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From PENZ's Chief Executive

This issue of the New Zealand Physical Educator is rich with information and challenges that should stretch minds and practice. This is a fitting lead in to our upcoming conference which is an opportunity to share ideas, to reflect, and to think critically about our knowledge and practice.

The success of our conference is largely due to the commitment of our colleagues across our learning community. Clive Pope's editorial reminds us of the importance of collegiality and the value that the intergenerational mix adds to the rich tapestry of ideas that enables physical education to remain vibrant. There is no better place than at 'conference' to experience this.

This year's conference continues to build on previous collaboration with other subject associations in our learning area. We are pleased to introduce Education Outdoors New Zealand (EONZ) to this year's conference, and welcome back the New Zealand Health Education Association (NZHEA). It is exciting to see the professional learning and development opportunities expand and grow within our sector particularly at conference.

In recent months, PENZ has worked closely with the MoE, NZQA and Sport NZ on matters that effect the development and provision of quality HPE in schools. This has required critical reflection and review of what is happening in our sector, with PENZ advisory groups, members and staff contributing to the many HPE and sport initiatives that are currently under way. We must continue to apply a critical lens to what we do, and how we do it, right here, right now, in order to continue the development of HPE for our students.

We are reminded by Lorna Gillespie and Sue Mc Bain (p. 5), of the need to apply a critical lens to our own work in order to understand and develop the critical abilities of our students. This view is not lost on Shea McEvoy (p. 13) who takes a critical approach to understanding what, why and how they provide quality HPE in a secondary school context.

I hope that this edition of Physical Educator stimulates your own critical lens, and look forward to meeting many of you at conference 2014.

Ross Merrett

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Cover: Te Puke High School students. Shea McEvoy.

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Times change but the value of colleagues doesn't

Recently I attended a reunion of my cohort from the School of Physical Education, University of Otago. It was the third time this group who commenced university in 1974 had come together for a weekend to relive old memories and exchange stories. It marked forty years since the 100 aspiring scholars passed through the towering wooden doors of OUSPE on Cumberland Street. We were the last intake to be selected by Phillip Smithells, the founding Director of Phys-Ed School, a status many are still proud to reveal. Although memories were sometimes clouded, selective and often embellished, it was noticeable how often our recollections made reference to Phillip Smithells or PAS as we, and others knew him.

Before being admitted to study at OUSPE all students were interviewed by PAS. These often occurred in obscure places and included 'what is that about' type questions, many of which many were recollected at our reunion. The criteria for determining who was selected remain an enigma. Whether or not the 'PAS factor' united our group, there was a consensual gratitude about the way he influenced our 'coming to know' more about self. While our life journeys have been diverse, teaching remains a common denominator. Back then there was a demand for teachers and careers could be visualized and planned with a sense of optimism along a developmental pathway. Times were prosperous and certainty was reassuring.

Although there was some variation to the characteristics of our cohort, most were straight out of school. Although unaware at the time, we were positioned right in the middle of the Baby-Boomer generation, a group that is now changing the shape of staff rooms across the country. A glance around these communal places confirms the greying of the teaching profession. Ministry figures tell us that over 25% of primary and 30% of secondary teachers are over fifty years highlighting the large number of likely retirements in the not-too-distant years. As this exodus gains momentum more attention will be given to recruitment and retention. There will also be a gradual shift in gender balance as the education census figures indicate the proportion of male teachers within the Baby Boomer cohort are not matched by males currently choosing teaching as a career. Should this be of concern given that the current baby 'blimp' will result in an

increase in student enrolments, something that will continue until 2024?

Clearly the educational landscape is destined for a change. For example, there are current initiatives being explored that would make teacher education for all forms of schooling a one-year graduate level programme. Meanwhile the varying demands placed on teachers' workloads and responsibilities are increasing, a performance-based culture permeates many aspects of education and the rapidly expanding technologies ensure all fields of knowledge are easily accessible. The teachers of today are expected to prepare students for a more global and often unpredictable 'instant' world. The nature of and skills required to be an effective teacher today is vastly different to that required by the cohort of 1974. But amongst all the advancements and changes one factor is constant to ensuring teaching remains a rewarding career, the need for and value of collegiality.

Valuing our colleagues and being an active participant in the collective sharing of thoughts and ideas must continue to be an integral part of being a teacher. Balancing the serious with the light-hearted, exchanging ideas, exploring with new as well as novel teaching-learning processes, finding ways to refine the professional demands are crucial for a healthy future. During our reunion I was reminded of, and spoke about the changing times on numerous occasions. Coming together to share, to enjoy a laugh and lament, to learn from fellow students – now friends – and appreciate their achievement is affirming.

Each year I have similar experiences of collegiality with a different cohort. This occurs at the PENZ conference, this year being held in Christchurch. One of the differences at this gathering however, is the intergenerational nature of those in attendance. Mixing the wisdom and wonderment of the 'old' with the not-so-old physical educators ensures a rich tapestry of ideas. More importantly, our presence helps to ensure the subject stays vibrant. Those of us from the baby-boom era who are still involved in the profession should feel proud. Not only have we helped provide a foundation for those of a younger generation, we have helped protect the values and worth of physical education as a valued subject in schools. To this end PAS would feel 'a job well done'.

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A critical challenge: developing student's critical abilities

Lorna Gillespie - University of Waikato and Sue McBain - University of Canterbury

The work of educators includes grappling with the challenges of bringing theoretical concepts and approaches into day-to-day physical education practice for quality programmes and the betterment of student learning. One of our most exciting challenges is in capturing the potential the *Health and Physical Education in the New Zealand Curriculum* (MoE, 1999) and the *New Zealand Curriculum* (MoE, 2007) present to us as physical educators. The curriculum has encouraged the development of socio-critical perspectives and inquiry-based approaches to teaching and learning programmes (Culpan & Bruce, 2007; Fitzpatrick, 2010; Gillespie & Culpan, 2000; Wright, 2004). We (the writers) have tackled the theory to practice challenge of the development of student's critical abilities from a range of positions within education. Our involvement in initial teacher education, teacher professional development, secondary physical education teaching and physical education advisory roles has meant we have needed to not only develop our own practice as educators, but also consider how to successfully enable secondary school students, teacher education students and practicing physical education teachers to understand and implement a socio-critical physical education curriculum. This paper focuses on processes, knowledge and understandings that support the development of student's critical abilities.

WHY DEVELOP CRITICAL SKILLS?

Why might we want to enable our students to develop critical skills, beyond 'because that's what the curriculum says'? Our teaching and learning programmes include providing students with opportunities to make meaning of and better understand themselves and their world. With a critical perspective, they can challenge these understandings. Within physical education, this includes understanding the influences on and between self, others, society, particularly within the movement culture. Becoming critical and discerning consumers of, and participants in, the movement culture provides students with new ways of seeing their world, and an understanding of the role and significance of physical activity in our lives. Additionally, students with critical ability will be more likely to notice and question assumptions and taken-for-granted practices that may not be equitable or inclusive. In turn, an awareness of the need for change and a desire to contribute to change can be generated. This has real relevance to their lives beyond physical education as critical thinking opens our eyes to new ways of thinking and a willingness to explore alternatives. Consequently, we may be less likely to discredit other ways

of thinking or being. By being able to see through the eyes of others, and understand a range of perspectives, we position ourselves to be more mindful and aware of social justice. In addition we can recognise our place in contributing to any desired change (and avoid reinforcing potentially damaging status quo). Critical thinking is thinking for life, and is an essential skill for the development of autonomous learning and lifelong learning (Brookfield, 1994).

As teachers, applying a critical lens to our own work can enable us to reconsider aspects of our programmes, our pedagogy and our assessment choices and practices while we continue to strive to provide quality programmes that are equitable and inclusive. Physical education programmes developed from the curriculum and with consideration of students needs are well placed to provide a positive influence in the lives of all young people. Reflecting critically on our teaching helps ensure the influences remain positive.

Critical thinking is defined as "examining, questioning, evaluating and challenging taken-for-granted assumptions about issues and practices", (MoE, 1999, p.56). Using critical thinking within processes of critical evaluation / inquiry / analysis will enable students to examine and challenge the status quo, recognise power relations that contribute to inequalities and be moved to contribute to advocacy and action for change. Applying critical thinking as per curriculum definition and intent moves beyond critical thinking defined as using higher order thinking processes or logical and reasoned thinking. While the latter are also necessary skills, the difference in potential learning outcomes from working from these two definitions is considerable. It is the sociological nature of the critical analysis that sets it apart from higher order thinking and provides the potential for physical education to contribute to the development of students critical disposition and critical abilities.

We have sought to devise processes that support the development of student criticality and ability to critically analyse, particularly in senior physical education programmes. In doing so, we recognise a range of skills and attitudes that weave together to further support the development of critical abilities. We have called these "tools" and many of them appear to be pre-requisite for students being able to critically analyse and are able to be developed during physical education programmes throughout the secondary years.

THE CRITICAL ANALYSIS PROCESS (CAP) TOOLBOX

The CAP provides a structure to guide students and teachers in their endeavors to critically analyse. We have found it is

desirable to initially provide students with a scaffolding of thinking 'tools' prior to utilisation of the CAP.

SOCIAL CONSTRUCTION AS KNOWLEDGE FOR STUDENTS

Not only are we asking the students to engage in a critical constructivist learning process, are we asking students to understand the theory of social construction as it applies to their lives. This involves analysing and interpreting knowledge from a broad range of sources and perspectives. As most students have little knowledge and experience of the ways their environment shapes their reality, it becomes significant to highlight this complex process (Kincheloe, 2005). Student understanding of the theory of social construction is a foundational thinking tool that allows students to understand how society shapes their reality.

VIEWING THE WORLD WITH 'FRESH EYES'; AND UNDERSTANDING MULTIPLE PERSPECTIVES

The understanding that every person has a different view of reality developed from a complex factors such as their experiences, family, friends, gender, religion and environment, is an essential early step in the recognition of the existence of multiple realities and perspectives (Azzarito & Ennis, 2003; Cobb, 1996; Kincheloe, 2005; Light & Wallian, 2008; Pritchard & Woollard, 2010; Richardson, 2003). Developing a sociological imagination (Mills, 1967) and learning to view the world through others eyes (Andreotti & de Souza, 2008) includes understanding that while we may consider our own knowledge to be neutral and indisputable, our perspective is socially, politically, economically, environmentally, ethically, culturally, historically (SPEECH) constructed and is in reality often different from others. Exposing students to multiple perspectives provides opportunity for them to view the world through 'fresh eyes', through the eyes of others (Andreotti & de Souza, 2008) and as Gorden (2000) suggests, to make the familiar strange. Students who are closed to new ways of thinking will inevitably ignore or discredit other realities and this hinders their ability to critically analyse. In response to this reaction it is helpful for teachers to develop a class culture that recognises and welcomes the benefits of viewing the world with fresh eyes and understanding others perspectives. This can be achieved through encouraging students to learn to unlearn and learn to listen, (Andreotti & de Souza, 2008). Strategies such as cooperative learning donuts exploring others opinions, retelling fairy tales, myths and legends from multiple perspectives, deconstructing incidents from varying actors perspectives and role plays are a few activities useful for the development of these thinking tools.

MAKING MEANING AND JUDGMENTS; UNDERSTANDING ASSUMPTIONS AND IDENTIFYING PERSONAL INFLUENCES

Collective learning experiences and discussion amongst students can facilitate the identification of stereotypes

and assumptions by creating shared meaning making processes. This process allows students to understand that making meaning is both an individual activity in which participants draw on previous knowledge as well as a social activity where, through a complex interactions with others, shared meaning is developed (Pritchard & Woollard, 2010). Deconstruction of observed incidents within physical education or sport, text and visual images (such as YouTube videos) can develop student's understandings of assumptions and stereotypes. This can be achieved through a number of methods including the use of quick fires responses to visual images and the use of the acronym 'SPEECH' as an analysis tool to deconstruct the origins of individual meaning making. These understandings are important in the development of student's sociological imaginations and criticality. Students understanding of assumptions and stereotypes in sport and physical activity can be deconstructed with students initially identifying who has influenced the promotion of this assumption, and through application of their sociological imagination (Mills, 1967) they complete an analysis of the consequences for those who are implicated. Within this process students are simultaneously considering knowledge, understanding social construction and also reflecting on their personal knowledge, resulting in the production of new knowledge (Kincheloe, 2005). It is suggested that initially examples are impersonal, non-threatening, with introduction of the personal role modeled by the teacher revealing how their own perspectives came to be constructed and how the social values, ideologies and information they encounter shape their pedagogies and worldviews.

UNDERSTANDING POWER AND HEGEMONY

Understanding the notion of power, and therefore explicit teaching about power, is central to student's capacity to develop their critical abilities. We contend that students have prior understanding of power relationships, which have been lived and learned throughout their lives, and with explicit teaching they can understand the nature of power relationships by drawing on their own or observed experiences. Simulated games, such as the "food chain game" allow students to experience power in an objective and safe activity, which becomes a metaphor for real world power relationships. Initially power relationships in the metaphorical game can be deconstructed, and then compared to societal power relationships or students own experiences. Exploring power relationships through the initial deconstruction of the impersonal, (in wider society, sport, media, business, government) and latterly aspects of their own sphere of experience (e.g. teacher students relationships, bullying, friendships), enables students to develop their critical abilities, and provides a language to express their understanding of the nature of power relationships. The following questions are appropriate when fostering student's critical abilities:

- Who has power and who is powerless in wider society, in the school, my sports team or in my whanau or family?

- How do powerful groups or people maintain power?
- How do those who have less power stay powerless or gain power?
- In each of these situations who influences what we think and how?

The thinking tools and content knowledge outlined in the above section are essential scaffolding in enabling students to effectively develop their ability to critically analyse and apply to the Critical Analysis Process (CAP).

Table 1. Critical Analysis Process (CAP), (Gillespie & McBain, 2011)

THE PROCESS	Questions, strategies, actions to promote critical thinking, reflection, action. Select questions relevant to the activity
1. Initial learning experience	Students participate or engage with any experience that is relevant for analysis. This can include but is not limited to movement experiences in class and personal experiences, media activities such as adverts, articles and reporting, films, books, stories, texts, etc.
2. Describe What you see or experienced	• What do you see in the activity, situation, picture, video, and article? What did you or others experience during the situation or activity? • Who can you see in the activity, situation, picture, video, and article? • Who's missing from the activity, situation, picture, video, and article? • What messages do the activity, situation, picture, video, and article send? • What is the intention or aim of this activity, situation, picture, video, and article?
3. Identify assumptions, stereotypes and social construction theory Applying social construction theory	• What assumptions and stereotypes have been made by those involved directly or indirectly in this activity, situation, picture, video, and article, including you? • How have these assumptions and stereotypes been socially constructed and why?
4. Identify and explain influences Personal reflection on social construction and understanding multiple perspectives	• What are my ideas about this activity, situation, picture, video, and article? • Who and what has influenced my ideas about this? • Who and what has influenced others different ideas about this? • Whose and what are the different points of view about this?
5. Identify sociological ideas and themes • Identify, name and define the sociological themes and knowledge that applies to this activity, situation, picture, video, and article and as related to others ideas. • Name the topics and content you need to know to complete the following steps in the critical analysis process.	For example: Social construction of sport Gender – masculinity, femininity, stereotypes, social construction Commodification of the body, athletes, sport, sexuality Sport and business and entertainment Identity – individual, national, regional Technocentricity – body as a machine Body as a project Sport as warfare Sport as aggression, frustration release Globalisation Role of business and media in constructing the above
6. Inquire and investigate: Gather information and evidence	• What do others say in support of or disagreeing with different points of view related to this topic • Is there other evidence which supports or refutes differing points of view? (e.g. statistics)
7. Understand the nature of the relationships Identify power relationships / hegemonic social relationships	• Who has the most and least influence in this situation? Who gets to make decisions? • Who is advantaged and disadvantage by the relationships observed in this activity, situation, picture, video, and article? • Who has a vested interest in maintaining the status quo? • Why is / are being portrayed in this way? • Where am I located within the varying positions?
8. Consequences	• What are the impacts/influences/consequences of these power relationships/ inequities/social injustices on self, others and society?
9. Critical action Consider change and Take action!	• Consider all the discussion and information to this point: make a personal judgment or develop a personal opinion / stance about the activity, situation, picture, video, and article etc. • Examine the need for change and possibilities for individual and group action.

THE CRITICAL ANALYSIS PROCESS: AN OVERVIEW

The CAP has nine phases. Initially students reflect on an 'in action' movement experiences and explore the application of knowledge of social construction and hegemonic social relationships. In later stages of the CAP students examine the consequences of hegemonic social relationships and explore actions for change and social justice. While the structure of the CAP is presented as a linear process in Table 1, the process is more woven and complex and should be utilised in response to student learning needs.

The following is a very brief overview of the stages of the CAP, and outlines the knowledge that scaffolds students' ability to critically analyse.

STEP 1: THE INITIAL LEARNING EXPERIENCE

Experiences, whether in the form of active participation, or through viewing sport media provide effective learning opportunities to reflect on, deconstruct and further investigate students. YouTube clips, movies, advertisements, attending or taking part in events all offer useful initial learning experiences.

STEP 2: DESCRIBE

Learning to 'notice' is a vital precursor to being able to freely describe. Both noticing and the ability to describe are important in developing student's ability to critically analyse. Initially, students may find it difficult to notice 'clues' such as "language, image, frames, camera angles" (Wright 2004 p. 184), text and music. Teacher use of discerning questioning to students facilitates the describe phase of the process. As an alternative to a teacher lead inquiry process, this phase of the process can take the form of an inquiry where students collect quantitative data about a particular physical activity or sporting event or issue.

STEPS 3 AND 4: MAKING MEANING FROM EXPERIENCE; IDENTIFYING ASSUMPTIONS, STEREOTYPES, SOCIAL CONSTRUCTION AND PERSONAL INFLUENCES

Our experiences of developing and using the CAP have shown that the knowledge and understanding of social construction enables students to complete the making meaning steps, which includes students identifying assumptions and stereotypes and understanding personal influences. The linking of the experience and description with the thought, or the 'making meaning' components of the CAP, uses constructivist understandings of learning. This linking between action and thought (Beard & Wilson, 2002) encourages students to draw on their and others understandings to create new knowledge.

The process of 'unpacking' assumptions and stereotypes is fundamental to the development of student's socio-cultural understandings and ability to challenge dominant social constructions. Personal 'making meaning' can be a long and complex process requiring repetition and patience on the part of both teacher and learners. With this in mind,

we recommend the understanding of the theory of social construction is developed prior to using the CAP.

STEPS 5 – 8: UNDERSTANDING POWER AND HEGEMONY

A critical constructivist framework is concerned with issues of power and inequality and the function power plays in "construction and validation processes" (Kincheloe, 2005, p. 3). Exploring how situations and processes privilege some and marginalise others is central to critical analysis, as is gaining an understanding of who has the power to shape both individual and societal reality. Therefore, in addition to understanding social construction, multiple perspectives and seeing the world with 'fresh eyes', the understanding of hegemony is central to students' development of their criticality. Exploring who has and does not have power, how, why and the influences on our thinking through teaching and learning activities can highlight new ways of viewing the world, creating cognitive dissonance and promoting criticality.

STEP 9: CRITICAL ACTION

Critical endeavors aim to follow through to considering possible change and ways of contributing to change. While the CAP's intention is to empower and enable students to make a difference in their world, how, when or if action is taken are not foregone conclusions. The potential can be viewed as the production of difference, through the desire and ability to make a difference by acting for social justice. Therefore we advocate that to teach for difference, we need to know how to teach for difference and with difference, with a view that action will be taken in some form either immediately or in the future.

APPLICATION OF THE CAP TO JUNIOR AND SENIOR SECONDARY SCHOOL

The CAP is defined by its intention to address issues of social justice and equity and to create social action; however the application of the process in the junior and senior physical education is markedly different. Aligned with the achievement objectives at levels 4 – 5 of the New Zealand Curriculum, the CAP in the junior secondary school can be used to deconstruct 'in action', for example, issues around interpersonal relationships, team work, attitudes and values within the physical education class which can be subsequently applied to other contexts. The aim is to build student's awareness of themselves and others, of difference and of influences in their lives. We contend this supports the development of a disposition that is more likely to be critical. In the senior school, aligned with levels 6 – 8 of the NZC, it is envisaged that the CAP will be applied to a varied range of issues within sport, physical activity and physical education domains. For example a critical analysis of gender, violence, performance enhancing drugs or physical activity health promotion within the school and community are common topics. Current and topical issues in the media can also be

teachable moments to apply the CAP to, and develop student's criticality.

The CAP gives students opportunity not only to reflect on inequities and social injustices in wider society, it also gives students the opportunity to understand who they are and what has influenced their perceptions. This can be seen as self-critique; confronting and challenging for adults let alone secondary school students. It is this challenge to the status quo and personal status which often confronts students. We acknowledge that student responses to the consequences of power relationships are, and will be, varied as it is related to higher levels of moral reasoning based on students' internalised values and norms (Watkins, 2005); not all students will be concerned about those who are marginalised.

SUPPORTING THE DEVELOPMENT OF CRITICAL ABILITIES AS A TEACHER

Teaching content and critical thinking skills becomes somewhat irrelevant if students do not also develop the dispositions to view the world through a critical lens (Burbules & Berk, 1999). Dispositions of being open-minded to different (and potentially challenging) alternatives, a readiness to see the 'big picture', having sensitivity to the feelings of others, an ability to generate and accept alternative solutions all support being critical. For these dispositions to be realised, a motivation and a willingness to be engaged in critical thinking and to doubt even our own presuppositions are all-important variables (McBride, 1992). The learning environment we create contributes to or can undermine the development of these dispositions.

Using critical abilities is a way of being as well as a way of thinking. Being critical can mean taking a position that is contrary to the 'norm' and students need to be supported in being able to place themselves in that position. With this in mind, students need to feel they are part of a positive and supportive learning environment. Challenges and debates need to be based on respect rather than power. In addition to creating the environment for critical thinking and questioning, there are teacher behaviours that will enhance the development of critical abilities. Important teacher strategies for the facilitation of student critical analysis include encouraging questioning, thinking out loud, facilitating thinking and learner questioning. In addition teachers can model what it means to be critical, and acknowledge moments of discomfort about our own views. The development of critical ability is social in character, and therefore both institutions (and learning environments) and social relations can foster or suppress it. The collective questioning, deconstruction and creativity are also social activities and it is these interactions that challenge alternative views and create new meanings.

FINAL COMMENTS

Developing student's critical abilities is a worthwhile and

necessary aspect of physical education, given that it supports their ability to make meaning of their world and make a difference within it. Critical thinking and critical ability develop over time, not suddenly when our students get to Year 12. Viewing the use of critical abilities as a way of being, not just a way of thinking, guides us to provide learning environments throughout our Year 9-13 physical education programmes that value and foster questioning and the challenging of taken-for-granted assumptions.

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Ti-Uru: 'Game of the Gods'.

Harko Brown

CSI

The work of Nga Taonga Takaro researchers is as exciting as any of the drama and investigative discoveries on the hit TV programme CSI. A network of interested parties has collaborated over the past generation to collect together knowledges about matamatarongo (games/peace incantations), aro-takaro (games artefacts) and papa-takaro (fields of play) for traditional Maori games which were devised as important social mechanisms for tribal resilience. So far over three hundred games have been identified with just as many again going through a validation process involving additional scholarly research and ethnographic input from kaumatua/kuia and modern day practitioners. Of those being investigated some sixty have richly sourced whakapapa involving legendary lore, ancient artefacts and historic modes of play.

One of the games which has been successfully revived is known by several names including Ti-uru, Uru-ti and Turu-i. That is not unusual however as multiple naming was one of the constants within traditional Maori societies. Various waka have been confused through their renaming over the centuries, as have gods, legendary figures, tribal leaders, landmarks, stars, celestial phenomena and important events. Within the realm of Nga Taonga Takaro there are for example, over twenty terms for a taiaha, thirty-plus names for games' balls, another several dozen for distinctive body movements and well-over two hundred names for a collective of waka.

TI-URU: PRE-EUROPEAN ORIGINS

Ti-Uru is often referred to as The Game of Uru-rangi, God of the Heavens, with legends associated with the game reciting his omnipotent deeds. Historically the papa takaro, or playing field of Ti-Uru, was called a Pae-o-te-Katuarehe, which infers the game required extremely high skill levels in pre-game and playing contexts. The centre of the field was dominated by several karangi (earthen mounds) around which play would revolve. Players competed to catch the Rakau-to-Ure, or Ra-ure, a games baton, while atop a karangi. Teams vied to see which one could accumulate accolades, or nominated prizes, each time they 'scored'. A version of the game also deemed that karangi could only be scored on once until all of them, perhaps six or seven, collectively called Te Huihui o Matariki, had all

been scored on in a round. Two or more teams could compete at the same time whilst having several Ra-Ure in play at once. Often games would involve whole tribes packed in a central boisterous huddle, children included, who would be jockeying for positions and swapping teams on a whim. The game could be very physical, as player's positioning themselves on karangi needed to hold their ground as they could be vigorously pushed off. Women were seen to be the games main adherents, or experts, leading to the conjecture that it may have been a part of an initiation or ritual for women or that they have just shown more aptitude for the game which has been reinforced through history. Whatever the reasons, when you speak to knowledgeable kaumatua/kuia, they universally reiterate that the Ti-Uru domain was dominated by women. It may also have been the preferred game of leading women tribal leaders



Billie Brown holds Rakau-to-Ure which are the implements of play traditionally used in the ancient game of Ti-Uru.

during the early centuries of Maori settlement in New Zealand when chiefs were accorded mana (prestige) for being able to keep peace amongst hapu - with games whakataetae (competitions) being an important mechanism for those times.

A Matamatarongo, an ancient pre-game chant of peace, which supports this hypothesis reads,

Takiri Mai Ko Te Ata

Takiri mai ko te ata, (Dawn springs up)

Ka puta atu ki waho, ka titiro noa atu,
(We go outside and we see far away)

Ka waho o te moana ate pautetanga mai
(Far across the ocean, the spouting,

o te raiti wera i. of a Right Whale)

He kotahitanga, he Matariki, (A sports gathering, the omnipotent games festival)

Ra-hi, ra-hi, ra-ure, ra-ure, (Haul up the sun, womens mana)

Ka kitea i reira te niho o Rongo-ma-Tane.
(Rongo's teeth were seen there)

He rongo tapahi pohiri i tere papae,
(News of the invitation has sped towards us)

Auraki kau matou te Atarau-a-rangihaeata, (We hurry to the ball games field)

Ko te manawa e Tu, ko matou manawa e Tu, (Your heart, Tu, our heart, Tu!)

ko koe na, e Tu, te tangata i mohio,
(For its you, Tu, the man with the knowledge)

I whiri i te uaua ki te mau o te karotupu i.
(Who firmly grasps the games staff)

According to Kaumatua Gil Watene the Right Whale is associated with tangi, either tears of grief or joy - in this case the reciprocal shedding of loving tears between the hosts and their closely-related visitors. The calls to play the Matariki sports contests were as visual, meaningful and symbolic as the spouting of the Right Whale.

'Haul-up-the-sun' is a reference to playing ball games and is also a referral

to how torches would be lit around papa takaro at night so that game playing could continue unabated for several days at a time, especially during the traditional New Years celebrations in May/June. Matua Gilbert interpreted Ra-Ure as inferring 'Womens Mana' which refers to the Ti-Uru batons that woman of long ago were so skilful at handling.

The verse also describes the haste at which the visitors attended once they noticed the extended invite. This is not mentioned, but traditional 'calling out', was also performed with highly visible messenger kites. The invite must have been extended on short notice hence the elevated and excited tone of the narrator who waxes lyrical about the opportunity to indulge in the games realm. Tributes are being given to Tu, being Rahi-Tutaka-hina, an ancient progenitor of ball sports and the supreme Matariki festival is presided over by Rongo - the God of Peace.

RA-URE: THE GAMES BATON

Because of its hardness, weight and the speed at which it travels when thrown, it is understandably why the Ra-Ure, the traditional implement of play for Ti-Uru, has been substituted with a ball in today's modes of play. Historically however, the Ra-Ure was made from the ti-kouka which is commonly known as the cabbage tree. This aro-takaro (traditional artefact used in game playing or game protocols), was a tube of circular wood, from 100mm to 250mm long and up to 150mm in diameter. It was cut from a ti kouka branch and stored for several weeks after which time a natural hole, called a poka, would form in its centre. It was then ready for use. Often the Ra-Ure was inscribed. Using the traditional Ra-Ure required skill and timing. The wairua (spiritual essence) of the game dictated that the Ra-Ure needed to be caught and carried with the fingers only. Historically such carries required players to splay two or more of their fingers within the poka to handle it correctly. They would also throw it in

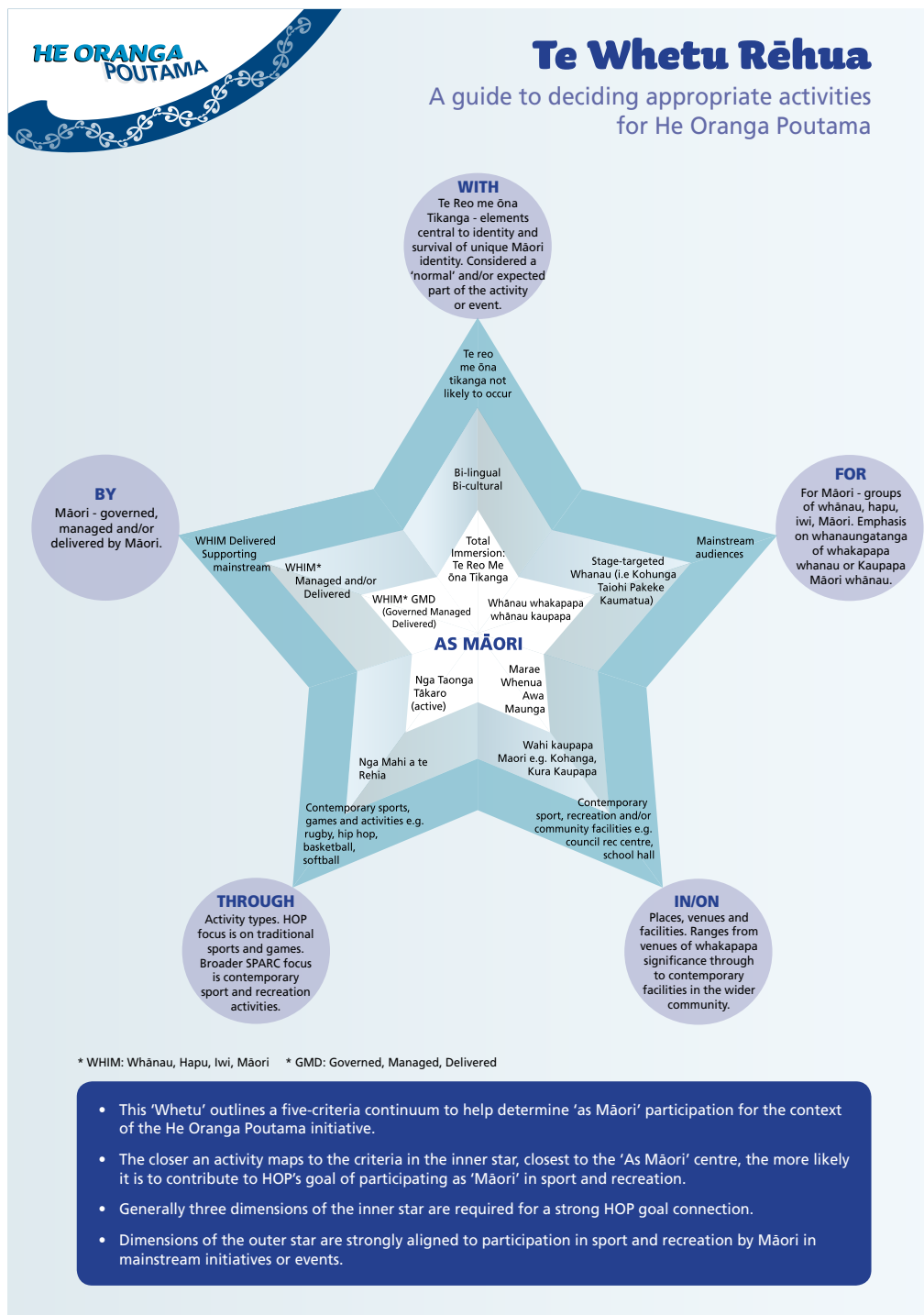
this manner and catch it poka first with their fingers. Being a heavy piece of timber meant it could be a dangerous projectile to the uninitiated. There were also modes of play which allowed for the Ra-Ure to be balanced and juggled by the knees and caught on the neck whilst on a karangi.

TI-KOUKA: AN IMPORTANT RESOURCE

The tree from which the Ra-Ure is harvested grows to twenty metres with metre long leaves. It was a valuable source of starch and sugar for Maori as the stem, root and crown are all edible. The tough weatherproof leaves were also used to weave capes, sandals, ropes, fishing nets, kete and protective fighting garments. Ti kouka were planted to mark out trails, boundaries, urupa and birth places. Because of its vitality and importance to ancient Maori society it, and any item made from it, could be referred to as koiora (life!). The common aro-takaro fashioned from ti kouka were Ra-Ure, pikipotae, reti and poi toa.

TI-URU: TODAY

The general revival of Ti-Uru has emerged from the Maori Renaissance period of the 1970s. Today Ti-Uru is being facilitated around the country by organisations such as Sport NZ and Rangatahi-Tu-Rangatira in a modernised format whereby two teams compete on large rectangular fields of play. The karangi, being substituted by five to seven rubber mats are placed in a line at each end of the field and the implement of play, the Ra-Ure, has been replaced with a ball. Points are scored when a player, with some part of their body contacting a karangi, succeeds in catching the ball on the full. Gradually mats are taken away as they are scored on so that the winning team is the first to have all of its mats removed. The game and its traditional lore are part of a collective known as Nga Taonga Takaro, which Sport NZ has identified in its Te Whetu Rehua Model as being one of the main



Ti-Uru is a leading component of Nga Taonga Takaro, the Sport NZ umbrella term for traditional Maori games, their artefacts, movements, rituals and all other influences on game playing.

indicators of traditional Maori identity along with Te Reo Maori, Whakapapa and Whenua.

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Harko Brown is a board member of Te Whakaruruhau, which is charged with overseeing the development of Nga Taonga Takaro qualifications within the NZQA framework. He is a consultant for Sport NZ and the Ministry of Health on traditional Maori sports practices.



Engagement through Passion: Incorporating Student-Centred Contextualized Learning into our Planning and Pedagogy.

Shea McEvoy - LOL - Te Puke High School



In a broad sense, contextualized learning is the backbone of Physical Education. Meaning, as physical educators, every day we use physical activity as a context for learning. Our students learn the Key Competencies (Ministry of Education, 2007) and a range of skills such as; self-management, interpersonal skills and social responsibility through a variety of physically challenging games and activities.

We see a number of learners excel within our domain who otherwise experience moderate success across curriculum areas. Conversely, students who often enjoy a high level of success in other areas struggle with engagement in a physical setting. This is differentiation in its simplest form. Each and every one of our learners are individuals; they have diverse strengths, weaknesses, passions and interests and most importantly they all learn very differently.

How do we build on our successes and further differentiate to provide opportunities for our students to learn in a variety of contexts within our classes? Perhaps the answer lies in a more personalized approach to learning; focusing on student choice, through which it is possible to achieve via a number of avenues (Bolstad & Gilbert, 2008).

The question then becomes how can we, as physical educators, design and implement contextualized standards and assessments utilizing student choice to improve learning engagement and achievement?

CONTEXTUALIZED LEARNING IN THE SENIOR CURRICULUM.

A number of young teachers I encounter look to the TKI Secondary Education resource site¹ for guidance. More often than not, the exemplars provided are taken as gospel and used verbatim in school and classrooms across the country. This one size fits all approach to pedagogy is indicative of a 20th century mentality; here is the content for you to consume, here is the assessment for you all to prove you know said content. Exemplars, although on their own are well thought out and crafted, are just that, examples. To be used, not for mass

adoption but for inspiration.

So where to begin?

I offer the example of Physical Education 1.2. Prior to 2011, Achievement Standard 1.2 "Running on Empty" was being taught at NCEA Level One by the Physical Education and Health learning area at Te Puke High School (PE/H@TPHS). "Running on Empty" originated on the TKI Secondary Education resource site and was being implemented with slight modifications. It utilized running a half marathon as a context for learning and involved a teaching and learning programme exploring how body structure and function (anatomy, physiology and biomechanics) relate to the performance of physical activity. It culminated with a summative one hour written assessment testing the entirety of the content learned.

Two issues became apparent through our internal NCEA Review Analysis. Firstly, only a small percentage of our learners found the context (half marathon) relevant and engaging. Secondly, the summative assessment did not differentiate for the needs of our learners. Our analysis showed that most students were achieving well as they began the assessment yet consistently rushed through later sections and subsequently received poor overall results.

This led us to explore two questions: How can we use student voice to develop a context that will improve motivation and engagement in learning? And how can we design assessment to differentiate for a variety of learning needs and values?

In an effort to better understand how to answer these questions we must examine the concepts of contextualized and personalised learning. A key success of any new curriculum is the ability of the teacher to connect the curriculum to the students' values and lives. (Cothran, 2010)

Contextualized learning can be defined as content which is delivered in a context that is relevant and meaningful to a set of particular learners given a number of socio-cultural factors². "The underlying assumption is that the context provides meaningfulness to abstract information, making it more concrete and therefore, easier to learn." (Copian - Connecting Canadians in Learning, n.d.). "At its most basic, personalized learning just means tailoring educational programmes to individual students' needs, interests, and aptitudes. It means designing educational programmes that put students at the centre, rather than making students fit the system" (Bolstad & Gilbert, 2008, pp. 114-115)

When drafting and designing student centred contextualized standards it is important to get back to basics. 1. Go to the NZQA Website and download the relevant

¹<http://ncea.tki.org.nz/>

²S.P.E.E.C.H. - Societal, political, economic, environmental, ethical, cultural, historical

Achievement Standard 3. When familiarizing yourself with the standard it is imperative that you read, digest and understand the "Achievement Criteria" and the "Explanatory Notes". These will serve as the framework around which to build a relevant context.

2. Review the socio-cultural factors that impact on your school. For example where is your geographic location? What resources are available to you? What is the cultural makeup of your community? These factors will contribute to how you craft your context.
3. Student voice. Providing for student voice in choosing what, how, and why they might want to learn (Bolstad & Gilbert, 2008) will be essential in developing our learners' passion and enthusiasm for the context.

The result of this exploration was Physical Education 1.2. "Body Works". To solve the first of the two questions posed we designed "Body Works" with a student centred approach where each individual student has the opportunity choose the context in which they complete their assessment. This requires the learner to choose a skill, sport or activity to demonstrate their understanding of three aspects of the functioning body: Functional Anatomy, Principles of Biomechanics and Physiological Responses to Exercise. In providing this further differentiation we can ensure increased authenticity, as each student could be completing their assessment in entirely different contexts.

In answering the second question, we shifted to a three part formative assessment where students complete each task as they are ready. We varied the method of assessment for each task which includes: a presentation, a research booklet, and a written assessment.

The revised approach in Physical Education 1.2. "Body Works" has allowed us to differentiate and cater for a variety of learning needs, dramatically improved the learner ownership of the assessment and has improved our quantity and quality of achievement levels. (see below graphic).

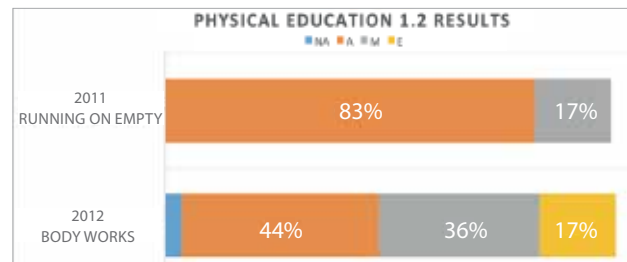
The success that we have encountered using this contextualized approach has encouraged us to strategically transform the rest of our NCEA programme at PE/H@TPHS to amplify the personalised approach where students are put at the heart of everything we do.

STUDENT CENTRE LEARNING IN THE JUNIOR CURRICULUM.

In keeping with this contextualized approach, the 2014 school year saw the introduction at Year nine of the PLUS ULTRA: High Performance Athlete Academy. The programme is designed to identify, support and maximize the development of high performance athletes at Te Puke High School.

PLUS ULTRA aims to provide mentors for our learners. These mentors are members of sporting codes and/or volunteer specialists from the community representing a range of sporting disciplines. These mentors attend PLUS ULTRA once a fortnight. Taking the learners for sport specific training in their chosen code, help set goals and monitoring their progress. Although the allure of the Academy is the sport specific training and access to mentors, the mandate of this initiative is to provide an innovative programme that integrates sport

³<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/physical-education/levels/>



and curriculum. This will utilise our learners' passion and enthusiasm for sport to enhance their engagement and academic achievement.

The students who have been accepted into PLUS ULTRA have been placed in the same year level "core" class. Five of the core curriculum subjects (English, Math, Science, Social Studies, and Physical Education and Health) are taught through a sporting context. (E.g. Sport is the unifying theme throughout those subjects).

The Academy has been running for a little over three months and has seen its share of successes and experienced a number of learning opportunities. We are continuing to explore the exciting potential of the "Sport in Curriculum" initiative and are working with a highly innovative group of teachers striving to develop a model for a student-centered contextualized curriculum for our junior students.

One example of this cross curriculum approach in practice would be for our learners to present a case study on themselves. This will be a culmination and incorporation of their integrated subject knowledge / experience.

This could include (but is not limited to):

- The progression of their fitness levels over the year.
- Their development as a player / student / learner
- Their contribution to the community,
- Review of their goals for 2014
- Presentation of their goals for 2015
- Successes, failures

The Plus Ultra: High Performance Athlete Academy is a multi-faceted endeavour with a number of key performance indicators. However, as learning is our core business, our key determinant for success in 2014 will be an increased level of engagement and achievement in those students enrolled.

FINAL THOUGHTS

As a Physical Education community, we are continuing to develop new and innovative ways to utilize student-centred contextualized learning in our planning and pedagogy. I would encourage us all to continue to challenge our thinking, allowing us to create and deliver strong future focused programmes that are meaningful, consistent and tailored to the needs of our 21st century learners.

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Co-educational schools should not implement single sex PE:

An opinion piece by Will Elliot (year 4 BPE student, University of Auckland)

According to Fitzpatrick (2010), current New Zealand curriculum policy supports a socially critical view of teaching in physical education. In addition to this she says that physical education provides a forum for the exploration of critical issues associated with gendered bodies in a variety of cultural contexts.

This means that PE classes can potentially highlight some of the underlying social issues which exist in our society.

Some of the issues associated with a gendered body include the idea of heteronormativity. According to Robinson (2013), heteronormativity is the normalised view that heterosexuality is the preferred, superior or desired sexuality type. What this means is that any other gender type is seen as abnormal, undesired or inferior. This leads to the discrimination of those students who may identify with other genders.

PE provides an environment where these issues can arise in a real and authentic way, which provides us with teaching moments to challenge the status quo and power relations associated with gender.

If we were to implement single sex classes in our co-educational schools then we remove some of the opportunities for these issues to arise. An example of this would be the contrast of mixed gender partners with same sex gender partners which could provide many teachable moments in debunking myths about gender.

Harrison and Worthy (2001) claim that we cannot shy away from the underlying and commonly held beliefs which exist in our classes, such as the stereotype of male superiority over

women in sport. By separating males from females we are not addressing the issues that exist, we are merely trying to avoid having to deal with them in our classes.

Ishee and Ward (2005) make the argument that single sex PE increases female skill development in sport, however, Jackson (2002) claims that, although this trend may be true, it is not the case for males who experience greater increases in performance in mixed gender classes. Despite this my argument is that increased performance in sport is only a small part of the more holistic socially critical PE curriculum, which is supported in New Zealand. I am not saying that increasing student performance in physical activity isn't of value but that it should be in combination with addressing a diverse range of social and critical issues in our classes.

Jackson (2002) supports this notion when she says "there is an increasing tendency amongst educational researchers with an interest in gender to focus almost exclusively upon attainment, and to neglect classroom interaction issues" (p.39).

This means that some educational research on gender primarily looks at the performance aspect, but fails to consider the social processes which are more difficult to measure.

Harrison et al (2001) suggest that the messages we portray to students have a profound affect on the way that students construct meanings about things. This is also true for single sex PE in Co-ed schools. The messages we send about the reasons why we would separate female students from males says something in itself. The arguments for single sex PE often

include that females are intimidated by males which can often be construed as females are not as dominant at sport as males are. These serve to reinforce the power relationships which privilege males over females.

What's more, by separating classes based on their observable physical attributes we are alienating those students who may appear male or female based on the way they look, but actually identify with other genders. In doing so, we would reinforce the idea of heteronormativity.

I argue that many of the issues which single sex PE claim to remedy are not actually remedies at all, they are just pushing the issues to one side, rather than confronting them in classes. Additionally I believe that arguments for single sex PE often cite girl's non participation as an issue. I believe this issue is perhaps more of a reflection on a teacher's pedagogy in that they have created a class environment which is not inclusive.

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Teachers' questions answered

Q Dear Shazza and Brucie
I am looking for some more ideas on how to be inclusive when I am teaching about safety- it seems very teacher directed and I want my students to take more ownership
Yours Teacher Directed

A Dear Teacher Directed
Within **Strand A: Personal Health and Physical Development** Achievement Objective

3 refers to **Safety Management** and this becomes more complex as you progress through the levels. Safety and learning go hand in hand and should not be seen in isolation.

Level One - student will describe and use safe practices in a range of context and identify people who can help us

Level Two - students will identify and use safe practices in a range of context

Level Three - students will identify

risks and their causes and describe safe practices to manage these

Level Four - students will access and use information to make and action safe choices in a range of context

So one way you can approach this is by teaching this and developing safety action plans with your students. I have included a template below you may like to use or adapt with your students. This can be used for any context.

Developing Safety Planning - Safety Action Plan

Activity		Venue		Group
Why are we doing this?	What could go wrong?	What could cause it to go wrong?	What will we do to prevent it going wrong?	If it still goes wrong what will we do?

Adapted from EONZ resources - Pass it on

Five questions underpin safety management throughout this experience:

- Why are we doing this? (Educational goals, links to learning)
 - What could go wrong? (Risks)
 - What could cause it to go wrong? (Causal factors)
 - What will we do to prevent it going wrong? (Management strategies)
 - What will we do if it still goes wrong? (Emergency procedures, TIRPS, Crisis management)
- Photos 1, 2 & 5

Year 1 and 2 Students at St Brigid's in Dunedin highlighted their Safety planning in poster form after much discussion and working towards playing safely in their playground. "Play Smart Play Safe"

Refer to the EOTC Guidelines
Bringing the Curriculum Alive, (MOE



2009) Chapter 2 Learning Safely: A Shared Responsibility which highlights the student's responsibilities and "that their learning drives the experience.....

Involving students in the planning and organising, including taking genuine responsibility for implementing safe practices, impacts significantly on their



<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines/Tool-Kit>

This activity can be used for a range of context, from planning the trip to the Museum to schools camps. Pre-visit checks to camp sights enable teachers to take photographs and return to school for some shared group safety planning around the activities, the environment, and the transport to name but a few examples. When they get to the venue they can take responsibility for sharing their findings and identify anything they may have missed. Of course the teacher is still involved and often presents probing questions to ensure all aspects are covered and it lines up with their actions and the school's safety management systems.

Enjoy this student centred approach to learning safely in a variety of context.

learning experience and the safety of the activity" (Page 17)

Refer to <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

And in the tool kit you will find sample forms for Safety Action planning, Sample form 19, which can be adapted to your school setting.

Q Dear Shazza and Brucie

Please can you give me some clarity around the term “in an applied setting” which is in both 2.4 and 3.4. I seem to have lots of mixed messages and I want to do the best by my students.

Yours Confused

A Dear Confused

Our subject is unique in the fact that we are able to assess the ‘doing’. The two performance standards (91330 and 91501) allow students to be assessed in a wide range of physical activity contexts. Teachers need to consider students prior experiences, knowledge and interests before choosing contexts. They should also consider: what elements and skills ensure their selected activity is in an applied setting; what level of performance would you expect of a student at level 7 (91330) and level 8 (91501) and what would this ‘look like’? The rubrics in the ‘Guidelines for Assessing Against 91330 and 91501’ documents, found on the NZQA PE homepage, as well as the explanatory notes of the standard, are a good place to look for guidance. Teachers are encouraged to provide more than one assessment opportunity in different contexts. It is common for departments to use two or three contexts and then select the best performance for the final grade for that standard.

The requirements for both of these performance standards is that they must take place in an applied setting. It is important to fully understand what ‘applied setting’ means. An applied setting requires that the students demonstrate the physical performance skills in an authentic setting, like a competitive game (eg basketball) and in an appropriate environment (eg competitive full game on a full sized basketball court). The student must be able to demonstrate a wide range of elements and skill to participate ‘proficiently’ in the physical activity that has been selected.

Shazza and Brucie’s conversation around an applied setting should help to clarify the meaning.

Shazza: Hey Brucie, what do you think an applied setting is?

Brucie: Just getting out there and doing it....isn’t it?

Shazza: It a bit more than that Brucie. Have you had a good look at the new standard?

Brucie: OK, so it says something about competition and elements. Does that mean I can’t teach my students kayaking in the pool?

Shazza: It’s OK to teach the skills such as paddle strokes and rolling in the pool, but for the actual assessment, you would need to complete this in a lake, river or sea. When you are taking them for their sessions in the lake, you can collect evidence of the skills along the way. This is collecting evidence over time, which shows the consistency of their performance.

Brucie: Hmm, OK, but for a 5km running race, don’t I just record a time and use the performance calculator? What would the skills and elements be there?

Shazza: Well you do record a final time, but you should have several race times recorded to gather evidence for that word ‘consistency’. Come on Brucie, you teach them the skills of pacing and form, this is all part of your teaching and learning programme. And add some authenticity to the final time, like racing against others as well as the clock.

Brucie: Right, so what about army fit testing. Why is that not an applied setting? My Level 2 students love the Army Fit tests and it really works well as a context for some of the other achievement standards. Can I use this for performance standards?

Shazza: Good point Brucie - Army fit testing includes a timed run, press ups, sit ups etc. While these particular exercises can be really useful for the application of biophysical principles for

some standards, they do not actually occur in an applied setting. What I mean is that if you were in the army, then the applied setting would be a ‘war like’ scenario. I don’t think that you would stop in a scenario like this and drop down and give me 40 press ups. Just like if you were in the police. An applied setting could be an actual police chase. If you were chasing a criminal, you might be jumping through windows, over fences, sprinting, tackling, but you wouldn’t stop and do 100 sit ups during this chase! But hey, if your students really value the context, then what you could do is use a 4km run and apply the performance calculator. Hopefully you are assessing them against a range of different physical activities anyway, and not just relying on one.

Brucie: Ah Shazza, you have such a way with words. I get it now. It would be ok for me to practice doing 10 free throw basketball shots by myself in the gym, but for an applied setting, I need the full atmosphere of the competition, the defence hassling me, applying and of course feeling those beads of sweat dripping off my forehead.

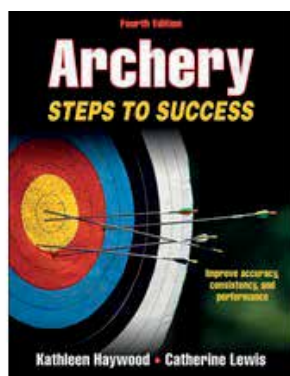
Shazza: Hang on a minute Brucie, don’t forget to have the official referees for your basketball games and it would be a good idea collect evidence across all games in the tournament.

Brucie: So much to think about.

Shazza: Have you thought about a sports education approach? You could involve referees in the community to teach students who have the role of refereeing.

Brucie: True! I love our chats Shazza, you make me think outside the square, and it’s great you always keep me on track with the changes.

Shazza: Yeah no worries Brucie, but for our next basketball game, can you pass it to me a bit more?



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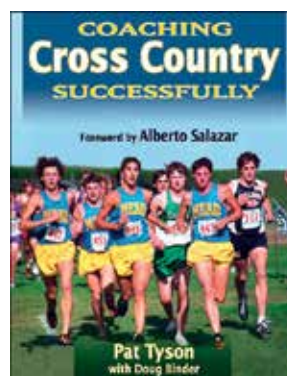
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If you are looking to introduce an alternative activity or sport into your school setting – archery may well be it and this book could support you. Archery dates back some 20,000 years and been in and out of the Olympics since Paris in 1900, but was readopted in 1972 and was the most viewed in the 2012 Olympics on television and was also one of the 22 events in the Paralympics. The novels from the Hunger Games series by Suzanne Collins have also increased interest and participation.

This comprehensive archery instruction is aimed at beginner to intermediate archers be they competitive, casual, bow hunters, bow fishing, target shooting, archery golf or tag. The manual provides 93 exercises using the Steps to Success approach, with drills and assessment exercises that enable participants to move at their own pace.

Inclusion of mental skills, analysing performance and maintaining equipment make this a well-rounded resource. The language of archery is evident - shot-stance, draw, aim, release, and follow-through-for both recurve and compound bows. Progressive instruction and accompanying full-colour photos are provided. It also covers safety aspects which provides teachers and students with valuable learning opportunities to develop their own Safety Action Plans (SAP) or Risk Analysis Management System (RAMS).

For more information visit Archery New Zealand, <http://www.archerynz.co.nz>, an Incorporated Society and the governing body of Archery in New Zealand. Archery New Zealand holds annual National Championships for Target, Field, Clout and Indoor Archery and has also hosted the Oceania Regional.

"Archery enables and celebrates a community of people of all ages and abilities to become confident, have attitude and strive for excellence."



Aimed at building a running culture in a high schools, this book will assist you to develop and coach cross country runners to the next level. Author Pat Tyson, a winning United States cross country coach, developed his philosophies of training and competition by associating with legendary runners and coaches and considers Bill Bailey of New Zealand as one of his heroes. Bill ran for New Zealand at the Olympics in 1954, 58, 62 and 1966 and held 2 world records. This book supports coaches to establish and communicate a coaching philosophy and to build a successful team. Tyson's philosophy has been developed over many years and credits his masters for shaping his philosophy of excellence. This book looks into;

- Establishing and communicating a coaching philosophy
- Tailoring training to individual and team needs
- Teaching running techniques and improving performance
- Preparing for meets and competition
- Evaluating individual runners and your entire program
- Working with assistant coaches, volunteers, and the community

I particularly enjoyed the section on motivation and the exploration of techniques that keep cross country "fun and cool in the eyes of the athletes." Tyson is the Pied Piper of Archery and discusses his unique approach; he has a knack for connecting with and attracting kids through this fun and positive approach and knows that you can't fake it with kids. He also discusses the changes in society with the advent of technology, cell phones and video games and having to be more inventive in attracting students to participate in cross country activities.

He also discusses the impact of technology and the changes in society, resulting in inventive ways of attracting students to participate in cross country activities. Other sections include training schedules, strength and core drills, race day motivation and fitness exercises designed to make athletes faster, stronger and healthier. Each chapter has a succinct summary and concludes with a section on reviewing your coaching programming.

This coaching manual is all about inspiring students to run, putting sturdy foundations in place and building for success. "Give your best, dream big, and take risks and remember the power of the rich tradition laid down from runners of the past" Pat Tyson.



Learning to understand the effects of feedback through a playful quasi-experimental context

Dennis Slade - Massey University

Feedback is an important variable in determining the outcome of a movement performance. Early research on feedback by Thorndyke (1927), established that where the strengthening of a relationship between a stimulus and a response was a pleasant or rewarding one the response tended to be repeated. Where the effect was unpleasant the action tended to be avoided. This became known as the Law of Effect and it was increasingly interpreted as more i.e. feedback, is better. A good coach or teacher was characterized as someone who provided immediate and constant feedback as it would result in better learning i.e., the desired response would be repeated. More recent research (Winstein & Schmidt, 1990), demonstrated that reducing the frequency of feedback resulted in better learning than absolute frequency i.e., feedback on every trial. This type of research also contributed to the debate on the difference between learning and performance. The Winstein and Schmidt research established that during practice session's absolute feedback produced better results than less frequent feedback. However, on delayed post practice tests several days later, without any augmented feedback, those who had practiced under the less frequent feedback conditions outperformed the constant feedback participants. If you measure learning as what you can do at a later date without assistance then clearly less frequent feedback produces better learning. Not surprisingly, these results led to methods of providing feedback that

were less constant, e.g. summary and faded feedback.

NCEA

Within the Level 1 and 2 standards of the NCEA1 Physical Education curriculum, opportunities exist to develop student understanding of how to use feedback for the purpose of providing encouragement and direction in performance. For example, the standards that require students to 'Take purposeful action to assist others to participate in physical activity' or to 'Demonstrate strategies to improve the performance of a physical activity and describe the outcomes, require the use of feedback strategies. However, before requiring students to employ feedback in these standards the following activity could be a playful part of their preparation to engage in appropriate feedback behaviour.

ACTIVITY: DISCOVERING THE EFFECTS OF NO, CONSTANT AND BANDWIDTH FEEDBACK.

The first two forms of feedback are defined by their name. Bandwidth feedback, however, is defined as where a 'band' of acceptable performance is established. When performances fall into that band of performance e.g., the golf shot lands on the fairway past the 100m mark and inside the 30m width boundaries, any augmented feedback is withheld. If it does not meet the criteria defining the bandwidth then feedback is provided.

¹New Zealand's senior secondary school national examination system the National Certificate of Educational Achievement (NCEA).

PROCEDURE:

Firstly, randomly assign students to three feedback groups. Group 1, No feedback, Group 2, Constant feedback and Group 3, Bandwidth feedback.

Stage 1. Pre-Test: All groups undertake an initial assessment. Students use indoor floor hockey equipment (See Fig 1) to attempt to push a puck to an obscured target. This is attempted 15 times without any form of feedback being offered and establishes a pre practice score.

Stage 2. Treatment/practice period: 30x practice trials. All groups undertake practice under three different treatment conditions. Their practice requires a further 30 repetitions of their treatment condition.

TREATMENT CONDITIONS:

Group 1. No Feedback: This group repeats the pre-test conditions. They are not given any feedback on their performance.

Group 2. Constant feedback: Using the same pre-test conditions this group repeat the activity but they are given augmented feedback on each trial. For example, too long by a metre; just short; wide by a metre to your left; perfect, that was in the centre of the target.

Group 3. Bandwidth Feedback: Also under the pre-test conditions they complete their 30 trials but only receive feedback if they do not push the puck successfully to the target. The target is the bandwidth of acceptable performance. For example, too hard

by a metre. Next shot, no comment/ feedback, because the push of the puck was successful.

POST TREATMENT PRACTICE:

Stage 3: After the treatment, for the next ten minutes, all groups engage in some other form of activity, perhaps some small-sided games of indoor soccer or basketball.

Stage 4: Post treatment test: 15 trials.

All groups now repeat the original pre-test without any feedback. Scores are recorded to provide comparisons between the pre and post practice/ treatment conditions. This data provides information on the student's own, their group's and between treatment group performances.

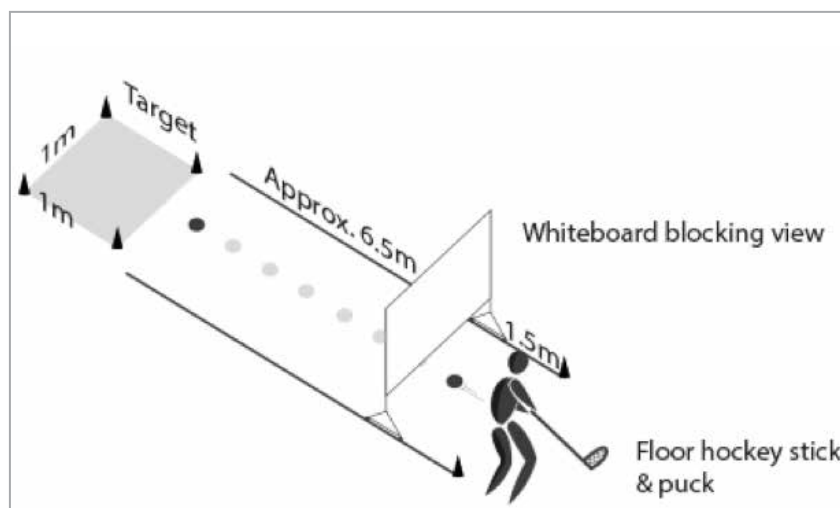
Stage 5 Third assessments:

If you have the time, repeat the original pre-test two days later to provide data in the same way as at Stage 4.

The theory: The no feedback group

This group will continue to score random marks similar to their first test result. This is because they have had no feedback by which to establish a schema around the level of force required to apply to the puck in order to achieve a successful push. Their score is down to luck. It establishes that some form of feedback is required for learning.

Constant Feedback group: Their score should improve markedly from the pre-test to the practice conditions because they receive 100% frequency of feedback. On the post treatment tests, scores should be an improvement on the initial test but less than during their practice / treatment session. Their scores may also fall again on the third test two days later. The theory



is that the constant feedback creates a dependency or need for feedback in order to act. It is also thought this structure or delivery of feedback stops the effortful process of establishing one's own understanding of what is required to successfully complete a task.

Bandwidth Feedback group: In the treatment practice stage, their scores should surpass the no-feedback group but not those of the constant feedback group. However, on the subsequent tests, Stages 4 and 5, their scores will typically be the best of the three groups especially at Stage 5. The bandwidth nature of their feedback in practice tends to focus their attention to the level of effort to be accurate. It is thought that this effortfulness in learning and committing to memory a performance schema assists them to perform reasonably accurately, independent of augmented feedback. It is the lack of dependency on feedback and being more sensitive to their own efforts that is thought to generate more effective learning and better retention of the skill.

There is much more to the topic of feedback than suggested here. For example, more recent research on feedback (Wulf, McConnel, Gartner

and Schwarz, 2002) suggests coaches should employ more external focused feedback prompts rather than internal directed feedback for learning complex sports skills. However, at Level 1 and 2 in NCEA, exploring feedback concepts in a playful and practical session can provide a fun and interesting way to introduce students to what is understood as good practice in delivering feedback and prove useful if they undertake either of the two NCEA standards previously mentioned.

Thorndyke, E.L. (1927). *The law of effect*. *American Journal of Psychology*, 39, 212-222.

Winsten, C.J., & Schmidt, R.A. (1990). *Reduced frequency of knowledge of results enhances motor skill learning*. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 16, 677-691

Wulf, G., McConnel, N., Gartner, M., & Schwarz, A. (2002). *Enhancing the learning of sport skills through external-focus feedback*. *Journal of Motor Behavior*, 34 (2), 171-182

Test scores: Group:						Name:										
Attempt	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Score																



When Arthur Steinhaus Came To New Zealand

Bob Stothart - PENZ Life Member

From time to time international health and physical education luminaries visit New Zealand and we reap the benefits of their knowledge and experience. Often they come as keynote speakers at conferences: Brian Sutton-Smith, Daryl Seidentop, Ernst Jokl, James Hay, Peter Macintosh and many others. One such visit revolved around the great Arthur Steinhaus who was invited to tour by George Briggs, National Secretary of the YMCA. It was a very appropriate invitation as Steinhaus had worked most of his life at George Williams College, Chicago, known for its connection to the YMCA.

Steinhaus was a prolific publisher in both academic and popular journals. He was also much in demand as a keynote speaker throughout the world. A glance at the contents list of his great book *Toward an Understanding of Health and Physical Education*, (1963, Wm.C Brown Company) reveals the range of his research and it includes some of his influential public addresses. He ranged over smoking and health, fitness, principles, physiology, exercise, strength, education and training, curriculum directions, diet, backaches, disease, the spleen, cardiac output, gastric secretion, metabolism, boxing and much much more. He also wrote an immensely popular booklet *How to Keep Fit and Like It*, an accessible guide to managing daily living and building sensible fitness activities into one's everyday routines. His simple message is as appropriate today as when he wrote it.

Steinhaus wrote with great clarity and luminous prose, a quality not always evident in peer reviewed research papers. For Steinhaus, evidence based teaching was the gold standard:

Where there are differences of opinion that involve programming the time of others and the expenditure of funds, the generations that follow upon pioneers and enthusiasts demand proof for claims and facts for guides. Today we are inclined in most areas of human endeavour to accept as ultimate authority neither the shining countenance of the zealot nor the wisdom of grey beards.

We turn instead to the findings of research to guide our steps.

Such guides emerge slowly but surely when findings of the natural and social sciences are carefully interpreted, and applied. (Steinhaus: 1963)

He was truly a giant of his profession. Dean Emeritus of George Williams College, Chicago. As a Fulbright Professor he went to Germany, Japan, Denmark, Asia, Australia. New Zealand and Malaysia. His collected papers are housed in the Special Collections of the University of Tennessee, Knoxville and cover more than 30 linear feet! He held leadership positions in health and physical education organisations and in sports medicine. He was an immense presence in American physical education.

Dr Steinhaus came to New Zealand in 1963 and Briggs

arranged a series of seminars for YMCA staff around New Zealand. A three day seminar was organised in Wellington and Dudley Wills, Superintendent of Physical Education in the Department of Education, (and always one with an eye on the main chance), managed to get a few of his organisers invited to the Wellington event. I was working as a Physical Education Organiser in the Wairarapa at the time and I readily accepted the invitation.

It was three days of fascinating information, appealing anecdotes, genuine learning and up to the minute research findings. I loved every minute of it. Steinhaus was an avuncular and chatty man and obviously at ease at the podium. He had a mellow voice and charmed his audience with his knowledge, humour and experience, coloured by perceptive observations and narratives from his career. Those of us fortunate to sit at his feet for three days in Wellington were enriched by his knowledge and became beneficiaries of his vision. For me it was a significant highlight in my physical education career. May the luminaries continue to visit and to enrich our profession.

Reference: Steinhaus, A., (1963), *Toward an understanding of health and physical education*, Wm. C. Brown Company, Duburque, Iowa.

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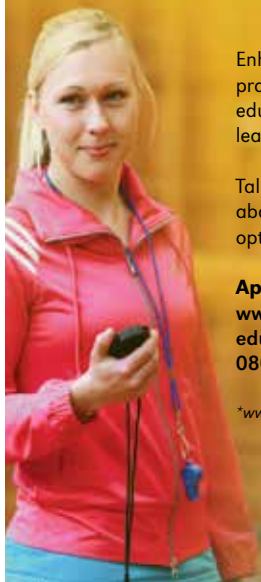


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