience"*

for the children. They learn a lot more and it is much more open-ended"

Teachers valued the structure and quality of the professional development. They appreciated the expertise and experience of the PD deliverer.

"I liked that we had staff meetings where all the knowledge was put out on the

table for us. Then you taught and we watched you and you watched us and gave us things to work on. Then you came back again for a lesson. That was really cool."

"The PD has made me change – every part of that PD has made a difference"

"You made the difference, your skills and experience are amazing."

"How you taught really brought it alive for the children so I am trying to emulate that"

Teachers continued to value the Health and Physical Education Curriculum.

"As I understand it more, I value it more and more"

"I knew the value of it but I now see more value in it and this has brought it alive for the children."

Discussion

Themes

While teachers valued health and physical education at the start of the year, they were not confident about their curriculum knowledge. They had some confidence in their ability to teach physical education but commented that more planning was needed and there was definitely room for improvement. When asked if they could specifically identify teaching methodologies, they were unable to do so. This is consistent with the research by Gordon, Cowan, McKenzie, & Dyson (2013) who found that teachers were not confident in their knowledge of the curriculum.

In this study, teachers were familiar with some aspects of the Health and Physical Education Curriculum, specifically fitness, cross country and skills related to the sports. Teachers had a narrow view of how to put the educative value into these experiences. More experienced teachers identified the need for PD with a general view that new graduates would probably be more familiar with the curriculum. Teachers had received some support through external providers but wanted to become more confident themselves. Penny et al. (2013, p. 45) note that while some external providers are operating in ways that are contributing to the development of teacher knowledge and staff capacity in primary schools, there is no assurance that this approach is always adopted and in some instances, external provision can therefore align more with a replacement model. This replacement model can fail to address the curriculum and inadequacies in teacher knowledge and confidence. Aiming PD at classroom teachers is supported by Petrie (2011) who notes that classroom teachers are more likely to have better knowledge

of their learners and the context than many specialists.

Teachers acknowledged they needed to upskill, and extend their knowledge and understanding around PE, so the 'buy in' factor and commitment to change was important. This meant they were willing to take risks and have the courage to change their practice. Without putting themselves 'on the line' there would be no change. They had high aspirations for themselves as teachers. According to McInerney (2014), sense of competence relates to self-concept for the task of learning, or capacity to learn, and is the major determinant of confidence in the workplace.

Trends

Teachers valued health and physical education and as their knowledge and confidence increased, they valued it even more. This makes sense as sometimes you don't know what you don't know. The PD brought about a considerable shift in the teachers' confidence, practice and understanding of the Health and Physical Education Curriculum learning area.

Following the PD programme, there was improvement of the teachers' perceptions in their confidence and ability to plan and deliver the Health and Physical Education Curriculum. Teachers believed they had more of an insight into the curriculum and the quality of their programme. An interesting outcome of the PD was that the teachers realised that they were already practicing many aspects of effective pedagogy when delivering other curriculum areas. These practices needed to be transferred into physical education curriculum delivery. Pedagogical practices to promote student centered learning were encouraged. Aspects like having a purpose for the lesson, using higher order questions, facilitating shared learning, giving children many opportunities to practice in a variety of ways, providing challenges that are achievable and knowing the relevance of the learning, were all recognised as being used in other learning areas.

"It made me realise that I could teach PE like I teach the other subjects."

"Compared to what it was it is 100% better. It is definitely a richer experience for the children. "They learn a lot more and it is more open ended."

"The learning is a lot deeper now."

"Before I just use to tell them what to do, now I question and get them doing the thinking."

Teachers noted that the encouragement and support from the PD deliverer and the school principal gave them the support they needed to maximize their learning. Principals who are advocates for physical education and sport, and who recognize the range of learning that it can facilitate, openly counter the marginal status of the learning area (Penny, et al. 2013, p. 45). Timperley et al. (2007) notes that an effective leader activity supports the professional learning of their staff and at times participate themselves. The principal in this research was committed to the PD and gave considerable time to the project. The principal

highlighted the importance of the PD by being involved in the staff meetings, showing interest in the lessons and valuing the professional conversations.

The expertise and experience of the PD deliverer was also central to the success of the PD. When asked what aspect of the PD was the most useful and helpful for their development, all teachers mentioned being able to observe the demonstration lessons and then discussing them in the follow up staff meeting. The importance of modelling is noted by Poglinco and Bach (2004, as cited in Dreaver & Dreaver, 2008) who found that modelling is the one most effective technique in modifying teacher practices. Teachers noted that an aspect of PD that supported their understanding and extended their knowledge was how the deliverer linked the lesson back to the curriculum and identified supporting resources. Accompanying modelling with rich learning conversations, helps learners understand the complexity of new approaches and can be a powerful scaffolding tool (Dreaver & Dreaver, 2008). Teachers also found huge benefit in being observed and getting feedback. The teachers noted that being held accountable for their own development, with the expectation of taking physical education lessons between visits from the PD deliverer, was effective. This ensured they remained committed.

"Getting the feedback from you, that is like gold to me, as it was really targeted."

"We are taking PE twice a week with all students in the class, which is a lot more than before. Previously it had been very random"

"You came and observed and gave feedback. This has had a big impact on me teaching."

Teachers valued the opportunity of work collaboratively as a staff, and enjoyed participating in robust and focused discussions around recent literature and resources. Noted in Dreaver and Dreaver (2008, p. 55) "Collaborative analysis and discussion of professional literature is invaluable. It is undoubtedly most effective when participants have read the material ahead of time".

The findings of this study reinforced the concept that targeted school-based PD can increase teacher confidence and competence to teach the Health and Physical Education curriculum. There has been quite a shift. At the start of the programme teachers rated themselves relatively low in competence to teach the Health and Physical Education curriculum, yet at the end of the programme they rated themselves relatively high in competence. At the start of the programme teachers rated themselves low to average in confidence to teach the Health and Physical Education curriculum, yet at the end of the programme they rated themselves relatively high in confidence. When asked if they could now mentor another teacher in physical education, five of the six teachers responded that they could.

"I actually think I could because I have it clear in my head, so I know what I want it to be like."

Summary

Targeted and sustained yearlong PD for teachers, focusing on integrating the curriculum and good pedagogic practices, improved teacher's perceptions about their confidence and ability to teach the Health and Physical Education Curriculum in this cohort of teachers.

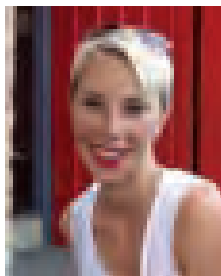
Teachers valued the Health and Physical Education Curriculum area and as their knowledge and confidence increased, they valued it more.

Teachers commented that the support of the principal, the skill of the PD deliverer, the whole staff involvement and the design of the professional development programme, provided opportunity to increase their knowledge and confidence in a safe and supportive environment. Teachers found the PD programme to be meaningful, linked to the curriculum, reflective, collaborative and aligned with teacher motivation.

The study progresses the concept that targeted PD for teachers can be successful in building confidence and ability to teach. This study supports the notion that this type of PD can have value for teachers and their students. A possible next step would be to provide PD support over a longer period of time, with the view of tapering support and allowing for sustainable teacher practice.

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Concussion Awareness ACC and Training in Youth Sport

Natalie Hardaker: ACC Senior Injury Prevention Specialist - Sport, PhD candidate

The value of sport and active recreation is widely accepted and has been shown to contribute to creating healthier, happier, more well better connected communities. Sport helps to teach young people essential life skills like team work and co-operation; furthermore, sports participation in secondary schools is associated with higher academic performance and attendance rates and decreased lateness and stand downs. Sports participation should therefore be encouraged, and be a safe and enjoyable experience for all students. The following article aims to address two issues that may create barriers to young people participating in and enjoying sport.

Sports Related Concussion –Recognising the signs is everyone’s responsibility. Nat Hardaker – Senior Injury Prevention Specialist – Sport (ACC)

Concussion is a brain injury. It can occur in any sport or environment and you don’t have to be knocked out or even be hit on the head directly to be concussed.

Only a doctor can assess and diagnose concussion but everyone can play a part in getting a young player in front of a doctor if there is a concern that they might have been concussed. Players need to take care of themselves, and look out for their team mates too. Parents and coaches have an important role in looking out for the players.

Concussion is considered a subset of mild traumatic brain injury (mTBI). Research suggests that around 7,200 New Zealanders suffer a mild TBI each year, with an estimated 21 per cent sustained during sport-related activity - 95 per cent (or 6,840) of which are sports related concussions.

ACC only received 5,507 sports-related concussion claims last year, (with the highest volume in the 10-19 year age group), which suggests around 1300 cases – or 19 per cent -- currently go untreated, probably because they are not being recognised as concussions. Global data suggests that up to 30 per cent of all sport-related concussions are missed.

If a concussion goes unrecognised and untreated, it increases the risk of a second more severe or even catastrophic brain injury. Early management is the key to minimising this risk. Recognising a sport-related concussion is an essential part of that early management and it is everyone’s responsibility.

Most concussions resolve in 7-10 days with no further complications. However 46 per cent (3,146 per year in NZ) of sport-related concussions have ongoing symptoms and full recovery can take months or even years. It is hard to predict who will take longer than usual to recover, but the risk of ongoing complications is also increased if the concussion is not recognised and managed early.

Children, adolescents and females are more susceptible to concussion, and they take longer to recover so it is important to adopt a conservative approach and consult a medical professional.

The golden rule is *“If in doubt sit them out”*.

It is essential that young athletes make a successful full return to school and learning prior to returning to sport.

ACC has developed the “Sports Concussion in New Zealand, ACC National Guideline” for managing sport concussions. It is based on international best practice, and promotes the 6 Rs: Recognise, Remove, Refer, Rest, Recover, Return.

When a young athlete may have been concussed, remember *“Recognise, Remove, Refer”*

Recognise the signs and symptoms of concussion. The ACC SportSmart website (<https://accsportsmart.co.nz/concussion/>) is a great place to go to learn about the signs and symptoms of concussion, but key points are:

- A blow to the head or body can cause concussion;
- A person does NOT have to be knocked out to be concussed;
- Symptoms don’t always appear straight away. They can take a few days to show up, so stay vigilant.

Remove the player from play. Anyone with suspected concussion should IMMEDIATELY be removed from sport or activity until they have been assessed by a doctor.

Refer them to a doctor for assessment. Only a qualified doctor can assess and diagnose a concussion.

That should be followed by “Rest, Recover, and Return”

Rest until symptom free.

Recover by following doctor’s advice, and gradually becoming more active under the guidance of an appropriately qualified professional

Return to the full demands of your sport following a graduated ‘return to play’ protocol and clearance from your doctor.

Return to learn MUST precede return to play.

Rugby has a mandatory stand-down period for players with suspected concussion. For players under 19 it is 23 days (compared with 21 days for those over 19yrs) and clearance from a doctor is required prior to return to play. Most other codes do not have specific guidance, and there is a lack of research around the optimal stand-down period before a safe return to training and competition, but rugby’s approach is a useful guide to minimise the risk of re-injury.

Although headgear does prevent some injuries, there is no definitive evidence that it prevents concussion.

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Effects of Puberty on Sports Performance: Transitioning safely through sport.

Dr Stacy T Sims: Senior Research Fellow, Adams Centre for High Performance, University of Waikato

The increasing involvement of young children in intense physical training over the past several decades has generated concerns as to its potential effects on children's growth and maturation. Early sports training for younger athletes does not appear to enhance athletic achievement or abilities and it is not possible to predict future athletic excellence. In general, most children are physically and cognitively equipped to participate and compete in sports by age 12 years and are able to comprehend the complex tasks required in specific sports. However, the growth and development process in children and adolescents is a complex process and impacts athletics and sports participation. Understanding the rapid shifts in the physiological and psychological aspects of children and adolescents will help you navigate these changes with the child and adapt training and sport accordingly.

Changes in Athletic Performance during the Adolescent Growth Spurt (AGS)

Going through puberty can have a significant impact on athletic performance in both positive and negative ways. While increases in body size, hormones, and muscle strength can improve athletic performance, there may be a temporary decline in balance skills and body control during the AGS. Quick increases in height and weight effect the body's center of gravity. Sometimes, the brain must adjust to this higher observation point, and a teen may seem a bit "clumsy."

This phase is especially noticeable in sports that require good balance and body control (e.g. figure skating, diving, gymnastics, basketball). In addition, longer arms and legs can affect throwing any type of ball, hitting with a bat or racquet, swimming and jumping. Coaches and trainers that are aware of the AGS can help reduce athletic awkwardness by incorporating specific aspects of training into practices and training sessions.

Puberty in humans is characterized by large hormonal changes resulting in both physical and sexual maturation. Since intense training prior to puberty, together with the potential metabolic effects of dieting, can alter hypothalamic-pituitary function in the brain, the time at which athletic training is initiated has been implicated as a factor in delayed menarche and sexual maturation in female athletes.

Girls who mature later often self-select or are recruited by coaches into sports that favour small or very lean bodies. Body composition has also been used to explain both delayed menarche and menstrual irregularities observed among elite athletes. A higher prevalence of menstrual dysfunction has been reported for adolescent athletes participating in weight-dependent sports as compared to that observed in other sports. IMPORTANT: there is no direct cause-effect association between fatness and reproduction and it is energy availability, and not body fat, that regulates reproductive function in women.

Sports participation is generally a positive experience for children and adolescents and should be encouraged. All adolescents can participate in some level of physical activity. Individuals with physical, cognitive, behavioral, or neurodevelopmental disabilities may require adaptation or assistance with specific sports activities. Level of involvement in specific sports is determined by many factors, including physical growth and development, cognitive development, psychosocial development, as well as environmental factors such as financial ability, social resources and expectations, and motivation or interest of the young athlete. Overall, participation should be individualized and appropriate to the developmental stage and personal interests and abilities of the adolescent.

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Events Calendar

EVENT	VENUE	Date
AIMS Games 2018 This year will again be the biggest games with teams coming from throughout New Zealand, Australia, China and the Pacific. Just over 11,000 student will be participating at the games. The games continues to evolve, this year a number of events have been introduced for para participants and there is a number of alternative sports such as rock climbing and lawn bowls added.	Mount Maunganui	September 9, 2018 8:00 am
NZ Teachers' Games The New Zealand Teachers' Games run from the 30th of September until 2nd of October. This will be the second teachers games and the event has doubled in numbers to over 1000 participants registered so far. PENZ will be sponsoring the games and also providing a range of fun professional development opportunities for teachers throughout these games . If you haven't registered then think about joining your colleagues as an individual or as a team. http://www.sporty.co.nz/nztg	Mount Maunganui	September 30, 2018 11:00 am
Inspired Leadership Conference 2018 Our Inspired Leadership Conference is now shaping up really well. This year it will be run in Auckland and will run from 13th -14th of November. If are considering stepping up to the next level of leadership then this is the event for you.	Auckland	November 13, 2018 9:00 am
Office closes for Christmas break		December 19, 2018 8:00 am
NZ Primary School Teachers' Conference PENZ is taking the lead and working with over 10 other subjects associations to put together a New Zealand Primary Teachers Conference in Wellington on April 15th – 17th 2019. This is shaping up to be a great event and provides a wonderful opportunity to work together with other subject associations to provide some high quality professional development for the primary sector.	Wellington TBC	April 15, 2019 9:00 am
National Conference 2019	Wellington TBC	July 8, 2019 8:30 am
National HPE Day We are working with our ACHPER our Australian counterparts who already work with over 200 schools and 30, 000 students.	Nationwide	September 5, 2019 8:00 am

If you would like to register or know more about any of these events then simply log onto the PENZ website
<http://portal.penz.org.nz/eventshow/>

In our last edition we featured an informative and engaging article: Adolescent netball players normative data and physical performance profiles by Lee-Anne Taylor and Patrick Lander. This article featured an error with Lee-Anne Taylor's name and some missing information from their profiles which can now be found below. We apologise for this mistake.



Lee-Anne Taylor

Lee-Anne Taylor is the Assistant Head of School, School of Health and Sport Science at the Eastern Institute of Technology (EIT) and is a member of the Exercise Science group, Centre of Health and Wellness research at EIT. She is a qualified physiotherapist whose specialist interest is in injury prevention and community health. Lee-Anne has been involved with Netball New Zealand who have developed a neuromuscular warm up protocol, modelled off the FIFA 11+, aimed at preventing serious injuries in netball players. Currently she is evaluating the outcomes of a pre-season netball programmes on athletic performance and injury prevention.



Patrick Lander

Patrick is part of the lecturing team in the School for Health and Sport Science at EIT, delivering on the Bachelor of Recreation and Sport and Master of Health Science programmes. Patrick has a PhD in Exercise Physiology and is a member of the Exercise Science group, Centre of Health and Wellness research at EIT. His research interests involve all things sport with particular emphasis in sports profiling and self-paced exercise and in a range of exercise intensities.





The theme of this year's Inspired Leadership Conference is:

Leadership as a privilege: Acknowledging and respecting your influence on others.

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Who should attend?

- HOD/HOLA in Secondary Schools.
- Teachers in Primary Schools in leadership positions.
- Tertiary teacher educators in leadership positions.
- Any emerging leader or educator new to their leadership role

The conference will inform and challenge your thinking around leadership and what it means. You will gain a range of skills and concepts which you can put in place immediately and network with other teachers who are on the same journey as you.

Dates and Venue 2018

- November 13, 2018 - November 14, 2018
9:00 am - 6:00pm

Location

- **Venue:** [Crowne Plaza Auckland](#)
- **Venue Website:** <https://auckland.crowneplaza.com/>

An ideal location in the center of Auckland which is close to all the local sights and amenities. Varying levels of accommodation are available within the Crowne Plaza and close by.

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Venue Description:

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