

NEW ZEALAND PHYSICAL EDUCATOR

Te Ao Kori Aotearoa

VOLUME 52/1

April 2019



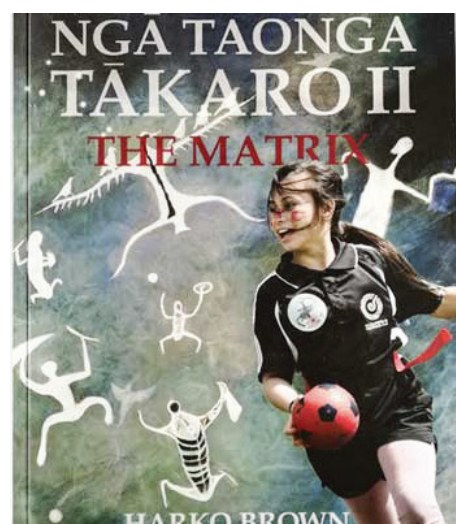


PHYSICAL EDUCATION
NEW ZEALAND
TE AO KORI AOTEAROA

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Tēnā koutou katoa,

Welcome to the first edition of
The Physical Educator for 2019.

We begin this edition by celebrating the success of our first New Zealand Primary Teachers' Conference, held in Wellington. PENZ were responsible for the overall organisation of this significant, two day event, which was attended by over 360 teachers and educational professionals. With nearly 80 professional development workshops on offer, the focus for this event was for more integration and collaboration opportunities for our Primary colleagues.



Our President of Physical Education New Zealand – Te Ao Kori Aotearoa, Celia Fleck, shares with us some reflective comments, as she addresses the events that challenged New Zealand on March 15th. Celia reminds us how “in ‘learning through movement’ we can explicitly teach the values of friendship and respect; and that prejudice and intolerance have no place in society”. Educators around Aotearoa can demonstrate leadership at this time by talking about and role-modelling Hauora (wellbeing) for our students and our wider community.

CEO, Richard van der Jagt updates members on progress and developments within the PENZ infrastructure and Dr Susannah Stevens gives members valuable feedback on the recent ACHPER conference (our PENZ conference equivalent) in Australia.

Finally, we finish with a ‘student voice’ section as Year 9 students from Otago Girls’ High School remind us that water safety also includes awareness around ‘cold-water immersion’. We thank these students as they reflect on their learning experience in the Otago harbour.

The PENZ team would like to wish you well for the winter code months and look forward to seeing many of you at conference.

Ngā mihi nui

Maree Cotter

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Physical Educator - Journal of Physical Education New Zealand Vol 52, Issue 1, April 2019.
Publisher's details Physical Education New Zealand, P.O. Box 10203, Bayfair, Mt. Maunganui 3152.
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New Zealand Primary School Teachers Conference

Dane Giraud

The very first 'New Zealand Primary Schools Teachers' Conference' was launched on the 15th of April at Wellington College in the nation's capital. Primarily a primary school conference, 360 teachers and education professionals from as far away as Australia, Northland and the Chatham Islands were drawn to this event which included nearly 80 professional development workshops, a selection of high-profile keynote speakers and the rare opportunity to collaborate with peers and share knowledge.

There's no shortage of teaching conferences in Aotearoa, but most tend to focus on a single core competency such as Literacy, Maths or Science. The NZPSTC sought to address the unique requirement of primary teachers and bring every subject under the one roof. Physical Education New Zealand (PENZ) undertook the role of organising the conference, working with ten other subject associations to provide the widest selection of professional development workshops possible. For event MC and leading education consultant Rita Palmer, a chance to engage in an assortment of hands-on, practical workshops was certainly a major draw of the conference, but so was the promise of dialogue and collaboration with fellow teachers as indicated by the 2019 theme of "Integrated Learning and Collaborative Teaching in the 21st Century".

"You can get isolated in your little classrooms and schools and collaborating can be difficult, so something like this where you get the opportunity to talk with people who use resources in a slightly different way or who are seeking to implement teaching strategies that you've never thought about can really refresh teachers and set them on a new path".

Rita Palmer

DAY ONE

The first morning began with keynote speakers: Whetu Cormick, President of the NZ Principals Federation, and the Hon Tracey Martin, Associate Minister for Education and Minister of Children.

Cormick's conference-opening address acknowledged the frustration that has built up around the speed of change, and the consultation process in relation to "Tomorrows Schools". In a Q & A following Martin's speech, a number of teachers tellingly sought assurance that the era of "silo thinking" was coming to an end. Martin was able to confirm that her close work with the PM (in her capacity as the Minister of Children) was focused on just that, and alluded to the Ministry of Health potentially playing a more direct role in the support of children with learning difficulties as just one example of the fundamental shift that the government is aiming at. The takeaway? Meaningful, targeted support for teachers through cross governmental collaborations along with additional support for specialist teacher training.



Hon Tracey Martin



Whetu Cormick – President, Principals Federation

THE WORKSHOPS

In the bustle of teachers emerging from their first workshops we met Verbina Kopa of Kawakawa Primary School, Te Tai Tokarau. Working in a bilingual unit to a localized curriculum (Ngati Hine) KPS is by no means the areas most isolated school but does have on its roll a number of children living in more remote surrounding areas. Keeping these children engaged, so they want to continue coming to school, is one of Verbina's major challenges. She's looking for permission to get creative and found it in her very first session with mathematics and statistics educator, Dr. Pip Arnold in her Statistical Investigations Level 1 – 5 workshop. In the workshop, Dr. Arnold shared a series of interactive pictographs she developed that would make data-collection personal and truly engaging for children. For example, getting students to color-in what they're wearing, and then start a multivariate investigation, exploring predominant colors, sandals and jandals vs. shoes, patterned tops vs. non-patterned, etc. Pets and birthdays are another winning choice for capturing the imagination of young students, who need to be given questions that are "Interesting, meaningful and that have purpose".

"She (Pip) ...made it fun. Creative. It didn't even feel like math, though it was. Get down on their level. Don't expect them to come up to you. That was probably the main takeaway from the session."

Verbina Kopa

With Verbina so inspired after a single 45-minute session, it begged the question as to why we don't see more general collaboration between teachers and schools. This is one of the moves the Ministry is wanting to make, by creating communities that would utilize teacher's strengths. But, as currently stands, many impediments stand in the way of collaboration including geographical challenges and busy schedules. Rita Palmer also sees the need for a cultural shift, to stop teachers from seeing other schools as "the competition". Could an annual "New Zealand School Teacher's Conference" be a part of moving these perceptions? It was certainly front of mind for the architects of the conference.

Many teachers challenged by geographical impediments to collaboration would struggle to find an excuse after meeting Wendy Bishell, the Principal and sole teacher of Pitt Island school. Situated on an Island 20 km Southeast

of the Chathams (Itself already 800 km from the mainland) the effort it took Wendy to get to the conference showed her commitment to her six students.

First we rode our 4x wheeler to the wharf, then took a boat to the Chathams that took over an hour because the captain needed to pick up his cray-pots, and then we had to cross the main Island before our flight to Wellington"

Wendy Bishell

Wendy is not a native to the Chathams. She first applied for and worked at the school on the main Island before transferring to Pitt and its six students, most of whom are related. The size and isolated nature of the school means multi-level teaching (years 1 - 8) and Wendy has come to the conference with a very firm set of goals, namely, to get more knowledge on coding, which will be part of the curriculum next year. For some teachers this rapidly developing field, aimed at building the skill-sets of students so they can be confident creators of digital solutions, not just users and consumers of new technology, is intimidating, especially for a teacher as isolated as Wendy who doesn't even have any in-person support. Fortunately, digital teaching solutions were well represented by many of the sponsors whose stalls were active in the campuses brand new Alan Gibb centre for the entire two days of the conference. Along with subsiding over 20 teachers to attend conference, sponsors provided a range of experiences for and educational solutions from virtual painting to coding and classroom design.

While the core competencies were well covered in the conference there was also plenty of space made for Art, Drama, Singing Dance and Movement. Tanemahuta Gray is a professional dance tutor and the Chief Executive of leading Maori theatre company Taki Rua. At his session "Kaorari Movement and Basic Te Reo Maori", he handed out rakau (weapon/ bat) to a full workshop and, after taking his students through the tikanga of the rakau, stepped them through a small movement sequence that could easily be shared with students. DANZ (Dance Aotearoa New Zealand) with whom Tane is affiliated, has long advocated for kinesthetic learning solutions for our tamariki. They were responsible for the program "Learning Experiences Outside The Classroom" that was funded by the Ministry of Education but is no longer being delivered.. For DANZ Communications Manager Linda Lim the invitation to attend the conference was a great opportunity to re-establish a presence in this space.

"The beauty of our (new) program is it's about upskilling teachers and giving them the confidence to introduce movement to support the curriculum. Where previously we were bringing professionals into the classroom to educate the children our new model is more sustainable and powerful because teachers will be leading it. It's a far more effective long-term solution".

Linda Lim

In the "Outreach Singing" workshop run by Sally Bodkin-Allen and Susan West, the message sent was one that seemed to be shared by DANZ and many of the art workshops - that music and movement needn't be delivered to children in hour-long intensive sessions. A single song, poem or piece of movement can be used meaningfully as transitions between classes. An empowering message for teacher's keen to dip their toes in the waters of the creative arts.

"I like the way the workshops were structured. ... If we're expecting our students to do something, we should be able to do it to understand what process they go through"

Lou De Lange

Lou De Lange and Peter Dobson didn't have to make anywhere near the hike Pitt Island's Wendy Bishell did to get to the conference. Based just up the road at Kilbirnie School, a decile 10 school in Hataitai, the colleagues are at very different stages of their career. Peter has now been teaching 14 years and finds conferences key to keeping current.

"You may be happy with what and how you're delivering, but technology and even what we know about subjects such as "sustainability" changes all the time"

Peter Dobson

Lou is just in her second year as a teacher and is already finding time for meaningful personal growth limited.

"So far I've chosen sessions I don't get to focus a lot on in the classroom due to time, mainly. Art and science, which I haven't had much chance to dabble in yet, and I feel I've already gotten good technique to help get started. It's OK to say get out of your comfort zone but we often need an event like this to take us out of our comfort zones"

Lou De Lange

In the evening Wellington's CBD provided the perfect venue for conference attendees to enjoy a cafe crawl in some of Wellington's premiere eateries. Planned by organizers so that each course meant a new fantastic venue, participants got to meet the widest possible range of people from around the country, enjoy great conversation and stunning food, as well as debrief their packed day and further develop new friendships.



DAY TWO

DR. ANN MILNE & WILLIAM PIKE

Day Two featured a pair of keynote speakers each with a wero for the teachers present at their talks. Former principal of Kia Aroha College, Dr. Ann Milne challenged the packed auditorium of predominantly Pākehā teachers about teacher choices to stay in their “white space”. It’s this space and its resources that control the “numbers and decision making”, disadvantaging, if not wholesale excluding non-white students from the education system.

*“The end game isn’t equity it’s sovereignty.
Imagine how that would change the ministries”*

Dr. Anne Milne

William Pike is a motivational speaker and teacher who lost his leg after being trapped on Mt. Ruapehu during a volcanic blast in 2007. Ten years later Pike had scaled Mt. Scott in Antarctica to prove to himself, and the world, that goals are achieved through mindset first and foremost. William’s retelling of his difficult decision to return to the classroom for the very first time post the accident was both totally captivating, powerful and inspiring.

Along with strong representation from the creative industries, a highlight of the ‘2019 New Zealand Primary School Teachers’ Conference’ was the inclusion of subjects and topics that, while often part of the curriculum, rarely, if ever, are offered the significant platform of a conference.

Many teachers took the opportunity to attend learn more about ways to support their increasingly diverse classrooms through the workshops “Creating Inclusive Primary Schools for Rainbow Students” run by Tabby Besley and Alex Kerr of “InsideOUT”, an LGBTI advocacy group, and the two sessions offered by Family Planning NZ, “Relationships and Sexuality years 1 - 4 and 5 - 8” presented by Amanda Hargreaves.

Amanda is an ex-primary and secondary school teacher and a former lecturer at Victoria University. She was the lead writer for the Ministry of Education’s Sexuality Education Years 1-2 and 3-4 and is now the national health promotion advisor for Family Planning NZ.

“I’ve always had a special interest in relationship and sexuality education which first started during my own teacher training. I ended up being the head of the health departments at a couple of schools but when I started producing resource materials for the Ministry of Education my passion for the subject really took off”.

“When we talk about relationships that include friendships, relationships with whanau... And it’s getting kids to ask what are the qualities that make a good and positive relationship. So it’s encouraging them to be a bit discerning about the friendships they want and don’t want. And it’s a building block for later in life when we might be choosing partners. And then how to get out of a relationship if you need to. A lot of building blocks are laid in primary and we need to support teachers in delivering these programs”

2nd year teacher Lou De Lange of Kilbirnie School attended the InsideOut session.

“It’s definitely a topic of personal interest to me. And I think it’s only going to become more relevant as my career develops”

Lou De Lange

While questions of sexuality can be perceived as a potential minefield, as Amanda pointed out, avoidance is not an option.

“One of my goals was to make the topic of sexuality not so scary and to give practical examples of how it would work in a classroom. And I did a self-assessment both at the start and end of my sessions to gauge teacher’s comfort levels and it looked to me like there was a slight increase after a 45 minutes presentation”.

Lou’s colleague, Peter Dobson, was one of the teachers who left the sessions with more confidence, especially after learning about the ongoing support Family Planning NZ offer.

“The fact they’ll come to you and give you that support I found great to be honest.”

Peter Dobson

It’s fair to say most conferences leave teachers on a high, but what happens next and how they can seek ongoing support is a question many organisations are taking much more seriously.

"I've taught a long time but even I was surprised over some of what was available... The Ministry of Transport has resources. Outdoor Education has resources. Dance NZ (DANZ) has resources that I can pass on to schools... And the fact many of these organizations will come to you now is fantastic"

Rita Palmer

With day two winding down a much-anticipated series of sessions were about to start that were emblematic of the conference's kaupapa: the "Unconferenced-Collaborative" sessions, a trio of sessions run by experienced facilitators that provided delegates the opportunity to openly share their problems and solutions around three broad topics. According to one of the discussion moderators, PENZ Subject Advisor Susannah Stevens, her session eclipsed expectations.

"It was great to see so many teachers really open up. I started with a few prompts around flexible learning environments and collaborative teaching and what that looked like and it was fabulous to hear people share real stories. This wasn't about theory. This wasn't someone handing out a resource. This was teachers talking about what they are doing in their space and they felt safe enough to share it with others"

Susannah Stevens

Verbina Kopa of Kawakawa Primary School shared her situation and the challenge of working in a collaborative model with a fellow teacher that encompassed an incredibly broad age range.

"It was a really good discussion and good to be sharing it with people who have worked in this model. One woman said she had a strategy for me she'd used so I got her email address. I got a few contacts to follow up on now. It was really good"

Verbina Kopa

"This is why we need these sorts of conferences and these sorts of sessions. She (Verbina) was able to pull advice from 8 different teachers during the session! And we also found potential mentors for her that can help her when she gets home. It was a real highlight"

Susannah Stevens

So, as the Sponsors stalls pack down in the Alan Gibb centre and the army of student-teachers volunteers start the clean-up, what is the verdict on the first New Zealand School Teachers' Conference?

"It was an opportunity to share experiences and to be around so many people you can relate to. I've already talked to my mother who is a teacher up in the Hawkes Bay and I've told her it's going to be a mum-daughter date for next year!"

Lou De Lange

"I think (the conference) is a really good concept. We're all over this opportunity. These teachers are teaching across the whole curriculum and need as much support as they can get. Some schools have brought their whole staff here. There are student teachers too. I think it's a great kaupapa. A fantastic one-stop shop"

Amanda Hargreaves



Tanemahuta Gray, the Chief Executive of Maori theatre company Taki Rua. Teaching a lesson on "Kaorari Movement and Basic Te Reo Maori"



President's Report

Celia Fleck

Kia ora mai anō tātou katoa.

This past month in Aotearoa we have experienced an unspeakable tragedy that has caused immense pain to our nation. The tragedy that struck the Muslim community of Christchurch was a heinous and cowardly attack on our peaceful nation. Our love and thoughts have gone out to the people of Christchurch in particular, who have once again experienced significant loss of life and physical and emotional trauma – in particular the families who have lost loved ones.

This tragedy has also served to confront many New Zealanders with the more insidious acts that occur on a daily basis in our country; the name calling, the comments on people's appearance that may be different to our own, people being excluded because they do not fit the 'norm', the bigotry and hate towards minority groups. The sense of white superiority over Māori, our indigenous people, and 'other' groups of people in Aotearoa – Pasifika, Asia, and now Muslim. This has given me pause for some deep personal reflection.

I have long admired the way Ellen DeGeneres signs off her show "Be kind to one another", and have thought that if we all conducted ourselves in this way we would eliminate the hatred. But is it enough just to be kind? Or do we need to do more? I believe that we all need to take the time to learn about and understand people who are different to ourselves; to reach out and connect with people, listen to their stories, experience their culture and language. We also need to stand up for diversity, and not tolerate the harmful attitudes and behaviours of others. In this way we might strengthen humanity.

Our Health and Physical Education curriculum area is founded on love, compassion and empathy. Our underlying concepts mandate non-discrimination, well-being and a sense of community. Hauora (wellbeing) is something we not only understand and teach, but we embody. Educators around Aotearoa can demonstrate leadership at this time by talking about and role-modelling wellbeing. We can discuss how we can enhance our own and others wellbeing, and the role that movement can play in this.

I am often asked about the relevance of Physical Education in today's society? Is this curriculum learning area redundant?

Now more than ever, we need to highlight how movement in all its forms – physical education, physical activity, sport and play – can contribute to building a more peaceful society and a better future for Aotearoa and the world. It is in 'learning through movement' that we can explicitly teach the values of friendship and respect; and that prejudice and intolerance have no place in society. Although there are some inherent values learned through participation in physical activity alone, explicit teaching of these concepts maximises the learning.

Physical Education allows us to formally and purposefully teach generosity, acceptance of diversity, social responsibility, inclusiveness, non-discrimination and respect for others through movement. Physical Education is blessed with a number of models by which this can be done, for example, Hellison's Social Responsibility model and Olympism Education.

And what role does sport and sporting bodies play in contributing to peaceful nations? Is sport unifying or divisive? The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport that is practised without discrimination of any kind, and in a spirit of friendship, solidarity and fair play. Is this what our young people experience through their engagement in sport?

What has lifted my spirit during this time of sadness is the outpouring of aroha (love and compassion) that has been evident across Aotearoa, and the unity of people coming together to support our Muslim Community. In the words of Imam Gamal Fouda "We are heartbroken, but we are not broken."

Te aroha (love)

Te whakapono (hope)

Me te Rangimarie (and peace)

Tatou tatou e (be amongst us all)



CEO's Report

Richard van der Jagt

This year has started at a gallop with so many high-quality projects underway at the same time. In early 2018 we spent time defining, researching and planning for a range of new initiatives. This year is about executing and evaluating these initiatives.

We started our first development projects as part of our summer work programme. Over this period we worked with a number of talented university students from December through to March to complete over eight significant projects. These included developing our HPE Day website, redeveloping our events payment and event management system, redeveloping our national conference website, developing sponsor packages for five events and developing our New Zealand Primary Conference website.

What follows in the remainder of my report is essentially an overview of what we have committed to for the next few months and a challenge to you to support your colleagues, PENZ and your learning area by getting involved in as many of these events as you can.

Primary Conference www.NZPTC.com

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

Over the conference we delivered over 70 workshops to 360 registered delegates. This far exceeded our initial expectations and confirms our long-held suspicion that the primary sector has been neglected in this sphere for a sometime. Delegates came from as far away as the Chatham Islands and Australia. Our sponsor were incredible and supported us in offering a range of free registrations to some tiny rural primary schools in extremely remote locations. Keynotes talked on some challenging topics with Dr Anne Milne looking at Coloring in the White Spaces and the Hon Tracey Martin speaking on the changes and challenges ahead for the education sector.

HPE Day www.hpeday.com

We recently conducted an online poll to ascertain the support for the development of a Health and Physical Education (HPE) Day to raise awareness of the curriculum area and its importance and impact on the wider community, schools, teachers and parents. The results from the community poll were overwhelming, with over 92% of respondents in support of this concept. This day has been run in Australia by our Australian counterparts ACHPER for the past three years with tremendous success. This year, it involved over 30,000 students undertaking a range of school, home and community activities.

Based on your feedback, and with the support of ACHPER through our recently developed MoU, we have started organising our own New Zealand event. The New Zealand event will be on September 5th to coincide with winter tournament week. We have built a dedicated website for this event which provides a lot of background information and a range of simple resources. You can register your own school and any activities you are keen on undertaking on the website (including winter tournament events) and there are simple posters you can download to get the word out. Watch this space for more activities, resources, sponsors and events in your local area because there is a lot of work going on in the background.

National Conference <https://portal.penz.org.nz/event/penz-eonz-nzhea-national-conference-2019/>

National conference this year is going to be held at Queen Margaret's College, Wellington. You can now register online and submit abstracts for workshops or nominate someone for an award. Organisation for this is well underway and I'm confident it will be a fun, challenging and informative conference.

This year we have an international theme with several our workshop presenters and speakers from all over the globe including Prof Ming-kai Chin representing The Foundation of Global Community Health whose interest is promoting the health and wellness of children and community through global international co-operation. The foundation uses an interdisciplinary approach involving researchers, young scholars' teachers and students.

There will also be workshops by the recipients of the Asia New Zealand Foundations PE teacher's scholarship who were funded to experience physical education, traditional sports and culture in Japan.

Learning Hub

If you have been on the PENZ website recently you will have started to notice several changes. The most significant of these is the addition of a Learning Management System called the "Learning Hub". This system is free to use and has been designed to provide you and your students with a range of relevant resources and information from credible organisations throughout New Zealand.

The Learning Hub will also host PENZ micro credentials. For people not familiar with micro credentials, they are very short work-based specialist courses which PENZ is developing in relation to the HPE learning area. These special interest courses are all NZQA accredited and will be available through the Learning Hub as they are developed throughout 2019.

PENZ Shop <https://store.penz.org.nz/>

Other recent website development includes the opening of our online "Shop" where you can purchase resources and products for your students or school. So far, we have a large range of first aid supplies and some sporting supplies. We will continue to expand the range of products and resources available throughout the year. When you purchase an item for your department through the PENZ shop it's directly supporting your organization. You can be sure that our prices are below your usual supplier, because if you can find the same item at a lower price, we will match the price then deduct 10%.

Resource Development

Currently, we are working with ACC and Sport New Zealand (SNZ) to update the Fundamental Movement Skills programme for primary and intermediate schools. The Fundamental Movement Skills resource is now over 10 years old but remains the most downloaded resource on the SNZ website. This new up date will also incorporate injury prevention principals.

We have several significant projects on for the first half of the year and these projects along with our normal advisory

services, advocacy and workshops are keeping us very busy. Our advisory staff continue to change, (for very good reasons) we are now on our fourth advisor who has left due to pregnancy. Given the PENZ office operates on a private water scheme, I'm having the water tested, as it seems to assist in raising fertility! On a personal note, I would like to thank Janna Mclean for her outstanding work in supporting members in her advisory role and for the enormous amount of work she has put into organising the primary conference. We were delighted to hear that she has recently given birth to her third son, Bodie.

I would also like to welcome Heather Lindsay to the PENZ team. Heather replaces Janna in her advisory role, she is based in Christchurch and works at the University of Canterbury teaching on the Graduate Diploma of Teaching, as well as teaching part time at Riccarton High School.

I hope that you all have a great first term break and take the opportunity to recharge your batteries and spend quality time with friends and family.

ACHPER Report



For those of you who haven't heard about ACHPER, they are effectively our Australian counterparts! It works a little differently in Australia, as they actually have state-based ACHPER organisations as well as the national ACHPER body. The ACHPER international conference is held every two years and we sat down with Susie to hear about the most recent one in Jan 2019.

Is the conference big and where was it held?

It was held in Canberra at the Australian Institute of Sport (AIS) – such a cool venue. There were representatives from the health sector (presenters), sporting organisations (Sport Australia), practitioners in secondary and primary physical education, and academics in physical education, sport, and human movement.

Any cool people we need to know about?

Yeah, Shane Pill is still the president (the Celia Fleck) and has been for a long time. He works at Flinders University in South Australia and is an absolute dude. His dancing is a bit average, but his exceptional love for the profession, knowledge of physical education and respect from his peers makes up for it. John Stokes is the CEO (the Richard Van der Jagt) and is new to the team. He has a real vision and has been achieving some neat stuff. We have been talking about joint conferences and possibilities into the future. They have a team, just like us with some full-time and part time staff who do admin and conferences.

What were the key take-away's for you and our NZ physical educators?

I'm going to say some pivotal messages from the keynotes. Tom Martinek, Jo Harris, Jan Wright all spoke about very different topics, from different paradigms.

Professor Tom Martinek works in the Department of Kinesiology at the University of North Carolina at Greensboro. He is heavily based around values-based education and has been involved with an initiative called Project Effort which consists of after-school sport and leadership programs for underserved children and youth. The best two messages

that came from this presentation is that all kids can be community builders, and you should check your pulse regularly regarding your own morals and ethics when you lead. I liked these messages because as educators we say a lot of stuff, but sometimes our actions, or lack of action reflects a different agenda. For example, it is really easy to spout well-being and not be well ourselves or talk about social action but whinge about a decision that has been made at our school without taking steps to learn about it, challenge it or change it.

Dr Jo Harris (Loughborough, UK) really emphasised the critical thought needed behind our areas of expertise. She spoke of the idea of 'health' as something that we do, rather than something we need to 'achieve'. This ensures our understandings of 'health' is centralised around the process, not the product. When I reflected upon this, I thought that this notion brings to light that health is not something to 'fix' or 'measure' with a goal of reaching a standardised medicalised norm. It acknowledges that human beings are in a constant state of change and realistically 'health' is returning to our own personal homeostasis. It is what we require and understand as individuals to be healthy. This is a complex interplay of our unique physiological and anatomical make-up, our psychology, the space and time in which we live (including culture) and our social environment.

Jan Wright (Emeritus Professor at Wollongong, Australia) did the Fritz memorial lecture and there were very similar themes and trends that we see in New Zealand around the marginalisation of Health Education. She provided a beautiful and powerful lecture on the history and progression of understanding of Health in Australia, which was enlightening. Australia's curriculum now embraces more of a strengths-based approach that empowers students rather than imposing a deficit model of health. However, the struggle is still there to get people to realise the potential of the curriculum document in this regard; a struggle we can empathise with here in New Zealand. It was also cool to see that she drew upon Rachel Dixon's recent PhD data and praised the work of many of our Health Education advocates in New Zealand for their work to date.

One of the other fabulous things that Jan Wright brought to the table (if you can't already tell – I am a huge fan of

hers) was the importance of writing for deep learning. She stressed that in Health and Physical Education it was important to utilise the process of drafting, revising and refining to formulate a concise argument. It got me thinking if we do this well in our subject area. Do we spend the time to continue on the same piece of work for long enough to revise and refine? Or do we just 'proof read' or 'edit' instead. These skills are not synonymous. For extended writing, students need to organise ideas coherently, make decisions about what is important, and evaluate sources of information to deepen understanding. Do we actually help them with these learned skills – or do we expect them to acquire these implicitly? These could be questions we ask ourselves when we approach our planning and assessment opportunities.

How was the food? (Asking for the members).

I love the people – but the kai? Doesn't even come close to a PENZ hook up.

How was the event overall?

Heaps of practical sessions, sponsors, great people and hosts. I think it reminded me that ACHPER and PENZ have so much in common. We work hard as a community and we do it because we genuinely want to make a difference in learning environments. I am really hopeful that PENZ and ACHPER can continue to work together and strengthen our relationship – we have a lot to offer one another.

National Health and Physical Education Day

The National Health and Physical Day is now an annual event on the PENZ calendar. It's designed to raise awareness of and advocate for the value of HPE in schools. It has been running in Australia since 2012, and this is will be the first year it will run in New Zealand.

The day aims to highlight the importance of HPE and the impact on the learning potential and wellbeing of all children, the benefit to all schools, and the valuable contribution to the wider community. The theme, *Good for Children, Good for Schools and Good for Communities* is celebrated over a three-year cycle. The 2019 event is to be held on Thursday September 5, 2019 and will specifically focus on how the HPE learning area is 'Good for Schools'.

How will National HPE Day be celebrated?

Teachers and Principals from schools across New Zealand are encouraged to get involved by holding activities or events during the week, or on the day itself, in order to demonstrate how much they value this important part of the curriculum.

The event also coincides with Winter Tournament week which could also be used to demonstrate the importance of sports in developing and celebrating movement across a wide range of sporting codes. Ideas for integration of HPE into your school's cross curricular classroom activities, lunch-time, whole of school, club, social and community activities, can be found on our website at www.hpeday.com.

Why is it so important?

We all know movement is a powerful medium for learning and it enables students to develop and practice a range of personal, social and cognitive skills to strengthen their sense of self and build and manage satisfying relationships. Participation in HPE in both schools and the community encourages a habit of physical activity and appreciation of how movement in all its forms is central to daily life; helping to avoid the onset of lifestyle diseases that are a threat to the health and economic future of New Zealand.

So what can I do?

If you are a health and physical education teacher, we need you to get the word out within your school and local community. You can register your school or a single activity on the website (including a winter tournament activities) and be into win a range of prizes for your school and department. The more entries the more chances of winning.

We also need you to spread the message and encourage other teachers (or your entire school) to get involved. It can be as small as just taking their class outside for a lesson or organising an entire HPE-related excursion.

Your students' parents or caregivers can also be encouraged to do something different like working with the school to organize park and stride to ease congestion at drop off and pick up times, or simply walking home with the kids or taking them to a nearby park for some recreational time after school?

Parents are also able to commit to a pledge for a physical activity or other health promoting practices on the day and are also into win all sorts of prizes.

Everyone can document their involvement on social media using #HPEdayNZ, tagging PENZ. There are downloadable display and information posters on the website and the PENZ team will be swinging into action after the Easter break organising all sorts of events up and down the country.

This is a real chance to raise the importance and profile of HPE with our schools, our students and our communities let's grab it and make it into something that has real meaning for us.

The decline of Physical Education Teacher Education in New Zealand: A Critical Analysis

LADY JOAN GILLIES - Undergraduate Student Award Recipient 2018

George Moore, Undergraduate Student, University of Canterbury

Physical Education Teacher Education (PETE) in New Zealand has seen significant change over the last decade resulting in drastic programme transformation across the country. Consistent with the contemporary dominant political ideology of neoliberalism, universities across the country have been forced to analyse PETE programmes with an economic perspective.

The consequences of this outlook have dramatically shaped the PETE framework and have created significant doubts for the future of Physical Education in New Zealand. This could have substantial effects on both the educational landscape of New Zealand but also wider society. As this is being written the Bachelor of Education Physical Education offered by the University of Canterbury is in its last semester of existence while the Bachelor of Physical Education offered by the University of Otago has been phased out. In doing this we are not only threatening to reduce the quality of graduating Physical Educators but also the implementation of the progressive Health and Physical Education in the New Zealand Curriculum (Ministry of Education, 1999) document. However most importantly, the potential effect of this could be that we are no longer equipping our young people to be lifelong, joyful, critical consumers of the movement society. Therefore, we must ask the question how we can move forward to continue the wonderful tradition of high quality Physical Educators having a long lasting positive impact on society in this economic climate.

In 1999, the Ministry of Education (1999) released a new Health and Physical Education curriculum. The writers of this curriculum challenged the traditional skill mastery model of Physical Education, with this new document being reflective of a critical/humanist position with vastly wider aims and objectives (Fyall 2012). This document was considered progressive internationally (Moutrib, 2017) and created an environment where PETE programmes could thrive and produce high quality graduates with the ability to implement this vision. Curtner-Smith (2007) described PETE programmes producing educators underpinned by these philosophies having significant societal impacts. As the educators had the skills to use physical activity as a vehicle to improve democracy, social justice and equality. Culpan (personal communication, September 26, 2017)

described the following decade as one where there were consistently high numbers of high quality Health and Physical Education graduates changing the landscape of the subject in New Zealand. While this was excellent for the subject the high numbers ultimately has led to the lack of economic viability of these programmes. Again Culpan (personal communication, August 6, 2018) described that there was a period from 2010 onwards where the University of Canterbury programme was producing far more graduates than there were jobs available. This reputation of a highly competitive industry coinciding with a government push for all secondary teacher education to follow the three plus one model led to significant drops in student numbers. With tertiary education susceptible to the neoliberal climate this forced the closure of these specialist programs due to economic viability. These institutions could not run educative programs at a monetary loss regardless of the simple joy of studying a subject of interest for many students. What this has created is that in New Zealand there is no specialist tertiary programme to study if you wish to become a Physical Education teacher. You now must gain an undergraduate degree in sport coaching, or health sciences, or applied sciences or exercise science and complete a graduate qualification in teaching. While these pathways still provide the ability for people passionate for physical education to enter the field arguably they lack the quality on offer from the past specialist programmes. As a physical educator, pedagogical content knowledge is highly important. You need to know about biomechanics, exercise physiology, well-being, interpersonal skills and sport but also the pedagogical possibilities needed to deliver such content in the schooling context. From personal experience speaking to a Graduate Diploma in Teaching and Learning student, they felt hard done by. They had lots of scientific knowledge but they felt at a massive disadvantage to the clear pedagogical understanding that a four-year specialist student had. He described that the specialist PETE students had a huge understanding of learning theories, pedagogy, curriculum, inclusive education, behavioural models, pure teaching experience and many other important skills specifically relevant to the art of teaching. He felt disadvantaged and saw the clear value in specialist programmes. Due to the neoliberal economic paradigm, we are denying young passionate physical educators the chance to become experts in their field and gain a foothold into the industry. Potentially

having a significant impact on the subject in New Zealand and society as a whole.

The decline of specialist PETE programmes could have significant effects on society due to the educative value of the subject. Quality Physical Education teachers have the power to impact New Zealand society in a remarkably positive way. They can work with the next generation to develop, skills, knowledge, understandings and positive attitudes that better the individual, their interactions and therefore society as a whole. Good physical educators inspire their students and set them up with the skills to contribute positively to their own, others and societal well-being. They can nurture young leaders, create critical thinkers, grow passionate lifelong movers, help find the joy in effort, develop morals and ethics and many other valuable competencies all by teaching in, through and about movement (Bailey et al (2009). Without specialist degrees to help develop educators with the skill and passion to achieve this we are limiting a crucial aspect of our education system that positively impacts our young people. To continue the trend of Physical Education being thrown in with the sciences or outsourced to sport coaches would be to limit the potential of the subject. Griggs (2018) discusses how a sport coach teaching Physical Education is like a travel agent teaching geography, they have the enthusiasm but they ultimately are not qualified. Personal experience shows that technocentric Physical Education programmes tend to be run by educators with a science background. These programmes tend to focus on the growth and development of physical ability and skill mastery in order to develop a performative culture (Bain, as cited in Kirk and Tinning, 1990). Such educators have never had their functional paradigm challenged. This could lead to pockets of our young people or even a generation that view their bodies as machines to be manipulated to fit an image. The impact of these types of programmes on the well-being of our young people would be significant. In a country which is already struggling massively with a mental health epidemic (Slade et al 2009). Emphasis should be placed on holistic Physical Education. According to Culpan (2000) technocratic programmes marginalise the majority of students because for them learning to shape the body is meaningless. The decline of the PETE programmes could cause New Zealand society to take a step back and heighten such issues. Without quality educators in this massively beneficial curriculum area we are neglecting the best wishes of our young people.

It could be argued that this issue does not exist. That Physical Education should be a science where our young people learn specific motor skills and ways in which to improve physical performance. That the Graduate Diploma in Teaching and Learning, following a specific degree, is the most economically viable route which will still produce competent educators. It could even be argued that Physical Education does not have any impact on society so how the educators in this space are being produced is irrelevant. However, in

personal experience I have seen how inspirational and impactful a quality physical educator can be. Personally, my life has been changed significantly by a number of people in the HPE space and I credit a significant part of my positive character development to these people. Conversely I have seen the effects of a poor physical educator and the negative impact this can have on the development of the young people in that space. Therefore the decline of specialist PETE programmes will have a negative effect on New Zealand society.

Looking to the future to negate this issue the Physical Education community must continue the fight for quality specific PETE programmes. The current climate creates a space where our young people are significantly disadvantaged in their ability to be physically educated. One of the competencies a quality physical educator develops in their students is the motivation for social justice. We understand the value of the subject and the need for quality specific training and we must continue to advocate for this. The reaction to the discontinuation of PETE programmes has been immense. Large protests and written complaints have been common reactions. The lack of future focus from tertiary providers has been frustrating but many have exercised their right to social justice. Physical educators continue to adapt and try and find platforms to still provide quality learning experiences. With a projected shortage due to the baby boomer generation retiring and a new more socially focussed government we may see the return of these specialist PETE programmes. With demand comes supply and we must continue to advocate for the return of these programmes. For the positive development of New Zealand society, the return of the quality specialist PETE programmes is justified and necessary.

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Relative Energy Deficiency in Sport (RED-S)

A S LEWIS AWARD Secondary Student Award Recipient 2018

Hannah Houghton

"Just under half of Kiwi women who exercise are at risk of doing harm to their health"¹

Illogical though it may seem, this unknown statistic is undeniably true. RED-S- Relative Energy Deficiency in Sports- is a silent presence that can wreak irreparable damage on the body. Its impact on New Zealand society is undeniable: an Otago University study found that 45% of exercising Kiwi women are at risk, increasing to 70-100% in lean or aesthetic sports. And not only athletes are affected- recreational exercisers are also at risk, and 1 in 7 of these at-risk women were classified as overweight or obese². Yet what is most concerning is that social pressures have convinced these women the very practices damaging their body are in fact essential for "wellness", and "the more, the better".

RED-S is essentially an imbalance between energy output and energy input. The resulting low energy availability (LEA) means the dietary energy available is not sufficient to perform all other essential physiological functions. However, *"It is not as simple as over-exercising or disordered eating. There are many social, psychological and physiological aspects that contribute to this health issue."*³ Media influence, sport specialisation, and an overemphasis on image all contribute to the increasing presence of RED-S in our society. However, the biggest factor is undoubtedly the stigma and ignorance that surrounds this condition.

When first learning about RED-S, I assumed it would never affect anyone I know- it does not seem like the training regime of secondary school athletes could take such a toll on the body. Perhaps it is the blind faith in this assumption that has led to the group most greatly impacted by RED-S being amateur athletes. Without the basis of personal experience elite athletes have, amateur athletes often rely heavily on the advice of teammates, parents, coaches and the media. This makes them susceptible to mis-informed or ignorant opinions such as "thinner is better" for performance, or that amenorrhea is a "natural" part of high-level competition. Maria Hassan, Athletics New Zealand head coach, attributes to this: *"Elite athletes usually know better than to starve their bodies, it is developing athletes who are more at risk"*⁴. Whilst this is undeniably true, I question the implication that RED-S develops from conscious desire to overexercise and underfuel. Often for athletes, an energy deficiency occurs without their knowledge, from inadequate nutrition unable to compensate for training demands⁵. The amateur athlete's heightened vulnerability can be attributed to a lack of support system. They often do not have access to the extensive support system an elite athlete may: a nutritionist, masseuse, endocrinologist, psychologist. As such, at amateur level there is an overemphasis on physical training and not enough education or priority of the recovery and psychological components of sport. Thus amateur athletes are often ignorant about the damage overtraining or under-fuelling can do to their body and future.

¹ <https://www.stuff.co.nz/sport/other-sports/105936514/are-fitness-trackers-steering-exercise-junkies-into-physical-and-mental-health-danger-zones>

² Slater, J. (2015). Low Energy Availability in New Zealand Recreational Athletes (Thesis, Master of Science). University of Otago. Retrieved from <http://hdl.handle.net/10523/5689>

³ https://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=10839972

⁴ <https://www.stuff.co.nz/sport/other-sports/105936514/are-fitness-trackers-steering-exercise-junkies-into-physical-and-mental-health-danger-zones>

⁵ Cobb, K. (2008). Girl Athletes May Be Risking Their Health. In C. Watkins (Ed.), *At Issue. Child Athletes*. Detroit: Greenhaven Press. (Reprinted from *The Thin Line Between Healthy and At-Risk Young Runners: Advice for Preventing the 'Female Triad'*, Interview with Kristin Cobb, KidsRunning.com, 2003, September) Retrieved from http://link.galegroup.com.ezproxy.kotui.ac.nz/apps/doc/EJ3010487205/OVIC?u=per_k12&sid=OVIC&xid=e0a89321

RED-S is most prevalent in endurance, weight classification and aesthetic sports, where there is an emphasis on weight management for performance and success⁶. In running, the assumption that low body weight confers a performance advantage is pervasive. I was recently told by another coach that I should give up track because I look like a trail runner due to my “strong thighs”. The implication I need to be slimmer to succeed on the track was not only rude but incorrect- this season had been my most successful yet. NZ track athlete Rosa Flanagan recently spoke out challenging the common assumption that in order to be successful, athletes must possess the specific “ideal” sport body type.

“Comparing was a big thing and also putting pressure on myself and that was through over-exercising and under-eating in order for me to get like that... I became obsessed with my weight, I wanted to lose weight as I believed this was essential in order for me to execute peak performances,”

Instead, Flanagan suffered from a series of stress fractures and health concerns as a result of RED-S that eventuated in her withdrawing from competition whilst at the height of her career. For many, the “ideal” body-type is an unattainable standard. Yet these pressures continue to be pursued at the cost of long term health by athletes indoctrinated by sport’s result-driven culture.

Contrary to the prevailing assumption RED-S is confined to elite, lean sportspeople, of the 45% the Otago University study found to be at risk of RED-S, few women defined themselves as athletes or viewed their exercise practices as excessive. This can be attributed to the distorted definition of ‘health’ promoted by society’s idolisation of the thin, lean feminine figure. I do not know a single girl my age whose self-image is not influenced by these pressures. Leading up to the school ball, many of my friends began working out every day and one even went vegan to achieve the desired “ball body”. In our society, such disordered eating and excessive exercising practices have become normalised; it is accepted to partake in calorie counting, diets and exercise “challenges”. In pursuit of a “healthy lifestyle”, paradoxically, people may in fact jeopardise their physical wellbeing. The excessive emphasis on appearance and “wellness” has caused energy deficiency to become prevalent in Western society⁸. Yet in

my PE class, no other student had even heard of RED-S. This is a serious concern. A great majority of women at risk would not be aware of their condition, nor know how to seek help. With this lack of awareness and support, the impact of RED-S has the potential to be even greater on the non-athlete population.

The consequences of RED-S extend across all spheres of the individual’s life. And many are irreversible. Amenorrhea (loss of menstruation) is the most commonly diagnosed symptom of RED-S. Unfortunately, many women do not comprehend that this medical condition extends beyond mere convenience. Without oestrogen circulating, women risk temporary or potentially permanent infertility. Facing infertility can be life-shattering for many women who dream of starting a family. However, often focus on short-term gains - the next race, the summer bod - are prioritised over long-term health. Therefore these drastic consequences may only be realised too late. Low oestrogen also causes irreversible loss of bone mineral density. It has been found that 95% of female’s peak bone mass is accumulated by age 18⁹. Without this foundational period of bone-laying, adolescents with RED-S are at much greater risk of osteoporosis; amenorrheic athletes are 2-4 times more likely to suffer a stress fracture compared to normally menstruating athletes. Stress fractures have the potential to derail an athlete’s season or potentially career. Yet this degenerative condition impacts quality of life beyond athletic ambitions. Osteoporosis limits the ability to participate in activity, such as work and exercise. Thus RED-S increases the likelihood of the individual becoming unable to participate in not only exercise but many dimensions of life.

RED-S also impairs the cardiovascular, immunological, endocrine and gastro-intestinal systems. An athlete will experience this as decreases in muscular strength, glycogen stores, coordination and training response¹¹. Thus they will be unable to train, recover and perform at optimal levels. Katie Schofield, a top New Zealand cyclist, recalls how whilst struggling with RED-S she was dropped from the 2012 Olympic sprint team after her progress on the track plateaued¹². Her experiences demonstrate how RED-S has the potential to stop many promising athletes progressing and with them the future of our elite sport. This is already evident in secondary school competition. I looked forward to

⁶ <http://fuelaotearoa.co.nz/educate/get-educated/social-psychological-considerations/>

⁷ <https://www.stuff.co.nz/life-style/well-good/teach-me/104156977/obsessed-with-her-weight-this-nz-runner-pushed-her-body-to-breaking-point>

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¹¹ Mountjoy M, Sundgot-Borgen J, Burke L, et al The IOC consensus statement: beyond the Female Athlete Triad—Relative Energy Deficiency in Sport (RED-S) *Br J Sports Med* 2014;48:491-497.

¹² https://www.nzherald.co.nz/sport/news/article.cfm?c_id=4&objectid=11328055

moving up to Senior grade, because there are always much fewer girls in the field and the times considerably slower. The overtraining that produces success at Junior levels is unsustainable and for many, results in RED-S, injury and an inability to continue competing. Thus the girls moving up to Senior are not the “best”, but the ones that did not overstress their body. The increasing intensity of amateur competition threatens the long-term development of athletes and our nation’s future sporting success.

LEA also impacts social and mental wellbeing. Compared to the healthy individual, amenorrheic women “experienced higher tension, depression, anger, fatigue and confusion, and less vigor”¹³.

These impacts pervade all aspects of life, interfering with everyday functioning and relationships with family and friends. Flanagan described “failing in most aspects in her life”¹⁴ as energy deficiency caused her relationships and schooling to suffer. The disordered exercise and eating practices often associated with RED-S can also cause further psychological damage, including self-esteem issues, social anxiety or ultimately, clinical conditions such as compulsive exercising or eating disorders.

The ignorance and proliferation of false assumptions around exercise and nutrition that is at the cause of RED-S should be addressed firstly through education. The social stigma of periods and body image has created a culture of silence in New Zealand and Western society that needs to be challenged. With the current rise of RED-S, obesity and eating disorders, I believe it is irresponsible that a topic on nutrition, exercise and associated health issues is not included in the Health curriculum at schools. This would be the most effective way to target those most vulnerable: amateur athletes, and recreational exercisers. Medical practitioners must also be educated: often stress fractures, gut issues and immune deficiencies are treated in segregation by different health professionals, whilst the underlying issue of REDS remains unaddressed.

Ultimately, the culture of New Zealand sports must also be addressed. Greater emphasis needs to be placed on recovery and the holistic development of an athlete. Most importantly, acknowledgement that “performance is the result of physical conditioning and physiology, as well as psychological and social components.”¹⁵



Figure 1

¹³ <http://fuelaotearoa.co.nz/educate/get-educated/social-psychological-considerations/>

¹⁴ <https://www.stuff.co.nz/sport/other-sports/105936514/are-fitness-trackers-steering-exercise-junkies-into-physical-and-mental-health-danger-zones>

¹⁵ <http://fuelaotearoa.co.nz/educate/get-educated/social-psychological-considerations/>

Otago Girls' High School students reflect on their 'cold-water immersion' learning experience in the Otago harbour.

On Wednesday, 13th of March, 9GR went on a short outing to the harbour for PE. For the previous two weeks, we had spent our PE lessons at Moana Pool learning about 'Water safety and aquatics'. To continue the programme, the year 9 classes went to the harbour to learn about how to get through the process of staying in cold water for a long period of time and help other people in similar situations. It was a fun and thrilling experience. When I first got into the water, my body went through a quick shock and it felt as if a quick shiver went through me. For two minutes, my heart rate started to speed up and my breathing pattern got faster and faster. After a while, my body started to get used to the cold water. It was like I was so cold that I started to feel warm. My heart rate slowed down my breathing went back to normal and I became more calm and could process what was happening more easily than before. In cold water immersion, you have at least 1-2 minutes to get your breathing under control, around about 30 minutes of activity that your body can do and about 1 hour until your body cannot handle the cold water. In the 1-2 minutes of keeping my breathing under control, I tried to calm myself down and get my body to operate better. Then, in the 30 minutes of activity, my group was given life jackets that we had to put on. Before the feeling in my fingers went away, I put on the life jacket and huddled with the rest of the group to keep warm in the remaining time that was needed to be spent in the water. In the end, we learned how to survive and help people get through cold water situations.

Jehaan Gydien 9GR

We were at the Harbour for a more important reason. To learn how to survive in the world's cruel and natural elements. The cold water. When I first got in the first stage hit me harder than fly getting swatted by my mum. The frozen water gave me a shock which lasted for a while, I clung to the board and wouldn't let go until the shock passed (stage one) and my heart rate went back to normal. I grabbed a life jacket and helped whoever else needed it and we all huddled like penguins. We all helped each other back onto the paddle board and rowed back. So we now know if you ever fall off a boat or something, stay calm for 1-2 minutes until everything goes back to normal, then put on a life jacket then help anyone else who needs it, huddle to stay warm and then try to get some help.

Luca Daniels 9HST



On Wednesday the 13th March 9GR went down to the harbour to feel what it would be like to fall into freezing cold water. The point of this exercise was to know how to respond in a situation if you were to fall into cold water. Everyone was screaming and yelling about how cold the water was. I didn't realise that I couldn't touch the bottom so when my foot hit the seaweed I got a heck of a fright and screamed. As soon as I got in the water a cold flush just washed over me and I was very cold, but after a while that sensation started to go away and I started to feel a little bit warmer. We had to get through 1-3 minutes of the cold shock.

Your breathing rate and heart rate goes up and you can't think straight. Then after that you start to warm back up. That was stage 1.

Stage 2 is the next 20-30 minutes of being in the cold water. Your heart rate and breathing will come down. You will want to put your life jacket on, in the early stages because it will start getting harder as you get colder and you will lose the feeling in your fingers, after a long time it will become basically impossible to do anything.

Stage 3 is 30-60 minutes in the cold water. Hypothermia develops over time and might take longer to develop depending on the water temperature, body composition, age or clothing.

So now we know what's going to happen if we fall into freezing cold water.

Lilly Bosma-Pryde 9GR

We were all on the harbour, rowing together on a giant paddleboard, singing shallow and yellow submarine! The aim was to jump into the water and tread water without a lifejacket and try and get through the stressful 1 ½ -2 minute stage. When we jumped into the ice cold water everyone was screaming and yelling, which was the reaction we all knew would happen, but still weren't expecting! Personally, I felt as if I only panicked for 1 ½ minutes, but after that I was calm and relaxed. At Stage two, and was treading easily because I knew I was safe as long as I relaxed and got a lifejacket and did what I needed to do at the right time. EVERYTHING that happens to you is true! I really recommend people learning water safety and survival skills and I and many others learnt so much that could save our lives. When we worked together and helped each other we were capable of survival. Yay!!

Briar Short 9HST

For further information please read the following article:

<https://www.kayaksession.com/the-chilling-truth-about-cold-water-immersion/>



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- HPE day provides real opportunities for teachers to raise awareness of the importance of this curriculum area
- HPE day provides real opportunities for students to learn how to lead active and healthy lifestyles - now and in the future
- Teachers, Community Organisations and Schools can register an event or activity on our website. Every registration is into win some fantastic prizes.
- Teachers are encouraged to hold activities or events on the day or the week leading up to it
- Ideas and resources can be found on our website
- Post your involvement on social media using #HPEdayNZ and tagging PENZ

For more information visit
hpeday.com