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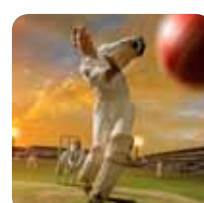
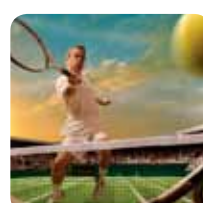
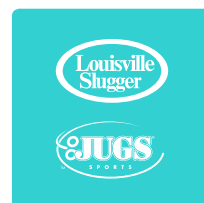


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From the PENZ Chief Executive

It is Conference time and we welcome all our delegates to "Creating Moves and Grooves in Physical Education", our Conference theme, in the 'Creative Capital'. We hope that, as reflective practitioners, by the end of the three days each will be moved to create a new groove. In this issue we remember Les Bayly, a Physical Educator who contributed so much to the profession and to those who were fortunate enough to rub shoulders with him, even for a very short time. Barrie and his colleagues provide us with evidence of some of the challenges we face in Physical Education delivery in the primary environment, pleasantly balanced by Deirdre's account of what is possible when planning is purposeful for primary learners. Alan, Ian and Louise complete the second part of our criticality theme and I have no doubt that anyone who reads these three lively accounts will be reflecting, yes, critically – what does it mean to you? Thanks for coordinating that inspiring project Katie. Harko provides us with a unique insight into the poi while Dennis provides us with a novel game that allows for increasing complexity when teaching young players to "share the ball"; two examples of how enjoyably educational, playful human movement can be! Within this theme, Richard provides some useful tips on how he has applied Hellison's model in a primary school environment to teach young people life skills through physical activity. Our Patron Trevor, in his guest editorial, acknowledges that it was Physical Education that provided him with the skills that he was able to transfer into senior management and leadership roles within the private and public sectors. In our short section on 'Achievement', we congratulate Emma on her top scholarship award, applaud Julia on Microsoft's acknowledgement of her innovation as a teacher, and we celebrate with Barbara her 44 year career in education. Barbara commenced her studies at Otago University shortly after the heady days of the Wellington Advisory Service, described by Bob in Past Times, when there were 9 advisers in the Wellington Education Board area and later 35 across the country. Hmm. Enjoy the read and give some thought to a topic that you would like to share through a contribution to the journal. As Anne McKay challenged us all in the February issue, "What will contribution and collaboration look like for you in 2013?"

Gordon D Paterson

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Cover: Emma Dwight from Otumoetai College won the Top Scholar award for the Physical Education scholarship exam in 2012. Read about Emma's achievement on page 31. Photo: Salina Galvan Photography M. 021 185 5401





Reflections

I still think that physical education was one of the most important subjects that I took at both school and university.

In my work life there are a number of skills that have been important to me. I have had to be able to work with teams and to help them achieve outstanding results. I have had to have the confidence to take risks so that we could achieve results beyond the status quo. I have needed to be able to communicate to people with a range of different abilities.

I could go on, but these are indicative of the skills that I have had to learn. And I learned them through physical education. Most of you will remember the feelings of fear that you felt when you were first confronted with a vault in the gymnasium. You will remember what it was like to let go the safety of a solid platform when you first leapt out on a flying fox. You will also remember what you felt when you were in a class where others had more outstanding skills than yourself. No doubt you will remember what it was like when you could use your superior skills to help someone else to do better. You will remember how you often needed the skills of the group in order to complete a particular task. And you will remember that as a leader you had to rely on others if you were going to achieve a great result.

I am a strong believer in having physical education taught from an

early age and am still proud that I was able to have a physical education specialist appointed at our local primary school. I do find it a pity that as a subject it seems to drift off as our students move through secondary school. I wonder where else I would have learned the skills that I still use.

I also learned some of these skills through sport. Most importantly I learned how to deal with success and failure; the two constants in any sporting endeavor.

I mention sport because I recently received a message about the change in name for the School of Physical Education at the University of Otago. Coincidentally, I also received notice about the change of name of the department at the university that I attended in the USA. The name changes seemed to go off in different directions; one added a bit more about sport and the other headed off into the health sciences.

There is often debate about how closely physical education relates to sport. I suppose that I have become more pragmatic over the years. An academic, a practitioner, and a member of the public will all have a different interpretation of the meaning of physical education. I well remember the long discussions I took part in about the meaning of leisure. When I went through Phys Ed School I had to learn the IQ ranges of different categories of intellect. I would be pilloried now for describing someone as a moron or an imbecile! I suppose that even the term physical education means something different from when I studied it.

Names are used to describe something and to give it relevancy for a particular time or purpose. It might be for marketing reasons, to attract funding, to give greater credibility,

or for political reasons. Over time, as circumstances change, a different name will be necessary and we will all move on.

Last year I was really pleased to be able to attend some of the PENZ conference. I was so impressed with the quality of the presentations and the passion that so many teachers brought to the forum. It also reminded me of how much has changed since my days of attending teachers college.

Change, and the increasing speed of change, is something that we all just have to get used to. It happens with every profession and it is no different with physical education.

So I did ask myself where the senior teacher leaders of our profession were during the conference. I saw lots of young, able, and enthusiastic professionals with great ideas to share and a willingness to learn. They were all seeking ways to do their job better. But I did wonder how our senior teachers and heads of department got their ideas. For example, I listened with great interest to the sessions on the use of Ipads and of the stunning applications that can be used in the classroom and outdoors, and realized that we were dealing with a technology that is only a few years old. Where do our senior, leading teachers learn of the implications and opportunities of these things?

How do we make sure that our programmes retain their relevance if we don't take the time to explore the potential of new ideas?

I hope that our young professionals are able to lead from below so that physical education retains its relevance and that in years to come a student of today will say that it was physical education that taught them the lessons that made them the success that they had become.

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Les Bayly 1925-2013



A tall totara in the forest has fallen. Les Bayly died recently in hospital in Dannevirke surrounded by his extended family. Les was a high achiever in our profession and a life-long supporter of PENZ. He served as National Secretary, chaired the national executive, organised national conferences, contributed to the journal and gave leadership wherever he could. Following the Mazengarb Report on juvenile delinquency in the Hutt Valley (1950's), Les led an innovative recreation programme for young people. Les was the District Adviser of Physical Education in the Wellington Education Board region. In this role he led the introduction of standards athletics, team gymnastics and outdoor education. Les introduced weekend training courses for teachers who intended to take their classes into the outdoors. He also coordinated the Health

Education Resources Project (HERP) in the Department of Education, where the funding came from the Cancer Society, the Heart Foundation and the Alcoholic Liquor Advisory Board. The mission was to produce health resources for schools and it was pioneering work. Prior to that role, Les had been seconded into the Department of Education to help with the Department's response to the Johnson Report (1977) on health and social education. The report contained recommendations on sex education and as a consequence, it was extremely controversial.

The sustained quality of Les's contribution to the profession led to him being awarded the Sir Alexander Gillies Medal for outstanding services in 1978. He became a Life Member of PENZ in 1983.

Following retirement, Les maintained his professional interest in physical education by attending the national conferences whenever he could. He wanted to know what was going on in schools, who the leaders of the profession were and he listened to the various keynote addresses with keen interest and was not slow to comment if he thought a keynote presenter was, in his opinion, off the mark. He was clearly a high achiever but he was a modest man always willing to share ideas with whoever would listen. We will miss him and his ways. Rest in peace Les. Haere ra, haere ra.

Bob Stothart



CONFERENCE 2009
Les awarded for the best outfit.
TOP: Great friends - Les and Bob.

Teachers' questions answered

Q Dear Shazza and Brucie
What has happened to 3.1 now the aligned standards are in place? Has it gone for good?

Gone for Good

A Dear Gone for Good?
A group of Physeders had been beavering away preparing a standard to retain the old 3.1 within the aligned standards and at level 8 of the NZC. PENZ was asked to conduct a survey on behalf of our members so we chose to use survey monkey. We were staggered at the level of the responses. Pages of data were synthesised (abbreviated below) and we have sent this to the Ministry. We will keep you up to date via the website www.penz.org.nz about their response as it comes to hand.

Feedback on as 3.1 sought from Physical Education teachers through Survey Monkey.

AS 3.1 Evaluate physical activity experiences to devise strategies for lifelong well-being.

Question A.

The first question sought to establish the extent to which teachers had chosen to retain 3.1 as part of their 2013 programme. They were asked to indicate whether:

1. They were working on all newly aligned standards
2. They were working on old standards with the plan to re-align in 2014
3. They were working primarily on new standards but were retaining the old 3.1

Responses were received from 88 teachers with 37.1% (n=29) responding that they were making use of all newly aligned standards.

Only 7.7% (n=6) teachers were making use of all the old standards with the plan to re-align in 2014. One of these teachers commented that

their students were disappointed not to have the old 3.1 as they had been looking forward it.

The majority of teachers (55.13%; n=43) were making use of the new standards primarily but had chosen to retain 3.1 from the old standards.

Question B.

The second question asked: *If you have maintained the old AS 90739 (3.1) in your programme can you please briefly tell us why you have kept this in your programme*

A total of 68 teachers responded to this question. There is very strong argument for the value of this achievement standard.

Question C.

The third question asked: *How have your students enjoyed and benefitted from this standard in your programme? Highlight significant learning*

There were 87 responses to this question that effectively asked for two responses, namely, enjoyment and benefit derived, and secondly, significant learning.

Much of the enjoyment and benefit has been captured in the previous question about the retention of the standard. It is well worth noting the consistency in the following synthesised categories of enjoyment, benefit and significant learning. Enjoyment of both the experience and the benefits of significant, relevant learning, is the most consistent theme that emerges from the 87 responses.

Question D.

The fourth question appeared as: *The process for maintaining the old AS90739 (3.1) is a work in progress, at the encouragement of many teachers, in order to have a similar standard in place by 2014. If you consider that a standard of a similar nature is important please state why.*

Again we do find repetition in the 87 responses to this question as the reasons given for the need for a

standard similar to 3.1 relates directly to the value, benefit, enjoyment and significant learning derived from 3.1. Careful scrutiny of the responses indicated that reasons for the retention of a standard similar to 3.1 parallel the reasons for the retention of the current 3.1. It is important to place the heaviest possible emphasis on the notions that this standard:

1. Demands the application of knowledge and critical thinking to content that is core to Physical Education
2. Is unique in terms of demanding planning, implementation and evaluation of knowledge in a practical setting thus offsetting the theoretical bias demanded by other standards
3. Is highly relevant and meaningful to students who thoroughly enjoy the personalised learning inspired through student-centred, practical activity they perceive to hold value for life-long considerations towards active lifestyle choices

Conclusion

It is worth reiterating the following synthesis of reasons given for the importance of a standard that is similar to 3.1:

1. Students value and enjoy the unit with a significant number identifying the unit as being the most popular within the programme
2. The unit is seen to be a central core of Physical Education in that it results in so much previous learning being brought together, applied and evaluated in highly relevant practical contexts
3. The ability to plan for, apply and evaluate training programmes provides a link between year 12 learning and that which will be required at a tertiary level – thus, meaningful progression
4. The unit allows for the application of theoretical exercise physiology (sport

science) knowledge in a practical setting thus comprising a vitally important physical component to the Year 13 programme which would otherwise be unacceptably theoretical in nature

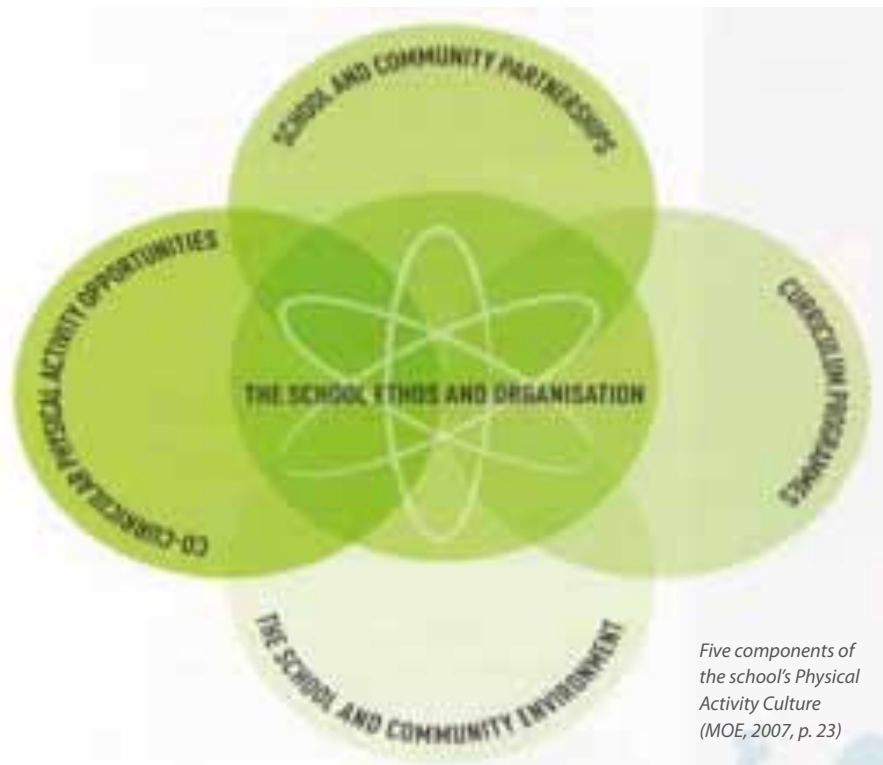
5. The unit enables flexibility in terms of contexts which range from outdoor education through Duathlons and Triathlons to kayaking – thus relevant to the learners within their environment
6. Many teachers use camp planning as the context with invaluable, lifelong learning derived from the leadership, organisation, teamwork, protocol, navigation and administrative skills involved in the planning, implementation and evaluation processes
7. The capacity to plan for and evaluate a training programme incorporates knowledge and skill that is invaluable in terms of having “strategies for lifelong well-being”
8. Given the students responsibility for and involvement in the programme design, application and evaluation, it makes for student-centred learning that is highly meaningful within a relevant physical context

It is important to note that there was only one response that indicated a lack of liking for 3.1 and choosing to move on to the new standards in preference.

Q Dear Shazza and Brucie
We have lots of outside providers coming into our school at the moment to provide our students with lots of sporting and movement skill opportunities. While on the one hand I think this is great I also worry that the teachers at our school are no longer teaching PE as intended by the NZC. How can we combine both?

Worried Passionate PE Principal

A Dear Passionate PE Principal
That is a good question and one that creates much discussion in our office and amongst researchers



across the country at various times. There are multiple opportunities available to schools on a daily basis and I would hazard a guess that no other learning area, of the 8 learning areas in the New Zealand Curriculum (2007), is influenced by so many external providers. The Health and Physical Education (HPE) learning area is needs based and through our ‘Teacher as Inquiry’ approach, we should endeavour to look at the needs of our students first. Secondly, we should also consider our school vision for HPE and ensure that whatever we are teaching is contributing to both. So when we do take up these opportunities we need to be very clear about why we are doing so and how they are contributing to our students needs and the vision we have for them.

Our curriculum provides a very clear pathway for our students through the strands and the levels. It is not the outside provider’s job to teach to the curriculum but to provide support and valuable content if necessary. We as teachers still need to do the overall planning and so be very clear about why we are using outside providers and what they

are contributing to. There are some outstanding providers who determine the needs of your students, establish their current level, group them according to ability and then extend the skills of each group appropriately. A meaningful partnership is the key with the providers so that everyone benefits. Both students and teachers build knowledge and capacity. The Whole School Approach developed throughout the Physical Activity Guidelines for Healthy Confident Kids: Guidelines for Sustainable Physical Activity in School Communities (MOE 2007) is a very useful model and highlights the gathering and working together of all parties to best meet student needs, and the goals and aspirations of the school and its community.

We encourage both schools and outside providers to meet and nut out the intended session/s and to provide the teacher with a worksheet so that can they can follow the session, gain the language of the movement and look closely at the next steps for both them and their students. Ideally, we would encourage both parties to take time for a discussion



Observation of Outside Providers and or other teachers: key messages

While either observing and/or working alongside the Outside Provider consider the follow headings and the questions provided.

Use the information you gather for discussion with your syndicate/team members in order to establish your next steps for your Physical Education Programme.

Groups What groupings were used?	Child- centered What opportunities were given for children to explore/ direct their learning?	Language of the Movement List any words, phases that relate to the actual movement - learning cues
Questioning At what time/s did the questioning take place? What types of questions were being asked?	Levels of ability Identify where your children are operating during the activities: discovery, developing, consolidating. Provide evidence. Refer to Developing Fundamental Movement Skills Manual (SPARC)	Where to Next Planned opportunities for children to practice. Seek out other activities. Check out Fundamental Skills. What other strand will you use to teach this unit? You need to try and teach across 2 strands in PE. Develop learning intentions and success criteria.
Other thoughts and ideas from the observation...		

afterwards. This is where you, as leader, can play an important role through allowing time for this to happen. This is advocated for in the Leadership Dimensions: Dimension 4 – Promoting and participating in teacher learning and development from the *School Leadership and Student Outcomes: Identifying what works and why: Best Evidence Iteration* (BES, 2009).

The sheet above adapted by Libby Paterson from work done by Jenny Alexander has been very useful for both teachers and external providers.

Also read Dr Barrie Gordon's article in this journal on primary school physical education which has a section on external providers for physical education.

Another good read is: *Physical Education and Sport in Primary Schools: Final Report*

By Professor Dawn Penney; Associate Professor Clive C. Pope; Dr Lisahunter; Dr Sharon Phillips; Paula Dewar (January, 2013). They have a very good section on Staffing, Support and Leadership. This can be accessed from: <http://www.srknowledge.org.nz/research-completed/physical-education-in-primary-schools-full-report/>

Keep striving for quality PE whether with or without outside providers.

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Primary school physical education in Aotearoa /New Zealand: The voices of teachers

Barrie Gordon - Victoria University of Wellington, Jackie Cowan - University of Canterbury, Alli McKenzie - University of Otago & Ben Dyson - University of Auckland.



Introduction

The teaching of physical education in Aotearoa/New Zealand primary schools has been the subject of increased interest in recent times. Much of this interest has been generated by the growing perception that there are problems with the quality of teaching and learning in this area. These concerns include the preparation of primary school teachers to teach physical education; the reduction of advisory support; the increased emphasis on numeracy and literacy squeezing other learning areas; the availability of teaching and physical resources in schools; the enduring issue of whether generalist teachers or physical education specialists should be teaching physical education in the primary schools and the availability of relevant, and effective professional development (Dyson, Gordon, & Cowan, 2011; Gordon, 2011; Penny, Pope, Lisahunter, Phillips, & Dewar, 2013; Petrie, 2010, 2011; Smith & Philpot, 2011). These concerns are not exclusive to New Zealand with Morgan and Hansen (2008) having reported similar findings from Australia.

This article reports on the interviews of eleven primary school teachers conducted as phase one of a larger Aotearoa/New Zealand wide study which intends to offer a detailed examination of contemporary physical education in primary schools and to

build on the empirical base established by previous research (see for example Penny, et al., 2013; Petrie, 2011).

Methodology

All participants were recruited via a questionnaire completed as part of the larger study on which they had indicated that they were willing to be interviewed. Of the eleven interviewees ten were female and one was male. The participants were from Auckland, Wanganui and Wellington and their teaching experience ranged from one to forty plus years.

The interviews followed a semi-structured format based on twenty five questions with follow-up prompts when required. The questions sought to establish the reality of the teaching and learning of physical education as it occurred in their classrooms. The interviews took place in a quiet room selected by the teacher and took between 30 and 60 minutes. All interviews were audio-taped and subsequently transcribed. The transcriptions were then imported into a software package (NVIVO, 2008) as a way of organising the data.

Data were analysed inductively using thematic analysis (Braun & Clarke, 2006) leading to the emerging of a number of major themes (see findings).

Ethics approval was secured from the University of Auckland Human Participants Ethics Committee.

Findings

The findings are reported under the following themes; the aims of the physical education programmes; what is overtly taught and the pedagogical approaches used in physical education; teachers assessment of, planning for and confidence in teaching physical education; external providers, availability of resources and Initial Teacher Education (ITE) and Professional Development (PD).

Aims of physical education programmes

The major aims for physical education were identified as involvement/enjoyment and the teaching of physical and social skills. For many teachers, having students involved was of crucial importance and they wanted their students to "immerse themselves in physical activities, to want to do more" and to develop a "passion and willingness to get involved". While full involvement was identified, for some this was not always seen as realistic "cause you've always got that slightly overweight kid who hates PE no matter what you do".

For over half of the teachers the development of physical skills was seen as central to their physical education programme. The development of fundamental skills was mentioned by some, while others identified specific sports skills. The ability to perform

these skills was considered a measure of the quality of the programme. "Well, one of the examples of quality is ... the number of children that actually made great gains, out of season, with their swimming, was really significant."

What is overtly taught in programmes

When asked to identify the major content areas taught in their programmes, fitness, outdoor education, physical skills, sport/games and dance were most often identified. Fitness was mentioned by a number of teachers, with most considering it to be separate from physical education. The majority of schools allocated separate times for fitness and physical education although a small number combined the two; "lots of our PE teaching doubles up with our fitness times". The activity most often mentioned was Jump Jam, which was both widely implemented and popular with teachers.

Six of the teachers specifically discussed school camps as being part of their physical education programmes, with a number of other 'close to school' outdoor education activities also being mentioned. The use of the close environment for outdoor education activities seemed to be well supported: "they have done a lot of walking... We've been across the river, the bridges ... and visited all the tunnels, towers or bridges there".

The majority of teachers identified the teaching of physical skills as a content area. This ranged from perceptual motor programmes at one school to run-jump-throw, small and large ball skills and a series of skills aligned with specific sports. Sport received some comment, with teachers believing that it gave some focus for the skills they were developing. "If we are doing touch I will make the focus around running, catching of the rugby balls". Those teaching at a younger age level were more likely to talk about games than sport, however, "At this age [junior team] in a PE lesson I don't do any kind of sport, but I would use

a variation of a game to practice what we have been doing".

Dance was mentioned by all eleven teachers as being taught within physical education or in two cases the arts curriculum. "We've done dancing, we've done folk dancing displays, we've done dancing for the pleasure of it; aerobics - we've done jump-jam, which is fitness and then we made up our own aerobics programmes". In one case jump jam was used as a basis to link to other curriculum areas "Last term we were doing communities and we painted lions because we decided to make an African pride of lions. I did the African lion jump jam".

Pedagogical approaches used in teaching

When asked to describe a 'typical physical education lesson' the descriptions identified that the traditional physical education approach (Tinning, 1995) was still strongly enshrined in their practice. "Generally a warm-up followed by a stretch, and then ... we will do some skills, followed by a game and then a cool down". When asked if they used other models of teaching three identified that they used cooperative learning within their physical education programmes. Five others made comment about the Teaching Games for Understanding (TGfU) approach, although only one actually used it in their teaching and was unsure if it was being implemented correctly.

Assessment in physical education programmes

Most teachers reported little or no official expectation of assessment for physical education and were unsure how to do so competently if required. The main means of assessment appeared to be 'teacher observations' although six teachers also mentioned that student self-assessment and peer assessment was used. "I sometimes get the kids to watch their buddy's doing, and I'll say to them, what you're

looking for is, have they got their hand flat, is their thumb here, do they look like this?"

The difficulties involved with assessing movement, which once completed was no longer available for review, was mentioned by a number of teachers. Nonetheless, there appeared to be little thought of using video or other means to secure the movement for future analysis. "PE assessment happens there and now, whereas with a writing assessment I can take that home with me on the weekend ... and refer back to it anytime". Other identified problems included lack of teacher knowledge, time pressures and concerns that assessment took time away from physical activity.

Planning and preparation for teaching physical education

The vast majority of the teachers reported spending little time planning for physical education lessons. There was some acknowledgement of longer term planning in the yearly and/or term plans but in general the individual lessons received little attention. "Not much at all. But once I know what I am doing for the term it pretty much just runs its course". One teacher, however, reported planning diligently for physical education especially in areas where she felt less confident "gymnastics and swimming, I'll do the six weeks planning, and that does take quite a long time to do, it takes a good, yeah, an hour and a half [per lesson]".

The teachers were also asked if they critically reflected on their physical education lessons. Three said no while the other eight considered that critical reflection was a part of their teaching. A teacher explained his/her criteria for judging a successful lesson:

One is by the children's response. Are they enjoying it? If they are not enjoying it there is no point doing it. And have we actually achieved anything? So have we made progress? So I think what game we can focus on next time?

Confidence to teach physical education

In general the teachers reported good levels of confidence in their ability to teach physical education. Eight considered themselves to be either very confident or confident while three described themselves as gaining confidence with increased experience. It was interesting to note that a number of them felt that their colleagues were less confident than themselves. "A lot [of the other teachers] would be less confident, but you get thrown into it sometimes and with teaching you do have to be a bit of a jack of all trades".

External providers for physical education

All teachers reported that their schools used external providers to teach children aspects of their physical education programme. Swimming was particularly popular, with the vast majority of schools organising for students to participate in swimming lessons with outside providers. Other providers covered a variety of activities such as basketball, turbo touch, cricket, dance and gymnastics. The teachers were generally positive about these providers, feeling that they provided the specialist knowledge they did not possess. Swimming was the only activity that was reported to have any formative or summative assessment of students. There was also little overall evaluation of these programmes, apart from general observation, although two teachers reported instances where dissatisfaction with the quality of the programmes led to the providers receiving negative feedback from members of staff. The overall quality of the programmes was variable, with some teachers being extremely happy with the quality while others observed serious weaknesses in the teaching:

they did lots of exploring but it was just exploring, I'd like them to come in with an actual programme where they explore, they learn and they build on it...so they can actually see some skill

progression... cause with what we did they just go faster and faster, they didn't actually get better and better.

Resources

The teachers' responses in relation to the availability of teaching resources were generally very positive. All felt that they had sufficient equipment and/or physical education gear with a number considering that they were very well resourced. "We can get the equipment we need, that's the big thing, you know, we make sure that the right equipment is there for the lessons." They were less enthusiastic about the availability of space for teaching with limited indoor space available and in some cases little open space outside. Where there was a school hall the multiple uses limited access for physical education lessons, a problem often made more difficult by the weather. "If it rains, there goes PE. We have a huge school, and we only have hall space inside if it's raining, which is [usually] already booked".

Initial Teacher Education and Professional development

The teachers came from a variety of ITE programmes. Two were involved in specialist physical education while the remainder went through either one year graduate diploma programmes or the specialist three or four year primary degrees. All remembered having studied physical education in their programmes, for example "two [PE] papers, one compulsory and one optional," which they generally felt did not fully prepare them for teaching.

All teachers felt that they would benefit from professional development (PD) in physical education. Generally they felt that there were limited opportunities to be involved with PD in PE and there was a strong feeling that other areas, particularly literacy and numeracy, were seen as more important. While all felt that PD would be useful and positive, there was also awareness that some teachers would be reluctant to take advantage of it if it

was available:

We had somebody to give us a workshop for run, jump, and throw, and everybody moaned profusely about having to do it ... but we all learned heaps, and it changed our approach... So there is a bit of an attitude, yeah.

Discussion

This investigation provides insight into primary school teachers' views on the design, implementation and support of physical education in their schools. The teachers were keen to encourage students to participate and having them involved in activity was identified as being an important outcome for physical education. The teachers' pedagogical approaches appeared strongly influenced by traditional physical education pedagogies based around command and practice (Morgan & Hansen, 2008; Penny, Pope, Hunter, Phillips, & Dewar, 2013; Petrie, 2010, 2011). There was little evidence of student-centred pedagogies being used, despite the social constructivist nature of the NZC (Ministry of Education, 2007) and the push towards pedagogy that encourages student centred teaching and learning (p. 34). The reasons for the lack of transfer of pedagogical practices that are used in other learning areas to the teaching of physical education was unclear and is an area worthy of further examination (Dyson, Gordon, & Cowan, 2011; Gordon, 2011).

In general the teachers did little detailed planning for physical education and appeared confident of their ability to teach competently without doing so. They indicated that they used a process of critical reflection as part of their teaching; however, the level of reflection appeared to be of a reasonably rudimentary nature and mostly centred on what was occurring directly in the classroom. There seemed to be little evidence of teachers using the 'Teaching as Inquiry Model' proposed as an integral part of the teaching and learning process as

outlined in the NZC (2007, p. 35). There was also no obvious indication that the teachers were exploring the teaching and learning of physical education from a more critical lens. The extent to which external providers were used to teach aspects of physical education was perhaps an indication that teachers were not overly confident in the teaching of some areas in physical education (Dyson, Gordon, & Cowan, 2011; Morgan & Hansen, 2008; Penny, et al., 2013).

In general the teachers, we interviewed, valued physical education and believed that it was important for their students. They described a number of examples of teaching and learning that was occurring in their programmes that suggests there were many positive outcomes for students. They also demonstrated limitations in their pedagogical and content knowledge of physical education. There was an acknowledgement that there was potential for further growth

and a desire by the teachers to develop their knowledge of the teaching of physical education if offered suitable support and encouragement.

Many of the findings from this study are aligned with those of others on primary school physical education in New Zealand (Penny, et al. 2013, Petrie, 2013). They are, for example, with the exception of equipment availability, consistent with all ten implications and recommendations presented by Penny et.al. (2013). The inconsistencies between schools and limitations in the learning and teaching of physical education have become more apparent as the true picture emerges. With this knowledge comes the responsibility to ensure that there is improvement in how physical education is taught in primary schools. It is only when this occurs that physical education will be able to reach its potential to contribute in a meaningful way to the education of our children.

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PENZ INSPIRED LEADERSHIP PROGRAMME

DATE: 21+22 November 2013

VENUE: Lindisfarne College, Hastings, Hawkes Bay

PURPOSE: Provide inspired leadership learning for teachers who aspire to lead departments or faculties and those presently leading who wish to up-skill and reinvigorate their leadership

FORMAT: 12 modules over 2 days

PRESENTERS: Ministry of Education leaders; PE Heads of Department; School Management Team Leaders; Senior Students; Corporate Leaders; Inspired Leaders from the road less travelled

ACTIVITY: Lunch break – Strand B action!

SOCIAL: Network function at local winery on the evening of 21 November

CERTIFICATE: Receive a PENZ endorsed certificate of Professional Learning and Development

UPDATES: On PENZ website www.penz.org.nz and Facebook



Poi Toa: A Short History Nga Taonga Takaro

Harko Brown

Never in New Zealand's (NZ) history have Nga Taonga Takaro, traditional Maori games, been more prominent than at the present time. This is in large part due to the work of Sport NZ, our largest sports institution, which has been developing the dissemination of Maori games via their He Oranga Poutama (HOP) division. Nga Taonga Takaro is considered to be the all-encompassing umbrella term for Maori games, artefacts of play, rules, values, protocols and rites as they are practiced today (Brown, 2010).

The major components of Nga Taonga Takaro include:

- a) he tangata, nga atua (people and their beliefs)
- b) games whaikorero and purakau (stories)
- c) games protocols – e.g. te matamata rongo, tatau pounamu, tatu, manu korihi, kotahitanga
- d) games markers – e.g. kowhaiwhai, papa takaro, mahara, tupu, poupou
- e) Aro Takaro (implements of play) – e.g. poi toa, rakau-to-ure, ki
- f) Nga Takaro a te Whanau-nui – the homeostatic / peaceful inter-relationships of the material and spiritual environments, humankind and all living things.

Te Whetu Rehua

HOP are charged with increasing the physical activity of Maori communities as Maori with Nga Taonga Takaro is seen as one of the major catalysts for this to occur (Mato, 2011). Even though there are no official requirements from the Ministry of Education for schools to have Maori games policies, nevertheless, thousands of educators



*Poi toa are making a comeback as part of the resurgence of Nga Taonga Takaro.
Photographs - Madeleine Ware*

have been enthused by the massive impetus of SNZ and as a result hundreds of schools now have Maori games in their precincts. This equates well with their ancient utilisations where they were seen as highly effective bonding and educational agents for communities from which key competencies were learnt.

Maori Games as Social Tools

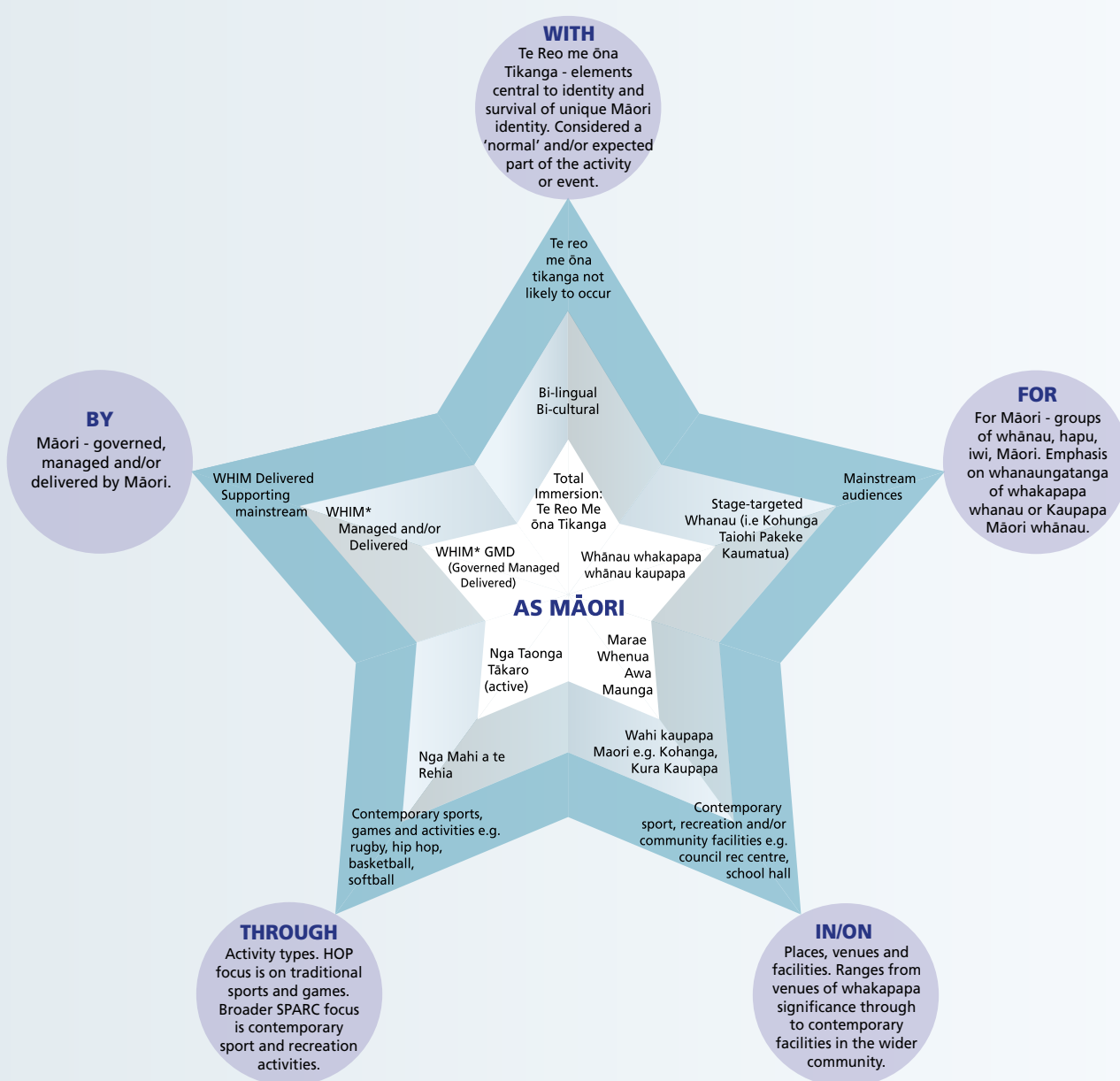
Many of the games developed in pre-European times were specifically designed to assist in developing fitness and were utilised collectively as mechanisms for tribal resilience (Sutton-Smith, 1951; Pope & Brown, 2009). Just as games like hei tama tu tama were created primarily to quicken reaction times and sports like ki-o-rahi to practice wrestling holds via tackles called nonoke, so too were poi toa games critically devised to keep the arms and wrists supple and strong and to maintain stamina (Taylor, 2007).

Burns (1980) also reminds us that such adherences to, "numerous games and sports improved those skills of the warrior – toughness, strength and agility of mind, body, hand and eye – for a style of fighting that was mostly hand-to-hand" (p. 19).

However, when the musket arrived the need to be physically adroit for warfare lessened considerably. One squeeze of the trigger was all that was required to vanquish a foe in battle. Hence many aro-takaro (games implements) devised for use in games and exercises, lost their former prominence (Best, 2005). The sudden impacts of colonisation therefore resulted in profound changes to tribal structures and with it the erosion of traditional values and philosophies which collectively contributed to the abandonment of many games which were used for skill development (Brown, 2008; Hokowhitu, 2008).

Te Whetu Rēhua

A guide to deciding appropriate activities
for He Oranga Poutama



* WHIM: Whānau, Hapu, Iwi, Māori * GMD: Governed, Managed, Delivered

- This 'Whetu' outlines a five-criteria continuum to help determine 'as Māori' participation for the context of the He Oranga Poutama initiative.
- The closer an activity maps to the criteria in the inner star, closest to the 'As Māori' centre, the more likely it is to contribute to HOP's goal of participating as 'Māori' in sport and recreation.
- Generally three dimensions of the inner star are required for a strong HOP goal connection.
- Dimensions of the outer star are strongly aligned to participation in sport and recreation by Māori in mainstream initiatives or events.



Ashleigh Barker, kaea for the 'Ki-o-Rahi Akotanga Iho' kapa haka group, performs a dance poi routine.

'Poi' Developments

One such implement of play and training was the poi toa which was also known variously by many terms including rangi poi, ta, ponga and kiahō. Poi toa is a modern usage for an ancient artefact that was not differentiated by early explorers and anthropologists who collectively termed balls and training poi simply as 'poi'. For example, Thomson recounted seeing Maori games being played with balls (without string) alongside games using balls with long chords attached, both of which he described as "tossing the poi ball" (Best, 2005, p. 16). This is the term which has dominated all others, even though there are over thirty words alone for a ball and another twenty names for different types of weights and objects swung on a string (Brown, *The Matariki Games*, draft in print).

As European balls became commonplace the Maori woven flax ball disappeared - this despite Hamilton Augustus, the Colonial Museum director, stating that ball games were the favourite pastimes of Maori in ancient times (Paringatai, 2004, p. 118). The games poi also disappeared but evolved into a very

light dance implement in the 1840s that also became colloquially known as 'poi' (Paringatai, 2004). Therefore we can see that colonisation led to the demise of poi toa but the evolution of dance poi. This hypothesis is easily supported because there are no first-hand accounts from 1769 to 1840, including in sketches and paintings, that record poi being used in any other way than physical exercises. Today the original poi toa are making a resurgence in physical education programmes in numerous exercises and in games such as horohopu (Taylor, 2007).

Evolution of Dance Poi

Jamie Tuuta, Ngati Mutunga, featured in a Waka Huia, Television One (2010), documentary on the settlement of Parihaka. He described Parihaka as a revolutionary community with forward looking leaders. The town was led by two prophets, Tohu and Te Whiti, who were seeking to create a totally autonomous existence, based on peace and productivity, for any dispossessed Maori who wanted to live there and abide by their tikanga and ture. Both prophets sought to use or redesignate traditional icons to assist their cause. There was even a move to invent new Maori designs and monographs because traditional patterns were not used at Parihaka (Scott, 1976, p. 28).

Tuuta claims the re-invention of poi started at Parihaka in the 1870s. His korero emphasized that poi was formerly the domain of warrior training, primarily of men, and that the Parihaka poi were integrated into performance dance routines and used as iconic symbols of peace. According to Tuuta, the poi was also strategically imbued with the power to expunge the hurt and despair that their users felt at being driven from their homelands by raupatu. Poi can be seen to have been employed at Parihaka as a psychological tool to assist mental health and equally to promote the ideal of non-violent protest. Such powerful tribal beliefs support the

proposition that poi toa were ancient artefacts that were historically used as exercise equipment and then evolved into the dance poi that is so familiar today.

Ngamoni Huata also puts no claim on dance poi being of a pre-European nature. This of course does not mean such entertainments did not exist in pre-European times but merely that the evidence for that type of utilization is not openly known. She writes about the cultural creation and development of poi in entertainment for tourist consumption, especially around Rotorua, a tourist mecca from the 1870s. Huata credits the rapid development of dance poi to Te Arawa entrepreneurs' who were motivated by the monetary rewards of tourism (Huata, 2000).

Poi toa are now an integral part of many sports programmes and their utilisation augurs well for the promotion of a modern NZ education system that increasingly values Maori input and their associated indigenous philosophies.

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Criticality in Health and Physical Education

Katie Fitzpatrick - University of Auckland

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. We invited six Australian and New Zealand teacher educators, each of whom practise 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 like 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

In the last issue of the physical educator, we presented the first three. We follow up here with the latter three, all of which focus on teacher education in health and physical education. This is particularly timely given the tertiary education climate, the availability of positions in schools and recent national discussions about whether teachers should be post-graduate qualified.

I hope this provides food for thought, enjoy.

Katie Fitzpatrick



CRITICALITY IN HPE: THINK PIECE 4:

New Zealand Graduating Teacher Standards: Can they foster criticality in physical education teacher education?

Ian Culpan - University of Canterbury.

Introduction

Over the last decade and a half New Zealand health and physical education curricula have had a strong socio-cultural orientation creating opportunities and possibilities for in depth critical inquiry. While advocacy for critical inquiry drawing on critical pedagogy is not necessarily a recent innovation, such advocacy has been critiqued for its lack of 'practical activism' (Fernandez-Balboa, 1997; Hellison, 1997; Tinning, 2002; von der Lippe, 1997). These scholars have argued that critical pedagogy has little relevance unless there is a strong engagement in praxis. Notwithstanding this critique, Wright, MacDonald and Burrows (2004) suggest a number of ways that we might achieve bridging the theory/practice nexus. Their scholarly work is very useful in that new

visions and pathways are identified and discussed. In spite of many scholars attempting to address the practice/theory nexus, and despite my personal advocacy, my on-going observations and reflections do create a tiny dark shadow of scepticism for the critical within teacher education contexts. This scepticism is brought on by the optimism associated with critical pedagogical possibilities. These possibilities can often be overwhelmed by the barriers of constraints. As a result, one could claim, in the dark moments of doubt, that the application of critical pedagogy is significantly impeded by its obscure and complicated theoretical positioning and thereby it runs the risk of becoming somewhat unfruitful and even redundant.

Purpose

This brief paper sets out to highlight a small number of considerations when drawing on critical pedagogy in physical education teacher education. Of particular relevance is the identification of some potential constraints that pedagogues need to be mindful of when implementing critical pedagogy. The scope of the paper is not designed to provide well developed arguments to support or debunk aspects of critical pedagogy but rather to highlight dilemmas and conundrums in order to identify possible areas worthy of discussion, interrogation and debate.

Highlighting the Considerations

The need to effectively and systematically draw on critical pedagogy in physical education teacher education (CPPETE) is well documented (Bain, 1990; Fernandez-Balboa, 1997; Ingram and Simon-Ingram, 1992; Kirk, 2010; Sparkes, 1996; Tinning, 2010). However, the task of doing so is fraught with difficulty. Understanding the sociological sophistication of critical theory and then drawing on this to frame critical pedagogies applicable for teacher education and schooling contexts is daunting and complex. The complexity can result in ignoring what are essential or non essential aspects of the theory. The consequence of this could be that the main nuances of the theory are not captured. Unsophisticated and simplistic understandings lead to broad generalisations that are often problematic. Furthermore non sophisticated understandings may well result in ignorance around the construct of 'agency' and lead to treating prospective teachers as 'cultural dupes'.

Leistyna and Woodrum (1996) suggest that, for critical pedagogy to be effective, both teachers and students need to be knowledgeable about the inter-connecting relationship between ideology, power and culture. To understand this three way inter-play, Darder, Torres and Baltodano (2002) suggest two pedagogical principles are important: a critical understanding of dominant ideologies, and the development of effective counter hegemonic discourses to address and transform oppressive practices. These two pre-requisites imply that, for teacher education, there is a need for CPPETE programmes to include learning experiences that specifically highlight dominant ideologies, interrogate and deconstruct them. Young teachers would then need to position themselves in relation to that ideology, justify that positioning, and confront possible existing social inequalities and injustices through practical activism. This pedagogical arrangement is challenging, particularly when critical pedagogy needs to avoid the danger of assuming social change is uniform across a range of variables. Teachers and students, in their quest to implement critical pedagogy, need to be mindful of the changing pace, depths, and contexts within societies and how these variables can adversely affect living conditions, labour markets, and political outcomes, particularly in terms of inequalities, injustices and abuses

of power. Put simply, this type of pedagogical arrangement creates a very special challenge in combining a level of agency with institutional dimensions of society. Central to this challenge is the capability and capacity to critically analyse. According to Kaspersen (2000) a critical analysis is somewhat limiting unless teacher educators, and indeed the students they work with, "understand the interrelations between , on one hand, social actors, their actions, and norms, values and ideologies connected to their actions and, on the other hand, social structures of political-legal, military, economic, and ideological character" (p.170). Given these requirements, the dark cloud of scepticism becomes very evident and serves as a reminder that structures within teacher education are both enabling and constraining. Clearly, the critical analysis determines what is enabling and constraining. In the context of teacher education some rules and/or frameworks are more important than others and some more constraining than others. Take for example the 'rules/framework' of the Graduating Teacher Standards (Teachers Council, 2007) - I include these in Appendix One for your convenience. Do these Standards enable CPPETE or are they constraining CPPETE? The criteria for determining this cannot be generated from the Standards themselves but rather through a critical analysis that is separate from them. This interrogation would need to examine the Standards by addressing several analytical questions. These might include:

- Examining what is actually stated in the Standard;
- What the text actually means in a pedagogical context;
- What are the assumptions, beliefs, and or ideology behind that text/ Standard ?
- How are the Standards used to assess competence in context?
- Whether the Standard lends itself to, or resonates with, pedagogies of a critical type.

The authenticity of such frameworks depends on contextual arrangements. Giddens (1991) argues that in social constructions there can be no universal laws but simple generalisations. These are only useful when their spatial and temporal contexts are shared in a common form of consciousness and understanding. The realisation that people act on the basis of values, intentions, beliefs and reflect on actions to change behaviours means that a methodology of interpretation needs to be incorporated into the Standards and that hard and fast laws cannot apply. A mechanism of interpretation requires some broad agreements on a thin conceptual veneer of universal teaching 'laws' and that the interpretation of the concept (i.e. the conception of the concept) becomes entirely context specific. Without such broad agreements on the conceptual universal veneer of teaching, agreed upon ideological understandings, acceptance that degrees of freedom are needed to alter the actual framework and the license to be transformative, the Standards may act as constraints on CPPETE and serve to

imprison teacher education.

Similarly my experience as a teacher educator suggests that developing pedagogical capability and capacity with student teachers is often best facilitated by the provision of tentative and discrete frameworks/rules/models. These frameworks provide useful maps which student teachers can initially utilise in attempting to implement sophisticated pedagogies. Such frameworks for critical pedagogy may, indeed, create the same impediment as do the Graduating Teacher Standards, that is, they may inhibit the critical process. The need to liberate our thinking to explore our sociological and educative imaginations for new visions and pathways is fundamental to critical pedagogy. As teacher educators we need to be mindful that some of our frameworks might actually create an 'iron cage' that prohibits such thinking.

In keeping with the imperative of brevity, the dark cloud of scepticism needs to be tempered with the realisation that the alternative of passivity and powerlessness for PETE professionals is not an option. It is not an option that we would wish our students to subscribe to either. It is not a way forward. It is not a reasoned and responsible answer in seeking to develop teachers who are critical intellectuals, who are key agents in the development of, and transformation to, just and equitable societies. It is not a way forward to capture the power and potential of physical education. Perhaps the alternative to this possible imprisonment is in Giddens' (1991) argument that we create ourselves and that the creation of our identity is a process or a project we participate in, and that our decisions, behaviours and actions actually generate

many of the structures that constrain us. In other words, we may be the architects of our own bondage, our own prison, our own 'iron cage'. To encourage, promote and advocate for CPPETE we might be well advised to critically analyse existing frameworks used in teacher education – after all they might be imprisoning us.

Conclusion

To conclude I reiterate the main points of this brief paper:

1. That critical pedagogy and becoming critical is a complex business that requires sophisticated sociological understandings around the relationship of ideology, power and culture.
2. That in becoming critical two key pedagogical principles are important: a critical understanding of dominant ideologies and the development of effective counter hegemonic discourses to address and transform oppressive practices.
3. Some of our teacher education frameworks may indeed constrain the development of critical pedagogy. They may imprison us. Two such examples could be:
 - a. Graduating Teacher Standards
 - b. facilitating pedagogical frameworks we use to encourage the implementation of critical pedagogies.
4. Despite the scepticism, the alternatives of falling into passivity and powerlessness leaves us no option but to continue to search for the critical option.



CRITICALITY IN HPE: THINK PIECE 5:

The Strong are Lonely: a reflection on the "mission" of the critical HPETE pedagogue

Louise McCuaig - University of Queensland

Increasingly I have been considering my work within Health and Physical Education Teacher Education (HPETE) as an obscure and contemporary version of the Jesuit missionary story depicted on film in *The Mission*, albeit one that lacks the haunting beauty and power of Father Gabriel's oboe to captivate my 'heathen' students. Interestingly, as my colleague Richard Tinning has noted, my current penchant for crucifix-style jewellery underscores my HPETE high priestess persona, as I cruise my lecture theatres enticing, enthusing and challenging my students to engage with my 'mission' to save HPE from the grips of the 'isms': positivism, elitism, individualism, sexism, racism, homophobic-ism, bored-ism... you get the picture!

But my analogy extends well beyond the surface issue of fashionable dress to the specific pedagogical practices that I employ within my HPETE courses. My passionate commitment to the idea that it is impossible to separate the 'how' one teaches from the 'what', and most critically from the 'who', has led me to design a suite of learning experiences that can be loosely gathered under the critical pedagogy banner. In seeking to disrupt my students' 'taken-for-granted's', whilst adopting and modelling a student-centred approach that meets them 'where they are at', I have engaged my students in collaging shoe boxes, vogue-ing in drag, writing reflections, playing one-arm basketball and rolling condoms onto various implements including fulsome

zucchini. Anecdotal evidence, student feedback, national teaching awards and teachable moments have all motivated my ongoing enthusiasm for these disruptive HPETE learning experiences.

These 'disruptive' learning activities have been underpinned by a commitment to a collection of founding philosophies that have coagulated to form my teacher education identity lens. Indeed, while reading my PhD student's review of the HPE field's use of critical pedagogies, I was afforded an insight into the theories and perspectives which I have thoughtlessly plucked and woven into what stands for the philosophical stance that shapes my approach to HPETE. Thus my Christian upbringing; schooling and teacher education; fifteen year HPE teacher journey and, more recently, a decade of teacher education and research, have provided the resource-rich terrain from which I have carved out my praxis.

Despite all of this experience and theory, I am constantly challenged by a growing disquiet concerning the amount of 'confession' that appears to be the hallmark of these disruptive HPETE pursuits. Of course my dear 'frenemy' Michel Foucault (1994) has a lot to answer for here, as his voice inside my head has been a powerful stimulant of the 'uncomfortableness' I experience. And now to a little theory. As McNay (1994) instructs, Foucault's understanding of the constitution of subjectivity through pastoral technologies involves a "process of subjection either to an external party or in the form of an internalization of social norms" (p. 123). In modern societies, this subjection to an external party has involved the regulatory technique of confession, and it is within this confessional context that I have grown decidedly uncomfortable. Drawing substantially on the work of Foucault, Besley's (2005) insightful interrogation of modern confessional relationships presents the case that the locus of power-knowledge resides "not in the person who speaks but in the one who questions and listens" (p. 375). It is the professional (in this case the teacher educator, but often a school teacher) who, armed with the appropriate expertise and techniques, solicits confessions, interprets their meaning, diagnoses underlying or inner truths, and devises suitable interventions for self-management and improvement (McCuaig & Tinning, 2010).

Indeed, as I interrogate the life histories of my students, pour over their collage shoe boxes and monitor their endeavours to 'dance like a boy or girl', I am mindful of Fendler's (2003) admonition, "what does a teacher have no right to know about a student?" (p. 22). When placed within an historical context of Christian confessional practices, it becomes impossible not to question the "normalizing and disciplinary effects" (ibid) of this work. In my ruminations on this situation, I have been challenged by Nealon's (2008) commentary concerning the intensification of Foucauldian power: when "power becomes lighter, more ubiquitous, less attached to 'negative' objects or practices...power becomes more effective while offering less obvious potential for

resistance" (p. 71). Here the danger of employing disruptive pedagogical strategies as an inherently 'good' strategy to minimise harm, to incite a socially just HPE and to care about HPETE students' is laid bare.

And yet, what stands for HPE 'out there' at the 'coalface' continues to surprise, intrigue and, at times, frustrate me. In my position as HPETE program coordinator, I am regularly subjected to passionate teachers who take the opportunity to regale the ivory-tower dweller with a list of HPETE's failings, particularly students' poor performance in and delivery of such activities as the 100 metre sprint, high jump or the correct over arm volleyball serve. Ironically, this lecture is often delivered alongside a lesson in which some 25 students stand patiently waiting for their 1 of 5 jumps, ready to endure a humiliating dissection of their incapacities and the teasing or dismissal they inevitably receive from their more competent peers. To what extent such lessons are inspiring a lifelong love of active healthy living escapes my understanding. Within the Australian context, HPE curriculum initiatives of the past twenty years have specifically sought to challenge and disrupt these very practices and the "isms" that often accompany them, yet there appears to be little in the literature, or in my anecdotal experiences, that would suggest the dominance of the "ism" family has changed or been challenged. Instead, research has shown that the implementation of the new sociocritical perspective within HPE has been a negative experience for many teachers, revealing challenges to self-identity, ontological security and sense of competence (Macdonald, Glasby, & Carlson, 2000; Tinning, 2001, 2004).

Nonetheless, another scholarly 'voice' has contributed to the cacophony of perspectives shaping my critical reflection on these pedagogical provocations. As Tinning (1995) has advised, we do not have a fool-proof strategy for making HPETE students think (or confess) as we might want them to. And it is here that my childhood Sunday School experiences have surprisingly come to the rescue (trust me...I am as surprised as you are!). In fact, I am increasingly comforted by the parable of the seed sower. Many of you no doubt know the basics, but here is a quick summary:

Behold, a sower went out to sow. And as he sowed, some seed fell by the wayside; and the birds (biophysical zealots) came and devoured them. Some fell on stony places (sceptic assimilators), where they did not have much earth; they immediately sprang up because they had no depth of earth. But when the sun was up they were scorched (challenging classrooms and students), and because they had no root they withered away. And some fell among thorns, and the thorns sprang up and choked them (sportist staffrooms). But others fell on good ground and yielded a crop, some a hundredfold, some sixty, some thirty. (Wikipedia, 2012)

Following a decade of teacher education I am more than ever convinced that we can adopt none other than a "modest pedagogy" (Tinning, 2002), given the challenges posed by

'soil and environment'. I live with the hope that my graduates' future life experiences, students or teaching environments inspire epiphanies that might germinate rather than scorch my seeds of criticality.

But what of the quality of the seed? Not surprisingly my biblical parable does not question this aspect but I believe we, as HPE teacher educators, must constantly critique the

cross-pollination that has occurred within the production of our "seeds of wisdom". Putting sociocritical theory and critical pedagogy to work within HPETE, or school-based HPE, does not hold a promise of success or complacency. We should not be surprised to discover then that the screenplay of *The Mission* is based on the 1942 play "Das Heilige Experiment", in English, *The Strong Are Lonely!*



CRITICALITY IN HPE: THINK PIECE 6:

Disturbing practice in teacher education

Alan Owens - University of Auckland

For some time now I have considered myself very fortunate. I work in a setting where I can combine my love for physical education with an opportunity to work with very capable and committed students, and be an advocate for criticality in our field. I also feel fortunate that across New Zealand my fellow teacher educators are also similarly oriented by a commitment to promoting the socially critical agenda in both their work and approach to physical education. By criticality (or socially critical) I mean a form of emancipatory politics that invites students to read and discuss health and physical education as a contested terrain and site of struggle in which the organization, legitimation and circulation of knowledge are core to issues of power and social justice. Like many of my fellow physical educators, I have found that a critical discourse provides an intellectual framework and language for understanding and problematising educational practices in ways that recognise their complexity, humanity and emancipatory potential. In my own approach to teaching about physical education, I aim to enable my students to use critique, inquiry and reflection as tools to challenge existing knowledge, ways of knowing and to inform their practice as teachers. Despite this, I have a concern that the approach to promoting criticality in teacher education is dominated by a form of rationalism that works against our ability to actually enact the concept in a meaningful way. In this brief think piece, I will outline some of the reasons for this concern.

One problem for those promoting criticality in teacher education is that they tend to overplay the agency of the individual and believe that everyone is capable of challenging the ideological nature of, and transform, educational practices. When promoted in this way students of teaching are (to paraphrase Giroux, 1996) invited to learn a critical theory of pedagogy rather than engage with a pedagogy of critical theorising. By this I mean that, when students learn about being "socially critical", they learn about

and analyse how power relations in education contexts provide for inequitable outcomes, forms of oppression and traditional constructions of subject matter. The problem with this is that the analysis is directed elsewhere, usually on school practice and the work of teachers, and not on the teacher education setting. The irony is that this approach itself represents a banking metaphor of education since students are expected to accumulate a form of knowledge capital that potentially can be applied to improve their work as future teachers. While seemingly promoting criticality, the process and product of teacher education continues to be about compliance, conformity and consensus, albeit focussed on the practice of critical pedagogy. In other words, it appears that contemporary forms of criticality in teacher education engage in the seemingly futile attempt to radicalise students to be capable of transforming practice once they graduate. The alternative possibility, of reflexively turning this lens back on ourselves, is conveniently sidestepped because to challenge, confront or resist the orthodoxy of teacher education (and the concept of university-based learning) is to risk invoking the political consequences of doing so.

My concern is that contemporary teacher education is an exercise in separating theory from practice, while effectively disguising the process of doing so. Teacher education, whether university or school-based, is the pedagogical practice of learning and teaching about learning and teaching. In effect, 'teaching' becomes both the content and process of teacher education. If you're not careful, theory becomes reduced to being generalised and decontextualized knowledge about teaching which is meant to be applied in other contexts. This content is then 'taught' in settings where the pedagogy is either 'telling' (the lecture) or 'modelling' (the demonstration lesson or microteaching). In my view, without interrogating the relationship between what student teachers learn and how they learn it, teacher education

has little transformative impact. The theoretical knowledge learnt in the university risks being perceived by student teachers as having little use-value, memorized only because of its exchange-value in the marketplace of grades and certification. When conceptualised like this, it is no surprise that student teachers find educational theory irrelevant, ineffective or disconnected from teachers' work. Worse still, this pedagogy works to silence students' concerns, and denies them the opportunity to challenge the practices enacted with them as students. Consequently, student teachers become skilful in learning how to perform expected actions within a culture of surveillance rather than in analysing those actions or the expectations that generate such actions.

A concern for me is that, while teacher education fosters the ability of students to critically analyse, it directs this analysis elsewhere, toward other structures, other institutions and other educators. It constructs the ideal teacher as the critically reflective and socially-just teacher, who is actively transforming their workspaces and educational programmes to be more enlightened, empowering and emancipatory. According to Segall (2002), while students may be encouraged to ask critical questions in their teacher education courses, they are not encouraged to ask the same question of their teacher education courses. For example, student teachers are usually encouraged to think about how their teaching meets the individual needs of their students, but rarely do we ask them how our lessons meet their individual needs. When in the teaching role we encourage student teachers to ask how the interests of different ethnicities, faiths and abilities are served by their teaching, but we do not make our teaching transparent in a way that demonstrates how we differentiate our own teaching. In effect, the pedagogies we practice in teacher education provide a form of immunity to such investigation. We both anesthetise the students from challenging their own education and ensure theory is disconnected from everyday practice because it becomes content to be learnt rather than lived.

Developing a pedagogy of critical theorising implies more than cosmetic reform of programmes to ensure they are 'research informed and led'. It requires more than considerations about the amount and length of practicum placements or even if teacher education should be more school-based and authentic. Rather, it implies attention is given to the curriculum of teacher education in a way that meaningfully ensures that the purpose, nature, culture and process of learning to teach provides multiple spaces and communities to promote reflexive engagement with ideas in a way that challenges prior experience and assumptions, while also creating avenues for alternative thinking, alternative ways of being and experiencing, and alternative ways of knowing. Educational theory is not about the mastery of knowledge that can inform teaching decisions, but about a means of critique for how we come to know and

understand the process of education. Educational theory should challenge the notion that educational practice and biography are a form of inescapable reality and aim instead to allow students to undo existing meanings and undermine their confidence in the experienced, given and obvious. We should envisage all of teacher education as a practicum setting, encouraging students to critique the interrelationship between knowledge, learning and power in each of the discursive settings in which they are situated.

Disturbing practice in this way provides a criticality that enables an embodied and experiential means for student teachers to examine the origins, purposes and consequences of educational actions and the political, economic, and social contexts that give rise to them.

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APPENDIX ONE

GRADUATING TEACHER STANDARDS: AOTEAROA NEW ZEALAND. (NZ Teachers' Council, 2007).

These standards recognise that the Treaty of Waitangi extends equal status and rights to Māori and Pākehā alike. Graduates entering the profession will understand the critical role teachers play in enabling the educational achievement of all learners.

Professional Knowledge

Standard One: Graduating Teachers know what to teach

- have content knowledge appropriate to the learners and learning areas of their programme.
- have pedagogical content knowledge appropriate to the learners and learning areas of their programme.
- have knowledge of the relevant curriculum documents of Aotearoa New Zealand.
- have content and pedagogical content knowledge for supporting English as an Additional Language (EAL) learners to succeed in the curriculum.

Standard Two: Graduating Teachers know about learners and how they learn

- have knowledge of a range of relevant theories and research about pedagogy, human development and learning.
- have knowledge of a range of relevant theories, principles and purposes of assessment and evaluation.
- know how to develop metacognitive strategies of diverse learners.
- know how to select curriculum content appropriate to the learners and the learning context.

Standard Three: Graduating Teachers understand how contextual factors influence teaching and learning

- have an understanding of the complex influences that personal, social, and cultural factors may have on teachers and learners.
- have knowledge of tikanga and te reo Māori to work effectively within the bicultural contexts of Aotearoa New Zealand.
- have an understanding of education within the bicultural, multicultural, social, political, economic and historical contexts of Aotearoa New Zealand.

Professional Practice

Standard Four: Graduating Teachers use professional knowledge to plan for a safe, high quality teaching and learning environment

- draw upon content knowledge and pedagogical content knowledge when planning, teaching and evaluating.
- use and sequence a range of learning experiences to influence and promote learner achievement.
- demonstrate high expectations of all learners, focus on learning and recognise and value diversity.
- demonstrate proficiency in oral and written language (Māori and/or English), in numeracy and in ICT relevant to their professional role.
- use te reo Māori me ngā tikanga-a-iwi appropriately in their practice.
- demonstrate commitment to and strategies for promoting and nurturing the physical and emotional safety of learners.

Standard Five: Graduating Teachers use evidence to promote learning

- systematically and critically engage with evidence to reflect on and refine their practice.
- gather, analyse and use assessment information to improve learning and inform planning.
- know how to communicate assessment information appropriately to learners, their parents/caregivers and staff.

Professional Values & Relationships

Standard Six: Graduating Teachers develop positive relationships with learners and the members of learning communities

- recognise how differing values and beliefs may impact on learners and their learning.
- have the knowledge and dispositions to work effectively with colleagues, parents/caregivers, families/whānau and communities.
- build effective relationships with their learners.
- promote a learning culture which engages diverse learners effectively.
- demonstrate respect for te reo Māori me ngā tikanga-a-iwi in their practice.

Standard Seven: Graduating Teachers are committed members of the profession

- uphold the New Zealand Teachers Council Code of Ethics/ Ngā Tikanga Matatika.
- have knowledge and understanding of the ethical, professional and legal responsibilities of teachers.
- work co-operatively with those who share responsibility for the learning and wellbeing of learners.
- are able to articulate and justify an emerging personal, professional philosophy of teaching and learning.



Moving beyond the cringe: Planning with purpose

Deirdre Duggan - Maungatapu Primary School, Tauranga

Introduction

When I think back to the way I used to plan I cringe. The many hours spent researching, creating resources and writing 'rich' learning units for my students. But were they? Not really. I ticked all the boxes. I covered all the AO's (Achievement Objectives). I used a planning format that was appealing and colour co-ordinated. I had an assessment task. So, what was wrong? The units consisted of 'activities' that I thought they would like and they needed to know. I was excited about it, so I thought my kids would be. Wouldn't they? But were they? Not really. Well, some were. Some started to be, then switched off. Some others just didn't get it, and the rest wanted to do something completely different. How could they? I had spent hours preparing this amazing learning experience and it turned out to be not so amazing. Why? What was wrong with these kids? Surely it wasn't me, my plan, or my teaching?

When this happened more than a few times, I knew that things needed to change. But what? And how? So, I took a deep breath and faced the music. I asked my students: Why is this happening? Why don't they like what I am teaching? Why are some of them disengaged?

Sitting down and actually talking this over with my students helped me to understand that they were not interested because what I was teaching them was not relevant to them and their lives. So why bother? Where are the connections? The children were asking themselves, if it doesn't affect me, why should I bother?

I was shocked and not too proud to say a bit hurt, deflated. Nevertheless it taught me a valuable lesson. My classroom programme had to change. My attitude and thinking had to change. If I wanted **all** of my students to get the most out of planned learning experiences, my teaching had to have **purpose**. My children needed to be able to relate to what I was teaching and use it in other contexts that were relevant to them in their lives.

My students had diverse backgrounds, bodies, experiences, values and perspectives about life, health and physical activity; every one of them is different. They come with different experiences and bring with them values and preconceived ideas about life and the way things are done. How could I create deep learning experiences that celebrated diversity and supported the learning of **all** of my students? Again I was challenged. I realised that the children were the only experts in their lives.

Planning with purpose - for learning and for my students

At the beginning of the year we introduced our EveryBody Counts¹ (EBC) philosophy and set up our classroom culture. A significant focus at the start of last year was 'ways of being ACTIVE'. Initially we had discussions as a whole class with students responding to questions such as:

what does it mean to you to be active?

do we have to be moving our bodies to be active?

what other ways are there to be active?

think about your own week; how many of the ways we have talked about, are ways you are active. Are there more? What are they?

These conversations highlighted that our Year 5/6 students perceived being active as only contributing to their physical wellbeing. My colleague Jo Naera and I started thinking about how we might encourage our students to think about the different ways they are active in their lives and the relationship this had to 'Whare Tapa Wha' (Durie, 1994).

Our classes were also working on developing understandings of statistical inquiry. We decided to explore how to integrate the learning areas of Health and Physical Education (HPE) and Maths, in order to support our students to question what it means to be active, and encourage them to 'dig deeper' to discover what 'being active' meant for their wellbeing.

Together, Jo and I mapped out a Being Active statistical inquiry unit that we worked through in our classes. This started with students gathering data about the different ways they were active based on the written examples they had recorded earlier. Together we collated the data, sorted it, graphed it in different ways and displayed it. Throughout this process the children began to identify patterns and trends, and made predictions about how and why these ways of being active could change in the future. Some of the responses from the students were:

¹ The basis for this discussion is drawn from work completed as part of a collaborative research project, titled *Every-body counts: Understanding HPE in primary schools*, involving primary school teachers (myself, Jo Naera, Joel Devcich, and Shane Keown) and university partners (Kirsten Petrie, Lisette Burrows and Marg Cosgriff). This project was made possible with the support of the Teaching, Learning and Research Initiative funding; the Wilf Malcom Institute of Educational Research; and students, staff and school communities. 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 Dr Kirsten Petrie, Project Director, kpetrie@waikato.ac.nz.



Blayze and Caitlin experiment with balancing hogsnort

I will be more active later in my life because when I have children, I will be doing the things they do like bike riding and helping them to practice what sport they play or other things they like to do.

I think I will be more active but it will be a different sort of active because instead of doing my thing as a kid, I will be doing the things my kids are doing.

I think I will be less active when I am older because when you get old, you can't move around as much and things are more difficult to do than when you were a kid.

I think that we will be less active in future because technology is creating more and more ways to do things for us, so we don't have to do as much for ourselves.

I was amazed at the depth of their discussions, the depth of understanding and the **learning** that was going on as they analysed each other's data, patterns and trends. This was statistical inquiry in its most relevant and purposeful form, connected to broader learning. Suddenly a learning area that a number of my students had found very confusing and difficult to connect with, maths, was engaging and real. They got it! Furthermore, they not only 'got' statistical inquiry, but they broadened the way they thought about being active!

Statistical inquiry was a useful tool for disrupting how our students understood what it meant to be active. As they shared their findings with each other, they explored how diverse we all are and came to the conclusion that we are active in a variety of ways. They also reached an

understanding that that's okay; not everyone has to be active in the same ways. At the same time the children learned that being active is not just about running around the field or jumping the highest. It's not just sport, fitness and games. They understood that being active is any form of movement, one that contributes to our spiritual, social, emotional and mental wellbeing; it's not just about the physical and narrow perceptions of getting healthy. By broadening students' understanding of the diverse ways that individuals are active and that being active was about more than simply improving physical wellbeing, our students recognised that being active is not the sole preserve of the 'elite' sportsperson. It is something that we all engage in, in our own ways, and that's okay too.

Where to from here?

Having the courage to ask, listen to and respond to my students voices and perspectives, has been a key development to ensure that my teaching is more meaningful and relevant to their lives, and therefore more successful from my perspective. Having experienced this triumph I have been asking myself: How can I get this level of engagement and learning in everything I plan? My answer is to constantly reflect on my practice and in doing so I ask myself...

Am I planning for activity or for learning?

What is the most important learning? (And therefore worth spending time on)

What do I need to do differently to make learning meaningful for my students?

How can I integrate the learning areas?

Can my students relate this learning to other things we have done or to something in their lives?

Have I listened to what my students think and elicited student voice?

These have become my personal 'touchstones' when planning for my students learning. What also helps is constantly drawing on their expertise by asking them: *how do you think we could do this in a way that we can all be involved, successful and learn?*

Changing my planning by planning for learning as opposed to planning for activities (busyness), allowed me to teach in ways that better reflect the intent of *the New Zealand Curriculum* (Ministry of Education, 2007) and the pivotal values of our shared EveryBody Counts philosophy. I want to continue to plan in ways that ensure every child in my classroom does indeed 'count'. For this to happen I need to 'walk the talk'. I need to think about all my learners and how I can involve them in the planning and learning process. I can now honestly say I have moved beyond 'the cringe' and will continue to enquire into my practice in ways that mean I don't have to live with the cringe again.

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Teaching Personal and Social Responsibility (TPSR) through Physical Activity

Richard Jones - Deputy Principal, Onerahi Primary School, Whangarei

During a time in education when the focus becomes teaching competencies for future oriented learners there is increasing awareness that students need to be “independent lifelong learners”. Covey (1990) argues that independence is merely the second stage in a hierarchy of personal effectiveness and that interdependence is what leads to synergy, creativity and a range of new possibilities for their future. A good teacher may be able to teach a range of taxonomies in their classroom, elicit higher order thinking and model great leadership. However, unless students have the skills and strategies to engage in learning, and grow from independence to interdependence, then frustrations can easily arise for both them and the teacher.

I first discovered TPSR while teaching at a rural primary school in 2004. Ironically it came in the form of a fax of Hellison's (2003) 5 levels:

1. Respect
2. Effort
3. Self-Direction
4. Caring and Leadership
5. Outside World (outside the gym)

We had requested some guidance, from a local Health and Physical Education (HPE) advisor, for a

teacher who was struggling with behaviour management issues in the classroom. Being curious, I queried where the levels had come from and was given a copy of Don Hellison's (2003) *Teaching Personal and Social Responsibility through Physical Activity*. In this particular case, as seems to be the case in many scenarios, it was the modification of the teacher's own behaviours which led to greater success. What I personally discovered from inquiring into TPSR was not so much a process of teaching personal and social responsibility, but more a philosophical approach which challenged me to reflect on what I wanted to achieve for my students as learners and citizens. With the purpose of *taking responsibility for your own wellbeing and contributing to the wellbeing of others*, the model is underpinned by its four core values and four themes.

Values

1. Respect the rights and feelings of others
2. Effort (participation)
3. Self - Direction
4. Caring and leadership

Four Themes

1. Student - Teacher - Relationship
2. Integration - Life skills + physical activity
3. Transfer - What does it look like outside the PE lesson? What does it look like in your life?
4. Empowerment- The gradual shift of responsibility from teacher to student. *These are the teacher's responsibilities.*

TPSR is a model of teaching personal

and social responsibility to children through physical activity. It was first developed by Professor Don Hellison, University of Chicago Illinois, for troubled youth and has since been applied in many PE settings worldwide.

My own realisation at the time was that if this model was successful in teaching these competencies to troubled youth in a limited time setting, what then were the possibilities for a generalist primary teacher who had the luxury of building on the themes and principles throughout the day, every day?

The result was not only empowering for my students but also for me as a teacher who could create the space to be able to improve the craft of teaching without “managing” the behaviour of my students.

By teaching personal and social responsibility through physical activity the students and I were able to transfer the principles and strategies into the classroom setting. We all had to realise that this was a goal that had to be achieved throughout the day and did not just stop at the end of a PE lesson or morning fitness activity. Satisfaction comes from not only seeing students grow personally to realise their goals, or to see particular students turn around their behaviour, but also in the different ways that we can creatively adapt the strategies for our own situation. Many of the ideas that I continue to apply come from the students themselves. These result from the group meetings at the end of a session.

TPSR is about personal leadership and developing strategies for effective interpersonal relationships.

Hellison's Cumulative Levels are easily identifiable. Therefore, these behavioural strategies can be transferred into any situation when dealing with demanding daily pressures, difficult relationships, effective goal setting and teamwork. While role play of these situations in a health lesson for example, does have its place, to be able to teach students to work through these situations peacefully and creatively in authentic contexts, seems more real and sustainable. However, in order for this model to be truly effective, the teacher must consider WHY they are teaching personal and social responsibility, be prepared to apply the principles throughout the day, and continually reflect on how they can improve on assisting students to meet their responsibility goals. The students must also be given daily opportunities to consider the same.

After a year of trial and error, and a subsequent opportunity to work with Don Hellison and Associate Professor Dave Walsh for three days in New Zealand, I began to cement my understanding of the principles and adapted a number of strategies with my class.

My current role requires that I do not have my own class but enables me to work across the school in blocks to release teachers. This gives me an opportunity to help develop strategies for teachers who are applying TPSR in their settings and introduce the levels to new classes.

Putting first things first. Where to start?

As Don points out, one of the keys to success is developing a genuine teacher- student relationship. This can be as simple as making sure you try to touch base, or at least acknowledge students personally before school (or your gym session) starts. At the very least, this should be within the start of the day. On busy days my goal is to do this before the first break.

Introduce the levels, using awareness talks and cut and paste activities.

Y-charts that unpack what each level would look like, feel like and sound like, is a way to help students to develop their understanding of the levels.

One of the first adaptations I made to morning routines was that "roll call" at the start of the lesson was eliminated. Taking a great idea from my daughter's kindergarten, each child would have their name on a laminated card with a small magnet glued to the back (these were chopped up magnetic strips from an old fridge door- but Velcro works also). In the morning, as the students came in, they would take their name out of an ice cream container and place it at the level which would be their focus goal for the day. I would do the same. We would start the day with a discussion of what goal they chose and what "you will see me doing". The names left in the container were my absent students or the one or two who forgot to set their goal straight away. (Another good opportunity to quickly touch base with them). In some classes, 5 big hands displaying the cumulative levels on the wall for the student to "high five" as they come in, may be all that is needed as an initial goal setting technique.

Hellison also suggests;

- Display the levels on the wall
- Relate the levels to current classroom experiences
- Develop one-liners and praise phrases as a common language
- Revisit the levels during reflection time
- Focus on the levels during class meetings

I use my PE lessons, morning fitness activity, or cooperative group problem solving activities to slowly introduce some of Don's strategies and set goals as a class for each session. I outline a vision that we could move from initially being teacher directed to situations where students could have increasing choice and responsibility for how they managed the learning experiences. We also reflect back on how well we

are achieving this vision at the end of some sessions.

What could a lesson look like?

1. Before the lesson

- **Awareness talk**
- **Goal setting** - just for today you will see me...
- **Class goal** - to start and complete the goal setting meeting without teacher direction.
- **Share success criteria** - For fitness
 - What we are trying to achieve?
 - What it will look like if we are successful as a class?
- **Class goal for today** - To complete this activity within 5 minutes at the next fitness session.

2. The lesson

- **Intensity scale** - Continuum or "thumbometer" - how much effort are you considering putting into your fitness this morning?
- **Warm up** self-paced challenge.
- **Stretching** by invitation - Teacher demonstrates stretches to begin with. Then after a time, invites students to lead this until this can be led without teacher direction.
- **Group Task Challenges** (see p.27)
- **Eden Ball**- Competitive Choice
http://www.sportnz.org.nz/Documents/Young%20People/S_5620-3_SPC_A4_4_manipulative-ff_WEB_additional.pdf

Allow three levels for this this game to be played and for students to choose and move freely to the level.

- i. Competitive games
- ii. Social Games
- iii. Individually or in pairs developing skills to be applied to the game

Class Meeting / Reflection.

- **Meeting Rules**
 - i. No disrespect
 - ii. Inclusion of all
 - iii. Peaceful conflict resolution
- **Teacher/leader questions** - indicate with thumbometer- thumbs up/ thumbs down

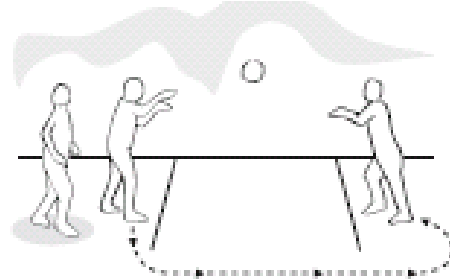
GROUP FITNESS AND BALL SKILLS CHALLENGE

Team leader picks up task from the instructor

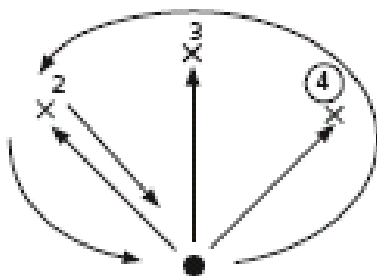
Rules

- The entire team does all of the tasks
- All must complete the task before the next one is done
- All must huddle to decide on the next task to be done
- The leader makes the final decision
- Team members must call each other by their first names

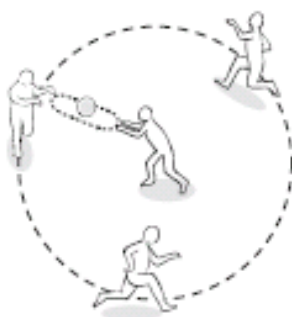
Pass and follow



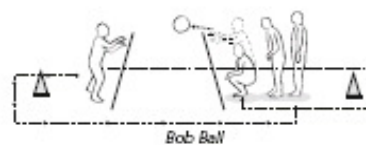
Corner Spry



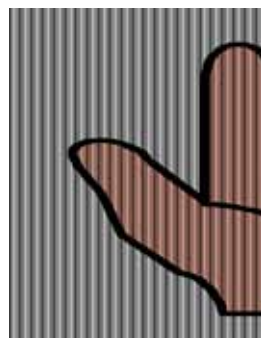
Running circle pass/ everyone has a turn in the centre



Multiple Relays



Hi Five your teacher



- i. Who didn't cause anyone a problem today?
- ii. How hard did you try today?
- iii. How was your self-control during class today?
- iv. How self-directed have you been today?
- v. Did you help anybody learn something at school/outside school?
- vi. Who has tried something that they need to improve (or have been learning at home?)

• **Continuum - Self Reflection**

- i. How engaged were you in your warm up/stretching?
- ii. How well did you work in your group?
- iii. How effective was your group in achieving their goal?
- iv. What strategies did you use to solve group problems/personal problems?
- v. What do you/we need to improve next time?

Some preferred strategies that I like to develop with my classes.

• **The Accordion Principle:**

Reduced game time vs. drill time - Expand and contract the game time accordingly to promote co-operative behaviour and motivation towards a higher level. This also applies to the classroom- See how far you can "let out the reins" from teacher direction to self-direction, before having to redirect students, groups or class again. Seeing others enjoying greater autonomy is often a motivational tool for students to make better choices for themselves.

• **Sport Court:**

Three students that have been elected to make a decision that the group cannot decide on.

• **Self-Officiating:**

The child has to pull themselves up if they break a rule in the game. The teacher pulls them up and sin bins them for a short period for

not calling their own violation. This leaves the team shorthanded. This is a great strategy to use to work towards playing with no referee freeing the teacher to work with individuals or small groups.

• **Making New Rules:**

E.g. "Bump" how can we make it so that everybody gets to run?
All Touch: Room 5 - created Bump/Block by putting hands on your head if you have been bumped. This creates a block for the other runners making it more difficult to be "safe"

• **NBA Timeouts:**

Students use these to solve problems such as abusive behaviour or arguments.
They can call:
i. 20 second timeout (touching both shoulders with hands) for small problems
ii. Full Timeout. ("T" with hands) for big problems

To help get started the teacher can call first and take the lead in problem solving then explain that they have the right and responsibility to solve problems but must call a time out to do so.

• **No Plan No Play:**

Students are not allowed in the game until they come up with a plan to change the behaviour which resulted in the sit-out (Sin Bin).

• **Talking Bench (conflict resolution)**

- i. Students are asked to go to an area designated for talking
- ii. Resolve the problem
- iii. Report back to the teacher when the problem has been resolved
- iv. Allowed back into the activity.

As Hellison suggests, TPSR may not be everyone's cup of tea. It does require time for the students to reflect, discuss and resolve conflict. At first this might be seen as cutting into the lesson time. However, as the teacher and students become more competent in

this approach, the need for conflict resolution is reduced, students gain a greater sense of autonomy for their learning, and problem solving skills are increased. In my own experience the teacher is freed to coach individuals and develop their craft with reduced incidents of managing others' behaviours.

As a minimum I have seen this model used as a behaviour management tool in other classrooms with a focus on the language, reference to the cumulative levels, and with some application of the principles. However, it is not until teachers are prepared to apply the strategies in a physical activity setting and strive towards students transferring these into the classroom and their daily lives, that they experience the satisfaction of making a real difference in the lives of their students.

Further examples and resources are available at: <http://responsibilitymodel.wikispaces.com/home>. If you have any ideas or adaption that you can contribute, feel free to contact me through the wiki so that these can be shared with others.

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Microsoft Innovative Teacher award 2011/12

Julia Breen

Introduction

As part of the global Microsoft Partners in learning programme, the Award looks for teachers who are using technology in clever ways, recognising their passion and commitment with an unsurpassed professional development opportunity – the chance to network and collaborate with other like-minded and dedicated teachers from around the globe.

I was awarded the 2011/12 Microsoft Innovative Educator for work in green screening (using moviemaker) and developing leadership through the use of Onenote and wiki site collaboration. Basically, my students recorded themselves teaching the juniors ABL activities and then their evaluations were overlaid on that video. So I had evidence as well as evaluation. For some students who hated the written evaluation part, their grades made significant improvement. Engagement increased as well as academic performance.

From this I presented at the Asia Pacific regional conference and then travelled to Prague for the Global forum in November 2012. As I went to the different conferences my application of IT increased. The final presentation was using all of the above with a global community. This was a summary brief of my presentation

I am a strong advocate for life long physical activity and learning, and I see how emerging technology can be used to further enhance and support this. As a Physical Education teacher I am concerned with the increase in obesity and health related diseases associated with lack of physical activity. I wanted my students to make a

difference and engage in “real world” experiences. I really wanted to make the action realistic, collaborative and life changing so students felt like they could really make a difference. The project management skills engaged in this activity is an important skill that would be transferable to any career or project. The use of technology has enhanced the experience and shown students that ICT skills are a tool to be used in all environments and not in isolation. It further breaks down the perception that technology reduces participation in physical activity.

How did I find out about the award?

At Howick I was lucky enough to run into and discuss some things happening in my classroom with another teacher who had previously won the NZ award. He convinced me to submit an application and the rest is history. As Phys-Eders I think sometimes we are more innovative then we realise. I didn't think I was doing anything that was amazing and take me to where I ended up. All I wanted was to make my students learning engaging and successful.

Using technology in the classroom is a great asset to all learning environments. Technology provides a larger platform on which you can individualize and personalize learning. It's a way to engage and connect with students in and out of the classroom. I believe technology engages students and allows students to have time to reflect and develop deeper level thinking. Giving them the time, resources and skills to personalize their learning and gain a higher level of success. I have found that the

integration of technology has had a direct impact on achievement.

So how can you get involved?

Unfortunately this was the last year that Microsoft NZ offered this award, however, they are restructuring what will be available and will be sending out information soon. The Partners in Learning Web site (<http://www.microsoft.com/education/ww/partners-in-learning/Pages/index.aspx>) is a great resource and the magazine called Interface (<http://interfaceonline.co.nz/>) is a great read for technology use and ICT skills and development. I would highly recommend people read this and get involved... you never know where things take you!

PENZ wishes to thank Pub Charity for the on-going 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.

thank you



Scholarship Physical Education 2012

Top Scholar - Emma Dwight

Gordon D Paterson



Emma receives her award from the Governor-General

It was my pleasure to meet Emma and learn a little about her enjoyment of Years 9 and 10 Physical Education that encouraged her to do a Sport Science course at NCEA levels 1 and 2. Emma enjoyed the balance of theory and practice in Sport Science. The subject linked to her love for volleyball and basketball. The coaching and biomechanics components of the programmes clearly struck a chord. In Emma's words, she attempted scholarship level Physical Education last year as a practice run for her year thirteen year. So why the outstanding success in the practice run? Emma believes that she is able to use both 'left' and 'right' brain to best advantage in Physical Education which demands both creativity and an analytical mind. In her view it was a "good fit" although it is clear that Emma is a high academic achiever across the board. I learned that this year she has taken on a demanding programme: calculus, statistics, chemistry, physics and history. She attributes this range to her

being unsure about her future career - she is clearly covering a few bases!

Emma applauds her Scholarship teacher, Sandra Boubee, for her enthusiasm and sound coaching, and says that this input was crucial to her success. She also attributes some of her achievement to the series of Scholarship workshops run by Physical Education teachers in the Bay of Plenty region. She enjoyed learning from different teachers, each passionate about their specific area of interest, and exchanging ideas with students from different schools. In Emma's view, really good resources were made available to participating students.

Asked what advice she had for teachers, Emma shared her view that teachers should be as enthusiastic about the theory components as they are about the practical. At a senior level, the theoretical component of Physical Education is fascinating: teachers shouldn't have to 'apologise' for 'classroom work', but should put theory at the centre of the course and bring genuine passion to the teaching of it. Physical Education is after all an academic subject in its own right. She also believes that the subject works best when students feel that they can apply what they are learning to their own sports, and their holistic development as athletes. That does not mean theory only by any means, the practical components are always enjoyable. Her only advice to students of the subject is simply, "do it because you love it".

Emma is uncertain about the role that Physical Education may play in her professional life. However, there is little doubt her passion for the subject, combined with her love of volleyball, will ensure that she will strive for a balance in her working life that will include a healthy component of

physically active recreation time. While Emma thrives on competitive sport at the present time, it seems that sport will continue as a valued part of life in the years to come.

Drawing from an article on the Otumoetai College website, Emma earned the Top Scholar award for the Physical Education scholarship exam last year - her paper was judged as being the best in the country in her subject. Emma was flown down to Government House in Wellington for the day, accompanied by her very proud parents. They mingled with top students and their parents from around the country: each of the top subject scholars, as well as the ten premier award winners were invited to the occasion. The Governor General, Sir Jerry Mateparae, hosted the event and congratulated each of the students personally. Prime Minister John Key and Minister of Education Hekia Parata were also in attendance. There were plenty of exciting photo opportunities, and Emma described the event as being "really lovely".

Congratulations on that outstanding achievement Emma! Otumoetai College can be well pleased with the Physical Education programme offered by a committed staff and the sporting opportunities made available to students. Well done to your teachers for their leadership and to your peers who like you, strive for high achievement.

An interview with Barbara Holland

Libby Paterson

Barbara Holland skipped out of the Ministry Of Education (MOE) at the end of September 2012 with very little fanfare, jumped on her bike as she had most days, and headed home after 13 years with the ministry.

We met in a local cafe to discuss, reminisce and look to the future. In 1999 Barbara was seconded from Wellington College of Education, now Victoria University of Wellington (VUW), to the Ministry as a senior lecturer/adviser in Health Education. At VUW she initially worked alongside Gillian Tasker investigating both Drug and Sexuality Education in schools. Many will remember her in her role as National Co-ordinator, Health and Physical Education (HPE) where Barbara was hugely instrumental in the implementation of Health and Physical Education in the New Zealand Curriculum (2001). This entailed representing education and in particular HPE, alongside organisations such as ACC, SPARC, Ministry of Health, Women's Affairs, and Youth Development while being responsible for some of the writing of the Curriculum in Action series, not to mention the ministry contracts with School Support Services.

In 2003 Barbara was extensively involved with the curriculum stock take process and revision in preparation for NZC (2007). After this process, ministry staff were required to work more generically so curriculum experts had to move into other areas. Barbara took on the project co-ordination role for the Quality Teaching, Research and Development Programme (QTR&D) focussing on raising Maori and Pasifika achievement within numeracy, science, literacy and social sciences. The project involved a focus on inclusion, and children and their communities. The innovative resources and extremely useful case studies can be found at: <http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/>

Teachers-as-learners-Inquiry/Teaching-as-inquiry. Barbara's most recent roles were in Maori medium education.

Barbara's career in education spans some 44 years including the following phases:

1968 - Otago University PE Diploma (3 years) followed by a one-year Teaching Diploma in Christchurch

1972 - Manawatu College, Foxton.

Physical Education teacher

1974-1978 - Waiopahu College.

Physical Education teacher.

A move to Otago for two years followed where Barbara and Neil started their family and then it was back to North Island. Between 1979 and 1985 Barbara took on raising her family and relief teaching before heading back to part time and full time roles.

1986-1990 - Tawa College – initially part time then full time teaching of Physical Education

1990 - mid 1993 - HOD HPE at Newlands College

1993 - Wellington College of Education as a lecturer until seconded to the Ministry of Education in 1999.

Share with us some of your highlights of your time at the ministry.

"It was such a privilege to work alongside so many people within and outside the Ministry who were so knowledgeable. It was the quality of people and their passion and enthusiasm for Health and Physical Education that were impressive. When I moved into the Maori medium team I understood so much more which enhanced my career learning. Inclusion was a strong topic of conversation and my assumptions needed to be challenged. How inclusive are we? There are strong links to the philosophy of our learning area and Ka Hikitia".

What do you see as the challenges that PENZ and our learning area face as we head further into the 21st century?



I hear something that isn't new, "Change takes a long time". In Barbara's view, we are fortunate

in the fact that we have three very passionate communities who are strong advocates for the learning area. The challenge is to continue to build collaboratively together, to see it all, the holistic nature of the learning area including all contents and contexts. Our students need to see their lives as a whole and we need to be inclusive of family, whanau and communities. This reminded me of the whole school community approach!

It was interesting to note that many of the contentious issues of Barbara's time at MOE still prevail, namely, Swimming, Drug Education and Sexuality Education.

The Physeder in Barbara remains paramount given that we couldn't meet until Barbara had her exercise! We wish Barbara and Neil a great retirement. They plan to have two bases, one in Christchurch where their grand-children are and one in the North Island.

They intend bike rides aplenty around both islands and hope to contribute in some way to the rebuild of Christchurch. It was such a privilege to sit and chew the fat with this wise woman and consider the changing times for Physical Education and Health Education. "Keep an eye on the big picture", Barbara re-iterated as we left the cafe.

A colleague stated: "I think of Barbara as a HPEder - she epitomises well-being and has student learning at the heart of everything she does".

Sport and Recreation Knowledge Library

A resource for everyone working in sport and recreation, including physical educators and senior physical education students!

What is the Sport and Recreation Knowledge Library?

The Sport and Recreation Knowledge Library (the Knowledge Library) is for all those working, or interested in sport and recreation in New Zealand – practitioners, researchers, students, policy-makers and planners: <http://www.srknowledge.org.nz/>

This sport and recreation research-focused site was developed to provide a specific New Zealand sport and recreation sector research repository.

The Knowledge Library has four searchable sections:

- New Research (research completed)– provides abstracts of articles and downloadable full text documents/links where possible
- Research Underway – provides descriptions of current research projects, along with contact details of the researchers and information about who the research is for/ funded by
- Research Ideas – designed to list research ideas, topics, strategies and agendas that practitioners and organisations want help with or researchers (including students) want to promote to connect with those working in the sport and recreation sector

- User Community – provides contact details, profiles, and lists of publications of contributors registered with the Knowledge Library.

Additional features include Quicklinks to key Focus areas (e.g. facilities, outdoor recreation), Most Popular, Featured Research.

Join the growing community – register and add content

The site is growing fast with over 1250 entries now added with many of the source research documents directly accessible (including 80 research entries that reference physical education).

We also have 400+ active members from all corners of the sport and recreation and related sectors, and welcome more!

*Note that you do not need to be registered to browse and search the Knowledge Library.

For more information: Grant McLean, Principal Advisor Research, Sport NZ: grant.mclean@sportnz.org.nz or phone 021 682 954.



Hide and Find:

Developing perceptual elements associated with games through an intrinsic constraint's structure requiring a wide external focus.

Dennis Slade - Massey University

One of the outcomes of a sport practice is to achieve a positive transfer between what is rehearsed at the practice and what is performed in the game or performance context. Achieving this outcome is best done by designing practice that achieves a strong coupling between the practice and performance arena. According to Davids, Chow and Shuttleworth (2005), a strong coupling is achieved when the action and perceptual elements associated with the game are replicated in practice.

When the coupling sought is in a team game played by quite young children achieving a truly representative learning design is quite difficult. Younger children of the age I am referring to (6 – 8 years of age) are typically developmentally not ready to undertake the action of self-denial or defer self-gratification that in sports or team games translates to passing to someone else in the team. With such children, collective effort in a team game is often, at best, characterised as all players trying to move the game object, frequently a ball, in the same direction. If passes occur then they are often quite by accident and not a specific intent.

The following non-specific games are designed to help prepare children for more cooperative play. In and of themselves they are not modified versions of a sport and so are not exact representative learning designs of sports young children might be playing on 'Saturday' mornings. However there are elements that are definitely coupled in the sense of the likely perceptual elements of games that they could be playing or learning

to play. This coupling is achieved through providing quite constrained play directions yet requiring players to 'look up' and use a wide external focus in the game sequences. The games have simple progressions and can be easily adapted to specific game or sport activities.

Game 1: Hide and Find: (Diagram 1 illustrates how to play this game)

This is an extension of a simple two person, standing still, passing drill. The traditional drill does little to prepare children for any creative development in their games, so I suggest this adaption. It requires the use of a wider external focus than the traditional drill and is easily adapted to the specifics of many sports. You will find some hesitancy in the time between the find and pass sequence but this is quite natural in young and inexperienced players of all ages. Emphasize to the hiding player that to ensure they are found that they should dodge out into a space where they can be seen and where they could not reach out and touch anyone else playing the game. To teach this game I suggest starting with a throw and catch routine:

Format:

Three players and one ball. Player 1 starts with the ball. Player 2 provides a stationery 'hide' station about 5m away. Player 3 'hides' behind player 2 to the extent that players 1 and 3 cannot easily see each other.

Player 3 dodges out from behind player 2 and is 'found' by player 1. Player 1 passes to player 3. The ball is caught, returned to player 1 and the process is repeated approximately 5

times and then players change roles.

This five-pass sequence needs to be repeated several times by all players. You can keep the interest level up by changing the composition of the groups of threes'

Question strategy

Q1 Ask receiver (Player 3) how they might help player 1 know which side they intend to come out of hiding from, find some free space and be found? (Ans: Hand signals work well.)

Q2 How might the passer (Player 1) also disguise the direction of the pass they give to the found player? (Ans: Pretending not to have found them, look to the opposite side before making the pass).

Extension: Hide and Find Game 2 (Diagram 2 illustrates how to play this game)

Format: Partners, one ball between two and one third of a netball court.

Partners team up and spread around a third of a netball court. One player remains on the outside of the rectangle marking the third of the court, while the other players all move into the third. The players inside the third move around and away from their partner trying to use other players in the third to hide them from their partner. On a blow of a whistle the 'hidden' player dodges back into a line of sight with their partner – now they are 'found' and a pass is made.

Extension Hide and Find Game 3

Play the game with different equipment. Use rugby or netballs for throw and catch sequences. Hockey sticks and balls for push and trap

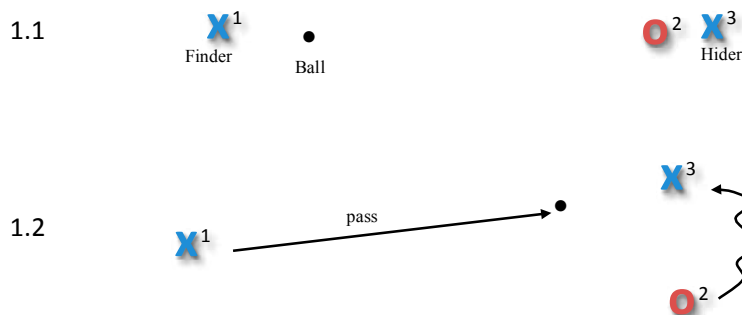


Diagram 1. Hide and Find - Game One

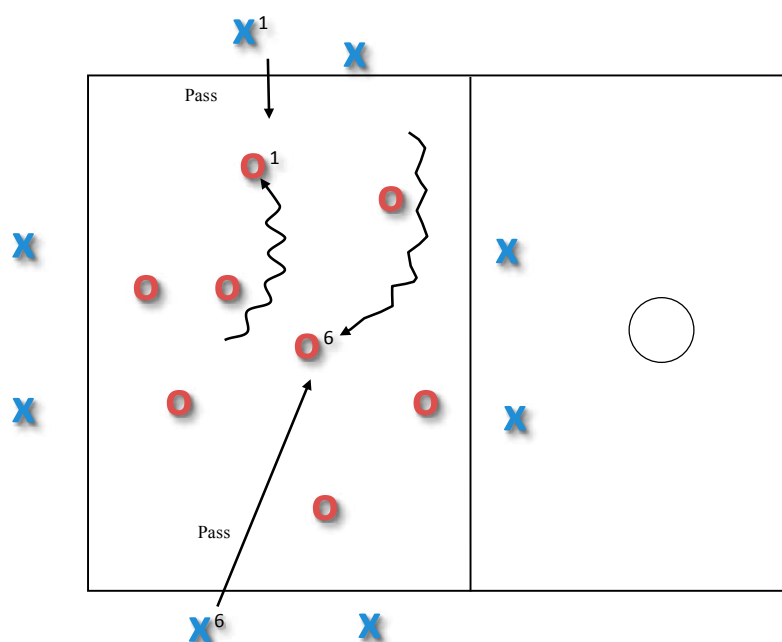


Diagram 2. Hide and Find - Game Two - Played on one third of a netball court

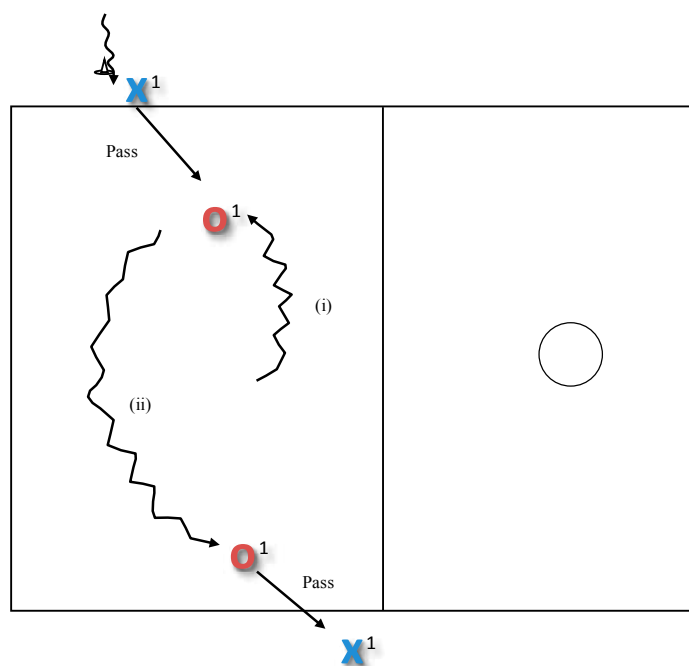


Diagram 3. Hide and Find - Game Six - Played on one third of a netball court. Diagram only illustrates on team but in practice there could be 5 or 6 teams

exercises. Soccer balls for throw-ins and traps.

Extension Hide and Find Game 4

Have the Finders – on the outside of the netball third start with their backs to the playing area. On the whistle they have to turn and scan the area for the partner to 'Find' and affect the pass.

Extension Hide and Find Game 5

Have the Finders start about 5m away from the edge of the netball third. One the whistle they have to turn and bring the ball under the conditions of the game you are seeking to teach, e.g., basketball, dribble the ball, to the edge of the netball third, scan, Find their partner and make the pass.

Extension Hide and Find Game 6 (Diagram 3 illustrates how to play this game).

As for game 5 but now work in 3's. Once the 'hiding' player is found and receives the pass inside the netball court third, they have to scan for the third player in their group, perhaps on the opposite side of the netball third, manoeuvre into a clear line of sight and pass them the ball. Game is continuous.

Q. What can the 'hidden' player in the netball third who needs to be found do to help their finder see them and make the pass? (Ans: Call for the pass, using the partners name or use body language to indicate they are ready to receive the pass.)

REFERENCE

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The Wellington Advisory Service in the 1950's and early 1960's

Bob Stothart

I joined the Wellington Advisory Service in 1957 when there were nine advisers (then called organisers) for the Wellington Education Board area. My role was to visit schools in the Hutt Valley then characterised by baby-booming, rapidly expanding school roles. Two primary schools I visited had more than 30 teachers on the staff and I'm sure the principal would not have known the names of all the staff. We took demonstration lessons in those days, promoting swimming in the learner pools in February, ballhandling and folk dancing going into autumn and winter and athletics in spring with a bit of tumbling on dust laden mats thrown in for good measure. We taught new entrants, through the standards classes into form 1 and 2. Versatility and innovation were necessary components of our range of offerings.

The Wellington Education Board covered a large area including the Horowhenua, the Wairarapa and Marlborough. There were nine of us on the staff, one resident in Marlborough and one in the Wairarapa. The rest of the staff serviced Hutt Valley and Wellington Schools. Mal Matheson, the "Boss" drove his 1936 Chevrolet on country visits

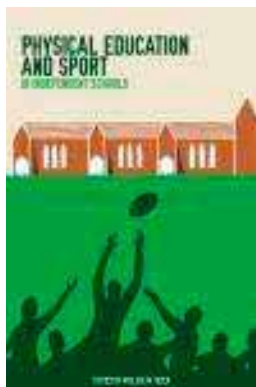
We advised on building the popular learner pools and their filtration and water purity; the purchase of playground climbing equipment, storage of equipment and how to use the resources slowly coming out of 'head office'. It was a fantastically busy learning experience and I regard it as my apprenticeship.

A couple of years later I was appointed to the Wairarapa where I had more than 70 schools to visit, most of them rural schools of one or two teachers. Visiting remote schools at

the end of a dusty road was as much a social occasion as a professional one. Wives housebound with young families were hungry for someone to talk to and they welcomed the itinerant specialist with lunch and a long talk to catch up on all the gossip. A rushed visit was never a possibility. Many of the 'blokes' made their own home brew beer which I have to say did not travel well on the back seat of a hot car.

As a team, the advisers introduced Olympic style team gymnastics. We organised the inter-school competitions and got teachers involved in learning to coach and judge. We led the spread of outdoor education in residential camps and ran the courses to bring teachers up to speed with programme planning and safety. Along with tabloid sports meetings we introduced standards athletics meetings and when Outdoor Basketball (9-a-side) became Netball (7-a-side) advisers throughout New Zealand helped to transform this game.

Following the recommendations of the Currie Commission on Education (1962) organisers became advisers and the numbers were reduced from about 70 throughout New Zealand to about 35, albeit with improved salaries. The Commission also advocated three year teacher training and many advisers (including me) secured lecturing positions in the teachers colleges. Sadly, in my view, this system of itinerant visiting has been further emasculated by various political decisions and physical education no longer has this level of leadership and teachers no longer enjoy the benefits of professional refreshment and updating provided by the regular visits.



PHYSICAL EDUCATION AND SPORT

In Independent Schools

John Catt Education Ltd.: Woodbridge

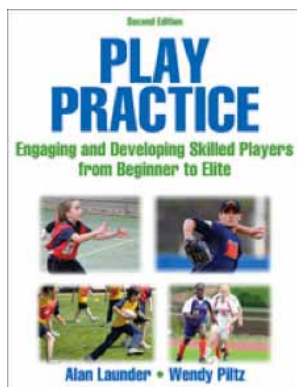
Tozer, M. Ed. (2012)

ISBN: 978 1 908095 44 2

This book is described by the publishers as “A collection of chapters investigating the importance of PE and Sport in schools”. I enjoyed a thoroughly absorbing read with the option of enjoying bite sized chunks drawn from the 33 chapters divided into five sections titled: Introduction; State of Play; Lasting Benefits; Talking Points; Afterword. Contributions come from 37 authors ranging from HRH Princess Anne through national rugby captains, Olympic gold medallists, school principals, physical education teachers and teacher educators. I was reminded of the significant impact that Independent Schools in the United Kingdom have had on both physical education and the amateur ethic in youth sport, not only in the west but throughout the world. I learned more about the impact of the preparatory school on the evolving philosophy of Baron Pierre de Coubertin and how that in turn impacted on the Olympic ethos. One reads also of Philip Smithells, at the time at Gresham’s, being instrumental in the small group who formed the Secondary Schoolmasters’ Physical Education Association, reminding one of the impact the United Kingdom has had on the early beginnings of Physical Education in this country. I enjoyed the chapters that take the form of case studies with teachers reporting in-depth about their personal experiences in schools. Roger Uttley’s *Hindsight from the Hill* reveals much of his experience at Harrow where he attempted to combine his leadership of Physical Education in the school with his extensive involvement with the England rugby team. I have no doubt that there will be many Physical Education teachers who will identify with walking the tightrope in striving to do justice to both physical education and competitive sport. Given the embryonic sport in education project recently launched in New Zealand, which draws on the England model, it was interesting reading Baroness Susan Campbell’s contribution on *Sport and Positive Youth Development*. I was distraught to learn that the average primary school teacher receives six hours of preparation in their initial teacher education to deliver physical education resulting in extensive in-service programmes to develop these teachers professionally. Given the recent brain research that reveals the positive impact of physical activity on cognitive processing (*Off to the Right Start*), why is it

that governments continue to sell this learning area short? The common ground and differences between physical education and sport is a fascinating theme that runs through many chapters demanding the reader to reflect on his or her own definitions and interpretations. Fundamental movement skills and physical literacy feature regularly as does the notion of holistic development of the young person through physical activity. Not surprisingly, Millfield serves as the study of *The Specialist Sports School* where “sports delivery is through two contiguous departments – sport and academic physical education – and bridges with every aspect of the school” (p.83). Touching on the relationship between the two realms of education, “...PE is distinct from the sport department, but encapsulates the same ethos of developing and nurturing the whole child, not least because all fulltime teaching staff move seamlessly between the academic, pastoral and extracurricular spheres” (p.89). The value of having teachers coaching school sport is a recurring feature, the emphasis placed on teachers’ understanding of the education process and therefore teaching students while others will often simplistically coach sport. My sense that English physical education is very technically oriented was tempered by the insight I gained into schools like Gordounston and *The Adventure Sports Alternative* that offers pupils, who do not thrive on the eye-hand co-ordination of many team sports, an abundance of exciting alternatives. I strongly recommend this book for physical education teachers, school sports coaches and teacher educators alike. The rich blend of themes covered provide readings across a smorgasboard of current issues in physical education and school sport. For the reflective practitioner, I can guarantee that this comparative examination will stimulate thoughts on purpose, process and practice.

Reviewed by Gordon D Paterson



PLAY PRACTICE

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Play Practice: Engaging and Developing Skilled Players From Beginner to Elite, Second Edition, provides an alternative to traditional sport instruction. This innovative and authentic approach to teaching sports combines contemporary theory with the experience of practical and reflective work in real sport environments.

Co-authors Alan Launder and Wendy Piltz, both with wide-ranging experience as players, teachers, and coaches, expand and update the play practice approach they presented in the first edition and show how it can be used to help improve sport skills for players of all ages and abilities. This flexible model of sport pedagogy can be applied as a whole or one element at a time. It covers a wide range of team and individual sports, including archery, table tennis, flag football, snow skiing, cricket, and track and field. Plus, you'll find a wealth of field-tested ideas for working with diverse learners in schools and communities.

The second edition highlights the significance of key terms such as games sense, technique, resilience, and fair play. It also provides new information relating to the complexity of learning and addresses the difficulties beginners face in the learning process. The second edition of Play Practice integrates a thorough analysis of skilled performance with an understanding of the conditions under which people best learn. It also shows how the strategies of simplifying, shaping, focusing, and enhancing can help you create situations to maximize learning and positively influence the attitudes of learners.

Over 130 illustrations and photos demonstrate specific approaches, ideas that can work for multiple sports, and ways to apply the approach with beginners through elite players. Summary sections in each chapter help you quickly identify and review key topics. And two bonus chapters about the origins, evolution, and theoretical bases for Play Practice are available free for download at www.HumanKinetics.com/PlayPractice.

Play Practice is based on the idea that an individual's commitment to achieving mastery is a powerful motivator for learning. Learn to harness these motivators and create enjoyable practice situations in which learners young and old, whether resistant beginners or highly motivated professionals, are encouraged to strive for excellence. © 2013



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