

Active participation: Participating with others

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.29).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
9K12 Tactical decisions influence performance. Feedback, reflection, and evaluation help people improve tactical decisions over time.	10K10 Leadership strategies (e.g. communication, organising roles, modelling, manaakitanga, tuakana–teina) are necessary to design supportive and inclusive environments.
9K13 Safe participation in physical activity requires identifying factors such as size of team, space, and the needs of players.	10K11 Group/team outcomes (e.g. achieving a common goal or winning) are impacted by the actions of individuals within the group (e.g. roles, teams, spacing, timing, communication, and self-management) and the level of competition.
	10K12 Organising and coordinating activities that meet the needs of a group requires planning and the management of space, resources, and people.
Practices The skills, strategies, and applications to teach	
9P8 Participate in modified contexts (e.g. small-sided games) that require tactical decisions (e.g. moving into space, jumping up to defend a pass, running at the right time to catch a ball), to give feedback on those decisions.	10P8 Lead experiences to practice strategies that facilitate supportive and inclusive environments.
9P9 Identify the possible factors that could impact a game, activity, or sport in an unfamiliar context (e.g. a new narrow bike path, a kayaking experience in a windy location, or a dodging game on an uneven surface).	10P9 Participate in physical activities with increasing levels of competition to critique how individual actions contribute toward a collective outcome.
	10P10 Plan and organise group activities to manage space, resources, and people to enable safe and effective participation of all participants.

Unpacking

What does this mean for teaching and learning in our context?

PHASE 4 BIG IDEA

Inclusive and effective experiences depend on leadership, collaboration, and purposeful decisions that support both individual and collective success.

KU

Knowledge and understanding

What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

S

Skills

What will ākonga actually do? Turn each practice into observable actions.

Connections and progression

Which practices consolidate which knowledge? What needs explicit teaching? How does Year 9 lead into Year 10?

Progress (provisional)

What would show secure learning? Progress content is due in 2027; use existing practice until then.

E

Experiences

Which learning experiences build this in, through and about movement?

In movement

Varied, increasingly complex contexts.

Through movement

Leadership, manaakitanga, feedback.

About movement

Science, culture, mātauranga Māori, technology.

Capabilities

Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Local curriculum and te ao Māori

Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?

Time and key considerations

How many hours, and what must be planned for before teaching?

Hours Year 9

Year 10

Think about: Leadership opportunities for every ākonga, not only the confident ones. Levels of competition matched to readiness. Space, equipment and supervision for student-led activities.