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From the PENZ Chief Executive

The experience of fun and enjoyment permeates through the October 2013 issue. Sue challenges us to consider this affective outcome as a possible focus for our teaching while in his Game, Dennis reminds us of Harter's research into the place of competence motivation and its impact on persistence and positive self-concept. Four educators provide their perspectives of Conference 2013, Aaron a first year teacher referring to being "really motivated" in his teaching by the presentations he attended, while for regional sports trust staff, Kirsty and Jeni, a highlight was the "enthusiasm for physical education".

Immediate past President Alan, in providing a conference summary, enjoyed the growing number of teachers willingly sharing what works in their schools. The Conference awards remind us of the importance of celebrating achievement and success within our profession, while never forgetting those who have gone before having fought the good fight for physical education and its potential benefits for young New Zealanders.

Harko describes the joy and positive opportunities arising from the newly carved ki-o-rahi field at Waitangi while Gaye's tamariki describe in their own words the fun of incorporating te ao Maori as they journeyed in their waka around Te Waipounamu. In presenting a constructivist, thematic approach to integrated learning, Sharon and Risto have at the heart of their teaching the creation of an environment where students "want to learn more about the topic." Marg and her colleagues describe how they have wrestled with the name of our subject area in an attempt to "re-imagine" health and physical education. Of interest and of no surprise, is the emergence of "celebrating diversity" as one of the four interlinked touchstones as children "experience and build their confidence in a range of unfamiliar and familiar movement contexts." Both resources found in the final pages of this edition provide approaches to, and principles for, movement contexts that will assist young people develop competence and confidence through their participation in quality educational environments. Yes Sue, I suspect that if we wish to inspire life-long participation in playful human movement, positive affect as in fun and enjoyment will be found at base one in our sequence of desired outcomes. And so the curtain begins to fall on another year. On behalf of the Board and Management of PENZ, thank you for your continued patronage and support of young New Zealanders through Physical Education. We wish you a satisfying conclusion to the year, rest and rejuvenation during the summer break, and a year ahead filled with realistic challenges and rewarding achievement.

Gordon D Paterson

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Cover: Rob Hamill speaks to his keynote topic 'With Passion Anything is Possible' at PENZ Conference 2013. Photo: Mark Fa'amaoni



Is it time for a focus on Joy?

In early September I was fortunate enough to attend the International Association for Physical Education in Higher Education (AIESEP) Specialist Research Seminar at the University of Jyväskylä, Finland. A focus of the seminar was to consider the purposes and nature of quality physical education. What caught my attention at this conference was the significant diversity of opinion about the differing meanings associated with educating for a 'physically active lifestyle'. There seemed to be three significant approaches which I describe below. I wondered what these views have to offer us for reflection on our own programmes.

A view held by many physical educators is called Health Optimising Physical Education (HOPE). This view conceptualises physical education as a place where students experience moderate to vigorous physical activity. This view is primarily focussed on improving the physical health of young people through decreasing obesity levels and disease. It seems there is little evidence suggesting that this

approach has been effective (Rink, 2009; Shephard & Trudeau, 2008) and there is even some evidence that suggests it could turn students off physical activity.

Some participants held a more holistic view of educating for a physically active life. The holistic approach (which our New Zealand Curriculum subscribes to) considers teachers understanding their students as individuals as important, so they can facilitate the development of personally meaningful (Kretchmar, 2005) conceptions of physical activity. It is the teaching and experiencing of the social, mental, physical and spiritual meanings of physical activity, for self and society, which gives young people cognitive understandings of the benefits of physical activity. At this point there is little research that gives us any indication of the success of this approach.

The third view was the 'joy orientated' physical educators. The belief here is that we need to focus on the intrinsic or internal personal benefits associated with joyful and

pleasurable movement. This group subscribes to the idea that through experiencing pleasurable physical activity and the associated inherent benefits, we can produce young people who love physical activity, and are encouraged to continue to participate (Blankenship & Ayers, 2010).

All three of these views raised questions for me about our approaches to educating for lifelong physical activity. The 'joy orientated' camp had some resonance for me (and probably does for a number of physical educators). I acknowledge that we do need some research and evidence about the effectiveness of our current teaching towards this goal (as I am not suggesting that we throw our current practices out), however perhaps a stronger focus on the personal joy and pleasure associated with physical activity is something we could consider. What do you think?

ACKNOWLEDGEMENT

The article published in the June issue (Vol. 46/2) titled, *Teaching Personal and Social Responsibility (TPSR) through Physical Activity* by Richard Jones, was originally printed for ACHPER Active & Healthy Vol. 19, No. 3/4, 2012. It was reprinted with permission as part of the reciprocal agreement between PENZ and ACHPER.

Gordon D Paterson - Editor

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Teachers' questions answered

Q Dear Shazza and Brucie
Our department is beginning to plan for 2014 and we were wondering if there had been any more news about the old 3.1 achievement standard.

Will we be able to use it?

A Dear will we be able to use it
The Ministry of Education has responded to the data gathered from the PENZ survey. (See synthesis of the data Physical Educator June 2013).

"It was encouraging to see so many PE teachers responding to the survey. It was also encouraging to read the comments showing the efforts teachers make in designing learning programmes that are responsive to students' interests, needs and aspirations"... As you are aware the Ministry of Education's concern about the proposed standard are not a reflection of the content of teaching programmes but a desire to ensure any proposed standard for NCEA level 3 is faithful to level 8 of the New Zealand Curriculum".

As indicated on the NZQA website, AS 90739 *Apply knowledge to plan a physical activity programme or experience* is expiring at the end of this year. However the Ministry is keen to meet with us to discuss ongoing improvements with the aligned standards. We hope this will take place later this year, so while there is likely to be no change for 2014, this is a positive step forward.

OTHER RESOURCES THAT WILL SUPPORT YOUR PLANNING FOR 2014 ARE:

1. Level 6 and 7 learning programme design snapshots. Snapshots that will guide teachers' thinking and planning at levels 6 and 7 - <http://seniorsecondary.tki.org.nz/Health-and-physical-education>.

The 10 Physical Education, 6 Health

and 6 Home Economics snapshots are aimed at Level 6 and 7 and scaffold toward the indepth resources already there for Level 8 of the NZC.

2. Educational Review Office - Increasing Educational Achievements in secondary schools, August 2013.

This report highlights work done with groups of year 12 students who were unlikely to achieve NCEA Level 2 by the end of 2012. As a result of being provided with additional support 189 of the 311 students achieved at Level 2. Key successful practices identified include:

- i. Individualised learning and support given to students
 - ii. Careful tracking and monitoring of student achievement data
 - iii. Positive relationships with students and their families
 - iv. Robust reviews and improvement of teaching and support initiatives
- Happy planning and we will keep you posted on our discussions with the Ministry.

Q Dear Shazza and Brucie
As the end of the year approaches, details have gone up on the staff noticeboard for report writing dates and I have been thinking about Health and PE reports. With the advent of National Standards, we don't tend to write reports for our students in PE and this concerns me. What should it look like as I am keen to push for reports on our students' learning in the HPE learning area?

Keen to develop a PE report

A Dear Keen to develop a PE report
You raise a very good point as not only do we have some National Education Goals and National Administration Guidelines that highlight the importance of learning, assessment and reporting, we also want to celebrate and share with

parents their child's learning in Health and Physical Education.

Most schools will have their own format but adaptations to report forms must suit HPE and should include:

- The level /s of the NZC they are operating at that may differ for different contexts
- Learning across the 4 strands
- The context they have been learning in
- The students strengths/ weaknesses/ next steps
- Does the student see the connection to the underlying concepts and are they able to talk about Hauora, Socio-ecological perspectives, Health Promotion and Attitudes and Values?
- Can you provide evidence of the student's ownership of their learning? (rather than being teacher driven)
- Can you link the student's learning to the key competencies?

You could make use of themes as in:

- Movement Skill Development/ Improving and extending performance
- Interpersonal Skills
- Understanding well-being
- Participating in activity

POSSIBLE COMMENTS

Your son/ daughter has been developing these skills _____ in their Physical Education Programme and is able to transfer them to a range of activities such as...

Your son/daughter can recognize and discuss how participation in a range of activities affects their well-being

Student voice:

I am able to resolve conflict in my team and identify how my behaviour impacts on others

I am able to create space in order to receive a variety of objects

PRINCIPLES OF GOOD REPORTING

Reporting should be consistent with the characteristics of effective assessment found in The New Zealand Curriculum (2007, p. 39-41).

Reporting should:

- benefit students
- involve students
- support teaching and learning goals
- be planned and communicated
- be suited to the purpose
- be valid and fair.

REPORTING PROCESSES SHOULD PROMOTE STUDENT OWNERSHIP OF THEIR LEARNING

Ensuring that students are active participants in all aspects of assessment and the use of assessment information to inform parents, families and whānau, builds:

- assessment capability
- self-efficacy
- motivation to learn

The important role that parents and whānau play in assessment is reflected

in the *Community engagement* key principle as: "The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities" (p.9).

FURTHER SUGGESTIONS AND QUESTIONS FOR THOUGHT

- Consider a portfolio of evidence by combining the use of digital media to capture students in action; critiquing their performance; providing copies of assessment tasks with peer and group assessments and feedback.
- What student achievement data do you use to to evaluate and modify your classroom programme in health and physical education?
- Has the learning area gone through

the process of review?

- What are the needs of your students?
- Is there balanced coverage across the strands and key areas of learning?
- Do you report to the Board about the teaching and learning in Health and Physical Education?

So keep pushing for those reports as they should be part of the processes in every school. All the very best as you set about it.

REFERENCES:

Ministry of Education, (2011) Position Paper: Assessment, Schooling Sector. Wellington: Learning Media

Education Review Office, (2007) The Quality of Teaching in Years 4 and 8: Health and Physical Education. Wellington

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Impressions of my first PENZ Conference

Aaron Hare - Alfriston College

My name is Aaron Hare, a Physical Education Learning Leader at Alfriston College. I heard about PENZ through colleagues who had previously attended conferences in the past. As a Wellingtonian I was thrilled to leave the big smoke (Auckland) and return back home.

On first impression, I was overwhelmed by the number of people who attended, and the quality of educators at the conference. Scots College was a great destination at which to hold the conference. The schools' environment catered for all areas of Physical Education, in-class theory based learning and practical based learning.

PENZ Conference is a great opportunity for educators to promote new initiatives. There was a great range of lectures available that I found beneficial including the use of technology in classrooms, increasing student engagement, project based learning and enhancing learning relationships.

The opportunity to choose your own interests and sessions made this conference meaningful to me. I highly valued the presentation by Dennis Slade. I feel strongly that teaching games for understanding (TGfU) is a great way of transferring theory into a practical setting. One fault I found was the number of valuable presentations that unfortunately coincided with one another, so selecting the lectures to go to can be hard. The concepts I learned will definitely benefit my teaching inquiry process and help me meet requirements for my registration.

As a first year I am still developing my own pedagogy. The conference has really motivated me to practice and develop new initiatives and take a different approach to some areas of my teaching. I found all guest speakers encouraging and appealing. I was impressed with the vast number of teaching professionals who set high standards. The profile of the guest speakers definitely strengthened the credibility of the conference. The speakers were very approachable and were happy to help without hesitation.

The conference afforded me the opportunity to meet new people and establish relationships with Physical Educators throughout the country. It was a chance to share knowledge and gain resources to further improve my own teaching practice. I also really enjoyed the activities outside of the conference, particularly the social dinner. It was a great way to unwind, mix and socialize with others.

Overall, I felt the conference was a success for PENZ and also for me, as a first year teacher. It's a great way to be refreshed and to rekindle the spark and understanding of why we as practitioners, choose to teach Physical Education. My experience has broadened my teaching practice and has provided me with new innovative ideas and resources that I can use in the future. I would encourage any Physical Educator to attend this inspiring, enjoyable, well-structured conference. Hopefully, one day I will contribute my own exciting initiative that will benefit Physical Educators in the future!



PENZ Conference: A Regional Sports Trust Staff Perspective

Kirsty Carling & Jeni Nunn - Sport Bay of Plenty

Well, we were off to a bad start as the Wellington weather intervened with our Monday morning flights cancelled. We weren't the only ones affected but at least we made it down in time for the most delicious fish and chips before everything closed!

The main issue was flying out late Monday evening meant

we missed the first day of the PENZ Conference.

Unfortunately, that meant we weren't able to attend the Conference Opening and Natasha Hemara's keynote speech which we were looking forward to, by all accounts it was a great one! But we made it in time for the second day of conference to hear the informative and entertaining speech

from Deana Leahy. She raised some thought provoking observations, reflecting on what is actually being communicated when we deliver messages around physical activity and nutrition. Deana's moonwalking bear analogy became almost a theme in subsequent workshops/seminars. We found ourselves recognising the subconscious messages woven through what was being said and how we needed to recognise that in our everyday dealings with our communities.

The one good thing about missing Monday was that Tuesday brought fine weather over Wellington. Scots College is a very impressive school with fantastic facilities. "Games for students led by students" took place in the striking "Hodge". This great indoor facility provides excellent opportunities to house a variety of sports. We found ourselves wistfully thinking about our school days! Navigation around the grounds was made easy by the wonderful support provided by local students who showed why they are considered leaders amongst their peers. Watching them charm delegates into handing out the wee gifts to presenters was a lesson in diplomacy and tact with a lot of charisma thrown in!

Choosing what to attend prior to arrival was difficult with limited overview information. Once we received our PENZ pack there was a lot more detail on content. The drawback was that it was difficult to then decide which workshops would be most appropriate or interesting. Decisions had to be made quickly as the timetable was tight! School day reminiscences once again surfaced as the end of each session heralded mass movement up and down the stairs and along the corridors to guarantee the best seat in the house, and we only got lost once!

The "Quest for Success" (Hamish Rogers) and the "Talent Pathways" (Andrew Hewetson) were highlights as it was interesting and refreshing to participate in robust discussion over the pros and cons of differing approaches. The panel debate on the final morning, in contrast, was disappointing as we were waiting for a real debate and opportunity to challenge participants on their commentaries. Part of that may have been due to time pressure on the programme but

we would have liked to have heard more vigorous observations from the panel.

It was extremely informative for RST staff to have the opportunity to hear more from the coalface (hearing what teachers think, do, and face on a daily basis is incredibly valuable and will help us understand the school environment better). However, we didn't get much value from the academic slant of some of the workshops, some of which were based around research in the process of being carried out or, in one case, had not yet commenced. Workshops on research that has already been published would possibly have been of more value. Interesting though the topics were, the quality of some of the presenters was disappointing (food for thought when planning the next conference maybe?!).

Judging by the rush for the queue at the coffee hatch in the hall on the Wednesday morning, the themed dinner was a roaring success. Some people still had a variety of colours left over from the Rubik's Cube theme, highlighting the effort people had put into networking (having a good time we believe it's called). Talking of food, the conference delegates were kept well refreshed and fuelled by copious amounts of yummys (always a measure of a good conference!). Having a quiz for the Trade Stalls was a great way to engage delegates with stallholders, though we drew a line at unicycling. We didn't win a prize but it was another opportunity to network and stretch our legs after sitting in seminars.

What can we say about Rob Hamill? Through his life changing story he showed us "with passion, anything is possible." Rob's moving account of how pivotal family is to personal achievement and its impact on the drive to succeed made a lasting impression on us!

Talking of passion, an overriding impression of the last day was the palpable passion delegates, presenters and of course PENZ displayed for physical education in New Zealand. Awards and acknowledgements were made to those who have served and contributed to PENZ for many years. It was unfortunate that more representatives from RST's were unable to see this enthusiasm for physical education as it will be one of our lasting memories of the three days.



Penz Conference: A Summary

Alan Ovens - University of Auckland

It's always lovely to be back at the PENZ conference. Sometimes I have to pinch myself to believe that another year has passed, particularly since in that year, so much has happened for us all. Thank you for the opportunity to share my

reflections about this year's conference and to identify some of the key themes. The conference was wonderful and easily the best of the five I've attended in the past year (including a pre-Olympic conference in the UK). It is a real credit to PENZ

that they have a formula that works and is so inclusive of the broader professional community. These are some of my thoughts when I reflect on the 2013 PENZ Conference.

The conference started somewhat unusually when extreme bad weather over the weekend caused havoc for many delegates' travel plans. Those flying in either had flights rescheduled or transferred to Palmerston North to complete the trip by bus. That's never fun and only adds stress for a teacher in their first week of mid-year break. The result was a rather strange start to the annual affair with people straggling in during the first morning, each with their own story of travel adventure and chaos. Despite this, everyone was pretty much in camp by lunchtime Monday and the momentum quickly grew from there.

There is always a real bustle around conference with everybody quickly moving between sessions, catching up with colleagues and keen to participate in each session. In many ways, it's the perfect ideas smorgasbord with something for everyone. There are practical sessions outside and in the gym, workshops inside, and oral presentations. Everyone seemed to agree that the three keynote speakers were outstanding. Natasha Hemara kicked off with a strong challenge to teachers about meeting the diverse needs of students. Deana Leahy followed the next day with a wonderful presentation examining how the concept of health is constructed in teaching. Just when energies were failing on the last day, Rob Hamill gave an uplifting speech on achieving the seemingly impossible.

Overall, it was a perfect mix with four key themes in particular being central. Firstly, there was the theme of community. I believe strongly that we are served best when we have a non-hierarchical professional community that is diverse, participating and sharing. In this sense, there was a nice balance between those in schools presenting alongside people from outside of schools. The strength here is in the way people share ideas across rather than down. It was possible to move between different sessions and see teachers sharing resources as well as presenting new ideas. I love the way that more and more teachers want to share what works for them in their schools.

Community was also evident in other ways. PENZ acknowledged those who have paved the way for us by continuing the recent trend of inviting a group of "senior champions" to share some time with us and honouring them with an invitation to a President's lunch. I hope they took pride in seeing how their vision and commitment has matured into the community we have today. PENZ also acknowledged the outstanding excellence and service of people in a moving awards ceremony. It truly reminds me of the depth and strength of our community when I listen to the achievements that people are being honoured for. It is a healthy sign and one that reflects how dynamic and vibrant this professional community is.

A second theme that struck me was around diversity.

There was a strong challenge to see the cultural diversity in your class and be able to respond in a positive way. The message that was reinforced was that it is not enough to just acknowledge that difference exists or that you have to meet individual needs, but that this diversity is a strength and should be valued as a positive resource for your teaching.

A third theme was the partnership with Health Education. Almost universally, everyone I spoke to thought this was a positive aspect of the conference. Personally, I feel that our understanding of Health Education has benefitted by enabling Health Educators the freedom and space to develop a subject area not excessively focussed on the physical. However, it is also very timely that we once again connect and share our collective knowledge. To this end, integrating a Health Education day was an enlightened decision and it made a strong contribution to the conference.

The last theme has been evident for some time with many physical educators leading the way in their schools around future-oriented teaching and learning. With the rapid advancement of technology and the possible opportunities this affords for enhancing student learning, there were many people keen to learn and share ideas about using mobile phones, tablets and the web in their teaching. The concern here from many is to find out how one integrates technology into a movement-oriented subject and what this means for being a good teacher. There are obvious challenges to how one teaches physical education and makes use of a rapidly growing set of new tools within the education sector. It's great that we do not see this as a threat to our subject area and, instead, have so many at the forefront of exploring its potential.

For those who have been to a PENZ conference before, the three days ticked over with such efficiency that it was possible to miss all the small things that made it work so well. There was the AGM that once again ticked over smoothly. There was the conference dinner, which had the theme of "Rubik's cube" to challenge the party imagination. There was good food and no queues, every day. The buses ran on time. There were teachers, colleagues and friends all giving up three days to share ideas and learn from one another. Particularly special was the opportunity to catch up with those that we only see from one conference to the next.

Of course, good conferences only flow so smoothly because of the expertise, preparation, planning and effort that goes into them. Special thanks go to the Board whom we continue to entrust with the guardianship of the organisation. We are well served by the expertise, commitment, passion and leadership that they bring to the job. Our wonderful PENZ conference team justly deserves the accolades for another great conference. In the same way that a swan may appear to effortlessly glide over the water while its little feet are paddling furiously under the surface, Gordon and his team coped with every challenge thrown at them.

To everyone, travel safe over the next year. I am looking forward to seeing you all again at the 2014 conference.

What's in a name? Re-imagining Health and Physical Education in the primary school

Marg Cosgriff, Kirsten Petrie - University of Waikato, Lisette Burrows - University of Otago, Shane Keown, Joel Devcich - Knighton Normal School, Deirdre Duggan, Joanne Naera - Maungatapu Primary School

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"Must a name mean something?" Alice asked doubtfully. "Of course it must," Humpty Dumpty said with a short laugh; "My name means the shape I am - and a good handsome shape it is, too. With a name like yours, you might be any shape, almost." (Lewis Carroll, 1871)

Names are important. Our names are inextricably tied to our identity and our families of origin. Through our names, we connect to other family members who have long gone or establish links with those we have just met. New parents proudly share their child's name, while teachers' roll books signal the names that were in fashion at particular points in time and names passed down through families. Place names also label and indicate meaning and history. Here in Aotearoa-New Zealand, names of places often convey the story of an area or place that may not be obvious to the eye or detail what people thought was significant in an environment. For example, Māori place names "...remind us of the shapes of mountains or rocks, of the resources important in Maori life, and of Maori beliefs of how the land came to be formed" (Ministry of Education, 1992, p. 5). Names also commemorate other cultural traditions, people and occasions, with places such as Dunedin¹ and Wellington honouring settlers' ties to their original homelands.

Recognising the importance of names gives rise to the question Alice posed to Humpty Dumpty in our opening quote, which we reframe as

the focal one for this paper. Does the name of something - a discipline, a subject, a person, a profession make any difference to what goes on in the name of it? In our case, the answer to this question is a resounding yes. This paper endeavours to chart why this is so, drawing on our work in a research project re-imagining Health and Physical Education (HPE) in the primary school setting. Following an introduction to the research project, we move to consider the key 'tipping points' in the project, one of which related to the name HPE. The impact of this on the philosophical standpoints and pedagogical approaches subsequently adopted by teachers in regards to HPE is then briefly examined. In concluding, we return once again to the question 'what's in a name?' suggesting that a sustained interrogation of what is and could be done in the name of HPE proved critical to our efforts to fruitfully re-imagine HPE in our two school communities. It is proposed that this may be a consideration for other educators reviewing HPE practice in their own settings.

Introducing our research

The project *Everybody Counts? Understanding Health and Physical Education in the primary school* was a Teaching and Learning Research Initiative (TLRI)-funded collaboration between four primary school teachers (Shane, Joel, Deirdre and Joanne) from two schools in Tauranga and Hamilton, and 3 university lecturers (Kirsten, Marg and Lisette). Our two-year project begun in 2011 and had two broad aims. The first of these was an exploration of the characteristics of HPE teaching and learning in primary

schools and classrooms, using the teachers' classes as case studies of practice. To complement this in-depth analysis of the state of play of HPE within the classes, we also conducted an audit of the wider health and policy and initiative environment, including selected print media over a three-month period. This reflected our belief that teachers' work is inevitably impacted "... at the micro level by the relationships between teachers, students and the school context, and at the macro level by wider cultural and political practices" (Petrie, Burrows, Cosgriff, Keown, Naera, Duggan & Devcich, 2013).

The second aim of our project was to examine how teachers take up, adapt and deploy innovative approaches in HPE as well as the effects of this on student learning. In the absence of any preplanned idea as to what the innovations might look like in the unique milieu of each classroom, establishing a community of reflective inquiry within our research team became a pivotal part of addressing this aim. In essence, we endeavoured to respect and draw on the expertise and unique insights and capacities of each project member. As a result, cycles of critical inquiry and reflection, co-construction and trialling ideas became key processes as HPE was collaboratively re-imagined and enacted in each of the four classrooms. During these phases of the project, there were key points that were pivotal in our endeavours to re-imagine practice. It is to these that we now turn our attention.

'Tipping points' in our project

In social science and environmental arenas, tipping points generally refer

to the critical point/s in time that once reached or tipped over, lead to marked and often irreversible change. During our project, we used this term to pinpoint the junctures where, either individually or collectively, there was an 'aha' moment which produced key shifts in our thinking and practice. An early tipping point in the research occurred when we unpacked the children's views of HPE. As part of this, and like others (see for example Burrows, 2010; Burrows and McCormack, 2012; Burrows and Wright, 2004a, 2004b, 2007 and Powell, 2010), we sought to identify children's perceptions of what being healthy and active meant so that we could better understand their usage of the terms 'healthy' and 'unhealthy' in earlier focus interviews. When considered in light of this existing research, there was nothing particularly startling about our children's almost wholesale focus on the physical dimensions of health and their attributing of good health to eating 'right', exercising lots and a "skinny" body shape. Nor was the way many of them linked HPE to the achievement of these physical ideals atypical. However for Joanne, Joel, Deirdre and Shane reading, seeing, and feeling their students' testimonies 'in situ' was a tipping point. Both the quantity of responses and their very nature prompted an urgent desire to do something different in relation to what their students knew, understood, and did in HPE. The questions were, what? And, how?

Responding to these questions turned out to be both a challenging and somewhat fraught process. The two-day team meeting that followed our initial discussion of the findings was punctuated by periods of silence and conversation-stopping 'curly' questions. Initially the question "But what might this look like in my classroom?" hung in the air and a desire to 'fix' what were considered to be narrow ideas about bodies, physical activity and HPE through adopting some new pedagogy or approach,

appeared to be the general intent. However the more we talked, the more it became clear that a nuanced consideration of the 'the why' and 'what' of HPE was a critical step for us to address at this point. Hence grids of possible topics and starting points for the next school year were wiped from whiteboards and earnest dialogue began about what we were doing with and to young people in the name of HPE and how this married up (or not) with the needs of the diverse children in the four classrooms.

Tipped into action firstly through identifying our children's perspectives, the enunciation of our ethos in itself proved another key tipping point in the project. The ethos was not, and is not, intended to be a recipe or a 'solution' but rather a way of thinking about what we were doing with and to young people that made sense to us. As a more formal articulation of the shared philosophy we had arrived at, the ethos became the foundation that our subsequent efforts to reimagine HPE rested on. Four interlinked "touchstones" were targeted:

- *In and beyond the school gates* referred to our desire that children would know when, why and how to use knowledge in different contexts (classroom, school and beyond the school gates);
- *Celebrating diversity* articulated our aspiration for a practice of HPE that 'opened up' children's ideas about, and attitudes towards bodies, health and physical activity. We recognised also that fostering children's capacities for critical thinking and questioning was integral to this touchstone;
- *Broadening understandings* signified a commitment to encouraging understandings of wellbeing as being holistic, multidimensional and interrelated, rather than just related to the physical realm. Embedded in this touchstone was the desire for HPE to move well beyond traditional sport, games and disease-prevention foci and contexts. In doing so, we

wanted to celebrate diverse ways of doing and being and better reflect the needs, interests and aspirations of different children;

- *Movement as a vehicle for learning about self/others/world* spoke to our recognition that movement was a powerful medium for learning about oneself, the world and a host of disciplinary areas. Our desire in this touchstone also was that children would experience and build their confidence in a range of unfamiliar and familiar movement contexts.

(For a full version of the ethos, see <http://www.tlri.org.nz/tlri-research/research-progress/school-sector/everybody-counts-understanding-health-and-physical>)

A further tipping point arose towards the end of the extended discussions confirming our ethos. Just as the pivotal two-day meeting was drawing to a close, Shane framed up the problem he was grappling with in the following way. The names "PE" and "Health" conjured up particular ways of thinking and doing for himself and also he argued, for his students, parents, other staff and the school's senior leaders. In short, 'everybody' knew Physical Education was running, doing fundamental motor skills, or a quick game and 'everybody' knew Health Education was talking about eating vegetables, keeping clean, brushing one's teeth and balancing energy in and out. For him therefore, endeavouring to 'do' HPE in line with the sentiments captured in the ethos while still calling it HPE, presented a real conundrum. As he noted, "I can't do this, and call it HPE." "So..." (Long pause) a voice piped up, "What would you call it?"

What's in a name?

Well over a year later, this moment in time remains etched in the memory of our research team. We have talked since about the feelings of anxiety and trepidation we variously experienced at the mere prospect of tinkering with the name HPE.

Most of us were acutely aware that retaining the names Health and Physical Education in different iterations of curricula policy in recent decades had not been a simple matter. Some also had very clear memories of the 'battles' waged by physical educators and professional organisations in the 1990s over attempts to replace the title physical education in curriculum documents. As Bob Stothart (2013) noted in his recent commentary on the work of Physical Education New Zealand-Te Reo Kori Aotearoa (PENZ), "In 1994 there was a strong Ministry of Education move to change the name in the syllabus from *physical education* to *physical wellbeing*. PENZ mounted a strong campaign and forced the Ministry to keep physical education as the title" (p.14). The strength of our own and other colleagues' professional 'investment' in the name of our learning area was thus hardly surprising. Yet here we were some 17 years later, seriously considering a proposition to rename HPE in the four classrooms!

Arriving at a decision to change the name was therefore not done lightly or without respect for the historical legacy associated with the title HPE. What seemed to tip us towards this decision was a real sense (triggered by Shane's comments) that a name change might have some genuine impact on interrupting 'business as usual' in HPE in these four classrooms. Furthermore, having to consider what the replacement name could be prompted even more dialogue, as well as consideration about what title might best reflect the ethos we had already developed. Meeting records show that notions about 'being human' and 'understanding me and my world' were discussed. Finally someone commented, "What about *Everybody counts* or EBC", ironically the name of our research project yet one that had eluded our attention to this point.

Quite simply, embracing the name EBC appeared to be liberating for each of the teachers. As was noted, "If it's not called that anymore, we don't have to do that anymore". It was as if a tap of

newfound freedom for thinking and doing differently had been turned on. Teachers' 'ownership' of the name (as well as the accompanying ethos), appeared to spark an agency and willingness to take risks in HPE in a way that had not previously been as apparent. Instead of curriculum policy, design, and language being the territory of experts 'out there', teachers actively slipped into subject positions of provocateurs, visionaries, policy analysts, and writers. Conversations began to freely flow about what EBC might look like in each of the classrooms or how the name EBC might prompt ongoing dialogue with children or parents when they saw it written on the whiteboard as part of the daily programme. Acknowledging that one size programming rarely fitted anyone and was counter to bringing the EBC mantra to life, the teachers' focus shifted squarely to planning and teaching for learning that catered to the needs, interests, desires and experiences of the diverse children that they taught. In effect, teachers were more fully realising the original intent of the 1999 HPE curriculum.

Over the course of the year enacting HPE based on our EBC ethos included:

- Teachers collaborating with children to explicitly establish and maintain an ethos of care, support and inclusion in each class using a host of learning areas and activities including movement contexts;
- A co-deconstruction with children about what being active means and is for themselves and a range of other people, and a subsequent reshaping of the classroom programme to focus on the thinking, people and movement skills for activities the children were interested in now and in the future (see Devcich, 2013 for elaboration about the approaches used in his Year 5 classroom). This resulted in the selection and focus on movement contexts that had never previously been used, including in Shane's class, balance followed by dance;
- The use of integrated and

interdisciplinary teaching approaches to promote deep learning in respect to health and physical education. For example; teachers used art, literacy and movement contexts to get to know children really well at the start of the school and a statistical inquiry unit on 'Being active' to promote learning and critical thinking about the range of ways individuals and others were active in their daily lives (see Duggan, in press);

- Ongoing critical review of the programmes and resources of external providers that teachers had traditionally used to support their HPE programmes as well as the increasing array that were available to primary schools to ensure that any used, aligned with the key messages and intent of EBC. For Joanne and Deirdre, this included redefining the learning focus of Harold (the Life Education mascot who visited the school early in each school year) to include EBC. As one student on their return from a lesson in the Life Education mobile classroom commented, "Even Harold knows about EBC";
- The review and reshaping of classroom programmes in the lead in to non-negotiable co-curricular events such as the cross country and athletics sports to ensure consistent messages about inclusion were being promoted and so a host of different children felt more fully equipped to participate confidently and competently (see Naera, 2013). This also extended to the review of actual events themselves e.g. in one school the syndicate's cross country event was remodelled so that children could choose if they participated in the competitive or less competitive options and could use a range of movements when doing so in the latter. Hence children walked, skipped, kicked a ball along or ran according to desire and need;
- Employing and tailoring a diverse range of pedagogical strategies to promote students' critical thinking,

reflection and inquiry. Illustrations of this included Joanne and Deirdre's use of EBC journals in which children reflected each week about their personal learning and created future goals in relation to EBC. In Shane's Year 3 class, the use of a "thought experiment" (Stainton Rogers & Stainton Rogers, 1992, p. 7) in the form of a huge tinfoil robot 'Mr Metal', allowed Shane (through Mr Metal) to probe and question children's everyday understandings about health, physical activity and what it was to be human.

Children in the four classes appeared to flourish with an EBC approach and there was ample evidence of students enacting the EBC tenets in the classroom and beyond (see Cosgriff, Burrows, Petrie, Keown, Devcich, Naera & Duggan, in press for discussion about aspects of this).

EBC: Re-placing rather than replacing HPE

*What's in a name? That which we call a rose
By any other name would smell as sweet...*

Juliet in Romeo and Juliet, (William Shakespeare, 1599)

At the time, embracing the name EBC and its accompanying ethos galvanised a stripping away of conventions that had been linked to what was done in the name of HPE in the four classes. Teachers have repeatedly noted that for them, the EBC lens and what has transpired in their classes in its name since, "...feels different...it (EBC) effects everything I do, say, plan, and see..." Yet, and somewhat ironically, what transpired in practice arguably aligns closely with visions of and for what is called Health and Physical Education in official curriculum statements (Ministry of Education, 1999, 2007).

While EBC became a catchphrase for 'what we just did', its use was not without continuing challenges or tensions. On the one hand, some colleagues and associates expressed reservations about why a change

in name was even warranted, while others suggested the "change in vernacular" was integral to moving beyond traditional sport-based PE approaches. Within our research team there was also a lingering wariness that in enthusiastically talking about "EBC", we did not want to imply that we were doing something new or alternatively, that HPE was off the agenda. Conversations at the time give some insights into the tenor of our discussions, with Kirsten noting, "...this is not about saying EBC is new or that HPE is out... EBC is HPE enacted in these two schools and it might be called something completely different in other contexts..." Dialogue with peers also further clarified our standpoint. In particular, the suggestion that in using the name EBC we were not replacing HPE but rather, "re-placing" it (F. McLachlan, personal communication, 2 May, 2012), resonated with us all. Our subsequent deliberate employment of the phrase "the EBC approach to HPE", served as a reminder to everyone, ourselves included, of the 'slippery' point that EBC was very much HPE.

In this project, a key tipping point for pedagogical change was acknowledging that freeing ourselves from some of the historical antecedents associated with the name HPE and more specifically PE, provided an opportunity for teachers to both think more 'freely' and practice HPE in ways that had meaning for their learners and school communities. In short, the shift in the label fostered a shift in the focus, creating a 'freedom' for us to explore, think and do differently. For other educators, the tipping points for re-envisioning HPE practices will be differently 'found' and experienced. If nothing else however, the project has reminded us to embrace the possibilities tipping points suggest - even if this means replacing the name of our learning area for something free of the associations our current label - Health and Physical Education - evokes.

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(ENDNOTES)

1 Dunedin for example is the old Celtic name for the city of Edinburgh (Ministry of Education, 1996)



Te Atarauarangihaeata: Field of Dreams

Harko Brown - President, Ki-O-Rahi Akotanga Iho (KAI)

In 1932 Lord and Lady Bledisloe purchased five hundred hectares of land at Waitangi and gifted it to the people of NZ through the Waitangi National Trust Deed. In 2012 one of those prime coastal hectares was signed over to the Bay of Islands club, Ki-o-Rahi Akotanga Iho (KAI), to develop a carved ki-o-rahi field. If you wanted a template for racial harmony and co-operation I would suggest Te Atarauarangihaeata ('Shadows of the First Light', referring to the shadows of the carved pou when the sun rises).

NZ's first public fully carved ki-o-rahi field, would fit the bill. The construction process for the traditional games field, epitomised the spirit of the Bledisloes, and captured the hearts and minds of hundreds Maori and Pakeha children and adults alike in the Far North communities of Moerewa, Kawakawa, Kaikohe, Paihia, Kerikeri, Taipa and Whangarei.

But let's rewind the clock back to 2011 when, after two very successful

'Waitangi Bowl' ki-o-rahi tihae (ripper) tournaments hosted on the Waitangi Estate, a request was led by the KAI President and kaumatua Renata Tane to seek a permanent site upon which to construct a carved ki-o-rahi field and to further cement the close relationship between KAI and the Waitangi National Trust (WNT). Red tape slightly hindered progress until the process was fast-tracked by new WNT CEO Greg McManus and his board so that by September 2012 the official green light was given with an auspicious signing ceremony - the second 'Treaty of Waitangi'.

Thirty six French ki-o-rahi youth, comprising three teams, from the Ki-o-Rahi Dieppe Organisation arrived in October to help celebrate and were hosted by KAI team members and at the Kawakawa Primary School marae. A large tournament was held and speeches made. The French coach, Bruno Veron, said to him the field would be the "spiritual home" of world

ki-o-rahi and that sentiment has been expressed by many people around NZ.

KAI organised all the funding, logistics for carving, transport and volunteer work. Seven carvings were commissioned through the Moerewa Carving School under the auspices of Kaumatua Wiremu Wiremu and these completed works, all representative of whanau, were transported, with due protocols to seven schools for decoration.

The enthusiastic schools which did such a fantastic job decorating their pou were Raumanga Te Kohanga Reo, Kawakawa Primary School, Opua School, Paihia Primary School, Taipa Area School, Northland College and Tikipunga High School. The large tupuwaru (centre rock) was donated by local 'rock' star Chris Booth.

Initially the carvings and tupuwaru were installed for their unveiling on February 2nd, 2013, however the field needed quite a lot of development, as it was previously a liberally bunkered



The 2008 KAI youth leadership group which won the open women's and men's NZ ki-o-rahi titles, travelled to play in Italy and won the Maori Sports Award – have helped to lay the foundation for today's initiatives.



WNT chairperson, Pita Paraone, signs the Treaty Deed with (L-R) KAI Kaumatua Renata Tane and executive member, Verbina Kopa on 14th September, 2012.



The respective French and KAI junior girls teams played one of four celebratory games to christen the new Waitangi Grounds before construction began. (28 Oct, 2012)



Kaumatua Wiremu Wiremu presided over the days protocols when the seven pou-matai-whetu ('posts in which stars abide') and tupuwaru were unveiled. The Kawakawa Primary School reps sang waiata to their pou after the karakia. Photos: Madeleine Weir.



Opua School celebrated the unveiling of the carving they decorated on February 2nd, 2013, with their student representatives who read poems and sang waiata. Their immediate three past principals also attended - (L-R) Simon McGown (principal), Joe Tipene, Roger Young.



KAI executive members received the Trust Power Award for Far North Volunteer organisation of the year for Te Atarauarangihaeata. (Back, L-R, Rana Paraha, Leah Te Iringa, Verbina Kopa, Harko Brown). (Front, Maryanne Ranapia, Yves Brown). Photo: Peter De Graaf

golf hole. The field is innovatively being made using garden beds for field markings to do away with the need for oils, paints and sprays. This eco-field concept could be the first of its type, certainly the field itself is the first carved one for public use anywhere in the world - it has been gifted by KAI to all New Zealanders and anyone else visiting. The grounds are now considered to be an excellent playing venue, a place of contemplation and as a nexus for cultural sports tourism whereby jobs can be created to inform tourists about ancient Maori games histories, protocols and skills - such as weaving ki (the game's flax balls), pikipotae (the feathered head gear), playing lore and movement techniques.

KAI looks forward to dynamically progressing the kaupapa but pays homage to the youth leadership teams and their supporters who were to the forefront of ki-o-rahi revivals and whose passion has contributed to our present day initiatives.

The carved ki-o-rahi field has already garnered two national awards for "enhancing communities" (NZ Community Boards) and for "volunteers of the year" (Trust Power Awards). It is hoped that iwi with an eye for innovation might replicate the propositions that KAI have created so that more Maori communities have opportunities to play, to create their own carvings, to care for their whenua and to develop pathways for tourism-centred employment.



Te Hekenga Nui o Te Waipounamu o Aotearoa

Gaye McDowell - University of Otago

Te ao Māori is about keeping our traditional Māori stories alive in our current world, respecting Māori tikanga (customs, values, protocols) and treasuring the use of te reo Māori. It is important to honour the Tiriti o Waitangi as the strongest rationale and framework for guiding our cultural responsibility to Māori (Ministry of Education, 2011). In this paper, I discuss our University of Otago College of Education (UOCE) students' attempts to integrate te ao Māori (the world of Māori) into quality physical education for tamariki (children).

Here is an idea that UOCE second year primary teacher education student teachers carried out as part of their curriculum Physical Education paper. They taught physical education (PE) to tamariki from two local primary schools, St Francis Xavier and St Brigids. The teaching was carried out in four two hour sessions (in the student teachers' workshop classes) at the College of Education's indoor facilities. In UOCE curriculum PE classes, student teachers had learnt about adventure based learning (ABL) and how to include te ao Māori into PE. The student teachers' challenge was to connect te ao Māori with the context of ABL when teaching tamariki.

The ABL learning approach was favourably received by tamariki, where the 'adventure' was in the form of thoughtfully sequenced games and activities with the aim of further developing personal and social skills (Schoel, Prouty & Radcliffe, 1988). The key components, around which games and activities were planned, were fun, trust-building, goal-setting, success for all, challenge and problem-solving. The use of the process of de-briefing and reflection was carried out in the hope tamariki would transfer any new learning to future experiences (Luckner & Nadler, 1992). ABL is a part of the key area of learning (KAL) of 'Outdoor Education' and "provides students with opportunities to develop personal and social skills, to become active, safe and skilled in the outdoors, and to protect and care for the environment" (Ministry of Education, 1999, p.47). Even though this session was indoors the student teachers were able to wero (challenge) tamariki to fully participate in valuable learning experiences.

The natural inclusion of "te reo Māori me ōna tikanga" (Ministry of Education, 2007, p.9) was to prove to be meaningful for tamariki, with the ABL methodology promoting: manaakitanga (a caring and supportive learning

environment); kawa (with clear guidelines) set in place for safe practices and safe participation; the pūmanawa (unique strengths and attributes) of each tamariki was celebrated; ako (reciprocal learning) was the key where a community of learners was to be fostered through cooperative learning activities and; building whanaungatanga (TEAM) was important. The notion of connectedness of cultural concepts and attitudes and values (Salter, 2002; Macfarlane, 2004) gave tamariki and student teachers an opportunity to understand and model cultural values (not just articulate them) in a meaningful setting.

The chosen theme was 'Te Hekenga Nui o Te Waipounamu o Aotearoa, The Great Migration around the South Island of Aotearoa'. Tamariki were organised in whānau rōpū (groups) with student teachers. The College of Education gymnasium, dance room, hallway and a connecting classroom were turned into the imaginary Te Waipounamu and surrounding moana (sea).

The learning sessions began with karakia (prayer or chant relevant to the occasion or happening is shared to give thanks and/or respect the past and present, with the hope of a positive outcome) and waiata (song relevant to the occasion or happening where the words and expressions preserve the wisdom and knowledge of ancestors). The scene was set with the student teachers retelling the Māori creation story of Papatūānuku (Earth Mother), Ranginui (Sky Father) and their children (known as kaitiaki/gods) with tamariki using PE equipment and movements to convey the creation story in a movement sequence. Retelling the creation story was ideal for student teachers and tamariki for whakawhanaungatanga as an ice breaker / acquaintance activity and supporting tamariki to understand the spiritual connections that Māori have with the natural environment (Sims & Thompson-Fawcett, 2002). Māori Marsden in his book, *The Woven Universe* (2003), explains how there is no one particular belief with stories about the gods and creation, they vary from iwi to iwi. We selected a particular version of the creation story from *Kiwi Outdoors* (Hillary Commission, 1995) because of its relevance within ABL and Outdoor Education.

In the imaginary world set in Te Waipounamu tamariki travelled together in waka (created from PE equipment e.g. mats, hoops, ropes, stilts, scooters, skateboards) on the moana with their whānau rōpū, moving around six coastal



Te Hekenga Nui o Te Waipounamu o Aotearoa



Wakatū (Nelson)
Hog-call



Karamea
Mau-rākau



Waihopai
(Invercargill)
Non-verbal
line-ups

Te Ika a Māui

Wairau (Blenheim)
Rail-trail



Te Waipounamu



Otautahi (Christchurch)
Following a pathway



Ōtepoti (Dunedin)
Fun

places of Te Waipounamu, participating at each place in an adventurous activity.

At Ōtepoti (Dunedin) tamariki contributed to the fun of self and others through playing parachute games. The adventure at Waihopai (Invercargill) was non-verbal line-ups where tamariki had to communicate without speaking to line-up in a particular order. The focus was to develop confidence working together. At Karamea tamariki played mau rākau (the use of sticks in games) and concentrated on developing communication and physical skills. At Wakatū (Nelson) a partner activity called 'hog call' was carried out where partners were blindfolded and had to safely find one another enabling tamariki to demonstrate manaaki (care and trust) to one another. At Wairau (Blenheim) a rail trail obstacle course supported tamariki to work together, enhancing taha whānau (social wellbeing) and taha hinengaro (mental/emotional wellbeing) to achieve a goal (taha wairua/spiritual wellbeing) using their movement skills (taha tinana/physical wellbeing) to accomplish the task. At Ōtautahi (Christchurch) tamariki carried a taonga (treasure e.g. rākau or ball, or bean bag) and followed a pathway over maunga (mountains), through ana (caves), crossing awa (rivers), along papahi (tracks, pathway) under rākau (trees) and around kōhatu nui (rocks).

The student teachers travelled with their whānau rōpū from place to place and facilitated the ABL learning at each wahi (place). Each adventure was concluded with student teachers using creative ways to debrief the activity. For example, a tokotoko/rākau kōrero (talking stick) was used by tamariki when they responded to a debrief question like, what was your positive contribution to the activity? When a child held the tokotoko it signified who the kaikōrero (speaker) was at the time (Mead, 1986) and with tamariki, respect was given to what they had to say with everyone listening attentively (Meharry, 2006).

The kaupapa Māori principle of Ako, a culturally preferred pedagogy (Bishop & Glynn, 1999), allowed the kaiako to "use a range of strategies that promoted effective teaching interaction and relationships with learners" (Bishop and Berryman, 2006, p.274). Tamariki enjoyed the opportunity to be the teacher and the learner in the ABL co-operative learning context. The concept of manaakitanga (the ethic of caring) was demonstrated by tamariki and in a tamaiti reflection, Jacob wrote: "I explored being challenged on the obstacle course where I had to guide Keely through the obstacle course safely. I used left and right commands and told her when to step over something". Kotahitanga (unity) was demonstrated and Xavier stated "my group had to co-operate to move the waka". Fun was the key ingredient of the adventure and Adi said, "It was fun when we went in the waka and travelled around the South Island".

What pleasure it gave kaiako and tamariki "to create and maintain a learning environment where fun, collaboration, creativity and healthy interdependence permeate the teaching and learning process" (Cosgriff, 2000, p.96). Not



Tamariki travelling in their waka

only was this teaching experience valuable for student teachers and tamariki but for the kaiako from the two local schools who watched tamariki, which reinforced Marg Cosgriff's suggestion to, "...consider putting ABL on your agenda" (2000, p.97) with te ao Māori in your everyday PE. Kotahitanga me te ako (building relationships and learning) is ideal in this setting. A learning experience where 'physical education is thinking minds, moving bodies and feeling hearts'. Ko te akoranga whakakori tinana te hinengaro whakaaro, te tinana nekeneke me te manawa pā.

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Physical Education and Maths: The Perfect Couple

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There is just never enough time in the day! Teachers have an enormous challenge fitting several vastly different subject areas into one school day, demanded by The New Zealand Curriculum (Ministry of Education, 2007). We are not arguing with the curriculum guide, just asking the question: how can teachers work together to create opportunities for students that incorporate all the subject areas in the curriculum guide? One answer we propose to this perplexing question is subject integration. We define subject integration as the teaching of two or more subjects at the same time. Integrating subjects is both beneficial for student learning and time efficient. In this article we are specifically discussing integrating maths and physical education. Surprisingly, these two subjects are not a combination often employed (Heron, Welsch, & Goddard, 2003). Reasons why teachers should consider integrating maths and physical education and ways to do so will be discussed.

Why Integrate Maths and Physical Education?

After graduation from secondary school students use multiple "subject areas" simultaneously everyday. Yet as Beane (1995) suggests, most curricula are like a jigsaw puzzle. In many instances connections between various subjects are not made, creating a puzzle for students to put together on their own. Teachers will, arguably, agree that the overarching goal of education is to create knowledgeable and productive citizens of society. So why not help students put that puzzle together?

Physical Education has a number of desired outcomes. As teachers we will concur with the New Zealand Curriculum essence statement which denotes that the main focus of health and physical education is to inform students about the well-being of themselves, others and the society, in health-related and movement contexts. The four underlying concepts of physical education are Hauora, attitudes and values, a socio-ecological perspective and health promotion. Teachers will likely agree that physical education should be based on the Te Whare Tapa Wha Model developed by Dr. Mason Durie. This is a philosophy that supports a holistic approach to wellness; the four primary areas being te taha wairua (a spiritual dimension), te taha hinengaro (a psychic dimension), te taha tinana (a bodily dimension), and te taha whanau (a family dimension) (Drurie, 1985).

We also agree that goals of teaching maths aligns with the New Zealand curriculum essence statement which states that in maths students will explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them. This notion is supported by the concept that learning maths should help students to become knowledgeable citizens in an information and data driven time (Anthony & Walshaw, 2007; Watson, 2006). Cobb & Hodge (2002) argue there is a "gatekeeping role that mathematics plays in students' access to educational and economic opportunities" (p. 249). The fundamental learning outcomes in maths are "to develop the ability to

think creatively, critically, and logically; the ability to structure and organise; the ability to process information; an enjoyment of intellectual challenge; the skills to interpret and critically evaluate statistical information in a variety of contexts; and to solve problems that help them to investigate and understand the world." (Anthony & Walshaw, 2007).

With differing goals for each subject area it could seem like a challenge to create learning experiences that support both areas. The question then becomes, why do it? Several studies have looked at combining physical education and maths. One argument could be that physical education has been suggested to have benefits which help increase student self-concept in maths (Chanal, 2009). The results have been positive. One study integrated physical activity with primary school curricula in third grade. Third grade teachers were divided into two groups. The experimental group in this study integrated physical activity into their core curriculum for approximately 30 minutes a day, three days a week for four months. The second group did not do this. Students in the experimental group averaged 1200 extra steps (measured with pedometers) during integration than the students who did not have physical activity infused into their core curriculum. Students in the experimental group achieved significantly higher test scores on social studies state mandated tests and higher overall test scores in maths, science, and english/language arts. Results suggested that integration of physical activity can promote the cognitive development of primary-age children (Reed, 2010). Another

study used a martial arts class as an intervention and compared it to a traditional physical education class. A three-month intervention using a martial arts curriculum designed to promote self-regulation was employed in Kindergarten through fifth grade classes. The intervention group had its traditional physical education class replaced with a martial arts class for four months and participated in the martial arts programme two to three days a week. The martial arts group (intervention group) demonstrated greater improvements than the comparison group in cognitive self-regulation, affective self-regulation, positive social behavior, classroom conduct, and performance on a maths test (Lakes, 2004).

How Does One Integrate Maths and Physical Education?

With an understanding of the why, the next question logically becomes, how does a teacher go about creating an environment for successful subject integration? One favored approach to integration stems from a constructivist view and is called the thematic approach. The thematic approach to teaching supports students actively thinking about what they are learning (Loughran, 2005). The goal is to create an environment in which students want to learn more about the topic. This approach uses the subject integration of a variety of subjects and encourages students to have a voice in the decision making process. It applies much of the same concepts as inquiry based learning, which is also a constructivist approach. The lessons within inquiry based learning are student-centred learning and help students apply integrated knowledge on how to be a productive citizen in a democratic society (Beane, 1997).

One example of the thematic approach in action is in the development of a thematic unit at a school in Madison, Wisconsin, U.S.A. Students chose the unit by listing questions both about themselves and

the world. From there the teachers and students were able to choose from the themes that were created by the questions asked. The theme chosen was called, 'Living in the Future'. Teachers and students then came up with ways to learn about this topic (Beane, 1992). The answers to the questions guiding the theme can be answered by utilising various subject areas.

What Are Practical Ways to Integrate Maths and Physical Education?

Often times we hear teachers say 'how can I do that in my next class?' Here are four practical activities to integrate physical education into maths class tomorrow, or vice versa.

HEART RATE AND GRAPHING.

This lesson will teach students how to measure heart rate during exercise by using maths concepts and physical activity. Students will understand the difference between the level of their resting heart rate and maximum heart rate. They will learn about exercising in a healthy fitness zone as well as how to find their healthy fitness zone. First, teach students how to take their heart rate by placing their index finger and middle finger on the ulnar artery (wrist). Then have students take their pulse for ten seconds. They can use multiplication skills to get their one-minute average

heart rate by multiplying the number they counted by six. A quick and easy method for younger children is to teach them to use the "six-count." This is when the teacher counts six-seconds out loud and asks the students to pretend to write the number they got to on their palm and then add a zero. This is a quick "on the field" method to get a heart rate.

Students can log their heart rate at different times of the day. Perhaps the students can log their heart rate during their physical education lesson. First have students take their pulse in the classroom when they are at rest, then take it again after they walk outside, again after a warm-up, twice during the physical activity, after they walk back to the classroom, and finally after a few minutes of resting in the classroom. These points can then be plotted on any type of graph (See Figure 1).

Once the graph is finished the teacher can help students construct their understanding of heart rate as well as expanding on maths concepts such as median, mode, and range among others. Depending on the level of the students, different fitness concepts can be integrated to this lesson such as maximum heart rate method and figuring out healthy fitness zones for exercise depending on the fitness goal. This lesson is a great transition to the following

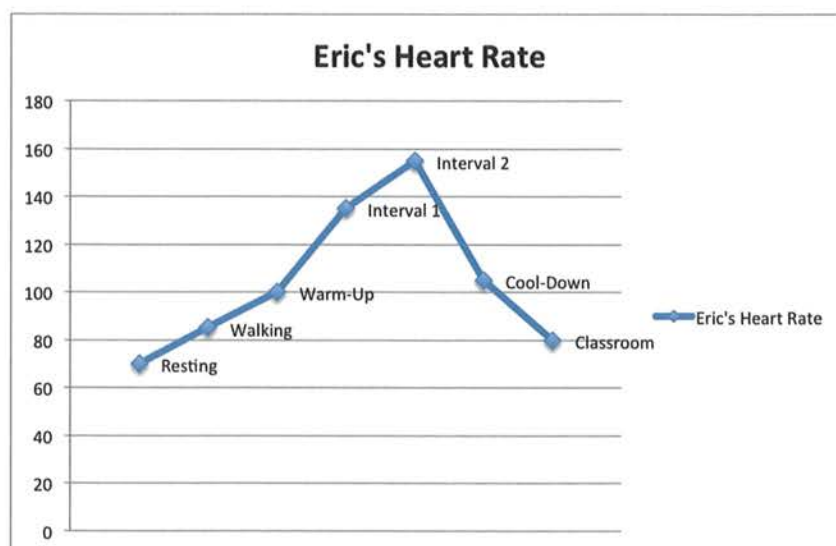


Figure 1 Student heart rate recorded at assigned intervals

lesson on percentages.

PERCENTAGES IN PHYSICAL EDUCATION.

This next lesson is a great practical way to apply maths skills into real world situations. Students will learn how to use percentages by incorporating the maximum heart rate method to determine target heart rate during exercise. A healthy fitness zone is the zone in which a person should exercise for optimal results based on his/her heart rate (Centers for Disease Control and Prevention [CDC], 2011).

Maximum heart rate formula is:

$$220 - (\text{age}) = \text{maximum heart rate (MHR)}.$$

This formula determines an individual's MHR based on age. The target heart rate (THR) zone for moderate intensity physical activity is a range. A person should exercise between 50% to 70% of his or her MHR for the best results (CDC, 2011).

Here is how we would calculate the MHR of a 13-year old boy, named Eric.

$$220 - 13 (\text{age}) = 207 \text{ beats per minute (bpm)}$$

Eric's MHR is 207 bpm.

Here is how we would calculate the THR zone for moderate intensity physical activity for Eric.

$$50\% \text{ of Eric's MHR} = 207 \times 0.50 \\ = 103 \text{ bpm}$$

$$70\% \text{ of Eric's MHR} = 207 \times 0.70 \\ = 145 \text{ bpm}$$

Eric's THR zone for moderate intensity physical activity is between 103 bpm and 145 bpm.

For vigorous activity the THR zone should be 70% to 85% of the person's MHR.

Here is how we would calculate the THR zone for vigorous activity for Eric.

$$70\% \text{ of Eric's MHR} = 207 \times 0.70 \\ = 145 \text{ bpm}$$

$$85\% \text{ of Eric's MHR} = 207 \times 0.85 \\ = 176 \text{ bpm}$$

Eric's THR zone for moderate intensity

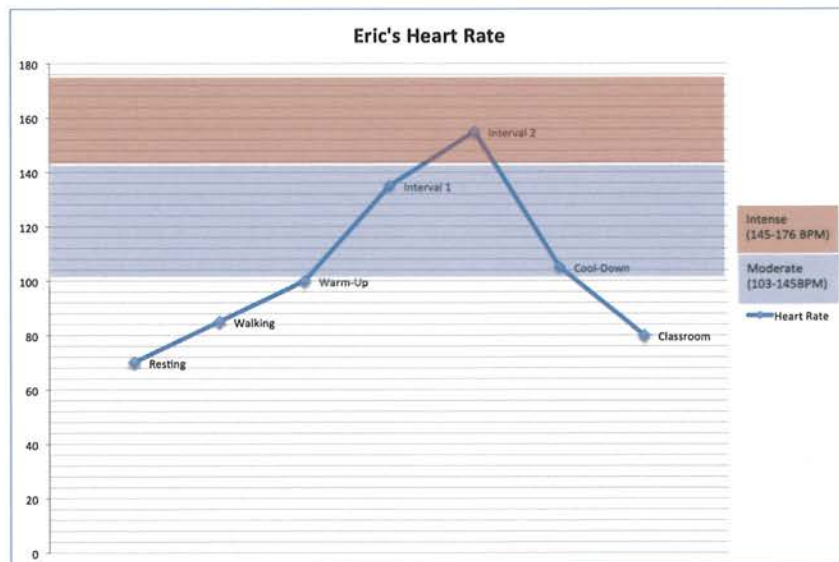


Figure 2 Determining intense and moderate heart rate zones

physical activity is between 145 bpm and 176 bpm.

This lesson can also incorporate maths concepts of range, averages, and multiplication. Students can check their pulse during a physical education lesson to see how their heart rate changes depending on the intensity of activity. The teacher can then link the previous lesson of graphing and have the students graph their THR zones (See Figure 2). If the teacher feels that the math concepts are too advanced for the students the teacher can pick 85% of the MHR as the upper level and graph any other heart rates based on this number. So, in Eric's case that number would be 176bpm.

It is important to note that very young students should not be forced to keep "training" at intense THR zones. This extended vigorous activity should be reserved for older students. Younger students can use this activity to begin comparing resting heart rates with exercise heart rates and learn about how the body functions. Furthermore, long bouts of intense exercise for young students should not be a part of physical education class unless the student chooses the activity. Young primary school students should focus on skill development and enjoyment of PE rather than focusing on intense bouts of physical activity. This being said, learning about heart rate and

healthy fitness zones can be age-appropriate if done correctly even with young students.

POLY SPOTS AND MATHS PROBLEMS.

Choose your own path. This lesson incorporates maths problems and locomotor skills and is suitable for students in primary schools to upper grades. First, tape a maths problem to the bottom of each poly spot. Use as many poly spots as possible. Then have students perform a locomotor skill to any poly spot (e.g., skipping, hopping, jumping). Each maths problem will lead to a specific activity. For instance, at the most basic level the problem might say: 'What does 2×5 equal? When you know the answer, complete that many sit-ups or push-ups.' When they have completed the task, they can perform a locomotor skill to another poly spot and so on.

A way to make the activity more interactive would be to give options to the answers so the student has to choose the correct path. This is a way to reinforce pathways for younger students exploring movement (e.g. zig zag, straight, curved, diagonal, circular). In this scenario a question would have two choices "What does 2×5 equal? Option A: 10 Option B: 12." If a student chooses A, the correct answer, he or she would go to the next

poly spot marked A using a locomotor movement and continue. If the student answers B, the incorrect answer, he or she would be lead to a path with a poly spot that would say: "Go back to the last question and try again." The student could then re-work the question and choose the right path.

Poly spot marked A may have a note taped to the bottom that tells the student to skip in a zig zag pattern or walk counter clockwise to another poly spot. Or it may have another maths problem that guides them on paths formed by jump ropes or tape on the ground as markers to form specific pathways. Levels (high, low) in moving with primary students can also be done by stating that the student should find a high poly spot that is taped to the wall, for example. The possibilities for this type of activity are endless.

PEDOMETERS AND ACCELEROMETERS.

If your school has access to pedometers or accelerometers they can be used to gather more precise data in movement. Students can be taught to use the information in a variety of ways. They can graph their daily steps taken, find their average number of steps per day, set goals for increasing the number of steps by a specific percentage (e.g., 10% a day), or convert the number of steps taken into kilometers and see how many kilometers students actually travel in a given day or week.

The numbers of kilometres can be plotted on a map, for instance, and geography can be brought into the mix. How many days would it take Eric to walk from Auckland to Wellington? The possibilities are numerous, and can even be used to motivate individual students to increase their current activity level. Accelerometers and pedometers are great for individual goal setting and personalised learning.

Many pedometers and accelerometers come with software that will produce the graphs and charts in several different forms (e.g., steps,

kilometers, minutes). This activity can teach students how to process data and information from graphs. These are valuable life skills to develop in becoming a critical consumer in society as people are given graphs and data in all forms throughout life ranging from calories burnt, to stock exchange statistics, to nutritional facts on food labels.

Conclusion

With the constant pressure on teachers to add more and more to the daily curriculum, the integration of subjects can be a useful tool to manage time and reinforce learning in real life situations. The suggested lessons are just a few examples of how to integrate maths into a physical education lesson and how to facilitate the understanding and use of real life skills in both areas. Teachers as facilitators can help students learn to understand how to "put the puzzle together" by integrating subjects. Perhaps students who are taught in an integrative environment will be better prepared to become productive citizens of society as the world around us is not always compartmentalised into single subjects at a time.

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A House Divided

Bob Stothart - PENZ Life Member

When the School of Physical Education opened in 1948, the gymnasium was a small wooden one originally designed by the legendary Jock Hanna, following the design of the gym at Aldershot military training base in England. It is still in use albeit, showing signs of wear and tear some 65 years later. The Smithells gym was built opposite the old School of Physical Education building during the early 1970's. Herein lies a story of University politics, building codes, U-turns, hope and desire. Imagine the staff debates as everyone argued for the best possible facilities, no doubt, including their own pet projects.

Philip Smithells had envisaged the future development of the School taking place behind the existing building in the area now occupied by the 'new' building. A compact, logical proposal which included a swimming pool, squash courts, a gymnasium with changing rooms and a recreational gymnasium incorporating a weight training area. The whole School of Physical Education would be accessible and functional on one site, an outcome to warm the hearts of staff and students. Hopes and dreams soon to be thwarted. The squash courts and changing rooms were built but the university made a policy decision sometime in the 1960's that future expansion of the university campus would be limited to the East side of Cumberland Street. A gymnasium needs changing rooms like bacon needs eggs and as they were

already built, one would assume that the gym would be joined on to them. But someone, somewhere, made the incredible decision to separate the gym from its changing rooms. The development policy to build on the East side of Cumberland Street applied to the gym but it must have been revoked or ignored as the later erection of the 'new' building attests.

Despite numerous arguments with university decision makers the Smithells gym was erected within the then limits of the campus building policy. It is a splendid facility, multi-purpose with its climbing wall, copious equipment storage, offices and viewing gallery but its changing rooms are remote and the two buildings are separated by a state highway: a house divided. It must be the only gymnasium in the world that has a main road cleaving changing rooms and activity space. It was estimated sometime in the 1970's that 2000 crossings of the main road were made by students going to the gym every day. The count today would be much more due to increased rolls. Imagine the inherent dangers in crossing a main highway to get to classes then compound that with wet weather.

Universities pride themselves on research based outcomes but in this case, the building of the gymnasium across the road seemed to follow a weird series of decisions, devoid of logic.

I acknowledge the helpful advice I received from Bruce Ross and Rex Thomson in the preparation of this article.

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PENZ Awards 2013

Gordon D Paterson



President's Lunch guests hosted by PENZ Board. Photo: Mark Fa'amaoni

It was great knowing that we had a bumper crop of 13 awards to make at this year's ceremony, however, fitting it into the 50 minutes slotted for that event was always going to be tight. Delegates were joined at the ceremony by our now customary "senior custodians" of Physical Education. This was a small band of movers and shakers from the past, representing all who have gone before, who have served our profession with distinction such that we can reap the fruits today. Delegates enjoyed having the opportunity to read snapshots biographies in the hand book and applaud our stalwarts from the past in appreciation for their commitment to move the profession forwards during their years in the workforce.

The 2013 Awards were presented by PENZ President Lisette Burrows. Libby Paterson spoke to the first category of awards, the **Outstanding New Professional Award**, made to a teacher in early childhood, primary, secondary

or tertiary settings who is new to the role (i.e. less than 5 years in teaching as at 31 December 2012), yet has made a significant contribution to the Physical Education of children and young people in New Zealand.

Speaking of the achievements of Knighton Normal School awardees **Shane Keown** and **Joel Devcich**, Libby made mention of their contribution to the "Everybody counts" research project during which they have critiqued, challenged and grown their professional practice. Two innovative teachers who have engaged with their students and led professionally, not only in their school, but also having shared both regionally and nationally through publishing their findings and processes. Shane and Joel have questioned their traditional methods and in making shifts in practice have become strong advocates for physical education.

A third recipient was **Allistair Williamson** from Pakuranga

College commended for his students performing well above the national average at NCEA level. Allistair developed the Graduate Mentoring Programme for new teachers and contributes to PENZ professional development events both regionally and nationally. Allistair is acknowledged for his innovative pedagogical practices including his elearning "Flipped Classroom Education" approach that enjoyed 56,000 views, thus highlighting his willingness to share good practice.

Speaking to the **Outstanding Physical Education Award** made for the demonstration of excellence in intra-curricula Physical Education, Libby described the impact physical education was having on the wider school community of **Maungatapu Primary School**. Rethinking the teaching and learning in health and physical education has led to more integrated and co-constructed pedagogy, thus impacting positively on other curriculum areas. Committed to the "Everybody Counts" project through teachers Deirdre Duggan and Jo Naera, teachers have celebrated student diversity and ensured that the needs of all students are met through careful planning involving student input.

Paraparaumu College received the award for the reputation the physical education department has developed for leading cross-school sessions on assessment and the use of data to inform teaching and learning. The department is seen to be innovative and visionary with student numbers growing, a high level of endorsements being achieved and 4 physical education scholarships awarded in 2012. Head



Joel Devcich is congratulated by Knighton Normal School Principal, Jeff Freeman on his Outstanding New Professional Award



Outstanding New Professional Award winner – Allistair Williamson



Deirdre Duggan receives Maungatapu Primary School's Award



Paraparaumu College PE staff receive the Outstanding Physical Education Award

of Department Aaron Mead, leads the local PENZ cluster and together with his staff, shares willingly both regionally and nationally. At the third school to receive the Outstanding Physical Education Award, **Riccarton High School**, the physical education department is acknowledged by the Principal as one that models the school vision and philosophy. The strong social development agenda emphasises life-long learning within a very positive, inclusive and co-operative culture. Physical education staff are viewed as professional practitioners who model behaviour that impacts significantly on students, something that filters out across the school. Former HOD, Lorna Gillespie, responsible for initiating "the Riccarton Way", collected the award on behalf of the staff who continue to ensure that the subject flourishes and grows.

Fourth recipient **Lynfield College** received the award for a physical education department perpetually in search of improved teaching and learning. Embracing student voice, the programme is innovative in terms of scaffolding from year 9 through to 13, integrating new technology and on-going reflective assessment. Student numbers are strong, social responsibility embodied, while partnership and thus connection to the broader community is strong. High pass rates are achieved at merit and excellence levels with a strong

emphasis placed on improving Maori achievement in physical education. PENZ Awards Committee was heartened by the strength of the nominations this year, coming from across the country.

The **Te Iho-Takaro Ringawera Award** is made by the Board to a recipient who has undertaken "golden nuggets of service" for PENZ and thus Physical Education, invariably away from the limelight and at times under challenging circumstances. The award is passed on from one recipient to the next on an annual basis, however, given Ray Nixon's inability to attend Conference, the trophy was awarded by inaugural winner, the legendary Bob Stothart. The Board was unable to separate **Anne McKay** and **Lorna Gillespie** and so appropriately made the 2013 award a joint one. Bob spoke of the duos sustained leadership and excellence in senior physical education. Lorna's contribution has come in many guises from teacher, ministry of education facilitator, SPARC project manager, university external reviewer and very importantly, as a writer of physical education curriculum documents. She has provided significant leadership under difficult circumstances in working on the alignment of the new achievement standards. Anne similarly has had a variety of roles as co-author of textbooks, presenter at conferences and seminars, NZQA moderator,

curriculum writer and resource developer for a raft of agencies. The two have so often been together at the fore front of change in physical education, working as the conduits between the ministry of education and the profession. Much could be said about those many hours during which they have burned the candle at both ends – suffice it to say, gold nuggets of service in obscurity.

The award of **Fellow of PENZ** is granted to members who are regarded as having made a significant contribution to the purpose, aims and work of the association. This award allows for a specific contribution over a short time or an outstanding contribution. In speaking about the first recipient **Alison Schofield**, Siobhan Harrod spoke of Alison's involvement in PENZ since 1997; the Auckland Branch since 1999; and her presentation of six Scholarship workshops per year for over 100 students during the past 9 years. Alison has presented work extensively at both PENZ and Health Association Conferences in addition to many other forums. She has contributed articles to the journal and has been contracted as a writer of resource materials. Alison has been a NZQA moderator, a member of the expert panel for a curriculum project and a participant in an Olympic Education research project. In 2002 Alison was awarded an Auckland Branch Award for outstanding service. Very importantly, Alison is respected as a leader in the physical education community, as a head of department and as a leader of learning. It is as a committed teacher and leader that Alison is awarded Fellow of PENZ.

Speaking about **Alan Ovens** award, Margot Bowes described someone who served as President of PENZ for a term of 6 years. During his Presidency, Alan was responsible for the Association achieving financial stability, for initiating at least three new awards, for the appointment of several management positions including a



Libby Paterson (PENZ Subject Advisor), joined by PENZ Board Member Margot Bowes, provided morning tea for Lynfield College PE staff



Lorna Gillespie and Anne McKay en route to collect the Te Iho-Takaro Ringawera Award

new Chief Executive, for instituting what is now the PENZ University Advisory Committee that has worked to draw government attention to initial teacher education at primary level, and worked with Bob Stothart to appoint PENZ third Patron, amongst many other initiatives.

Over time, Alan has been appointed to numerous agency panels doing work for the Ministry of Education, SPARC, and NZQA in addition to a raft of university groups. Alan has made 18 contributions to PENZ conferences and published a peer reviewed paper and three commentaries in the PENZ journal. Alan is involved in three film/video productions at present and in 2012 published his first book in physical education. Referring to his contribution as significant seems a



Alison Schofield receives her Fellow of PENZ Award from Lisette Burrows (President)

gross understatement - a truly worthy recipient of Fellow of PENZ.

Monique van Groenewoud is Director of Health and Physical Education at St. Cuthbert's College, another teacher receiving the Fellow of PENZ Award. Highlighting Monique's various contributions to the field, Anne McKay pointed to her Auckland PENZ Branch Award in 2007 for her significant contribution to the work of the association 1999-2007. Monique has been a regular presenter at the highly successful Auckland Scholarship Workshop Series since 2008, while also attending and presenting nationally at PENZ conferences. Since 2004 Monique has served on the Branch sub-committee developing the policy and processes for the Professional Learning Grant that enables Auckland



Alan Owens receives Fellow of PENZ from Lisette Burrows

Physical Educators to attend national professional learning opportunities in Physical Education. Monique took on the role of Chairperson of Auckland PENZ Branch in 2010 and has made significant contributions to Branch procedures and protocols; maintaining networks and partnerships; and an ongoing relationship with PENZ National. Under her leadership an increasing number of members have offered to serve on the Branch Committee where Monique has encouraged and supported new members into leadership positions. As a leading teacher, Monique has shared her practice and extended her capacity to lead beyond the school boundaries. She is a very worthy recipient of the Fellow Award.

Ian Culpan - PENZ Life Membership Award

The Life Member Award may be conferred on members who have given long and distinguished service in the cause of physical education, the honour is to be given sparingly.

CITATION

Ian Culpan has served physical education in New Zealand and the organisation of Physical Education New Zealand (PENZ), selflessly with passion, vision, dedication, and commitment over a period of 40 years. Ian believes in the educational opportunities



Fellow of PENZ Award winner Monique van Groenewoud with Lisette Burrows

physical education has to offer the individual and society. He has developed a vision which is creative and inspirational and has worked tirelessly towards that potential. His vision has been instrumental in liberating and leading physical education (and health education) from the sports based, military multi activity programmes of the 70's, 80's and 90', towards more inclusive, holistic, meaningful, student centred physical education programmes. Thus, he has been highly influential in giving voice to the philosophies of many pre-service students, teachers, and tertiary educators both in New Zealand and internationally.

Ian's professional life started with his endeavours at Kaiapoi High School in Canterbury, where he was an innovative Head of Physical Education from 1973 - 1979. His development of conceptual laboratory based programmes and units were particularly inspirational during that time for physical education.

In 1980 he was appointed as the first lecturer in New Zealand in Outdoor Education at the Christchurch College of Education. As well as teaching outdoor education this appointment led him increasingly into a tertiary physical education and health education leadership role through the 1980's. In a time of expansive advancements for physical education,



Ian Culpan receives his Life Member Award from Lisette Burrows

Ian became a passionate leader in the development of senior school qualifications for Sixth Form Certificate, Bursary, and Unit Standards.

In the late 1980's Ian's drive and commitment saw the development of physical education as an academic course of study at the Christchurch College of Education and the University of Canterbury, via a four year Bachelor of Education/Graduate Diploma of Teaching and Learning (specialising in physical education) degree programme. In 2013 this popular programme continues at the forefront of physical education teacher education in New Zealand and is highly regarded internationally as a successful, philosophically based programme. In addition, Ian's passionate belief in the educative value of sport fostered the development, with colleagues, of a Bachelor of Sport Coaching degree also based on his philosophy. As the Head of the Physical Education and Health Education Curriculum Centre at the College of Education in the 1990's and 2000's, Ian inspired and led a growing department with increasing student numbers. In 1995 he became a Principal Writer of Health and Physical Education in the New Zealand Curriculum document demonstrating vision, energy and tenacity, to ensure its release in 1999. He also contributed to the development of Achievement Standards.

At the College of Education, Ian is highly regarded for his extensive knowledge of teaching and learning in wider teacher education. He contributed to many Christchurch College of Education/University of Canterbury international contracts involving teaching and learning processes for teacher educators from other countries. With extensive experience in developing tertiary teacher education programmes and as a leader of Professional Studies courses for many years, Ian is still regularly called upon for direction and clear thinking by colleagues in the field.

In 2007, when the Christchurch College of Education merged with the University of Canterbury, Ian became Head of the School of Science and Physical Education, a position he held until 2011. During this time, along with colleagues, he negotiated and led the growth of physical education teacher education within a University environment, as well as continuing to support physical education nationally. Ian's style of guidance gave opportunities for leadership to those who worked with him, thus developing many leaders in PE. His encouragement often led to staff reaching beyond what they thought themselves capable of. To date, not only has he steered a department in a 'new world' of expectations around research, Ian has personally thrived in this environment. Revealing the drive and commitment required, he has become a prolific writer and publisher in his favoured areas of teacher education, physical education curriculum development, pedagogy, sociology of sport, and Olympic/Olympism education. Ian was promoted to Associate Professor in 2011. He continues to mentor pre-service students through his teaching, and in-service teachers who are seeking to learn more about teaching physical education.

This year Ian has been awarded a University of Canterbury Erskine Teaching Fellowship and is an international visiting scholar of Physical Education and Olympic Studies at Charles University in Prague, Czech Republic.

Below we elaborate further on some notable aspects of Ian's achievements.

Health and Physical Education in the New Zealand Curriculum

In 1995 Ian was contracted by the New Zealand Ministry of Education to co-write (with Gillian Tasker) the national curriculum statement for Health and Physical Education. This progressive document has provided physical educators in New Zealand with an opportunity to adopt a holistic and emancipatory approach to teaching and learning in, through and about movement. Through the curriculum Ian has shown his unique ability to turn a strong philosophy centered on balanced human development, values, health promotion, and social justice within physical education, into teaching and learning practice at the chalk face of physical education.

After writing the curriculum, Ian still had the energy and passion to co-direct (with Gillian Tasker) the Ministry of Education Health and Physical Education in the New Zealand Curriculum (1999) implementation contract, (1999 – 2000). Although these achievements are easy to write on paper, they were large jobs which required the ability to co-ordinate a team of advisors and communicate and inspire physical education and health education teachers to understand the possibilities of the curriculum. Fourteen years on this visionary curriculum provides a philosophy and framework for physical education which is the envy of many countries around the world.

Contributions to NZAHPER & PENZ

Ian has been an extensive and prolific contributor to NZAHPER and PENZ over a 40 year period. He joined NZAHPER in the early 1970's and was on the Canterbury Branch Committee for at least 30 years. Ian has always been a very 'hands on' branch member, initiating and involving himself in all branch activities. This included the running of jumbo days, conferences, in-service workshops, advocacy,

writing newsletters (in the days before the PENZ magazine), and much, much more. Ian held the position of Chairperson of the branch. When not a major office holder, he has always been available to facilitate and support branch activities either in the form of advice, inspiration, as a mentor, or to do the work needed to make things happen. Ian has an uncanny ability to recognise and cultivate the strengths of branch members and provide support and opportunities for individuals to develop to their potential for the greater good of physical education. Ian consistently attended branch meetings and was an integral part of the strength, vibrancy and success of the Canterbury branch.

All that has been said about Ian's contribution to the Canterbury branch of PENZ also applies to National PENZ. Ian was the vice president of NZAHPER from 1991 – 1993. During this time (1990 – 1992) Ian carried a huge workload for NZAHPER as he was also the journal editor. Each of these jobs is a major workload on their own, but together must have brought a significant workload to Ian as a volunteer. In 1996 Ian received the award Fellow of PENZ in recognition of his work for physical education and PENZ. Since receiving this award, Ian has continued to contribute extensively to PENZ through keynote addresses and workshops at conferences, resource contracts, providing feedback on national initiatives such as the junior sport policy, achievement standards, the Government Task Force on Sport, Fitness and Leisure in NZ, and providing expertise for PENZ at Ministry of Education hui. At the AGM in 2000 Ian was voted onto the Inaugural Board of PENZ demonstrating his genuine interest, commitment, and willingness to work for the ideals PENZ represents. In 2000 Ian was also a guest editor for the Millennium Journal.

In 2001 Ian was awarded the Sir Alexander Gillies Medal for his outstanding service and contributions

to his profession. This nomination was extensively supported by national and international endorsements of his considerable abilities and contributions in physical education, teacher education, and Olympic education.

The instigation in 1986 of the very successful South Island PE teachers conferences (held biennially between Christchurch College of Education or Dunedin College of Education, and PENZ) are also a testament to Ian's concern for the provision of quality in-service opportunities for physical educators throughout NZ, as well as the South Island.

Olympism Education

During the 1990's Ian developed a relationship with the New Zealand Olympic Committee, firstly through the Commission for Education, and subsequently the New Zealand Olympic Academy (NZOA). He was the Dean of the New Zealand Olympic Academy from 2001 - 2008. The NZOA has the goal of fostering the universal values of Olympism in the Olympic Movement in New Zealand. To this voluntary job Ian brought a unique ability to see how the possibilities and opportunities of the values of Olympism relate to and enhance physical education. In 2000 Ian received the very prestigious IOC Trophy for services to education and sport for to his outstanding work within the NZOA.

Over recent years Ian has greatly enhanced his dedication to developing an international profile in Olympism Education through both conference presentations and the publication of extensive articles nationally and internationally. In 2007 Ian established the New Zealand Centre for Olympic Studies at the University of Canterbury. The Centre conducts academic inquiry into Olympism and the pedagogical and socio-cultural significance of using sport as a means to educate young people. Ian's international standing and leadership in this field has enabled him to create networks and collaborate with

the Olympic Movement (including the IOC Olympic Studies Centre at Lausanne and the International Olympic Academy at Olympia), Centres for Olympic Studies attached to universities around the world, and other scholarly institutions, organizations, research groups and individual experts who have common interests and work in similar fields of endeavor.

Publications

Ian has worked indefatigably to contribute to the physical education discipline by contributing to journals of Physical Education and Olympic Studies. He has an extensive list of publications and is often invited to present keynote addresses at national and international conferences.

<http://www.canterbury.ac.nz/Spark/Researcher.aspx?researcherid=2020180>

Conclusions

Ian always has an open door policy for everyone involved in physical education. He makes himself available to support and encourage people in their endeavors whatever they may be. He is valued by colleagues and PENZ members for his astute, logical and analytical thinking skills, often seeing implications and pitfalls where others fail to do so. All of Ian's decisions and thinking are derived from a strong philosophical basis about physical education, which is a great strength. This means that Ian is able to articulate his beliefs with certainty and confidence and giving him direction and decision making guided by integrity. He does not accept mediocrity and he will support people to achieve at the very highest level in whatever they choose to do. If you give Ian a job, you know it will be done to a high standard! Ian selflessly provides leadership and professional development opportunities for those shown to be worthy on the staff at the University of Canterbury and those working within PENZ both regionally and nationally.

Maybe Ian's greatest professional

contribution to physical education and PENZ has been the plethora of challenging, innovative, inspirational and thought provoking keynote addresses and presentations at regional, national and international conferences extending back over the last 30 years. Rarely has any individual, apart from previous recipients of the Life Membership Award, had the willingness and ability to extend and challenge the thinking of all those involved in the profession of physical education.

Perhaps it is through the publication of his recent book, *For the record: An encyclopaedia of historical aspects of New Zealand physical education*, co-written with Bob Stothart, that we recognize Ian's passion for physical education. He was driven to ensure that this important record was made so that New Zealand's brief history of physical education is not forgotten or lost and to acknowledge the powerful influences of those who have come before. In years to come, the important role that Ian Culpan has played in the development of New Zealand physical education from the 1970's to 2013, may require far greater acknowledgement.

*Sue McBain and Sandra Thorn -
University of Canterbury*

Liz Thevenard - PENZ Life Member Award

It is such a pleasure and a thrill to be involved in the life membership award for this next person. What makes it even more thrilling is that to the best of my knowledge they have no inkling that they are to be a recipient of this prestigious award. A life member of Physical Education New Zealand is awarded to an individual who has made a sustained and significant contribution to promoting quality physical education over a lengthy period of time. This recipient's work in secondary schools, initial teacher education, teacher professional learning and community programmes over the past 37 years, richly exemplifies this. Before bringing the recipient onto the stage here with me to enjoy the deserved spotlight,



Marg Cosgriff, Life Member Awardee Liz Thevenard and Lisette Burrows

I just want to make a few comments about them, their teaching, advocacy and leadership.

Our new life member has what can be described as a big heart and a unique capacity to ooze enthusiasm for movement. They embody a passion for movement in all its forms that is highly contagious. This is not simply about being an avid and accomplished mover themselves, it is about the way that they inspire others to get involved, freely share their time and skills, and how they delight in hearing about others' personal triumphs and pleasures. In a community setting this has translated into decades of voluntary work with a range of groups including Women Climbing, the New Zealand Alpine Club, Skiing for the Disabled and supporting many others to enjoy movement and achieve personal milestones in a range of activities. Their lifelong interest in and commitment to movement and the positive contribution it can make to the lives of diverse children, young people and adults of all ages, has had a huge reach on countless people from all walks of life. I'd have to say it seems to me that this is Physical Education in its broadest sense!

Our recipient's career in Health and Physical Education has included teaching in different secondary schools and over twenty years in the Health and Physical Education department at Wellington College of Education,

now Victoria University of Wellington. They have led departments in both settings and interacted with and inspired a huge number of students about quality physical education. Their pedagogical approaches have always been well-considered and supported students to learn and gain confidence about teaching quality physical education. This recipient has always fully and enthusiastically attended to the teaching aspects of an academic role, recognising that this can be the way to touch students' hearts and hands, as well as their minds. They have presented many times at national conferences, run local PENZ workshops and contributed to national publications, especially in outdoor education.

The recipient is well known in outdoor education circles for their teaching expertise. They are skilled at a broad range of outdoor activities and delight in planning forays into the outdoors. What's really important is that they have never lost the knack of being able to teach in ways that enable beginners or those who may be apprehensive, to learn and feel more comfortable in unfamiliar outdoor environments. Their advocacy in outdoor education and recreation in the ITE, school and community sectors has also been extensive. They are the current chair of Education Outdoors New Zealand (EONZ), the national association that supports educators

working in the outdoors and education outside the classroom, and have been for the past 5 years. In this time they have advocated for the power of simple, local backyard adventures; the place of environmental education in outdoor education; the need for support and resourcing of teachers and for cross sector collaboration. Quite simply, they promote the value and potential of quality holistic outdoor education at every turn. Their work in outdoor education was recognised by the awarding of SPARC's (now Sport New Zealand) Supreme Award in 2009.

One colleague described this person as being like a "dog with a bone" in their steadfast advocacy for the need for quality HPE, resourcing and contact hours in initial teacher education. Their utter commitment to supporting ITE students to become great primary and secondary school teachers has meant they have always borne reductions in time and resources personally, and have spent considerable time day and night, thinking about how best to respond to and fight these changes.

I think it's about time to bring Liz Thevenard up here to be acknowledged. Liz you are quite simply a superstar and the award of life member of PENZ is perfect recognition for you. You lead from behind and are a 'doer' who gets on with doing. You are the type of leader who aims to bring other educators 'into the fold' and provide opportunities for them to grow their own leadership skills and experience. The limelight or the recognition of your peers isn't and hasn't ever been the driver for your efforts. In summary, Liz you are a consummate professional who has provided what can only be considered to be "distinguished service in the cause of Physical Education" for many years. Being recognised as a Life Member of PENZ is a totally fitting and deserved award for you.

Marg Cosgriff - University of Waikato



Teaching to contribute to healthy behaviour that supports children's wellbeing

Dennis Slade - Massey University

Public Health England (PHE) released a report (2013, August) entitled 'How healthy behavior supports children's wellbeing' (Retrieved September 02, 2013, www.gov.uk). While primarily reporting on children in England it also draws on insights from other UK countries, the European Community and the United States of America. A section of the report focuses on children's perception of their well-being and happiness measured against their regular involvement in physical activity (PA). The PHE report noted children's involvement in regular PA was associated with:

- improved concentration levels
- more positive social behavior
- being kind to class mates
- attempting to resolve disputes
- feeling their peers liked them

The PHE document also reported on children's regular involvement in PA and their developing identity, their concept of self. In relation to Self the report stated that children involved in regular PA reported:

- lower levels of anxiety and depression
- being happier with their appearance
- higher levels of self esteem
- higher levels of happiness and satisfaction with their lives
- lower levels of worry

The Importance of Competence and The Developing Concept of Self

In terms of PA or sports and games, feeling competent has a major bearing on the components of self. Harter (1999) in explaining the theory of competence motivation and participation in sport and games suggests that if an individual

perceives themselves as physically competent, they will continue to participate in physical activities. By contrast, if the perception is of being incompetent then the person will limit participation and will give up trying to master the activity.

Teaching for competence in fundamental skills to achieve the good outlined in the PHE document?

The development of fundamental movement skills is considered by many to be critical to establishing the foundation for movement competence and for participation in many sports and physical activities (Taggart & Keegan, 1997). The lack of these skills certainly provides barriers to full participation in movement activities and is likely to promote negative rather than positive self worth. To embrace and foster the good identified in the PHE report we need to teach movement fundamentals and competence in easily mastered stages. This does not mean endless drilling and a focus on performance in isolated contexts. On the contrary, there needs to be holistic learning experiences that provide an authentic feel to the experience as well as incorporating opportunities to discuss and display actions associated with fairness, ethical play, sharing and selflessness. These later qualities are suggested by Culpan (as cited in Brown, 2011) as drawing on principles associated with Olympism.

Developing Fundamentals In Net Games: Introduction, Years 5-7

The following activities provide for a developing understanding of the shape and structure of net games.

1. Hoop Bounce



- Bounce ball in to hoop.
- Dodge around the hoop and catch the ball.

They provide opportunities for the development of fundamental movement skills. The holistic and constraining games approach also provides scope for fun and time for reflection around the qualities Culpan (2011, as cited in Brown, 2011) mentions that reflect Olympism.

HOOP BOUNCE: 6 - 8 YEARS

- **Equipment:** Medium to large ball and a hoop between 2-3 people.
- **Fundamentals:** A two handed bounce and catch, dodge, timing of a send and receive action with a medium to large sized ball.
- **Tactical:** Sending and receiving action in a net game. Understanding the time dimension of net games i.e., giving yourself time or taking time away from an opponent.
- **Social:** Discussing tactics, angles of serve and receiving in net games demonstrating how to play cooperatively and competitively.

Hoop Bounce: Game: 1.1 Students take turns to bounce the ball in the hoop, dodge around the hoop to catch the ball before it bounces for a second time.

Question: How can you give or take away time to make this either a difficult or easy activity to do?

Answer: The force of the bounce and

the resulting height of the bounce. The harder the force the higher the bounce, the easier the catch. The lower the bounce the less time you have to catch it.

Hoop Bounce Game 1.2: Cooperative
- Bounce the ball so that both partners make ten catches in a row.

Hoop Bounce Game 1.3: Bounce ball in hoop for partner to catch. Alternate your bounces so that they provide an easy or more difficult catch.

Hoop Bounce Game 1.4: One Bounce:
Three players: Two playing and one, acting as the umpire.

Bounce the ball in the hoop. If the opponent catches the ball, from where they catch the ball they may take a step to either their left or right but not forward, before attempting to bounce the ball back into the hoop for their partner.

If the ball is dropped, bounces again after bouncing in the hoop, or it does not bounce in the hoop the opponent is awarded a point. Decide on an 'up to score' e.g., 3 and rotate the third player acting as the umpire in and the exit player becomes the umpire.

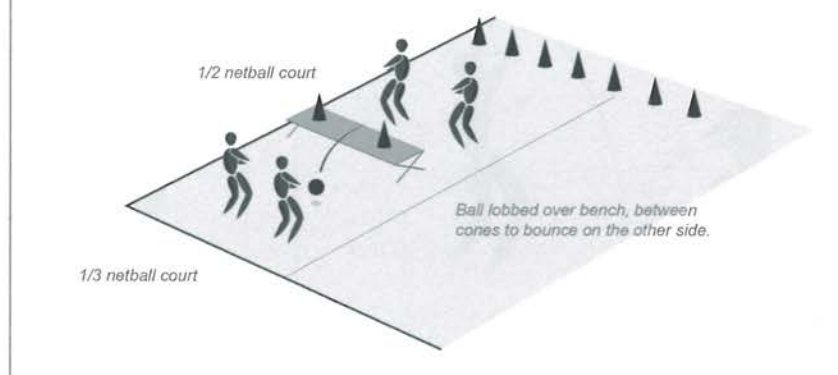
Teaching moment

After the ball is caught and the catcher steps to either their left or right it is crucial for developing net game understanding to watch the reaction of the receiver. Their reaction should be to step in the opposite direction in order to defend the possible bounce direction of the opponent's new position. Reinforce a good decision by asking why they took that step and congratulate them on their decision. If they don't take that step observe the action and then ask what they might do to defend the direction of the bounce?

LARGE BALL BENCH TENNIS

- **Area:** Netball court: Divide the court down the middle with cones so the court provides six (6) mini courts. Collect sufficient equipment for six games including, one bench, two

2. Large Ball Bench Tennis



cones and a large ball per court. The cones are placed on the bench in the manner of the poles that support a net in a game of tennis.

- **Structure:** Divide students into groups of four. Two players per side. Underarm, two handed throw over bench within the angles created by the cones on the bench. Start the game with a serve that is an easy underarm two handed throw that the opponents must let bounce before catching and returning the ball.

Large Ball Bench Tennis Game 2.1:

Initially require the ball to always have to bounce before the opponents can catch and return it.

The ball must always be thrown using two hands and an underarm in action (One handed throws are too powerful and prevent a rally forming). The ball is played by an underarm throw back and forth as in a game of tennis. The ball must be thrown back from the point at which it is caught. The ball is only allowed to bounce once before being caught.

Scoring: Points awarded if: Ball is not caught on the full or off one bounce. The throw does not clear the bench or low net. It is thrown out of the area on the full.

Look to discuss:

- Receivers:** In the one bounce game and bench tennis how do you decide where to move to best receive the next pass?

What tells you to move closer to the bench/ net or further away?

- Passers:** How do you decide whether to throw the ball just over the net/ bench or towards the back?

What is the advantage of aiming to make the ball bounce near the side of the playing area? If you can get the ball to bounce near the side what effect does that have on your opponents returning options?

- Alternative:** After the serve, allow the returned ball to be caught on the full. Note a fumbled catch cannot be regathered and count as a single bounce. This game works well on badminton courts with a regulation height net.

Introducing the net game volleyball: Years 7-10

Hoop Volley Game 3.1: Quickly demonstrate the basic volleyball set. Give students 5-10 minutes to practice the set before moving to this game. Do not require perfection in the set, just the general idea as the following games provide plenty of further practice. Using the same format as described in Hoop Bounce Game 1.2, start the cooperative game by a double-handed bounce of the ball in the hoop that bounces higher than the height of the receiver. The hoop provides a constraint that generally allows the receiver to anticipate the balls trajectory.

The receiver positions themselves

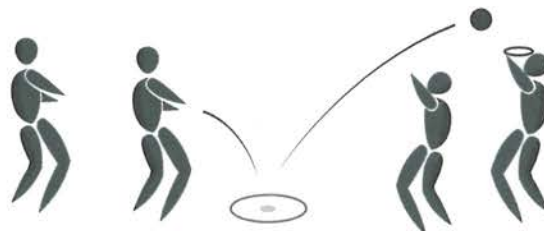
3. Hoop Volley



i. Bounce ball in hoop.

ii. Set/catch, bounce inside hoop.

4. Hoop Volley: 2+ players



i. Bounce ball in hoop.

ii. Set.

iii. Set/catch. Bounce ball in hoop.

under the ball. They set the ball, catch it, walk or run back to the hoop and bounce the ball into the hoop with sufficient force to make it bounce higher than the height of the playing partner.

This should be played as a cooperative game.

Hoop Volley Game 3.2: Play the same game but now with two players either side of the hoop. The first receiver sets the ball, the second sets off the first set, catches the ball brings it back to the hoop and bounces the ball in the hoop for the two opponents.

If possible video some of these games. In showing these to the players you may be surprised to see similar movement patterns to those seen in beach volleyball! Discuss the movement patterns and how to help ones partner.

Depending on numbers you can provide two umpires for the game, and all partners take turns at rotating in as players and out as umpires.

Hoop Volley Game 3.3: Now play three or four aside. Badminton courts are a good size area to play these games on. When playing four a side, place two hoops on an imaginary centre-line and encourage players to set the ball as close as possible to the hoops. Note

the return is always caught before being bounced into the hoop. Try and make the game fast as it makes it more exciting and fun to play.

Hoop Volley Game 3.4: Place the hoops near the outside boundaries of the court. This constraint requires the bouncer to bounce the ball either straight down the boundary line or angled across the court. Encourage the players to set a defensive receiving structure to meet either contingency.

In this introduction to volleyball games, bouncing the ball into the hoops gives the game predictability. It makes setting the ball relatively easy. The catch and the lack of a net does not detract from competition but it does promote longer rallies.

The PHE report

The PHE report provides us with a timely and positive reminder of the good that we can achieve in teaching physical education. It also provides us with a challenge re our methods of instruction, especially if one also considers Culpan's (2011) suggestions around incorporating principles associated with Olympism into ones teaching.

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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

Pub Charity 

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- Annual national conference involving invited keynote speakers and a prime opportunity for networking with peers
- Annual inspired leadership programme for teachers contemplating stepping up to lead as Head of Department or Lead Teacher
- National series of workshops that respond to teacher requests for professional development
- Members receive a 20%+ reduction on all professional development registration fees
- Access to a library of resources in the Members Section of the PENZ website
- PENZ Facebook page for discussion topics, news and events
- Subject Advisor who can assist members with professional questions that require answers
- Advocacy for physical education at government and agency level
- A network of branches run by volunteer members to encourage regional initiatives and networking

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GET SET GO helps our kids develop the skills they need so they can choose and enjoy being more active through play and sport.

Designed for young students between ages 4 – 8 to help them master the skills that will make participation in games, sport and recreation activities, more enjoyable and successful. These include:

- The fundamental physical movement skills
- The knowledge and cognitive skills, along with
- The emotional and social skills they need.

Get Set Go encourages the development of these skills through play, games and fun activities and is supported by quality resources around assessment, teaching and learning.

- **Get Set Go** is supported by Physical Education New Zealand (PENZ).
- **Get Set Go** is run by Athletics NZ, through the support of New Zealand Post's ActivePost programme and Sport NZ.
- **Get Set Go** is available in most regions in NZ, and offers options including teacher and coach professional development, delivery to students by qualified coaches, resources for parents and whanau.

GET SET GO TEACHING TIP: CATCHING

When focussing on developing catching skills with beginners, don't just focus on "watching the ball". Get them to think about "wiping the glue off our feet" to get them moving, and "reaching and shaping our hands" to grasp the object.

Moving to the flight path of the ball, eye tracking and timing hand closure are 3 of the essential skills criteria of catching. Build these skills into fun games and a range of activities to give students plenty of opportunities for quality outcomes.



To find out more about having your school or club involved:
Contact our Get Set Go Manager Karen Laurie:

karen@athletics.org.nz

or visit our website:

www.gsg.org.nz



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Physical Education New Zealand (PENZ) is New Zealand's only national subject association for teachers of physical education from Early Childhood to Tertiary Level. PENZ actively promotes and develops physical education within New Zealand for teachers and students. The organisation also supports educators and others within the sector by providing opportunities for people to develop knowledge and understanding about all aspects of physical education.

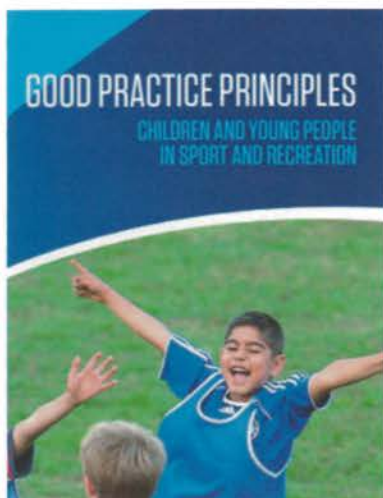
Due to the retirement of our incumbent CEO we have an exciting opportunity for an enthusiastic strategic leader to join our team. The successful candidate will have extensive experience in the education sector, will be well connected nationally and regionally and have a proven track record of sourcing funding and sponsorship opportunities.

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The PENZ national office is currently located in Tauranga, however we are open to receiving applications from candidates who would like to be based in another region.

The job description can be obtained from the "Latest News and Links" section of the PENZ website www.penz.org.nz.

All enquiries and applications to Melissa Young at: yg@linwoodcollege.school.nz.
The closing date for applications is Friday 15th November at 5pm.



Good Practice Principles for the Provision of Sport and Recreation for Young People

The early sporting experiences of children and young people will shape their future attitudes towards sport and recreation.

Sport New Zealand believes that sport, when presented and organised properly, will lead to more kids developing a lifelong love of sport. The positive experiences of sport however do not result solely from participation, but rely on a quality experience.

Sport New Zealand has therefore developed and just released a new resource called the *Good Practice Principles for the Provision of Sport and Recreation for Young People*.

The principles promote a child-centered and ethical approach to providing sport and recreation experiences for young people. They are based on good practice and a range of research.

The 10 principles are also supported by 10 case studies, which provide good practice examples of the principles in action.

The purpose of the principles is to advocate for the needs of young people in sport and recreation to key influencers both at a national level, as well as influencers within home, school, club and community settings. The impact we want is more opportunities for children and young people to enjoy quality sport experiences.

The Sport NZ Young Peoples Survey confirms that the school setting

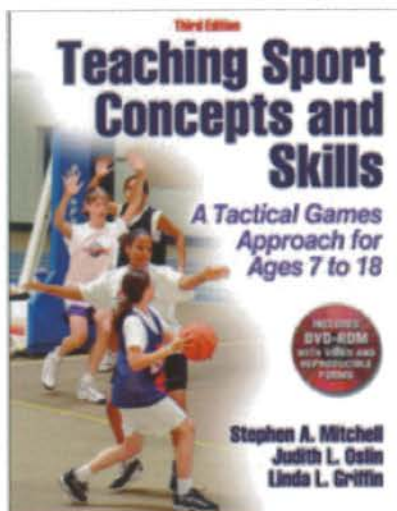
is central to sport and recreation provision for many young people and school sport experiences can have a significant impact on their future participation choices. Understanding the importance of quality experiences and how to create and/or support these is therefore essential for teachers and any sport and recreation providers working within school settings.

The Good Practice Principles document will assist schools in the provision of quality sport and recreation experiences by:

- guiding the development of school sport plans
- providing a checklist for consideration when developing or reviewing school sport programmes and/or providers
- developing a consistent approach to children and young people's sport
- ensuring parents and coaches are taking a participant centred approach when delivering school sport

This document can be found on the Sport NZ website <http://www.sportnz.org.nz/en-nz/young-people/Guidelines--Resources/Good-Practice-Principles-for-the-Provision-of-Sport-and-Recreation-for-Young-People/>

The document supports, and should be read in conjunction with, the Guidelines for Sustainable Physical Activity in School Communities (Ministry of Education, 2007.)



TEACHING SPORT CONCEPTS AND SKILLS

A tactical Approach for Ages 7-18

Stephen Mitchell, Judith Oslin, Linda Griffin
<http://www.humankinetics.com/products/all-products/teaching-sport-concepts-and-skills-3rd-edition>
 Book and DVD © 2013
 ISBN-13: 9781450411226
 \$97.10

This is the 3rd edition of a popular book that outlines a tactical approach to teaching sports skills, with detailed lesson and unit plans and a DVD. For those of you who already have this book you will notice the age group has extended down to primary and intermediate level as a result of many requests.

The book is divided into three parts:
 Part 1: Tactical Games Teaching – explores tactical games and provides a sound conceptual framework, along with principles of Game Play, preparing students, a tactical games curriculum model and a variety of forms of assessment.

Part 2: Lesson Plans for a tactical games approach. The primary/intermediate material is focussed on teaching the basic concepts and tactics of sport through the contexts of Invasion, Net and Wall, Striking and fielding and target sports. Lesson plans are provided, building on a thematic approach for a tactical games approach.

Part 3: Lessons Plans for a tactical games approach at secondary level. Developing sports performance. The secondary school focus helps students develop sport-specific tactical and technical skills for 12 sports, Soccer, Basketball, Lacrosse, Rugby, Flag football, Volleyball, Badminton, Tennis, Softball, Cricket, Golf, Bowling and could be adapted to Bowls in a New Zealand setting.

You will notice many references to other tried and true Games approaches – David Bunker, Rod Thorpe, Don

Hellison and Daryl Sidentop to name but a few.

The DVD highlights short snippets of teaching practice under different contexts, the use of questioning, with plenty of examples of questioning in the lesson plans. You are encouraged to use them as a guide and develop your own. The language of movement is clearly evident. The DVD provides a large number of reproducible work sheets, for example; Team Contract, Games Performance Instrument, Peer assessment rubrics, Invasion Game scenarios and Sportsmanship.

If you haven't already got this book it would be a useful addition to your library, very handy for those teaching in year 7-13 or year 1-13 schools as it clearly highlights the process of scaffolding through year groups and differing abilities. Your task will be to ensure the NZC is at the heart of your planning.

This book would also be useful for sport coaches.

Reviewed by Libby Paterson - PENZ Subject Advisor.

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