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From PENZ's Chief Executive

The National Monitoring Study of Student Achievement (NMSSA) and the sexuality education guidelines for schools, were released earlier this month. These are important documents, that should help guide Boards of Trustees, Principals and Teachers, to shape the learning experiences available to students in all schools. In this issue of Physical Educator, Katie Fitzpatrick provides an overview of the sexuality education guidelines and asks, "What do these mean for schools?" Sexuality education also appears prominently at this year's PENZ Conference, with Katie Fitzpatrick amongst others, providing workshops and presentations to help teachers consider the next steps for their school and for their teaching. Likewise discussion on the NMSSA report and data is initiated in this issue of Physical Educator in the Dear Shazza and Brucie section, with Roz Allan from the University of Otago and Programme Leader of the NMSSA providing a presentation on Tuesday 7 July at the 2015 PENZ Conference. Another recent development is the release of Sport New Zealand's Community Sport Strategy 2015-2020. This document signals a new approach, that encourages a love of physical activity and sport for all New Zealanders, with close attention paid to children and young people. Sport NZ suggest, there a range of matters that require attention in relation to "young peoples' sport generally and in school sport/PE in particular". The Sport in Education (SiE) project funded by Sport NZ is one initiative considered to be having a positive effect on the participation of young people in sport. A summary of the research undertaken by the New Zealand Council for Educational Research on the SiE project appears in this edition. Many of the schools mentioned in this article will also be presenting at the 2015 PENZ Conference for schools considering a similar approach. These three documents along with other current topics feature prominently at this year's PENZ Conference. Make sure you attend what is expected to be the most important professional learning and development opportunity for HPE and Outdoor Educators in 2015.

Ross Merrett



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Cover: Sport in Education
Photo: Charlotte Dickinson,
Howick College





Ma whero ma pango ka oti ai te mahi: With red and black the work will be complete.

Kia ora koutou. What a privilege it is to be Acting President of PENZ and to give back to the organisation that has nurtured and developed my professional learning for over 35 years. I realise that I am stepping into the giant shoes of my colleague and friend Professor in Health and Physical Education Curriculum and Teaching, Sir Alexander Gillies Medal winner and current President of PENZ, Lisette Burrows. As Lisette steps down from President and finishes her 12 year contribution to the Board to go on sabbatical, I thank her on behalf of all the 3000 members of PENZ for treasuring the taonga that is PENZ and for her enormous contribution to this organisation.

There have been 28 former Presidents of PENZ dating from 1937 (24 men and only 4 women!). Inspirational physical educators have held this office, including: Philip Smithells, Dudley Wills, Rosalie King, Bevan Grant, Bob Stothart, Bruce Ross, Lorna Gillespie, Alan Ovens and Lisette Burrows to name but a few. Not just big shoes to fill, but a whole shoe rack of Imelda Marcos proportions!

I continue to look for ways in which I and other members can contribute to PENZ because of the strong strategic values of the organisation. As Bob Stothart writes in the history component foregrounding our current Strategic Plan:

PENZ - has campaigned for the provision, as of right, for gymnasiums in schools; it defended the name *physical education* against Ministry of

Education attempts to adopt *physical wellbeing* as the name for the curriculum area; it has maintained strong programme of advocacy to advance the acceptance and status of physical education; it delivers outstanding in-service training through national conferences and regional meetings and it continues to promote Te Reo Kori. PENZ has a rich history of achievement ...

That resonates with me because, as a educator, I have tried to teach and continue to ensure that I 'promote and support quality Physical Education' for all. I also work to ensure that 'Quality Physical Education is understood, valued and experienced' by all the students in my care. (PENZ Vision). It is easy to consider contributing at the highest level to an organisation that values the educative uniqueness of Physical Education, its broad professional community (Whanaungatanga) with an active and committed membership bonded together through advocating for, and teaching in, through and about (Arnold, 1979) this amazing subject area. To contribute to an organisation that values every form of movement, that practices Ako, and respects the place of curriculum would be an honour as PENZ, and PENZ members, are passionate and committed to what they do. PENZ members are diverse, they are open, credible, they have integrity and they practice equity and social justice in a society that needs these qualities. These are the PENZ values and what you sign up to

when you become a member of this organisation

As members, we eagerly await our National Conference in Hamilton. It should be noted that this is our 57th conference supporting the professional learning of teachers. I am delighted that our strategic initiative to 'support members' and to 'forge relationships with other organisations' is reflected in the theme for this year's national conference. The theme - 'The Power of 3' combining Health with Education Outdoors New Zealand and PENZ - is signified in the intertwining 3 colours that define our organisation: red, black and white.

There will be red and white wine served to our distinguished physical education guests at the President's Lunch that follows the Awards ceremony at Conference. In preparing for that, I want to share with you the purpose of the lunch since it is one of the very few times in the PENZ calendar that not every member is included. The purpose of the President's Lunch at Conference is:

To honour the service of retired (or near retired) physical education people in the region where the annual conference is being held. And for present day physical educators to acknowledge the people who have gone before them. The President's Lunch also serves to recognise people who have been acknowledged for their contribution to the development of physical education regionally and nationally - including our Patron, Gillies Medallists, Life Members, Fellows and former Presidents attending the

conference. Keynote speakers and the Principal of the host school are also invited.

(My sincere thanks to Bob Stothart in preparing this policy for the Board).

It's a busy and exciting time in education and physical education. I encourage you to contribute by presenting your engaging and interactive teaching and learning at conference, or by getting involved at national level HPE decision-making. This could be as a contributor to the MOE Review and Maintenance Programme (RAMP), writing new Curriculum in Action booklets, providing feedback to Sport NZ on their Sport in Education project, and contributing to their Value Propositions and their Physical Literacy Framework. Your contribution could be around NMSSA, changes to Scholarship Physical Education or responding to the new Sexuality Guidelines that were released by the Ministry of Education a few weeks ago.

As acting President I am well supported by your board (Darren Powell, Melissa Young, Trevor Garrett, Katie Fitzpatrick and Alan Ovens (Katie and Alan are filling vacancies until the AGM in July) and by our staff: Ross Merrett, Libby Paterson and Jo Cooney (the latter is our new administrator). All these people support the organisation to improve knowledge and understanding of quality physical education, and to maintain and enhance the governance and management of PENZ. The Board meets bi-monthly to do this but considerable work is done in sub-committees of the Board including Advocacy, Finance, Awards, Policy, Journal and, our latest initiative, a Māori Advisory Group to support the Māori representative on the Board.

I continue to see Physical Educators freely giving of their expertise and time to our branches and I see outstanding teachers stepping up as workshop presenters and leading branch initiatives.

As I think about PENZ going forward, I wonder what Physical Education and the learning area of HPE might look like in 2030? As I consider that, I am inspired by the Māori proverb:

Ma whero ma pango ka oti ai te mahi
With red and black the work will be complete.
I invite you to join me in that work.

nāku noa

Margot Bowes (Acting President)

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Sport in Education Project proving a winner

Sally Boyd and Rose Hipkins - New Zealand Council for Educational Research

A recent report prepared by the New Zealand Council for Educational Research (NZCER) summarising *stories of success* from the 8 schools in the Sport in Education (SiE) initiative suggests SiE is making a substantial difference for students, teachers, and schools.

Sport in Education is a 3-year Sport New Zealand project that aims to improve academic, social, and sporting outcomes by engaging students in *learning in* sports-related contexts, as well as *learning through* taking part in sports-related activities and experiences. It uses physical education pedagogies and the values of sport to improve the status of PE and sport in schools, and to improve outcomes for priority learners.

The NZCER report states that "Two years is a relatively short time frame within which to expect to see change. Even so, the range of different data sources that schools collected suggests that many activities were impacting positively on students and staff".

One of the main impacts of SiE appears to be the **enhanced engagement and achievement of groups of students** with regard to specific learning activities. Some of the indicators reported across a number of schools included:

- **Increases in attendance rates** and/or **decreases in behaviour incidents** for SiE classes in comparison to similar previous classes or selected comparison classes
- **Higher retention rates** for students in SiE classes compared to past or current students with similar characteristics
- **Higher levels of engagement** on the NZCER engagement survey items by classes of SiE students in comparison to selected comparison classes, or for units of sports-focused work in comparison to non-sports units
- **Improved** feedback and reflections from students about

their interest in and enjoyment of classes

- **Higher rates of task or assignment completion**
- **Higher than predicted class results** in some end-of-topic tests or end-of-year assessments, and greater than expected gains on standardised assessments such as e-asTTle or Progressive Achievement Tests (PATs)
- **Improved NCEA results** compared to previous students or groups of comparison students (e.g. higher rates of submission of work; larger proportions of a class achieving a particular achievement standard; or higher proportions of merits, excellences, or endorsements).

Schools also designed a range of student teamwork and leadership activities and the evidence suggested that many of these activities assisted students to strengthen their capabilities as learners. Some of the **indicators of enhanced student capabilities** included:

Students and teachers reported increased student confidence. This was backed up by student survey data, which showed that students were transferring this confidence to new learning experiences, such as public speaking.

- Students reported an increased sense of belonging and pride in their school
- Teachers and students reported enhanced self-management and the ability to set and work towards goals
- There were increases in the range of leadership roles gained by students and the variety of school and community activities lead by students

A small selection of stories are reproduced below. For more information go to <http://www.sportnz.org.nz/managing-sport/programmes-and-projects/sport-in-education-project> or contact Sport NZ at sportineducation@sportnz.org.nz.

Aotea College: Creating a community of learners in a Sport Studies class

Sport contexts and the "team" environment of an integrated Sport Studies class were used to improve engagement and achievement for Year 11 Māori and Pasifika students, with a specific focus on boys.

WHAT WAS THE MAIN AIM?

A Level 1 Sport Studies class was created at Aotea College in Porirua to provide a sport-contextualised teaching and learning programme for Year 11 students who were seen to be at risk of not gaining Level 1 NCEA. The teachers aimed to

have all students achieve Level 1 literacy and numeracy by the end of the year. The aim was to provide a broad, deep learning programme that would increase the number of endorsements students received in NCEA English, Mathematics, and Physical Education. The school wanted to ensure that all students were still at school at the end of the year, and were motivated to return for Year 12 studies.

WHAT LEARNING ACTIVITIES WERE INVOLVED?

The students were together for 12 hours per week, with two health/PE teachers covering six hours each. One teacher taught a Mathematics/PE combination. The other taught an English/PE combination. The ratio of male/female students in the class was 2:1 and 21/23 students identified as Māori or Pasifika.

The teachers were given an hour a week for planning and coordination. They experimented with using sport-focused learning contexts and integrating NCEA assessment tasks (so that one task was used to assess specific aspects of two learning areas). They also set up a common repository in Google Docs, where they could share ongoing reflections and any resources they created.

Sporting analogies were used every day to reinforce class culture and expectations, and to contextualise the teaching and learning. Throughout the year the teachers maintained a strong focus on being a 'team' although, as the year went on, students began to

refer to themselves as a family or whānau. The teachers noted that the whānau environment that evolved was hugely valuable to some students in providing stability.

HOW DID THE TEACHERS KNOW THESE ACTIVITIES HAD AN IMPACT?

Students came into the Sport Studies class with the belief that being there would help with their achievement. Both teachers and students noted that students' confidence increased just from being in the class.

Students engaged with their learning and enjoyed the team philosophy, even though this became a bit competitive between the boys and the girls as the year went on. The sport-related resources made it easier for the students to make connections to, and be interested in, their learning. The routine use of 'team' and 'coaching' metaphors, combined with the creation of a tight whānau group, also served to keep them on track.

Attendance was slightly higher (87.4%) than for a matched group of Year 11 students (84.6%). All students were still at school at the end of the year (two had left from the matched group without achieving NCEA level 1). Referrals for pastoral issues were almost halved compared to those for the same students in 2013.

All students in the Sport Studies class achieved NCEA level 1 literacy, compared with 21/23 in the matched group. They were also more successful in gaining NCEA Level 1 numeracy (22/23 compared

to 17/23 for the matched group) and in gaining the 80+ credits required for an overall NCEA award at level 1 (20/23 Sport Studies students gained level 1, while only 15/23 students from the matched group did). Almost half the Sport Studies class (11/23 students) had gained endorsements for internally assessed achievement standards in PE by the end of the year (2 with excellence and 9 with merit).

REFLECTIONS AND PLANS FOR THE FUTURE

The teachers noted that the 2:1 male to female ratio made it very difficult to ensure that boys did not dominate the class. In 2015 they will aim for a better gender balance. Both teachers noted that creating the integrated course and working towards NCEA assessments in the non-PE parts had been a steep learning curve. They felt they would be able to strengthen many aspects of the course when they taught it for a second time; they now have a better idea about how to integrate internal assessments, which will free up time in the final term for examination preparation.

"In the past I have not been very good with schooling but when I came to Aotea and was introduced to Sport Studies everything changed. I really enjoy school and complete all my work." (Student)

"Another positive is the way work and assessments are given in a sporting context. With everyone being into sports, it makes work more fun and easier to understand." (Student)

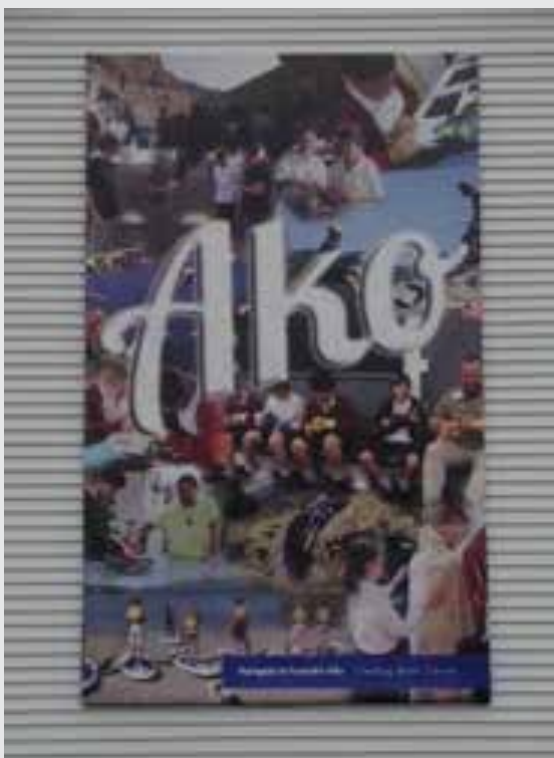
Hillmorton High School: Putting the school values on prominent display

Two-storey high posters on the ends of the school's 'Nelson Blocks' classrooms illustrate and exemplify the school values in action (see photos over page).

WHAT WAS THE MAIN AIM?

Christchurch's Hillmorton High School has values (Ako; Whanaungatanga; Whakaiti; and Mana) that resonate

strongly with sporting values such as the Olympic values. The SiE lead teacher wanted to see their values become "more deeply embedded in the everyday life of the



school". Several forms of visual reminders were used to raise awareness and create talking points.

WHAT LEARNING ACTIVITIES WERE INVOLVED?

The SiE lead teacher worked with one of the deputy principals to create new signage that would make the

school values "real" for the students. The school values are now illustrated on huge posters displayed on the end walls of the school's two-story high 'Nelson Blocks'. Each poster depicts students who are actively engaged in one of the school's sporting codes. The school values are also sent home as attractive postcards, so that parental awareness is raised. Postcards sent home describe a personal example of how that student demonstrated the value in question.

Inside the SiE classrooms, values for learning and social responsibility are also on display. These posters are based on Hellison's personal and social responsibility model. Early in the year one SiE teacher used Hellison's criteria to support students to self-assess their learning behaviours. She recorded students' ratings and took specific note of any positive shifts.

HOW DID THE TEACHERS KNOW THESE ACTIVITIES HAD AN IMPACT?

The larger than life posters have become a real talking point in the school. Students are keen to see themselves displayed in this positive light.

The teacher who used the Hellison's posters found that they worked well for a time but, by term three, she no longer needed them. The students had become much more self-moderating and tended to quickly deal with any issues as they arose.

REFLECTIONS AND PLANS FOR THE FUTURE

In 2015 NCEA endorsement posters will be positioned around the school to celebrate the achievement of students who received subject endorsement certificates. There are also plans to create posters of Canterbury and New Zealand sporting representatives.

"How do we get on one of those [posters]?" (Student)

"I have had emails and comments directly from parents about the difference receiving a postcard made to their child's attitude towards their study. These postcards often seem to take pride of place on the fridge door or mantelpiece. Parents love the positive feedback too." (Principal)

Papakura High School: Sport is a hook that assists senior students to find a pathway

Contextual and cross-curriculum learning is supporting students to see links between their interests, school learning, and career pathways.



WHAT WAS THE MAIN AIM?

Since 2012, Papakura High School in Auckland has been building a Health and Sports Science Academy (HASSA). HASSA started with a class of Year 11 students and the core subjects of PE and Health Education, English, Mathematics, and Science. HASSA is part of the school's pathways focus. School staff could see that students' skills and interests were a good fit with social sector jobs such as social work, nursing, or lab technician. HASSA is designed to make a stronger link to these pathways whilst also using sport as a "hook" to build on students' interests. Students apply to join HASSA if they have an interest in the pathways on offer.

Improving students' sense of community and belonging is a key concern. HASSA classes are 'homeroomed' and stay together for most subjects to support continuity of teaching, and relationship building with peers and teachers.

WHAT LEARNING ACTIVITIES WERE INVOLVED?

In 2013 HASSA was extended to Year 12 and, in 2014, to Year 13. In 2014 the focus subject areas were Biology, PE, Health Education, and History. In PE the class also cover sports physiology and training approaches.

Improving students' literacy and numeracy is also a key concern. Learning in HASSA is cross-curricular and is linked by one main theme per term. The aim is for this thematic structure, which enables students to learn about the same context in different subjects, to support student understanding.

For each learning theme, teachers align NCEA standards so students can see the inter-connections. Students are able to complete more credits than they would otherwise because their study around each theme contributes to a number of different standards. Teachers focus on engaging students by learning in the local community or from visiting speakers. In 2014 the themes included gender and identity, and big events that have had a local impact (e.g., sporting events such as the Rugby Sevens or the 1981 Springbok Tour).

HOW DID TEACHERS KNOW THESE ACTIVITIES HAD AN IMPACT?

The first year of HASSA (2012) was very successful with higher attendance in external assessments, fewer behavioural incidents and stand-downs, improved NCEA pass rates, and more endorsements than usual. Teachers and students reported that the whānau class structure, and integrated learning, supported students to develop a better work ethic and a supportive peer culture. Teachers found that the homeroom structure enabled them to mentor students and provide more pastoral support.

In 2013 and 2014 timetabling constraints and staff changes resulted in changes to HASSA. These changes meant it was not possible to continue to include English as a key learning area. Achievement results in those years were more mixed. However, more HASSA students achieved Level 1, 2, or 3 NCEA compared to the students in equivalent cohorts. For example, in 2014, 75% of the HASSA students studying Level 2 NCEA gained this qualification (in comparison with 60% of non-HASSA students). In 2013 and 2014 HASSA students also had higher levels of attendance and retention to senior classes, and lower numbers of stand-downs than equivalent groups of students.

REFLECTIONS AND PLANS FOR THE FUTURE

Staff are planning to make HASSA more embedded within the school and, therefore, more sustainable in the long term. One approach is to make stronger links with the existing career and vocational pathways activities at the school such as GATEWAY, work experience, and linking with external mentors. The aim is to make learning as localised and relevant as possible for students.

Queens High School: Play at school, story at school

Combining active learning experiences with extra learning support can act as a hook to engage students who are at risk of leaving school without qualifications.

WHAT WAS THE MAIN AIM?

In 2014 Queen's High School in Dunedin identified a group of Year 11 and 12 students who lacked motivation and direction at school. This hindered them achieving their full academic potential. The school wanted to develop a programme that would engage these students, improve attendance, and build their capabilities and achievement. Staff were aware that any programme that aimed to do all these things needed to start from a basis of strong relationships and foster a sense of belonging to the school community.

WHAT LEARNING ACTIVITIES WERE INVOLVED?

Looking at the needs and interests of students, teachers realised they needed to provide opportunities for students to:

- enhance personal decision making and take responsibility for their own learning
- respect individual differences and show compassion for others
- work with peers and take on leadership roles
- increase knowledge and skills while taking part in physical activities

students. Students were shoulder tapped for ALPS or chose the course as one of their curriculum options. The course included both Achievement and Unit Standards (e.g., *US: 505 Manage personal physical fitness with guidance; AS: 90859 Demonstrate ensemble skills in a dance*). ALPS students were encouraged to play sport for the school.

ALPS was designed in order for teachers to provide extra support to students across a range of curriculum subjects. The ALPS teacher was also the students' mentor teacher (to offer academic support). This provided time for in-depth pastoral and curriculum mentoring.

In 2014, over half of the students in the ALPS class were Māori and part of a multi-level whānau home room class. The ALPS teacher worked closely with the teacher from this class. She also made vital links with all of the students' curriculum teachers. This team of teachers worked together to develop strategies to assist the students with their learning. The ALPS teacher had a support teacher who was also the sports coordinator.

In the first term, the ALPS teacher

focused on developing relationships and laying the foundations for success. She realised that "trust is huge" and she needed to have a strong relationship with students. A class basketball team, which most of the class joined, contributed to students' sense of belonging. The ALPS teacher coached the team and a parent provided support. In addition, all students played a range of other sports for the school. In class, students learnt about managing their fitness and how to set goals for attendance and achievement. Seven of the students also studied Year 11 PE, and were involved in coaching fundamental skills at a primary school and early childhood centre. Four of the students studied Year 12 PE and were responsible for designing activities during Year 9 camps.

Once teacher and class relationships were developed, the ALPS teacher focused on working with other teachers to support students to stay at school and gain NCEA credits.

HOW DID TEACHERS KNOW THESE ACTIVITIES HAD AN IMPACT?



By putting these factors together, an Active Leadership through Participation in Sport (ALPS) course was designed for Year 11 and 12

SURVEY STATEMENT	March 2014		November 2014	
	Agree %	Strongly Agree %	Agree %	Strongly Agree %
I always try my hardest	47	13	57	29
I am always on time and organised	20	0	57	29
I'm really interested in what we learn	33	13	57	29
I have surprised myself with what I have achieved	33	7	57	29
I always want to go to class	33	20	29	43
I learn things I can use outside of school	40	20	43	43
My culture is respected and valued	40	40	43	43
I want to tell other people what I learn in class	20	0	43	29
I have fun	40	20	29	57
I work well with others	67	33	29	57

The teacher collected data about the 15 students in the 2014 ALPS class. This was compared to students' prior records from 2013. This data showed some pleasing results. Students' average attendance rate increased from around 75% to 80% and students had fewer referrals out of class (a total of 29 in 2014, compared to 100 in 2013). The data for some students showed big changes.

Results from the engagement section of a student survey also showed that students' engagement had increased over the course of the year. A snapshot of some responses is shown here.

Four students left during the year to attend alternative education programmes. The rest of the class all achieved Level 1 NCEA. In past years, students with a similar profile tended not to achieve qualifications in Year 11.

In combination, this data all suggests that the ALPS class was meeting its multiple aims; this was confirmed by students' views.

REFLECTIONS

"I love it! Miss XX and Mrs XX rock! Love the activities that we did and how they helped me be more focused in my other classes and made me want to come to school." (Year 11 student)

"I like how ALPS helped with my other classes." (Year 12 student)

"The success of this programme should be attributed to several factors and people involved with this group of students; the ALPS programme, whānau home room class, community mentoring programme, senior mentoring programme and PB4L. What the ALPS programme accomplished was to give these students two more teachers that they learned to trust and respect, the opportunity to have extra support for their curriculum subjects and use physical activity and sport to further connect them with the school and their learning." (Teacher)

Tauranga Boys' College: A tight team of learners and teachers

A team of teachers use engaging sports contexts and a team focus to support struggling learners.

WHAT WAS THE MAIN AIM?

The main focus for a team of SiE teachers is designing a learning programme that engages the students in 'low-band' classes. These teachers want students to develop a sense of connection to the school, so that they stay at school. Teachers are offering extra pastoral support and building a team culture in classes. The aim is for the boys to live the school values and become "...good men, with a sense of belonging, pride, self-respect and a concern for others" (school website).

WHAT LEARNING ACTIVITIES WERE INVOLVED?

The lead SiE PE, mathematics, english, science and social studies teachers, along with other interested staff, were timetabled to teach the same low-band classes of Year 9 and 10 boys. They aimed to build students' literacy and numeracy skills, and interest in possible pathways, through the careful selection of contexts relevant to students. Many of the boys enjoyed sports, PE, and teamwork, so teachers wanted to place these interests in the centre of the classroom programme across a range of subjects.

Teachers jointly planned one integrated unit a term that connected to a shared sports context. They included opportunities for students to be active and learn in groups. In 2014, the shared contexts included big wave surfing, rugby league, and American sports. Each unit ran for about 4 to 5 weeks.

Using Google drive helped with shared planning. So did using an integrated learning template to plan. This encouraged the team to think about the big picture understandings they wanted the boys to focus on. One "Aha moment" for teachers was realising they could use shared assessments. Students could research and produce one product, such as a video, that could be assessed for content relating to different subjects. Developing a process for shared assessment planning at the start of each unit made it clearer what students needed to learn and, therefore, what skills they needed to build in class. This assisted teachers to see how they could make connections between subjects.

Teachers also capitalised on the allocated time staff had to meet in teacher inquiry groups. The inquiry groups were structured so that the SiE teachers who taught the target Year 9 and 10 classes were organised into two groups. This gave them time to develop shared inquiries about the classes.

Teachers formed a "tight team" as they worked together. They built relationships with students and each other, communicated about the classes, and solved problems that arose. All the teachers in the team were young men with similar sporting interests to their students. Their enthusiasm for sport helped them engage and connect with students. They acted as role models and provided extra pastoral support if needed. They were careful that their discussions were about supporting students and not labelling them as a "behaviour problem".

One common focus was working together to create a team culture in each class. For Year 9 students, teachers made sure the sports classes got a camp slot early in the year. All teachers attended the camp and designed

team-building activities that supported teachers and students to get to know each other and to build a sense of each class as a team.

Once students were back at school from camp, teachers developed a collective focus on behaviour and teamwork by making use of Hellison's Teaching Personal and Social Responsibility model. At the start of the year, their main focus was getting students to class, assisting them to self-manage their behaviour, and supporting them to learn how to get on with each other. Later in the year, teachers focused more on developing the boys' team and leadership behaviours.

HOW DID TEACHERS KNOW THESE ACTIVITIES HAD AN IMPACT?

For teachers, working as a "tight team" to support the same classes enabled them to better reinforce similar group norms and behaviours. By the end of 2013 and 2014 the target classes had a more positive culture than similar classes in past years, and most students appeared settled at school.

Teachers said students liked the way their teachers worked together. This gave students a sense that their teachers were interested in them.

The teachers collected a range of data (see insert) that supported their view that students were more settled and engaged. In past years, many of the Year 9 students in similar low-band classes had left the school by the end of the year. In both 2013 and 2014 the target classes

had higher retention and attendance rates, and higher average end-of-term maths test results, and PAT stanine scores, than comparison classes. Students were working at higher levels of the Hellison's model by the end of the year, and most behaviour incidents were low level.

In combination, this evidence suggests that the use of sports contexts, and the focus on developing a team culture, was assisting students to engage at school and become "decent young men".

Feedback from focus groups of students confirmed the teachers' views. Students felt that they had good relationships with their SiE teachers and valued the way they could go to them for support.

Students said they found many features of their learning experiences engaging. One aspect that stood out was how classwork often involved teamwork, competitions, and rewards. Students liked competing with each other and this helped them "learn the basics" like maths times tables. In general, students valued the way their teachers supported them, worked together to design their learning around sports contexts that interested them as a group of boys, and gave them more opportunities to be active and learn outside.

The Stats (Yr9SiE)

	SiE class 2014	2012 equivalent	2014 two classes above
Attendance:	90% attendance rate	81% attendance rate	87% attendance rate
Pastoral: *	Fewer incidences Greater retention Low level pastoral	High Pastoral Greater suspensions Large school drop out	Low level incidences Truancy Low level pastoral
Math: Average Term 3 test %	41% (Year9 average: 58%)	22%	35%
English: Reading comp PAT **	Average PAT score: Mid year avg: 4.0 (Year9 average: 5.3)	Average PAT score: End of year avg: 3.14	Average PAT score: Mid of year avg: 3.15

* Low level pastoral refers to minor behaviour incidents.

** Progressive Achievement Test (PAT) reading comprehension stanine scores.

Students thought the start of year camp and team games helped them get to know each other and bond. When they got back to school, teachers reinforced these bonds by mixing up friendship groups, using a lot of group work, and promoting the idea that working well together was one way of demonstrating school values.

Reflections and plans for the future

For teachers, the most successful topic in 2014 was based around the Warriors rugby league team. This context really grabbed the boys' attention. To select contexts like this, teachers considered it was very important to spend time getting to know each class of students and their interests.

Teachers said supporting struggling students was very rewarding. However, teachers said that they did not want to be pigeonholed and always given challenging classes. This could be career limiting. They suggested that school leaders needed to make sure all teachers had opportunities to teach a range of students and adapt their content and ways of working to suit different needs.

Another tension for teachers was the school's relatively set curriculum model with common end-of-term assessments for junior classes. This restricted teachers' freedom to design a curriculum and matching assessments to suit their students. These students responded better to internal assessment. For teachers this meant juggling the selection of learning activities that suited students' levels and making sure they were not 'watering down' the curriculum and restricting students' access to pathways in the senior school. Teachers said they were finding ways to navigate these tensions. They would continue to build on these approaches as they designed a new programme for the target Year 9 and 10 classes in 2015.

"...for these boys, it's about keeping them engaged and at school... so they have a better shot at getting NCEA level 1..." (SiE lead teacher)

"our class were mates....the class has matured us..." (Year 9 students, 2013)

"[We learnt to] be a team in the classroom, don't put each other down... be a good sportsman". "it's not the same old writing all the time...we did things differently - sports contexts. They [other classes] just did normal work." (Year 9 students, 2013)

REFLECTIONS AND PLANS FOR THE FUTURE

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Te Kuiti High School: Developing students' leadership capabilities

Senior students in a sports leadership class worked with primary school students in a range of highly successful physical activity programmes.

WHAT WAS THE MAIN AIM?

The Year 11 and 12 Sports Leadership classes provided opportunities to build students' leadership skills, and raise their levels of self-confidence, and hence their learning aspirations. At the same time, the PE teachers saw an opportunity to build stronger links with their feeder primary schools, and to pave the way for smooth transitions into the secondary school environment (before SiE there was only limited contact between the high school and the primary schools.)

As part of this initiative the PE students had opportunities to be assessed in four NCEA achievement standards and two unit standards in year 11 (in sequence: AS1.8; AS 1.9; AS 1.1; US 9677; AS 1.7; US 9681). The year 12 students were assessed with five achievement standards (in sequence: AS 2.7; 2.10; 2.9; 2.8; 2.3).

WHAT LEARNING ACTIVITIES WERE INVOLVED?

Students in Year 11 and 12 Sports Leadership classes organised and delivered programmes of physical activity negotiated with neighbouring primary schools. In 2014 students were involved in:

- 'Golden time' at one primary school, which provided a programme of diverse physical activity options led by secondary students.
- 10 sessions of sporting activities in three different schools using TGFU (Teaching Games for Understanding) as the overriding delivery model. TGFU emphasises development of players' awareness of their learning as well as their skill development so this was a challenging assignment for the students leading the sessions.
- Teaching Ki-o-Rahi to Year 7 and 8 students and running a one-day tournament on the high school grounds. Students organised and also officiated on this day. This provided many positive opportunities for them to complete the learning in their leadership course.

HOW DID THE TEACHERS KNOW THESE ACTIVITIES HAD AN IMPACT?

80% of the students surveyed indicated that doing the leadership course had given them increased confidence, and that they transferred this to other areas of their school learning.

As well as increased confidence in NCEA achievement, students described how they had transferred this confidence, and their related capabilities, to other school experiences, such as completing speeches in English.

Students also gained the confidence to take on other leadership roles at school by being house captains or leading during school sports. In 2014, 8 boys applied for the role of head boy, which was an increase compared with past years. Six of these candidates came from the Sports Leadership class. In the end, 8 out of 10 students given school-wide leadership roles had completed the Sports Leadership course.

Feedback from some parents

"It has been great to see [name] come out of her shell. She has always been a quiet shy girl but it is awesome to see her making the most of her opportunities. All this has been from the confidence she has gained in sports leadership. She talks about the things she has done and she loves working with the primary kids."
(Parent)

"I got confidence from having to speak in front of crowds at the primary schools."
(Student)

"The organisation and management of the 'stadium games' never disappoints. The TKHS year 13 students show the right mix of maturity, skill and humour when delivering the program. They create an environment rich in learning, positivity and enjoyment."
(Primary school leader)

indicated that they had noticed the difference the course had made for their children.

Feedback from the primary schools was also very positive. They liked the emphasis on a variety of healthy activities, and that no one was left out. They noted the development of strong positive relationships between the older

students and their children. As one teacher noted, the younger students really did have a "golden time".

The high school teachers have noticed the positive impact on transitions into secondary school. It helps that year 9 students already

know some of the school leaders and are confident in their interactions with them.

In 2013, 39% of Te Kuiti High School Year 11 students gained excellence awards for their internally assessed PE achievement standards (compared to 14% of students across all decile 3 schools). A further 34% of Te Kuiti students gained merit awards (compared to 25 % of students from across all decile 3 schools).

REFLECTIONS AND PLANS FOR THE FUTURE

The teachers commented on the logistical challenge of getting students to and from schools during class time. Timetabling classes just before lunch or at the end of the school day allowed them to be more flexible. Their experiences suggested that leadership opportunities needed to be offered to students

in blocks or short sessions because of the demanding nature of the learning.

Teachers noted the possibility for primary schools to become too reliant on high school students taking PE for them, which was not what they were aiming to achieve. However, the positive impact of the stronger connections between primary and secondary schools far outweighed any negatives.

"The feeder primary schools really enjoy having our students going into their schools and taking sports activities. The benefits are not just one way but are gained across the board." (PE Teacher)

"It is awesome to see the growth of the students, and to see their confidence develop. This approach has definitely raised the profile of our school within the community" (SiE leader)

This article includes some of the findings and case studies from a report written for SportNZ with teachers from Sport in Education schools. The full report is written by: Sally Boyd, Rose Hipkins, and the lead Sport in Education teachers and staff from Aotea College, Hillmorton High School, Howick College, Kaikorai Valley College, Papakura High School, Queen's High School, Tauranga Boys' College, and Te Kuiti High School. The report is called: Getting home runs on the board: Stories of successful practice from two years of the Sport in Education initiative.





The new sexuality education guidelines: What do these mean for schools?

Associate Professor Katie Fitzpatrick - University of Auckland

This month the Ministry of Education released new sexuality education guidelines for all schools. These guidelines are an update of a document last published in 2002 and so reflect changes in New Zealand society, as well as the latest research. This opinion piece, from the lead writer of the guidelines, looks at why the new policy is needed and how schools might respond.

Most New Zealanders would agree that young people should be informed, have access to information and learning and be able to ask questions about the things that matter to them. Most New Zealanders would agree that, culturally, we are not as open as we could be when it comes to talking about sensitive issues such as sex and sexuality. Nevertheless, the internet, popular culture and social media are flooded with a wide range of messages about sex, sexuality, gender and bodies. It is an understatement to say that not all of these are positive or helpful. We need only look at the roastbusters case to see that some youth have antisocial and even violent approaches to sexual intimacy, many of which are based on sexist assumptions, a lack of knowledge of consent, and a disregard for the rights of others. This happens when we ignore the powerful social contexts that youth inhabit, when we ignore the fact that young people need to first learn about themselves and how to get along with others. Both schools and families need to support one another in addressing these issues.

We want our young people to be safe, to have positive experiences, to be able to stand up for themselves and to be informed about key political and social issues. This is why we need quality sexuality education in all our schools: to help young people to think critically about social messages and to have the knowledge they need to make informed decisions about their bodies and about relationships. While many parents and community members may assume sexuality education to be about sex, this is only a small aspect of a curriculum focused on relationships, personal identity, gender, communication, friendships, and personal safety. And it is high time that these issues were given more time in our schools. Young people need dedicated time and space to learn about human sexuality, question social norms and reflect on their values during health education classes. The new guidelines recommend that 12-15 hours per year are dedicated to sexuality education (as one aspect of health education which also includes topics such as mental health, alcohol and drug education, food and nutrition, and so forth). Most schools currently fall short of this and so will be

looking to increase the time allocated to health education. In intermediate and secondary schools, health education should typically be timetabled 2 lessons per week. We need to remember that all our senior high school students (not only those who take NCEA health education) also need time to consider sexuality, alcohol and drug education and other issues concerning relationships and mental health. Schools might consider how to make this learning available to all students through dedicated programmes, peer mentoring and support or timetabled workshops.

In addition to specific classes, the new guidelines encourage schools to also look at the whole school environment. New Zealand schools are (or should be) places where young people can question social norms, develop knowledge and engage with others in an inclusive environment. Schools may then ask themselves: do students have free access to health care and counselling? Are school policies protecting students and staff against harassment and valuing diverse families and values? Do students have reasonable uniform choices that reflect the 21st century (or are uniforms still requiring students to conform to 19th century gender roles?) Are gay and trans students, staff and families fully supported? Recent research from the adolescent health group suggests that young people who are same sex attracted are more likely to experience depression¹. School environments play a key role in welcoming and affirming diversity and enabling students to express themselves, develop a wide range of knowledge and feel confident in who they are. Increasing numbers of schools are welcoming same sex partners to the school ball and other events, and many schools have a range of uniform choices. These changes are healthy and are reflective of a society which values gender equality, gay rights and freedom of expression.

The new sexuality education guidelines are a welcome addition to the education landscape in New Zealand and reflect contemporary thinking and a proactive approach to current social issues. We all want young New Zealanders to be knowledgeable about these social issues, to be confident in who they are, and to feel positively engaged in schools

and society. This document is another step in that direction. As teachers in schools it's time to look at our programmes, at how much time we dedicate to health education and to advocate strongly for change in this area.

SO WHAT CAN YOU DO?

- Review programmes in health education and consider how much curriculum time is dedicated to this subject. You might ask questions about whether time allocated to Health and PE (as a learning area) is equitable with the other learning areas. Then ask whether time allocated to health education is equitable with that allocated to physical education.
- The new guidelines recommend that 12-15 hours per year is spent on sexuality education. Considering all the other content you need to address in health education (alcohol education, drug education, interpersonal relationships, access to health care and services, decision-making and assertiveness skills, stress, mental health... to name just a few), does your school allocate enough time to health education in the timetable? If you have one period per

week or less in years 7-10 then I suggest your department use the guidelines to advocate for more time.

- Review what you currently do in sexuality education. Is it up to date? Does it take account of social media and online environments (including internet porn)? Do your programmes actively address diversity and the needs of LGBTQ students? Do you address the content named in the guidelines?
- Consider whether your department need professional development in this area and look out for opportunities through NZHEA, PENZ, Family Planning Association, Rainbow Youth and other organisations.

You can find the new guidelines here, along with the new relationship education guide:

<http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines>

¹See, <https://www.fmhs.auckland.ac.nz/en/faculty/adolescent-health-research-group.html>



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Planting seeds to honour the Treaty: 'E Noho Marae' in the Bachelor of Physical Education at the University of Auckland 2015

Dr. Maureen Legge - Senior Lecturer, University of Auckland

The grey sheet of rain moves across the mud of the estuary flooding the ground and then hits the windows of my house with a wallop. The windows stream with water as Cyclone Pam begins her onslaught. It is Sunday night and I am about to take my second year Bachelor of Physical Education class to Te Rawhiti Marae in the Bay of Islands. With the cyclone bearing down I am concerned there will be poor driving conditions and flooding during the 300 kilometre trip. I will be travelling in a convoy of 11 cars with 49, second year students who are studying for a Bachelor of Physical Education (BPE) at the University of Auckland. Education outside the classroom (EOTC) is fraught with potential difficulties but with much potential to be a significant part of the journey to becoming a health and physical education (HPE) teacher.

Our recent trip to Te Rawhiti Marae for an e noho marae (marae stay) was similar to the many others where I have worked alongside Howard Reti and James Webster, and members of the local tangata whenua. Some of you readers, who have completed the BPE at the University of Auckland or earlier versions, will have taken part in this trip. I am writing to remind you of events and perhaps jog your memory of your stay. I encourage you to consider what you have really done in your teaching as a result of this authentic learning experience, and for you to consider the enormous potential of e noho marae as a significant contributor to your EOTC programme.

You will remember that the purpose of this trip is to immerse the BPE students in a lived experience of tikanga Māori. My original intention for this off-campus programme was

prompted by my recognition that HPE teachers needed to be better informed about Māoritanga in order to teach te ao kori. The e noho marae immerses students from the moment they arrive through the ritual of the pōwhiri, our cultural entry point. Pre-trip preparation requires learning waiata to support the whaikorero of our speakers, and understanding the role of the manuhiri. When we are 'on' the marae the tangata whenua teach the kaupapa they practice so that we can live together in the whareniui.

To co-construct an authentic experience with HPE students coming onto a marae, often for the first time, means that they need to make a significant effort and commitment to events that take them out of their usual routine. This requires personal sacrifice, especially leaving the familiar comfort of homes and family. What it requires most of all is a willingness to learn, to be vulnerable and I challenge you, now that you are experienced teachers, to reflect on what you have done with this experience.



At the onset of our trip students are nervous, uncomfortable and challenged by their new environment. The women who have agreed to karanga on behalf of the class, or to whaikorero if they are male, will step onto the marae atea with a head start on the rest of the class, as they immediately engage with the culture of the Māori. The wharenuī we entered is small and close for such a large group, but provided a welcome shelter from the weather. The welcome is open and sincere, and many students told me how overwhelmed they felt by the extent of this welcome. Some seemed to be very surprised by the depth of feeling!

This year Cyclone Pam did affect the programme, keeping us indoors for longer than usual, and readers who have participated will remember that there is a lot of korero to listen to. However, the korero is important to challenge the students to think about their relationships with the Māori people of Aotearoa New Zealand, colonisation, and the way things are now. Lying or sitting on the mattresses in the meeting house, listening, talking, sharing, questioning, can be a mental and emotional challenge, especially when the korero goes well into the night. Learning is through role play and group discussions to share and understand values such as tika-correctness, pono-truth and aroha-love and empathy. Waiata is used to support the korero while metaphoric storytelling is the mainstay that underpins the learning activities. Mau rakau and hand games teach physical activity from a Māori perspective and help to create a tight group who can synchronise their moves.

Staying on the marae and sharing their whakapapa allows the HPE students to build trust and become more open towards one another. A common phrase learned is: 'you can't judge a book by its cover' illustrating how the students learn about diversity from their peers and become more able to understand differences because of their shared life stories. Experiential activities in the ngahere bring the students closer to Papatuanuku and

what she can teach about Māori cultural perspectives. It is challenging to listen and hear, the korero from a Māori perspective, especially about the impact of colonisation. For the most part, the HPE students have not thought or understood how their lives are predominantly influenced from a Eurocentric perspective.

A very big issue to discuss is how widely Māori culture is embraced and integrated into mainstream educational processes and what they, as teachers, can do to support cultural understanding. This requires awareness and respect for the Māori worldview, cultural values and practices. In four days it is a big ask to develop cultural competence. The students need to develop their knowledge of New Zealand history to place education issues in today's society in their neo-colonial framework so that they are able to establish a cause and effect relationship for the Māori students they will teach. Knowledge of the effects of colonial history on today's Māori and Pākehā relationships requires an understanding of the oppression and marginalisation of Māori since 1840, and the affect on Māori of the loss of sovereignty, economic and social autonomy, loss of language and identity. Cultural competence can be shown through knowing about the Treaty of Waitangi. To honour the treaty it is necessary for Pākehā to support Māori self-determination. The goal of e noho marae is to resource the HPE students to participate in change towards the guarantee of Māori sovereignty in their lives and their work.

Cyclone Pam made no difference to our stay. I think 'she' added to the warm, snug feeling in the wharenuī. On the final night the HPE students hosted a hakari and celebration of our stay. Filled with fabulous food, the evening ended outside under cover of the night, with a haunting sound and light show using traditional Māori musical instruments. The eerie atmosphere seemed to draw us back into ancient times. Next morning we participated in the poroporoaki-



farewell in the wharenuī. After giving gifts to our special friends, thanking the tangata whenua for their teaching and hospitality, and hearing their final words, students lingered on the steps of the wharekai to say their goodbyes. There were mixed feelings of wanting to stay together longer and needing to go to our 'homes', buoyed by the strength of the closer relationships that had formed over the four days.

When they finally left, the students drove away with shouts of goodbyes, tooting horns, big smiles, and waving arms - so different to their arrival. I was one of the last to leave, and had a sense of stillness settling over the marae. The 'marae', as a metaphor for the culture, has given a lot. Those of you who were fortunate enough to experience this will remember making a commitment to Howard to keep the Māori language alive, to become more bi-cultural and to teach in ways that are relevant to Māori. Have you, do you? For those who haven't attended this experience perhaps you might reflect on what Te Ao Māori opportunities you had as part of your learning and how you are using those experiences to inform and extend your teaching. My hope is that the teaching is extended by the many health and physical education teachers who have previously participated in this very special four day cultural experience.

No reira tena koutou katoa.



Leading and reflecting with open dialogue

Sam Forward - Aotea College, Porirua

Kia ora koutou.

When it came to writing an article for the PENZ journal, I was left wondering 'what would physical education teachers throughout New Zealand want to hear about from me?' I must admit I was a little stumped, so I asked myself 'what would I like to read about?' Personally, I would like to hear from a range of teachers sharing their experiences about anything that they are learning or experiencing in their job. With that in mind, I will share with you some things that I have been thinking about recently.

I have been teaching physical education and health for just over seven years at Aotea College in Porirua. The College is very diverse with a range of students and teachers from all walks of life. I have been teacher in charge of outdoor education, a house leader, a dean and, for the last four years, Assistant HOD of PE. I am currently on refreshment leave to give myself some time for professional learning and space to think about that next step.

Like many of you reading this, the vision of The New Zealand Curriculum (NZC) - actively involved, confident, connected, life-long learning - is what gives my job purpose and meaning. Teaching is an ever changing 'beast' and, for the most part, this is a good thing. As teachers we need to keep up with changes in our society, so that our programmes give students the best chance of success when they leave secondary education. As schools adapt and make changes it can be easy to lose track of where you are heading. When I look at some of the key skills teachers need, 'being yourself' and 'knowing yourself' need to be at the

forefront of one's teaching. Essentially this means sharing your values and what is important to you, but it is also about 'knowing your learner' and having a positive relationship with the students you teach. This, to me, is just as important as the subject content.

This hit me last year when one of my year 13 PE students told me that my class was where they learned the most about themselves; they said that it wasn't just about the subject content, it was an environment that allowed everyone to contribute who they were and what they thought. This is probably the biggest compliment I could have been given. Sometimes, as teachers, we can all be guilty of getting caught up in the content of what we are teaching, and lose track of the big picture. It is important that we, not only focus on achievement objectives and learning outcomes, but also on the 'front end' of the NZC and the values and competencies that will support our young people to be good citizens who contribute to our communities.

Now don't get me wrong, I face the same challenges that we all face: disengagement, students with low ability, and students who do not want to be there. I do have to remind myself of that big picture often, and I keep asking that question: 'how can I connect with the learners in front of me?' When I reflect on one of the things I do well, it is exactly what that year 13 student said: open discussion and dialogue. We want our young people to think critically, challenge assumptions, and be actively involved and confident. So, for me, it is about creating an environment that allows students to be themselves so that

they can generate curiosity and ask questions as they see fit. Some of the best lessons I have taught have gone off in directions that I never imagined. This is because the students have the ability to co-construct the learning and take it where they need to, in order for them to make meaning of the world around them. This can be a challenge because we all like to be in charge, but teaching and learning is a partnership, so we need to develop confidence in letting students share the leadership in the classroom.

Lastly, that brings me to some of my thoughts on leadership. The question I ask myself a lot when it comes to leadership in schools is: 'how do we give our students, our teachers and our middle leaders opportunities to grow as leaders? This is because leadership, to me, is being a role model, it is about growing other leaders as well pulling people together to work towards a common goal.

If you have not read the book *The A-Z of School Improvement through PE & Sport* I strongly recommend that you do, it speaks about 'leadership being an action, not a position.' Throughout my teaching career and particularly when my classes discuss leadership, they are very quick to talk about a head boy, a principal, the Prime Minister etc. However, when we break down what it takes to demonstrate leadership they soon discover that it is possible for everyone, and not just those with the 'badge,' to demonstrate leadership. If we go back to the vision of The New Zealand Curriculum - actively involved, confident, connected, life-long learners - are we not talking about leadership as well? Is it not possible for everyone to

lead where their strengths lie? What I believe is just as important is the ability to show self-leadership; which goes back to what I mentioned earlier about being yourself and being true to your own set of values.

As physical educators, we can provide ample leadership opportunities for our young people in the way that we deliver our programmes. The reality is that most of our young people can demonstrate leadership but they often lack the confidence to do so. So, when the less confident learners are struggling, it is the responsibility of the teacher to nurture, grow and support them with encouragement. I think about how this applies in a department setting as well as a whole staff setting. On a department level this is about giving all

department members responsibilities, not just those who are either the HOD or teacher in charge. On a whole staff level, it is about allowing any staff member to have a voice. This means that that, if a 'visible' leader is aware of some good ideas that an assistant teacher has, they unpack those ideas and allow them to be heard.

The chance to have dialogue with our colleagues is where we have the greatest opportunity to grow. In my current department this is part of our departmental philosophy and practice; we deliberately make time for it so that the opportunity to share and learn is not lost in the busyness of our days. This is where I need to put in a plug for the great work that PENZ does to connect us. I have been to many workshops, national conferences and

leadership conferences and, every time, I come away thinking that it was a great opportunity to connect and share ideas with like-minded people. So, if you have never been to a conference or workshop, or have been thinking about going, I strongly encourage you to do so.

I hope that this has given you the opportunity to reflect on your own practice and to think about the importance of dialogue and shared leadership.

Last thoughts: *Be yourself, allow the learner to share control, and, it's not about the 'badge'.*

Tena koutou katoa



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Where the world is going



Media exposure and contribution to New Zealand's national identity through the America's Cup

Simon Chattington - Year 3 student, Bachelor of Sport and Exercise, Massey University. **Dennis G Slade** - Senior Lecturer, School of Sport and Exercise, Massey University.

INTRODUCTION

The opportunity provided by a New Zealand NCEA Level 3 Physical Education programme to explore a major event or issue related to sport provided the catalyst for this article. This essay critically discusses New Zealand's involvement in the America's Cup from a sociological and economic perspective, while also reflecting on political involvement and the role of the media in helping shape our national identity during the America's Cup.

BACKGROUND: NATIONAL IDENTITY

A nation is not just defined by its geopolitical boundaries or by the people who exist within them. Nations are constructed, created, and sustained by the stories, images, landscapes, historical occurrences and symbols that give them substance (Hogan, 2009). Anderson (1983) states that nations are "imagined communities", resulting in them being unavoidably gendered and racialised. This means that the icons, experiences, traits, and contexts that define a nation are, therefore, inevitably symbolically linked to individuals and groups with well-defined gender and ethno-racial identities (Hogan, 2009).

Opinions differ over what national identity is with some explaining it as a national core that exists in the framework of the nation's land, culture and people. Others explain national identity as an individual's emotional connections to a social completeness based on qualities such as shared ethnicity, language or territory (Hogan, 2009). National identity is often confused or used interchangeably

with nationalism and nationality, terms which are similar but not synonymous. Nationalism is generally assumed to be devotion to a particular nation, whilst nationality is the legal status of citizenship that is bestowed on an individual by the government of the nation. Hogan (2009) argues that national identities are most suitably conceptualized as understandings of national acceptance, ideologies of what a nation is and what it is not, and its defining attributes, historical path, accomplishments, and character. Discursive exchanges of national identities occur when these stories and images are used to convey a sense of belonging. In New Zealand, The Treaty of Waitangi is a document that shapes our country. Some might argue that our sense of national identity first emerged following World War 1 and our involvement in the Gallipoli Campaign of 1915.

IMPORTANCE AND POWER OF NATIONAL IDENTITY

However one defines it, national identity is an extremely powerful form of cultural identity and culture, therefore, is the starting point for understanding national identity. Williams (1961) describes culture as a certain way of life, which expresses particular meanings and values, in art, learning and institutions, as well as what is considered ordinary behaviour. Any one attempting to define a culture must do so by collecting particular characteristic phenomena and bringing them together. This process consists of deciding what aspects of

the culture are important and which ones can be excluded or disregarded. Notvitz and Wilmott, (1989), provide a cautionary note to this notion through their observation that the collections of what defines a culture always reflect the interests of the collector.

NATIONAL IDENTITY AND CULTURAL ELITES

For any national identity to be adopted, it is imperative that it appeals to and appears to reflect the majority of the public and not to be perceived as affiliated to any one group or individual interests. In order to create a truly national culture the prevailing ideology must present as a set of values held consensually by all people of the nation (Evans, 2004). In this sense, national identity is a site of cultural contest and competition between the many social groups that exist within a nation. However, this perfect ideology is hardly ever achieved, as national culture is, in reality, taken over by the dominant members of the community, the social elites, and transformed in line with their interests (Evans, 2004). These elites attempt to use this perception of consensually held values and display it through, for example, media, sports and education in order to achieve control over the dominated groups who conform to the prevailing conception of national identity. Bennett (1998) explains that this is absolutely fundamental for a stable government in capitalist societies such as New Zealand.

SPORT IN NATIONAL IDENTITY

Sport, as a cultural formation, occupies a prominent position within the cultural sphere and is, therefore, a prime site of ideological competition. In countries that are divided by ethnicity, class or social status, there are very few opportunities other than sport for citizens to develop a strong sense of collective belonging (Rowe, 2004). Sport becomes a considerable contributor to the construction of national identity, especially if it is perceived as the embodiment of all the qualities of national character (Maguire, 1999). The close relationship of sport to capitalism in this age of mass media creates a meeting point for these three forces, and means that sport has become a key strategic industry for government agendas, ideological purposes, and mega-corporations' profit-making schemes. Rowe (2004) comments that the boundaries between sports and mass media have become so blurred that they are now basically invisible. Sport, therefore, is experienced through a socially constructed and mediated experience, rather than as something that is participated in, or experienced directly (McGregor, 2000). Constructed in this way, sport becomes extremely influential in the construction of a national identity.

MEDIA PORTRAYAL OF THE AMERICA'S CUP

The America's Cup has always been dominated by the rich and powerful but, once even the wealthiest could not afford to independently finance their challenges, corporate involvement ensued (Evans, 2004). It was this involvement that led to the unprecedented levels of marketing hype that surround the America's Cup today.

To fuel the hype and get corporate and government sponsorship use was made of the media to promote the America's Cup as a cultural symbol with social significance in New Zealand. This is difficult to do when the campaign is aimed at a large and socially diverse

market, namely, an entire country. Therefore, a message needed to be created through the media that would conform to the diversity of beliefs, values and opinions in a manner that did not alienate any of the population. The media achieved this by aligning the concept of patriotism to the competition and creating a national identity to the Cup that demanded everyone who was patriotic to support the campaign in the interests of the country (Evans, 2004).

SPORT AND GALVANISING THE NEW ZEALAND IDENTITY

It is assumed that, in sport, individuals or groups are judged on their performance, rather than social traits such as class, race or gender (DePauw and Gavron, 2005). But, for sport to have a galvanising effect on a country, it is typically through mass participation sport. In New Zealand, the sport that has had that galvanising effect, because of its accessibility to all people, has been rugby.

Rugby is promoted as a game for all body types as it is seen to respect only prowess in the game and not social status. It is, therefore, the great equaliser within society. There have been other sporting events that have also, albeit briefly, achieved such a galvanising effect on the New Zealand populace. For example, the New Zealand football team's 15 qualifying matches that enabled them to make their first appearance at the FIFA World Cup in 1982. Apart from the 1981 Springboks Tour, rugby has always been the sport that has galvanised the country and provided the 'coffee break' conversation.

AMERICA'S CUP AND NZ NATIONAL IDENTITY

One sporting event that has had a strong, yet controversial, connection to the construction of New Zealand's national identity, while also standing outside the usual variables of mass participation or easy access, is the America's Cup yachting competition. Awash with extremely wealthy patrons

with banks of lawyers to dispute and protest, even before a yacht made it to the water, the event, at first glance, does not look like something New Zealanders would embrace with a passion. To garner public support, the New Zealand public needed to be convinced of the idea that they were supporting a yacht that represents New Zealand and what the nation stood for, as opposed to the corporate logos that were plastered all over the yacht.

Through the 1987, 1992, and 1995 America's Cup campaigns that New Zealand was involved in, it was argued that this nation's identity was taken by the government and corporate entities, and used as a tool for corporate capital accumulation and legitimisation (John and Jackson, 2010). This was argued, in part, because it became apparent that the expressions of identity displayed by the America's Cup campaign were not in line with traditional conceptions of what it means to be a New Zealander. America's Cup yachting is a white and elitist, and is, essentially, a non-participation sport. It is supported by multimillionaire entrepreneurs and businessmen. Traits such as greed, financial aggressiveness and self-righteousness sometimes associated with the America's Cup did not match up with New Zealand's long-standing image of egalitarianism, social democracy and rural practicality (Perry, 2004). However, the timing of the first challenge in 1987 coincided with winds of change in our national identity relative to economic equality. This was a time of capitalist financial prominence in New Zealand and these ideas were gaining precedence in terms of economic power and political influence. Hence, the media portrayal of the America's Cup to New Zealanders, along with the associated ideals of the Cup, were aided by this change in economic and political philosophy (Evans, 2004).

EARLY CUP CAMPAIGNS

Despite New Zealand's first heroic but failed attempt to win the America's Cup in Australia in 1987, and the

later floundering and, ultimately embarrassing, efforts in 1988 (KZ1), the media fired the imagination of many New Zealanders to embrace our challenge for the America's Cup as reflective of our national identity. This was achieved by a media portrayal of the corporate yachts as 'our' boats. At one stage the America's Cup media exposure eventually led the population to believe that, if you weren't following the races, you were unpatriotic, and not a real kiwi (O'Meagher, 1986).

THE BLAKE AND COUTTS ERA

The successful campaigns for the Cup (1995 & 2000) by Sir Peter Blake and Sir Russell Coutts achieved, despite the corporate logos that adorned their yachts, a public perception that all New Zealanders were part of their team: Team New Zealand. The media presentation of The Black Boat somehow captured the imagination of the whole populace, and we were, figuratively, all on board. The media promotional campaign portrayed the challenge for the Cup as a sporting embodiment of New Zealand national identity; the participants represented qualities that are supposedly possessed by typical New Zealanders. Our Black Boat was promoted as a technological embodiment of Kiwi know-how, and the success of the team was to bring economic benefits to be enjoyed by the nation (Evans, 2004). The media 'sell' was so successful that, contrary to ones intuitive beliefs, the America's Cup became, thanks to sport commentator Peter Montgomery, our cup and in doing so represented a galvanising sporting event.

After winning (1995) and then retaining (2000), the America's Cup, members of the New Zealand team, for various reasons, split. Some stayed on with the New Zealand team, while others, notably two key members, joined other teams and ultimately contributed to defeating Team New Zealand's second defence of the Cup. Previously, the America's Cup had, at times, been referred to as 'the yachting equivalent of Formula 1 motor racing'.

Certainly, in technological terms, it ticked the box. But, whereas Formula 1 drivers frequently change teams, such teams are not generally built around a national identity (Ferrari is, perhaps, the exception to this rule). In New Zealand, the media capture through corporate sponsorship, had associated the yachts as New Zealand representatives, our All-Blacks on the sea. Such was the angst stirred up by the turn-around in performance of our team and the changing allegiances of our more prominent sailors to other racing syndicates, that some media people formed a club, the Blackheart Club, that promoted the idea that those sailing against Team New Zealand were committing the equivalent of treason, and were traitors to their country.¹ Talk back show callers even called for Sir Russell Coutts, knighted for his efforts in winning and retaining the America's Cup, to be stripped of his knighthood.

MAINTAINING THE IDENTITY

Despite New Zealand challenges now being sponsored by Emirates, the media marketing strategy retains the concept of a New Zealand team, and it still appears to be the means of gaining support from the populous and, especially, from the politicians whose one eye on financial prudence and the other on vote catching is a finely balanced act. To date, the balance remains with the media hype of Team New Zealand and, despite this form of sailing competition being beyond the practical participation of all but a handful of New Zealanders, the Government still provide millions of dollars of sponsorship that other sports, such as tennis, could only ever dream of receiving.

CONCLUSION:

The America's Cup has become a symbol of national unity to New Zealand. Qualities recognised as

epitomizing New Zealanders are now associated with our America's Cup challenges and defences. The ideas of achieving international success, and of putting New Zealand on the map are stressed as justification for the spending involved (John and Jackson, 2010). The media has transformed our population into believing that they are crucial to the success of the campaign, and unpatriotic if they do not support the challenge. It remains to be seen just how long the hype generated by the media at the behest of the powerful elites of our society lasts. New Zealanders are not always tolerant of teams that lose. Another loss on the scale of that suffered in the America's Cup 2013 campaign, from a seemingly unbeatable position, might relegate our country's fascination with this sporting event as a figure of our national identity to history. It may then be recorded as a mere blip on our sporting landscape.

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¹ In 2003 (January 17) The New Zealand Herald writer Tim Watkin identified the following people as associated with the BlackHeart Club namely David Walden, Barry Everard, Bill Ralston and Bruce Whillans, and also said its most vociferous supporters were Murray Deaker and Mike King.



Queer Navigation: Expression of Self in Schools

Chris Meadows-Bonner - Year 4 Bachelor of Physical Education student, University of Auckland

There has been quite a stir surrounding sexuality and prejudice in sport, physical education, and health in New Zealand since recent research highlighting homophobia¹ and heteronormativity² (outonthefields.com; McGlashan, 2013). My intention is not to add to the debate surrounding the topic, however, it did inspire reflection on my own experiences as a gay male growing up in New Zealand. Additionally, it has raised concerns regarding my own sexuality and being a health and physical education (HPE) teacher. The purpose of this article is to reflect on my personal experiences around sexuality in health, physical education, and schooling. From these reflections, I will summarise where I stand about being an “out” teacher in today’s socio-political environment.

Currently, I identify as a 27 year old gay man completing my fourth year in a Bachelor of Physical Education (BPE) programme at the University of Auckland. As a PETE (Physical Education Teacher Education) student my experiences have been mostly positive with very few outward offences directed towards my sexuality. Perhaps this has been due to the culture of the programme at the University (which is highly inclusive and critical) and my age (as the oldest male in the cohort). While there is a considerable amount of explicit support in my programme, I still often hear my classmates using “that’s gay” to describe something that is lame or

stupid. This implicit view, although outwardly projected in this scenario, has me concerned over the discourses and attitudes I will face “in the field”.

Reflecting on my experiences as a student in high school, there was an overwhelming pressure to conform to heterosexual masculine norms. It was my mission over the five years of high school to blend in, become unnoticeable so that I could avoid being harassed. In order to blend in and pass as “normal”, I distanced myself from anything that could be constructed as gay (Rainbow Youth, LGBT Seminars, etc.). Furthermore, I attempted to avoid highly visual spaces (changing rooms, bathrooms, open courtyards, etc.), in order to prevent potential harassment from occurring. When I found myself in these volatile spaces, I avoided eye contact and isolated myself from other students. There was never a day where I went without hearing “gay” used in a negative tone. I was lonely and only felt welcome in classes where I had friends and supportive teachers.

As I entered my senior years of high school, questions about my sexuality became more frequent and deflecting them became more difficult. I finally revealed to my best friends that I was bisexual, as if I was attempting to cling onto the last scrap of masculinity I had preserved. Issues arose when I wanted to continue PE and my friends didn’t want to. Not only was I constructed as feminine (in my school context), but I no longer had a support network in the gym setting. This highly visible and unsupportive environment led me to isolate myself from my classmates and find solace in the very accepting PE teacher, who I ended up coming out to

in an essay on hauora that I had written in tears.

Currently, as a PETE student, I’m the one learning how to fill the shoes of my high school PE teacher. During my practicums, I often empathise with students that I see struggling because they don’t fit the masculine norm that is expected of them (whether this is due to their sexuality or not). During my third practicum, I noticed a particular student who seemed withdrawn amongst his peers, and when it came to a health lesson on relationships (the students were asked to describe the traits of a potential romantic partner), it seemed he wasn’t sure what to write. The other boys in the class described (and illustrated very publicly) physical traits for their sexual pleasure in girls and their bodies. It wasn’t obvious, but this boy did not fit into this hyper masculinized culture that degraded female bodies. When I noticed him struggling, I suggested that he focus on personality traits like humour and trust, in an attempt to reinforce that his non-misogynistic views were acceptable. The teacher, noticing the hypermasculine behaviour, focused her efforts toward the rowdy boys hoping to alleviate their public performances of masculinity.

On another practicum, a student, Shawn (pseudonym), came out to me as gay. Shawn came out in such a casual way in a public conversation, saying “I don’t like Health classes, because I’m gay and it’s not relevant to me”. Personally, I was rather taken aback by his forwardness, due to the juxtaposition of my lived experiences and his boldness. I didn’t know how to react, because I didn’t want to

¹ Homophobia can be defined as an irrational fear or hatred against someone who is not perceived as straight.

² Heteronormativity can be defined as the belief and assumption that everyone around you is straight unless expressed stated otherwise.

reveal my own sexuality in such a casual manner, but it seemed to me that the majority of the class knew about Shawn and paid no mind. It was interesting for me to find out that the associate teacher did not know. During a problem-solving activity in class I happened to witness a homophobic act toward Shawn. The activity required the students to work in teams of five to complete a challenge that involved some students to be carried. As Shawn's team neared completion all that remained was one student to carry the two others. Shawn, the largest of the three, volunteered to carry the other two, a boy and a girl. The girl strategised the best position and nonchalantly climbed into Shawn's arms to complete the task. The boy, however, was very hesitant. In fact, he originally refused until he was reassured by female students (who were not in his friendship group) that it was OK to be carried. They were the last team to complete the task, so this performance was highly visible and the centre of attention. The cheers were either in support of Shawn or taunting the other boy, for having to climb on Shawn's back. The homophobia wasn't aggressive toward Shawn, however, it was clear that the boy felt de-masculinised by his peers because, not only did he have to admit that he was weaker than a student who is constructed as feminine, but his punishment was then contact with that gay student, which put his own sexuality on display.

Incidents like these affirm my goals in becoming a HPE teacher. In both situations, I wasn't clear about how to approach the issue. In the first incident, I queried the teacher about the recluseness of the student. The teacher said that his behaviour was normal and that perhaps he was encountering problems in his home life. I can't help but feel that, even if the boy was having issues at home, he may have needed an outlet, perhaps what my HPE teacher was for me. I was only at the school four weeks, so I felt restricted in attempting to

create a relationship that could not be sustained. In Shawn's case, he expressed his sexuality and dismay with the health programme at an awkward time (just as the class was ending); I therefore, didn't have the ability to explore the issue further. After reflecting on this situation, I learned that I wasn't comfortable coming out to my students. The second incident with Shawn, when he carried his classmate, was nearing the end of my practicum, and once again, I didn't want to create a superficial relationship that I couldn't sustain.

These encounters have raised an issue regarding my personal "openness" to revealing my sexuality in school settings. While there would be clear disadvantages to being an "out" HPE teacher: (a) potential prejudice in employment prospects, (b) interactions with conservative parents, (c) the discourses around pedophilia and sexuality (especially in PE, which is body-centric), (d) dissonance between personal health/sexuality knowledges compared to community, and (e) students using these philosophical differences to manipulate a situation for their benefit. I still feel that there could be many positives. These include: (a) being a positive queer role model (especially in sport), (b) debunking highly ingrained beliefs around sexuality and sport, (c) potentially reducing homophobic acts and heteronormative practices, (d) exposing students to actual queer pedagogy (by resisting gender norms), (e) creating a safer space for LGBT students in a place that has not been safe in the past, and (f) the more exposure that LGBT people have in the lives of others could reduce the violence or phobia toward the community as a whole.

While analysing these factors, I must submit that this decision will most likely not be left for me to make. I recognise that my "openness" is going to be a direct result of the level of heteronormativity and homophobia of the school I end up being a part of. Theoretically, I could advertise

myself as a "gay" teacher, but I fear this would severely limit my job prospects. Therefore, I will most likely spend the induction phase of my teaching as a "straight" HPE teacher. That will rely on the hegemonic beliefs of students assuming a male HPE teacher must be heterosexual. Let's hope this isn't the case and that schools will shift toward a philosophy that doesn't assume all teachers are straight.

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Dear Shazza and Brucie

Back in 2013, our school was part of the National Monitoring Study of Student Achievement (NMSSA) in Health and Physical Education. It was great being a part of this study and I am very keen to see the results, our data, to make some comparisons and to develop the tasks further. The tasks that were done with my students were innovative and certainly made me think about my programme and the need for further development.



Keen for the data

Dear Keen for the data

As luck would have it, the NMSSA data for the Health and Physical Education Learning Area from 2013 was released on 29th May 2015. It has unfortunately been held up (alongside the Mathematics and Statistics NMSSA Data which were done at the same time). You can find all this rich data (167 pages of it, including graphs, tasks interviews and findings) on the Education Counts website.

So what is NMSSA?

The study included a nationally representative sample of approximately 800 students at year 4 and year 8 from 100 schools at each level. The study was made up of a one to one interview and performance activities across the 4 strands and the 7 key Areas of Learning, and a critical thinking scale that was developed to probe students to think critically across a range of contexts.

Three teachers at each year level from each of the schools were invited to respond to a questionnaire about their confidence in teaching health and physical education, learning opportunities provided for students, and professional support they receive for teaching.

Principals were also invited to respond to a questionnaire about

the priority learning areas within the school and the arrangements for teaching the focus learning areas.

Some of the key findings; so what does this mean for us?

- 95% of students at year 4 were achieving at Level 2 of the New Zealand Curriculum
- Only 50% of year 8 are achieving at Level 4 of the NZC
- PE had a higher priority in school teaching programmes than health, PE was ranked 7th at Year 4 and 8th at Year 8.
- Health was ranked 11th at Year 4 and 11th at Year 8, (out of 17 aspects of learning areas)
- NZ/European, Māori and Pasifika students showed the same amount of progress from Year 4 to Year 8
- On average, girls and boys performed equally well at both year 4 and year 8
- School decile and student ethnicity were associated with performance and were inter-related factors. High decile schools were strongly associated with high performance.
- Students in the sample showed a greater improvement in, what the report called, “strategic action skills” involving games (Rippa Tag and Rua Tapawhā, Two Square) from year 4 to year 8 than in movement skills.
- There was a broad understanding that well-being in the Hauora model included physical, mental/emotional and social dimensions but very few described the spiritual dimension.
- More than two thirds of the teachers involved have received professional development in health and physical education in the last two years. They cited external providers as a source of support for classroom teaching.

As teachers, we need to reflect on whether the PLD support is adequate. Perhaps we all need to ask whether we need more support and resourcing in order to provide quality teaching and learning programmes that meet the needs of our students, and the intentions of the New Zealand Curriculum at the

appropriate levels.

This is a good opportunity to look closely at our teaching and learning programmes.

Also, seek out the 29th June New Zealand Education Gazette lift out (which was provided by the Educational Assessment Unit of Otago) for a more detailed summary of results and some examples of the tasks. For example, the interview task ‘Fair Play’ might be useful (it is coupled with an example of a performance and interview task: Rua Tapawhā, Two Square).

THE QUESTIONS FOR TEACHERS, PRINCIPALS AND CURRICULUM LEADERS ARE A GOOD PLACE TO START. (We have taken these directly from the leaflet created by the Educational Assessment Research Unit, University of Otago)

- Where do your students achieve in relation to the scale description for critical thinking in health and physical education?
- How positive are your students about health and physical education?
- How do your students understand well-being?
- What is your students’ understanding of fair play?
- What are the strengths of your current practice?
- What opportunities could you offer students to improve movement skills?

Enjoy using the data to ascertain and identify where your students are really at and what the next steps are.

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<http://www.educationcounts.govt.nz/publications/series/nmssa/nmssa-health-and-physical-education-2013>
<http://www.edgazette.govt.nz/> VOLUME 94 Issue 11. 29 JUNE 2015

Dear Shazza and Brucie

I was rather flawed to see the headline in the Sunday Star Times, May 10th 2015, "Prejudice begins in the PE class, survey finds" From the article "A damning international report, "Out on the Fields" has uncovered rampant homophobia in NZ team sport and found many young gay, lesbians, bisexual (LGB) students had their first bad experience with homophobia during PE classes.

As a teacher of Physical Education I have always endeavoured to ensure that I provide a very safe inclusive learning environment for all my students. What does the research highlight and what else can I do?

Dear What else can I do?

"Out of the Fields" is the first International Study on Homophobia in Team Sport – with nearly 9,500 people including lesbian, gay, bisexual (LGB) and straight people from across the world – which focuses on issues of sexuality in team sports in Canada, Australia, New Zealand, United Kingdom, Ireland and the United States of America (631 were from New Zealand). Out of the 9,500 participants, 2,500 (25%) identified as heterosexual/straight and this enabled the researches to make some very important comparisons. Participants ranged from 15-60+ with 18% being under 21, and the bulk of the participants (69%) being in the 22-49 age bracket.

SOME OF THE KEY FINDINGS FROM THE NEW ZEALAND SUMMARY: AS QUOTED FROM THE SUMMARY SPORTING PARTICIPATION

- 1 in 5 gay men did not play youth team sports and many of these said negative experiences in school PE classes (55%) turned them off team sports and many feared they would be rejected because of their sexuality (36%).

SPORTING CULTURE

- 41% of all participants, and 51% of gay men, believed LGB people

were "not accepted at all" or only "accepted a little" in sporting cultures.

HOMOPHOBIA AND DISCRIMINATION

- 78% of participants witnessed or experienced homophobia in sport (both straight and LGB)
- 87% of gay men and 76% of lesbians have received verbal slurs
- Spectator stands (39%) followed by school PE class (20%) were chosen as the most likely locations for homophobia to occur

Across all the participating countries 73% of people believed youth sport was not safe or welcoming for LGB people (this figure was 71% for NZ).

The research around PE classes highlighted that these spaces are often seen as 'hostile' environments for LGB people. Many LGB students felt uncomfortable talking to their coaches or PE teachers about LGB issues.

These are very damning statistics, particularly for school PE classes, and the impact of these – in some cases resulting in serious mental health problems – need to be taken seriously. If we want our students to be actively involved, confident, connected lifelong learners participating in physical activity and sport (both competitive and non-competitive), and in recreational activities for enjoyment, skill development and well-being, we must ensure all our students are in safe learning environments, both in their classrooms, the gym and the sports field.

SOME RECOMMENDATIONS AND SOLUTIONS FROM THE PARTICIPANTS IN THE SURVEY

- Start early with parents, coaches and schools taking homophobia and bullying seriously in sporting environments.
- National sporting organisations need to adopt and promote clear anti-homophobic and LGB inclusion policies for professional and amateur players.
- More LGB professional sporting stars coming out helps to set an example.

- Homophobic humour and slurs need to end.

SOME RECOMMENDATIONS AND SOLUTIONS FROM THE RESEARCH PANEL

- Teachers, coaches and officials should be required to undertake mandatory training on how best to support LGB athletes and create positive environments that promote success in youth sports.
- A zero tolerance policy for players and fans who engage in homophobic behaviour.
- Support gay team mates by offering to be an ally.
- More research.

And, of course, we have The New Zealand Curriculum, which highlights to schools how they might develop their own school curriculum underpinned by the Vision, Values, Principles and The Key Competencies. The Sexuality Education: A guide for Principals, board of trustees and teachers, released in June 2015, states:

BEING INCLUSIVE AND VALUING DIVERSITY

"Sports procedures and policies should be inclusive and ensure that all students can participate regardless of sexual orientation or gender identity. Where coaches are involved in school sport, they need to understand the school policies around the safety and support of all students (for example, ensuring homophobic, sexist, and other discriminatory language is not tolerated in sporting practices and engagements) and up-skilled if necessary. All school extra-curricular activities should be inclusive of all students and encourage diverse participation." (page 27)

The guidelines also provide many other learning opportunities for valuing diversity.

This is not just a school issue but a community-wide issue.

SO WHAT ELSE CAN YOU DO?

We must remember to acknowledge those schools that are doing very

well and it would be great for you to continue to be a role model in your school by challenging others, and working with both your students, staff, sports co-ordinator, and parents to provide a safe learning environment that encourages all students to participate to the best of their ability.

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Anti-Homophobia and Inclusion Framework (Adopted by Australian Sports)
<files/Anti-homophobia-framework-low-res.pdf>
UK Rugby Football League Diversity Hub
http://www.therfl.co.uk/the-rfl/equitydiversity/ilt_resources

<http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers> (MOE 2015)

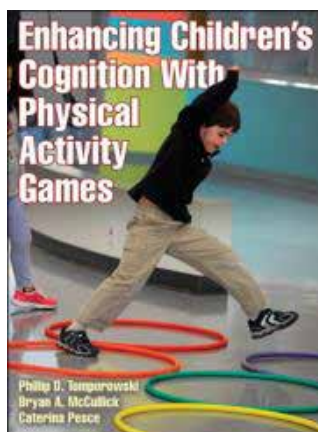
OTHER RESOURCES THAT ARE VERY USEFUL:

The PPTA offer school wide professional learning with the theme of: Affirming diversity of sexualities and gender identities in the school community.

<http://www.ppta.org.nz/resources/publication-list/2113-affirming-diversity>

Rainbow youth: <http://www.rv.org.nz/>

Resource Review



ENHANCING CHILDREN'S COGNITION WITH PHYSICAL ACTIVITY GAMES

AUTHORS: PHILLIP TOMPOROWSKI,
BRYAN MCCULLICK, CATERINA PESCE
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Human Kinetics Bookstore:

www.humankinetics.com

\$55.80 or eBook \$26.30

This book, supports you to develop and create movement based learning opportunities that nurture cognitive development and "enhance academic achievement" in children of ages 3-12.

The book is split into three parts – Part 1 provides the research that highlights the connection of physical activity and enhanced children's cognition and academics and in particular how movement games support this development.

Part II translates the research, child development, cognitive science,

physical education and teacher training, into practice and Part III provides a plethora of games that stress three principles – contextual inference, mental control and discovery. Part III is split into two sections - Physical Activity Games for Pre-School and Kindergarten Age Children (3-7 years in America and Physical Activity Games for Elementary School- Age Children (7-12 years in America).

Within each part there are several chapters, a running glossary supports both teachers and students to understand the terms and each chapter is summarized with implications for educators.

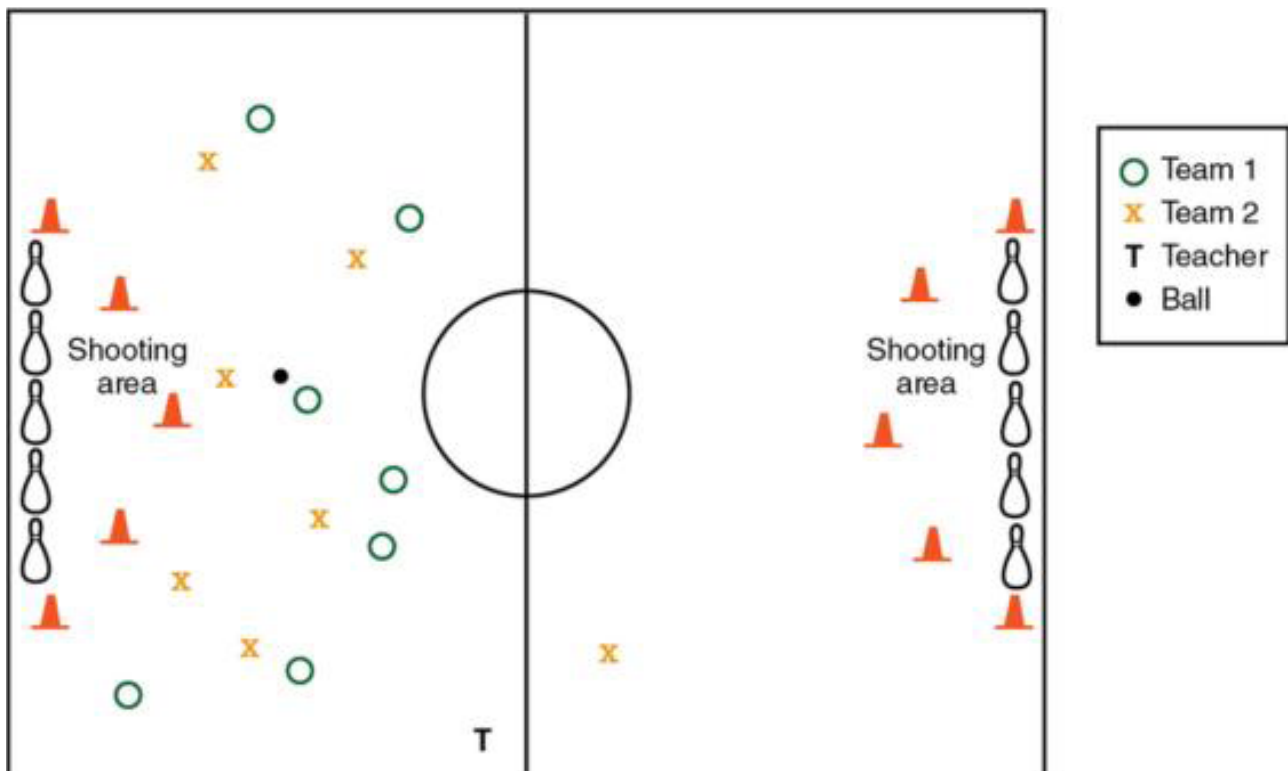
A taste of some of the chapters: Understanding Children's Mental Development, How Movement Games Help Children Think and Learn, Capitalizing on Physical Activity to Benefit Children's Physical and Mental Health, Engaging Children in Playful Learning, Teaching Physical Activity Games for Cognitive Engagement

The chapter on How to Assess Children at Play would need our New Zealand Curriculum (2007) brush through here as much of the material is based on the SHAPE - (Society of Health and Physical Educators, similar organisation to PENZ) America Standards, however many of the principles of assessment line up with the NZC. It does provide a rubric on team game play that can be adapted

and a game skill performance evaluation. It also highlights the academic learning time—physical education (ALT-PE) instrument, which can be easily adapted for use in game assessment. The ALT-PE instrument was developed to measure the "portion of time in a physical education lesson that a child is involved in motor activity at an appropriate success rate" (Parker, 1989, p. 195). The use of exit slips is another tool exemplified to gather qualitative information from students. Chapter 9: Integrating Physical Activity Games into the Home and Community highlights ecological models – we could certainly make connections here to the Whole School Approach to Physical Activity found in the Physical Activity Guidelines for Healthy Confident Kids, (MOE 2007) and the Active Schools material on the Sport New Zealand website. It also looks at 21st century learning in-depth.

This book puts teachers in the driver's seat providing physical activity learning opportunities that encourage mental engagement and thoughtful decision making – strong links to the key competencies. Problem solving activities have been found to be intrinsically motivating for students.

The authors, Dr. Phillip Tomporowski and Dr. Bryan McCullick hail from the University of Georgia and Dr. Caterina Pesce comes from the Italian University of Sport and Movement in Rome. All have written widely in journals, co-



Activity map for Team Bowling.

authored and authored books and chapters in books.

I believe this book would be an asset to both teachers and university department libraries.

The model below highlights the processing of each game if you choose to use it.

TEAM BOWLING THAT REQUIRES MORE COMPLEX SKILLS FOUND IN SPORTS

This is an excerpt from *Enhancing Children's Cognition With Physical Activity Games* by Phillip Tomporowski, Bryan McCullick, and Caterina Pesce.

TEAM BOWLING

Team Bowling may not sound like a game requiring even moderate physical activity. However, this game not only elicits some vigorous physical activity, but also requires more complex skills found in sports such as

basketball, soccer, and most notably, team handball.

TEACHER ESSENTIALS AND EXPLANATION POINTS

Similar to team handball in many respects, Team Bowling involves the use of rolling, passing, and shooting skills to knock down an opposing team's pins. As in the sport of team handball, players face ball-handling, running, and shooting limitations. Teams can range from five to seven players (depending on class size and the space available), and the shooting line should be roughly 10 to 15 feet (3 to 4.6 m) from the pins. Each team has five to seven pins. Play areas look roughly similar to team handball courts (see figure 11.1) and have two teams of up to seven players each. One team per play area wears pinnies. As in traditional bowling, students try to knock down pins. However, in Team Bowling students are on teams and try to knock down the pins of the opposing team. To start, cluster the pins relatively close together.

You will need to clearly outline the rules. We recommend that you use a rules sheet (as may be used in golf) in the form of a poster or slide that can be hung or projected onto the gym wall to remind children of the rules. The rules require all players to roll handballs along the ground when passing or shooting at opponents' pins. When a player acquires a ball, he may take only three steps before passing to a teammate or rolling the ball at a pin. However, players on the opposite team can intercept any passes or rolls at pins as long as they are not inside the area delineated by the shooting line. All children will be tempted to use their feet, but they may intercept a rolled ball with their hands only. Be sure to remind players that they may not go behind the designated shooting line unless they are going to retrieve a missed shot by the other team.

Teams may quickly adopt long passes as a strategy for moving the ball down the court quickly. Although this is a good strategy, it may exclude many children from playing. Consider

allowing teams a certain number of long-range, full-court-type passes per round. Also, make sure students do not camp out on one side of the court the entire time; everyone should strike a balance between playing offense and defence.

CHALLENGES POSED

Ask children to consider how a shooter may knock over more than one pin at a time, the best way to keep the other team from stealing the ball, the length of shot that has the highest probability of success, and how to guard the person with the ball. Children need to be aware of tactical issues, and some tactics require help from others. For example, children must learn that they need to pass the ball repeatedly to be successful in this game. Passing requires that the offense be spread out, and this requires the defence to spread out as well. Close-range shooting is more effective than long-range shooting, but it requires a more concerted effort from teammates.

Almost invariably, passing and shooting from close range seldom occur during the first few trials of this game. We suggest that you stop the game and point out to the class instances in which a team used multiple passes while spread out to shoot (but not necessarily make) a close-range shot. In fact, it is probably even more critical for you to do this when the shot is not successful because children usually equate success with making a shot, regardless of how it was achieved. Stopping to discuss a missed shot based on good decisions, and labelling the shot correct can underscore the notion that strategy is critical and will, more often than not, result in success.

SMALL MODIFICATIONS AND MOVING ON

Note whether children make good passes before they can shoot the ball. They will likely struggle with the three-step rule at first, but their performance will improve with time and reminders.

Children should be able to complete multiple passes per ball possession and have regular chances to shoot before moving to the next game. Actually, a team should exhibit the ability to spread out during play rather than cluster around the ball (during offense or defence).

To modify the game, you could require a certain number of consecutive passes before a team shoots the ball, or require that everyone on a team touch the ball before a team member may take a shot.

GAME BREAKDOWN

Because the skills needed for Team Bowling are minimal, it is quite inclusive, which helps with groups of children with varying ability. Furthermore, equipment is readily available if needed.

EQUIPMENT

Needs based on a 30-student class:

- Two or more team handball balls (or other similar balls)
- Five to seven bowling pins per team (or similar targets, 30 maximum)
- 10 or more cones (tape or poly spots may also be used to delineate the shooting area)
- Pinnies or flag belts (for team identification)

SKILLS NEEDED

Rolling and passing (a ball)

Aiming at a target

RULES

1. Players may pass the ball in any manner, but must roll the ball when shooting at the pins.
2. A player holding the ball may take only three steps before passing to a teammate or rolling to (shooting at) a pin.
3. Players may intercept passes with their hands only.
4. Players must stay outside of the area designated by the shooting line during play unless they are going to retrieve a missed shot by the other team.
5. Out-of-bounds balls result in a

turnover to the team without the ball, from the spot where the ball went out.

QUESTIONS

- Is it possible to knock over more than one pin at a time?
- How can you keep the other team from stealing the ball?
- Is it better to take a longer or closer shot? Why?
- Should everyone try to guard the person with the ball? Why or why not?



Constraining to be flexible: Teaching the concept of flexible team structure through a game sense approach.

Dennis G. Slade - Senior Lecturer, School of Sport and Exercise, Massey University.

Gaining and taking away time in invasion, net and wall games are standard defensive and attacking tactics. In squash, returning the ball high enough to prevent a volley and to the back wall is a defensive and time gaining tactic. In badminton, the overhead clearing shot to the back of the opponent's court allows for time to recover and anticipate the opponent's next shot, and, in tennis, the lob can be both offensive, to clear the player at the net, and also defensive (for example, returning a ball played wide to ensure you have time to get back on court). Knowing when to play these shots is almost instinctive though successful execution of technique is a much longer process of learning.

TEAM INVASION GAMES

In team invasion games, understanding an opponent's strategy that is taking away your time to make decisions and how to adapt to the tactic is a much more complex undertaking. The playing area is often crowded, you are reliant on teammates understanding the plays and then, even if you make strategic changes, having time to reflect while playing to see if they are working is a difficult process. Because it is complex, one needs to rehearse such playing scenarios and doing so is both a fun and challenging activity in the development of intelligent players.

INSPIRATION FOR THIS ACTIVITY

After watching an international hockey match I was struck by the sameness of the structures and the lack of flexibility in both teams to what their opponents were doing. The issue in this match appeared to be the close level of engagement between the teams. Both teams appeared to want to reduce the uncontested ball time and so, when they were without possession of the ball, they rushed up to each other and engaged at very close quarters with their opposite players. This resulted in a very crowded midfield and very shallow offensive and defensive structures.

In the game described, engagements were frequent and furious. Players' responses were instinctive and generally correct, both in attack and defence, and typically nullified each others' attacking opportunities. Neither team opted to change these tactics in the match. Post match comment revealed both teams desire to play faster and take away the opponents' time to think about what they were doing. I wondered whether this is always the smartest thing to do?

MAKE YOUR OPPONENT THINK

It may not feel intuitively correct but, one of the tactics in many games to get your opponent out of the automatic playing-zone, is to get them to think about what they are doing. The ploy is to try and make them use slow, attention-effortful processes in their decision-making and stop any automatic flow of movement. One can achieve this by slowing down the play and avoiding rapid engagement when you are in possession of the ball. This sometimes results in the opponent over-thinking their responses and, in doing so, gives you opportunities to exploit their defensive structure.

CONSTRAINING FOR FLEXIBILITY

In order to teach ideas of structural flexibility one can employ a constraining game sense approach to practice. For example, using a small-sided game the teams are constrained to both playing in exactly the same formation in very close contact with each other. For example, by employ a playing area divided into thirds, and constraining passing options to a minimum of one pass per third, one eliminates long passes that might provide offensive and defensive depth in the game. This results in a very congested playing area, which reduces decision-making time and typically results in lots of changes of possession of the ball. After the teams become familiar with that structure, one team is given instructions that require them to change their formation (for example, play a deeper defensive and offensive structure). In addition, their passing constraint is removed and long passes receive an additional incentive and any successful pass that eliminates the midfield zone gives them a bonus point (an advanced version also imposes a minus point if such a pass is attempted but not completed introducing a risk component). This can lead to several outcomes that can be used to promote discussion and tactical understanding. For example, questions can be put to the team that has changed its structure as to:

- how do they feel your game has changed?
- how is it affecting your play?
- what effect do you think the change is having on your opponents?
- what components of your play have been advantaged or compromised?
- does it highlight techniques that you need to develop or take advantage of?

Similar questions can be asked of the team that is maintaining their formation.

FURTHER RESPONSES

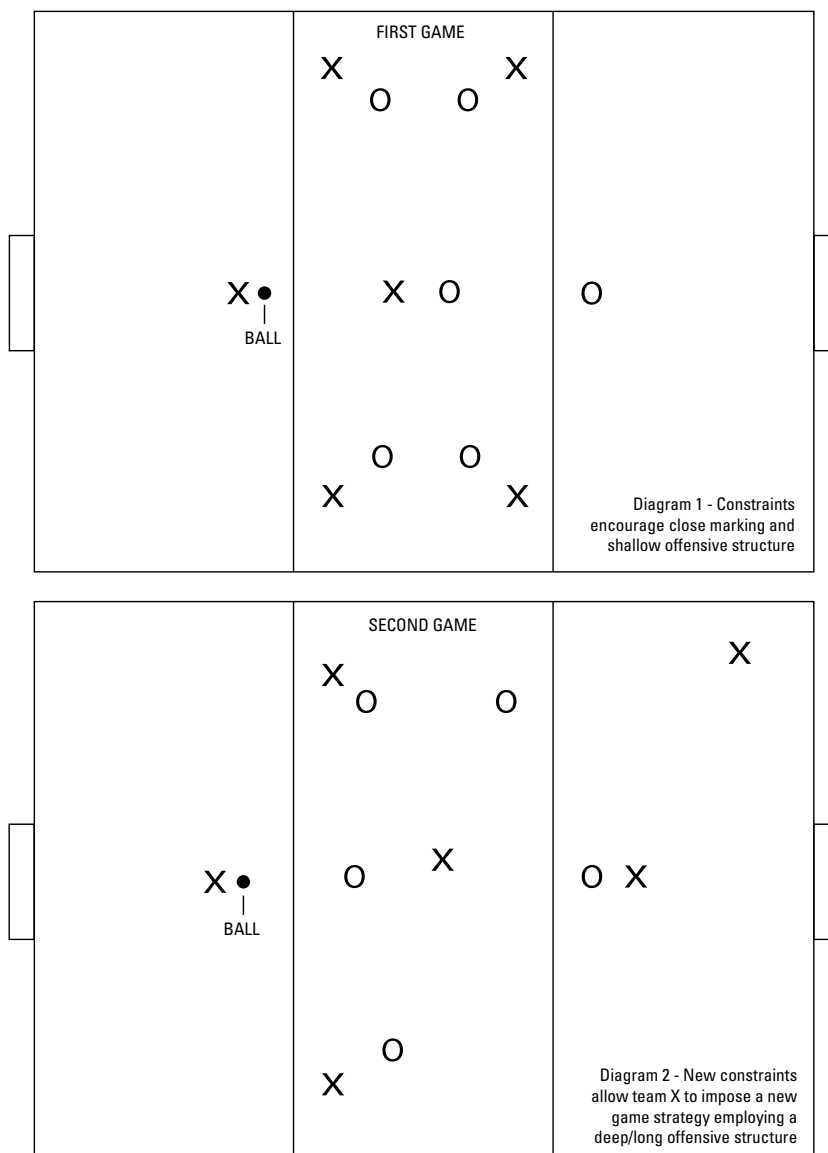
The next step for the team that has been told to maintain its structure is to discuss with them whether they can recognise the opponents change, and to ask them to develop a formation to deal with the opposition's new structure.

Now both teams have two playing structures. You instruct the teams to start another match using the original playing structures that were the same for both teams and then, at their own discretion, change the formation. This will require teams developing a 'call' that all team members recognise as the signal to change.

ALTERING THE TEAM'S FORCE RATIOS

Another variation on developing flexible playing structures is to 'sin-bin' a player from one of the teams. One team now has a player force ratio in its favour. After playing on for a few minutes, stop the game and let each team discuss how it is, if it is, exploiting their player number advantage and how the team down a player, has adjusted to this situation. While this may appear to be the tactical development for specific sport teams, it is also another way of capturing the interest of those in the physical education lesson who are not always enamoured of games. The tactical dimension of finding a solution to the player imbalance problem might challenge them as the task shifts the focus from, whatever the game is, to the intellectual puzzle of finding an answer to the tactical question.

These are complex undertakings in the midst of a match but rehearsing them in practice increases the likelihood of that happening and will, in turn, help develop the players' game intelligence.



Joseph A. Duffy - President NZPE Society c.1938

Ann-Marie Harvey PhD



This article is written in response to a request from the New Zealand Physical Education Society. It highlights the contribution of my grandfather Joseph A. Duffy to Physical Education, including his tenure as President of the NZPE Society c.1938. At that time Dr. Alexander Gillies was orthopaedic specialist at Wellington Hospital and Secretary of the NZPE Society, which he founded. He was a friend and colleague of Joseph A. Duffy.

In 1912, Joseph arrived in Dunedin from England. There he met Jack Hanna, son of Jock Hanna the renowned gymnast who in the 1880s arranged for twenty halls in Dunedin to be centres for fitness and gymnastic activities. Earlier in England, Joseph enlisted in the British Territorial Force which the British Army established following the South African Boer Wars. He enrolled in the Army's option of Physical Training, and continued in this field when he settled in New Zealand.

Joseph was employed as Physical Instructor at St Patrick's College Wellington, the first Secondary Boys' College in New Zealand. There he taught PE, also known as "Drill" due

to its military origins. In 1911, during Lord Kitchener's visit to New Zealand he requested that the NZ Government introduce physical and military training for School Cadets. This training focused on fitness and familiarizing young men with the bayonet and tactics of trench warfare, in readiness to serve the British Empire. That challenge came too soon, with the outbreak of World War I in 1914.

As a young man, Joseph was a keen swimmer. In 1912, he was a Founding Father of the Maranui Surf-Life Saving Club at Lyall Bay, Wellington. On the Club's opening day the fore-shore was a-buzz with a large crowd including men in suits, and ladies in long dresses and colourful hats. Leading city photographers recorded that significant sporting event. Fine photographs of that day reveal men wearing smart hats, suits, polished shoes and some holding fashionable walking canes. In 2010, I visited the Maranui Clubrooms and discovered memorabilia and photographs of my grandfather with early generations of Surf-teams. I was thrilled to obtain copies of those significant photographs, before that historic collection was removed after the Maranui Surf Club's - 2012 Centennial Celebrations.

Through Joseph's role in physical instruction of college students and his commitment to saving lives on the challenging South Coast of Wellington, he encouraged young life-savers to achieve high standards of fitness, self-confidence, and swimming skills. The Surf Life-Saving Club became a trend-setter in the region, and nationally. Members presented life-saving demonstrations at local and regional beaches, and entertained crowds with gymnastic and pyramid-building displays.

In 1914, Joseph was awarded the British "Royal Life Saving Society's Certificate". This qualified him as an instructor in the "Society's methods of Resuscitation of the Apparently Drowned". From then on, certificates were awarded to lifesavers who achieved various levels of competency. For the young men of that era, qualifications increased their chances of employment. While Joseph was in favour of women life-savers, women were excluded from surf-club membership in its early phase despite the fact that during decades of coastal shipping disasters women and girls had saved lives.

With the outbreak of World War I in 1914, sport kept the army fit and built "team spirit". In 1916, with the introduction of conscription large numbers of New Zealanders prepared to serve overseas. Fitness and sporting activities became a priority. Joseph volunteered for military service with the NZEF-Wellington Rifle Brigade. He was posted to Trentham Military Camp as Lieutenant-Officer in charge of Physical Training, and instructor of bayonet and trench warfare.

Later, in military camps in England and France Joseph trained new recruits from the Empire. He encouraged physical and mental fitness through regular drill, athletics, rugby, cricket and boxing. As the war progressed he was posted to the British Army headquarters at Aldershot in England, for re-training that combined techniques of rifle fire, bayonet and new forms of bombing.

In 1918, Joseph was wounded on the Western Front and hospitalised in England. Along with other convalescing soldiers he enjoyed the support of the British YMCA Institutes. Since he arrived in Dunedin, he had been influenced by Jock Hanna's



Joseph A Duffy holding his hat

enthusiasm for the YMCA's cultural values, and gymnastic activities. The "Y" remained an important part of his life during and after that war. For Joseph, sport and physical exercise lightened the soldiers' mood and encouraged comradeship, while rugby remained the dominant sport. Joseph's responsibility for troop PT, fitness and mental well-being led him to explore the new philosophy of Swedish Callisthenics known then as 'light gymnastics'. This approach to physical fitness focused on developing muscle tone.

With the signing of the Armistice in November 1918, members of the Royal Family made visits to the military camps where Joseph and Kiwi troops entertained them with sporting competitions, rugby and horse-racing. At the end of the war, and during the evacuation of NZEF troops from France to England, Joseph was appointed Company Officer of transport. After four years of war, this was no easy task.

Army transport vehicles had become unreliable and were in short supply. As well, few New Zealand ships were available for repatriation of troops. During months of delay, Kiwi soldiers were kept fit and active through PE and various sporting activities. In September 1919, along with other WWI veterans Joseph sailed into Wellington's peaceful Harbour.

During the 1920s, Joseph taught PE at private schools and Girls' secondary Colleges, and joined the staff of the YMCA in Wellington. He was a keen promoter of public gymnastic displays, including Indian club-swinging (first listed at the 1904, Olympic Games). He also led YMCA evening gymnastic exhibitions on Wellington's waterfront. Club-swinging developed shoulder and torso strength. Over time, this activity was transformed into "Rhythmic Gymnastics".

Throughout the 1930's Joseph was a staff member at Scots College Wellington, where he was responsible

for athletics, gymnastics and swimming. The College headmaster, Joseph R. Sutcliffe was also a WWI veteran. His headship occurred during a period of decline in pupil numbers and staff, resulting from the socio-economic effects of war and a world-wide financial Depression.

In 1933, Scots swimming team won the Wellington Primary Schools Championship. And a team member (J. Clark) became the top Surf Life-Saving representative of the Maranui Surf Club. Clark was also the NZ representative to Australia in 1938. He was lead swimmer in the country, and later captained the NZSL-S team against Australia. During Sutcliffe's administration, the College continued to emphasize sport and physical fitness. He remarked to an Annual General Meeting with the Old Boys' Association:

"If I have achieved any success at all, I think it is in the appointment of Captain J. A. Duffy as physical

instructor. Under him, every boy has physical training daily and swimming and boxing are compulsory" (p. 204). (The First Seven Thousand: A Jubilee History of Scots College, 1916-1990. 1991. [See also, pp.167, 173, 197, 203, and 296]).

By 1936, Joseph had fulfilled the requirements to be admitted to the Fellowship of the British Association for Physical Training. In a photo taken around 1938, he is seated with a number of teenage boys and girls. All the gymnasts wore the Red Triangle Logo of the YMCA on their uniforms. Joseph as President of the NZPE Society is seated to the right of Dr. Alexander Gillies. The men and gymnasts appear delighted with their achievements.

Between the 1950s-70s, Jack Hanna was Director of the Nelson YMCA. This was a time when five of my siblings were involved in sport, swimming clubs, and YMCA gymnastics, directed by the renowned "Mr Hanna" who co-ordinated the annual Nelson Gym Frolics Festivals. At one of those events, Jack Hanna told my father,

that in his opinion "Joseph Duffy's legacy to Physical Education and gymnastics had never been given the public recognition that Jack thought he deserved". This article affirms that legacy.

In the 1970-80s, I taught PE, gymnastics, and swimming to Intermediate-aged students. At that time, I met three of Joseph's former pupils who by then were mature teachers. They told me that as students they had enjoyed his teaching methods and his ability to ignite gymnastic classes with his sense of humour, variety of physical activities, rhythmic movement and games. For them, his approach to teaching PE and gymnastics remained memorable.

Today we live in an age of evolving philosophies that continue to inform and re-shape approaches to Physical Education. From where I stand, there is a golden thread of continuity linking Joseph's past achievements to a number of his grandchildren and great-grandchildren. They too, are passionate participants or teachers of many forms

and expressions of PE.

Joseph moved into private practice as a remedial Masseuse in Wellington. He was familiar with Mayo Clinic literature and techniques of remedial manipulation, anatomy and physiology, including techniques to relieve muscle and soft tissue pain. He used manual and electrical therapy for a wide variety of physical conditions, including victims of recent polio epidemics. In Napier, one of Joseph's female polio clients was determined to strengthen her polio-weakened ankles. Her long-term ambition was to win a skating championship. Through her commitment to exercise and therapy this young woman achieved her goal. I was a young teenager at that time. While on holiday with my Grandfather he shared with me this young woman's story of struggle and success.

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Obituary

JOE WALLACE

1918 – 2014

Joe was a member of the original staff at the School of Physical Education when the Diploma of Physical Education was launched by Philip Smithells in 1949. Joe was the second person, following Sam Lewis to receive the Fellowship of the Society by presentation of a thesis in 1959. He grew up in Glasgow, graduated from the Scottish School of Physical Education and Hygiene in 1939. He was a physical fitness instructor during the Second World War and spent time in a German prisoner of war camp.

He met Philip Smithells at a conference in Sweden in 1950 and was hired by Smithells to teach anatomy, folk dance, games, gymnastics, Scottish dance and teaching methods. When he established the journal he wrote the following comment which serves to show his commitment to high standards and professionalism.

We make our debut with due diffidence. With advancing years and accumulated wisdom, we hope to survive the inevitable criticisms And overcome our present limitations. The task is not an easy one and without writers, subscribers, or advertisers, we inevitably fail. But we start out with an unquenchable optimism, knowing full well that all difficult journeys begin with but a single step.

Joe initiated the New Zealand Physical Education Society journal in 1953 and was its editor until 1959 when he left New Zealand and took up a position as a Senior Lecturer in Education at Borough Road College, London where he worked until he retired in 1979. Joe was a great advocate for physical education and was the President of the New Zealand Physical Education Society, 1953 – 55. We were fortunate to have him in New Zealand for a few years.



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