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From PENZ's Chief Executive

In the July issue of the New Zealand Physical Educator we were reminded of the need to bring critical reflection to our work in HPE. The 2014 PENZ conference was a great opportunity to demonstrate this, with a diverse range of individuals from the HPE and Outdoor Education sectors sharing their knowledge and practice with others. Many of you at conference commented on the value and importance of the collegial interaction for refreshing and recharging the mind and body.

This issue of the Physical Educator continues to provide opinions and commentary from across a broad spectrum of the Health and Physical Education sector. This may challenge perceptions and views about what we do, how we do it, and the context in which we do it. The diversity of contributions reminds us of the multitude of issues confronting our field as well as the different perspectives on how to address these.

As concepts such as the HPE market place, the commodification of HPE, the politicisation of obesity, become more common place we need to consider our personal and collective stand point in all of this. Is our practice simply a product of what goes on around us, or are we moving and shaping HPE in ways that benefit learners? As Kirsten Petrie in page 4 so aptly puts it, we "have to be willing to front up, take a stand and do the hard yards."

Ross Merrett

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Cover: Traditional Maori Games Workshop
PENZ Facilitator - Harko Brown



Too busy to ACT?

Whatever our institution, be it a school, university, or outdoor education setting we all, at times, get caught doing what we have always done. It's easy enough to do. In the 'busyness' that is work and our lives we simply can't do it all. Everyone is busy – it is a given. However, I wonder how often our own sense of 'busyness' gets in the way of us being able to do things differently, to invest time in ensuring that our programmes, our practices, and our research is as meaningful and relevant as it has the potential to be.

As we drown in our own 'busyness' HPE appears to be even under more threat from extinction than ever. Amongst assessment, sport, physical health, numeracy and literacy agendas the voice of educators is lost (or unspoken), making it even harder to argue for a holistic socio-critical curriculum – a curriculum that was heralded as visionary. What are we doing to make a difference or are we simply doing what we have always done and hoping that one day someone who 'counts' will recognise the value of HPE and stand alongside us. Fat chance!

The curriculum encourages us to support students to think critically, to ask the hard questions, query taken for granted assumptions, take action to do differently, and try to ensure that movement experiences are inclusive and meaningful for all. While we are expected to support students to engage in such process, it appears that in contrast we are willing to be acted upon by school management, colleagues, outside providers, and government agendas. No doubt corridors and gym offices resonate with critical mutterings as we discuss the issues, barriers, faults, and reasons why things don't or aren't working, and why things don't change. Those of us involved in research are particularly skilled at this as we interrogate what is wrong locally, nationally and internationally; who or what is to 'blame'; and what other research would be needed to help us find out more. While such work is useful in providing a platform for thinking, little of this work or the mutterings in the corridors appears to have an impact on practice. Infrequently we move beyond our mutterings to taking a stand and advocating for alternatives. Maybe we are just too 'busy'!

It is frustrating that we seem to be somewhat paralysed

by what we currently do, and our own sense of busyness.

Organisations outside of our HPE community are making the calls about what should matter for us as professionals and for our students. We, that is every member of the PE community, are the ones who have to be willing to front up, take a stand and do the hard yards to ensure that all programmes, pedagogies, and practices done in the name of HPE (by both teachers and 'others') are relevant and meaningful for the young people of Aotearoa NZ. When we don't respond we are no different from the bystander in a bullying incident. Our lack of response is in itself an affirmation of the actions of others.

Of course it is a hell of a lot harder to actually try and do things differently, to come up with creative ways of answering the complex questions of practice, than it is to wait for someone else to do it for us. It requires: imagination; a willingness to take risks; not just settling for reinventing the wheel or simply re-reporting the research work that others have already done. To do differently takes the whole HPE community working collaboratively, in ways where we recognise and draw on our shared expertise, where we think beyond ourselves and what constitutes our day-to-day work. This sort of work is hard work. It requires time, a willingness to be an activist professional (Sachs, 2003), where each of us makes a conscious choice to be involved and to do differently. Only you can make this choice – will you?

Sachs, J. (2003) Teacher activism: mobilising the profession, plenary address presented to the British Educational Research Association Conference, Heriot Watt University Edinburgh, 11–13 September, Southwell, British Educational Research Association.

Footnote from PENZ

When your internal alarm bell goes off and you think 'this is not right' – ACT. Examples of ways you can ACT - respond to calls for submissions re NCEA revision of standards; share views, concerns, stories of interest, commentaries on Facebook (PENZ Facebook page, Twitter; send letters to PENZ or opinion pieces for submission to the Journal; or email PENZ.editor@penz.org.nz if there is issue of concern or a story in the media you think PENZ should be commenting on.

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Skill Acquisition for Senior School Physical Education: Up'skilling' for the 21st Century

- Margot Bowes - The University of Auckland

ABSTRACT:

The construction and 'reproduction' of knowledge for schooling is well documented in the education literature (Grenfell, 1953; Macdonald, 2004). The re-construction of knowledge is particularly relevant when physical education teachers consider the biophysical knowledge that informs teaching skill acquisition in senior school programmes (SSPE). As 'biophysical' skill acquisition knowledge often originates from experiments in research laboratories, it can be 'adopted' and continue to be promoted by physical education teachers without question, avoiding the critical scrutiny of the 'socio-cultural knowledge' that also informs this discipline in schools.

This article argues for teachers of physical education to both critique and adopt skill acquisition knowledge that reflects a more contemporary *multidisciplinary Systems framework* for teaching students about skill acquisition. The first part of the article describes, defines and compares both traditional motor skill learning and contemporary skill acquisition theories and argues for the teaching of the more contemporary theories. The second part of the article provides evidence that traditional motor skill learning theories still dominate teaching in senior school Physical Education (SSPE) programmes and explores implications for teaching, learning and assessing contemporary skill acquisition knowledge in SSPE. The article concludes by challenging teachers to 'up skill' and to 'reconsider' which skill acquisition knowledge informs, is valued and is taught in senior school physical education programmes.

PART 1: THE ARGUMENT FOR A MULTI-DISCIPLINARY SYSTEMS APPROACH TO SKILL ACQUISITION TEACHING IN SENIOR SCHOOL PHYSICAL EDUCATION:

Davids, Button and Bennett (2008) argue that to better understand co-ordinated and skilful human movement, teachers and students need to understand the complex interconnection of neural, behavioural, psychological and perceptual human systems. They propose that whether or not movement is performed at high speed, as a contact sport, requiring grace or precision, or responding to movement in challenging outdoor environments, the interplay of these complex biological human systems provide a framework, beyond traditional motor learning constructions of knowledge (Davids et al., 2008). It is not that concepts such as 'open and closed skills', 'cognitive, associative

and autonomous' skill classifications don't contribute to understanding and describing skilled movement, but it is important to embrace more contemporary constructions of co-ordinated movement to better explain the infinite combinations of performer, task and environment as skilled movement.

Davids et al., (2008) propose 5 key identifying features of skilled performers: functional efficiency depicted as effortless, smooth action; internal and environmental timing precision; consistency of co-ordinated movement in increased pressure ratios or increased competition; randomised solutions that are generated in response to a particular set of conditions and; flow, form and dynamic balance that is graceful to watch. Traditional motor skill learning theories would probably not be in disagreement with these 5 qualities describing skilled movement, but as Smith (2013) suggests the internal processing models, or traditional models, that are privileged in physical education teaching, simplify skill learning as mastery of movement patterns stored as motor schema applied to the environment and performance context. Traditional concepts such as 'closing' down the environment for the performer reduces the number of situational cues that the learner needs to consider at one time. In contrast, skilful movement is more highly complex, relational between multi variables at multiple bodily levels and demands a more contemporary understanding.

This article aims to provide teachers of physical education with the knowledge and motivation to critique the contribution of traditional approaches of motor skill learning and control and to engage with the concepts, application and language of skill acquisition as **complex movement systems, dynamical systems theory** and as **constraints-led approaches** (Davids et al., 2008). Together these three theoretical approaches assist physical educators to better understand and analyse movement to ensure more successful movement experiences for the young people that we teach and coach.

Traditionally skill has been defined by Guthrie (1954) as, "The ability to bring about some end result with maximum certainty and minimum outlay of energy or of time and energy'. Subsequently, this definition of skill was redefined by Knapp (1963) as 'the learned ability to bring out the pre-determined results with maximum certainty, often with the minimum outlay of time, energy or both' (Davids et al., 2008). Knapp's (1963) definition is still taught in senior school

physical education as content knowledge and is still referred to in the performance improvement mark schedules for the Scholarship Physical Education examination. In 2006, Ovens and Smith redefined skill in games as, “characterised by technical competence, performance outcome, perceptiveness of the environment, appropriateness of tactics and strategy and adaptability and/or creativity” (p.72). Their paper challenged physical educators to also consider the work of Lave and Wenger positioning skill as situated, socially influenced and distributed (see Ovens & Smith, 2006).

Traditional Motor Learning and Control Theories, often taught as **Association Theories**, draw on the work of researchers such as Thorndike (1927) and later Skinner (1938) and focus on skill learning as stimulus- response conditioning or adaptive behaviour in response to environment. Feedback is important in these theories as reinforcement of correct behaviour. By contrast, a **Complex Systems** approach: including **Dynamical Systems Theory** (Clarke & Crossland, 1985) and **Constraints-based Systems Theory** are more holistic and complex, considering skilled movement as a self-organising complex system with multilevel interacting parts and systems rather than as ‘parts’ (sub-skills, fine/ gross, open/ closed skills) that make up the motor movement. **Dynamical Systems Theory** views the learner as ‘a complex, biological system composed of many independent but interacting systems’ (Davids et al., 2008, p.30) that re self-organising and self-correcting.

Constraints-based Systems Theory considers the importance of both physical and informational constraints and views co-ordinated or skilful movement as ‘**co-ordination solutions**’ or the outcome of successful adaption to the constraints imposed by the interaction of task, environment and learner (Newell 1986, cited in Davids et al., 2008). Also critical to an understanding of *Constraints-Based Theory* is an understanding of Bernstein’s (1967) **Degrees of Freedom** that work in conjunction with the learner, reading the freedoms of the task and environment, resulting in movement that is initially **rigid**, then **loosened** and eventually at a skilful level **exploits** the environment and task.

Physical Education teaching of motor skill learning has been traditionally taught as **Information-Processing with cognitive, associative and autonomous skill classifications** (Fitts, 1964). Fitts (1964) classification describes how the learner moves from thinking about or being instructed in how to perform the skill (*Cognitive Stage*), trying to reduce situational cues and responding to essential performance feedback to a practice stage (*Associative Stage*), accentuated by reducing the number of errors, possibly eventually reaching an *Autonomous Stage* where the performer can relegate the performance to an automatic or lower consciousness level and perform the skill/s with few errors. Using the skill of paddle boarding as an example to illustrate this, the beginner struggles to paddle and maintain balance on the board as the motion of the sea changes. With practice, the paddle-boarder moves to an *Associative Stage* with fewer

errors for a longer period of time before the skill becomes *Autonomous* where a large part of the skill can be performed without conscious awareness or automatically. Bernstein’s (1967) **Degrees of Freedom** as part of **Constraints-based Theory** provides another way of describing this process, suggesting that the learners neuromuscular system, reading of the task and the environment results in the novice paddle-boarder initially ‘freezing’ or resisting movement to remain in balance. As the interaction of the complex interacting systems of the body, task and environment becomes more practiced the paddle-boarder is able to ‘free up’ the movement and it appears as less resistant and more co-ordinated. At the expert level the paddle-boarder can not only navigate the flat water but also ‘exploit’ the surf and swell to increase the performance and enjoyment. This is exhilarating skilful movement enjoyed by the performer and is viewed by an observer as a seemingly effortless, flowing motion.

In games, a teacher or student group may employ on a number of constraints on the game (task) or environment (playing area) to assist the learners to become more skilful. For example, in the invasion game of Tchoukball, a wonderful Swedish adaption of handball, players can score at either end. Placing the initial constraint of scoring at only one end and playing in small-sided teams in a confined area, adds situational constraints that serve to assist the student to become more skilful. As they play, the learner’s ‘degrees of freedom’ will increase from an initially stilted series of movements, such as throwing the Tchoukball front on at the rebound target, making it easy to intercept, to gradual freeing of options and in a short period of time players are exploiting affordances, launching themselves into the air from acute angles to throw the Tchoukball at the rebounder target ‘exploiting’ the momentum, force as an angled strategy to score.

Schema Theory (Schmidt 1975), or generalised motor programmes has been used to explain skill learning since the 1970’s. (GMPs), such as those that control fundamental skills such as throwing, jumping, running and kicking, are adapted to the particular throwing, kicking, running and jumping context required. This is now thought not to be the case (Davis et al, 2006; Smith 2013). Instead of motor skill learning being controlled by developmental and hierarchical control systems (**Information Processing Systems**), skill acquisition researchers now believe that the systems controlling co-ordinated skilled movement are **non-linear**, non-hierarchical **Complex Systems** similar to those that appear in nature (for example weather systems, schools of fish swimming in patterns under pursuit) (Davids et al., 2008; Smith 2013).

As a result, Smith (2013) argues that both **ecological** and **dynamical systems** can be used to understand the complexity of skilful human movement and he suggests the importance of the **performance- environment coupling** or the inter-relationship of the human element and the environment or performance context. Smith (2013) further considers the importance of a **perceptual (sensory**

information)-action (movement) coupling with cognition or decision making to play a particular shot over another to explain the complex, non-linear, self-organisation of co-ordinated movement.

Performance- Environment coupling represents the internal dynamic systems (biological, neurological, psychological, muscular- skeletal) of the learner or athlete with the external dynamics (biomechanical forces in nature) of the environment. This interaction can be described as a giving and taking of **affordances** and **constraints**, within both complex systems (perceptual and environment), that result in movement be it skilful or clumsy. In internal **dynamical systems theory** the performer self- organises the constraints to achieve the movement outcome. Unlike the concept of **schema**, or generalised motor patterns being adapted to a new but similar movement or **transfer of learning** (between similar task elements e.g. squash and tennis), Smith (2013) discusses the concept of **affordances** or memory of repetition of previously generated solutions to movement problems. This can be witnessed when the tennis player repeats or reproduces (re-‘members’) the same topspin forehand from the same place on the court coming off the surface at the same speed as has been played before. This **affordance** can be described as a goal-directed memory where the internal (body) and external (court) constraints are modified in real time by the dynamics of the opposition, the rules of the game and the environment. Additionally **Degrees of Freedom** (Bernstein, 1967) regulate the ‘freedom’ or ‘flow’ of

the movement such as **freezing** (or fighting the environment), **freeing** (relaxing- reduce muscle tension) or **exploiting** (making use of the environment to play or move better).

Smith (2013) suggests that Bernstein’s **degrees of freedom** regulate the movement so that it appears as a freezing, freeing or exploited action. He suggests two important perceptual pathways in the performance of movement: the first pathway is for visual information to provide perceptual knowledge of the environment via ventral pathway; the second pathway (the dorsal pathway) provides knowledge of the environment for action. The ventral pathway or visual information for perception may be linked to memory and recognition of previously performed solutions to repeated constraints and affordances of the way the task and the environment may have been presented before (Smith, 2013). Rather than being the recruitment of a ‘generalised motor patterns’ or ‘schema’ the complex, relational interaction between the performers internal systems and the external systems of the task and environment regulates the movement using degrees of freedom.

Summarising these concepts, Smith (2013) argues that human movement is complex and is best described as the interplay of **Intentionality** and **coordination dynamics**. He suggests that skill represents goal-directed intentional behaviour (Smith, 2013).

The following table provides a comparison of the key features of traditional and contemporary skill acquisitions theories/ concepts discussed so far.

Traditional Motor Learning and Control Theories for Co-ordinated Skilful Movement	Contemporary Skill Acquisition Concepts Co-ordinated Skilful Movement
Defining Skill: Guthrie in 1952 defined skill as: “The ability to bring about some end result with maximum certainty and minimum outlay of energy or of time and energy. In 1963 Barbara Knapp defined skill as: “Skill is the learned ability to bring out the pre-determined results with maximum certainty, often with the minimum outlay of time, energy or both” (Davids et al., 2008).	Defining Skill: In 2006 Ovens and Smith defined skill in games as “characterised by technical competence, performance outcome, perceptiveness of the environment, appropriateness of tactics and strategy and adaptability and/or creativity” (p.72)
Motor Learning Theories: Association Theories Stimulus/ Response (Thorndike 1927, Skinner 1938) Adaptive behaviour in response to environment Feedback as reinforcement of correct behaviour Developmental and hierarchical control systems/ sub-skills Information Processing- Cognitive Theories of Skill Learning Open and Closed Loop control- CNS Motor programmes- Body functions as computer Motor Learning and control	Complex Systems Theories: Dynamical Systems Theory (Clarke & Crossland, 1985) Complex, self organising, Independent and variable systems/ system parts Constraints-based Systems Theory Constraints (physical or informational) and degrees of freedom. Self-organisation system. Co-ordination as movement outcome from organisation of different tasks. Adapting to changing constraints involving task, environment and learner (Newell 1986) Rigid, Loosened, Exploiting Co-ordination solutions

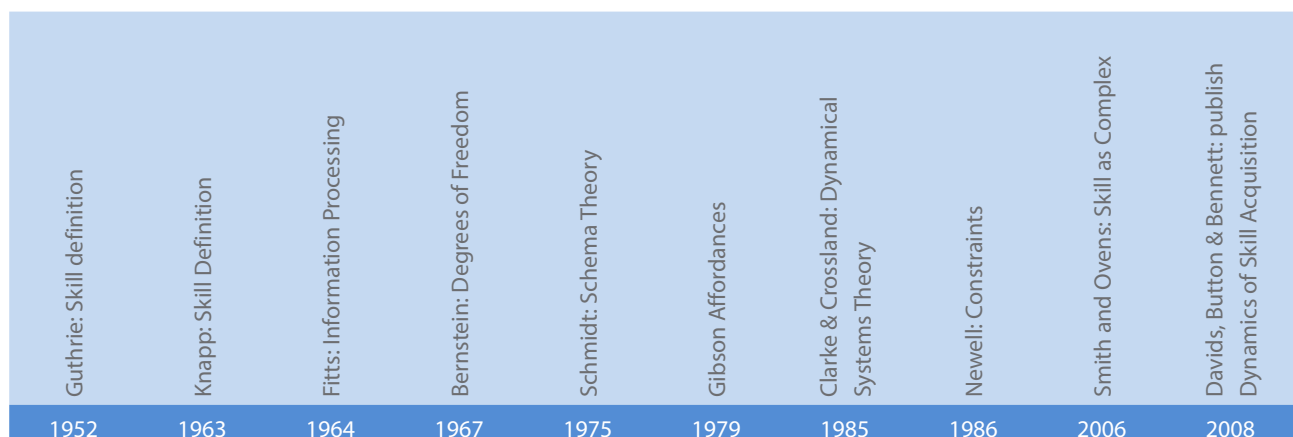
continues

Fitts' Model (1964) Cognitive, Associative and Autonomous Skills Schema Theory- (Schmidt 1975) Generalised Motor Programme such as throwing which is adapted to the skill required Discrete, Serial and Continuous Skill Classification Open/ Closed (Performance Environment) Fine /Gross Skill (Large/ small muscle groups): Skill Classifications Cognitive, Affective, Effective types of Learning Transfer of Learning -of similar task elements	Degrees of Freedom (Bernstein 1967) or physical constraints working in sync that regulate movement- variation. Open Energy Systems- (balancing or harnessing both external forces- biomechanics and internal forces- functional anatomy. Forces result in changing system organisation Rigid, Loosened, Exploiting skill descriptions Movement Affordances (Gibson, 1979, cited in Davids et al., 2008). Objective and subjective perceptual information Information- Movement Coupling Perceptual (sensory information)-action (movement) coupling Interdependency or coupling Independent but interacting biological systems within the body plus socio-cultural/ situated influences. Variability and adaption of actions under changing task, environment and learner constraints (Newell, 1986) Behavioural and psychological embodiment – plus perceptual (senses) and movement (functional anatomy) Performance- Environment coupling or the inter-relationship of the human element and the environment or performance context.
Biophysical -Brain, Muscles and nerves	Neurobiological or informational systems
Implications for Learning	Implications for Learning
Linear Pedagogy Drill learning Implications for types of practice and use of feedback Factors affecting performance- practice, arousal, prior experience Common learning patterns Learning as a process. Practice resulting in rapid improvement followed by a levelling -off of performance. Plateauing/ Staleness	Non- linear pedagogy- different solutions to task requirements- Teaching Game for Understanding (TGfU) approach. Practice under changing constraints. Constraints can be physical and situational. Identify constraints that impact on the learner. Individual variability as a result of intrinsic differences Stable motor pattern state. Instability needed to progress and improve. Variability of practice encourages learning

Table 1:1 Comparison of traditional and contemporary theory constructions of Skill Learning

The following timeline depicts the chronological development of some of the skill acquisition theories, theorists and researchers discussed in this paper. It provides an overview of some of the key developments over the last 70 years of skill acquisition discourse.

SKILL ACQUISITION THEORIES, THEORISTS AND RESEARCHERS



Timeline 1:1 Chronological evolution of skill acquisition theories, theorists and researchers

PART 2: SKILL ACQUISITION TEACHING FOR SENIOR SCHOOL PHYSICAL EDUCATION.

Recent publications to support teaching and learning in SSPE in New Zealand (Mead, 2013; Lineham, 2013, Breen, Littlewood, Seery, Broadbent & Telford, 2009), privilege traditional skill learning theories and skill classification knowledge. Further reading of the skill acquisition approaches in these texts, reveals that there is little or no engagement with more contemporary theories: **Constraints-Based Theory or Dynamical Systems Theory**. Using lessons created as part of the Flipped Classroom (Tucker, 2012) and using educational applications are both gaining popularity as ways to engage with SSPE content and pedagogy. A search of educational applications available online produced no resources for contemporary skill acquisition theories, nor do there appear to be any shared Flipped Classroom lessons available on contemporary theories through Educreations, an online platform for blended learning.

The lack of engagement with contemporary theories is also evident in national exemplars of student work, assessment schedules and in the explanatory notes (EN's) of the skill learning NCEA Achievement Standards, suggesting that teachers are teaching and being reinforced to teach skill acquisition in traditional ways. The following exemplars of student work, from the NZQA website at 'Low Excellence' level, predominantly refer to traditional constructions of skill acquisition knowledge. As students wrote in their NCEA Level 2 work:

I think that distributed practice works best in the cognitive stage of learning which I am at, as it is feedback received from this distributed practice that allowed me to move to the associative stage of learning, where more repetition and massed practice is needed (NZQA, 2013).

The drills I used were closed drills. This means there are no outside factors influenced the player and therefore keeping him focused. This is the most appropriate drill for a player in the cognitive phase of learning. An open skill would have too many other factors influencing him and he would lose concentration and not focus on the important parts of the skill. He can then progress to introducing these skills into a game situation and rather than have outside factors influencing the skill. (NZQA, 2013).

A Level 3 exemplar of student work also at 'Low excellence' suggested that, "Our executive programme that we were focusing on was the overall swing and combination of the 9 lines, giving order to our sub-routine and acting as a goal and direction for our programme" (NZQA, 2013).

The student work is perhaps not surprising since SSPE texts and the NCEA Achievement Standards focus on traditional knowledge constructions of skill acquisition knowledge.

For example, the Explanatory Notes (EN's) of the Physical Education NCEA 2:2 Achievement Standard AS91328: Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills includes the following terminology:

Skill learning may include but is not limited to:

- Stages of learning
- Types of practice
- Factors affecting learning.

The Scholarship Physical Education Standard has been assessed as a written examination since its adoption in 2004. Each year the examination paper has included a performance improvement or skill acquisition question. Analysis of the Scholarship questions 2004-present, reveals that students have been required to critically evaluate performance improvement knowledge using predominantly the language of Information Processing, Fitts (1964) Stages of Skill Learning in the 2005 paper, factors affecting learning, sub-routines and stages of learning in the 2006 paper and traditional motor skill learning theory including reference to Knapp's (1963) definition of skill, Fitts and Posner's (1967), Stages of Learning, Types of practice, and Schema theory, in papers 2007-2013.

The assessment schedules for 2005 and 2010 Scholarship paper respectively refer to situated practice, while the first mention of Dynamical Systems Theory and Constraints-Based Theory occurs in the 2012 assessment schedule. The 2011 Top Scholar exemplar script makes mention of the value of 'muscle memory' and 'neuromuscular systems' in answer to the question to critically evaluate the role of practice in the learning and development of motor skills, while the Top Scholar script of 2012 makes no mention of contemporary skill acquisition theories when answering the performance improvement question. The Top Scholar script of 2013, contextualised around a critical evaluation of the role of performance analysis in performance improvement programmes, makes mention of Fitts and Posner's (1967) skill classification and 'responders and non-responders', referencing the work of Wilmore and Cortill (2004) (NZQA, 2014). The assessment schedule for that question makes reference to the complexity of athlete centred coaching implying that effective performance analysis and coaching needs to do more than simply identify and correct errors. While it is encouraging to see contemporary theories of skill acquisition in the Scholarship assessment schedule, there is little evidence in the student work and textbooks to indicate that these theories are being critically taught as part of senior school knowledge.

Additionally, Senior Subject Guidelines (SSGL) (Te Kete Ipurangi, (TKI), 2014) are available on-line to support the learning area of Health and Physical Education. They provide guidance for understanding, among other senior school knowledge, the role of skill acquisition knowledge informing the New Zealand Curriculum (NZC) Achievement

Objectives for teachers and explore possible contexts for student learning. Examples from the SSGLs for Levels 6-8 of the NZC (TKI, 2013) follow and serve to illustrate the way skill acquisition knowledge is positioned in the document.

Level 6

- Perform motor skills in physical activity, including in recreational and sporting contexts

Level 7

- Demonstrate physical skills that will help develop understandings about how they move, manage competition, and make informed choices in relation to play, recreation, and work
- Demonstrate an understanding of movement through performance

And at Level 8

- Perform motor skills in physical activity, including in sporting and in recreational contexts, ensuring that specific social and cultural needs are met
- Critically analyse the intricate nature of movement and their own and others' movement performance
- Perform and evaluate motor skills in physical activity, including in challenging sporting and recreational contexts

The Senior Subject Guidelines conclude with a resource section of both on-line resources and references to academic journals and texts for skill acquisition. Davids, Button and Bennett's (2008) text *Dynamics of Skill Acquisition: A Constraints-led Approach* appears in the resource list.

Despite the recommendation in the SSGL to use the Davids et al., (2008) resource for Skill Acquisition, it would appear form student exemplars of work and knowledge construction in the NCEA Achievement Standards that guide assessment in SSPE, that contemporary skill acquisition knowledge has not been widely adopted by teachers. Later editions of these texts and online resources, reflecting the contemporary theories, could mean that teachers engage with the knowledge and begin to incorporate the concepts into their teaching, student work and assessment schedules. Contemporary skill acquisition theories have been taught in Bachelor

Physical Education degrees for the last ten years, yet there is a disjuncture and disconnect with initial teacher education subject content and SSPE content taught in schools.

So how could this contemporary knowledge construction become mainstream subject content in SSPE programmes?

Level 6 of the SSGLs suggests engaging students with; Movement skills/tactical decision-making: Use invasion games to promote tactical decision making in, for example, touch rugby or lacrosse, as a possible context for learning. One way is to teach this could be by controlling varying task and environmental constraints within the learning environment to assist the learner to develop goal-directed actions. Task and practice constraints can be successfully modified to assist the learner establish information-movement couplings related to tactical understanding in game situations such Teaching Games for Understanding (TGfU) as a Level 6 context. Student's can learn to modify the theoretical understanding environmental constraints of the playing area and team size to make the learning outcomes and decision-making more explicit for the learner.

Similarly, **Constraints- Based Systems** and **Dynamical Systems Theory** could be employed as the theoretical base for skill analysis and performance improvement in SSPE programmes. The SSGLs suggest "Coaching in Context" as a sample unit in a larger programme of work examining Sport in Society. The "Coaching in Context" unit suggests that students can 'examine aspects of the coaching process, with the aim of improving performance in a selected sporting context' (TKI, 2014). Performance improvement could be studied from a dynamical systems and constraints-based approach with a particular focus on constraints and affordances, degrees of freedom and as a self-organising system.

An opportunity exists for physical education teachers to use contemporary skill acquisition theories in their own teaching as pedagogical knowledge and, as subject content knowledge for senior school students. Davids et al. (2008) provide an informative section on non-linear pedagogy as The Practitioner's Perspective (p. 117) for Physical Education teachers and coaches. The definition of terms and suggestions for teaching that follows may assist teachers to engage with the broad subject knowledge of these contemporary skill acquisition theories.

Contemporary Key Terms	Teaching and Learning Considerations for SSPE
Complex Systems: An approach that views skill learning as representative of complex systems that occur in nature that have a large number of interacting and inter-related parts, with stable and unstable states, and multiple levels. Through an understanding of physical and information constraints and the ability of the system for self-organisation, complex systems provide a useful understanding of how skilled movement is developed.	What are some of the complex systems that occur in nature? How could the idea of complex systems be related to a study of skill acquisition? Comparing and contrasting Components of skilled movement as defined by Davids et al. (2008): as- functional efficiency, timing, consistency of performance, different generated solutions of same movement groups, grace aesthetics with Ovens and Smith (2006) framework for considering the components of skill as: technique, effectiveness of actions, application of tactics and strategy, perceptiveness of movement, adaptability and creativity (p. 80)

Constraints-Led Approach Three types of constraints interacting: Organism (learner/ performer), Task and Environment to provide co-ordinated movement	Skill analysis by controlling certain constraints and affordances, observing effect on goal-directed movement.
Constraints: Physical and Informational variables that both afford or limit interaction of the learner, task and/ or environment	Designing activities to enhance co-ordinated movements by enabling constraints on learner, task or environment to enhance learning
Degrees of Freedom: Managing independent and inter-dependant parts that control movement in a complex system that work together to make co-ordinated/ skilful movement.	Videoing and analysing a range of performances using digital technology such as Ubersense or Coaches' Eye video analysis and coaching app to verbally recording analysis of freezing, freeing and exploiting the environment in skilled movement.
Dynamical Systems Theory: "A theoretical approach that views the learner as a complex, neurobiological system composed of independent but interacting dfs or subsystems" (Davids et al., 2008, p.224)	A practical study of the theoretical concepts through games, sports or other movement contexts.
Affordances: Perceptual information or cues that enhance the performance	Peer assessment of the affordances selected and used to enhance performance in a selected situated context.
Non-Linear Pedagogy A pedagogy that recognises skill as relational, dynamical and complex (many interacting and inter-dependent parts).	Setting up practice conditions that explores different task, environment and learner constraints
Self-Organising Systems: Systems within the body that organise, reorganise and adapt behaviour and movement in response to changing constraints on the system.	Performing a golf swing blindfolded Snorkelling in clear vs. murky water conditions? Driving in beating rain. How does the body re-organise the movement without visual cues?
Perceptual- Environment Coupling A way of describing the internal dynamics of the learner/ performer with the external dynamics of the environment. A relationship between affordances and constraints of task, environment and learner.	How does the learner self-organise internal systems with the task and environmental affordances and constraints to achieve a desired outcome?
Perceptual- Movement Coupling The goal-directed movement outcome as a result of the interaction of dynamical systems both internal and external. May involve some goal- directed memory as an affordance.	How does the learner self-organise internal systems with the task and environmental affordances and constraints to and decide which shot to play?

Table 1:2 Contemporary Key Terms Defined and suggestions for teaching and learning for SSPE:

PART 3: SETTING THE CHALLENGE FOR THE FUTURE:

Change can be difficult. It is natural to hold onto to the familiar motor skill knowledge that HOF's were taught in their undergraduate degrees. Perhaps aligning an understanding of contemporary skill acquisition to the game of hockey, where the game has been radically changed over the last few years, may serve to illustrate the importance of embracing change. The improved playing surface (environmental constraint) of the turf combined with adaptations to a number of rules (task constraints) that speed up the flow and play, such as the option of pushing to self from the free hit, illustrates how re-conceptualising knowledge can be liberating. If the contemporary skill acquisition theories can improve our understanding of how humans become skilful in movement, then like improvements to the game hockey,

they should be embraced. Given that this 'new' knowledge has been available since the 1990's, it is now essential that teachers of SSPE 'up skill' their understanding and teaching of this content for learning in Physical Education. It is time for HPE teachers to reconceptualise skill and skill- learning as complex, dynamical constraints and affordance systems. Teachers will find the knowledge inspirational. More importantly though, the subject and, the students deserve for this to happen.

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Sport NZ Update

The School Sport Futures Project

Sport NZ is undertaking a solutions-focussed project looking at positively influencing the quality and quantity of sport and physical education (PE) in schools. Over the last few months PENZ has been working with Sport NZ to provide expertise and advice on the physical education component of the project.

Research tells us New Zealand is in a relatively good position with regard to sport and PE for school-aged young people. The 2011 Young People's Survey by Sport NZ noted that we have good levels of participation and a wide variety of sport and recreation activities are a significant part of young people's lives.¹ However, Sport NZ considers that we may be at a 'tipping point'.

After reviewing research articles, reports and reviews from the past 15 years, and talking to more than 500 principals, teachers, teacher educators, commercial providers, government agencies and sections of the sports sector we have identified several common issues that are impacting, or are likely to impact in the near future, on the school sport and PE environment.

The issues identified include:

- the changing roles and expectations of parents;
- the pressures of National Standards and NCEA on teachers and students;
- variability in the quality of Initial Teacher Education in PE for primary teachers and minimal in-service support in both primary and secondary schools;
- the impact of the focus on numeracy and literacy;
- the increasing diversity of our population (ethnicity, socio-economic status);
- the profusion of sport and physical activity providers in schools and in curriculum time;
- the increasingly competitive model of sport and rigidity of some sports that don't accommodate young people's needs; and
- the logistical strain of management (including cost) of providing sport opportunities.

The SSFP therefore is about recognising that we are at a crossroads, and that inaction on issues that seem in the 'too hard basket' could undermine the strengths we have built over past decades.

Many potential solutions have been identified by stakeholders, not all of them new. The challenge for PENZ and Sport NZ is to look for solutions that are pragmatic, that can realistically be implemented in today's school communities and that emphasise young people at the centre of decision-making. Towards the end of 2014 we will work towards drafting a range of recommendations to be consulted on with both the sport and education sectors. The input of teachers and Principals to this will be vital.

Sport NZ has drafted a series of documents as part of this project that reflect the landscape over the past 15 years, capture feedback from the sport and education sectors that identifies the key issues that need to be addressed, and collate a number of suggested actions that should be taken to confront those issues. If you are interested in viewing those pieces of work don't hesitate to contact Sport NZ, or Ross Merrett at ross@penz.org.nz. For any further information on the SSFP please contact, Roger Wood at roger.wood@sportnz.org.nz or Paula Cody, paula.cody@sportnz.org.nz.

¹ 17,000 young people were surveyed by Sport NZ on their sport and recreation participation, including "active PE".



Traditional Maori Games

Harko Brown - PENZ TMG Facilitator

Without doubt participants of Traditional Maori Games (TMGs) workshops want relevant professional content and they want to feel inspired to charge ahead with its implementation. As we all know a teacher with passion is a force to be reckoned with! Having stated the obvious let's take a step back and ponder what motivators attract teachers to TMGs. Certainly there has been a huge emphasis in educational circles this century on this entity we call 'culture', by default meaning 'Maori Culture', because after all we have been swamped with the popularization of 'Culture Counts' and the dictum, "What is good for Maori students is good for all students".

So we are aware that being culturally cognizant is important for our ability to relate to students who are brought-up with 'cultural' values. Therefore attending PD with a cultural matrix seems logical and even essential with regards to teacher attestation. I must say I have deep respect for teachers who have the fortitude to venture into workshops with that alien 'cultural' element, it can be foreboding. But any initial insecurity vanishes quickly during the day through a successful format which concentrates on equipping them with pedagogical enablers that give them an unrestricted licence to use their own talents to (re) develop traditional forms of education in ways which they are comfortable and passionate with.

So what exactly is this figment called 'culture' that we are being encouraged to up-skill in? One could ponder on this for many hours, and I would suggest that staff definitions would vary considerably from school to school

and even between two institutes just a block away from each other. In reality, amidst the confusion, I think we know intrinsically that 'culture' really has no precise, even clear definition, and that it is framed solely by those pushing their particular educational barrow, whether it be a management team, school board or The Ministry and it depends a lot on who the respective advisors are. The deeper you dig, the more historical you want to get, then the murkier any definitions of 'culture' will become. That is simply because historically Maori were first and foremost members of hapu, extended family groups numbered only in the hundreds, who by and large developed their own specialised tikanga. So each of several hundred hapu devised their own countless cultural characteristics over many centuries. That is why Maori from different regions, even from bordering valleys, might feel uneasy under the tikanga of another tribe and that is why the mechanics of 'culture' is impossible to administer in a province, let alone evenly within the precincts of several thousand NZ schools. Maori kids therefore cannot be pigeon-holed into any fabricated nationwide cultural identity for this very reason, plus very importantly, many hundreds of thousands of them are urban and without tribal links or knowledges. 'Maori students' (another essay), those students with a Maori whakapapa, can therefore feel alienated by having the expectation that they are all-knowing of a manufactured culture being loaded upon them within their school precincts.

However for argument sake let's attempt to formulate some parameters around 'culture'. Many would declare

that culture must be inclusive of Te Reo Maori, whakapapa, tikanga, waiata, karakia, haka, marae protocols and formalities and the exalting of values such as wairuatanga, manaakitanga and arohatanga. Outside of this short list are many more cultural attributes of Maoridom such as mana, tapu, noa, kawa, whenua, nga atua and utu – could we leave those out? And outside of that list again are scores more cultural markers, any of which someone in a staff might think are too essential to leave off our hypothetical list. The point is that trying to contain what is 'culture' is futile simply because we live in the modern day, this is it, this is Maori culture, us here and now, not a static grass wearing entity stuck in the past who is all-knowing of Matauranga Maori (knowledge systems). It is patently wrong to try and represent Maori culture without acknowledging and catering for vast differences. If however we were to gauge Maori culture by the past we would say then that the present culture has been commodified beyond recognition from what we would term 'traditional culture' (which is a thesis in itself).

Take for example a Maori institution which is regarded as highly 'cultural' – namely tangihanga. According to my father tangi were, in times of old, very lengthy affairs in which many rituals and protocols were meticulously observed over a two to three week period or even longer. Today of course we have the standard three or four day grace before burial. Those farewelling their whanaunga in ancient times would attend dressed as they felt, often dishevelled and lacerated on their torso, arms and legs, to display their abject sorrow. Today's

funeral sees mourners 'decked out' as if at a fashion parade with the colour black dominating - a legacy of Queen Victoria.

Historically the deceased would lie in state for several days whilst whanau gathered around. Games would break out unrestricted on the paepae or in the various whare, as a celebration of life, and the omnipresent kites, essential elements of all social gatherings would be launched along with gliders on very long poles. Spinning tops, drilled with holes, would be spun and attended to by youths whose sole duty was to keep them spinning and humming for days on end. When all the necessary deliberations were fulfilled and waiata tangi sung only then would the deceased be secreted away, or laid to rest on a platform for several months until their bones were bleached, and then interned in an ana (cave). High in the sky, accompanied by a myriad of others, their take ohaki, or death kites, everyone had them, would be flown continuously during all phases of the funeral rites.

Today of course the body is buried in a coffin deep underground or is taken to be cremated. Such is the modification of tangihanga. We can see by this brief synopsis that the glaring omission in present day Maori burial formalities from those of yester-year is game playing - nga taonga takaro. This also applies to education. The Christianisation of Maori funerals has seen merriment and the connectivity of atua, namely Papatunuku and Ranginui, via kites and gliders, totally excluded from the vicinity of marae. In essence then we can see that this Maori icon has been tremendously influenced by Western ideals and is in fact now a cultural collaboration.

You could look at many other Maori cultural identifiers and also see that they have been mutually changed, like tangi, to suit our times. For example have you ever seen a kapa haka group perform without a guitar?

But let's look beyond the intricacies of tikanga and kawa that governed

the laws and common protocols of a tribe and let us not be confused by the enormous philosophical knowledges that accompany such mores, and unveil the great constant of 'traditional' Maori society - that being nga taonga takaro. Every ancient hui was blessed with game playing. Maori society was based on games. So the need for The Ministry to, some might say fancifully, construct a 'culture' to go along with an educational 'cultural initiative' without a plethora of traditional games is patently disrespectful to the mana of our ancestors. Games were socially constructed by our ancestors as educational, psychological and physical tools to enhance the resilience of their tribes. Any Maori 'culture package' that is bereft of nga taonga takaro is therefore obsolete.

Sport NZ is the first major government institute to actually integrate and promote the nga taonga takaro concept via their Te Whetu Rehua. The educational model acknowledges nga taonga takaro as one of the five most important signifiers of Maori culture. Let's be crystal clear, nga taonga takaro was the only cultural constant between tribes, and historically such institutes as whakataetae and hakari were the major foci of inter-tribal gatherings and intra-tribal education. There was also no delineation between children and adult game playing, it was all a fun-filled educational experience without barriers, although some branches of game playing would extend into realms restricted to Tohunga and Ariki and to the elder youth in tama-a-hine rituals.

The chiefs in pre-European times who maintained peace, who used their arsenals of games and other strategies, were accorded the highest mana. The lesser chiefs, the war-mongers, were far below them. The 'warrior' fixation of Maori is a relatively recent cultural creation that is perpetuated ad nauseum through the literature and in movies - in reality, like the cultural parcels we have been told to recognise as part of the countless

'cultural' initiatives that we have to contend with in schools every year, it is a modern day fallacy.

That is why TMG workshop disseminations are so important, and therefore so valuable, within the context of our educational fixation with 'culture'. Entire cross-curricula learning can be structured from the practices and philosophies of nga taonga takaro. These taonga are intellectual catalysts and can be melded in with our aims, ambitions and curricula objectives as easily today as yesterday. They are malleable and like all good teaching resources, timeless.

PENZ workshop philosophies encourage you to start with the basic tenet of game playing - something every student can relate too. Then as knowledge increases you can layer that activity with understandings and philosophies and through curricula development take it where the students want to go with it. The idea with PENZ workshops is to get you comfortable with Maori games practices and confident enough to literally kick-on.

This is the modern age and if our tupuna were alive they would advance their tools in whichever ways imagination allows. Nga taonga takaro is an educational gift which I would encourage teachers to utilise to the max by nurturing it into spaces that help our students understand movement concepts, social development and personal growth. There is no limit to their utilisation. Even if you don't understand exactly how they work, they do work with a teachers creative bent, and that is why so many educational institutes overseas employ games such as mu torere, which is injected into scores of mathematics programmes to PHD levels in overseas universities, and ki-o-rahi, which is a burgeoning PE activity in France, the UK and the U.S.

Researchers know of about three hundred traditional Maori pastimes. We also know that tribes would hybridise games quicker than Gregor Mendel could cross-pollinate peas. Their ability

to steer these games into the direction they wanted for maximum benefit and fun is legendary. Their appetites for game playing and development was insatiable and that is why game playing is still referred to today as 'kai'. Anything we ingest to replenish and feed the body, to give it sustenance, such as game playing is 'kai'.

With nga taonga takaro you have free reign to 'feed' on our ancestors knowledge systems, to connect with the environment, to excite your students learning and to have them experience real educational achievement. I would implore you to push the boundaries, to enjoy the journeys and to be as creative as you

and your students want to be on this kaupapa.

To conclude PENZ workshops do of course include waiata, karakia, whanaungatanga and mihi to honour those who have gone before and to acknowledge the mana of our attendees. Because we prioritise learning through game knowledge does not mean that we are disrespectful to the wairua of Maori culture, just the opposite, because we have layered it with a very important cultural component that has lain dormant for far too long. I have found that workshop attendees want to be upskilled with the latest research, enjoy their experience, want

to be empowered with cultural tools of learning, want to be enabled with highly accessible resources, and want to become effective (cross-)curricula leaders of nga taonga takaro in their schools. They want to be professionally developed. Pleasingly feedback from attendees does suggest that PENZ workshops do tick many of these boxes and their philosophies do empower teachers to become confident facilitators of traditional Maori learning strategies and to develop the human body and communities through the mechanisms of nga taonga takaro and via their Te Reo Kori facilitations. In this respect I would humbly consider PENZ to be 'cultural' leaders in this field.



Participants learn about environmental connections to Tane Mahuta, the Ngahere, Tawhirimatea, Papatuanuku and Ranginui through the making of pakaukau (gliders) made from nikau fronds. Pakaukau is also a strenuous workout.



Ancient games like hakariki teach us about the abstraction of the constellation Matariki, the making of ki (flax balls), fun and social cohesion.



Auckland Uni-Tech attendees get up close and intimate with rakau-to-ure, an ancient implement of play, during the whanaungatanga phase of their workshop.



Poi rakau exercises teach group cohesion and fine motor skills as well as about connections to the environment.



Penz workshops use pedagogical strategies such as interest groupings and pairings for tuakana / teina.



Participants discuss their informative workshop booklet content and share ideas on pathways for professional development based on their new learning experiences.



Point of View: A Changing Landscape for HPE in Primary School

Bevan C Grant PhD - Bevan is an Honorary Professor at the University of Waikato, a Life Member of PENZ and a recipient of the Sir Alexander Gillies Medal.

In a recent Editorial of the PENZ journal Ben Dyson wrote, "physical education is marginalized in many [primary] schools ... there is also huge variation in the quality ... something due in part to the inadequate preparation of teachers" (2014, p.4). But this is not a new claim for sixty years ago Dick Bedggood (1954) argued how physical and health education (HPE) in New Zealand suffered from being taught by people with a lack of expertise and the subject struggled for legitimacy. In between times, many others (e.g. Stothart 1971) have bemoaned the struggles with HPE in the primary school. Nonetheless, HPE remains a core subject.

There are a variety of matters that contribute to the on-going not so good status of HPE in the primary school. These include; (i) little time in pre-service primary teacher education is assigned for learning about HPE, (ii) limited scope for on-going professional development (iii) although one of the eight learning areas listed in the 2007 New Zealand curriculum is HPE, to enact its intentions requires an in-depth knowledge, something that eludes most primary teachers, (iv) current New Zealand research is good at critiquing various aspects of HPE and although it may influence those (i.e. schools, teachers) directly involved there is mostly a negligible impact on practice more widely, (v) the Ministry of Education is not overly proactive in taking a lead with some of the issues that currently impact HPE, (vi) there is little if any accountability in primary school HPE, and (vii) national standards in *important* subjects (e.g. numeracy, literacy) ensures everyone knows what *really* matters – and it's not HPE. Meanwhile, schools remain working within their capabilities to satisfy the expectations outlined in the curriculum (Ministry of Education, 2007). Amongst other things, this is to provide for the needs and wellbeing of the children through appropriate learning experiences in health-related and movement contexts.

ENDLESS CALL FOR MORE ACTIVE KIDS

There is an increasing disquiet about the negative health statistics of young people and the 'risks' these pose. One global wide factor is an increase in sedentary behaviour, something highlighted in many documents including a special issue of the Journal of Physical Activity and Health. This focused on the physical activity trends for children and youth from fifteen countries including New Zealand (see Maddison et al., 2014). Although the activity levels of young New Zealanders were rated as satisfactory, sedentary

behaviour is becoming more prevalent (here and abroad). It was also suggested that schools were one of the most suitable sites to intervene – particularly at an early age. Of course this notion is not a new one!

Physical inactivity amongst young New Zealanders has been a 'hot topic' at a governmental level for some time. A decade ago Trevor Mallard, the Minister of Education as well as Minister for Sport and Recreation got on the 'band wagon' and talked about how a physically inactive lifestyle impedes motor skill development and can influence the academic achievement of children. Furthermore, it impacts on levels of participation in sport and recreation. Given the potential benefits it was not surprising that in 2005 SPARC (now Sport NZ) allocated \$6.5m for Active Schools. Two years later the Ministry of Education produced guidelines for promoting physical activity amongst young people in school and the community (Ministry of Education 2007) and allocated several million additional dollars specifically for the development of school based initiatives. But there was more!

At a similar time the Ministry of Health (2007) also had a number of projects unfolding, some under the guise of what was known as HEHA (Healthy Eating Healthy Activity). One of these was *Mission On*, broad-based packages of which one was intended to create healthier school and learning environments. At the same time a variety of school-based initiatives were being offered by Not-for-Profit organizations (many with the support of government funding) with an intention of impacting the health and well-being of children.

The point to note is that successive governments continue to produce strategies intending to elevate the level of physical activity and impact health behaviour of young people. However, these mostly lack any *real* political long term traction and soon fade into oblivion only to be repackaged and relaunched at a later date, often under a new name. And so the cycle continues with schools often expected to embrace the 'new' ideas – and incorporate some of these into HPE. The notion is that schools are ideally placed to partially address and 'fix' some of the causes of health 'problems' but there is no evidence this occurs.

HPE IN THE MARKET PLACE

HPE has always been a 'popular' subject and there is plenty of evidence indicating how a quality programme can contribute to the overall wellbeing of children. One long-standing barrier to fully realizing such an outcome however is a lack

of teachers with sufficient knowledge and expertise in HPE. The reasons for this are well beyond the schools control so many over-come this shortcoming by utilising support from community-based organizations. This is something they are entitled to do and there is plenty of choice in this regard. According to Petrie et al. (2014), there are currently more than 150 programmes and resources made available to schools by 'outside' providers. Some of these are available nationally and others more locally, some target young children whilst others focus on all Year levels, many have no cost but some incur a fee. The options also cover a wide range of HPE related skills.

Reporting on the findings of their recent research, it is not surprising given the points listed above that Gordon et al. (2013) noted the use of 'outside' providers is a common and accepted practice in the primary school. The main reason for this being many teachers indicated they lacked the confidence and/or expertise to teach all aspects of HPE. In fact, the momentum of using 'outside' providers is such that Petrie et al., (2014) suggest the "external provision has been seemingly legitimized as part of the discourse" (p. 14). Although we tend to consider this as a *problem*, does it really matter if 'outside' providers contribute to HPE programme? After all, the prevalence of such a practice suggests Principals, teachers, Ministry of Education personnel, parents and Boards of Trustees endorse having 'outside' providers contribute to HPE.

The gradual invasion of 'outside' providers into primary schools is not fully endorsed by many in the HPE fraternity. Irrespective of our views however, this is the reality so we would do well to cast aside our preconceived ideas and devote some energy to better understanding why and what actually transpires in schools before being too disparaging. If we accept the 'outsiders' are here to stay, at least for the medium term, why not let the current practice be instrumental in redirecting some of our thinking about the future and work alongside, rather than resist the 'outsiders'.

As a member of the Sport Waikato Board of Trustees I have enjoyed almost a decade of close-up observation of this 'outside' provider working in schools with a variety of programmes – several with funding from government agencies. The next section offers a snapshot about the origins and intentions of Project Energize – one of the programmes designed specifically for primary schools.

PROJECT ENERGIZE

In 2004 the Waikato District Health Board (DHB) were concerned by a report about some deteriorating trends in children's health. Recognizing children are subjected to multiple health determinants there was a decision to intervene on some of the concerns. This resulted in Sport Waikato being invited to develop a programme for primary schools. With support from an advisory panel (of which I was a member) and drawing on ideas from the literature saw Project Energize launched in 2005. The prime purpose of this programmes was, and still is, to support primary schools positively influence the childrens levels of physical activity

and other health-related behaviours, particularly diet. The programme is deliberately couched in a health discourse and embraces a vareity of strategies and activities to support the childrens engagement in some aspects of the schools HPE curriculum.

When the Waikato DHB first funded Project Energize it was an action research project based in 62 schools. But strong endorsement from schools coupled with positive results from the initial research lead to continued DHB support of the programme. Ten years on and Project Energize is offered in 242 schools and involves approximately 44,000 children in the greater Waikato region. Although the DHB contributes one million dollars per year, a cost analysis study suggests this equates to about forty-five dollars per child per year – very cost effective (Rush et al., 2014).

Project Energize employs 27 full-time staff and with the exception of a manager and administrator, work year round with a cluster of 8 – 12 schools. They require an appropriate qualification and/or relevant experience for the context of the schools with which they work, something supported by a carefully managed professional development programme. In schools the Project Energize staff support teachers plan a programme suited the schools intentions for some parts of HPE, particularly those related to physical activity and nutrition behaviour. In one school for example, some of the goals are based around; (i) promoting healthy choices through school lunch orders and snacks, (ii) the children create a series of endurance team building activities, (iii) promoting active play during recess, and (iv) having children monitor and analyze their out-of-school patterns of physical activity.

It is not surprising that in many schools Project Energize staff are not the only 'outside' providers working in this curriculum space. For example, programmes such as Kiwisport, Water Safe, National Heart Foundation, Garden to Table, Cycle Safe, Jump Jam, and Fundamental Motor Skills are being provided. One role Project Energize staff take-on is to help teachers/school align the multitude of activities to which they are exposed into a purposeful HPE programme. This helps avoid an ad hoc programme and unnecessary duplication of activities, something that could reduce the learning experiences for children. Project Energize staff (with a few exceptions) are not qualified teachers so they primarily assist rather than adopt a role as 'expert' teacher and/or take-over teaching classes.

Given Project Energize is funded by the DHB and has specific goals it incorporates an extensive and on-going evaluation and assessment programme. This focuses on factors such as a school stocktake, performance in selected physical activity, nutrition knowledge and practices, selected health statistics, relevance of related school policy, utilisation of playground space for active play, and the suitability of resources. Feedback on various but related matters from parents and scoping the availability of activities within the community are also sought. The data is used for reporting

to the DHB as well as framing the 25 reports disseminated via articles in international journals and conferences presentations. Schools also use this data for their own purposes. For more information on Project Energize visit www.projectenergize.org.nz.

LOOKING AHEAD

When reflecting on the current muddle and thinking about the future for primary school HPE, I find some solace in knowing the same is occurring in other countries. According to Ennis (2013), an internationally renowned HPE scholar, "developing new approaches that are effective and can be implemented in complex physical education settings [such as primary schools] is one of our next great tasks" (p.120). There are no 'quick fixes' but some time ago, one of our foremost physical educators (Stothart 2005) asked whether HPE might take on responsibility for trying to teach too much and in so doing make the subject more complex than it needs to be. After all, even specialist teachers can find it quite demanding to remain up to date across an increasingly diverse array of subject matter. This being the case, it is unrealistic to expect 'miracles' from those with much less knowledge, particularly if they lack the confidence and competence to teach the conglomerate of skills incorporated in HPE.

Whilst we, the 'experts' gather around the *top table* debating the pros and cons about what HPE could and should mean, teachers in primary schools have to, and do, get on with delivering *good* and *indifferent* programmes. Furthermore, given their limitations they mostly relish the support of 'outside' providers. In essence, they are addressing some limitations and systemic issues in a legitimate way to ensure their children have the opportunities to engage in learning activities that they might otherwise not experience. Those at the top table should applaud them for taking this initiative.

HPE will remain a part of the primary school curriculum but one thing is clear, ignoring the day-to-day reality of current practice will see HPE take on an even more diverging life of it's own. According to Stothart (2005), it could eventually become "increasingly irrelevant and more vulnerable to the whims of future curriculum planners" (p.95). Such a scenario might sound untenable but creating an alternative and more sustainable as well as vibrant landscape for primary school HPE in the future offers a considerable challenge.

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Education a key to tackling obesity

Dr Barrie Gordon - senior lecturer in the School of Education at Victoria University

There is of course no single factor that has led to New Zealand being one of the most obese nations in the world - it is a multifaceted problem involving social, cultural and economic forces interacting in a variety of ways. But, having acknowledged the complexities of the problem, equipping individuals to make positive and healthy choices through high quality education, clearly can make a difference.

Over the last six years, the government has removed many of the established programmes and policies around healthy nutrition and activity, contributing to a reduction in quality education and in the ability of New Zealand students to make positive lifestyle decisions around food and activity.

One decision that has received considerable attention is the reversal of policy that previously required schools to offer only healthy food in their canteens and, at the same time, restricted the sale of unhealthy food. While actively encouraging young people to eat fat and sugar-loaded foods seems a strange way for a government to address the problem of obesity, this is not restricted to New Zealand. Republicans in the United States (US) have announced they will follow a similar policy and roll back the limited restrictions on selling unhealthy foods in US schools that were introduced by President Obama. This decision has been encouraged by the US\$140 million spent by food lobbyists worried about falling profits and has been made despite the fact that since President Obama's restrictions took effect, there has been the first recorded dip in obesity levels for young children in the US.

In New Zealand, the rather predictable consequences of the changed canteen policy, the removal of the successful healthy eating healthy action programme for schools and removal of the fruit in schools initiative have been discussed in a variety of forums.

But discussion on obesity is often underpinned by the belief that this is a simple issue of personal discipline and self-control. Right wing blogger Cameron Slater, for example, attempted to dismiss Colin Espiner's recent criticism of government policy by saying Espiner didn't understand that it is "the fat bastard stuffing their gobs that is the fault and cause of the so-called obesity epidemic". One of the major problems with this self-responsibility argument is the uncomfortable reality that many people simply do not have the knowledge, understanding and personal experiences to make positive lifestyle choices. If individuals are to be held accountable for their decision-making, they should at least

be sufficiently educated to allow them to make reasoned and rational decisions.

Health and physical education is the one learning area in the New Zealand curriculum that has a specific emphasis on equipping students with the knowledge and understanding that allows them to make educated choices around health and wellbeing. It would seem sensible, when considering the implications of New Zealand's growing lifestyle-related problems, to place a greater emphasis on this learning area, especially in primary schools where many of our lifestyle habits are developed.

What has tended to fly under the radar is the decision made in 2009 by then Minister of Education Anne Tolley to disestablish all primary school health and physical education advisory positions. The advisors supported primary teachers throughout New Zealand to implement holistic programmes addressing a myriad of issues around well-being including healthy nutrition and the importance of regular activity and movement. The disestablishment of these positions has meant the loss of an important support for primary teachers attempting to educate students in these areas. It also sent a very clear message to the education sector that literacy and numeracy are the only learning areas that are valued.

Quality education programmes are not the silver bullet for the health problems of New Zealand. They do, however, have an important role to play in preparing students to make reasoned decisions based on knowledge, understanding and positive personal experiences.

The present government policy seems to be to remove programmes that can help educate students around health and nutrition; to emphasise numeracy and literacy to the exclusion of all other learning areas and to ensure that schools are full of chips, pies and doughnuts. It is disingenuous of this government to then blame individuals for making poor decisions when they have removed the very means by which individuals can learn to make reasoned educated choices.

Quality education offers a major opportunity towards developing a healthy society. While the investment in health and physical education in primary schools will not have an immediate and measurable result, it will have a long term impact in the future. Concentrating on numeracy and literacy, on the other hand, may mean that people can accurately calculate their steadily increasing body mass and probably write a succinct summary of their health problems but is this really the future we want for New Zealand?



Raising Student Achievement through Learning Logs and Formative Feedback

Xanthe Sulzberger - HoLA of Health and Physical Education, Botany Downs Secondary College

Engaging in learning and teaching mechanisms that raise student achievement is rewarding for a teacher, and it is exciting to see it adopted and developed in an e-learning capacity department wide. This personal learning journey with our department at Botany Downs Secondary College, has been to develop Learning Logs and effective formative feedback by following feedback from the Best Evidence Synthesis (BES) Exemplar 5 for senior Physical Education classes. By using Hattie & Timperley's (2007) theory of 'power of feedback' by having students frame the Learning Log writing process around 'where am I going, how am I going and where to next? This process was undertaken by Physical Education teachers to see if there was marked improvement in achievement and how this process enhances quality teaching and learning for diverse learners.

WHAT ARE LEARNING LOGS?

Learning logs create on-going dialogue between teacher and student. This use of teaching pedagogy provides a vehicle for teacher-student communication and have the potential to accelerate achievement. The approach allows students an opportunity to complete a piece of work and receive feedback from their teacher. This feedback is then used by the student who responds to the feedback, for example reflecting more deeply on a practical component in their written work. When successful it promotes deeper and more thoughtful reflection by students on the processes involved in developing the focus of the log. In Physical Education this could be writing, content and/or conceptual knowledge or skill development.

This approach is very flexible and easily personalised to individual students' needs. We see this is important with the shift towards personalisation of teaching, acknowledging that the 'one size fits all' approach may not suit specific students learning needs. This is the strength of learning logs as the approach can be integrated into the teaching and learning process in many different ways. As a department, our logs were mainly electronically based due to our steady movement forward at Botany Downs Secondary College towards full school BYOD (bring your own device) implementation. The use of deep prompting questions throughout the learning and assessment process enables students to think deeply. Hattie (2009) quotes Sadler (1989) that 'it is the closing of the gap between where the student is and where they are aiming for that leads to the power of

feedback'. Feedback needs to be timely, direct and clear for students to know the next steps to their learning. When integrated effectively, the Learning Log process promotes deeper and more thoughtful inquiry process from a student as they reflect on how to develop their writing, content, conceptual knowledge or skill development in Physical Education.

Now that we are through the Achievement Standard alignment process, as educators we can clearly see that the expectations of the levels of the curriculum have shifted to a higher level of literacy requirements (Sulzberger, 2012) and a need to develop deeper critical analysis. Therefore we recognise that there is an increasing need for formative feedback and feed forward throughout the learning and assessment process for students to gain a deeper understanding of what is required of them in the standard. In this regard, Learning Logs enables teachers to scaffold and aide in breaking down the Achievement Standards during the students' writing process. The process create ideal learning environment for students as it provides a mechanism for students to ask questions and teachers can provide feedback. This mechanism of robust feedback enables students to critique and ask questions relating to their work during the writing process, to further assist students to understand the requirements of the standard. The New Zealand Qualifications Authority (NZQA) guidelines to assessment opportunities clearly specifies the need for feedback and feedforward. It states that;

"Some assessments build over a period of time up to a final submission. For example, a teacher will provide feedback over a period of time in the case of a performance task, a writing assessment or a portfolio of a year's work. In general, feedback (comment on progress) and feed forward (suggestions for next steps) should become less specific the closer the student is to the submission date, in order to avoid the teacher effectively doing the assessment for the student." (NZQA, n.d)

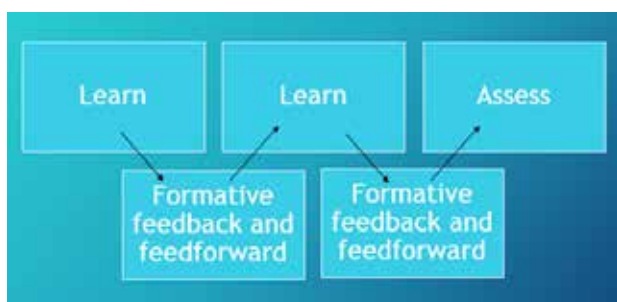
In the NCEA Conditions for Assessment for Physical Education, Health and Home Economics, Learning Logs are identified as a method of formative learning, teaching and assessment building to final summative assessment (NZQA, n.d). Over time, we have seen a transition in the ability of teachers to provide formative feedback throughout the teaching, learning and assessment process. From this the need for further assessment can be lessened when students, through the formative and Learning Log process, deeply

understand an Achievement Standard's requirements. However, the statement in and around assessment from NZQA above, leads us to question how much feedback is too much and what guidelines are there to enable us to understand what is deemed 'less specific' closer to the assessment submission date?

Nevertheless, all evidence points towards the process of feedback and feed forward being a powerful aide in student success (Hattie, 2009). It provides both student and teacher rich information as to what is or is not understood and what may need to be re-addressed either in class or as a response via the Learning Log process. As teachers we can identify what needs to be re-framed or adapted for student cognition and understanding. This process can potentially increase student motivation and build high quality student-teacher relationships. It also fits with Tātaiako by aiding students to be successful in education through teaching that is invested in promoting high outcomes for our students (Ministry of Education, 2011).

DEPARTMENTAL USE OF LEARNING LOGS

In our Physical Education Achievement Standards, learning logs were used in varying ways depending on the requirements of the course, and ICT accessibility for students. Learning logs were used across an entire unit of learning and were supplied in either a written or digital format, which contributed to internal assessment. During performance based units, iPad apps such as 'Coach my Video' were used to enhance student understanding of movement during the process of skill acquisition. All methods build a portfolio of student work to be reflected on as seen in the formative feedback model below.



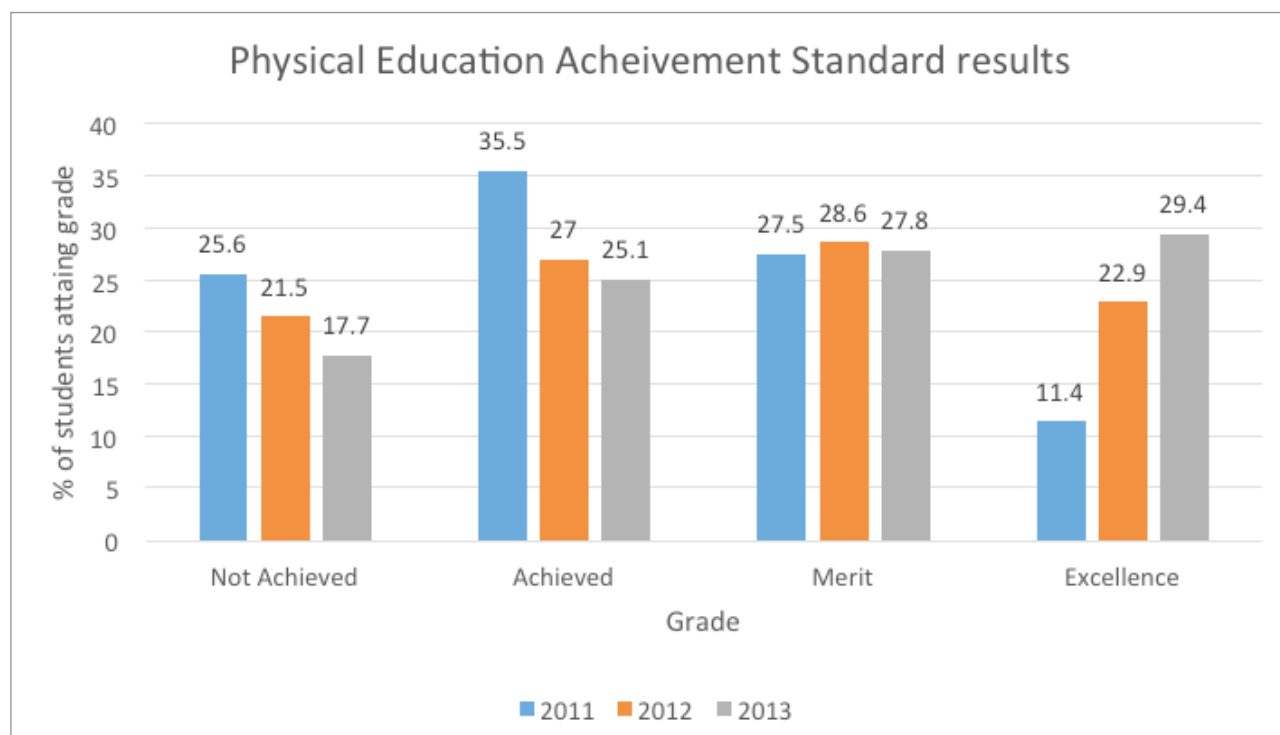
Hattie and Timperley (2007) state that "[feedback model] does not merely invoke a stimulus and response routine" (p.103). Learning Logs make it possible for teachers to be responsive to individual learner needs, and gives students the ability to gain clarification, self-manage their learning and personalise it to their requirements. As Hattie (2009) states "If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt" (p.177). An example of a Year 11 Sports Science electronic Learning Log which used the platform of a shared document between teacher and student is shown below.

Anecdotal feedback from teachers suggests that Learning Logs reduced summative assessment marking time. This is due to having read student work numerous times, providing an understanding of where students were placed with the standards requirements. Teachers also reported that through the process, they were able to identify the concepts that students had not fully understood as there would be an identifiable lack of understanding and gaps in knowledge throughout students work amongst the logs submitted for feedback and feed forward. Concepts were then able to be re-addressed and taught in class for deeper student comprehension. In analysing summative results, teachers could see a clear relationship between the frequency at which a student received quality feedback and feed forward and the higher summative grade they received.

SUMMATIVE ASSESSMENT RESULTS

When we analysed the 2013 data and compared it to data from previous years, the Achievement Standard statistics from our senior Physical Education had the highest achievement rates attained for the department. There was different methodology used in how teachers delivered Learning Logs and feedback, and all methods had an effect on raising student outcomes. As stated above, we can see in student work that there was a deeper understanding of the standards requirements though the process of checking student cognition through Learning Logs. As a department we understood that for Learning Logs to make a difference "feedback needs to be clear, purposeful, meaningful and

1. To insure that we use the interpersonal skill "effective communication" we should practice different ways of talking to each other and see which is more effective i.e. is it more effective when we yell a request to a team mate or is it more effective to speak in an even tone verses maybe using an excited tone, we will have to try in training and see which gets the best results. 2. To insure that we use the interpersonal skill "supporting and encouraging others" we should practice using positive reinforcement such as up talking our team members and giving positive advise rather than being hard on peoples mistakes, people respond better to positivity than negativity. We will try to do this more in training. 3. To insure that we use the interpersonal skill "co-operation we should practice having a team meeting before we play and letting everyone say where they want to play and why (this is also part of effective communication) and get everyone trying different positions as they may surprise themselves that they are better at a skill set they didn't know as they haven't tried it before. If we try this more in training we should have a more successful and happy team.	example of this in training? example of this in training and why should you practice? not enough detail in this question. how can you practice this and why should you?
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Physical Education Achievement Standard data

compatible with students' prior knowledge, and to provide logical connections" (Hattie and Timperley 2007, p.105).

We believe that this methodology has improved the results of our students at the top end for excellence results and has reduced the percentage of students not achieving in Physical Education. The use of Learning Logs has been a rewarding experience for our department. Its success is due to the dedication and hard work of our team who endeavour to see that students achieve highly. The quality of feedback has been proven to be crucial to higher outcomes in summative assessment tasks. The benefit of Learning Logs for us is that it is easy, accessible for all and makes a difference to our teaching and students learning and achievement.

More information on Learning Logs can be found at Education Counts – BES exemplars <http://www.educationcounts.govt.nz/topics/BES/bes-exemplars> or to order a free hard copy go to orders@thechair.minedu.govt.nz.

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Political influences on health in New Zealand

Dr Barrie Gordon - senior lecturer in the School of Education at Victoria University

Within the health and physical education learning area of the NZC there is the requirement that "students develop their understanding of the factors that influence the health of individuals, groups and society: lifestyle, economic, social, cultural, political and environmental factors" (p. 23).

The reality that political decisions can have a major impact on individual and societal health is an area that students need to openly examine and understand. The article below describes the reality of the political process in New Zealand, the interconnections between politicians and lobbyists and the implications for the health of New Zealand.

SO WHY ARE WE THE THIRD MOST OBESE NATION IN THE WORLD?

One of the most distasteful relationships described in Nicky Hager's book *Dirty Politics* is the one between Katherine Rich, Chief Executive of the New Zealand Food and Groceries Council, and bloggers like Cameron Slater.

The book paints Katherine Rich as a major lobbyist for the food, tobacco and alcohol industry and alleges that Rich and Slater colluded to reduce the effectiveness of public health messages. It identifies that one of Rich's functions as chief executive was to lobby for companies including those producing tobacco, alcohol and fast foods. As part of this role, the book states, she paid bloggers such as Slater to attack individuals and health initiatives that threatened the profits of the companies which paid her salary.

Hager also documents how, while

Rich held the Chief Executive (lobbyist) role, the National Government appointed her to the Board of the Health Promotion Agency. This is the governmental body charged with promoting and enabling environments that support health, wellbeing and healthy lifestyles and prevent disease, illness and injury.

The question that needs to be answered is why the Government would choose to appoint Katherine Rich to the Health Promotion Board. At the time Rich's appointment was announced, John Key said he was "comfortable that she could handle the conflict of interest". In retrospect, this was either naive or staggeringly cynical. Why would he even consider someone with such an obvious conflict of interest when there must have been many others who were not compromised in that way?

How comfortable is John Key now, given the publicity around Rich's role in attacks on, among many others, academics promoting controls on the availability of alcohol and researchers seeking to investigate the relationship between soft drinks and type two diabetes? Could anyone argue that she is "handling" the conflict of interest she has with her role of "promoting health, wellbeing and healthy lifestyles"?

A simple search on the Whale Oil site under "healthy food" leaves the reader in no doubt that the site has run a long and consistent campaign of personal abuse and ridicule against anyone who posed a threat to food, tobacco and alcohol company profits.

The doctors from New Zealand medical associations, for example, who commented, in relation to increasing obesity in New Zealand, that the

Government's move to remove healthy food from schools "was a particularly troubling decision" were described by Slater as "pricks" who had in effect caused the problem in the first place.

Dirty Politics has exposed a side to New Zealand politics that is unpleasant and one that challenges our concepts of fairness and balance. That the Food and Groceries Council is willing to sacrifice the health of New Zealanders in return for profit is unfortunately not particularly surprising. But to find that the Governments has effectively aided them by placing their main lobbyist on the Board of the Health Promotion Agency is distasteful. It is time for the Government to reconsider its relationship with lobby groups such as the Food and Groceries Council and particularly Katherine Rich's place on the Health Promotion Board. There must be no suspicion that a New Zealand government will put the needs of business over the health of New Zealanders. New Zealand deserves far better.

Subsequent to the publication of the *dirty politics* book the following occurred

1. Thirty three prominent health professionals wrote to Prime Minister John Key asking for him to remove Katherine Rich from the Health Promotion Agency due to her actions in attacking health promotions. He did not reply but the Minister of Health Tony Ryall stated she would remain and that he was confident that any conflicts were being managed appropriately. Katherine Rich refused to resign.
2. Dr. Lee Mathias chairperson of the Health Promotion Agency publically supported Katherine Rich's role on

the board. She had "no comment" on the issues described in Dirty Politics.

[Dr. Lee Mathias was appointed to the Health Promotion Agency while serving as the electoral Chairperson for Nation MP Sam Lotu-Liga. Her appointment along with that of Gerry Brownlee electoral chairperson Jamie Simpson raised charges of political cronyism and conflict of interest at the time. Katherine Rich served as a three term National party MP before becoming a lobbyist and being appointed to the Health Promotion Agency].

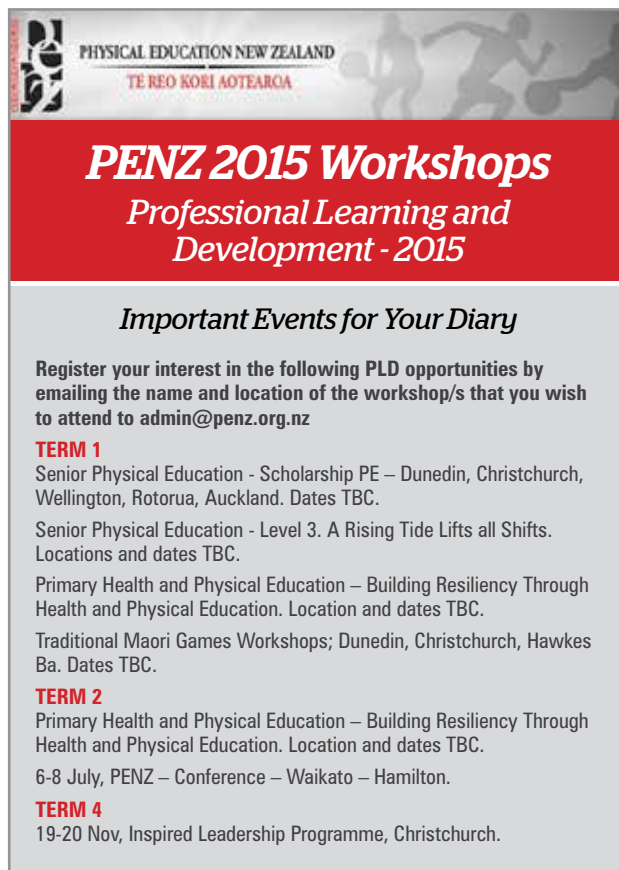
The effectiveness of Katherine Rich in negating health initiatives through personal attacks via the Whale Oil Blog is well documented in Dirty Politics. What is not discussed is how much

influence she had in the rapid roll back of education related health initiatives. The removal of the requirement for healthy foods in schools, the removal of the effective Healthy Eating Healthy Action programmes and the removal of health and physical education advisors have all been to the advantage of the companies who pay Katherine Rich to influence Government policy.

SCHOLARSHIP AND SENIOR HEALTH AND PHYSICAL EDUCATION

The scenario described above offers a number of opportunities for senior health and physical education, including at scholarship level. It introduces a major influence on New Zealand health and explains to some

degree the ineffectiveness of attempts to improve the health of the nation. The power of lobbyists to influence government policy fits nicely within discussions around health promotion and the socio-ecological perspective and offers a stark contrast to beliefs around healthism and individual responsibility for health. It would be very valuable to use with senior students to demonstrate how they need to do more than just scratch the surface when examining issues. It allows students to question and challenge theories, practices and assumptions using critical thinking and would lead easily onto ideas around critical action.



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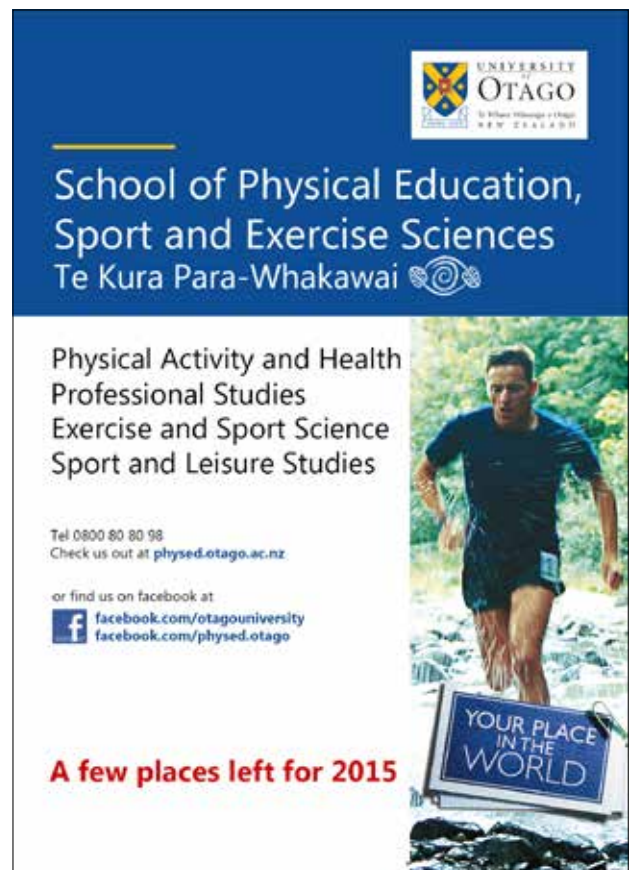
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Register your interest in the following PLD opportunities by emailing the name and location of the workshop/s that you wish to attend to admin@penz.org.nz

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Senior Physical Education - Scholarship PE – Dunedin, Christchurch, Wellington, Rotorua, Auckland. Dates TBC.
Senior Physical Education - Level 3. A Rising Tide Lifts all Shifts. Locations and dates TBC.
Primary Health and Physical Education – Building Resiliency Through Health and Physical Education. Location and dates TBC.
Traditional Maori Games Workshops; Dunedin, Christchurch, Hawkes Ba. Dates TBC.

TERM 2
Primary Health and Physical Education – Building Resiliency Through Health and Physical Education. Location and dates TBC.
6-8 July, PENZ – Conference – Waikato – Hamilton.

TERM 4
19-20 Nov, Inspired Leadership Programme, Christchurch.



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A few places left for 2015

**YOUR PLACE
IN THE
WORLD**



PENZ 2014

“The best way to have a good idea is to have lots of ideas.”

Mel Houltham - Taieri College

This quote totally sums up my experience at conference this year!

Collaboration, discussions and networking are never to be overlooked. And these were the things I took away from conference, allowing me to move forward as an inspirational, and creative teacher! Getting new ideas through valid conversations with others allowed me to have many more about different topics. Ideas change the way we all think! And should never be taken for granted. We are always learning, progressing, revising and changing.

Hi all! My name is Mel Houltham, from Taieri College, Dunedin. I have been teaching for a few years, and always wanted to attend the PENZ conference. And it was a pleasure to have attended such a great event! I had no idea what to expect from conference, but had always heard fantastic reviews from colleagues who had attended in the past. So hearing reviews, it was my chance to go for myself and see what all the hype was about.

Here is what I thought of this conference experience:

In a nutshell, the most rewarding part of conference was the networking, catching up with university friends and even old teachers from high school! I loved every minute of conference; from the workshops I attended, to the Keynotes speakers, to the HPE in 3 presentations to the networking! It was an awesome three days, a conference that I was grateful to attend. A huge thanks to Libby, Vanessa and Ross for putting together a great event! Bring on the next one.

Opening up the booklet on Monday morning to decide what workshops to go to, was hard! There were so many to choose from and so many on at the same time I wanted to go to. It was lucky I had a few more from my school attending also. The vast amount of workshops was awesome.

A few of the workshops I attended are below with a basic reflection from my point of view.

Raising Achievement in NCEA Health (Rachel Dixon & Shanley Joyce)

This workshop was giving us the chance to look over a number of documents on the externals for Level 1, 2 & 3, and discuss why students are not achieving the standard. It's a worry that a number of these students do not achieve

because they do not put the effort in or do not understand the basic terminology (that links to all the internal standards done in the year). So what can we do about this? We also looked at the number of ICT resources on how to get students more involved in discussion. Padlet was one I had used before in class and thoroughly enjoy using.

Reflections and Opportunities - Meeting the Challenges in Sexuality Education (Vicky Burgess-Munro)

This was a great chance to reflect on how I teach Sexuality Education at Y9 & 10. The challenges out there with this health topic were not new to us all, especially the value that Health Education holds within the junior school and physical education programmes. Usually PE gets 2 times a week and Health 1, for the year. How can we prepare our students fully for NCEA health if we don't put the same amount of time into both areas but require the same standard of work?

I Hate Balls Miss (Gemma Lowther & Helen Lowther)

Absolutely fantastic! A Practical dance and aerobics workshop to help get those students active who hate the mundane ball & bat sports and thrive on being creative. Routines were made up and presented to the group (with loads of fun and laughter). There are a number of benefits this unit has in the junior PE programme, one catering for all students in a new sporting area, and also as you move into the Senior school, having the ability for it to be used for AS1.1 and get NCEA credits for those students.

Jnr/Snr Physical Education - The Link (Graeme Lowe & Bridget Busfield)

This workshop was an awesome one, to sit back and hear from another school about how their department / JNR programme is run. It's nice to hear about this and keep ideas flowing & to reflecting on how and what we do at the junior levels are similar but different.

So that was it in a nutshell, I went on a whole lot more workshops, but as a newbie to PENZ conference these were my highlights.

Thanks to PENZ and St Margaret's for putting on such a great event! Bring on 2015

Preparing to enter pre-service teacher education in physical education and health and feelings of confidence relative to teaching those with disabilities.

Abby Renall - Year 3 BSpEx., Massey University. Dennis G Slade - Massey University.

INTRODUCTION:¹

Disabilities: 'A physical or mental condition that limits a person's movements, senses or activities. A disadvantage, recognized by the law' (Oxford English dictionary).

Throughout my life, I have formed many relationships with people who are affected by disabilities. Each individual has touched my heart in his or her own way. In choosing to become a teacher I envisioned that learning to teach those with disabilities would form a significant or at least a part of that education in order that I might be equipped to help to make the lives of those with disabilities a little brighter every day. However, now in my third year of the degree of Sport and Exercise with a major in a Physical Education, and while it is not a teaching qualification, I am dismayed by the fact that I have not yet been exposed to any specific pedagogical context that will help me to understand or eventually teach those with disabilities. Currently, I feel extremely ill equipped to teach students with disabilities whether they are cognitive or physical impairments. In addition, my investigation into the pre-service teacher education programmes (PSTE) available at the graduate level suggests on graduating from such a programme that I will not be significantly better placed to do that than I am now.

BACKGROUND:

Should I have anticipated that I would, either through a degree in physical education or in PSTE, receive specific pedagogical guidance in teaching those with disabilities? There are several documents that indicate that I could reasonably have expected to receive such instruction. The first document is the United Nations Charter on Human Rights of Persons with Disabilities (UNCRPD) and specifically within that document, rights that pertain to a physical education. Secondly, the New Zealand Disability Strategy of 2001. Third, the New Zealand Health and Physical Education curriculum and lastly, the policy developed for Graduating Teacher Standards by the New Zealand Teacher's Council. All of these documents suggest that a person completing a physical education degree should have at least a modicum of knowledge and understanding related to those with disabilities. Those graduating from a PSTE programme would appear not to be eligible to do so without such knowledge. Yet, this will not be my experience post my undergraduate

¹ Key Words: Disability education, Physical Education, New Zealand Teacher's Council, Human Rights.

degree and it is unlikely to be the situation on graduating with a teaching qualification.

What is claimed in these documents that suggest such programmes I have undertaken and hope to complete in the near future should include a disabilities education?

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD)

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) provides general guidelines for all governments on the rights of those with disabilities. This convention determines that any discrimination against people with disabilities is a violation of that person's dignity. Article 24 and 30 state, signatories shall ensure an inclusive education system at all levels and lifelong learning directed to the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential.

THE UN ON A PHYSICAL EDUCATION FOR THOSE WITH DISABILITIES

In relation to physical education, the charter notes that governments need to ensure that children with disabilities have 'equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system' and that they 'shall take appropriate measures to encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels.' The message is unequivocal and as a signatory to the UN Charter on Human Rights the New Zealand Government would appear to be accountable to ensure that these outcomes are met by those institutions it funds to provide PSTE.

THE NEW ZEALAND DISABILITY STRATEGY 2001

The second document referenced, the Ministry of Health disability strategy policy, also makes it clear that New Zealand needs to be a society that values the lives of those with impairments and continually enhances their full participation in society (Ministry of Health, 2001). The strategy includes 15 objectives and multiple actions for achieving those outcomes. For example, through encouraging and educating the community and society to understand, respect and support disabled people, it is anticipated that disabled

people's achievements will be recognised. Another example is a requirement to ensure disabled people's rights are understood and promoted. Of major significance to my argument, is the objective that requires, that teachers and educators understand the learning needs of disabled people.

THE NEW ZEALAND HEALTH AND PHYSICAL EDUCATION CURRICULUM DOCUMENT

The New Zealand Curriculum (2007) that includes Health and Physical Education provides general statements that could be interpreted as requiring that those with a disability do receive a physical education. However for explicit advocacy for those with disabilities one needs to look to the Health and Physical Education Curriculum document of 1999. Among several statements the curriculum notes that whether suffering from a permanent or temporary disability, students with a disability require programmes that extend and challenge them and broaden their abilities. The curriculum policy requires that programmes are adapted to ensure disabled persons have access to relevant opportunities to "meet their individual needs, and contribute to their awareness of their personal identity and their sense of self worth" (NZ Health & PE Curriculum, 1999, p51).

GRADUATING TEACHER STANDARDS: NEW ZEALAND TEACHER'S COUNCIL (NZTC)

The New Zealand Teacher's Council provides the level of competencies that PSTE institutions need to adhere to in order that their graduating students qualify to receive a Diploma of Teaching. Their graduating competencies in relation to those with disabilities is referenced against all of its seven graduating standards. For example, it states that PSTE institutions need to provide a background in learning that ensures the likely impact that a disability might have on a student's access to and participation in learning is clearly understood. PSTE institutions are required to make students aware of policies that relate to educational settings and the range of provisions available to them to access and the responsibilities of a teacher access those resources.

MY TEACHING PERFORMANCE:

The NZTC graduating competencies also provides direction relative to a student teacher's developing performance re teaching those with disabilities. It states that as a graduating teacher, PSTE institutions have to ensure they can use curriculum based assessment to identify starting points of those with disabilities and that they are familiar with some adjustments that can be made to the learning context in order that such students can meet curriculum outcomes. Graduating teachers need to demonstrate confidence in meeting the learning needs of such students and in planning for their needs through inclusive educational practice.

CHOOSING A PROGRAMME FOR MY PSTE

Clearly I am keen to meet these requirements so I need to

choose a PSTE institution that will enable me to do so. Having accessed the web sites of all the major universities offering courses in teacher education I discovered that it is difficult to identify an institution that specifically states it offers such programmes either within an undergraduate physical education programme or in the Graduate programme in primary or secondary teaching. For example Auckland, Canterbury and Victoria, Universities may all offer something in this discipline but the preambles or paper descriptions do not explicitly state that they do. Victoria University College of Education notes that some attention is given to the topic and noted a work by Gordon (2010).

Of those that do explicitly offer papers in disability education, Massey University in a Bachelor of Education, has a paper entitled Special and Inclusive Education, but this is only available for post-graduate students who are already involved in teaching or special education. Waikato University also has a similar post graduate qualification, Disability and Inclusion Studies, but this too is only available to those with an undergraduate qualification and either experience as a teacher or with some experience as a practitioner in the disability field. Waikato University also offer a paper called Educating learners with Special Needs, however, it was not available in 2014. Neither of the papers in Waikato or Massey's post-graduation disability qualification is offered in a physical educator's pre-service teacher's degree. Otago University offers a paper called Inclusive Education that aims to give direction to the inclusion of those with disabilities in classrooms and schools, however it is not included in the physical education sector of their pre service teacher education.

THE MANDATE FOR CHANGE

The mandate for doing something to change this situation appears to be in the requirement that School Principals and Boards of Trustees are required to cater for individual student needs and include programmes within the school curriculum that accommodate a range of students, including those with disabilities and special learning needs (Ministry of Education 2014). Perhaps if the NZTC required PSTE institutions to provide evidence of work in this area before they endorsed graduating Teaching Diploma's then change might occur. The cause for change is a noble and just one and is worthy of such a challenge.

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Transforming play through fantasy games that remove player inhibitions while promoting intelligent performance in games and sports

Dennis Slade - Massey University

Only ten cricketers have scored a century on debut for New Zealand and of that ten only three have achieved that against England the nation historically most associated with the game. It is a long time since I opened the batting for New Zealand against England and joined that illustrious list of New Zealanders. Although it wasn't yesterday when I did that, I still recall it as if it was.

I had been progressing well in cricket and to use the parlance of the game 'was in good nick.' The bike ride home was a good warm up, and with the tomato box in place for the wickets and my friend bowling, albeit rather poorly, for England, I batted for a not-out score of 145 before he was called home and I had to go in for dinner. To be fair a little leg side chip across the road was probably the shortest six boundary in the world and as long as one didn't deflect the ball onto the fence, that was counted as a caught behind, there was little chance of getting out against a fairly mediocre England attack!

I have used this scenario on numerous occasions to introduce the topic of fantasy games (Lauder & Piltz, 2013) in sport. Depending on the audience, some even believe the scenario until they get the fuller story. The point of this little reminiscence is to encourage readers to consider adopting this strategy in their teaching or coaching as a means to encourage players to relax, try things without fear of failure within an advanced style of play. The following are three examples, including two very recent ones, where it has worked in a manner beyond my wildest expectations and may encourage you to try something similar with your class or teams.

JUNIOR SOCCER:

The first occurred quite some years ago. I was coaching a junior soccer team of 9-year old boys. We were playing a game and one of the players, running at top speed connected with the ball and it flew into the goal. I was so excited that instead of calling him by his actual name I put on my best Italian accent and said, Cristiano – you are magnificent! Well, everyone then wanted an Italian name so Richard became Riccardo etc. but more importantly I told them they were to play like Italians. To have flair and tricks and amazingly they did. It became a game day ritual that all players had to say before a game what trick that hoped to try in the game and parents would look for it. The play improved and for five years

this team won its division with a style of play that was at times inspirational.

MEN'S HOCKEY

More recently, this year, as player coach with a second division men's university hockey team and not having much luck in getting the team to play in a very precise manner I resorted to the following at practice. We divided into two teams. One was Germany. The players knew how Germany played. Very little individual dribbling of the ball, a high forward and always defensive cover, early passing with an emphasis on teamwork. In addition, players had to adopt a German name and in the game if they called for the ball had to do so with what they thought sounded like a German accent! Failure to follow these instructions resulted in a turnover of possession. The opposition were India. The same name and calling scenarios were adopted. Playing, as India the style was individualistic, lots of tricks, no look passes, spectacular individual play with little concern for passing.

And so to the game. Germany thrashed India. Their play was superb. They passed like I had not been able to get them to do all season. We then changed our team personas. Again Germany, formerly India, won! Everyone was amazed. To coin a phrase, 'the penny dropped.' A bonus was when we next played as a team when at one stage our captain in a state of some frustration suggested 'play like Germany!' And again the team responded and recorded a convincing win.

U15 GIRLS NETBALL

The final example relates to a colleague who coached an U15 year's girl's netball team. Discussing some below par performances I outlined my Germany / India scenario and suggested an Australia verse Jamaica format. She agreed and reporting back noted that as soon as she outlined the scenarios the girls got into type. Australian accents, names such as 'Raylene' were quickly utilised. The Australians were instructed to play an aggressive, high tempo game; short passes, with little concern for committing fouls. The Jamaican team were told to use long passes, mostly with one hand, lots of lobbed balls and a much less aggressive style. She reported, that when you played as Australia, your team won!

RELATED SPORT EDUCATION IDEAS

These are not the only ways you can employ these ideas. You can use them in tournaments or in game scenarios where you

indicate a state of play and the teams have to defend a lead or make a comeback. If you were playing paddle tennis you can transform the lesson by requiring a player to turn their cap around or 'grunt' when they hit a shot or try and play with the grace of Roger Federer.

FANTASY CARDS

Launder and Piltz (2013) also suggest using fantasy cards (See Figs 1 & 2). On the cards you have a fantasy match detailed that will become the match to be played. The reverse of the card can have a warm-up scenario around a technique you might consider necessary for playing out the fantasy game. The teams or individuals go through that 'practice' before the big match.

Also in a Sport Education model you might add a coach element and again with a card scenario the coach has to behave in the manner outlined in the role-play you put on the card. This can lead to discussions about coaching and coach behaviour. The scenarios around this concept in a Sport Education model are extensive.

LETTING GO OF CONSTRAINING INHIBITIONS IN THE GAME

One of the bonuses in the physical education lesson of the approach is that the card scheme can be quite random. For example, players or teams pick a card from a container and must adopt that style. More importantly, it also lets players play in a manner where the responsibility for the outcomes appears removed from them at a personal level. The psychological freedom to play as someone else, to try things, to hit the ball hard, Nadal like, is often transforming, breaking down inhibitions and concerns of, will this work, what if I muck up? These inhibitions are lost because, after all, if you are playing as Dan Carter and it doesn't work or you don't win, you haven't lost, only Dan Carter has.

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GAMES SHEET

Level: Advanced
Sport: Short Tennis
Venue: Badminton Courts
Equipment: Racquets, sponge balls
Scenario: You are Roger Federer

Introduction:

Watch the clips of Roger.

You've seen the video
 In this game you need to be Roger
 You must adapt his mannerisms
 You must play with grace, calmness



GAMES SHEET: WARM UP

Level: Advanced
Sport: Short Tennis
Venue: Badminton Courts
Equipment: Racquets, sponge balls
Scenario: You are Roger Federer
Warm Up: Cooperative

Introduction:

You and your partner cooperatively
 You must spend 5 - 6 minutes practicing
 You must spend 5 - 6 minutes hitting for your opponent

You must practice:

- One hand backhands
- Drop shots
- Forehand drive





Getting a Degree Into The University

Bob Stothart - PENZ Life Member

Getting a degree established in a university (from outside the institution) is no easy task. The pressure on university resources is always intense and established programmes view new proposals with ferocious analytical study. In addition, if the Professorial Board of a university approves a new proposal it must be sent to all other universities for scrutiny and any one of them can disapprove. The first requirement is an outstanding proposal followed by available funding (not cheap) accompanied by advocates within the university fraternity. The big costs are staffing, library resources and accommodation. No one will support a new proposal out of the goodness of their hearts.

The Recreation and Sport Act (1973) provided an opportunity to establish education programmes at various levels in recreation and leisure. A 'grass roots' Diploma was offered by the Council for Recreation and Sport which consisted of modules (human growth and development, administration and organisation, programme planning, along with some optional modules that the applicant chose.) The Diploma was rounded off with the presentation of a major piece of work and a residential weekend. Interestingly, credit was given for similar learning in other contexts and for other qualifications (e.g. Education 100 at a university covered human growth so an applicant could ask for this to be credited or the secretary of several years standing in a community or sports organisation could ask to have the organisation and administration unit granted. All applications were evaluated by a

diploma education sub-committee of the Council. This was long before the term Recognition of Prior Learning had come into educational terminology.

The Diploma was enormously successful but the real prize was to get a degree established in a university. I was seconded from Victoria University to lead the education programme for the Council (in particular, the Diploma) and I was able to discuss with my colleague Allan Laidler, Head of the Physical Welfare Service at Victoria, the possibility of setting up a degree at Victoria. Allan took advice from academic colleagues who recommended that a start be made at Masters level as it was cheaper than the resources needed to get a Bachelor's degree up and running, moreover, if leisure and recreation was to have academic acceptance within the university community, it should establish itself at Masters level. The Council for Recreation and Sport agreed to a proposal to fund a degree at Victoria and \$11,000 was allocated (a senior lecturer's salary at that time) and Allan was able to work out a budget based on that figure.

Victoria University was teaching 'applied' degrees in social work, counselling and psychology and the structure of an eight paper degree: four academic papers plus a thesis equal to two papers with two papers allocated to placements in various appropriate settings was adopted as the MA (Applied) in Recreation Administration came onto the books in 1975. Entry to the programme was from graduates in the social sciences with special provision made for Physical Education

graduates from Otago University.

This was the first degree in recreation to be established in any university in New Zealand. Since that time a full range of degrees (Bachelors, Masters and PhDs) has been established at Lincoln University, from 1978 and Waikato set up a bachelors degree in Leisure studies which morphed into sport and leisure studies and the full range of offerings in the early 1990's. Since then most tertiary institutions offer a certificate, diploma or degree in physical education, leisure studies, sport, outdoor education, sports coaching. A more detailed account of this qualifications growth may be found in: Grant, B., and Stothart, R., (2002), An explosion of tertiary qualifications, *Australasian Journal of Leisure Journal*, vol4, no 4.

Obituaries

JOE HUGHES

Joe Hughes was a remarkable member of our physical education and outdoor education community. From the moment he arrived in New Zealand from Scotland he made a mark. He taught at Hamilton Technical College and Whakatane High School where he quickly revealed that he was a man of standards, devoted hard work with an abiding dedication to his students. Of course he became recognised as a teacher of note and eventually he was invited to become an Inspector of Secondary Schools in South Auckland with responsibility for physical education plus other duties (1974). This was a landmark occasion in New Zealand physical education as Joe was the first person in the history of our subject to have specialised training in this area. Before his appointment, teachers of physical education would be inspected by woodwork inspectors or indeed any inspector in the team, none of whom would have had up to date knowledge of the subject.

Joe trained in physical education at the famous Jordanhill School of Physical Education and Hygiene in Scotland. He quickly immersed himself in New Zealand physical education and outdoor education. He never accepted simple solutions, second best or half baked outcomes. Joe demanded the best. He argued, cajoled, coerced and battled, not for himself but for these curriculum areas in the education of all students. He remained a fighter, a battler for these principles until the day of his retirement.

He gave his time unstintingly to national organisations. Joe chaired the Outdoor Pursuits Centre Trust, served on the Outdoor Education Committee of the New Zealand Council for Recreation and Sport, chaired the Mountain Safety Council and was a member of the Physical Education Syllabus Review Committee during the 1980s. The production of two significant booklets, *The Principals' Guide to EOTC* and the *Education Policy Statement* was due to Joe's persistence in getting things done.

Joe had national responsibility within the Department of Education for physical education and outdoor education.

While based in Hamilton Joe was able to travel New Zealand to dispense his infectious enthusiasm and commitment. He played a big role in the development of multi-purpose gymnasiums in many schools.

Of particular significance is Joe's role in encouraging Ian Culpan to initiate a new degree in physical education at Christchurch Teachers College. Joe argued that the Otago University degree was not meeting the needs of New Zealand teachers of physical education. Eventually a degree was established at Christchurch Teachers College in conjunction with Canterbury University, in 1989. This degree is now one of the largest producers of physical education teachers in New Zealand.

Apart from his love of outdoor pursuits, Joe was a fine golfer, a lover of music, a pianist of note, a wine maker, a debater and he always gave his considerable energy to improving physical education and outdoor education for teachers and students.

He was awarded a Queens Service Medal (QSM) for services to youth and to the community in 1985. He retired in 1987.

JACK SHALLCRASS

It is with sadness that I record the passing of the great New Zealand educationist, Jack Shallcrass. Jack was a long time supporter of physical education. He spoke at our conferences and was a major colleague when Allan Laidler established the first degree programme in recreation (MA Applied) at Victoria University in 1975. Jack wrote 12 books and had over 600 published articles. He was a broadcaster, an ardent humanitarian, an anti apartheid campaigner, a civil libertarian, mentor to many and visionary educator and inspirational teacher. His first wife was an itinerant physical education organiser. Jack wrote an influential column in *The Listener* magazine for many years which was greatly admired by parents. He won many awards including a CBE for services to education.

Bob Stothart

Peter Lind - Moving On

Dr Peter Lind, Life Member of PENZ, former President of PENZ and Journal Editor and former HOD of Physical Education at Wellington College of Education and Palmerston North

College of Education has resigned from his position as CEO of the New Zealand Teachers Council to take up a similar position in Adelaide, South Australia. Peter was a significant contributor to

physical education in New Zealand speaking at conferences and having material published in the journal. We wish him every success in his new role.

Bob Stothart

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