



NEW ZEALAND

PHYSICAL EDUCATOR

Te Ao Kori Aotearoa

VOLUME 46/1
FEBRUARY 2013



Journal of Physical Education New Zealand



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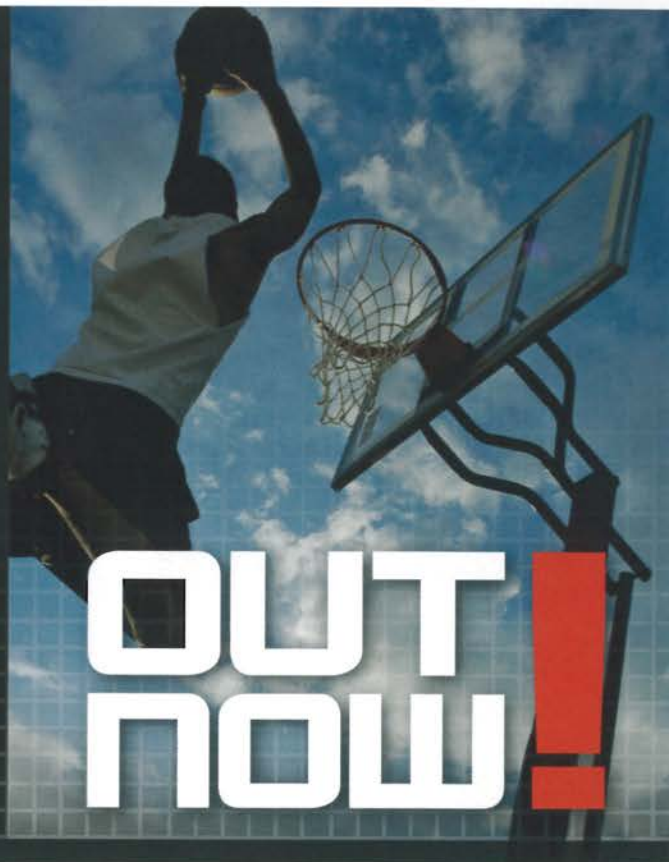
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From the PENZ Chief Executive

What a positive start to 2013 with Anne choosing to focus, in her editorial, on that which is happening collaboratively and creatively within our profession. Doug, in his account of Smithells, reminds us that while perceptions will change over time, the man was highly influential and creative in all that he achieved for Physical Education in his time. In keeping with this theme, Bob reminds us of what PENZ has achieved as an organisation, a remarkable list of accomplishments through commitment by motivated professionals. Francie Bengtson ushers in our new column from the Ministry of Education, in which she marvels at the thirst for professional development she encountered amongst Physical Education teachers at our newly launched Leadership Programme in Timaru in November. Sarah introduces the new Sport in Education (SiE) project in which 8 secondary schools will be resourced by way of increased Physical Education capability designed to impact on improvements in student achievement through cross-curricula collaboration while also impacting on sport and Physical Education delivery in satellite primary schools. Dennis presents a game through which he highlights the cross-curricula potential of our treasured realm of movement that lends itself towards experiential learning in areas such as literacy and numeracy. In targeting sport non-participants, Dayle enlightens us on both the value and superb outcomes achieved from investigating new movement opportunities and providing a secure environment for those less confident in competition.

Kirsten provides a glimpse of teachers inspired to rethink physical activity thus allowing students to breathe new life into their chosen smorgasbord of educative movement, the primary students not surprisingly tossing up a few surprises for adult leaders. Our panel of "criticality" authors provide menus, fly kites and even question criticality itself, in Katie's words "new ideas" and "intentionally provocative". Yes indeed, contributing and collaborating in ways that are both challenging and creative not because of some deficit but rather to press ahead seeking new and better ways to enrich the education of young New Zealanders through the realm of movement. Harko reveals inspired leadership up north where ki-o-rahi is impacting on the fabric of society and it is somehow not surprising that Libby chose to review "Creative Physical Education" as a resource for teachers to consider. May your year ahead in Physical Education see you actively engaged and contributing to a profession that has always been determined to forge ahead and seek new ways of "moving and grooving". Don't forget about Conference in Wellington (see the insert).

Gordon D Paterson

Physical Educator - Journal of Physical Education New Zealand Vol 46, Issue 1, February 2013. Published in February, June and October 2012. **Publisher's details** Physical Education New Zealand, P.O. Box 10203, Bayfair, Mt. Maunganui 3152. Ph 07-5423151, Fax 07-5424373. Email gordon@penz.org.nz. Website www.penz.org.nz. **Physical Educator Editorial Committee:** Physical Educator Editor: Gordon D. Paterson. **Research Editor:** Lisette Burrows. **Research Panel:** Kirsten Petrie; Tania Cassidy; Dawn Penney; Katie Fitzpatrick; Richard Tinning; Ian Culpan; Clive Pope; Barrie Gordon; Alan Owens. **Professional Panel:** Lorna Gillespie; Anne McKay; Libby Paterson; Bob Stothart; Marg Cosgriff; Melissa Young; Wayne Smith; Darren Powell. **Physical Education New Zealand Staff Contacts:** Gordon D. Paterson, Chief Executive: gordon@penz.org.nz. Libby Paterson, Subject Advisor: libby@penz.org.nz. Vanessa Easton, Membership Administrator: admin@penz.org.nz **Copyright:** New Zealand Physical Educator - Journal of Physical Education New Zealand. Submission of manuscripts should be emailed to gordon@penz.org.nz. **Advertising Manager:** Gordon D. Paterson. **Subscription rates:** N.Z. subscribers \$60. Overseas subscribers NZ\$140.

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Cover: Chavaun de Haas (Year 6 Maungatapu Primary School) experiments balancing 'hogsnoort' on her ear while changing her body shape hanging from a climbing frame. Fellow students work in pairs balancing 'hogsnoort' on their heads while climbing over a playground structure. Photo: Salina Galvan Photography M. 021 185 5401

Contribution and Collaboration - Let us count the ways!



A year ago, in the editorial entitled Change – challenge and opportunity, Lorna Gillespie left us with the following paragraph:

“Let’s make 2012 our year to contribute and work collaboratively to interpret policy and document change in imaginative and creative ways for quality teaching and learning programmes in physical education - for the benefit of our children and young people”

We often set ourselves and our syndicate or department teams such challenges but I wonder how often we return to such statements and reflect and review on whether or not we have achieved what we set out to do.

It seems an opportune time to reflect on Lorna’s paragraph and to consider what this may have looked like in 2012 and how we might continue to build on what was achieved for the year ahead.

Media coverage of education in 2012 would have us believe that education was in dire straits. It would seem too easy to buy into the idea that all is not well with education and that our young people are at risk of not achieving what the government has deemed to be educational success. This has been coupled with a continual and subtle (or at times not so subtle) undermining of teachers. However

when we look more closely at what has been and is still occurring within the physical education community in New Zealand there is much evidence to suggest that our young people are being well served by educators who are passionate about ensuring quality teaching and learning for their students and who are continually challenging themselves to provide engaging, authentic and relevant physical education programmes. It would seem timely to publicly acknowledge the quality work that is occurring within and across our physical education community and learning area.

We know that teachers are time poor and whilst acknowledging that contributing and collaboration are desirable, finding the time to do so can get lost in the day to day reality of schools. What is exciting is that physical educators at all levels are finding a variety of ways to contribute and collaborate and as a result are encouraging and supporting each other to develop imaginative and creative ideas in their learning programmes.

So what has this contribution and collaboration looked like?

National PENZ continue to initiate opportunities to get together and in my opinion these opportunities are important. There is much discussion about the relevance of what we call conferences, symposiums and workshops in a professional learning climate, however, I still believe that there is value in the opportunity to meet with like minded professionals, to hear what they are doing, to hear

their successes their acknowledged challenges and their research. The challenge is for participants not to become passive consumers but to use such opportunities to engage, challenge, debate and reflect on their own programmes. While these traditional forms of collaboration continue to provide value we are also seeing the development of new and different ways of challenging, creating and debating.

The use of online technology has provided us with a plethora of opportunities for contribution and collaboration that can take us beyond the constraints of existing professional learning. We have never been in a better age to collaborate, challenge ourselves and others, and to develop ideas or gain feedback. These opportunities can transcend geographical isolation and time so that we are able to connect locally, nationally and internationally.

Auckland and Christchurch PENZ branches and National PENZ have set up facebook pages, forums that allow teachers to see what is happening in our community and to be able to ask questions or seek feedback on ideas, no longer do they need to rely on the HOD/HOF to pass on opportunities. Google docs, Google drive, Drop Box and wikis are just some of the varied ways we are able to share resources that teachers have developed or found to be useful in their teaching.

Teachers are sharing their own practice through online blogs. They open this practice to scrutiny, comment and feedback, something somewhat feared in the past. What

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was once shared within syndicates and departments in their own schools is now open to a wider audience and allows us all a window into both national and international practice.

Twitter is another forum that can be used to great advantage. Who would have thought that such contribution and collaboration could happen with 140 characters? Through this forum I have accessed readings, teaching resources, opinion and comment around physical education, sport and physical activity issues. There has been discussion of ideas between groups of physical educators, both local and international, that at times has spread over 5 hour timeslots when specific topics and forums are discussed and moderated. Teachers have used the community to ask for feedback on units of work and assessment activities while people attending conferences can immediately share what they are engaging with and local clusters can be organised. Such forums allow us to be more responsive, and to seek a wider range of ideas and perspectives. It also allows us to be able to do so in a time frame that suits our daily schedules.

While the wide range of ideas and perspectives can be exciting it is also important to remind ourselves that sifting and sorting through what we are able to access is an important part of the process. We teach our students to be critical consumers of information from the internet and media and we too must keep asking ourselves questions. We need to continually reflect on what we are seeing and engaging with, to consider how it fits with our philosophy of physical education and with the learning needs of the students in our classes.

The opportunities outlined are just some of the ways that physical educators are contributing, collaborating and providing us with confidence that our physical education community continues to contribute positively to both young people and to our education system.

Imagination and creativity in 2013 is off to a good start. Physical educators in New Zealand are not sitting back and waiting for others to contribute, rather they are taking the initiative, seeing a need and actioning a plan.

- Clusters have been set up that continue to grow and develop in their geographical locations
- A recently registered physical education teacher has developed a programme, that begins in February, to support our first year teachers as they begin their career.
- A group of physical education teachers, working together, have developed a unit of work that they will teach at the same time. As part of this unit their students will collaborate through google docs to research local student interest and need with the students coming together for a day to share and discuss findings and develop ideas for sporting opportunities that will be presented to principals, and the local regional sports trust.
- Teachers who attended the Auckland Unconference are about to receive the postcards that they wrote to themselves reminding them of what they wanted to develop and do for 2013.
- Twitter continues to open our minds and challenge our thinking.
- National PENZ will be organizing the annual conference, workshops and leadership programme.

Contribution, collaboration, imagination and creativity are alive and well in our community, lets continue to foster and celebrate what has been and can be achieved as we consider the place and potential of physical education for our young people.

What will contribution and collaboration look like for you in 2013?

Just a few examples of sites that support Physical Education.

Blogs

www.thephysicaleducator.com/blog/

www.thephysicaleducator.com/blog/files/podcast_71.m4a

Google docs Google drive

Level 3 Physical Education resources

<https://docs.google.com/document/d/1Tz1N9SNPc2szJq7scv9DhFRpA-nLQJBBhdN8O2m1gug/edit>

Level 1 Physical Education resources

<https://docs.google.com/document/d/1oyuYYuzepebAzwzAADKLMFkmYkG9RQYhYKl6g5liipU/edit>

Facebook

National PENZ <http://www.facebook.com/Physical-Education-New-Zealand>
Auckland PENZ <https://www.facebook.com/auckpenz>

Canterbury PENZ <https://www.facebook.com/PenzCanterburyBranch>

Twitter.

@Anne 500

@AucklandPENZ

Hash tags to follow

#pegeeks

#pechat

#physed

Wiki

<http://aucklandpenz.wikispaces.com/>

The New Zealand Teachers Council and Social Media

www.teachersandsocialmedia.co.nz/teachers-council-social-media

Teachers' questions answered

Q Dear Shazza and Brucie

At a staff meeting at the end of 2012 we were planning for the 2013 school year. The term 1 calendar was filling up fast with lots of different events, some EOTC, a dance group visiting, interschool sporting events and school swimming and athletics to name but a few.

It was looking pretty daunting, however our students need lots of variety to broaden and stimulate their horizons. A halt was called to proceedings and we were asked to consider whether we could really justify all that time out of the classroom. I felt I could but was challenged about suggesting taking our syndicate to the circus that was due in town around the middle of the first term. I reiterated our students need for multiple opportunities to view the broader world and I really don't want them missing out. Your views would be valued greatly.

Opportunity not to be missed

A Dear Opportunity not to be missed

You pose an interesting dilemma. On one hand I am wrapped that someone has challenged the time out of the classroom. Given the requirement of completing 384 half days in this school year (192 days) it is an interesting exercise to count the number of days various classes and cohorts are involved in all these activities and then to consider what educative impact these opportunities have on students' learning and achievement.

Are the 'one off' activities linked to learning programmes e.g. An inquiry unit, a theme, a unit or simply fun days?

'One off' activities, with only the potential of learning by osmosis, are probably becoming a thing of the past, due to the pressure on teachers in what has often been described as a 'crowded curriculum.' However, meaningful activities that connect to the bigger picture of the child's learning in the classroom can have a huge impact.

National Administration Guidelines 2 (b) states;

Maintain an on-going and evidence-based programme of self-review in relation to teaching programmes, including evaluation of student achievement information.

So if we are reviewing these activities with students, staff and parents regularly and they are connected to student learning, then we can justify them. If you want to take them to the circus as either a stimulating starter to a unit of work, or within the unit and integrate learning across multiple areas, that would work. I have chosen PE as my major focus as follows:



Some Starter Questions

What is it that students already know about the Circus?

What do they want to know?

What movement skills do circus people have?

What skills would you like to learn and develop?

What other learning areas can we connect to? E.g.

English - Purposes and Audiences

Health - Connecting to emotions

If you are invited to an event that can potentially fall into the "One-off" category, here are some suggestions that can make it more meaningful and of educative value.

Karen Laurie from Athletics New Zealand recently stated: "Events can play a powerful role at the start of what is a complex process, sparking people's desire to participate, to participate more and even develop a lifelong interest". However, ensuring the event fits the needs of the group and the outcomes are as meaningful for the participants as for those running it, can sometimes be a challenge. On-going communication between participants and organizing bodies can be the key to ensuring that these needs are met.

With the need for this communication in mind, Athletics New Zealand sent the following suggestions and guidelines to schools along with the invitation to participate in the ActivePost Get Set Go "Active Achievers Event". This celebration event was for Year 1-3 students and was centred on celebrating achievement through sport and being active. It offered children the chance to meet Valerie Adams and be part of the celebration of her Olympic gold medal. In order to make it more meaningful and linked to the wider context of learning, participating schools were sent some guidelines in three targeted areas:

Prior to the Event - Making connections to prior learning and experience (Effective Pedagogy P34 and 35 NZC)

- Conduct research about Get-Set-Go ambassador, Valerie Adams, her culture, her successes at the Games, and formulate questions to ask her.
- Consider the sport event Valerie achieved success in? What throwing games and activities could children do that would develop those skills?
- Schools were given some information about the type of activities that would be involved so they could make connections to the activities. What fun games could children participate in prior to attending the event?
- Students were asked to bring a school banner or mascot that reflected their class culture and values. The great example below, created by the children from Nga Iwi School, represents their class values and is personalised by way of including each child's handprint.

Other Schools incorporated their research into Valerie's Tongan heritage through the clothing they wore for the day and in their banners.

- Additionally, schools were asked to consider achievement through being active, and were given examples of how this could range from sport success like Valerie Adams,



through to more 'day to day' achievements such as making new friends, succeeding at goals, or learning new skills and games. Many schools had great stories that celebrated setting goals, overcoming challenges and achieving success.

At the Event - Providing sufficient opportunities to learn (Effective Pedagogy P34 and 35 NZC)

Students were able to practice the Get-Set-Go activities that they had been learning at school with Get-Set-Go staff to support them. These activities were sequenced at skill and fun game stations. (This also provided a further professional learning opportunity for teachers). Families and Whanau were invited and encouraged to participate rather than just observe.

All schools had the opportunity to talk with Valerie so prior learning could be brought into discussions and questions. This ensured both the children and Val found this aspect of the event enjoyable and beneficial, rather than just a quick 'hello / sign autograph' activity.

Post Event - Facilitated Shared Learning (Effective Pedagogy P34 and 35 NZC)

Athletics New Zealand provided a Get-Set-Go booklet with a letter to parents/caregivers containing: the activities the students had been involved in during the day; information about local clubs; and a game to try at home, thus providing a strong connection to whanau and family.

So "Opportunity not to be missed", these are a few options for you to consider in terms of making those events or opportunities rich learning experiences. The mantra, 'Less is More', is a good one to go by. Do less and do it better. Make sure the events for your students include activities that are authentic, relevant and connected to their lives.

Q Dear Shazza and Brucie
I am a sports co-ordinator and am keen for some ideas.

I have surveyed and talked to our Year 9s about participating in organized sport. In the past, most of our year 9s have jumped at the chance to participate in a wide range of sporting opportunities. The reply in the last couple of years has grown and a common comment is:

"Nah Miss, I am no good at sports"

I am not saying that everyone has to play sport but I believe their involvement can set them up for a life-long interest in being physically active and pursuing recreational activities in the future and it worries me that our students don't have the competence or confidence to have a go.

Keen to do the best for our students.

A Dear keen to do the best for our students
I suggest that you talk to the HOD of PE and express your concerns about the students' lack of confidence

in and competence at their skills and that you wish to work together to design a unit of work to help build both their confidence and competence.

Find out about: "What students know and can do" and "get to know students' interests, strengths and learning needs as these are the foundation of an engaging programme", as suggested by *ERO*: (Evaluation at a Glance: Transition from Primary to Secondary School, December 2012)

This process might mean you even visit their local primary schools and see what the students are doing and talk to their teachers. I would hope the students that come to you at the very least are operating at Level 3 if not Level 4 of the New Zealand Curriculum. The diagram below highlights the relevant achievement objectives. I don't believe they need to know the sports but would hope they would be willing and keen to have a go.

Level Three: Health and Physical Education
B2 Positive attitudes Students will... • Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.
B4 Challenges and social and cultural factors Students will... • Participate in co-operative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.
Level Four: Health and Physical Education
B2 Positive attitudes Students will... • Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.
B4 Challenges and social and cultural factors Students will... • Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.

Some other suggestions:

- Another place to look is in *The Young People's Survey* (SportNZ 2012). Sport New Zealand has a goal: "More young people engaging in more sport and recreation". This document gives us some real student voice and statistics, across all cultural boundaries, about what and why our young people participate.
- Check out the article in *PENZ Physical Educator* 45/2, 2012: "Physical Education and Sport – Partnership in action in School". This highlights partnerships between sport and PE departments that strive to do the best for their students.
- Read Dayle Clarkson's article in this journal, "Engaging the Sport Non-Participant". This article may provide some

alternative activities that spark an interest as the ideas came directly from a student survey and discussions with the students. These non-mainstream activities provided in a safe, inclusive environment with a range of supportive adults, seemed to be the trigger for increased participation and the hook to joining clubs and pursuing sporting activities further.

Good on you for your concern and all the best in finding that trigger to motivated participation

PENZ wishes to thank Pub Charity for the commitment that it has made to fund invaluable workshops for secondary Physical Education teachers who are required to implement new achievement standards and the associated assessment. Without funding from Pub Charity in consecutive years for this vitally important teacher Professional Development, Physical Education teaching would be undernourished to the detriment of young New Zealanders. As funding is not forthcoming from the Ministry of Education, this support is valued highly.

thank you





Remembering Smithells: Past, Present, Future

Douglas Booth*

Historians recognise that their knowledge of the past constantly shifts. Applied to Philip Ashton Smithells, the founder of physical education in New Zealand, this presupposition reminds us that Smithells cannot be set in stone. In this article I examine a series of narratives about Smithells, and memorials to him, which highlight the fluidity of history and memory.

Narratives of Smithells

Historians work with the remnants of the past which they typically confront as a mass of material. There is a large archive on Smithells. The Hocken Library holds 65 files on Smithells; he authored, or co-authored, five books and wrote over 100 articles for the *Physical Education Bulletin* and some 30 articles for the *New Zealand Journal of Physical Education* and its successor the *New Zealand Journal of Health, Physical Education and Recreation*. Professional historians typically place these remnants into narratives in a complex process which they describe as giving form to the content of the past. The philosopher of history Alun Munslow (1997) identifies three principal approaches to the construction of narratives: reconstructionism, constructionism and deconstructionism. Munslow's tripartite model provides a useful framework to examine scholarly narratives of Smithells.

Reconstructionism: Reconstructionists insist they can discover the past as it actually was and they promote history as a realist epistemology in which knowledge derives from forensic analysis of empirical evidence. Reconstructionists maintain that

history exists independently of the historian, and that discovering the past is an objective process uncontaminated by ideology. In this sense, reconstructionists promote their narratives as transparent.

Biographical sketches provide the clearest reconstructionist representations of Smithells (e.g. Mair, 1977; McEldowney, 2010; Stothart, 1974; Ross, 1998; Thomson, 1998). These histories include references to Smithells' English birth and upbringing, his education at Bedales School and Cambridge, his interest in drama and the humanities, his early career as a teacher and lecturer, his employment in New Zealand by the Department of Education, and his achievements as the Director of the School of Physical Education.

More interpretative reconstructionist biographies (e.g. Ross, 1996; Stothart, 2012) examine the influences of the environment and other individuals such as Reginald Roper who wrote the first Master's thesis on physical education in the United Kingdom in 1915 (Roper, 1917) and who taught Smithells physical education. As well as advocating a holistic approach to physical education, Roper deemed dance 'an invaluable' form of movement education, critiqued sport, and recommended university recognition of physical education as critical for the subject's development (Roper, 1917: 110-114). These themes feature prominently in Smithells' writings and are testimony to Roper's influence.

When historians embrace notions such as influence they raise more sophisticated questions around

causation and change, and inevitably lead to searches for patterns of behaviour, processes of categorisation and, ultimately, abstraction and theorisation. In such thinking lies the empirical-analytical form of historical inquiry known as constructionism.

Constructionism: Like reconstructionists, constructionists believe that empirical evidence provides access to the past. In this sense, reconstructionism and constructionism are evidence-based, objectivist-inspired models in which historians aspire to build accurate, independent and truthful accounts of the past. Where these models diverge is with respect to acceptance of a *priori* knowledge, particularly context and theory.

Nothing is more fundamental in history than context. Without a context a remnant of the past is 'either hopelessly plastic or impossibly opaque' (Klein, 2011: 111). Scholars analyse Smithells in quite different contexts. Historian Charlotte MacDonald (2011) places Smithells in the context of a government grappling with the demands of industrialisation on workers. To ameliorate these demands, the government introduced a 40-hour working week and paid holidays, and it encouraged constructive uses of leisure and recreational time. The government facilitated physical activity by establishing a Physical Welfare Branch in the Department of Internal Affairs,

* Douglas Booth is Dean of the School of Physical Education and Professor of Sport and Leisure Studies at the University of Otago. This is an abridged version of his Philip Ashton Smithells Memorial Lecture delivered to the Physical Education New Zealand annual conference, Rotorua, 2 July 2012.

and a Physical Education Branch in the Department of Education. The latter employed Smithells.

Physical educator Lisette Burrows (1999) places Smithells in the context of progressive educational ideas espoused by the American philosopher and educationalist John Dewey. Grounded in broader liberal thought, Dewey's ideas swept the Western world. In New Zealand they were embraced by then Director General of Education, Clarence Beeby who appointed Smithells to head the Physical Education Branch. Dance educator Jan Bolwell contextualises Smithells within an alien culture. According to Bolwell (2009: 11), Smithells the highly educated Englishman 'who was interested in dance, theatre and the arts' confronted 'the good old Kiwi bloke syndrome [of] sport'. Despite this cultural obstacle, Bolwell (2009: 14) says that Smithells recognised 'the educational potential of Māori games' and he made a significant contribution to Māori cultural renaissance.

Notwithstanding the centrality of contextualisation, historians rarely discuss it as a method (Berkhofer, 1995). Context is not a pure analytical tool. The philosopher of history Frank Ankersmit (2005: 256) likens contexts to clouds that obstruct the airline passenger's view of the ground: 'the clouds of context distort our view of the past'. In short, historians can 'always get another context' and 'no context is ever exhaustive' (Jenkins & Munslow, 2004: 3).

While reconstructionists oppose theory, which they argue casts history into the realm of speculation, constructionists claim that history without theory is arbitrary. Smithells could be theorised in any number of ways. He could be seen as an economic agent of a state that conceptualised physical activity as an item on the national balance sheet (e.g. Daley, 2003). He could be cast as a political agent of a state that feared the consequences of declining levels of

health and that regarded physical recreation as a bulwark of national character (e.g. Daley, 2003). Or he could be seen as a middle-class ideologue and proselytiser for physical education who drew on his class contacts to secure the subject's place in the curriculum (e.g. Mangan, 1981).

Deconstructionism: Narrative presentation also raises questions about configuration, a process in which historians make choices in order to privilege one explanation over another (Munslow, 2007). These choices, which reconstructionists and constructionists typically ignore in the belief that content alone determines the form of their narratives, particularly interest deconstructionists for whom choices about form lie at the centre of narrative construction.

Remnants of the past can yield accurate descriptions. Remnants pertaining to Smithells tell us that he was, for example, born in Leeds in 1910 and employed as the Director of the School of Physical Education from 1947 to 1974. These referenced descriptions 'allow historians to refer and attribute properties' to their subjects. However, they are not perfect representations. 'Reference is not representation; [representation] is about the subject' (Munslow, 2006: 223). Representing Smithells as fragmented and foible-ridden in the following quote, Bruce Ross (1996: 7) steps far beyond a referential description. Smithells:

was a complex person. He was sensitive, thoughtful, vain, politically active (member of CND [Campaign for Nuclear Disarmament], protested against the Vietnam War and apartheid in South Africa, aided and sheltered refugees and was president of the Association of University Teachers). He was active in the Society of Friends, an artist, an actor, a friend of writers and artists - people like Rex Fairburn, Bruce Mason, Charles Brasch, Anton Voight, Brian Brake, Bill Sutch. He seemed to know important people and made sure that everyone knew that he knew them. He read widely and

was a collector and lover of books. He promoted dance as an art form and as a recreation. He had a deep concern for the disadvantaged and the disabled. He was a parent, a teacher, a sloppy dresser, an orator, a broadcaster, a scientist, a cartoonist, a calligrapher (whose writing degenerated into hasty hieroglyphics), a rather disorganised administrator (at least in his later years) and an untidy hoarder.

Narrative configuration is a complex process. The philosopher of history Hayden White (1973), however, offers a useful template to analyse the choices historians make as they form their narratives. White's model utilises four modes of explanation, the deep structure of tropes and three surface tiers - emplotment, argument and ideological implication. Here I apply White's model to the last seven Smithells Memorial lectures¹ in order to demonstrate my central argument that empirical evidence is not the sole foundation of an historical representation. Space constraints limit me to an shortened analysis of ideology, emplotment and argument.

White (1973) defines ideology as the moral basis of argument and emplotment. He says that ideology captures scholars' views on the desirability of maintaining or changing the status quo, their strategies for effecting changes, and their orientations towards time - past, present or future - as the repository of the ideal social structure. The philosopher of history Keith Jenkins (1995: 174) argues that the historian's ideological, or political, position prefigures their explanations and frames their narrative form.

Change sits at the fore of the seven Smithells Memorial lectures. Bruce Ross, Lisette Burrows, Robyn Cockburn and Clive Pope insist that physical educators should change their practices. Ross (1997) urges physical

¹ . This is the ninth Smithells Memorial Lecture. Stothart (2011) provides the only record of Peter Macpherson's inaugural lecture (1985) that I have been able to locate.

educators to debunk the myths of scientism, healthism and sportism; Burrows (2000) counsels them to debunk assumptions about the normal development of children, what she calls scientific developmentalism. Cockburn (2003: 10) argues that physical educators are preoccupied with physical health and 'activities which cause us to pant and glow' at the expense of psychological health. Pope (2006) calls on physical educators to change the way they present sport, to emphasise playfulness and allow pupils to experiment, explore and express themselves. By contrast, Bob Stothart and Jan Bolwell target the external political forces that they believe are corrupting physical education. Stothart's (1993) list includes sport and the overemphasis on sport by the government's key funding agencies for physical activity, isolation within the secondary school curriculum, and the commercialisation of recreation.

The Smithells Memorial lecturers propose quite different strategies for change. Stothart (1993) places responsibility for change firmly at the feet of the profession's leaders who he criticises for their lack of political engagement. Jack Shallcrass (1988), Bolwell (1990) and Ross (1997) encourage physical educators to reflect more deeply on their practices, which they seem to suggest will induce change. In advocating change all the lecturers focus on a future in which there are opportunities for all, and opportunities for everyone to reach their potential. Ross best articulates this collective sentiment. 'My dream', says Ross (1997: 4), '[is] that physical education in our schools can somehow be emancipatory for everyone'.

These ideological positions cast the seven Smithells Memorial lecturers as liberals within White's schema: all conceptualise education per se, and physical education in particular, as a holistic endeavour and none propose radical structural change. While the slow pace and piecemeal nature of curriculum adjustments frustrate some,

they nonetheless support institutional continuity. This liberal ideology extends to emplotment and argument.

The overwhelming majority of Smithells Memorial lecturers have presented their work as romantic plots, in which agents transcend their circumstances and achieve victory. Pope (2006), for example, framed his lecture around the romantic story of Billy Elliot, the British working class lad who discovered ballet. Similarly, the lecturers frame their arguments by contextualisation with Smithells providing a key context. Burrows, Cockburn and Pope acknowledged their intellectual debts to Smithells while Stothart and Ross subscribed to Smithells' emancipatory goal of physical education - 'to help people to live more abundantly, to understand themselves better and look after themselves better' (Stothart, 1993: 15).

Applied to the Smithells Memorial Lectures, White's model demonstrates that it is not the empirical evidence which determines the form and content of narratives of Smithells and physical education. Rather, these narratives are ideologically-informed renditions of the evidence. Even within a single ideological mode there is enormous space for different interpretations and perspectives.

Memorials to Smithells

Professional historians have a fetish for written forms of presentation while lay people typically engage with the past through different mediums such as stories told at family gatherings and school reunions, and artifacts including photographs, films, stained glass windows, postcards, stamps, performances and paintings. In the second part of this article, I examine a set of memorials to Smithells including a lecture, scholarship and building all of which bear his name, and a portrait painting. My primary interest is in memorials as triggers for personal and collective memories which I propose help forge personal and collective identities by linking us to the past,

expressing continuities across time, and generating affective bonds.

Memory, of course, does not reside at the fore of our consciousness. A memory has to be recovered from the process of forgetting and from among an infinite number of others. Memories can be triggered by anything, a thought, an image, an artifact, a performance, an incident. In this section, I propose that memorials are essential to perpetuating Smithells and that without these triggers our memories of him would effectively 'atrophy and die' (Nathan, 2003: 84).

Philip Smithells Memorial Lecture: Physical Education New Zealand (PENZ) established the Philip Smithells Memorial Lecture in 1985 at the instigation of Bob Stothart. By merely bearing his name, the lecture triggers memories of Smithells that both establish, and re-establish, connections between the past and present. Attaching the Memorial Lecture to PENZ's annual conference also cements Smithells in the community of physical educators and helps reaffirm his status as the founder of the community.

Yet, physical education is a broad church. Indeed, one of Smithells' strengths, according to Clarence Beeby (1977: 25), was that he encouraged 'generations of students and teachers...not...just to carry out his ideas but...to develop them in their individual styles'. For this reason alone, I would expect interpretations of physical education to continue to diversify beyond Smithells in forthcoming decades. Moreover, just as each memorial lecturer offers a different perspective and interpretation, so each member of each audience will interpret the lecture through their own social, cultural, religious, regional, ethnic, gendered and political lenses. Different lenses preclude any notion of a universal or homogenous interpretation. Indeed, some in the audience will 'read' the lectures against the grain of the lecturers' intended meaning. In the words of Robert Berkhofer (2008:

172-3), a memorial 'that draws out reminiscence and delight' for some 'may draw stares and incomprehension' from others; 'individuals have their own specific memories and experiences to guide their interpretations, even counter-interpretations'.

Philip Ashton Smithells Memorial Scholarship: The School of Physical Education launched the Philip Ashton Smithells Memorial Scholarship in 2006 which it presents, at the conclusion of the School's Wall of Fame induction ceremony, to a student progressing to the third or fourth year of study, on the basis of academic merit. The Wall of Fame induction ceremony has been a fitting occasion to present the award with many inductees referring to Smithells' influence in their acceptance speeches. However, as those personal connections fade, the link between the scholarship and the Wall of Fame ceremony will require more contextualisation on the part of ceremony organisers and, particularly, the presenter of the award.

As Dean of the School I presented the first three awards and set each in a different context. At the first presentation, I provided a brief history of the award. Philip Smithells was all but absent from my narrative which referred to the academic staff who established the award. However, Philip's grandson, Sam, made the presentation. By his mere presence, Sam revealed links to, and relationships with, the past, and he engendered affects and aroused emotions that helped amplify those relationships. Smithells was again absent from the second award in which I focused attention on the achievements of the winner. I put Smithells at the centre of the third award, noting his role as the founder of the School and capturing his stature by reading an evocative passage written by his biographer Bruce Ross. I also reconnected him to one of the inductees, Jan Bolwell, reminding the audience that she had delivered the Smithells Memorial Lecture in 1990 and that Philip

(Smithells, 1976) had praised her when he welcomed her to the position of General Editor of the *New Zealand Journal of Health, Physical Education and Recreation*.

Smithells Gymnasium: Like other forms of memorial, buildings can evoke individual and community identities through the agency of memory (Cushing, 1997). Under different circumstances, buildings afford the opportunity to historicise and establish / extend social connections. When physical education alumnus Jenny Boon (nee Sampson, graduating class of 1960) returned to the School earlier this year, she went to the Smithells Gymnasium to watch her granddaughter play netball. After the game she explained to her granddaughter and her friends "who Philip Smithells was" (Boon, 2012). In so doing, Boon historicized Smithells and personalized the building.

Under its campus plan, the University of Otago will replace Smithells Gymnasium with a new set of buildings which will probably see the name disappear. At the 2012 Wall of Fame ceremony, the Vice Chancellor described the new gymnasium at the Forsyth Bar Stadium (since named the Bill Turnball gymnasium) as the best in the Southern Hemisphere. Such conceptualisations pose a political challenge for those who want to preserve the current gymnasium. The physical education community could lobby to rename the Bill Turnball gymnasium after Smithells. But among those who taught, practised and played in the original building, this new sanitised and deodorised version will never trigger the same senses of smell, pain and noise (Smith, 2007). Nonetheless, if we think about memory as a trilectic of remembering, forgetting and imagining rather than a process of factual recall (Harris, 2002), the possibility remains for individuals to re-configure the space on which the Smithells Gymnasium once stood in any number of imaginative ways. At the very least we can anticipate

some form of online memorial to the Smithells Gymnasium (Doss, 2010).

Portrait painting: In the foyer of 665 Cumberland Street, where Smithells had his office, is a portrait painting of the man. Communities typically present such paintings, and photographs, as 'accurate representations, of [the] sitter as she or he looked at a particular moment' (Burke, 2001: 25). Sparsely worded captions, which usually accompany these artifacts, further reinforce this notion of realistic representation.

Constructionist-leaning historians believe that paintings and photographs 'literally and metaphorically...record a point of view' (Burke, 2001: 19) and they seek to expose that perspective. University of Otago art historian Mark Stocker (2012) considers Smithells' 'posture and gesture' to be 'loaded with symbolic meaning'. According to Stocker (2012), 'the downturned mouth, the sharp eyes that miss nothing, the expansive brow, the position of the arm and the shortened hand signify a man with character, a man who should not be trifled with'. But the overwhelming majority of those looking at Smithells' portrait (i.e. undergraduate students) will have no knowledge of the cultural codes or the context of the period (mid-1970s) when the portrait was painted; nor will they know anything of the painter—Els Noordhof, joint winner of the The Kelliher Art Competition in 1974 and who knew Philip as a fellow Quaker and member of the Society of Friends (Robb, 2012). Most viewers will probably apply a pre-iconographic description to the painting and see a seated grandfatherly-looking man dressed in his best clothes (Burke, 2001). The accompanying caption—Professor P. A. Smithells, 1947-1974, First Director of the School of Physical Education, University of Otago—and the School precinct will help guide the readings of those who take a second glance at the portrait, but their own backgrounds and experiences will still

determine their readings, although one would reasonably expect these to continually shift somewhat with subsequent viewings.

Seen through the lenses of reconstructionism and constructionism, memorials typically appear as evidence of the past which is 'labelled [either] true or false'. However, a deconstructionist sensitivity suggests that perhaps we should reconceptualise memorials 'as question marks which set in motion a procession of speculations' (Phillips, O'Neill & Osmond, 2007: 279).

Conclusion

Conditions are ripe for the physical education community to remember Philip Ashton Smithells. Official memorials provide important triggers and physical educators continue to tell stories of Smithells. Key agents in Smithells narratives - his descendants, winners of Smithells Memorial Scholarships, and presenters of Smithells Memorial Lectures - are alive, and reproducing. Smithells is also identified with 'clear origin moments', in particular the formation of the Physical Education Branch in the Ministry of Education and the founding of the School of Physical Education. Not only were these moments 'celebrated and well documented' at the time, and in this sense are beyond historical contestation, but they provide simple storylines that engender retelling (Osmond, 2011: 261 and 273).

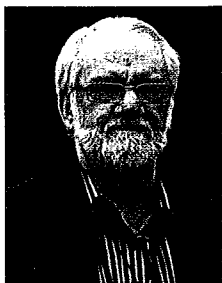
However, these conditions do not guarantee what physical educators will remember. Individuals and communities invariably remember people and events differently in different places and at different times. In this sense, memory is not an 'objective, static record to be recalled' but a 'fragmented', 'provisional', 'dynamic' and 'ongoing' process (Nathan, 2003: 89). Nor, as I demonstrated in the first part of this article, can the physical education community turn to professional

historians to unveil the real Philip Ashton Smithells. 'The past is always more ambiguous, complicated and disordered' than the prose historians use to represent it in their narratives which tend to 'smooth out the past and make it more intelligible and tidy' (Nathan, 2003: 9). Moreover, just as historical narratives present a perspective, so too memories 'serve the interests of those doing the remembering' (Nathan, 2003: 90). The lessons from remembering Smithells are inescapable: different interpretations of one person are "normal rather than aberrant" and it is difficult to prove one interpretation over another (Burke, 2001: 181).

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What Has PENZ Ever Done?

Bob Stothart

"What has PENZ ever done?" is a question often asked so I thought that a few responses might be in order.

1. In 1994 there was a strong Ministry of Education move to change the name in the syllabus from *physical education* to *physical wellbeing*. PENZ mounted a strong campaign and forced the Ministry to keep *physical education* as the title of our subject.
2. In 1974 and 1990 PENZ organised major, well attended, international conferences in association with the Commonwealth Games.
3. In the 1950's PENZ (then called the Physical Education Society) campaigned politically to get gymnasiums built as an integral part of every secondary school, not something that parents had to raise money for.
4. PENZ conducts conferences annually for members to up-date their skills and knowledge, but also to have a great time e.g. Methven 2002. At times these conferences have been held in association with health teachers, sports medicine interests, sports coaches, dance exponents, outdoor education instructors, people with disabilities and other groups.
5. PENZ has introduced Te Ao Kori into New Zealand schools: a programme for all New Zealanders based on Tikanga Maori and Te Reo Maori, endorsed by Maori.
6. PENZ has advocated for the recognition of physical education with Sport New Zealand (previously Sparc and before that the Hillary Commission), the Ministry of

Education, with politicians, sports trusts, Heart Foundation. This advocacy is an on-going role and one that is not often recognised as important.

7. PENZ has established effective, ongoing professional relationships with kindred bodies such as the Recreation Association of New Zealand, Education Outdoors New Zealand, Health Education Teachers Association.
8. PENZ was strongly represented on syllabus revision committees, which produced the 1987 Syllabus of Physical Education, and it is regularly included in contract curriculum revision and resource development.
9. PENZ has been associated with the production of teaching handbooks and teaching resources, produced by the former School Publications and Learning Media.
10. PENZ has published a journal of academic, scholarly and practical information annually, since 1951. The Journal has overseas subscribers. Before that a cyclostyled Bulletin was distributed to members.
11. PENZ has conducted regular tours throughout New Zealand on a wide variety of topics and run national series' of workshops led by regional facilitators, to bring professional development to members and non-members.
12. In the absence of any other (accessible) forms of academic study, (1950-60) PENZ conducted examinations to qualify members with an Associate member's qualification. People could then undertake a thesis in order to become a Fellow of the organisation. These qualifications were originally valuable in people securing positions in tertiary institutions and were recognised for salary purposes by the Department of Education.
13. PENZ had a lengthy relationship with the Heart Foundation in the development and delivery of the Jump Rope for Heart Programme.
14. When the Department of Education disbanded and the flow of teaching resources from that source stopped, PENZ produced a variety of resources for members to purchase.
15. PENZ has introduced the Phillip Smithells Memorial Lecture to pay tribute to the contribution of Professor Smithells to New Zealand physical education.
16. PENZ recognises outstanding contributions to physical education in New Zealand through the award of Fellowships, Life Memberships and the Sir Alexander Gillies Medal.
17. Individual PENZ members have been responsible (over time) for the design of the learner swimming pool, chlorination techniques for school pools, the introduction of small swimming pool filtration plants, modified Olympic team gymnastics, modern dance in schools, the introduction of outdoor education, original programmes of health education, the introduction of playground climbing apparatus, the production and publication of research and

numerous other innovations.

18. PENZ consistently opposed the reduction in physical education Advisory Services.
19. PENZ (as NZAHPER) produced Aerobic Fitness Awards (1981) and New Zealand Teachers' Favourite Games Handbook (1980).
20. PENZ has led formal deputations to Ministers of Education and the Director General of Education as the need has arisen to strongly advocate for quality physical education programmes in schools.
21. PENZ has been instrumental in bringing leading authorities to New Zealand to enrich our thinking and programmes. People such as: Richard Tinning, Daryl Siedentop, Joel Meier, Lyn Embrey, Mihalyi Csikszentmihalyi, Joanne Landy, including expatriate New Zealanders like: Brian Sutton-Smith, Bruce Howe, Lindsay Carter and Jim Hay.

There is much more, suffice to say that it is my belief that physical education, as we know it, would not be an integral component of the New Zealand curriculum without the continuous advocacy and professional contributions of PENZ.

Note: In the October 2012 (Vol. 45/3) issue of *Physical Educator* Bob wrote about the special contribution made by Des Brough when "we nearly went under". Des has responded as follows:

I would like to pay a tribute to our loyal members, who helped to keep the former NZAHPER afloat. Their support was valued and enabled us to continue providing our national refresher courses, which were an important opportunity for professional development. All this organisation was mainly done by local branch volunteers. We only had one paid part-time Administration Officer to help with the workload at a national level.

Secondly, we all owe a debt to those people who maintained our advanced professional qualification structure, through an examination system for Associate and Fellow membership status. Examination assignments were written, presented, marked and moderated by volunteers who believed in opportunities for professional development, beside the Diploma of Physical Education at University of Otago. These were unique awards, in that they offered an opportunity for raising professional standards in related fields of health and recreation, long before such courses were offered by tertiary education providers. Thank you to all those who helped to keep us afloat in those difficult times when, "we nearly went under."

Des Brough
14 January 2013



PENZ National Conference was held at Rotorua Boys' High School in July 2012



Senior Advisor with the Ministry of Education, Francie Benge, gave the opening address at PENZ Inspired Leadership Programme held at Mountainview High School, Timaru, November 2012. Francie is seen here with Programme technical support guru, Gus Leen.



PENZ Primary Level "Big Picture Planning" workshop held in Whakatane



Re-visioning what it means to be active

Kirsten Petrie interviews Joel Devcich¹

The importance of being active for one's 'health' is a constant mantra in today's society yet we know precious little about what physical activity means and looks like for primary school aged children. Are narrow perceptions of physical activity as running and/or exercising shaping how children can see themselves as active and engaged in movement related experiences? In this interview we profile the work of one primary teacher who has been exploring ways of supporting his students to think about activity and movement in diverse ways.

Interviewer - So Joel what made you think about broadening ideas about being active?

During the last two years I have been involved in a research project (A TLRI project - Everybody Counts) that has challenged me to think about how my students view what being active is. I also have a student in my class who is in a wheelchair for most of the day and I have continued to struggle with how best to meet his needs through the school and class Physical Education (PE) programme.

As the project has progressed I have questioned how the traditional, structured, sport and fitness based activity represented in our PE programmes have stopped my kids from feeling capable and competent as movers and how we might think about teaching and learning in HPE in primary schools in ways that are more inclusive of diverse bodies, motor abilities, interests and cultures.

Interviewer - So how did you go about shifting some of their thinking?

I had some key strategies. They included planning deep questions that would get students thinking; designing some tools (e.g. graphic organisers) that gave them the opportunity to record some of their thinking and feelings; and considering how I would do this in ways that meant that the next step was based on what was coming from them, as opposed to me trying to predetermine the 'correct' answers.

So I started by asking the students, "what does it mean to be active?"

We discussed together what they thought being active meant. Then we challenged our perceptions and broadened understandings through the use of graphic organisers to promote thinking. For example "what does being active look like? Feel like? For you? For others? Babies, elderly, at home, on the weekend, with friends and with family?."

Through this the kids were able to recognise the diverse ways that different people are active. We also used an art activity where students were asked to think about the ways that people are active and find pictures showing different kinds of people being active. When they used the pictures to create a collage, this further confirmed the wide scope of what being active looked like for all members of our community.

From here we thought about the different activities that "I" really enjoy? I gave students opportunities to share and note down the activities they really enjoy. They honestly expressed that they didn't like some of the more traditional activities (such as running or T-Ball) but had other activities that they enjoyed (e.g. fishing, dancing, singing, crawling, playing shuffleboard, surfing, Laser Tag). This generated some discussion and sharing amongst the class as they realised there are many different ways that people can be active, rather than the traditional mindset that sports and running is the sum total of being active, and that their 'friends' do a really wide range of stuff. This process also supported the student in a wheelchair to recognise that he could be active in a range of ways, such as cooking, quad-biking, and swimming. My kids were able to identify that there are many different reasons that people are active, and that there wasn't one activity that was more important than another activity.

Interviewer - So why do you think it was important for the students to recognise this?

I think it helped them to realise that they could all be active in different ways and that just because they weren't good at 'sports and running' this didn't mean they were inactive. It seemed to take away some of the anxiety associated with not being 'good enough' to do stuff.

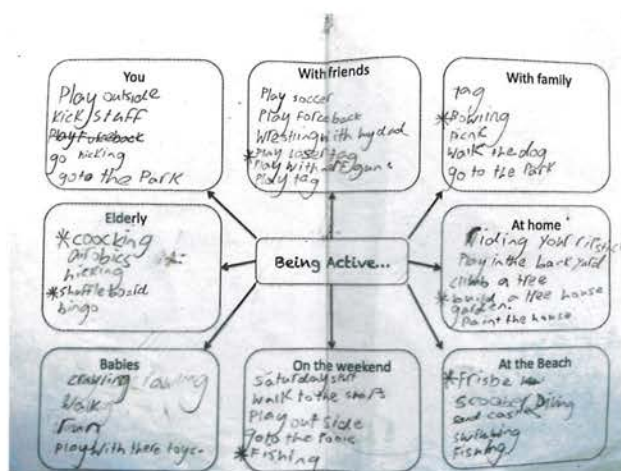
So then I was able to ask them "what skills do you need to participate in, activities you want to do (now or when you are older)?" Using the list they had already generated of what they enjoyed and wanted to do, we explored what different skills these activities involved. Not surprisingly, they could immediately list a whole range of movement skills such as jumping, kicking, and throwing. However, it took some sophisticated, guided questioning to get them to think about the people and thinking skills that they would also need to participate in a range of activities. We had an interesting discussion about what skills, 'thinking, people and movement' (TPM), were most important, without really coming to



a resolution. In so saying, the discussion in itself helped reinforce the importance of developing TPM skills as opposed to solely focussing on the physical. So for each activity they had listed they had to identify what movement, thinking and people skills were necessary.

Interviewer - So why thinking, people and movement (TPM) skills?

I wanted them to realise that participating and being active is more than just about being physically able. That to be a good participant you need to have good interpersonal skills and be able to think strategy, and technique. Also, I thought, maybe I hoped, that by doing it this way they would start to see how



skills cross over into many different activities, and that it's not about being able to play one sport, but having the TPM skills to participate in a range of activities.

Following this we, as a class, thought about what skills we needed to develop that would make us better participants in the widest range of activities and were most important for the class to be focusing on. The top ten were: Vision, Communication, Aiming, Accuracy, Honesty, Balance, Strategy, Cooperation, Dodging, and Defence.

Interviewer – So having developed this broader thinking, how did it shape your next steps?

What was both surprising and wonderful for me was that the process automatically shifted what they thought we should be doing in PE time, and it provided me with a clear focus of the learning needs and interests of my students. As a result I feel that what has been happening in my class this year for PE has truly been a student-centred programme – a programme that centres on the needs/interests of every-body rather than simply the bodies that can run fast, complete the beep test or excel at competitive sport.

(Endnotes)

Joel is part of a research project Every-body counts? Understanding health and physical education in the primary school. This partnership has also involved Shane Keown (Knighton Normal School), Joanne Naera and Deirdre Duggan (Maungatapu Primary School), Kirsten Petrie and Marg Cosgriff (The University of Waikato) and Lisette Burrows (The University of Otago). This project was made possible with funding from the Teaching Learning Research Initiative (TLRI), the support of the Wilf Malcolm Institute of Educational Research (The University of Waikato) and the generous support of school leadership teams, communities and the students. For more information on the project and access to future publications see <http://www.tlri.org.nz/tlri-research/research-progress/school-sector/every-body-counts-understanding-health-and-physical>, or contact Kirsten Petrie at kpetrie@waikato.ac.nz.

Considering criticality in health and physical education

In July 2012, at the University of Auckland, we held a 2-day symposium on the theme of Criticality in Health and Physical Education. This symposium included teacher educators and HPE scholars from New Zealand and Australia. The aim was to discuss ideas about what criticality might be, and what it might look like in practice in health and PE settings. In the 1980s and 1990s, critical practice in physical education was the topic of a lot of debate. At that time, David Kirk argued that: "teachers are, and I would claim have always been, mediators and legitimators of a range of beliefs and values, and are potential agents of either social reproduction or emancipatory change" (Kirk, 1988, p. 32).

By 'social reproduction' he was meaning here that teachers actively reinforce the status quo in their practice (i.e. power relations of class, gender, racism etc) but they also have the potential to work towards changing and challenging such inequalities. Of course, in the messy reality of schools, it is likely that teachers are engaged in both. More recently, Kirk (2006) argued that, within that messiness, critical approaches to physical education aim "to open up possibilities and alternatives, to reveal the complexity of social life, and to resist the imposition of simplistic explanations and quick-fix solutions". (Kirk, 2006, p. 257).

With that in mind, we invited six Australian and New Zealand teacher educators, each of whom practice and

have written about critical health and PE, to write what we called a 'think piece'. We wanted these short written pieces to be less like polished journal articles and more bold opinion statements. The writers were welcomed to express new ideas that might stimulate discussion and challenge the reader. In this sense, the pieces are intentionally provocative. The 6 writers of the think pieces were:

Lorna Gillespie, University of Waikato

Michael Gard, Southern Cross University, Australia

Margaret Sinkinson, University of Auckland.

Ian Culpan, University of Canterbury

Alan Ovens, University of Auckland

Louise McCuaig, University of Queensland, Australia

Over the next two issues of the Physical Educator, we are publishing these think pieces (the first three here and next three in the following issue). They are not meant to provide answers or instructions about practice. The aim here, as it was in our symposium, is to stimulate thinking, to acknowledge the complexity of our profession and to encourage discussion about more just forms of health and physical education. As you read them, think about your own practice, the ways you grapple with the curriculum and how you try to challenge and shift power relations and inequities in your teaching.

Enjoy,

Katie Fitzpatrick, University of Auckland.



CRITICALITY IN HPE: THINK PIECE 1

Criticality in school practice in physical education

Lorna Gillespie - The University of Waikato

The following 'think-piece' is presented as 'food for thought', in relation to criticality in practice in physical education.

What's on the Menu?

Criticality is evident within the Health and Physical Education in the New Zealand Curriculum (1999), New Zealand Curriculum (2007) and national senior school assessment

documents. A more socio-cultural and critical orientation to health and physical education was first signaled in the 1999 curriculum document, and maintained in NZC (2007), reflecting humanistic and critical traditions. Teachers, particularly those teaching senior secondary students, were therefore encouraged to develop a socio-critical perspective, and adopt inquiry-based and critical pedagogical approaches

to their teaching and learning programmes. On paper, at a curriculum level, criticality would appear to be clearly 'on the menu'. I interpret the term criticality to be inclusive of what we tend to refer to in physical education as 'the criticals', which includes critical thinking, critical reflection, critical examination, critical analysis and critical evaluation.

There is a large and growing body of research and literature considering physical education and the need for criticality, critical pedagogy, its possibilities and shortcomings and it is not my intention to further elaborate on this within this 'think piece'. While criticality has both relevance and worth within education and within HPE, in the last decade, the philosophical shift of moving to a more socio-critical pedagogy has proved challenging for many of us as physical educators. It appears that within school practice a continuum of criticality has emerged. This ranges from a complete lack of criticality within (and about) teaching and learning programmes, to schools where criticality is well embedded within programmes and practice. Across this continuum a range of versions of what it means to be critical has transpired.

Given this background, the following 'food for thought' attempts to briefly highlight some 'big picture' and day-to-day contributors to current practice in schools and then sets a possible new 'menu' for supporting teachers to bring criticality to life in their practice and support their students on their pathway to become 'critical beings'.

Compliance Pie

Schools can be places of control and compliance, where a range of meanings related to identity are reinforced. A closer look at the complex interplay of the social structure of schools and 21st century knowledge construction reveals some of the tensions and issues with enabling the development of 'critical beings'. Situating criticality within the complexity of a school undoubtedly reveals competing ideologies.

Becoming critical and criticality are complex processes. The students in senior physical education classes are often those who have been most successful and comfortable in movement contexts and sport and tend to hang much of their teenage identity on this. To develop a critical perspective on this can be initially very unpalatable to many, as indeed it can be for any of us as teachers! Schools are but one of many contexts in which students will be exposed to power relations. Therefore while on one hand schools offer a familiar context in which to recognise and deconstruct power, students (and their teachers) are firmly situated within the school/community hierarchy and often at first have some difficulty questioning power relationships and the status quo.

An emphasis on compliance and standardised approaches stifles and suppresses both creativity and criticality. In the last decade, in my opinion, there has been a subtle change within schools in the ways in which student compliance is expected, viewed and rewarded. This is to the extent that it appears

that at times compliance is confused for leadership potential, and criticality in turn regarded as problematic behaviour, a negative outlook and something to be minimised. In this scenario we see those students who are good critical thinkers 'shut down' and those who do as expected promoted into leadership. The drive for compliance undoubtedly can counter the development of criticality, with only the very astute students recognising the 'rules of the system' and managing their use of criticality accordingly. A tension exists between 'playing the game' and being able to challenge the status quo of 'the game'.

Scrambled Eggs with Bread and Butter

Teachers are often buried in work and this limits headspace for creativity, criticality and reflexive practice. Teaching often becomes a constant scramble from one thing to the next – much more so now than one or two decades ago. Even though Level 7 and 8 of the curriculum for our learning area requires criticality, teaching and learning programmes often only reflect this in relation to isolated areas of content. Criticality appears to seldom extend to considerations of programme, pedagogy or choices about assessment. In addition, the need for curriculum, pedagogy and assessment to be aligned and support one another appears to be often overlooked. Programming and teaching in the senior school is increasingly influenced by and based around accountability measures in which criticality appears to count for little.

Amongst the scramble, survival for many becomes based on a focus on technocratic aspects of teaching, where management becomes equated to learning, and 'busy, happy and good' (Placek, 1983) reigns supreme. This leaves little room or inclination for criticality. Little wonder! Many teachers struggle, for a myriad of reasons, to engage with literature as part of their ongoing professional learning. Some read and act, some read and don't act, and some don't read. In turn, some literature fails to engage or be accessible to teachers!

Slippery Jelly

A number of NCEA national assessment achievement standards have significant critical intent. This often holistic intent is subject to multiple influences from when the standard is drafted to when it is implemented for assessment purposes. The standard travels a path from one policy body to the next where changes are made in line with particular ways of viewing assessment and standards, often resulting in splitting holistic meaning into small bite sized, tick box chunks thus risking further loss of intent. This in turn is interpreted in the writing of assessment resource examples, which rely on the writer's interpretation and criticality. These examples are then often utilised by many teachers 'as is', or interpreted further in ways that rely on the teacher being critical. Assessment becomes 'the' teaching and learning programme, with content taught in discrete parts, where

outcome is valued over process and criticality is at risk of being viewed of having little value.

Teaching and learning programmes driven by assessment allow for limited pedagogical creativity and the inter-relatedness of curriculum, pedagogy and assessment are lost from the radar (Cosgriff & Gillespie, 2011). This slippage in interpretation results in reduced opportunities for the development of criticality.

Molecular Gastronomy with Innovative Flavours

Given that some teachers successfully embed criticality into teaching and learning programmes and impact positively on their students level of criticality, what are some of the practices teachers use to 'shift' students and bring criticality to life within their practice? What is it that makes them experimental chefs, who are willing to adopt new ideas and flavours to support student development or trigger the critical senses?

Criticality involves engaging with and acting on and in the world. It includes willingness to question and problematise perceptions – including our own. Teachers who promote cognitive dissonance and provide a learning environment that supports dissonance and encourages students to challenge and question demonstrate they value criticality and value knowledge their students bring to the table. Key questions are, what supports students to develop their criticality, and what supports teachers in their ability to create and imagine learning activities and pedagogical approaches that assist the development of criticality? These teachers appear to value social justice and equity and are typically committed to supporting students to see the world from a range of perspectives.

Becoming critical, and criticality are complex processes and developing 'fresh eyes' for seeing the world in new ways is a simple first step that many teachers (and students) use successfully. This appears to provide a basis for broadening meaning making and moving from the position of a single meaning.

In physical education practice, key pre-requisite skills and understandings supporting the development of criticality have been proposed and successfully implemented by a number of teachers, teacher educators and students (Gillespie & McBain, 2011). In brief these include:

- Viewing the world with fresh eyes - reinforcing the notion of really looking and noticing and enabling students to see multiple perspectives.
- Making meaning and making judgments - encouraging and enabling students to make meaning out of what they see, hear, read and to be able to take a stance.
- Understanding assumptions and stereotypes.
- Gaining an understanding of social construction - who gets to socially construct what we think? (This is challenging and unsettling for many).

- Understanding power relationships and hegemony.
- Understanding the assumptions that relate particularly to the body and movement e.g. scientism, technocentricity, healthism, body as a project, commodification.

The above points and processes are seldom linear - in practice the learning is both complex and chaotic (in a 'good' way), but lay the foundations for meaning making, the ability to investigate possible consequences for themselves, others and their world and consider what courses of critical action are possible. Students need the language and thinking processes of criticality and critical action to be taught, modeled and supported.

Clearly certain classroom conditions need to prevail to support the development of criticality. This includes a large dollop of trust between teacher and students and openness to being challenged, which for many will carry some degree of vulnerability. Challenging, but doable.

Leftovers

Final 'food for thought' comes in the form of lingering, much pondered questions.

- If teachers' beliefs about physical education are focused on narrow conceptions, can they enable criticality?
- Does how we view the place, purpose and potential of physical education influence the extent to which criticality is valued and enacted?
- Does a holistic view of physical education and valuing the development of the whole person, increase the likelihood of including criticality within teaching and learning programmes and our own being?
- If we view the purpose of physical education to be solely about performance improvement, (physical) health related outcomes and obesity reduction, then is criticality less likely to be a significant part of the pedagogy or the content of our physical education programmes?
- If teachers employ some processes within their pedagogy that enable criticality, but are not critical themselves, to what extent does this limit the student's development of criticality?
- Is criticality simply determined by disposition and beliefs, and, therefore, in teaching do we simply build criticality in those already inclined to engage critically?
- Criticality takes time to develop, and time to become a 'critical being' will vary. If the criticality of students in senior secondary school isn't visibly developing, does this mean it doesn't develop at all?

Leaving the table

Criticality is about developing the intellect and a quality of knowledge. It also fosters dispositions to act autonomously and transformatively in the world. I argue that criticality is needed in the contemporary world, and advances the

competencies of a 21st century learner. Criticality is clearly 'on the menu' for health and physical education and can enhance the educational nature of HPE. What we need as teachers is to become increasingly familiar with criticality in practice and have confidence to move beyond the same food choices and explore possibilities, opportunities and pedagogies for criticality.

Further reading

'Think-pieces' are not typically fully referenced, but the following references are provided for further reading.
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CRITICALITY IN HPE: THINK PIECE 2

Why I became interested in health

Michael Gard - Southern Cross University

I was trained as a physical educator. Even though my qualification said I was licensed to teach secondary children about health and something called "personal development" (personal development? Me?), this was scarcely credible. I entered the teaching profession without even a plan for what I wanted to teach children about health, much less how I would teach them. In passing, I look back and wonder about the logic of young teachers, fresh out of university, being sent into schools to tell even younger people how, in essence, to be a good, well adjusted person and live a healthy life. For good reasons, other cultures at other times have left this task to much older people.

This health shaped hole in my professional life survived my modest school teaching career and the first decade or so of my life as a teacher educator. It is true that I had for some time been thinking and writing about the impact of the "obesity epidemic" on schools but, in truth, my primary concern was how all this might affect the field of physical education.

It all changed in 2005. It took a period away from Australia for me to begin to see what was probably obvious to many others. During that year my then employer opened a primary teacher education programme in the Canadian province of Ontario. In many ways, the Ontario primary school health and physical education syllabus was not much different to its equivalent in the Australian state of New South Wales where I had been preparing class room teachers for some time. And yet, as I familiarised myself with the language of the document it was now my job to help implement, I saw an important if not slightly sinister contradiction. As in Australia, Ontario's curriculum writers clearly saw saving the province's children from a lifetime of sloth and gluttony as its top priority. At the same time, it was imbued with the language of

health promotion which emphasised the need for "informed decision making". On the one hand Ontario's children were supposed to make "informed decisions" about what they should eat, how much they should exercise and the lifestyle they should lead. On the other hand, it was apparent that there was, in reality, no decision to make. Or at least there was only one correct answer, which was for children as young as seven to forswear junkfood, commit to their own personal fitness goals and not get fat! In other words, a veneer of liberal "informed decision making" served only slightly to conceal the coercive intent of public health's war on obesity.

Since that time, wondering about the plausibility of trying to prosecute the various agendas of public health through schools has occupied my time. In short, what I think is that as the capacity for schools – and particularly but not only primary schools – to significantly influence young people's health has declined (and there are a range of reasons for this), the list of health related concerns they are expected to address has lengthened. In Australia, there are signs that a back-to-basics focus on numeracy and literacy in schools is narrowing the lived curriculum and squeezing what little time there was for health and physical education previously. And yet, to name only three examples amongst many others, Australian schools are currently expected to protect children from obesity, illegal drugs and mental illness. One is surely justified in harbouring doubts about whether schools could ever be able to carry the weight of so much public health policy.

My current research project with Carolyn Vander Schee from the University of Illinois asks how, at least in the United States, this situation arose and where it's heading. First, we are looking at public health intervention in American schools since the inception of compulsory schooling in the late 19th

century. An obvious point to make is that the nature of these interventions has mirrored the anxieties of different historical periods. A less expected finding of this work has been a sense of a gradually shifting balance of power between the fields of education, medicine and, by extension, public health. During the early decades of American public education, educational leaders and authorities consistently resisted medical incursions into the day-to-day lives of schools. The contrast with the present is all the more striking when you consider that these early interventions usually had less to do with what teachers actually taught and more to do with the state of school buildings or the conduct of medical inspections.

Today, the idea that schools are the most appropriate place to intervene seems to form automatically in the minds of advocates for virtually any health and wellbeing cause you care to mention. In my experience, the logic of this seems to rest on the existential justness or importance of the issue at hand, rather than a consideration of the kinds of places that schools are.

The second part our project began with a focus on the Bush administration's 2004 "Child Nutrition and WIC Reauthorization Act". The legislation is widely seen as a political compromise. Rather than directly restricting the freedom of businesses to advertise and sell whatever food and drink they chose, it attempted to respond to the public health community's calls for action on childhood obesity by passing the problem to schools. The Wellness Policy Legislation, as it is known, not only provided no additional resources for implementation, it actually required schools to devise their own strategies and set their own targets. Advocates for the legislation argued that this avoided the heavy handedness of Federally mandated action and encouraged "local solutions to local problems".

There is much else to say about this policy turn. The Obama administration, for example, has responded to the myriad shortcomings of the legislation not by repealing it or providing resources for it, but rather by ramping up its accountability measures. As of 2010, on top of everything else schools need to find the money to employ a designated staff member whose responsibility it is to measure and report on the effectiveness of policies that probably won't work.

But perhaps you have guessed, as I have, that there are other forces at work besides a desire to promote health. The Obama administration's spokesperson for its war on childhood obesity, Michelle Obama, has repeatedly called on the private sector to take the lead. This is exactly what has happened. There are now businesses that sell software to assist entire states to collect and publicise children's fitness test scores. Private providers of physical education services are proliferating. But this is true across the health and wellness spectrum. If they can find the money, educational authorities can purchase commercial programs that claim to be able to "build character" and "resilience", delay sexual activity and even reduce divorce rates by preparing children for marriage.

In the brief for this "thinkpiece" I was asked not to be afraid of flying a kite or two so let me conclude with some hunches. Some Western countries are in the middle of a period in which schools are being turned into, above all else, sites for economic activity. It is not just that schools help students learn to be consumers; this has been true for some time. Rather, schools are being turned into sites where most decisions about educational materials, curriculum and assessment will be commercial ones. This process is not complete but the idea that schools are efficacious places in which to prosecute the goals of public health is helping to open up fresh pathways to hasten things along. Interestingly, one of the things that Carolyn and I have noticed about the North American situation is that the quality of school-based health interventions is not something that anyone seems to ask questions about. What matters is that schools and school districts are seen to be doing something, and this is where the private sector steps in. The push to make schools more and more accountable for the health of children is not likely to make children healthier. For self-evident reasons, review after review shows that broadly focused school based health interventions fail to have the desired effect. Rather, public health's presence in schools is now, more than anything else, a commercial opportunity.

One last kite: Carolyn and I have also tried to chart the ways different health professional groups have argued in favour of their role in schools. One of the most interesting and, with a view to the future, significant is psychology. There have for some time been many within the field of psychology who think their work should be fundamentally integrated into school life. The school psychology literature includes a significant element that wants to move away from simply dealing with individual children who are forwarded for assessment, toward a model in which psychologists would oversee the mental health of all school children. I think there are grounds for concern here. With the growing visibility and influence of mental health advocates, the ever-expanding definition of sub-optimal mental health, and the hyper-sensitive commercial antennae of the pharmaceutical industry, a new wave of public health's colonisation of schools is probably already upon us. At the very least, these developments should be closely watched.

At the heart of my thinking here is an interest in the educative mission of schools. Teachers in Australia constantly tell me that they spend less and less time teaching and more and more time attempting to comply with external policy initiatives of one sort or another. In various ways, we seem to be reducing the capacity of schools to teach children about the world and the different ways it is possible to be human, all in the name of keeping them safe and healthy. The central problem with public health's involvement in schools is that, unlike any educational process worthy of the name, it seeks only to tell children answers rather than encouraging them to ask questions.



CRITICALITY IN HPE: THINK PIECE 3

A small volte-face on criticality in school health education?

Margaret Sinkinson

For as long as I've taught and researched in the area of school based health education, there have been enduring and surprisingly entrenched 'regimes', or constructs of academic thinking about the purpose of this subject area, and how it might most successfully be executed to contribute to the health and well-being of future generations; one such construct is a critical sociology of health education.

Criticality in health education has gained traction since the inclusion of 'socio-ecological perspectives' as an underlying concept supporting the teaching and learning in health and physical education (HPE) in New Zealand schools (Ministry of Education [MOE], 1999; 2007), and critical health education advocates, myself included, propose that the insight and discernment afforded through a socio-ecological perspective, is likely to activate informed and health enhancing decision-making within the learner, at personal, interpersonal and societal levels. Note, for example, a demonstration of these multi-levelled applications in the repetitive tasks of Health NCEA Achievement Standards, requiring health themes to be explained in personal, interpersonal and societal contexts (for example, see NCEA A/Ss 90972; 91097; 91239; MOE, 2012).

A socio-ecological perspective, in theory, provides the school student with the opportunity to develop a critical and discerning eye that identifies and deconstructs those societal, cultural, political, environment and economic structures that eventuate in inequity and disenfranchisement for some, while advantaging and privileging others. The assumption is that the ability to apply such discernment makes societal prejudices visible. Assumed also is that such exposure eventuates in challenges and changes to unjust structures and practices; consequently, a desired learning outcome for the student is the development of enhanced awareness of social justice.

School health education practices have long attracted the attention of health experts and/or enthusiasts. The path of this school subject is littered with the efforts and initiatives of often well-meaning and knowledgeable health professionals, or others, committed to creating the good citizen and the healthy contributor. For several years now I have presented lectures to our student teachers on common discourses of health education prevalent amongst the 'world savers', discourses that are defined by, among other things, health-rules, moralising, fear and shock, self-empowerment, and individual responsibility. I admit that the purpose of

my lectures is to interrogate those discourses that use moralising, rule-ridden-ness, fear, or narrow individualism as behaviour control. But at times I find myself wondering if my own advocating for the critical discourse of health is no less missionary and rule-bound than the ones I censure. Does 'criticality' also have rules of thinking that are not always open to scrutiny by its own critical eye? The delivery of health education may have potential to operate within sets of 'critical' rules that the critical teacher or teacher educator is loath to step beyond. Does criticality morph into closed-mindedness? And most worryingly, how do I know that my critical health education approach is any more effective than any other approach in eliciting potential health and well-being in the learner. Taking this further, can I be totally sure that the discourses I criticise do not sometimes have a place in school health education practices? Perhaps a moralising message, one that initiates feelings of guilt or regret, will have a timely and actual influence on a young person's behaviour. Maybe a good dose of upbeat learning featuring individual empowerment has more success in motivating healthier choices than all the criticality in the world (which, let's be honest, can have a propensity towards the deficit). Worst of all, could a 'scare-em-straight' message possibly work to change a teenager's choice about high risk experimentation? (And if such an approach did work, could it still be called 'health' education, given the health curriculum's commitment to concepts of well-being?)

The reason I raise these questions about criticality in health and physical education practices, and question HPE advocates' enthusiasm for a critical curriculum, is because I operate within a group of educators and academics who I sometimes sense sing from the same song sheet (nothing wrong with that, it can, in effect, eventuate in a deep, negotiated, well-informed theoretical understanding). But I also wonder if fresh thinking is sometimes the victim. Ultimately, I recognise that we (I) must remain unsure and curious about how health behaviours and choices are elicited, constantly aware of the complexity of how health and wellbeing is experienced, and respectful of the subjectivity that is brought to an understanding of 'what is health'. Maybe criticality is not the answer for all learners; maybe it does not eventuate in sound health choices by everyone. We may have to accept that sometimes the approaches to and discourses of health education that we firmly believe to be the best are

not always the most effective.

My fundamental point is this: regarding school-based health education, there are some things that we know. We know that there are priority health areas for children and adolescents in New Zealand, and that these priorities tend to find their way into the health education curriculum. We know that students learn about health, and we know what they learn about health – school-based and external assessment procedures across all levels of the curriculum provide this information. But, we still do not know how they learn to be healthy. We can theorise about how they learn to be healthy, but little evidence exists to support theory. Unfortunately, the success and effectiveness of health education delivery is too often judged by the extent to which the learner demonstrates positive health and safety choices. Politicians, public health policy makers – and the population at large – are quick to deem health education ineffective if health themes purportedly addressed in the curriculum are also a cause of health alarm. Health education's efficiency is gauged

against abstruse influences such as personal motivation and idiosyncratic human behaviours, which, in my view, leaves the health education teacher and the subject area in a vulnerable situation. It also traps teachers, researchers and academics in the activity of attempting to analyse the nature of students' knowledge, and defining the extent to which this knowledge predisposes the learner towards health enhancing choices and behaviours in the future. Consequently, the question: 'should we be judging the quality of health education practices by what the students know about health?' gets left unaddressed.

References

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News From The Ministry of Education



Support For Secondary Middle Leaders

Francie Bengé - Ministry of Education

He mihi nui ki a koutou katoa.

The Ministry's regional teams are a key link in ensuring that professional learning and development supports the identified learning needs of students and especially our priority learners: Māori, Pasifika and those with special education needs. The relationship between regional teams and schools means that the right people are 'on the ground' who know the needs of schools and teachers, and are well placed to broker access to professional support.

Siobhan Harrod and Rachael Dixon are the Health and Physical Education national PLD coordinators. Siobhan has responsibility for the northern and central regions and Rachael looks after the central south and southern regions. They work closely with regional Ministry staff in their areas.

Rachael and Siobhan and I attended the PENZ Inspired Leadership programme in 2012. I was delighted to give the keynote address and I introduced the Ministry's leadership resource *Leading from the Middle: Educational Leadership for Middle and Senior Leaders*. Many of the teachers

who attended have leadership responsibility for student achievement in physical education.

One of the things that struck us at the Inspired Leadership programme was the commitment we saw to on-going professional learning and development. Attendees seemed to be really interested in the model of educational leadership that is set out in *Leading from the Middle* and how it applied to them, and we had many engaging conversations about what it means to lead in a Physical Education context.

Not all of you reading this were able to attend the programme, so Siobhan, Rachael and I want to make sure that as many of you as possible know about the resources and opportunities for your learning that are available this year through the Ministry of Education. We are actively supporting the professional development of secondary middle leaders in Physical Education to help raise achievement for all students, and particularly for our priority learners.

In-depth support is provided to teachers by integrating theory and practice through teaching as inquiry, with the

goal of enhancing engagement and achievement for our priority learners.

Workshops and clusters are provided to strengthen effective teaching, learning and assessment practices for middle leaders, to support the implementation of teaching programmes for NCEA, and address the literacy and language needs of the Health and PE learning area in the context of The New Zealand Curriculum.

1. REGIONAL WORKSHOPS AND CLUSTERS

Regional workshops and clusters provide opportunities for middle leaders to come together to develop learning-focused communities. In 2013 national workshops offered across the regions by Rachael Dixon and Siobhan Harrod, our Health and Physical Education national coordinators, are:

Leading the Learning in HPE Workshop 1 - Health Promotion – from theory to practical

Designed to enhance teachers' understanding of the theoretical and practical aspects of students' health promotion learning experiences in NCEA programmes. The workshop includes new activities to use with students to develop understanding of effective health promotion.

Leading the Learning in HPE Workshop 2 – Reviewing senior teaching & learning programmes

Designed to review NCEA programmes, develop teachers' ability to engage students in the "critical" as well as enhance students' ability to navigate the literacy and language demands of senior programmes in HPE.

These workshops for the Health and Physical Education learning area are also open to Health and Home Economics teachers.

Details about these workshops and other PLD support available for middle leaders will be available in the PLD section of the Secondary Middle Leaders' website on TKI:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development>

2. E-NEWSLETTERS

Termly e-newsletters are sent by the national coordinators to all secondary schools. They contain guidelines for effective teaching and learning strategies, subject-specific literacy strategies, the latest information on standards alignment, useful links for resources and exemplars, feedback from national moderators, links to relevant readings, contact details for facilitators, plus information about the PLD available. You can see the newsletters (for all learning areas) online at this link:

<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/E-newsletters>

3. WEBSITES

Useful websites for Physical Education teachers include:

- Health and Physical Education Teaching and Learning Guide:

<http://seniorsecondary.tki.org.nz/Health-and-physical-education>

- TKI Health and Physical Education Online
<http://health.tki.org.nz/>
- NCEA on TKI
<http://ncea.tki.org.nz/Resources-for-aligned-standards>
- Secondary Education Portal:
<http://secondary.tki.org.nz/>
- Secondary Middle Leaders Website
<http://nzcurriculum.tki.org.nz/Secondary-middle-leaders>

The Secondary Middle Leaders website also contains case study videos. A recent video of relevance to Physical Education teachers shows the heads of English and Health and PE at Mangere College describing a cross curricular approach to introducing literacy unit standards and gathering naturally occurring evidence across both learning areas.

If you wish to be added to your local facilitator's contact list or find out more detail about any of the professional support information here, contact Rachael or Siobhan:

Rachael Dixon, Te Tapuae o Rehua, University of Canterbury:
rachael.dixon@canterbury.ac.nz

Siobhan Harrod, University of Auckland
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Ma tau rourou, ma taku rourou, ka ora ai te iwi.

Francie Benge has been a head of department and a deputy principal in a large secondary school. She is now a Senior Advisor in the Curriculum, Teaching and Learning Team at the Ministry of Education

Sport in Education Project - SiE

Sport in Education (SiE) is about using the power of sport to improve academic and social outcomes for students and schools. The project also aims to increase the number of participants in school sport (both playing and coaching) and better connect secondary schools to their surrounding communities such as neighbouring primary schools and sports clubs.

Initially the three year project will involve eight participating secondary schools that will be ready to start rolling out initiatives from the beginning of the 2013 school year, such as:

- developing teaching and assessment resources in Maths, English and PE using sport as a context to engage students in learning
- developing an associated professional development support programme
- resourcing a dedicated PE leader

within the school to provide professional development and assist with the introduction of new teaching practices

- linking secondary schools and clusters of primary schools, where secondary PE experts can provide professional development and support to primary school teachers
- delivering a student leadership programme in secondary schools, focussing on coaching, and utilise these leaders/coaches in primary schools
- incorporating the values and characteristics of sport into the school environment - e.g. teamwork, rules, respect and leadership
- enhancing links to the wider school community, including families - improve facility utilisation and access, establish school-community/club/RST partnerships and establish sports councils.

To work towards the development of these initiatives, the project consists of five workstreams:

SPORT AND CURRICULUM - led by Darrell Boyd (Tauranga Boys' High)

- Maths, English and PE teaching and assessment resources developed using sport as a context
- Professional development for teachers

STUDENT LEADERSHIP - led by Roger Wood (Sport NZ)

- Curriculum-aligned leadership programme - e.g. Growing Coaches, Leadership Through League
- Practical coaching experience with primary and secondary students

SECONDARY-PRIMARY CONNECTIONS - led by Libby Paterson (PENZ)

- Professional development support for primary teachers in PE
- Enhanced intra-school sports programmes in primary schools



SCHOOL VALUES AND CULTURE - led by Elspeth McMillan (NZ Olympic Committee)

- Utilising the values of sport inside the school
- Storytelling
- Heroes
- Role models
- Sports imagery

COMMUNITY LINKS - led by Des Smith (NZ Secondary Schools Sports Council)

- Improved facility utilisation
- Club connections and support
- Sports councils

While set up by Sport New Zealand, Sport in Education has the support and involvement of the Ministry of Education, the New Zealand Qualifications Authority, New Zealand Council for Educational Research, New Zealand Secondary Schools Sports Council, Physical Education New Zealand and the New Zealand Olympic Committee. It will also draw upon the success and knowledge gained from a similar project that has been hugely successful in the UK that now includes over 550 schools.

Participating schools

Eight participating secondary schools from around New Zealand have been selected to commence the Sport in Education project. The schools are:

- Aotea College, Wellington
- Hillmorton High School, Christchurch
- Howick College, Auckland
- Kaikorai Valley College, Dunedin
- Papakura High School, Auckland
- Queen's High School, Dunedin
- Tauranga Boys' College, Tauranga
- Te Kuiti High School, Te Kuiti

These eight schools were selected from a group of 41 that expressed an interest in being involved in the project. Criteria such as decile, geographic location, roll size, demographics and current academic

and sporting performance were used to determine the final make-up of participating schools.

The project will also identify schools that are currently implementing the Sport in Education approach, and practices and tools that are developed through the project will be made available to all schools. Many of the schools that applied have asked to remain involved.

A participating school's perspective

Kaikorai Valley College (KVC) is one of the eight secondary schools throughout New Zealand initially chosen to be part of the Sport in Education initiative. Leading the project within the school is Craig Reddington, who points to KVC's Charter and pending relaunch of the school's vision as the motivation to be involved in Sport in Education.

The school's Charter stresses the need for teachers to foster a culture built around relationships and learning.

"We know that without a positive culture between teacher and student, the best intentions in the world will not bring about improved learning.

"We see Sport in Education as a great lever to further build on the positive learning culture we have at Kaikorai Valley College and it will underpin our commitment to improving our students' academic and sporting performance."

In 2013 Kaikorai Valley College, which caters for Year 7-13 students, will relaunch its vision of 'Opportunity and Success for All'. Sport in Education, and its perfect fit with KVC's involvement in the five year 'School Wide Positive Behaviour for Learning' programme, will drive the school's progress towards this vision.

As with all successful sporting campaigns, Craig knows the importance of thorough planning for KVC to achieve the best possible results from Sport in Education. As such he's been busy plotting and planning how the initiative will roll-out at the decile 5 Dunedin secondary school since its participation was confirmed.

"Our new entrant Year 7 students will be an area we focus on first and we will use interform sport to help integrate them into the school and build class spirit.

"We have also targeted our Year 9 cohort and have high hopes that the Integrated Sport thematic approach we will use in English, Mathematics and Physical Education will help these students realise their potential in academic, sporting and cultural fields next year.

"Year 12 students participate in a two hour per week activities programme and in 2013 they will be offered the opportunity to participate in the 'Growing Coaches Programme' promoted by Sport NZ.

"Students will engage with our contributing primary schools, coaching a variety of summer and winter sports.

"This opportunity will be available to all Year 12 students, not just those studying Physical Education. We will also offer a Level 2 Physical Education Achievement Standard with this programme."

So as the 2013 year begins Craig Reddington is looking forward to running with Sport in Education at KVC.

"All the staff involved are very motivated and full of ideas for helping this initiative provide the best learning environment and highest chances of success for our students."

Useful links

Links you may be interested in:

Research:

Sport and physical activity enhance children's learning [<http://www.dsr.wa.gov.au/brain-boost-sport-and-physical-activity-enhance-childrens-learning>]

Transitions from primary to secondary school [<http://www.ero.govt.nz/National-Reports/Evaluation-at-a-Glance-Transitions-from-Primary-to-Secondary-School-December-2012>]

What's being said about SiE in the media:

Good sports targeted to be great students, (Stuff) [<http://www.stuff.co.nz/dominion-post/news/porirua/7965380/Good-sports-targeted-to-be-great-students>]

School sport: Project likely to motivate pupils, (Otago Daily Times) [<http://www.odt.co.nz/sport/other-sport/233972/school-sport-project-likely-motivate-pupils>]

Sport in education a no-brainer, (Tomorrow's Schools Today) [<http://www.tstnz.com/staffroom/staffroom20.html>]

If you would like further information about the Sport in Education project or to sign up to the Sport in Education newsletter please visit <http://sportnz.org.nz/en-nz/young-people/Sport-in-Education-Project/>



Engaging The Sport Non-Participant. New Zealand Secondary School Sport Council Innovation Award 2012

Dayle Clarkson

Introduction

An innovative approach to identify and overcome the barriers for non-participating students by Sport Wellington's Wairarapa team has been recognised through a New Zealand Secondary School Sports Council (NZSSSC) Innovation in Sport Award.

Sport Wellington Wairarapa in collaboration with three Wairarapa Colleges undertook a special project in July 2011 designed to impact upon the engagement of the non-participant in school sport.

Methodology

Utilizing Wairarapa specific research conducted by Whaiora (A Wairarapa Maori Health Organization) in seven Colleges and two youth education centers, and with reference to SPARC Barriers to Action research findings, a Community development model was applied to address the research recommendations.

Process

Survey results identified participant needs, barriers to sport participation and activities that non-participants wanted to try. A programme was then implemented to meet participant needs and address the barriers resulting in new opportunities being presented in the form of archery, ten pin bowling and small-bore rifle shooting. The central locations, minimal costs, friendly and non-competitive environments, all encouraged high engagement that in turn resulted in new sport participants ensuring big increases in junior club memberships in the three sports.

Colleges with less than 100% NZSSSC census participation were

targeted and offered a Memorandum of Agreement (MOA). Chanel College, Makoura College and Wairarapa College accepted the MOA. The three colleges all indicated their desire to provide their students with the opportunity to experience the benefits of school sport through a targeted approach. A simple yet effective process was developed and embedded into each of the 3 participating colleges. This process incorporated the development of an action plan with agreed outcomes that provided for a sustainable model that is transferable into other schools and youth sport settings. The colleges allocated appropriate resources, including staff, to manage the project.

Action Plans

Year 9 and Year 10 non-participants were identified through student data management systems. An activity survey, undertaken by Whaiora Whanui Trust, was conducted with each non-participant to identify activities that they would like to try. These activities that had been pre-selected were those not already offered through the College but were offered through a local club.

The three selected activities of archery, ten pin bowling and small-bore rifle shooting was later increased to include table tennis. Sport Wellington Wairarapa then provided training and advice with both sports clubs and Colleges to enable them to deliver activities that aligned to the research recommendations, specifically:

- Short time frame (less commitment)
 - 3 consecutive Monday afternoons outside of school time
- Accessible to College - central location to reduce transport barriers
- Minimal cost - Kiwisport funded
- Friendly environment - adult support was both positive and encouraging
- High engagement - delivery is practical learning "through doing"
- Non-competitive - improve personal performances each week
- All activities are fully evaluated by sport, college and participant

Evaluative Feedback

A sample of the evaluative feedback received post programme included:

School feedback

Sport Coordinator: *"The kids really enjoy the activities because they like*



Makoura College students participating in small-bore rifle shooting

challenging themselves to do better rather than win or loose. They especially like to beat me and they do."

Teacher in charge: "The club people are really great and very patient. The kids like how they just let them get on with it. Not lots of talking."

Parent: "The club people are really friendly and they encouraged me to have a go as well. Now my son and I are members."

Student: "It's lots of fun. My friends and I went together with the sport coordinator. She helped with my transport. Now my friends and I are competing in a tournament. Didn't think I'd ever want to do something competitive."

Parent: "My son has never played any sport and now he hates missing out on his club night. We live 45mins out of town but he stays in town with family so he can make it to club night. The sport coordinator helped to get him there."

Student feedback: "It was awesome" "It was so fun." "Can't wait for next year."

"It was so good having the teachers join in with us, they made it really fun".

Sport feedback - Archery Wairarapa: "The schools were well managed and behaviour was excellent on both

occasions". "We have had positive feedback from both students and adults. Good experience for all coaches." "This programme was beneficial to the club and club coaches."

Outcomes

- Two of the three targeted Colleges report 100% engagement of all 2011 project participants in college sport (one College was unable to report on this due to a change of personnel in the Sport Coordinator role)
- After six months engagement, three targeted colleges report an increase of College overall school sport representation data for 2012. Increases indicated a range from 5% - 11%
- Evaluations show sport/ college/ participants satisfaction to be high and many would continue with future engagement
- One sport (Archery) reports that they are now at full capacity with an increase in junior membership
- Sport (Small-bore rifle shooting) reports that they have had a 100% increase in membership comprising a mixture of juniors and adult (parents attending with their child) membership

Added value

- Media coverage through local newspaper
- College website
- Recognition in college assemblies and newsletters

The successes of the project

- Increase in participation in the number of students who represent their school in sport
- Continued engagement of the non-participants in school sport representation. Two colleges report that 100% of non-participants are engaged in school sport in 2012
- Sustainable partnerships between schools and sport clubs
- An increase in club junior

membership. Two sports clubs have indicated that they are now at full capacity for junior membership

- A collective community partnership that supports both student needs and learning

Recommendations

This community development model is now embedded in all three targeted colleges and will continue to provide a focused approach to engagement. In 2012-13, colleges will continue the partnership with existing sporting bodies introducing one new activity each year and increasing the target age to include Year 11 non-participants.

"The award is a testament to the collaborative work between schools, sport and the Wairarapa community. A key focus for the three Colleges involved was to provide their students with the opportunity to experience the benefits of school sport through a targeted approach which has led to many of these students becoming involved in other sporting opportunities during 2012. It's also important to acknowledge the clubs and their volunteers who provided the perfect environment for these students to feel at ease and engaged". Makoura College Sport Coordinator, Sydney Cunningham said, "Sport participation has grown significantly at the college over the past 12 months. Students, who initially weren't interested in giving sport a go, are rushing into the school hall for lunchtime activities and are initiating and supervising their own competitions".

Acknowledgements

Perri Tatana Williams, (2012). Whaiora - Wairarapa Youth participation survey SPARC - Obstacles to Action (Sparc, now Sport New Zealand, 2003)



Students participating in 10 pin bowling



Makoura College students participating in Archery



The Queen of the Ball

Harko Brown

The northern tip of New Zealand (NZ) is famed for its sunshine and stunning beaches and has more friendly locals than you can point a tokotoko (ceremonial staff) at. Known as Muriwhenua, the region's breath-taking scenery annually lures thousands of visitors via Highway Ten along the picturesque eastern coastline. There is also the central State Highway One route through sunlight-dappled native bush and fern-edged farm valleys.

Cultural significance oozes from the landmarks and monuments which pepper the countryside. Preserved buildings and memorials remind us of early Christian missions while eroded pa sites and ancient harbour settlements are vaults to a thousand years of legendary Maori lore. The tribes which hold manawhenua (customary authority) are Te Rarawa, Te Aupouri, Ngati Kahu, Ngati Kuri and Ngati Takoto. Their tribal spirituality umbrellas the region and their legends inform us that the souls of the dead travel along Wharo-Te-Oneroa-a-Tohe, Ninety Mile Beach, and depart into the next world by way of Te Reinga Wairua - the precipitous cliffs at lands end.

A half-hour out from Kaitia I turned my dial to 94.4FM to pick up the popular local radio station 'Te Hiku'. The programme featured DJ Rongo Bentson sharing banter with Paulette Lewis about the ki-o-rahi phenomenon in their region. It was a great lowdown because I had arranged to meet up with Ms Lewis, the regions undisputed ki-o-rahi revivalist, to discover more about her work within the realm of Rong-ma-tane (The God of Peace).

Ki-o-Rahi is a modern term for a collective of ancient Maori ball

games. Its mantle follows the trends of other Maori cultural revivals such as kapa haka (dance) and mau rakau (weaponry) which are also newly coined terms. Just as Maori dance has acculturated poi, guitar playing, modern dance choreography and new singing vocals into its 'traditional' collective, and mau rakau has added the martial arts inspired 'dan' concept into its teaching, so too is ki-o-rahi continuing to evolve.

An example of this dynamism comes from Sport Auckland kaiwhakahaere (Maori sports facilitator) Karla Matua who informed participants at a traditional games wananga that her mother, Nellie Clay, kept the memories of ki-o-rahi alive in their whanau with recollections of her childhood days in the Kaipara playing horseback ki-o-rahi during the 1950s. Sport Northland kaiwhakahaere Leela Hauraki is planning to build on such whakapapa in the Hokianga region by additionally facilitating waka (canoe) and quad bike ki-o-rahi.

I stopped at the Awanui gas station to jot down some of Ms Lewis' passionate airwave statements which included, "...entire communities are supporting the kaupapa which makes my job very rewarding... Ki-o-Rahi has been a spark for the region... it fits our kids like a glove... they can use all their games intelligence, their tricky footwork, their co-ordination and impossible passes to the max..."

I was greeted by a forecourt attendant named 'Pex'. I tried an opener, "How's ki-o-rahi going round here mate?" To which he quickly responded, "Yeah good bro, we gonna put up a big as sign. Ki-o-Rahi Country! That's us bro, the kings of Ki-o-Rahi!"

If competing well at national level means you are 'Kings' then the Te Rarawa region has better claims than most. Their primary school teams recently won Northland junior titles and the senior school mixed team came third at the NZ Secondary Schools Champs and won the prestigious Iwi of Origin Tournament staged in Auckland. Te Rarawa teams have also won the coveted 'Waitangi Bowl', a national mixed competition which is staged annually on the hallowed Waitangi turf during the February 6th Celebrations.

The National Waitangi Trust deputy-CEO Andy Larsen is founder of the 'Waitangi Bowl'. It turned out that his rationale for developing the concept was quite simple. "My son Travis played ki-o-rahi at school and loved it. It's a fast and exciting sport. Everyone in NZ should have opportunities to play and by staging the tourney during the glorious Waitangi celebrations, we annually invite all whanau teams to enter and have a throw around."

Mr Larsen's knowledge on Maori ball games is captivating. He says Maori games were banned by the state in the nineteenth century so that Maori could only play their indigenous ball games "in the bush away from public scrutiny". A Boon (2009) reference does corroborate this assumption and he writes that the earliest known NZ ball games, "...between Maori tribes had all the ferocity of warfare" (3).

Enter Tom Ellison, a Maori visionary, who was frustrated with rugby in his time because the only 'legalized' ball games were based on kicking. He totally revamped the rules in the 1880s and 1890s by injecting them with the Maori passing ethos and tactical play

which is so intrinsic to ki-o-rahi. In Ellison's (1902) book 'The Art of Rugby Football', there are several supporting quotes, including, "we [Maori] started the passing game" (64) and rectified the games "absence of scientific or tactical play" (76). He also encouraged the adoption of the traditional cultural sports symbiosis between ball games and manu (birds) by advising that the national team jersey be black - a throwback to ancient times when the black-feathered hokioi was integral to the earliest ball game protocols. Ellison also integrated the haka into pre-game rugby etiquette - an equivalent of the ancient 'Tatau Pounamu' protocols whereby players entered into and adhered to the realm of peace.

But back to that day - I was just in time to catch-up with Ms Lewis, ever smiling and enthusiastic, as she readied herself for her days intervention. She worked out of her Te Runanga o Te Rarawa employment base in Kaitaia as a Te Oranga youth worker. She packed all the gear tidily into her wagon. She had spray paint cans with which to mark out Te-Ata-a-Rangi (ki-o-rahi fields), had long flexible pou (game posts), a big tupu (centre target), bands, cones and ki (game balls).

She puts her love and caring for the game out on her sleeve. "This taonga [treasure] is from our tipuna [ancestors], it is in our DNA, it is now up to us to sustain it."

"It is a treasured vessel with the ability to support our hauora [health & well-being] and a means for displaying tinorangatiratanga [self-direction]".

"I totally agree with the concept that individual Iwi and even hapu promote their own ki-o-rahi tikanga and layer the game with their own protocols - this will ensure that everyone is a kaitiaki of ki-o-rahi...[and]... are intimately involved with the games utilization and preservation."

Her job sees her teach the legends of the game, the ki-o-rahi rules, the making of traditional flax ki (balls) and involves organizing big, well attended, ki-o-rahi competitions for children,

teenagers and often their parents in the Muriwhenua region.

That day she was booked to facilitate at Taipa Area School with the 'Small Blacks' TV2 crew headed by the effervescent Jason Fa'afoi. The school is nestled next to Taipa Beach and the sun-drenched setting took in beautiful Doubtless Bay. The idea was to capture the students' passionate adherence to ki-o-rahi which is a remarkable diversion for a rugby oriented show and testament to the impact that this region is having on national sports provision.

I managed to get a little more background on the people who are supporting this sports movement by speaking to parents and other sideliners not directly involved with the filming. They confided that Ms Lewis was indeed world famous in their region. Her official title of 'youth worker' had been affectionately replaced with 'Te Kuini o te Ki' (The Queen of the ball) - a reference to her commitment and energetic dissemination of their traditional ball game.

Looking back on the field action, the kids, their teachers and Mr Fa'afoi had responded to Ms Lewis' well spoken instructions with passion and simply ripped-up! After just a few minutes they were on a buzz, you couldn't have stopped the action if you had wanted to. I could see why some thirty schools had invited Ms Lewis onto their domains - she is an incredibly gifted motivator and facilitator who gets people active!

Heading the management vision for ki-o-rahi at Taipa Area School are principal Patariki Toi and his Head of Department of Maori, Hailey Tobin. Both had been so buoyed by the positive impact of the ki-o-rahi phenomenon on their students and the propositions it offered to their curriculum, they formed the first Ki-o-Rahi Academy in a NZ school!

Whaea Hailey and supporter Whaea Anna Tripp saw more than the physical attractions of the game. Whaea Hailey extolled the games wider virtues,

"Ki-o-Rahi is an educative medium

both in the physical and mental sense. It has had an immediate beneficial impact on our students' learning. The philosophies we are seeking to develop place ki-o-rahi at all educational junctures - we think this waka [transport vessel] is that powerful."

Whaea Anna expanded on the dimensions of their vision, "...we think the game and its educational values are a symbol of dynamism and excellence in education...lawyer Annette Sykes thinks its philosophies should be integrated into our justice system, while we think at the very least it should be encouraged in our education system..."

This sport REALLY does have locals buzzing and kids humming!

An eye-catching and very significant attraction on display in the school wharenui was the impressive Tuwhara-Kiarahi kite which was aptly named 'Te Ara Wairua'. Such kites were historically flown during ball game competitions. It had been painted by renowned Taipa artist Theresa Reihana and had been flown on Ravenna Beach, Italy, when a Northland team followed the Maori Battalion trail and played ki-o-rahi against locals there in 2008.

One well known elder I had noticed watching the filming was Haami Piripi. As a leader of the Te Rarawa tribe his historical knowledge of the area is extensive and his presence at this occasion was acknowledged by everyone. His day long encouragement was an indication of the value he placed on the traditional kaupapa.

Our taonga had "re-emerged" he said, "The time is right and our people are supportive... It is a tohu to uplift our tamariki and a powerful symbol for our people to talk about, to celebrate and to share".

I asked other kaumatua enjoying the day, "How far back does your whakapapa for traditional ball games extend?" Several informants believed it went all the way back to the first waka. They traced the earliest ball play back to the time of the great Kupe and his landing right there at Taipa Bay. They



Taipa Area School's 'player of the year', Alan Heighway, goes high attempting to hit the central tupu [target] during recent Waitangi Bowl action. Photo: Madeleine Ware



Taipa Mixed Tihae (Ripper) Team giving their famous "k" for Ki-o-Rahi sign. Photo: Anna Tripp

said, "...the Kurahaupo crew brought their ball games...tangata whenua who played ki games on the beaches were already here...'E tangata-o-nga-ki'...they became the Te Ngaki tribe...

together they birthed the game you see here today..." Mr Fa'aoi reiterated such korero in their filming.

Hence the whakatauki:

Nga one roa i roto o Taipa,
Haaputa ko te ki,
Patua, patua, patupatu te manawa,
No Kupe enei taonga tuku iho

*Across the wide beaches of Taipa,
Breathes the ki,
Beating, beating, beating heart,
Kupe's legacy.*

As the surreal day drifted to a close and the sun silently glided into the darkening western abyss, I wondered what Kupe, the great ancestor of the region, might have thought if he could have seen his ball games still being played so passionately in his favourite haunts. Perhaps his echo through time would offer this wisdom...

Kua eke I runga I te waka kotahi,
Kia mahara tatou kei hoe whakatuara.
Kia tika ano te tikanga o te hoe,
Ki te hunga o te ihu.
Kei huri te hunga o te kei ki te hoe
whakamuri.

*Now that all have embarked on
one canoe,
Let us be careful that we do not pull
backwards.
Let us pull in the same direction,
As those who sit in the bows.
Do not let the people in the stern paddle
in the opposite direction. (Kawharu
2008: 194)*

The 'Small Blacks' Ki-o-Rahi programme can be viewed on the Taipa Area School Ki-o-Rahi Academy website, <http://www.kiorahi.co.nz/>.

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Learning Life Skills through Challenge in Nature's Garden

William Pike

I was so warm and snug in my sleeping bag when the alarm went off at 4.30am. The air temperature would have been around -10°C and my nostrils were stinging with each breath. Getting out of my sleeping bag brought a mixed bag of feelings and thoughts. Kneeling at the tent entrance and reaching outside to grab my boots, I wasn't surprised to find them well frozen. Slowly I stood upright in cold boots and scanned the snow with my headlamp. After my first step I quickly found out that bolts were loose on my leg. I grinned and thought to myself, not a bad example to use of how metal contracts when I next taught science. Luckily, the bolts were easily tightened with a 4mm allen key and we were on our way.

As my mates and I left our tent and forged up the side of Mt. Ngauruhoe, our world was quiet and beautiful. As we got higher, a number of comments were passed as it seemed our crampons weren't really biting into the bullet-proof ice. We kept going until I saw a good photo opportunity, at least half way up the mountain. I steadied myself on the 45 degree icy slope, felt my crampons slip a little on the ice and took my pack off to reach my camera and tri-pod. I ignored a comment from someone suggesting I double check to see if the shoulder strap of my pack was secure around my ice axe which was now hammered into the ice. I took photos of nature's garden that lay below us and was happy with the results. I reached for my pack to re-pack the camera gear and it was gone. The bloody thing must have jumped off my ice axe all by itself. Silently and effortlessly it slid away into the darkness and to the bottom of the mountain. Bugger!

My snow goggles, sunglasses, warm gloves, fleece, drink bottle, spare stump socks, memory cards - all gone. I was cold, without my essential gear and in less than an hour I knew I would find it difficult to see with the sun's reflection bouncing off the blue ice and into my eyes. I had got up early, braved the cold, steep ice, lost my gear and now I had to turn around. I watched my mates soldier on towards the top of Mt. Ngauruhoe. It was about that time I asked myself, what the hell am I doing up here?

Almost 5 years ago to that day, I had been climbing on Mt. Ruapehu with my friend James. We spent an amazing afternoon near the summit plateau, climbing the ridges surrounding the Crater Lake. That evening we found ourselves in a spot of bother when Mt. Ruapehu unexpectedly erupted. My legs were severely crushed by large, fast moving rocks,

mud and snow as it forced its way into the hut where we were sleeping overnight. Luckily James was uninjured and able to run down the mountain for help. I became critically hypothermic with my core body temperature dropping to 25°C. After being carefully extracted by rescue teams, I survived Snowcat, ambulance, and 2 helicopter rides up to Waikato Hospital in Hamilton. Doctors and rescue authorities noted my survival as 'a miracle'. I overcame a number of other life threatening injuries, and my right leg was amputated below the knee.

After 9 weeks in hospital I left for home. I needed a lot of motivation in hospital and that came mainly from friends and family. In addition to that, a small part of my brain was constantly motivating me on a day-to-day basis. The motivation came in the form of memories. Those memories were based on the raw satisfaction, the elation, and the feeling of what it was like to work hard and then have the privilege to stand on top of a mountaintop or somewhere special in nature's garden. Those memories were created during the dozens and dozens of outdoor adventures undertaken before I ran into trouble on top of Mt. Ruapehu. When I was having a bad day in hospital I would think of the outdoors. When I was at home in recovery mode and having a bad day, I would think of those special encounters in nature's garden. My memories of the outdoors, the satisfaction from physical exercise and moving around under my own steam, were a huge motivator for me to get my life back on track.

Walking back down Mt. Ngauruhoe, I knew damn well why I was there. I was chasing that feeling of satisfaction I knew I'd get when standing on top of Mt. Ngauruhoe to watch the sunrise. Except, today clearly wasn't my day.

As I picked my way down the mountain, I squinted in the bright sunlight and began to wonder if my life would have been the same had I not been crazy about the outdoors? My passion stemmed mostly from my outdoor education class at high school. So I pondered the value of these wilderness places for me. Without them in my life, I wondered what I would have had to motivate me through the tough times in and out of hospital. What would motivate me on a daily basis to do my best? What would I have had to put my daily life into perspective? I like being able to compare putting on frozen boots and a frozen leg to life's daily squabbles that really are insignificant in the grand scheme of things. I like savoring a memory from an outdoor trip, or anticipating an upcoming



William Pike camping in South Crater near Mt Ngauruhoe. Photo: William Pike

adventure when I'm battling through my school reports. The outdoors certainly won't motivate everyone, but everyone needs something to motivate them. What motivates you? What motivates the students you teach?

As teachers, we provide the gateway to countless new experiences and opportunities.

Physical education and outdoor education, (a key area of learning within Health and Physical Education or can be across all learning areas) give students the opportunity to experience a new movement challenge. Students are able to 'have a go' at a particular sport, hobby or physical activity. Students may find they really like something, are good at it and learn from it. That new opportunity might just be that 'something' they are looking for. It could be the catalyst to a life-long sport, hobby or passion that motivates the student to achieve great heights. Perhaps, similar to me and my passion for the outdoors, they will discover their passion.

Education outside the classroom is potentially a powerful tool for building confidence, and life skills; for the enrichment of personality and character within an individual. Life skills such as persistence, resilience, self-belief, and leadership are often tested and tried outside of the four classroom walls. This was clear after 12 year old Rose penciled this comment voluntarily after completing the William Pike Challenge Award (WPCA):

...The most important thing that I have learnt from doing this award is self-belief. Before I started the challenge, I was afraid of quite a few things; I was afraid of taking on new activities, afraid of the dangers in the outdoors and most of all, I was afraid of believing in what was possible.

By doing the WPCA in year 8, it has helped me to overcome my fears, have greater perseverance and determination, and be courageous and to push myself. These values will help me to try new activities and to believe in myself to do things I never thought I would do. Not only has it helped me physically, but it has also made me mentally confident and it helped me to believe in things that I want to achieve- perfect skills to have handy later on in my life.

I'm sure that Rose would agree that challenges are good for you. In my experience challenges bring people together and they help you realise your true potential. Challenges expose your strengths and weaknesses, then let you work on them. Challenges enable you to be grateful, humble, put your life in

perspective and appreciate what you've got in life.

Through education in nature's garden, students are exposed to potential career pathways, lifelong learning and opportunities. Specifically, there are many essential outdoor safety and survival skills that contribute to a life skills toolkit. There is no better way of developing an awareness of the environment and the need for sustainability than getting into nature's paradise and seeing it personally. Many of these new experiences simply aren't possible in a classroom setting.

In this day and age, our youth are vulnerable in their early teenage years, bullying and drug abuse serving as two examples. A hobby and/or sport can give young teenagers direction and a focus resulting in positive choices and purposeful activity early in their lives. Heading down the right track can be a real challenge and teachers are often well placed to make a difference.

The value in education outside the classroom can be difficult to measure, unless you provide the right opportunity for a student to share his/her experiences. Quite often the value of an overnight bush walk or a weekend away at a sport competition is under estimated. It shouldn't be something that's taken for granted. There is real potential value in all education outside the classroom. The value for each student might not become apparent to him or her right now, but it may surface later with profound impact. In New Zealand we're lucky to have some of the best outdoor environments and opportunities available in the world. It's a matter of taking advantage of what's in front of you and pushing aside the barriers to get to where you and your students will grow the most.

Nature's garden has been kind in assisting me overcome my challenge as I have grown as a person, and yes, it even returned my bag with all its contents!

William Pike is a trained primary school teacher, founder and director of the William Pike Challenge Award. The WPCA is an outdoor activity-based challenge program run over one school year. Select groups of students participate in 8 or more outdoor challenges. The challenges are tailored to the school's geographic area. In addition, students need to complete +20 hours community service and develop a new sport, hobby or skill. The WPCA is a journey for New Zealand youth to learn and grow in the outdoors. The Challenge affords new experiences and opportunities, nurtures a passion for the kiwi way of life and fosters a positive youth culture. The Challenge is aimed at 11 and 12 year old students, however, an increasing number of high schools are taking on the program. Advantages of the WPCA are seen to be its flexibility and the ease with which it is applied and integrated into a school's program. Some schools use William's autobiography, "Every day is a good day", in their language program. William serves as an accessible New Zealand role model for young students. His zest for life day to day is infectious. With 22 schools nationwide participating in the WPCA for 2013, this will be a program to follow with interest. For more information about the WPCA, contact William at wpca@williampike.co.nz



Adding value to physical education through an integrated approach

Dennis Slade - Massey University

One way of adding value to the physical education lesson is through integration with other subjects. Two New Zealand schools that have embraced the integrated nature of learning that includes but is wider than just physical education, are Ilminster Intermediate School, Gisborne and Feilding Intermediate School. Their integrating learning approach embraces all aspects of school life and staff and principals at both schools speak extremely positively about the results. The motive for adopting this approach to learning at both schools was to improve students' learning outcomes from their school experience.

The Feilding Intermediate school prospectus asks parents the following questions:

- Are your children happy at school?
- Do they love to learn and seek knowledge?
- Are they motivated and positive to a variety of learning styles?
- Do they clamour to go to school daily?

If the answers are no then often the standard response is to assume that the child has some sort of learning difficulty. One identifies the underperforming area – perhaps the area they find most boring and give them more of the same. This is not the case at Ilminster or Feilding Intermediates.

Integration allows one to identify the child's strength

The integrated programmes offered by these two schools seek to overcome the lack of interest, love of learning

and boredom by tapping into the child's strengths and giving them more of those aspects in their schooling. Rather than identify the weakness they identify the strength. They then use those interests and strengths to teach across the curriculum, including previously not so interesting aspects of the curriculum through a medium the child finds most interesting, e.g. arts, music or sport – the child's strengths. In adopting this response the hope is to engage the student in the rich tapestry of learning that may lead them to develop a love of learning and improved educational and social outcomes.

Peter Ferris, Principal of Ilminster Intermediate was perhaps the first principal in New Zealand to instigate an across school integrated programme of learning that placed students in learning clusters based on their strengths.

"I was dealing with lots of conflict between student and student, student and teacher because the student was finding school boring. We had a withdrawal room for such students. We were trying to mould them into a general one cap fits all style of education. When we went to interviewing prospective students, asking them what their strengths were and then matching those strengths into teaching clusters/syndicates with teachers with similar interests and strengths, much of that conflict went. We got rid of the withdrawal room!" (Mr P Ferris, Personal communication, 14/01/2013)

Initially, the Ilminster programme looked at grouping students around their strengths in sport and PE, arts, ready to learn and failing to learn -

students with low levels of numeracy and literature achievement. *"We found that as we got everyone, staff and students in the right place, everyone was ready to learn and the change in the school climate and attitudes to learning was amazing."* (Mr P Ferris, Personal communication, 14/01/2013)

The Ilminster programme has now been running for twelve years adding a fifth student interest group in 2006. The fifth group was discovery learning through science for students who identified their strengths as academic.

Stu Trembath, Principal of Feilding Intermediate inspired by what he saw at Ilminster Intermediate, adapted the programme to his school. Feilding has operated an integrated programme since 2004. Stu's modus operandi is, *"Passion drives learning and when you channel that passion you get minimal disruption because the students find what is happening at school interesting and meaningful."* (Mr S. Trembath, Personal communication, 30/11/2012)

Feilding operates five learning centres. Motuhaketanga – Independence and Self Management, Nga Toi – The Arts, Hauora Centre – Health and PE, Taumata – Going Beyond and Higher, Papatuanuku – Confidence Building in our Environment.

Feilding's programme in action

It was the author's privilege to observe classroom teacher Miss Wills in the Feilding Intermediate Hauora unit taking a brief integrated language journal writing exercise and mathematics lesson. The language exercise started with a discussion on ethics in sport – cheating, to be precise.

The discussion was quick-fire with students confidently making points, looking to define cheating, trying to decide whether cheating at Monopoly was the same as appealing for a free-kick in soccer that you knew you didn't deserve to receive. The role of the umpire was discussed. If the umpire is the adjudicator of the game are you obliged as a player to countermand a decision made in your favour that you know is incorrect? Following the discussion that drew responses from more than half the class, the writing was entered into enthusiastically with no-one offering that sometime heard refrain: "I don't know what to write about!"

This small exercise finished, the next lesson was mathematics, specifically percentages and statistics. The students assembled outside and

undertook in small groups, a range of exercises with their scores being recorded. These included, press-ups (types defined), basketball dribble (dominant and non-dominant hand), soccer ball and three-ball juggle. When the data was collected it was back into the classroom with students checking and then entering their data onto the white board.

A discussion followed about averages, means and ranges in scores with students practicing the equations. What could be understood by the data? They learnt about outliers and considered factors that could have influenced the results. Did the data as collected, without critical discussion, tell them everything about what the data represented? There was much critical thinking and obvious engagement.

The programme has been so successful that teachers in the Hauora group received a grant to purchase books for the reading programme choosing books with sport as a theme. As Miss Wills noted, "I do not have any issue with getting boys in the class to read these books!" (Miss CK. Wills, Personal communication, 30/11/2012)

The development of integrated, comprehensive programmes of instruction based on student interest and strength, undertaken by these two intermediate schools, appear to have been positively fruitful. Principals, staff, parents and Board are to be applauded for embarking on a less conventional approach to student learning that is reportedly giving students a love of school.

The following is an example that teachers might consider trying as an easy introduction to an integrated approach to learning:

Game: Throw Golf

Integrated learning experiences

Physical education: Movement skill analysis – throwing, kinesthetic awareness, cooperation, game tactics and strategies, game etiquette.

Art/Design: Design a throwing golf course and present a pictorial layout.

Language: Sport language associated with golf.

Mathematics: Simple addition, averages.

Ethics: Play a game without adjudicator; pressure to be honest.

Technology: Video analysis; golf club design.

Outline of the game

Throw Golf provides a game context using single arm throws to teach the game concept of golf while also teaching throwing techniques and game tactics.

Equipment

One tennis ball per player. Nine hoops and 27 cones, 18 low cones for tee-off area and 9 tall cones, flags, placed in the hoops/holes. Score sheets with game information, student name, hole number, rated difficulty of each hole, par, and score etc.

Layout

Choose a large playing area in the school grounds and design a nine-

hole golf course around the area. Use the low cones for tee area and large cone and hoop as the hole. Ensure the course includes long (par 4 and 5) and short (par 3) holes to ensure a variety of throws are required to play the course.

Format

Divide class by nine to ascertain how many players start at each hole. Ensure all players have a course layout so they



know where to go to after completing a hole. Ensure they know some of the etiquette of golf e.g., furthest from hole throwing first, not playing into a hole until the other group has left, silence for the person having their shot, applauding a good shot etc.

Play: Play as for golf except the ball is thrown rather than hit with a club. A hole is completed when the ball hits the large cone or stops inside the hoop (You can make your own rules on this matter). Record scores after each hole is completed.

Variations: All the golf variations are available for example, stroke or match play, handicap, team golf. Fun competitions: longest throw, closest to pin, luckiest throw.

Some integrated outcomes:

Language: Golf: Par, birdie, albatross, bogey, handicap, stroke and match play all used in associated spelling and writing exercises.

PE: Where required, teach throwing action. Using pre and post game scores to measure any change in throwing performance. Goal setting. Video some good throwing actions as models for others to observe. Use video to analyse throws but only shown to individual thrower.

Art/Design: Research golf course design. Plan a new course within grounds. Present to class. Design scorecards.

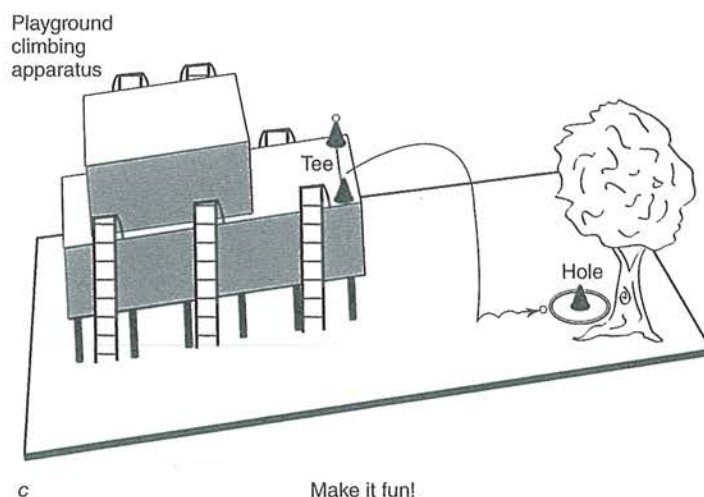
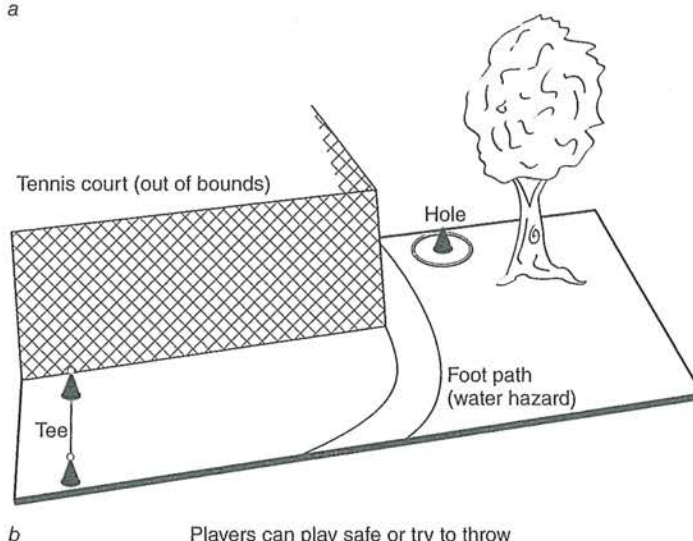
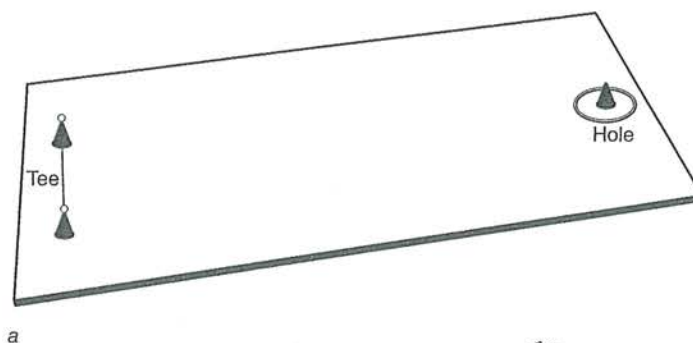
Mathematics: Simple arithmetic, average scores, plus or minus par scores. Use graphs to chart individual and group scores.

Ethics: Choose two or three students and give them a brief – without telling others in class or group to undertake some 'cheating' e.g., moving their ball slightly for a better throw position, writing down a lower score than they actually got. After game initiate discussion around honesty in games. Ask if anyone noticed your chosen players 'cheating.' Did they say anything? Why/why not? Any current news about cheating in sport?

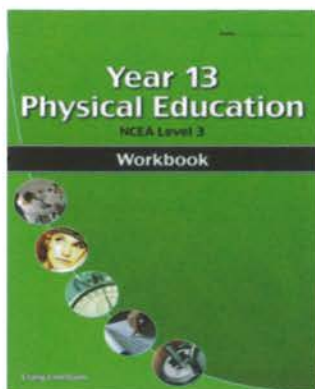
Technology: Make a video presentation of a team performance. Have someone voice over imitating a golf commentator. Interview a top performer from class etc. Integrate music into programme. Show some actual golf clubs to class. Ask about the angles/loft on the clubs.

Outdoor Education: Introduction to the real game: Trip to driving range. Bring in a teaching professional to demonstrate aspects of the sport.

Your focus should be to integrate various learning outcomes but make the activity fun!



TWO RECENTLY RELEASED LEVEL 3 BOOKS THAT YOU MAY CONSIDER PURCHASING TO SUPPORT YOUR TEACHING AND LEARNING PROGRAMMES AT YEAR 13



YEAR 13 PHYSICAL EDUCATION- NCEA LEVEL 3 WORKBOOK

*Craig Lineham (2013)
ABA Books Ltd.
Eighth Edition 2013
ISBN 978-1-877545-64-1*

Craig Lineham's eighth edition is a revised and rewritten colourful student workbook and is intended to bridge the transition from phasing out the old achievement standards to the new curriculum aligned achievement standards at Level 8 of the NZC.

It is very clear and clean in its design.

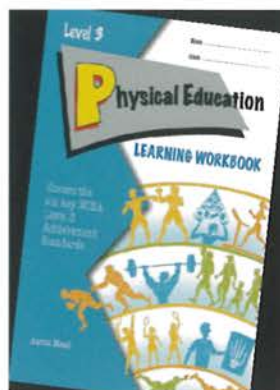
The book is divided into 7 units:

1. Critical Thinking in Physical Education
2. Health, Fitness and Well-being
3. Physical Activity: Looking back.....Looking Forward
4. The Personalised Exercise Programme
5. Issues in Physical Education: Childhood Obesity
6. Skill Analysis and Performance Improvement
7. Contemporary Leadership Strategies in Physical Education

Each unit is briefly outlined, the Achievement Standard/s identified including some potential outcomes, and an explanation of the standard is provided. It is important for the reader to view all the explanatory notes from the New Zealand Qualifications Authority (NZQA) site.

QR Codes have been added to the activity items which highlight to the students whether tasks are Theory, Problem, Practical, Discussion or internet links. The QR codes bring an added dimension. After downloading the app on your smart phone you have access to the websites, videos and resources that link to the activity.

There are large spaces in which to write in however this space shouldn't restrict the answer as much thinking and discussion will often have to take place.



LEVEL 3 PHYSICAL EDUCATION LEARNING WORKBOOK

*Aaron Mead (2013)
ESA Publications (NZ) Ltd.
ISBN 978-1-927194-67-6*

Aaron Mead covers the 6 most popular Achievement Standards for NCEA Level 3 and the author suggests that it could be used in the classroom throughout the year or for homework, a study guide or revision.

The 6 chapters each relate to 1 of the standards and are "tailored for the teaching and learning of physical education" following the format:

- theory with explanations
- examples to illustrate theory
- activities to apply theory and to reflect on experiences

Each chapter is clearly outlined with its content, some success criteria and a 'student heads up section' which is most helpful and highlights what is required at Merit and Excellence levels.

AS91498 (3.1): Evaluate physical activity experiences to devise strategies for lifelong well-being.

AS91499 (3.2): Analyse a physical skill performed by self or others.

AS91500 (3.3): Evaluate the effectiveness of a performance improvement programme.

AS91501 (3.4): Demonstrate quality performance of a physical activity in an applied setting.

AS 91502 (3.5) Examine a current physical activity event, trend or issue and its impact on New Zealand society.

AS91503 (3.6) Evaluate the use of health promotion to influence participation in physical activity.

It is good to see the four underlying and interdependent concepts that are at the heart of this learning area woven throughout the fabric of this book.

This resource provides answers which will be helpful for students at appropriate times and the student generated glossary will be helpful at all levels.

Both books provide very relevant examples from today's society and it is good to see a range of trends and issues that impact on New Zealand society being offered. Links to recent research are very helpful and both resources model a range of critical thinking tools. Your challenge as a teacher is to adapt these resources to achieve clarity for your student group. Meeting student needs and extending them at this academic level through higher levels of thinking should be the focus.

A critical analysis process - bridging the theory to practice gap in senior

secondary school physical education (Gillespie and McBain, 2011) is a good read to stimulate the critical thinking process while the article in this journal, introduced by Dr Katie Fitzpatrick, Considering critically in health and physical education, will further stimulate thought and discussion.

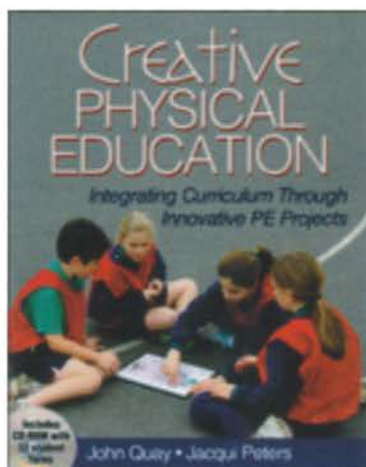
Both authors acknowledge the support of their students at their colleges, Aaron at Paraparaumu College and Craig at James Hargest College and we acknowledge that they are prepared to be challenged and take risks with their students in order to produce these

resources. The added challenge is to create stimulating programmes of work that blend the Achievement Standards throughout your year programme and not isolate or compartmentalise them. Constantly refer to the level 8 achievement objectives of the NZC.

To find out more, see:

<http://seniorsecondary.tki.org.nz/Health-and-physical-education-for-a-learning-programme-with-an-example-at-Level-8>.

Both authors openly seek feedback.



CREATIVE PHYSICAL EDUCATION

Integrating Curriculum through Innovative PE Projects

Quay, J., & Peters, J. (2012)

ISBN -10:1-4504-2105-9

E-mail: info@hknewzealand.com

The title appealed due to a strong feeling that it is time to be building exciting innovative units of work for our students as we delve into the intent of the New Zealand Curriculum Health and Physical Education Learning Area. The authors, John Quay and Jacqui Peters, both lecturers, worked alongside a primary school in Melbourne in the process of creating this book.

This resource, aimed at the ages 7-14 years, draws on the expertise

and knowledge of numerous different approaches.

- Helison's (2010), Teaching Personal and Social Responsibility through Physical Activity
- Hastie, (2010) Student designed Games
- Siedentop's (1994) Sport Education
- Teaching Games for Understanding (Bulter and Griffin, 2010; Griffin and Butler, 2004, Thorpe and Bunker, 1996)
- Launder and Piltzi (2001) Play Practice

This student-centred approach investigates the implementation of a model of PE teaching that integrates motor skills, game creation, understanding of strategies, sport structure and social responsibility. The term "project" is used that could relate to a term's unit of work, dependent upon the number of PE lessons each week. The term has been used as it involves 'multiple inquiries' into 'multiple topics' and usually has a focus, as in being a team mate.

The resource unpacks the process of being a teammate, being a team and creating a game that will be played throughout a season with multiple opportunities to practice. The process is very clearly explained. The second half of the book contains a student

workbook, with an accompanying CD, enabling adaptation to meet the needs of your students, an expectation of the authors.

This extract from the book summed it up for me.

"Physical Education is not just about physical activity (if it were, we would just run the students ragged for their time in PE class), and it is not just about teaching for involvement in adult sports (where much of the organisation is dependent on adults). Physical Education should be about educating young people so that they are well equipped to take advantage of occasions for social physical activity outside of the physical education class." (Page 15)

This book encourages students to be creative in Physical Education, and is easily linked to the New Zealand Curriculum (2007). It brings together a multitude of resources that may be scattered through your resource room. This is a very good book to add to your PE library.

*All three books reviewed by
Libby Paterson - PENZ Subject Advisor*



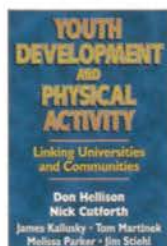
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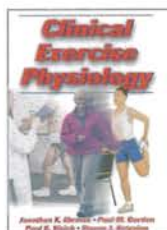


Youth Development and Physical Activity

Describes practical strategies for breaking down the walls between universities and communities so they can combine their strengths to improve young people's lives. Provides guidelines for creating physical activity programs that instill a sense of social and personal responsibility.

9780736001601

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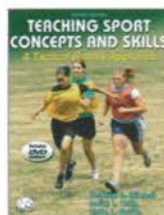


Clinical Exercise Physiology

Stay on top of the latest advances in the emerging field of clinical exercise physiology. Here is the most comprehensive and up-to-date book available for new and veteran clinical exercise physiologists and those preparing for the new ACSM Clinical Exercise Physiology Registry Examination.

9780736002523

\$10.00

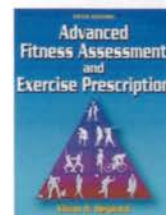


Teaching Sport Concepts and Skills-2nd Edition

The tactical games approach is a proven method used in teaching students and athletes sport-specific skills through modified game play in which they must execute tactics in gamelike settings. This book explains how to apply this approach and provides 245 ready-to-use lessons to help you do it.

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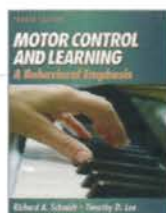


Advanced Fitness Assessment and Exercise Prescription-5th Edition

Provides a comprehensive and advanced approach to the assessment of physical fitness and design of exercise programs. This edition includes new information on muscular fitness testing protocols and norms for children and adults, physical activity and exercise recommendations, and more

9780736057325

\$10.00



Motor Control And Learning - 4th Edition

Is the only text that focuses specifically on the motor learning and motor control areas of motor behavior. The new features and ancillaries make it ideal for students to use as a text and for professionals to access as a reference.

9780736042581

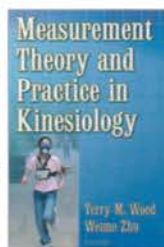
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Measurement Theory and Practice in Kinesiology

Researchers and students can fathom the conceptual basis for topical measurement techniques and their application, and they are exposed to measurement issues in various physical activity fields.

9780736045032

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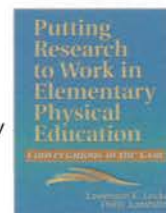


Putting Research to Work in Elementary Physical Education

The book opens a window into the minds of 69 scholars as they puzzle about teachers, students, and programs. Readers do not need a highly technical vocabulary, advanced scientific or mathematical knowledge, or a detailed background concerning research methods.

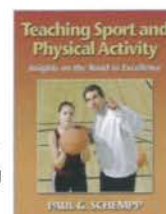
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