

Movement: Psychology of movement

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.28).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
9K8 Repeated practice and learning from mistakes can help develop movement confidence and perceived capability.	10K7 Goal setting is the practice of using a strategic framework to define objectives, track progress, and work towards success when participating in or performing movement tasks.
9K9 Activation levels (e.g. being too tired to concentrate during a game or feeling energised and focused when preparing to sprint) describe the body’s level of physiological activation, influencing attention, coordination, participation, and performance during activities.	10K8 Positive self-talk is the use of encouraging, compassionate, and solution-oriented internal monologue during movement. It is used with the aim of improving focus and performance.
9K10 Emotional regulation is the controlled management of emotional responses to maintain focus, decision-making, participation, and performance in movement experiences.	10K9 Goal setting, positive self-talk, and managing emotions can encourage greater focus when trying to improve movement.
9K11 Individual movement choices are shaped by a sense of self, confidence, and perceived capability.	
Practices The skills, strategies, and applications to teach	
9P6 Select a movement that requires improvement and practice in familiar environments to build confidence and perceived capability as a participant (e.g. learning to juggle scarves before moving on to small balls, improving accuracy with using a bow to shoot an arrow at a target).	10P7 Experiment with goal setting, positive self-talk, and managing emotions when participating in challenging movement contexts (e.g. a personal fitness or physical challenge, mud run event, gymnastics skill, a high-pressure team game that requires cooperative learning to win).
9P7 Participate in group activities to identify how emotional regulation, focus, and energy levels influence participation and performance of self and others in movement.	

Unpacking

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

PHASE 4 BIG IDEA

Participation and performance can be intentionally influenced through psychological strategies that support focus, confidence, and resilience.

KU

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

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.

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.

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: Emotional safety when learning from mistakes in front of peers. Noticing confidence and perceived capability without labelling ākonga. Links to mental health learning in the Health strand.