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Te Ao Kori Aotearoa

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From PENZ's Chief Executive

This summer issue of the Physical Educator celebrates and acknowledges the achievements of a diverse range of individuals and their contributions to the Health and Physical Education sector and also to PENZ. The PENZ Awards are an important feature of our annual conference held last year in Christchurch. The ceremony on the



8 July was an incredibly moving and emotional occasion. Not only did we celebrate the work of Aotea and Alfriston Colleges for their dedication to improving student learning outcomes in their schools, we also got to witness the conferring of two unique awards that are rarely given. Val Irwin received the Te Iho-Takaro Ringawera Award for his dedication and commitment to Te Ao Kori over many years. Lisette Burrows was only the eleventh recipient of the Sir Alexander Gillies Medal since 1968. The respect and admiration for these two worthy recipients was clearly visible on the faces of those in attendance and it seemed that there was barely a dry eye amongst the 300 or so conference attendees. It was particularly fitting to have Annette Golding who was the recipient of the Sir Alexander Gillies Medal recipient in 1984 in attendance to witness Lisette getting her award. Lisette spoke of having cited Annette's work throughout her doctoral dissertation.

Members have also been recognised for their contributions and achievements more broadly. We would like to congratulate Lisette Burrows and Ian Culpán for their appointments to full professors of Otago and Christchurch Universities respectively. Congratulations also go to Tania Cassidy for her promotion to Assistant Professor at Otago University and to Katie Fitzpatrick for her promotion to Assistant Professor at the University of Auckland, and winning of Rutherford Discovery Fellowship award in 2014. I also understand that Dr. Wayne Smith, a long standing member and advocate of PENZ has been made Deputy Dean of the Faculty of Education at the University of Auckland. What wonderful achievements!

Finally, we wish to acknowledge the lifelong achievements of Kevin Moran who not only received the Lifesaving Foundation 2014 Ireland Medal in recognition of his long and outstanding contribution to preventing drowning, but was also made an Officer of the New Zealand Order of Merit in the recent New Year's Honours Awards. As the year begins and summer is in full swing I also want to acknowledge the work of everyone up and down the country who continue to promote learning and development in, about and through Health and Physical Education. My best wishes for a successful year ahead.

Ross Merrett



*Sir Alexander Gillies Medalists
Annette Golding (1984), Lisette
Burrows (2014). Photo Ross Merrett*

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*Cover: The day the
Japanese teachers came
to Maungatapu School
Photo: Ross Merrett*



What's worth doing?

Don Hellison, the well-known US based physical educator, developed the teaching Personal and Social Responsibility (TPSR) model which has been implemented in a number of countries throughout the world, including New Zealand. As a young physical education teacher he was motivated to reflect on his teaching by asking himself the fundamental question "What was worth doing in his professional practice?" The conclusion was that the traditional physical education outcomes that he was seeking to teach were not enough. For him what was really worthwhile doing was the development of life skills that would have a positive impact on the quality of life of his students. This realisation drove him to experiment with his teaching and to try a variety of approaches, a process that eventually led to the development of the TPSR model.

Early in a new year of teaching when enthusiasm and energy levels are relatively high is perhaps a good time for us all to step back from our professional "swamp of practice" and to ask ourselves the same question(s). What is worth doing in our teaching? What is it that nurtures us professionally and, are we achieving this?

For many of us it is easy to be immersed in the day-to-day grind that fills our days and gives little time to reflect on the wider issues. It can feel like an indulgence to take the time to step back and consider our professional practice from a wider lens.

To reflect on our professional lives can, however, be a worthwhile exercise and a challenge that keeps us fresh and motivated. When doing so it's important to not only identify aspects that we may like to change but also to acknowledge what we do well. What are the positive aspects of our practice that we should celebrate and be proud of? Can we build on these? Can we share them with others?

In the meantime I hope you all had the opportunity to recharge your batteries over the holidays and are ready to hit this year running. Never doubt the importance of what we do in teaching quality health and physical education and if you do take the opportunity to consider "what is worth doing" I hope the process helps contribute to a great 2015.

Barrie Gordon

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Tēnā koutou, ko Brandon Manuel tōku ingoa, no Ruatoria ahau. I was born in Gisborne and raised on the East Coast in a small town called Ruatoria, famous for its amazing pies and the sky blue jersey that is the Ngāti Porou East Coast rugby team. I have spent the past five years studying at the University of Otago where I attained a Degree in Physical Education and a Graduate Diploma in Secondary Education specialising in Physical Education and Health. I am a passionate sportsperson who enjoys every code (particularly rugby), I am in awe of different cultures and I appreciate the time I get to spend with family and friends. I begin teaching this year in Christchurch and I look forward to the amazing opportunities of working with staff, students and the community to establish a great platform for Te Pā o Rākaihautū.

Overview of a current initiative: Taonga takaro in schools

“Kia mau ki nga taonga takaro, kia heke iho ra I nga tipuna, katahi ka tika”

“Cherish the games of our ancestors and continue to utilise them for the good of our people” (Brown, 2010, p.28)

WHAT IS THE INITIATIVE?

This powerful statement from Harko Brown emphasises the need for taonga takaro to be incorporated and increased within schools as a part of the physical education curriculum. Although he states the need to cherish and utilise these games for Māori people, taonga takaro have the power to benefit people from all walks of life regardless of their race, gender or culture (Brown, 2010; Brown, 2008; Te Reo Resources, n.d).

LINKS TO THE CURRICULUM

VISION: CONNECTED

An increase in taonga takaro within the physical education curriculum will help strengthen students' connections with the whenua (land), whakapapa (stories and histories), tangata whenua (community) and ngā hoa (friends). These factors will be strengthened through the underlying stories behind each game, the connections and links made between the land and the people as well as the positive interaction between class members.

PRINCIPLES: TREATY OF WAITANGI, COMMUNITY ENGAGEMENT

Students have the opportunity to learn about Māori culture while exploring the bicultural foundations of New Zealand and the principles of the Treaty of Waitangi (Ministry of Education, 2011; Ministry of Education, 2007; Ministry of Education, 1999).

Students will participate in a range of different taonga takaro that links to their wider lives, whānau, community and past experiences thus making the experience significant and meaningful (Brown, 2010; Ministry of Education, 2007).

KEY COMPETENCY: PARTICIPATING AND CONTRIBUTING

Students who seek the opportunity to participate in a range of different taonga takaro have the advantage of being able to learn new concepts, establish personal connections

with the land, create fond relationships with peers and develop a sense of achievement through raising cultural awareness in the school community.

STRANDS AND ACHIEVEMENT OBJECTIVES

Although this initiative can be linked to all strands of the health and physical education learning area, specific learning outcomes must be designed for each strand, corresponding to the level and achievement objective. Examples below highlight how the initiative links to each strand.

Personal health and physical development: Maintaining regular physical activity by participating in various taonga takaro, increasing self-identity through the stories and whakapapa of the local area.

Movement concepts and motor skills: Developing motor skills through taonga takaro that may benefit mainstream sports, e.g. Ki o Rahi incorporates agile evasive movements that can be transferred to touch, rugby, league or netball (Brown, 2013; Brown, 2010; Brown 2008).

Relationships with other people: Developing interpersonal skills by playing in teams and working with one another (Dixon & Robertson, 2012).

Healthy communities and environments: The initiative increases health promotion in schools and in the community. Promoting participation of taonga takaro to family members and friends in the community.

UNDERLYING CONCEPTS

ATTITUDES AND VALUES

An increase in exposure to taonga takaro within schools will enable students to develop a positive and responsible attitude in regards to their own physical, mental, emotional, social and spiritual well-being (Hauora, n.d). Students will do this by participating in a range of taonga takaro and being able to individually reflect on the 4 aspects of hauora (Ministry of Education, 1999). In addition, students will also develop care and concern for other people in their

community and environment. This will be demonstrated through active participation, cooperating in teams and through manaakitanga or supporting one another.

HAUORA

Taha Tinana (physical well-being):

Students will:

- Participate in a range of traditional Māori activities as a part of the physical education curriculum. These activities will help students to remain physically healthy and in shape (Brown, 2010; Ministry of Education, 1999).

Taha Wairua (Spiritual well-being):

Students will:

- Develop a greater sense of self-identity and connection to the whenua through taonga takaro stories and whakapapa that relate to the area (Dixon & Robertson, 2012).

Taha Hinengaro (Mental and emotional well-being):

Students will:

- Participate in various taonga takaro helping to reduce stress, clear the mind and promote positive thoughts.

Taha Whanau (Social well-being):

Students will:

- Participate in a range of taonga takaro and strengthen relationships with classmates, teachers and the local community (Hedges & Robertson, 2014; Tasker, 1994).

HEALTH PROMOTION

The incorporation of traditional Māori games within schools is promoting healthier lifestyles by addressing all aspects of Hauora. The transfer of knowledge between teachers and rangatahi paves a way for students to have a positive impact on the community. Taonga takaro will become prevalent within the school community and wider community as students participate in taonga takaro both inside and outside of the school setting. Students will become equipped with knowledge to teach their families and friends how to play various taonga takaro, which will have invaluable health benefits (Dixon & Robertson, 2012; Ministry of Education, 1999; Hauora, n.d).

SOCIO-ECOLOGICAL

The initiative targets individuals and society through the involvement within schools and the community. Participation and retention of taonga takaro within schools encourages students to think of past times when Māori played these games and comparing these thoughts to modern times.

LINKS TO TE AO MĀORI

These thought processes encourage students to think of the different factors that motivated people to play taonga takaro (social, economic, environmental or cultural factors). In particular, students will gain a useful insight into the traditions of Māori people and learn more about Māori values and beliefs. In addition, students will be able to relate to the various taonga takaro as they move from school into other environments. The emphasis of this action is place based learning, focussing on the whakapapa of the area and relating this knowledge to different taonga takaro, provides the students with a rich learning experience.

KEY AREA OF LEARNING – PHYSICAL ACTIVITY

“In recognising New Zealand’s unique bicultural heritage, physical activity embraces ngā mahi a rēhia (Māori recreational and leisure activities, including te reo kori). The activities of rēhia develop physical and mental fitness and co-ordination in appropriate Māori contexts that have their own customs and protocol. These activities are unique to Aotearoa and foster knowledge, traditions, and movement skills from the past along with adopted contemporary movements” (Ministry of Education, 1999, p.42). I have copied this paragraph from the health and physical education curriculum to legitimise and support the incorporation and inclusion of taonga takaro within schools. This key area of learning highlights the use of taonga takaro as it promotes learning in movement, through movement and about movement. Learning in movement is demonstrated by developing physical skills by participating a range of different taonga takaro. Learning through movement will be addressed by developing positive social skills and relationships through fair participation and becoming knowledgeable about the environment through place based learning and participating outside of the classroom. Learning about movement will incorporate learning about the cultural significance of taonga takaro and the impact of traditional values and beliefs for individuals, groups and the community.

CASE STUDY

Ki o Rahi consistent with Te Kotahitanga research (Brown, 2010).

- Enjoyed by Maori and non-Maori students
- Enhanced the education for Maori students
- Fosters whanaungatanga
- Increase taha wairua or feelings or self-worth
- Linked mainstream students to Te Ao Maori seamlessly

INCORPORATING VALUES INTO PHYSICAL ACTIVITY			
Value	Description	What it looks like	How to incorporate it
Whanaungatanga	A sense of belonging.	Getting to know one another. • Whanau support inclusiveness • connections	Start each session with name games. Pepeha, Promoting team work. Encouraging Whanau involvement. Including kuia and koroua.

Manakitanga	It is a measurement of people's ability to extend aroha.	Rangatahi helping each other, Tautoko, coaching, awahi-support, active listening, walking the walk, follow up.	Encourage helping and sharing, provide participants with the best resources and information available, feed them well.
Kotahitanga	Oneness.	Everyone doing the same thing at the same time.	Encourage unity, play cooperating games where all have to work together and support each other.
Rangatiratanga	Self-governance.	Being in control.	Give them the information to support them to make informed choices. Leading the events, negotiating the rules, determining the outcomes.
Mohiotanga	Sharing of information.	Rangatahi building on their knowledge. Learning new information /strategies.	Knowledge, teach the rangatahi the necessary information to be able to participate in Nga Taonga Takaro safely, tools e.g. correct technique for waka or running.
Maramatanga	Understanding.	Can see the relevance in learning something and how they can apply it.	Ensure the rules for the games are provided before each event, develop hand outs, provide opportunities for rangatahi to participate at every level of the game, i.e., refereeing, team leader, coaching.
Tuakana / Teina	Older/younger relationships.	Older/senior rangatahi looking after the younger/ junior rangatahi. Or Experienced helping those less experienced.	Assign older rangatahi responsibility of taking care of others less able in the group. Rangatahi who are further along in their learning helping those just starting out.
Kaitiakitanga	Guard our taonga e.g. traditional Māori takaro, tikanga, natural resources.	Reciprocity (giving back)	Ensure the grounds / facilities are in the same condition or better as when they arrive.ie pick up rubbish, recycle where appropriate.
Whakapapa	Genealogy of the rangatahi, the history of the tipuna and the waahi.	Making whanau links in the group.	Mihi / Pepeha, learn and share, whakapapa of taonga takaro, place names, waka, and connections
Wairua	Spiritual well-being.	A sense of wellbeing.	A connection to whenua, ngahere, moana, maunga, awa.
Tikanga	The placing into practice that which is correct.	We would see rangatahi operating within the confines of the rules.	Explain rules, boundaries and consequences. Reward adherence to tikanga. Encourage rangatahi to do the right thing by providing them with the essential information.
Hakari	Celebratory feast.	Sharing of kai, Whakawhanaungatanga.	Korero, celebrate achievements in the group. Party without the alcohol.
Atuatanga	Paying respect to nga Atua.	Karakia, knowing & respecting the realms of each atua and their roles in our everyday lives.	Learning around Nga Atua Māori and the roles they play in te Ao Māori. How the knowledge can be used practically to connect us to our tupuna, Whenua, etc. Being aware of individual's different beliefs and respecting those. Sharing karakia.
Mauri	It is me it is my uniqueness.	It is our life force.	Everything has a life force. Treating every living thing with respect.

(Hauora, n.d).

The table on the previous page was taken directly from the Rangatahi Tu Rangatira website and it sums up the link between Te Ao Māori and Taonga takaro. Students benefit greatly from the exposure to cultural values and beliefs because the description of how the values are incorporated is easy for students to understand (Brown, 2010). These values and beliefs are very motivational for those students who are new to the traditions of the Māori culture.

PERSONAL RESPONSE

“He mahi nā ō tātou tūpuna, hei pūpuri mō ā tātou uri whakatupu”

‘A craft of our ancestors, to keep for coming generations’
(Diggeress Te Kanawa)

This statement by Diggeress Te Kanawa supports my personal response in regards to the incorporation and revitalisation of taonga takaro within the physical education curriculum. The traditional activities of our ancestors have detailed messages and meanings layered between physical aspects. I believe these messages need to be passed onto coming generations to help strengthen students identities and knowledge about the land, to increase cultural pedagogy with schools, to address all aspects of Hauora and to provide activities that students want (Brown, 2010). The mauri (life force) of taonga takaro embrace holistic learning and target all areas of well-being and there is an overall alignment between the students, the whakapapa, the whenua and the gods (Brown, 2010).

TEACHING IMPLICATIONS

The inclusion and revitalisation of taonga takaro will increase the cultural activities for physical education students and add breadth to the cultural pedagogy within the curriculum area. However, teachers who use taonga takaro without any learning linked to the curriculum or individual development may disadvantage their students. Using taonga takaro for the physical aspect alone, may mean that students miss out on the culturally rich messages and underlying meanings that contribute to holistic learning and understanding.

Fortunately, there are positive implications for student learning if the teacher plans carefully with the idea of student learning being the focal point. For example, if I was teaching taonga takaro at Taieri College, I could draw upon local knowledge and heritage by using the story of the Saddle Hill Taniwha to educate the students about the whenua and the unique connection to the area. I could then go on to create kites that represent the taniwha and this will increase the significance of the student kites as it will have a symbolic meaning tied to it. This activity can relate the learning to strands A, B and D in the physical education curriculum.

There is much to be gained for students, staff and the community through the inclusion of taonga takaro (Brown, 2010). If staff are active, passionate and meticulous about linking the traditional activities to the curriculum, then

students will flourish both physically and mentally (Brown, 2010; Brown 2008). I strive to be an ambassador for taonga takaro within schools and within the community.

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WALKING ACCESS
ARA HIKOI AQTĒAROA

The Day the Japanese Teachers Came to Maungatapu School

By Room 16 Maungatapu Primary School



We all gathered outside our school Wharenuui and waited for the bus to arrive. We had been preparing for their visit for a few days now and we were all excited to meet our visitors. The class had all worked together, to create some games that focus on several fundamental skills to teach to and then play with our visitors. Our first thoughts as we watched them step of the bus one by one was, 'how are they going to run around on the field wearing suits, ties and high shoes?'

As part of our school's deep Maori culture, we were giving our special visitors a traditional welcome by greetings them at the gate with several of our students performing a Karanga, our mass singing of Waiata, and by Matua Matu saying a Mihi to welcome them all into our school. We were all very surprised when the Japanese group replied to our Waiata by singing several songs back to us in Japanese. It was really cool!

After handshakes and Hongi our visitors followed us to our classroom and got ready to listen to our stories about our philosophy of EveryBody Counts (EBC), how we use it and how it makes our classroom more inclusive. Mr Merrett, Ms Petrie and Ms Paterson who were with the visitors and Mrs Duggan introduced themselves and talked a little bit about how EBC came about and who was involved in the initial research project. Then it was our turn to tell our special



visitors about how we feel about our EBC values, how it works and how it helps us feel part of our class and valued as a learner. We had put some of our thoughts onto a Power Point and presented it to them as well as some of the class got up and talked to them.

We explained that a big part of EBC is making sure everybody has a go and has equal chance to succeed in all areas of our learning. This is why we use the TREE Model, developed by the Halberg Foundation, to change games or sport to enable all of us to participate in and learn from. We then showed them how we had used this process with the sports of Rippa Rugby and Netball and had created two new games using Frisbees and scoops.

The teachers asked lots of questions, and we felt really proud and keen to get out onto the field as they were all excited to give the games a go. The teachers and our class were split into two groups and each went through the teaching and practicing of the games. Then the games started! We had so much fun! We were also very surprised at the Japanese teachers because they took off their suit jackets and ties, rolled up their sleeves, took off their high heels and shoes and socks and were running round with us. Some of them were really fast and threw the Frisbee really

high. Everybody was laughing and having heaps of fun. There were lots of red faces and puffing cheeks as it was a really hot day. The groups swapped around after a while and then the running around fun started again. All of the groups were getting really good at throwing and catching the Frisbees and the balls with the scoops. Some of us could do it while we were still moving fast.

After we had all been out for over an hour, we all did high fives, said our thank yous, and went back into the classroom for our reflection time. The Japanese teachers asked Mrs Duggan lots of questions about the process we used and how it had changed the way we play games and use each-others skills. The visitors were then presented with a Maori Taonga as a gift and they gave us a traditional Japanese fan and some spinning tops in appreciation for having them. We had lots of photos taken as they wanted to show their schools back home our class.

It was sad to say goodbye as their time with us was very short. We all agreed afterwards that it was such a great experience and we felt very privileged to have been able to share what we do with them. May be they with spread the word about EBC when they get back to Japan!



It's as easy as EBC: Getting kids to plan HPE!

Written by: Annie Robinson (year 6) & Jaimee Eades (year 6)

Edited by: Deirdre Duggan (Teacher)

With the help of the students of Room 16 Maungatapu Primary School

WHAT IS EBC?

EBC stands for Everybody Counts, this means no exclusive behaviour and valuing others for what they CAN do, not for what they can't. In our class, since EBC has been introduced, everyone has been more confident and inclusive.

EBC has changed how we do PE, less people are standing around and more people are getting involved. Also there are fewer arguments around getting turns.

Everyone in our class thinks the more inclusive the game is, the more fun we will have playing it.

The TREE model - as used by the Halberg Trust

Our class uses a technique called the TREE model. This is a way to change a game so that people with different skill levels are involved and experience success as well.

This includes people with learning and physical disabilities.

The "T" in TREE stands for Teaching Style - the way we teach the game, for example; a diagram, show and tell, explanation.

SCHOOL SPORT AND PE ADAPTION WORKSHEET				
STUDENT/GROUP	DATE:			
	STRIKING/ FIELDING Eg Cricket/ Softball	TARGET Eg Netball/ Basketball	INVASION Eg Football /Hockey	NET/WALL Eg. Tennis/ Volleyball
TEACHING STYLE				
RULES				
EQUIPMENT				
ENVIRONMENT				

The "R" stands for Rules - making sure everyone knows how to play so that nobody gets hurt or in an argument. Rules could be things like: no contact, no hands on the ball, a metre back etc.

The first "E" stands for Equipment - what you require to play the game so that you can set it up properly.

The second "E" stands for Environment - what is the best suited environment for the game for example: The field, the tennis court, swimming pool etc.

HOW TO USE THE TREE MODEL

1. SELECT A GAME

There are different game types to choose from- striking/fielding games are games like cricket and softball. Target games are games such as netball and basketball. Invasion games are games like football and hockey. The last game type is net/wall games; these are games such as tennis and squash.

2. BREAK IT DOWN INTO SKILLS

Once you have selected your game, break it down into skills. To demonstrate how to do this, we have chosen the games of Rippa Rugby and Ultimate Frisbee.

The skills for Rippa Rugby are: running, defending, stepping, thinking/strategizing, dodging, catching and ripping.

The skills for ultimate Frisbee are: catching, intercepting, aiming, using correct Frisbee throw and running.

Keep in mind that you don't have to use all of your listed skills.

3. CREATE YOUR GAME

Now it's time to create your game. Figure out what type of game it is and make sure you keep it the same type.

Our game is called: **Frisbee Frenzy** the type of game must stay invasion, because we based it on an invasion game - ultimate Frisbee.

TEACHING STYLE: for our teaching style we chose to use a diagram and step-by-step.

RULES: The rules of our game are:

- no physical contact
- only 4 people at a time in the goal (2 from each team)
- 5 steps with the Frisbee
- don't pass back to the person who just threw it to you
- 7 aside, all of your team must touch the Frisbee before a goal can be scored
- drop the Frisbee and handover also start counting passes again
- stay in coned boundaries
- you can't hand pass only throw
- a metre back from the person with the Frisbee
- Have fun!

EQUIPMENT: For equipment we are using; **cones** to mark boundaries and goals, and a **Frisbee**. The Frisbee should be in the middle of the soccer/rugby field. Four cones in the corners of the field and two cones a couple of steps back, in line with the rugby/soccer posts on each side.

ENVIRONMENT: For our environment we chose the soccer field but this can be changed. Now to get out there and do it!

EBC is the way we treat each other, work together and the way we play games together. If there is a problem, sit down and talk about it with your class, change things and have another go. Everybody Counts ... it's just the way we do things around here!

BIO:

Deirdre Duggan is a teacher and syndicate leader at Maungatapu Primary School in Tauranga. She is passionate about getting kids to be ACTIVE in any way or form that enables them to experience success, challenge themselves and have fun. The EBC philosophy that her classroom and school have embraced enables teachers and students to work together and strive to achieve this for all children regardless of ability level.

Annie is a student in room 16 at Maungatapu Primary School in Tauranga. She is passionate for learning and loves school. Annie's favourite subjects are writing and mathematics. She plays guitar and water polo. In her spare time she likes to jump on the trampoline, play video games or socialize with friends. Annie loves EBC and really believes it can encourage students respect each other more and treat each other better.

Jaimee is a student in Room 16 at Maungatapu School in Tauranga. She is passionate for sport and learning. She plays hockey and does athletics and enjoys running. In her spare time she likes to go outdoors and socialize with her friends and family. Her favourite subject at school is writing and P.E

Jaimee loves EBC she believes it has changed the way we treat each other and are more inclusive since it has been introduced. EBC has made games more fun to play

This learning has evolved from a TRLI research project called Every-body counts: Understanding HPE in primary schools, involving primary school teachers (Jo Naera, Joel Devcich, Deirdre Duggan, and Shane Keown) and university partners (Kirsten Petrie, Lisette Burrows and Marg Cosgriff). This project was made possible with the support of the Teaching, Learning and Research Initiative funding; the Wilf Malcom Institute of Educational Research; and students, staff and school communities. For more information on the project and access to future publications see <http://www.tlri.org.nz/tlri-research/research-progress/school-sector/every-body-counts-understanding-health-and-physical> or contact Dr Kirsten Petrie, Project Director, kpetrie@waikato.ac.nz.

A. S. Lewis Essay Award Winner

Lauren Meale - Botany Downs College

The A. S. Lewis Award is for undergraduate and secondary school students who present an essay of 1500 words or less on a specified topic. In 2014 students were invited to write essays that "*Critically evaluate the issue of violence in sport and its possible impact on New Zealand society*".

VIOLENCE IN SPORT AND ITS POTENTIAL IMPACT ON NEW ZEALAND SOCIETY

New Zealand society places high value on success and participation in a large range of sports. Because of this, violence within these sports can have a considerable impact on New Zealand society whether we realise it or not. Within this essay I will examine the varying degrees of violence that takes place on our sports fields and critically analyse the extent to which it impacts society.

Violence can be defined as '*the use of excessive physical force, which causes or has obvious potential to cause harm or destruction.*' When we think of violence we often imagine brutal and illegal acts with intent to inflict pain or injury. We do not however consider the many situations or circumstances in society in which violence is encouraged or even celebrated. Many of these occur on the sporting field where athletes and competitors persevere victories at the expense of others.

Canadian sociologist Mike Smith developed the most commonly used categorization system for on the field violence amongst competitors. In his system, violent sporting acts are classified as either brutal body contact, borderline violence, quasi-criminal violence or criminal violence. Brutal body contact includes 'physical practices common in certain sports and accepted by athletes as part of sport participation. These include physical acts of brute force such as tackles, collisions; blocks etc., which have the potential to cause injuries, however are usually not punishable and often encouraged by coaches. Quasi-criminal violence 'includes practices that violate the formal rules



of the game, public laws, and even informal norms among players.¹ Examples of this are cheap shots, late hits and undisguised fouls that endanger a players' body and go beyond healthy competition and dedication to the game. A relevant example of this within New Zealand sporting society is dangerous tackles in both rugby and rugby league. Tackling opposition in both these sports is both a crucial and brutal aspect of the game. Whether in a malicious nature of not, they can often turn pear shaped which can result in severe injuries and even death. In a recent NRL match this month, Warriors player Dane Nielsen was the victim of a concerning lifting tackle by Cronulla Sharks opposition Sam Tagataese and Matt Prior that 'saw his neck make heavy contact with the ground,²' and had him 'baying for blood.³' Warriors coach Andrew McFadden commented that Nielsen was 'pretty unwell' and that '*It was obviously dangerous. The initial part of the tackle probably warranted a report but I think the real damage was done when he came down. It is a contact sport. That happens.*' In my opinion

Sth African ear-biter banished

RUGBY

WELLINGTON South African scrum-half Eben Etzebeth has been banished from the All Blacks squad for biting a New Zealand player's ear during a recent Test match.



Etzebeth was seen biting the ear of New Zealand player Dane Nielsen during a recent Test match. The incident led to Etzebeth being banished from the All Blacks squad.

had apologized to Nielsen and Etzebeth was seen with Nielsen after the incident. The All Blacks coach, Ian Foster, said that Etzebeth was 'banished' from the squad for the incident.

McFadden's response to the head injury is not as serious as it should be. A coach needs to see each of their players as human beings whose welfare is at stake rather than pawns on a chessboard. It is all very well to acknowledge that rugby league is a contact sport and that injuries will happen, but head injuries from violent tackles can have long lasting or permanent consequences to the victim and cannot be taken lightly. In the past 4-5 years the incidence in the NRL has been 5-7 concussions per team per season across all levels of competition. According to the NZRL, in 2012 there were just under 36,000 kiwis participating in rugby league in New Zealand⁴. Considering a rugby league team consists of roughly 17 players, this means that on average, one third of the team will receive head injuries in any given season. That equates to roughly 12,000 head injuries in one season from one sport alone. There has also been a shift in culture surrounding concussion and head injuries in these sports. These days' adequate precautions are taken where possible to ensure the players safety is the top priority. Is a single game really worth a person's life? It is now seen as foolish to ignore such an injury rather than brave or heroic. Some would argue that this reflects society getting

1 Chapter 7 – Violence in Sports
2 <http://www.theaustralian.com.au/sport/nrl/nz-warriors-wriggle-free-as-cronulla-sharks-choke-on-last-bite/story-fncadon-1227019831889?nk=90cb0ef0f8c5d082b317cd382a3adac6>
3 <http://tvnz.co.nz/rugby-league-news/warriors-survive-sharks-scare-6051497>

4 <http://www.nrl.com/participation-grows-in-nz-for-third-year-in-a-row/tabid/10874/newsid/70552/default.aspx>

softer; personally I believe this is not the case, we are not getting softer, we're getting smarter.

There is also the increasing issue of criminal violence in sport. Criminal violence 'includes practices that are clearly outside the law to the point that athletes condemn them without question and law enforcement officials may prosecute them as crimes.'⁵ Examples of criminal violence are assaults that occur both during and after a game that appear to be premeditated and are serious enough to severely injure a player. An infamous example of criminal violence in New Zealand occurred ten years ago in a 1994 rugby test match between the All Blacks and the Springboks.

South African prop Johan le Roux seized the opportunity in a scrum to take a bite of Sean Fitzpatrick's ear. The incident was resolved with an 18-month ban, to which le Roux said, *"For an 18-month suspension, I feel I probably should have torn it off. Then at least I could say, 'look, I've returned to South Africa with the guy's ear.'"* Although le Roux is obviously of the opinion that his punishment was harsh, is an 18-month suspension really severe enough disciplinary action for what can only be described as cannibalism? In my opinion the South African's brutal actions should be regarded as a criminal offence and therefore worthy of an assault charge. As the severity of violence in sport continues to increase, the way in which it is dealt with needs to be reviewed. If criminal acts are committed on a sports field, does that mean that they are justified? I believe that criminal assault on a sports field is no different to a criminal assault that occurs anywhere else.

This brings about the issue of hegemony. Who holds the power to ensure that violence in sport does not spiral out of control? There are numerous parties involved in sporting competitions including

players, coaches, referees, officials and supporters, each with a different part to play in the picture. Ultimately, the power to make a change lies with society. A single player who refuses to engage in any form of violence on the sports field will simply be fighting an uphill battle. A coach who discourages brutal body contact will lose their job; the same would happen to a referee who is considered too strict. For this reason it is us, the public of New Zealand who support these sporting competitions who have the power to say 'that's enough' to violence in our sports. With rapid technological advancements, sport is becoming a commodity and a trillion dollar industry. If society as a whole chooses not to support sports with criminal and quasi-criminal violence, these sports will lose their funding and no longer be able to thrive.

Violence in sport is not a recent development however the past decade has seen a rapid increase in the physicality seen on the sports field. New Zealand society places a high importance on our rich sporting culture, especially rugby union as our national sport. For this reason, it is a shame that we are currently seeing the highest rates on record of injury and concussion within the sport, clearly reflecting the greater levels of borderline, quasi-criminal and criminal violence taking place on the field. As a proud New Zealander myself, I believe that if we were to let violence in our sports get out of hand, the consequences to society would be devastating. Sport would no longer been seen as a prestigious competition and athletes would no longer be role models for the public, demonstrating the result of hard work and dedication. Instead, many sports and participation would be frowned upon and seen as against societal norms. I know myself that participation in sports from a young age has helped me develop into the person I am today. If I have children one day, I know that I would most certainly want them to experience

all the benefits that involvement in sport has to offer. The health benefits of physical activity alone are common knowledge. Participation in individual sports teaches self-motivation and discipline whereas a team environment develops teamwork, commitment and leadership skills. For this reason I feel it is very important that all New Zealanders are involved in sports for at least some part of their lives, and that we do not allow violence within sport to prevent this. In order for this to be the case, I understand that society is going to have to make a conscious effort prevent violence in our sports increasing even further, or even work hard to decrease the current levels of today. In order to do this it is crucial that we overlook the materialistic gain provided by the entertaining aspect of violence and make sure that the mental and physical health of our athletes is our main priority.



Lauren Meale receives her A S Lewis Award from Margot Bowes, PENZ Board Member, December 2014.

⁵ Chapter 7 – Violence in Sports

⁶ http://www.nzherald.co.nz/sport/news/article.cfm?c_id=4&objectid=10377598

A Place to Feel Safe and Secure, because Every Body Counts

By Room 16 Maungatapu School



In Room 16, we have been involved in helping create an inclusive school environment by sharing the values of Every Body Counts. We look out for each other inside and outside of the classroom, celebrate when things go well and are a friend when things don't. We feel that our classroom is a safe place for us to learn and make friends along the way. Feeling safe is one of the most important things for kids at school. Knowing that we have a place or a person to go to if we feel sad, lonely, unsure or a bit lost if we are new is really important.

During term 1, we talked about sharing some more of our EBC ideas with the rest of the school and wrote up some suggestions for possible projects we could work on. One of our classmates told us all about an article they were shown on the internet about a 'friendship seat' that was created in a school in America. We liked the idea and thought we would see if others did too. So, as a class we decided to do a survey across the school to find out what places other students, enjoyed and felt safe in, and if they thought we should create a special safe place to go to that was in the playground.

When we got the results back there were lots of students who said that the places they felt safe in were their classrooms, the library, parts of the

playground and the lunch eating areas. All of the students who did the survey agreed that it would be a cool idea to have a place designated for students to go to as a safe playground area.

Mrs Duggan got us to brainstorm ideas for about what the place might look like and where it could be located in the playground. We also talked about what we could call it. That was easy, the EBC Seat! The important part of creating this area would be that we would look out for kids sitting there and go up to them and ask what was wrong and if we could help. All of us could remember a time when we could have used a place like this and knew others would be able to as well.

Over the next couple of terms we shared ideas about design and location, some we thought would be too expensive and others were too hard to make without some outside help. Some of the class knew of people we could approach to donate materials to build it and others suggested ideas about places we could ask for donations of plants etc. The problem was finding a place to put it that was central, easy to see and in an area that was easy to look after.

As the year went on, we were running out of time and it was beginning to look like we weren't going to be able to create our area after all. We were a bit disappointed. Mrs Duggan had even talked to our Principal Mrs Horne about it and she said it was a great idea, but they were not sure how we were going to make it happen.

During this time some of our classrooms had been refurbished and some new garden areas had

been created outside the front of the school. Mrs McCarthy, who works in the school office was in charge of organising the creation of these garden areas and knew about our work around the project to get our EBC Seat. She had secretly talked to Mrs Duggan and Mrs Horne and had organised for a Tauranga City Council seat and a plaque to be put into one of the gardens.

None of us knew that this was going on and we were so excited and surprised when Mrs Duggan showed us our project sitting proudly at the front of the school! It had a plaque in the seat back that said, 'A place to feel safe and secure because Every Body Counts'. All of our class were very proud and wanted our photos taken sitting on it!

Next year, Mrs Duggan is going to start an EBC Playground Mentoring programme with some senior students and use the EBC Seat as the area to go to if you need help or a friend. It is a very cool feeling to know that the seat will be there for a long time and we were the ones that thought it up. We all think this is a great idea and every school should have a safe place like this in the playground that all the kids know about. When you feel safe and secure you learn better and have great memories of school no matter who you are because, Every Body Counts.

PENZ Awards 2014

In addition to the Sir Alexander Gillies Award and A. S. Lewis Award mentioned in the Bob Stothart Recognition article, page 14, PENZ invites and receives nominations annually for a number of other awards. These include nominations for PENZ Fellows and Life Members, along with nominations for Outstanding New Professional Award, Outstanding Physical Education Award and the Te Iho-Takaro Ringawera Award.

In 2014 the PENZ Awards Committee considered a host of nominations for the above awards. The following citations were made as the awards were presented at the Awards Ceremony which was hosted at the Physical Education New Zealand annual conference 7-9 July 2014.

SIR ALEXANDER GILLIES MEDAL - ASSOCIATE PROFESSOR LISETTE BURROWS

PENZ President - Lisette Burrows, was awarded the Sir Alexander Gillies Medal the highest honour from her peers in July 2014. She is the second woman and one of just 10 people to receive the award since its inception in 1967.

Former President, Life Member and past recipient of the Sir Alexander Gillies Medal (1990), Bob Stothart says Associate Professor Burrows embodies the intentions of the award making the following comments in his citation of the award.

Lisette reeks of peer esteem although she is too humble to acknowledge that fact.

She walks the corridors of academe with aplomb and a kete of achievements.

She is the first woman to become an Associate Professor in NZ who specialises in things to do with physical education as it relates to schools.

She will, in the fullness of time, become the first woman to become a full Professor in NZ (refer to the Recognition section of this journal for an update).

She is the first woman to be Acting Dean of the School of Physical Education at the University of Otago.

She is the second woman to receive the Gillies Medal

She has a giant reputation amongst students as a teacher and as a supervisor of MA and PhD theses and these skills have been recognised by University awards.

She contributes to international journals and has been invited to be a keynote speaker in New Zealand (often), London and Paris.

Her work on inclusion, gender, health, obesity, developmental discourses in school-based physical education and issues of school justice have been recognised both nationally and internationally.

Her credibility amongst peers is such that she is on the editorial boards of several international journals

She gives time to nurture PENZ and gives our organisation outstanding leadership.

At the time of receiving the award, Otago University Bulletin Board (15 August 2014) the publication for staff and post graduate student community said the following;

Lisette Burrows is an Associate Professor in Health and Physical Education Curriculum and Teaching at the School of Physical Education, and has been a member of Otago staff since 1991. Her research focuses on understanding the place and meaning of health and physical culture in young people's lives.

She says, "Sir Alexander Gillies was an extraordinary man and to receive something with his name on it was very humbling. His widow, Lady Joan Gillies, actually presented the award which made it even more special. I guess it was the fact the medal came from PENZ – an organisation I'm passionate about, that made it really special."

Associate Professor Burrows believes Physical Education (PE) has huge potential as a learning area in schools. "Movement is central to human life – it's our way of connecting with others, with objects, with the physical and the social world." Yet, she says, PE makes both friends and enemies of children in schools.

"I'm interested in encouraging potential teachers to 'imagine' what PE is like for those that aren't as happily disposed toward the subject as they are. My aspirations are to encourage aspiring teachers to think about the diverse kids, bodies, interests and needs that present themselves in PE classes and teach in ways that celebrate these differences. I am relentlessly keen to see the 'education' in Physical Education highlighted."

Associate Professor Burrows is on the editorial Board of Sport Education and Society and editor of the refereed section of New Zealand's Physical Educator. She is President PENZ and a member of the Australian Association for Research in Education (AARE), the North American Society for the Sociology of Sport (NASSS) and the British Educational Research Association (BERA).

ABOUT THE SIR ALEXANDER GILLIES MEDAL:

The Sir Alexander Gillies Medal is the highest honour that PENZ can confer on an individual member. This award is gifted to someone deemed to mirror the commitment and qualities of Sir Alexander Gillies, the first patron of the original New Zealand Physical Education Society.



Associate Professor Lisette Burrows (right) receives the Physical Education New Zealand Sir Alexander Gillies Medal from his widow Lady Joan Gillies.



Past Recipients of the Sir Alexander Gillies Medal, Bob Stothart (1990), Annette Golding (1984) and Ian Culpan (2001) join Lisette Burrows in celebration of her award. Photo – Ross Merrett



OUTSTANDING PHYSICAL EDUCATION AWARD - ALFRISTON COLLEGE

Staff from the Health and Physical Education Learning Area of Alfriston College have worked tirelessly and methodically since 2010 to implement significant changes to the culture of Health and Physical Education in their school community.

Staff recognised that an overhaul of the junior programmes was required and tackled the challenge to ensure that learning was authentic, relevant and meaningful for all students. Through data analysis, the team realised that while many of their learners had a good range of physical skills and experiences, their knowledge of PE or health literacy was limited. In general, students expected to play games, but not read, write or reflect, let alone be critical or adopt a socio-cultural perspective. Low literacy levels amongst students also impeded progress. The team put significant effort into shifting the pedagogical understanding of students and some colleagues, while advocating for the potential that HPE has in their school for all students.

Development of the junior programmes has now carried through into their senior programmes. Some of the highlights have included significant increases in the levels of engagement and achievement at both junior and NCEA levels. The fruits of their hard work were first evident in 2012 when three new courses designed to provide more relevant and appropriate learning for students were approved.

Subsequently increased levels of achievement resulted at NCEA levels 1, 2, and 3. In 2013, continued improvement was further accelerated with two students achieving scholarships in PED, the first ever in the history of the school.

There is now a focus on achieving excellence at all levels by students and staff. The HPE Learning Area are proactive and progressive in their work. They act on the evidence-based needs of their students and implement pedagogically driven strategies to meet these needs. The HPE Learning Area is now viewed by the school leaders, and BOT as arguably the most academically successful learning area in the school. The self review and development processes, the priority and willingness to examine and change junior programmes and the commitment to changing the culture of the department and schools expectation of HPE is to be applauded.

Congratulations to the HPE Learning Area of Alfriston College for their outstanding achievements.

Unfortunately staff from Alfriston College were not able to attend the conference in Christchurch. The award was instead presented to staff from the HPE Learning Area of Alfriston College during an all staff professional development event by PENZ CEO Ross Merrett.

OUTSTANDING PHYSICAL EDUCATION AWARD - AOTEA COLLEGE

This department has a reputation for providing diverse student-centred programmes that focus on engagement and the use of pedagogies that empower individuals to take ownership of their learning and the holistic development of all students. The department has been at the forefront of developing robust self - review processes including student voice and dialogue, with teacher inquiry providing a strong foundation for reflection, innovation and development. This has led to greatly enhanced Physical Education opportunities for young people within the college and beyond in the school community.

This HPE department show a willingness to be innovative and take risks in their teaching practice. This department have shown leadership in the the adoption of restorative and relational practice in alignment with the principles of hauora – with clear expectations and strong practice clearly evident in classes. Most recently the HPE staff has begun to implement the use of SOLO taxonomy as a tool to support student learning and achievement. Using this tool, students are more able to identify their own next learning steps and as a result the criteria for success are clearer to the student. Members of the department are currently using the teacher inquiry process to measure the impact on learning.

Broader involvement in the Sport in Education initiative has supported the department to has seen the influence of Physical Education reach across the school in very positive ways and beyond that into the wider school community forging relationships beyond the ordinary with local primary schools.

The outstanding work of this department has seen

- a growth in retention rates for students taking both Health

- and Physical Education in the senior school,
- Improvements in student achievement in Health and Physical education and also in the Maths and English in the Sports Studies cross-curricular class,
- Improvements in achievement for students engaged in cross curricular learning with sport as a focus.

The department's work is not limited to their local community, as they are an influential contributor within the Wellington cluster. Their HOD was responsible for the adoption of a regional whakatauki: Ki nga whakaeke haumi (Ally yourself with those who have already banded together, There is strength in numbers). This whakatauki has set the tone of the cluster and has been the catalyst for the development of a culture of support and sharing; values that the HPE department actively promote regionally as they provide great assistance to many colleges and individual teachers around the region who seek help and guidance.

The work of this department signals a desire to take risks and try new things in an effort to make a difference for their students and their community. For this Aotea College are recognised with an Outstanding PE Award.

ABOUT THE OUTSTANDING PHYSICAL EDUCATION AWARD

The Outstanding Physical Education Award is awarded to "an early childhood centre, school, or department that has demonstrated excellence in intra-curricula Physical Education. This award does not include extra-curricula sport or physical activity."

TE IHO-TAKARO RINGAWERA AWARD 2014 – VAL IRWIN

The Te Iho-Takaro Ringawera award is made by the PENZ Board for contributions to the profession that may be leftfield because at times they are removed from the day-to-day work of Physical Education. The contribution is "golden" in that it is often done in relative obscurity but is highly prized as in the distinguished and respected work of a 'ringawera'. This award is passed on from one awardee to the next.

The 2014 recipient Val Irwin, has made a very significant contribution to PENZ, to physical education and to the professional growth and development of many physical educators, past and present.

As an educator Val has taught secondary physical education, been a teacher educator, is a dancer, a storyteller, a historian and has willingly shared his lived knowledge with us over the two last decades. He is a leader in the knowledge of Nga Mahi a te rehia (traditional games and pastimes).

Val grew up in East Coast of the North Island where his rural life provided him with a playground for education about movement, about the bush and about people. Val was approached by PENZ about 16 years ago with the request, 'how about you tour the country and run Te Reo Kori workshops and share your knowledge of Nga Mahi a te rehia'. Val agreed and ran workshops all over the country for about 4 years. He started off in a camper van that PENZ

provided, but after a while he built up so many contacts he didn't need the van.

As well as these National Roadshow workshops in schools, Val delivered workshops in early childhood environments, and ran PENZ workshops in the Maori mental health sector in Wellington. In all these environments, Val welcomed all participants in a way that ensured their interest and their confidence as learners. His approaches always captured the potential for using Maori movement and play as vehicles for learning.

Dr Rose Pere (Val's aunty) gifted PENZ the name Te Ao Kori as a unifying concept that embraces all aspects of identity – personal, family, tribal, regional, and national. Val, in consultation with Rose and others, was hugely instrumental in the growth of Te Reo Kori.

Val was a principle writer of the Curriculum in Action publication: Exploring Te Ao Kori. This resource was a massive achievement for PENZ and a legacy that Val can be proud of. (Refer to the TKI web site for more information on Te Ao Kori).

Val has been a major presence and contributor at PENZ conferences – supporting our bicultural growth and presenting many, many workshops at these conferences. Val was a valued PENZ Board member for a number of years, supporting the organisation more behind the scenes than most would be aware.

Val you are indeed one of the PENZ community's great taonga's and a worthy recipient of the Te Iho-Takaro Ringawera Award for 2014.





Recognition

Bob Stothart - PENZ Life Member

Everybody likes to be recognised for what they do, especially, if what they do contributes to their profession or the wider society. The Queen recognises contributions by awarding honours at New Year and Queens Birthday weekend.

Various businesses, cities and corporations reward people in multiple ways for outstanding community work.

PENZ also, recognises significant contributions to the profession of physical education and has done for several decades. A prime mover in setting up the awards was Peter Macpherson, President of the Physical Education Society 1963 – 67, before it morphed into NZAHPER. Peter, who was Head of Department of Physical Education at Hamilton Teachers College, argued that we should recognise the pioneers and leaders thus initiating the system of respect for notable achievements.

Two awards of note are the Sir Alexander Gillies Award and the A.S. Lewis award.

The Gillies award is named after Sir Alexander Gillies, a noted Wellington orthopaedic surgeon who was Patron of the original Physical Education Society and the New Zealand Association of Health, Physical Education and Recreation from 1936 to 1982: a total of 45 years! He was also involved in establishing the Red Cross Society and the Crippled Children's Society. Sir Alex attended the inaugural meeting of the fledgling Physical Education Society (1937 and addressed the meeting:

"...Physical Education Society should fix the standard of leaders without the domination of other professions. Physical education is an art rather than a science and due attention must be given to the fundamentals of the art, it is nevertheless one in which an ounce of practice is worth a pound of theory..."

Clearly, he was a remarkable man and our profession was honoured to receive his patronage for so many years. It is fitting that we honour his memory with our most prestigious award. The Gillies Medal is awarded sparingly for outstanding, career long contributions to physical education in New Zealand. From 1969 to 2014 only eleven people have been honoured.

A. S. (Sam) Lewis was a giant figure in our history. He has a career of firsts: he was the first person to be appointed to a university in a role providing physical recreation to staff and students at the University of Canterbury in 1946. He was the first person to become an Associate of the Physical Education Society (when that status could only be achieved by examination), and the first person to complete the

requirements (presentation of a thesis) to become a Fellow of the Society. In his university position Sam published research and advocated for physical education to be an examinable subject in secondary schools, long before 6th Form Certificate and NCEA exams. He also edited the original Bulletin of the Society, the forerunner of the current Journal. Notably, Sam was the first recipient of the Sir Alexander Gillies Medal for, amongst other things, his outstanding management of the Associate and Fellowship qualifications examination process. Sam was innovative, meticulous, strongly principled, humble, and articulate and he established warm, enduring relationships. It was no surprise that he was invited to chair the international committee which organised the conference associated with the Commonwealth Games in Christchurch in 1974. He was also sought after as a fitness trainer. He developed the Canter Plan and Target Training, both fitness training regimes characterised by the accumulation of scores against established tables. He was also a leading interpreter of Sheldon's system of bodily classification, Somatotyping.

The A. S. Lewis Award is for undergraduate and secondary school students who present an essay of 1500 words or less on a specified topic.

The original Physical Education Society removed the Associate examination and the Fellowship by thesis when qualifications in physical education, recreation and outdoor education became more readily available from teachers colleges, the New Zealand Council for recreation and Sport and other sources. The Fellowship was re-structured as an award to recognise PENZ members who make a significant contribution to the purpose, aims and work of the association.

The other important recognition comes in the form of Life Membership. This award usually indicates career-long service to advance the aims and intentions of PENZ.

Teachers generally do not begin their careers expecting to be publicly rewarded but it is always satisfying to know that what you do is recognised by peers as valuable, notable and useful.

Further reference to people mentioned in this article may be found in: Stothart, Bob, & Culpan, Ian, (2012). For the Record: an encyclopaedia of historical aspects of New Zealand physical education, Christchurch, University of Canterbury.

See also: Stothart, R.A. (1982) Obituary: Sir Alexander Gillies, New Zealand Journal of Health, Physical Education and Recreation, Vol 15/1

Professional Recognition

PENZ extends its congratulations to Lisette Burrows, Ian Culpan, Tania Cassidy and Keven Moran for their recent achievements which are detailed below.



PROFESSOR LISETTE BURROWS

The University of Otago has promoted Lisette Burrows, the President of Physical Education New Zealand and recipient of a Sir Alexander Gillies Medal (2014),

to full Professor.

Professor Burrows has earned the highest respect of her academic peers for her research into the place and meaning of physical culture and health in the lives of young people, and how these intersect with health and physical education policy, pedagogy and popular culture. She is a renowned scholar in critical health studies and has demonstrated her leadership in this area by initiating collaborative research projects and repeatedly winning research grants offered by a range of national and international scientific, health, government and community agencies.

Professor Burrows is a popular, enthusiastic and effective teacher of undergraduate students and an outstanding mentor of postgraduate students. She has guided twelve students to completing PhDs and another 13 to completing Masters degrees. Professor Burrows has a long record of outstanding service to Physical Education. In the tertiary sector Professor Burrows has served as an external monitor of academic programmes, and at the University of Otago she is a member of the Advisory Board of the Children's Issues Centre and has served as Acting Dean of the School of Physical Education, Sport and Exercise Sciences. The PENZ community will know Professor Burrows for her numerous and varied contributions to PENZ over many years along with her leadership of the Board since 2011.

The Dean of the School of Physical Education, Sport and Exercise Sciences, Professor Douglas Booth, welcomed the promotion as well deserved and «a recognition of an outstanding contribution to the discipline and community of Physical Education». He believes that Lisette will continue to lead the discipline for many years to come.

Congratulations Professor Burrows.



PROFESSOR IAN CULPAN

The University of Canterbury has promoted Ian Culpan, past Vice-president of PENZ and recipient of a Sir Alexander Gillies Medal (2001), to full Professor.

Professor Culpan is the Associate Professor and Director of Research in the School of Sport and Physical Education at the University of Canterbury. In 2013 Ian was a visiting professor at Charles University in the Czech Republic and a visiting academic in China, Japan and Sweden. He is a recipient of the Canterbury Erskine Scholarship Grant (2013). He is the immediate past Head of the School of Sciences and Physical Education at the University of Canterbury. He has strong teaching and research interest in physical education/teacher education (PETE), Curriculum Development, Pedagogy, Olympism, Olympism Education, Olympism Pedagogy, and the social and educative value of Sport.

Ian has led and directed many national initiatives in physical education including; curriculum and qualifications development, Olympic related matters, and has published and presented nationally and internationally. He was one of two principal writers of the 1999 national physical education curriculum and has been the national Journal Editor for PENZ and is on the editorial board of three international physical education journals. He is the immediate past President of the New Zealand Olympic Academy and is the President (Oceania) for the Federation Internationale d'Education Physique (FIEP). Ian is trustee of FutureSport and for four years he co-ordinated the All Blacks Leadership Training programme.

Ian established and directs the New Zealand Centre for Olympic Studies which is a high profile international centre for Olympic Studies where the emphasis is on researching the educative and socio-cultural aspects of Olympism. In 2013 he was an invited academic to UNESCO's World Sports Forum for Government Ministers (MINESP V) in Berlin and was one of 20 invited academics to provide expert advice to UNESCO on policy development for physical education and sport.

Congratulations Professor Culpan.



ASSOCIATE PROFESSOR TANIA CASSIDY

The University of Otago has promoted Dr Tania Cassidy, a stalwart of Physical Education New Zealand, to Associate Professor.

Associate Professor Cassidy is internationally recognised for her work in the pedagogy of sports coaching. As a pioneer scholar in this field, she has moved the subject from

the margins of academic discourse into the intellectual mainstream. Associate Professor Cassidy has applied her research to working with local communities. A member of the Taieri College Sports Council, Associate Professor Cassidy helped establish a junior Sports Academy at the school to give guidance on sporting matters. She has also been involved in designing and implementing a coach education programme for the Otago Rugby Football Union.

Acknowledging Associate Professor Cassidy's promotion, the Dean of the School of Physical Education, Sport and Exercise Sciences, Professor Douglas Booth, paid tribute to her scholarship and praised her contributions to the School through her professional and pastoral work with undergraduate students. Discussing this work, Professor Booth said 'Associate Professor Cassidy has earned the respect and gratitude of her colleagues and students'.

Congratulates Associate Professor Tania Cassidy.



DR. KEVIN MORAN PHD.

PENZ extends its congratulations to Dr. Kevin Moran, who has been made an officer of the New Zealand Order of Merit in the New Years Honours announced on 1 January 2015. Kevin was also awarded the Lifesaving

Foundation 2014 Ireland Medal in recognition of his long outstanding contribution to the saving of lives from drowning. Kevin has displayed leadership and dedication to lifesaving through his membership of International Life Saving's Research and Information Committee; Co-chairing the International Task Force on Open Water Drowning Prevention. Kevin was a founding member of both the New Zealand Drowning Prevention Council, and WaterSafe Auckland, which he chaired for a number of years. He has been a frontline surf lifeguard for almost 50 years, patrolling one of New Zealand's rugged west coast beaches at Muriwai, near Auckland.

Kevin is a Principal Lecturer in Health and Physical Education in the School of Curriculum and Pedagogy at the Faculty of Education, University of Auckland. His recent publications include studies on: toddler parent perceptions of CPR and drowning prevention; parental supervision of children at beaches; lifeguard CPR knowledge and beliefs; rock fisher water safety; defining swimming ability in the context of drowning prevention, and high risk behaviours among youth around water. Kevin is the first medal recipient from New Zealand. Congratulations on this significant achievement Kevin.



DR. KATIE FITZPATRICK

The University of Auckland has promoted Dr. Katie Fitzpatrick, School of Curriculum and Pedagogy, to Associate Professor. Associate Professor Fitzpatrick is recognised internationally for

her research about HPE including perspectives of diverse (including Māori and Pasifika) youth in New Zealand schools on issues of health, physicality, ethnicity and gender/sexuality. In 2014, Katie was awarded a Royal Society of New Zealand Rutherford Discovery Fellowship which fosters the development of future research leaders by providing funding of up to \$800,000 over five years. Katie's proposed research programme for the Rutherford is entitled Rethinking Health Education and Promotion: Health Capital and Diverse Youth. Congratulations on these achievements Associate Professor Katie Fitzpatrick.

**PHYSICAL EDUCATION NEW ZEALAND**
TE REO KORI AOTEAROA

***Physical Education New Zealand
2015 Awards
Call for Nominations***

***Nominations are now open for the
following 2015 PENZ Awards***

- Sir Alexander Gillies Medal
- PENZ Life Members
- PENZ Fellows
- Te Iho-Takaro Ringawera
- Outstanding New Professional Award
- Outstanding Physical Education Award

***Nominations close 4 pm, Friday 1 May 2015
Visit www.penz.org.nz for more information***

Q Dear Shazza and Brucie

There seems to be a lot going on in terms of changes with senior physical education. Where are we at with the development of the old 3.1? What is happening with Scholarship PE? It is difficult to keep up with what is going on - we are keen to keep up with the play in order to be best prepared to provide quality teaching and learning programmes for our students.

Can you help?

A Dear Can you help

Yes it is official - we have a new standard at level 3, 3.9 - AS 91789

Subject Reference Physical Education 3.9

Title Devise strategies for a physical activity outcome

Level 3

Credits 4

Assessment Internal

Subfield Health and Physical Education

Domain Physical Education

Status Registered

Status date 23 December 2014

Planned review date 31 December 2016

Date version published 23 December 2014

This has been a long process starting back in 2013 with physical education teachers across the country expressing their concerns with the alignment process and the loss of 3.1. The Ministry of Education responded to the data gathered from the PENZ survey, (See synthesis of the data Physical Educator June 2013), and Francie Bengé, Senior Advisor | Curriculum, initiated a group to start the process of improvements with the aligned standards.

Denise Aiken was appointed to lead the group which was made up of practicing teachers Aaron Mead, Matt Bilsbury, Natasha Hemera, NZQA facilitator Mike Henson, Anne McKay Unitec, Libby Paterson PENZ and Francie Bengé from the MOE.

There were lots of barriers and enablers along the way and many hours of dedicated work. We are indebted to the above group, The MOE, All the NZQA facilitators, the National coordinators, Health and Physical Education, Secondary Curriculum and Learning Facilitators and to the many teachers, who have over a long period of time provided feedback and feed forward so the new standard can come to fruition.

Assessment resources for both a Physical Education and Outdoor Education setting are being developed and will be ready early in 2015.

SCHOLARSHIP INFORMATION 2015

In NZQA's Assessment Matters, NZQA flagged that "From May until July 2014 consultation took place on the proposal to assess NZ Scholarship Physical Education by report rather than, as at present, by written examination.

The good news for Health students was that they are now

able to access NZ Scholarship through NZ Scholarship Physical Education. This came as a shock to many of the Physical Education Community who had been working with NZQA back in 2013 re changes to Scholarship and were discussing a range of options in particular a portfolio.

The Scholarship assessment specification for HPE in 2015 were released in December <http://www.nzqa.govt.nz/qualifications-standards/awards/scholarship/scholarship-subjects/scholarship-physical-education/>

Scholarship Performance Standard (93501) - **Physical Education**

Mode of Assessment - **Submitted Report**

For Year - **2015**

Submission Date - **Tuesday, 3 November 2015**

See the website above for more details.

Much discussion has taken place with physical educators across the country and the PENZ Board has gathered the many concerns and questions and written to NZQA on behalf of physical educators highlighting these concerns.

The concerns relate to:

1. The level of consultation and support for the change to Scholarship Physical Education from an external examination to a report format.
2. The late notification of significant changes to Scholarship Physical Education and the potential impact on teachers' planning and student learning.
3. Specific questions relating to the Assessment Specifications of 9 October 2014 for Physical Education Scholarship

As this journal goes to print there is no more news to report - additional information will be published on the NZQA website early in term 1.

In the meantime keep a close eye on NZQA website, twitter, PENZ facebook pages, National, Auckland, Canterbury and Hawkes Bay. Make sure you subscribe to the PENZ newsletters and the National Newsletter: Health and Physical Education. This newsletter and the Secondary Student Achievement Professional Learning and Development initiative is funded by the Ministry of Education. The providers are The University of Auckland and Te Tapuae o Rehua consortium.

Thanks for your patience

Other resources that will support your planning for 2015 are:

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

Physical Education - 10 snapshots, Health - 6 and Home Economics - 6. They are aimed at Level 6 and 7 and scaffold toward the indepth resources already there for Level 8 of the NZC.

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

This report highlights working with groups of year 12 students unlikely to achieve NCEA Level 2 by the end of 2012. As a result of being provided with additional support 189 of the 311 students achieved at Level 2.

Key successful practices identified include:

- Individualised learning and support given to students
- Careful tracking and monitoring of student achievement data
- Positive relationships with students and their families
- Robust review and improvement of teaching and support initiatives

Happy planning

Q Dear Shazza and Brucie
I notice there are four world sporting cups this year, two in New Zealand, - while this is exciting and there will be much quality sport to examine and watch, great for the couch potato. Would it be okay to develop our PE programme around these?

Passionate Sport Follower

A Dear Passionate Sport Follower
Yes you are right - there are at least four international events that you may like to link to your PE programme, plus numerous other local events. No doubt your own school sporting calendar will be filling up too - ensure that if it is something that happens yearly that it has been reviewed with students, teachers and families for its learning opportunities and that it is meeting your students' needs. This should also include those external providers you use to provide both physical education and physical activity opportunities in your school.

As you consider how you might include these events that are

happening here and around the world and their impact on us - we must ensure quality curriculum links and that the context is authentic and relevant for our students and their needs. These context can be an opportunity to develop a cross curricula or a whole school approach and could/should be connected your school termly theme. No doubt there will be many resources developed. Don't forget to be a critical consumer with these and that they support your planning that meets the diverse needs of your students.

Check out the article by Mike Taylor of Victoria University, (2011) - A SUBJECT MAULED, New Zealand Principal, September 2011, Volume 26, No 3. This article critiques resources created for a world cup and provides a very useful framework when considering how best to use any supporting resources.

WORLD CUPS

- ICC Cricket World Cup - 14th February- 28th March - Australia and New Zealand
- FIFA Under 20 World Cup - 30th May - 20th June - New Zealand
- Netball World Cup - 7th-16th August - Sydney
- Rugby World Cup - 18th September - 31st October - England and Cardiff

Check out the Key Area of Learning, Sports Studies and the learning opportunities that could be used in developing units of work in relation to the above events and also the connection to the underlying concepts.

SPORT STUDIES - KEY AREA OF LEARNING

(Page 44 and 45 Health and Physical Education in the New Zealand Curriculum 1999)

In sport studies, students identify how sporting experiences influence the development of people's physical and social skills. They investigate and critically appraise the educative value

of sport and consider the effects of sport from social, cultural, and scientific perspectives.

The study of sport involves identifying ways in which all aspects of hauora are influenced by sporting experiences. Students will come to understand the social, cultural, economic, and environmental factors that influence attitudes, beliefs, and practices associated with sport. They will critically examine sport from their personal viewpoint and from the viewpoints of the school and society as a whole.

Schools have an important role in promoting sport through the co-curricular programmes they offer students. These programmes allow students to build on and apply the knowledge, skills, and attitudes they develop in the school's physical education curriculum. Organised school sports programmes should neither be seen as substitutes for sport studies in this curriculum nor as the specific domain of physical education teachers.

The effective promotion and organisation of school sport should reflect the needs of students and ensure that all students have the opportunity to:

- participate to the highest level of their interest and ability;
- experience enjoyment and achievement;
- become competent and enthusiastic participants;
- practise fair play (in the widest interpretation of the term) in all situations;
- experience and manage competition.

Sports programmes can be developed in partnership with clubs and other community groups and may involve interschool and club competition

Students require a range of structured, sequenced, and developmentally appropriate learning opportunities in sport studies.

These include opportunities to develop:

- skills for participating in diverse sporting roles such as playing, coaching, officiating, and administrating;
- constructive attitudes, values, and behaviours that will help them to manage co-operative and competitive sports environments;
- skills for identifying and critiquing the contributions that science, technology, and the environment make to sporting performances;
- the skills to identify and discuss the social and cultural significance that sport has for individuals and for society for example, in relation to attitudes, values, specific practices and their effects,

When you consider the above there is a wealth of opportunity to use festivals of sport in our teaching and learning

programmes. Have a look at the article by Room 16 and teacher Deidre Duggan from Maungatapu School (pg. 9) and see how her students developed their games to be inclusive to practice the identified skills they wanted to develop further.

Other useful resources to support your planning process:

<http://health.tki.org.nz/Key-collections/Sports-studies>

This site has sample units for years 6-7 and 9-10 and includes three major dimensions, Learning in sport; Learning through sport; Learning about sport.

Curriculum In Action Series:
Attitudes and Values: Olympic Ideals in Physical Education Yr 9-10

Olympism: Attitudes and Values in Physical Education Yrs 5-7

Cricket Smart resources

The Cricket Smart resources are for teachers of year one to eight students and focus on cricket, the ICC Cricket World Cup 2015, and sport in general.

<http://www.blackcaps.co.nz/grassroots/icc-cricket-world-cup-2015-in-the-community/cricket-smart/cricket-smart-resources>

References:

- Ministry of Education. (1999), *Health and physical education In the New Zealand curriculum*, Wellington, NZ: Learning Media
- Ministry of Education. (2007) *The New Zealand Curriculum*. Wellington; Learning Media
- Taylor, M. (2011) *A subject mauled? New Zealand Principal*, September 2011, Volume 26, No 3. (p25-27)

KEEP AN EYE OUT FOR:

NMSSA HEALTH AND PHYSICAL EDUCATION REPORTS

The purposes of National Monitoring Study of Student Achievement are to:

- measure change over time in educational outcomes for students.
- assess strengths and weaknesses across the New Zealand Curriculum (NZC).
- explore the contextual factors at school and beyond that influence students' achievement.

And

PROFESSIONAL DEVELOPMENT OPPORTUNITY:

BUILDING CAPABILITY AND ACHIEVEMENT IN THE HEALTH & PHYSICAL EDUCATION LEARNING AREA (Primary and Intermediate) see - <http://www.penz.org.nz/>

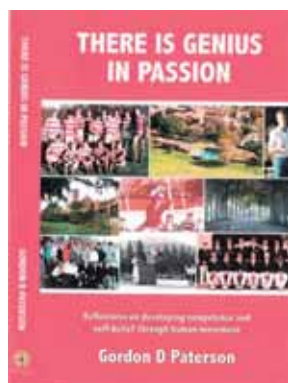


Student needs and interests - Inquiry



Planning for learning using the NZC





THERE IS GENIUS IN PASSION

"Reflections on developing competence and self-belief through human movement"

BY GORDON D PATERSON

Publisher: Ad Rem Publications

Published 31st August 2014

Retails \$34.99

Available at www.adrem.co.nz or try your local Paper Plus store

It is a privilege to review this book "There is Genius in Passion", author Gordon D Paterson.

Gordon retired from his job as the CEO of Physical Education New Zealand in December 2013, after five years, in order to pursue other personal passions. One being to write from his doctoral thesis, University of Stellenbosch, Cape Province, South Africa with distinction, which focussed on coaching strategies conducive to enhancing the self-esteem of participants in school sport.

Gordon interests and passions were shaped and influenced by his teacher coach parents, and the impact this had on not only his own sporting pursuits but his chosen career – Education was in his blood and his book highlights and shares his journey through education – teachers, coaches, sporting heroes, lecturers and students feature strongly throughout the book alongside Gordon's evolving philosophies and theories.

He shares openly the good, the bad and the ugly of his experiences as he strives to not only coach/teach his charges on the rugby field, the cricket pitch and in the classroom in order to contribute to their education holistically. Detailed insights from his fourteen years at Michael house, an independent

boys' school in the Midlands of KwaZulu-Natal, South Africa, are phenomenal, his precise planning, the involvement of his students, his constant reflection, his attention to detailed are clearly highlighted and articulated through many anecdotes and experiences leave you clearly in awe.

Gordon says, "For adolescent boys, the development of athletic competence correlates positively with their self-perceptions. Teachers and coaches can impact positively through the provision of appropriate experiences and astute leadership. This is something that can be learned through sport, but which is not confined to sport."

During my three years of working with Gordon, he has shared some of these stories and anecdotes, so reading his book the words came to life, challenging me to reflect on my work, both in the classroom and with the students I coached. It is a very worthwhile read and would be an asset to any teachers/coaches library.

In the words of Roy Goodyear, 1st XI cricket coach and player development Kings College, Auckland

"To sum up Gordon's work, he wrote very succinctly the following:

Pride lay first and foremost in the HUMAN VALUES that were lived out both on and off the field"

Gordon's journey as a coach and how his philosophy of coaching evolved is, in my opinion, a must read for all those involved in the coaching of sport with particular emphasis on youth coaching

I would go so far as to say that every school should use the book as a reference to assist in the coaching process."

Gordon has returned to South Africa to launch and share his book with those he wrote about and this journey can be followed on <https://www.facebook.com/www.geniusinpassion.co.nz>

Gordon assisted many of his young students "discover their own spark" as he believes "if that spark ignites a passion, the genius will unfold"

TOP OUTDOOR SPOT COMPETITION BACK FOR 2015

Kiwi school children are being encouraged to snap photos, draw pictures and share creative descriptions of their favourite outdoor places as part of the 2015 Top Outdoor Spot competition.

The competition is being run on the New Zealand Walking Access Commission's curriculum-aligned Both Sides of the Fence (www.bothsidesofthefence.org.nz) education website from 26 January to 20 March 2015.

Both Sides of the Fence is a curriculum-aligned website which encourages students up to year 8 to think about responsible behaviour in the outdoors and the value of access to the outdoors, as part of the Kiwi way of life. It supports English and Social Sciences learning areas and EOTC activities, including school camps and field trips.

Commission Chief Executive Mark Neeson said the Top Outdoor Spot competition provided teachers with an

entertaining and educational means of raising awareness of responsible behaviour in the outdoors.

"The competition aims to get children thinking about why they value the outdoors and why our access culture and heritage is so important. Many schools run camps and other outdoor activities during term one and the Both Sides of the Fence website is an engaging way for teachers to educate children about responsible behaviour when accessing the outdoors."

The 2015 competition will include a new prize category – "Best Drawing" – and improved prizes, thanks to generous support from Farmside, Skellerup, the Kiwi Sock Company and the Cancer Society of New Zealand.

The students who send in the "Best Photo", "Best Drawing" and "Best Description" will each win a prize pack including an Apple iPad mini courtesy of Farmside, Skellerup Red Band

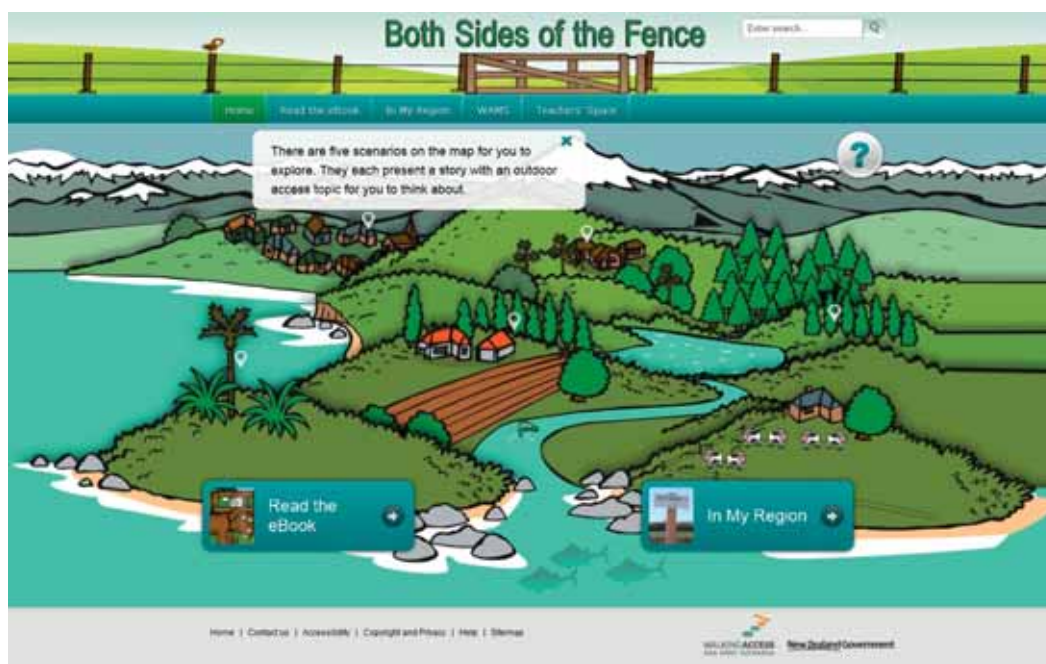
gumboots, Kiwi Sock Company 70 Mile Bush socks and a Dash day pack. Their schools will each win a \$100 book voucher and a Cancer Society of New Zealand 1L pump bottle of sun lotion.

Second and third place winners in each category will also receive prizes for themselves and their schools.

Mr Neeson said the 2015 Top Outdoor Spot competition built on the success of the 2014 event, which attracted more than

150 photos, drawings and descriptions from across the country.

The 2014 winners were 7-year-old Woodlands School student Emma Cloke for her photo of driftwood huts on Opotiki Beach, and 12-year-old Opotiki Primary School student Sinead Herewini, for her quintessentially New Zealand poem about Te Araroa.



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THE UNIVERSITY OF AUCKLAND
FACULTY OF EDUCATION

Unlocking the potential of PE and school sport

In March this year Sport NZ will launch its 2015 - 2020 Community Sport Strategy. Although the Strategy signals a new approach we will continue to pay close attention to children and young people. That's because we know that developing a love of physical activity and sport at an early age makes people more likely to enjoy lifelong participation in sport and gain the range of educational, social, health and other benefits that come with sports participation.

Our efforts over the next 5 years in relation to young people will be predominantly achieved through a focus on schools. It's clear that the school context is enormously influential, and provides one of the most structured and equitable opportunities for regular physical education (PE), physical activity and sport. But the place of PE and sport in schools is increasingly under threat with the pressures schools are facing, particularly with the government's focus on other subject areas such as numeracy and literacy.

To demonstrate and promote the wider benefits that quality PE, physical activity and sport can bring to students and the school environment, including physical, social and academic impacts, Sport NZ established the Sport in Education project in 2013 with eight secondary schools, using sport as a context for learning and student engagement. It involves five related work streams – curriculum, student leadership, culture and values, primary school connections, and community links – and an independent evaluation of the pilot schools has found that key values and characteristics of sport such as teamwork, competition and effort, were evident within the classroom setting. Sport in Education is going from strength to strength, with more than 20 new schools coming on board over the last year and adopting some or all components of the programme's approach. The Sport in Education project essentially aims to place PE front and centre in schools – recognising the quality teaching and leadership that PE teachers bring, and the significant impact this subject area can have in school and student achievement and engagement.

But there are a range of challenges we need to address to be successful, both in young peoples' physical activity and sport generally and in school sport/PE in particular. For example, there are societal trends pushing kids away from sport, and towards spending more time in front of screens. And while schools have always been a key setting for young people to learn fundamental movement skills and progress into competitive sport, they too are under pressure to (quite rightly) prioritise academic achievement, find the volunteer support required to run school sport, use sporting facilities such as fields for other purposes etc.

To better understand the changing school context, and its impact on our kids' sporting pathways, we established the School Sport Futures Project, the learnings from which have already helped inform our new Community Sport Strategy.

We have been working with a wide range of stakeholders, including PENZ, in the education and sport sectors to fully understand what the issues are and what the potential solutions might be so that we are able to positively influence the quality and quantity of sport and PE in schools.

The new Minister for Sport and Recreation, Hon Dr Jonathan Coleman, has taken a keen interest in this project and has asked us to now engage with a wider audience and look at exploring potential solutions to the challenges, identified through the project, over the next six months. In addition to the work we have undertaken with the Ministry of Education, we have been engaging with other government agencies, including the Ministries of Youth Development, Social Development and Te PuniKokiri to incorporate broader social outcomes such as community development, and support for vulnerable children. We will continue to work in partnership with PENZ as we explore and develop the potential solutions going forward.

Sport NZ is committed to supporting a quality and well-supported school environment that prioritises and values PE and sport. We have a very real opportunity to establish a cross-government, long-term vision for PE and school sport that has far reaching benefits for kids. Quality PE and sport provides the foundation for life-skills and engages all kids, regardless of ability. And the great thing about using sport and PE as a development tool is that kids like it. We need to unlock the power of PE and sport for all children to ensure they are all reaching their potential.



PENZ Professional Learning and Development Workshops 2015

SENIOR PHYSICAL EDUCATION

A Rising Tide Lifts All Shifts

A workshop for Physical Educators run by Physical Educators - YOUR STUDENTS, YOUR PROGRAMME.

Now that we have had nearly 12 months embedding the new Level 3 Achievement Standards, here is an opportunity to review, reflect and make adjustments to our programmes (L1-3) as we start to prepare for 2015. This workshop is aimed at teachers of Level 3 students.

Content of the workshop:

- Programme Reflection
- Potential themes and authentic contexts
- Messages from the Moderators - Issues arising in moderation. **Moderators will be in attendance or via skype**
- Look at the new Level 3 clarification documents
- Innovative practices for assessment
- Scholarship 2015
- Draft 3.9
- The Underlying Concepts in action—making them visible
- Criticality across the levels

PRIMARY HEALTH AND PHYSICAL EDUCATION

Building Capability and Achievement in the Health & Physical Education Learning Area

Content of the workshop:

- Planning to meet the needs of your students at Level 3 & 4
- What are the expectations of the levels within the curriculum? What does Level 3-4 student achievement look like?
- Revisit your Health and Physical Education vision so students can be challenged to engage at Level 3/4 at the NZC
- Building resiliency through learning experiences in the Health and Physical Education Learning Area
- Critiquing outside providers working in your schools
- Practical contexts for Health and PE

Traditional Maori Games Workshops for all levels

IN PARTNERSHIP WITH HARKO BROWN - Author of 'Nga Taonga Takaro: Maori Sports & Games'

Linking Traditional Games to the Environment through Whakapapa and aro-takaro – the implements of play.

This practical and theory based workshop includes:

- Assisting teachers in gaining confidence and competence in Te Ao Maori concepts inclusively across your Physical Education programmes, while making strong links to the NZC and programme planning
- Weaving pikipotae for the game Unu utilising the gifts from our atua/mother nature
- Weaving ki in different ways for games such as hakariki, incorporating legends into this mahi
- Kite making and flying – Papatuanuku reuniting with Ranganui
- Rakau-ure, the court Te Huihui o Matariki and He Whai and many more traditional games

As traditional Maori games such as ki-o-rahi continue to gain popularity and inter-school tournaments are developing throughout the country, the need has been highlighted to continue to develop and extend our kete of games and knowledge so our classroom programmes can be further enriched. This one day workshop is targeted at and provides the opportunity for those working in physical education, health, sport and primary and secondary education to extend their understanding and knowledge in Traditional Maori games. This is your opportunity to take part in, and learn about the history and philosophy behind traditional Maori games.

Visit ***www.penz.org.nz*** for dates and registration details



With your basket and my basket the people will prosper

PENZ | NZHEA | EONZ NATIONAL CONFERENCE 2015

To be hosted at Waikato Diocesan School for Girls, Hamilton, 6-8 July 2015

Early Bird Registrations open 2 February 2015

PENZ.EONZ/NZHEA Members \$475 incl. GST; Non Members \$620 incl. GST.

Register online from 2 February 2015 www.penz.org.nz

Pre Conference - Traditional Maori Games Workshop 9am-12noon Sunday 5 July followed by a 'ti uru' round robin competition between regions and schools from 1pm-4pm

Early Bird **Workshop** Registrations open 23 February 2015. PENZ.EONZ/NZHEA Members \$57.50 incl.

GST; Non Members \$69 incl. GST. Per person

Early Bird **ti uru competition** Registrations open 23 February 2015. PENZ.EONZ/NZHEA Members \$17.25 incl. GST;

Non Members \$28.75 incl. GST. Per person

Register online from 23 February 2015 www.penz.org.nz

Call for Abstracts

The Power of Three - Naku te rourou nau te rourou ka ora ai te iwi

PENZ invites you to submit an abstract for presentations at The Power of Three - Naku te rourou nau te rourou ka ora ai te iwi. We anticipate key strands of The Power of Three - Naku te rourou nau te rourou ka ora ai te iwi to include health, te ao maori education outside the classroom (EOTC) including outdoor education, and physical education within the context of the preschool, primary, secondary, and tertiary sectors. Send abstracts to libby@penz.org. Abstracts close 27 March 2015.