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# PHYSICAL EDUCATOR

*Te Ao Kori Aotearoa*

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#### From PENZ's Chief Executive

*While the year is rapidly drawing to a close, there is lots of activity here at PENZ in preparation for a number of professional learning events and initiatives in 2015 and 2016. This includes the Inspired Leadership Programme (ILP) - Christchurch 19-20 November – with another great line up of presenters from the secondary and tertiary sectors. This year's topics include; reframing middle leadership, 'Inspired Leadership - Leading Outstanding PE, managing difficult conversations, culturally responsive pedagogy, facilitating peer coaching, creating communities of practice and innovative learning environments, amongst others. Work has also begun on the 2016 conference and a range of 2016 primary and secondary professional learning events. PENZ in collaboration with Sport New Zealand will be delivering a number of presentations and workshops on Physical Literacy beginning in February 2016. These presentations and workshops will be available to the wider community including teachers, Boards of Trustees, regional sport trusts, national and regional sports organisations. The promotion and understanding of Physical Literacy is an important objective within Sport New Zealand's current strategic plan, and also provides PENZ with the opportunity to reinforce the importance and position of quality PE in schools, which is the domain of teachers. These and other important opportunities provide a number of exciting challenges for 2016 and beyond.*

Ross Merrett

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Cover: PENZ Patron Trevor Garrett receives the Te Iho-Takaro Ringawera award from PENZ President Margot Bowes



## Reflecting Back Looking Forward

As the spring weather begins to appear I am reminded of the joy of the start of warmer weather for teaching. Usually this joy is juxtapositioned beside the frantic rush, at this time of year, to complete learning and teaching programmes with students and of course all of those endless assessments, organisation of junior camps, and report writing mixed with the excitement of rewarding the efforts of students at prize-giving.

The outstanding 'Power of Three' Conference- **Naku te rourou nau te rourou ka ora ait e iwi** held at Waikato Diocesan School in July remains as a very powerful memory and I smile when I think of the inspiring range of presentations given by you the members and our Keynote Speakers. Sue McBain in her squash skirt, bridging humanness and critical theory as the underpinnings of the NZC against the political and educational drivers of neo-liberalism; Sue Bagshaw making understanding adolescent brain development, sexuality, identity, cognition and behaviour seem easy; Mike Brown positioning OE as 'Outdoor Edutainment' as he argued that outdoor experiences are being increasingly commodified and; then Cam Calkoen, our celebrity speaker, teetering on the edge of the stage as he had us in tears of laughter and admiration as he took us on his journey of achieving his dreams and pushing through his physical limitations. What an inspiration!

A further highlight of conference was co-hosting with NZ Health Education Association and EONZ. 'The whole was greater than the sum of the parts' and the Power of Three was certainly

evident. Harko Brown led our powhiri and guided the conference in all things Māori. Along with Harko, Ross, Libby, Jo and the organising committee must be thanked for all their hard work and congratulated on delivering such an exceptional conference.

Recently I was approached by a Physical Education teacher wanting to find an exceptional HPE teacher to fill a position that had become available in his school. The answer I suggested was to attend PENZ Conferences, as this is where the expert HPEers strut and share their stuff. This year the quality of the conference presentations by teachers was simply impressive. It was wonderful to see the HPE Departments of Papatoetoe High School and Cashmere High School receive Outstanding Physical Education awards this year.

Those of you who had the pleasure of meeting Lady Joan Gillies at the conference won't forget this senior dynamo. There are wonderful photos of Lady Joan on the website, adorned in a long wig and colourful headband at the sporting hero's dinner. My sincere thanks to Lady Joan for her very generous donation to PENZ following the conference.

Other senior dynamos gathered for the President's Lunch and what a pleasure it was to hear of their passion for and contributions to Physical Education. For example Jim Matheson had taught at Matamata College and the Matheson gymnasium used by the current students there is fittingly named after Jim, acknowledging his contribution to physical education.

I was honoured to be elected as President of PENZ at the AGM. The

AGM also serves as an opportunity to acknowledge the dedicated work of the staff of PENZ- Ross as CEO, Libby as Subject Advisor and Jo as Administrator and Membership Secretary, the contribution of members, of Branches and of the Board. At this year's AGM we farewelled Lisette Burrows as outgoing President after 12 years on the Board, Melissa Young and Dayna Napya, our Māori Representative. I cannot thank them enough, particularly Lisette, for looking after the taonga that is PENZ during their time on the board.

The members re-elected Darren Powell to the Board and elected Sue McBain from Initial Teacher Education at the University of Canterbury, Natasha Powell, HPE teacher from Linwood High School, Melanie Riwai, Couch -Tumuaki (Principal) of Te Kura Kaupapa Māori o Te Whānau Tahī and Renee Tawhiri, HPE teacher from Tangaroa College as the Māori Representative. It's a highly skilled, diverse and exciting Board. We have teachers and lecturers from primary, secondary and tertiary, board representation from North and South, Māori and pakeha, male and female, experience and fresh ideas! Since then Renee Tawhiri has taken up a teaching position in Dubai and so you may have seen calls for someone with passion and expertise in Te Ao Māori to fill that vacancy until next the AGM in 2016.

On behalf of you, the members, I thank the outgoing Board and welcome our new Board. While the full Board will be responsible with staff to continue to develop the strategic direction of PENZ, Darren will lead Advocacy, Natasha Awards, Sue will

assist with Advocacy, Policy and the Journal and Melanie Policy, while Trevor Garrett, our Patron, and myself will look after Finance and be the main link between the Board and the CEO.

PENZ is very fortunate to have a University Advisory Group (UAG) with representation from all the tertiary institutions. Currently the UAG has been developing draft Position Statements on important aspects such as Quality Physical Education, the Valuing of Teachers and Curriculum, the Educative Value of Sport, and Outside Providers in Schools. The Board and UAG have been active, submitting regular media releases on our world-class curriculum, the closure of primary school pools, the impact of the Health and Safety Reform Bill on EOTC, and voicing concern about the findings of the National Monitoring of Student Success and Achievement (NMSSA) data, which identified that while 95 percent of students at Year 4 were achieving at Level 2 of the NZC by Year 8, this had dropped substantially with only 50% of students achieving at Level 4 of the curriculum in critical thinking in health and physical education; and descriptive reporting of students understanding of well-being, and the demonstration of a range of movement skills and strategic action skills in games contexts.

There are exciting opportunities ahead for PENZ and for you as individual members and as members of Branches. The Ministry of Education has just released a statement announcing substantial changes to Professional Learning and Development and asking for increased input by subject associations -with funding!

Whether it be contributing to this initiative; putting yourself forward as our Māori Representative; contributing to and attending the ILP Leadership programme this year in Christchurch; working in your Branch or proactively setting up a branch in your area; supporting your students making submissions to the AS Lewis essay competition; contributing to the new format of Scholarship; presenting or attending PENZ's Workshops; writing your inquiry focus into an article for the journal and/ or drafting an abstract for next year's national conference (!!), I encourage you to get involved in PENZ. We have had a strong professional subject association for almost 80 years. It is our collective challenge and responsibility to ensure that 80 years on, PENZ is even stronger.

## PENZ Awards 2015



GGHS receiving their Health Promotion Agency Award from Tania Cotter

Awards are an integral aspect of Physical Education New Zealand as it allows the PE community to recognise and appreciate individuals and groups who work tirelessly to improve the quality of physical education teaching and learning, either in their schools, their local community or nationally. There are a number of awards that can be given.

**The Outstanding New Professional Award is for** teachers in early childhood, primary, secondary or tertiary settings who are new to the role (less than five years) and have made a significant contribution to the education of children and young people in New Zealand.

**The Outstanding Physical Education Award** is given to an early childhood centre, school or department that has demonstrated excellence in intra-curricula Physical Education (not extra-curricula sport or physical activity).

The Fellow of PENZ is awarded to members who are regarded as having made a significant contribution to the purpose, aims and work of the association. This award allows for a specific contribution over a short time or an outstanding contribution.

There is also the Life Member award, which may be conferred on members who have given long and distinguished service in the cause of Physical Education.

The Te Iho-Takaro Rinqawera Award is made by the PENZ Board to any individual who has significantly contributed to the profession. This award may sometimes be from the 'left-field', as at times the person will be removed from the day-to-day work of Physical Education.

**There is also The Sir Alexander Gillies Medal**, the most prestigious that PENZ can confer. This is awarded rarely, and is for outstanding services of national or international significance to the profession.

Aside from the Te Iho-Takaro Rinqawera Award, all awards require nominations.

Physical Education  
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values our partners





*Papakura High School & Margot Bowes.*

This year, three awards were conferred at the 'Power of 3' national conference in Hamilton.

The first was the **Outstanding Physical Education Award**, which was presented to **Papakura High School** Physical Education department for excellence in Physical Education.

This department demonstrated a high level of commitment and ability in teaching PE. They effectively drew on student voice to re-develop their programmes and ensured they met students' needs by making PE meaningful and engaging, enabling students to shape a shared vision for PE in their school.

They were seen to go above and beyond what is expected of HPE departments, demonstrating a dedication to not only improve students' learning in HPE, but across all curriculum areas, including taking the lead in developing the use of digital technology in the classroom. They were pro-active in developing students as leaders within the school and in the community, including supporting students to work with local primary schools and their PE programmes, and running whole school events.

The department was recognised in and by their school as an outstanding department with outstanding teachers; teachers who continually went the extra mile to increase student engagement and strive for more equitable outcomes.

In the words of one of their students: "They bring fun, they bring smiles, they bring laughter".

Congratulations to everyone involved at Papakura High School!

Another **Outstanding Physical Education Award** was presented to **Cashmere High School**, a Physical Education and Health department that made an outstanding contribution to the young people they teach, the school as a whole and ultimately their local community.

This department re-developed and re-defined their PE programmes to better meet the needs of their students. The establishment of a strong classroom culture and interpersonal skills amongst students meant that staff effectively employed a range of student-centred approaches to learning.

Their particular areas of strengths were their professional relationships with students and the way that self-reflection, including use of inquiry, was embedded throughout their practice.

As a faculty, they have a strong reputation as highly skilled practitioners and made significant steps to develop teachers who are outstanding leaders, both within HPE and in the wider school community.

Well done to Cashmere High School!

**The final award presented was Te Iho-Takaro Ringawera Award**, made by the PENZ Board for a 'golden' contribution, one that was often done in obscurity but was highly prized as the distinguished and respected work of a ringawera.

This year's recipient was PENZ's patron, Trevor Garrett, for regularly going above and beyond the call of duty for PENZ.

Trevor frequently provides significant support for PENZ staff, PENZ board members and the broader PENZ membership. He attends numerous Board meetings on a voluntary basis, helping to shape the strategic plan and business plan of PENZ. In particular, Trevor's broad skills and knowledge in matters of finance and developing effective organisations has been invaluable to the development of PENZ.

Trevor is a volunteer who puts in an incredible amount of time and effort to make sure PENZ achieves its vision of supporting quality teaching and learning in Physical Education. Not only that, but he repeatedly drives around the country in support of PENZ, and loves to tell a good yarn, reflect on a quotation, or share a humorous anecdote. Best of all, Trevor is thoughtful, selfless and incredibly hard working – all in the name of and love of PE and PENZ.

Thank you Trevor for continuing to work with us!

*Do you know a person or a department that deserves a PENZ Award? Check out the PENZ website for details of the awards available and how you can nominate (or be nominated) for an award in 2016.*

# Sport NZ Update

## PLAY.SPORT

Sport New Zealand, recently released its new Strategic Plan and Community Sport strategy for the next five years (2015-2020), designed to enrich lives and inspire New Zealanders through sport.

Central to the approach outlined in these strategies is the establishment and support of a world-leading sport system that will create a lifelong love of physical activity among all young people by ensuring:

- They are physically literate
- Their experiences are high quality, stage-appropriate and enjoyable
- They are positively influenced, encouraged and supported
- They can access quality opportunities
- They can participate and compete to the level of their aspiration
- They are empowered to shape their community sport experience

One of the ways we will work towards these outcomes is by supporting teachers, schools, parents and community organisations to improve the quality of young people's experiences of play, physical education, physical activity and sport. A specific project encompassing this will be known as Play.sport.

Many of the specific learnings and proposals of Play.sport have resulted from an enquiry and review process called the School Sport Futures Project (SSFP). The aim of this year long SSFP, was to look at the current state of school sport and physical education, with a view to developing some solutions to the challenges identified.

## ABOUT PLAY.SPORT

Through Play.sport, Sport NZ will:

- Provide professional development support to teachers of physical education
- Assist schools with the workforce required to deliver quality play and sport opportunities for students
- Assist schools in working together with their community to support and deliver play, sport and physical

- activity opportunities for all students
- Develop guidance for schools on the selection of outside providers of sport, and establish an accreditation system to drive consistency and quality in those providers
- Raise the understanding and profile of PE and sport in schools
- Develop more collaborative, longer term, policy environments, particularly between education, health and sport.

## SPECIFIC COMPONENTS

### 1. School Support - Provide a network for schools to access what they need, when they need it.

Schools need hands-on support, training and practical assistance. Our most successful interventions in the past have been when education (curriculum) and sport (extra-curricular) have worked in alignment. Providing access to expertise and support in both areas is the most practical and cost-effective way for schools to empower themselves and make sustainable change.

Within Play.sport, we will address this by providing:

- PE Mentors: PE specialists to work in the classroom (part of the week) with all primary teachers, regularly, long-term (3-4 years in their cluster before moving to the next one) to empower and upskill the whole school.
- Curriculum Advisors: To work with Principals, Board, teachers to strategise and develop innovative and planned PE strategy and school plans, encompassing all learning areas to improve children's engagement and activity at school.
- Activators (primary school): School-based play and sport facilitators to work within schools and across communities to ensure aligned, appropriate and organised opportunities that meet the needs of the children. Activators will facilitate and lead the play, physical activity and sport opportunities, and support teachers in integrating

quality physical activity and sport in and out of school time.

- Sport Coordinators (secondary school): Extend support for schools to coordinate quality physical activities outside the classroom.
- Training and development of this workforce will be shaped and delivered in partnership with PENZ and other organisations to ensure we have a highly capable workforce that will support, advise and mentor teachers, coaches, parents and the community.

### 2. Community Leadership - Communities must lead and develop their own solutions that are flexible and orientated to their needs.

Within Play.sport, we will address this by:

- Implementing a community level governance/management group: While Sport NZ will establish a national approach to the delivery of Play.sport, each area will be locally led in the implementation on Play.sport in order to identify their specific community's needs and adapt accordingly.
- Implementing a facilities (spaces and places) audit process and shared operating model: To understand what children and young people need from spaces and places (built facilities, green, grey and blue spaces, clubs, fields, etc) and to work with them to identify issues and opportunities.
- Instigating a quality assurance process for providers: To provide schools and clubs with guidance on how to select appropriate providers to deliver sport and physical activity in their setting. Currently there is not a quality assurance process (beyond a range of guidelines) for providers who work in the school space, i.e. it is an 'open door' to schools who will often allow providers in based on cost only.

### 3. National Leadership - Government to lead a vision for young people in

## *NZ that we all strive for.*

Within Play.sport, we will address this through:

Implementing a Physical Literacy Approach: Sport NZ believes that a better understanding of physical literacy, like 'health literacy' or 'nutrition literacy', will support people to have the motivation, tools and confidence to be active. Having a shared physical literacy approach will enable the health, education and sport sectors to be better aligned in their respective contributions to supporting physical activity.

Cross-sector agreement on young people as a priority, and PE/PA/sport as critical (long term).

Instigating a Research, Monitoring and Evaluation (RME) framework: We will evaluate changes in the quality of PE teaching, appropriate sport provision, and teacher confidence and competence, as well as student confidence and competence within the Play.sport initiative.

Advocating for Initial Teacher Education review: This is a difficult policy/regulatory area that involves tertiary institution funding models driving course structure. The intention is to initiate discussion with relevant government agencies and training providers to agree to review process.

## **SPORT NEW ZEALAND'S PHYSICAL LITERACY APPROACH**

### **WHY IS SPORT NEW ZEALAND TAKING THIS APPROACH?**

Sport New Zealand's vision is to enrich lives and inspire a nation through physical activity and sport. We aim to be the world's most successful sporting nation, through the development and support of a world leading community sport system. To be world-leading in community sport<sup>1</sup>, we will be participant-focused, system-led and performance-driven. To bring this participant-focused philosophy to life, we are taking a physical literacy approach.

The Sport NZ Physical Literacy Approach takes a holistic view of the participant that considers their

physical; social and emotional; cognitive; and spiritual needs. By understanding that these dimensions influence the needs of every participant within their specific environments, we can provide physical activity and sport experiences that inspire ongoing participation.

We want to ensure that our partners and providers, government agencies, and all who provide and support physical activity and sport opportunities, have a shared understanding of this holistic needs approach and consider how it can add value to the physical activity and sport opportunities they provide.

### **WHAT IS PHYSICAL LITERACY?**

Physical literacy is "the motivation, confidence, physical competence, knowledge and understanding required by participants that allows them to value and take responsibility for engaging in physical activity and sport for life".<sup>2</sup>

Sport NZ's Physical Literacy Approach is relevant across all ages, recognising and responding to the needs of a participant as they change throughout life. Babies, children, young people, adults and seniors can all be participating in physical activity and sport in a variety of ways and in a variety of places. Their needs will vary, and this document provides a starting point for considering these needs.

### **SPORT NEW ZEALAND'S VISION FOR PHYSICAL LITERACY**

Sport New Zealand's vision is that our partners and providers, government agencies, and all who provide and support physical activity and sport opportunities see the value of this approach and embed it into their ways of working, resulting in the provision and support of quality experiences, consistent throughout New Zealand, that lead to participation in physical activity and sport for life.

We believe that understanding and embracing a physical literacy approach will lead to more people being active throughout their lives, regardless of age, gender, ability, socio-economic class and culture.

<sup>2</sup> Margaret Whitehead, 2013

## **HOW WILL WE BRING THIS VISION TO LIFE?**

Sport New Zealand are pleased to be working with PENZ to provide training, resources, tools, practical examples and access to support networks that will explore the application of the approach. Both organisations will work in partnership to lead consistency across the community sector through facilitating, sharing and investing in good practice of physical literacy.

We will also identify and develop partnerships and initiatives with agencies that utilise a similar holistic approach, such as Mason Durie's Whare Tapa Wha model<sup>3</sup>, in their ways of working.

## **SPORT IN EDUCATION PROGRAMME EXPANSION**

Sport in Education is an innovative approach to engaging students by putting learning into a context they understand (sport). Currently running in eight schools nationwide, 15 more schools will be able to access the programme from 2016.

## **KIWISPORT WILL HAVE A GREATER FOCUS ON LOW PARTICIPATION GROUPS**

Sport NZ and Regional Sports Trusts will refocus some of the KiwiSport Regional Partnership Fund to provide more sport opportunities for young people in communities where participation rates are low and the risk of poor health is higher. Sport NZ is also working with Regional Sports Trusts to realign some general community investment towards low-participating young people.

Sport NZ, Auckland Council and Aktive - Auckland Sport and Recreation want to understand more about the sport and physical activity needs of local Samoan and Indian communities, particularly young people. Funding from Sport NZ will help research the needs of these communities so that effective interventions can be introduced to raise their involvement in sport and physical activity.

<sup>1</sup> Sport NZ Community Sport Strategy 2015-20 <http://www.sportnz.org.nz/about-us/our-publications/our-strategies/community-sport-strategy/>

<sup>3</sup> <http://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>

# Physical Literacy and defining “Quality Physical Education”

Sport NZ have recently adopted physical literacy as an approach to recognising and responding to the needs of people of all ages to encourage participation in physical activity and sport in a variety of ways, places and spaces throughout life. The advent of this concept and Sport NZ's physical literacy framework, which will be available in early 2016, is not intended to replace nor impact the place of physical education in schools. However the introduction of physical literacy will no doubt, initially at least, create some interest amongst many in the sport, recreation, and education sectors as well as the wider community.

In the past few years there has been a proliferation of external organisations delivering what they consider to be quality PE in primary schools, with little if any serious attempts by many schools to critically assess the appropriateness of these external providers, nor the schools legal responsibilities and obligations to students and parents, when they allow or engage external providers in schools.

It is important therefore that we as educators, are clear about the place of PE in the development of young people and importantly what quality PE looks like, and who is entitled to deliver PE in schools. We also need to better understand the links between PE, sport and recreation under a physical literacy framework. To this end PENZ will be delivering workshops throughout 2016 and beyond, for all stakeholders in the education, sport and recreation sectors, to explore what physical literacy is and how it links to PE.

In order to strengthen the place and understanding of what PE is in schools, PENZ, with the assistance of its University Advisory Group (UAG), decided that it would be helpful to define what PE, and in particular what ‘quality PE’ is. A statement in the New Zealand Curriculum (pg 23) read;

*“In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.” (NZC pg. 23)*

While useful for educators, this statement does little to demystify or explain what quality PE looks or feels like to those people not employed in the school education sector. PENZ has therefore adopted the following draft statement

in an attempt to help define and bring clarity to what PE is for the wider education, sport and recreation sectors.

*Quality Physical Education utilises effective pedagogies, focuses on movement and its contribution to learning and the holistic development of individuals and their communities.*

1. Strengthening and sustaining quality Physical Education necessitates;
2. Comprehensive conceptual understanding of The NZ Curriculum (2007) and the corresponding Health and Physical Education learning area
3. Inclusive and culturally responsive pedagogies
4. A range of planned learning opportunities within a programme that are enjoyable, authentic, progressive and have clear learning intentions.
5. Learning experiences that embrace hauora and meet student needs
6. Student centered programmes that foster creative, critical thinking and action
7. High expectations for student learning
8. Teaching by qualified registered teachers

PENZ invites your thoughts and feedback to this draft statement. Submissions can be made my email to [feedback@penz.org.nz](mailto:feedback@penz.org.nz)

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# HEALTH AND PHYSICAL

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# Working in Partnership

Leanne Knox, Secondary Schools Sports Director at Sport Auckland has been working with Onehunga High School to increase the number of students participating in sport and the quality of their sports programme. Relationship building has been the foundation to this partnership. Leanne has listened to the school's challenges and issues and, through her insights and intel, has been able to offer practical solutions. This opened the door to be able to work with the school to add value and not be seen as creating work.

One of the challenges Onehunga High School was facing was a lack of resources and expertise available for their students who played netball. This was identified by the low number of participants and the poor results of the teams. Sport Auckland facilitated a partnership between the school and Auckland Netball to discuss and design a new programme to be funded by Kiwisport. Since the introduction of this programme two years ago, the school has two additional teams, opportunities for students to coach were approved and these students were upskilled through netball specific coaching courses.

Chad Coombes, Director of Sport and Karl Jacobsen, Sports Coordinator at Onehunga High School ran an efficient Sports Department but needed a strategic direction and to promote what they were working towards with Senior Management and the School Board. Leanne hosted a professional development session for Chad and Karl to develop a sports plan which was aligned to the school strategic plan, and this was achieved through outlining how the Sports

Department can assist with achieving the school's strategic goals. An annual plan was also created with the actions to be completed in the first year, who's responsible in overseeing these actions and the timeframe with which these should be completed by. Once the sports plan was completed it was presented to Deidre Shea, Principal and Tony Coughlin, Deputy Principal in charge of sport to showcase the importance of sport within the school's culture. Tony said, "We need to do this planning process with all our departments. I will certainly be doing this with mine before next year". Deidre was also excited about the new strategic development: "Previously we have had great ideas and action, and now our Sports Department has a clear, concise strategy and plan that is aligned and coherent with the School Plan. This is a significant step in ensuring long term sporting participation and success for our community". The annual plan is reviewed each term by Leanne and Chad. At the completion of the annual plan, a review is presented to the Board and the new annual plan is presented. Once the school has a new strategic plan the process will start again.

There have been many successes from the development and implementation of the sports plan at Onehunga High School, including strengthened relationships between Senior Management and the Sports Department; increased awareness of Sports Department tasks and challenges; understanding of how sport is an integral part of the school; lifting of Sports Department staff from an operational to a strategic level; and planning for the future, resulting

in building capability and renewed enthusiasm and motivation by the staff.

With Sport Auckland being aware of the school sports plan, we are able to offer the right support and to match programmes to the school's needs. An example of this was the opportunity to have a Secondary School in the Sport Auckland region be part of the TLC (Talent, Leadership, Character) Project. TLC is a framework that connects students and coaches to values based principles that will help them excel at their greatest potential in sport, in school and in life. Sport Auckland influenced Onehunga High School to nominate themselves for this project as it linked into the school goals of enabling students to make appropriate and personally meaningful choices for their life journeys and effective teaching. Onehunga High School was chosen as one of four schools in the Auckland wide region to be part of the pilot project. The project not only helps the students and coaches as individuals but is also designed so that the students can become leaders in their respective teams. Fourteen students who were recognised as leaders amongst six different sports have taken part in the project. The students meet fortnightly before school where they learn about what it takes to develop a culture that brings out the best in their teams, develop values and share learnings from their successes and disappointments.

Shawn Stewart, Community Sports Coordinator at Sport Auckland who has built a relationship with local primary and intermediate schools near Onehunga High School, has been working collaboratively with

Leanne to create community school links which meet the needs of both parties. Sport Auckland facilitated a meeting between Onehunga High School and Royal Oak Intermediate to discuss how both schools can assist each other. Another strategic goal of Onehunga High Schools is to engage with their community (including feeder schools) while Royal Oak Intermediate has historically only offered sporting opportunities based around rugby and would like to provide more opportunities for their students to engage in sport.

A programme was created where Onehunga High School students ran a different sport four mornings (before school) a week in which 65 Royal Oak Intermediate students have participated in hockey, netball, football or touch. The Onehunga students are in their school teams for the specific

sports and are acting as coaches and mentors to the younger students. This has resulted in a partnership between the two schools; relationships between current and potential students at Onehunga High School; quality coaches; and equipment to enable the intermediate students to try different sports. The most significant impact has been on the students themselves, both secondary and intermediate students having increased self-esteem and confidence in their skill levels, which is key to students being a lifelong participant in sport and physical activity. Roy Murupaenga, Acting Chair of the board, sees great value in this programme from the school's perspective: "Our current students are engaging with future students of Onehunga High School. This is our way to show that we are invested in supporting them to make

a seamless transition to high school. It is important to us to support and collaborate with our community of schools, for everyone's benefit. We are also highlighting what our students do while attending Onehunga High School".

Sport Auckland has been able to bring alignment to the Onehunga community through the sports plan, Kiwisport funding, TLC and the before school programme. Over the last 12 months we have seen a 6% increase in participation at Onehunga High School and a rise in quality through the different offerings and upskilling of students and coaches, which shows an increase in skill level and confidence for the students, and a positive experience to which they will keep coming back.



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## Parkour in Education

Damien Puddle - CEO, NZ Parkour

Most early childhood education centres have a good thing going for them. An inclusive atmosphere where children have the almost limitless opportunity to explore; themes that include colours, shapes, textures, language, relationships, the environment, animals, play, movement, risk assessment and food, etc. The learning scope is vibrant, positive and engaging. In a warm and encouraging environment, this is where children want to be. Heck, this is where I want to be.

Somewhere along the road from childhood to adulthood, many of us lose the love of learning or at least project the negative experiences of school onto the process of learning. Sitting at a desk all day, taking tests for tests' sake, little time to truly enjoy the company of peers, angry teachers, poor communication and a 'recipe approach' to learning may have something to do with it.

At roughly 25 years old, parkour can be considered an infant to its other recreation and sporting whānau, yet it is steadily making its way into the New Zealand education system. Do we not have enough activities? Why is it increasing in popularity? What is its value?

In the hyper-competitive atmosphere of our modern world, and in both the academic and sporting areas of our schools, parkour provides a haven of relief for educators and students alike. With no rules or recipe, students are once again able to explore to their hearts' content. Some of the key opportunities embedded in parkour that students and teachers have recognised include:

- exploring real fundamental movement skills (rather than sports skills)
- learning how to physically navigate the urban terrain, important in our ever urbanised environments
- developing a tool for overcoming obstacles that extends beyond the physical practice into all areas of life
- the ability to emulate TV, movie and video game heroes where parkour is being increasingly used
- knowing how to appropriately assess risk in a cotton-wool society
- a non-competitive and inclusive activity that allows one to participate without being left behind, picked last or made to feel inadequate
- a positive culture that values participation at any level and allows mistakes to be made

Teachers have highlighted that some of their least engaged students have found a real connection with physical



education when parkour was the vehicle. This shows that parkour and the factors above are special, but perhaps the greatest part of parkour in education is simply that it helps students remember that learning can still be fun, even when it's at school.

**Q Dear Shazza and Brucie,**  
As the year draws to a close and we have some time available to reflect on our teaching and learning programmes of 2015, we also have set aside some time to consider what 2016 courses will be like. Our senior students have tentatively selected their courses, but my thoughts are to the incoming students at Year 9. In light of Shazza and Brucie's comments, (The New Zealand Physical Educator, Volume 48/3 July 2015) about the National Monitoring Study of Student Achievement, NMSSA, and that the 2013 data suggests that by Year 8 only 50% of students were achieving at level 4 of the NZC" (p.7), what will we need to do in order to engage and motivate these students so they can be prepared to take on the rigors of Physical Education as a senior subject?

## **A Keen for students to have capacity to study senior PE**

The NMSSA data is very clear in its statement:

"To achieve at Level 4 of the Health and Physical Education Learning area students need to have been exposed to specific health and physical education teaching" (p.7) and the New Curriculum is very clear in its statements around Effective Pedagogy. Evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into the teaching-learning relationship.

*New Zealand Curriculum (pp. 34 and 35)*

Review with your 2015 Year 9 and 10 students their learning programmes.

How effective have they been in terms of providing a pathway to senior PE? How effective have you and your department been in terms of effective pedagogy? What is the evidence saying about this?

The National ERO – Evaluation at a Glance: Transitions from Primary to Secondary School (December 2012) highlights what successful transitions look like from a "student perspective", and we could consider this for our physical education classes. Here is a sample of some of the student voice:

- they are positively connected to their peers, other students in the school and to their teachers
- their teachers know them, including their strengths, interests and learning needs, and show they are interested in them
- their teachers understand the importance of their language, culture and identity
- their current learning follows on from their previous learning (the curriculum is connected and continuous) and is appropriately challenging
- learning is interesting, relevant and fun
- they have opportunities to try new, exciting things and/or to extend their particular skills/interests (e.g. through extra-curricular activities).

Knowing the learner is a great place to start:

- What knowledge, skills and attitudes do your Year 9 students arrive with?
- What has physical education been like for them at primary and intermediate school?
- What physical activities or sports are they involved in, in their communities?
- What are their expectations of physical education at secondary school?
- What learning do you want for your students? Why?
- What is your department vision and how will this become evident for your new students?

You might consider some of the material in the NMSSA data in Chapter

4, which discusses:

- Students' attitudes to health and physical education
- Students' reported opportunities to learn health and physical education at school

As critical thinking is such a key aspect of physical education you might consider having a look at the Critical Thinking Tool created to ascertain what students know and can do in Critical Thinking in Health and Physical Education, (NMSSA, p. 125). Most Year 8 students achieved within Band 2. Very few students achieved in Band 3, Level 4 and above.

Other resources that you may find useful to create a vibrant learning environment are:

- The learnings from the Sport in Education Project, shared in The New Zealand Physical Educator, Volume 48/3 July 2015. Many examples highlight cross collaboration with other departments to engage and motivate students.
- The Power of Three Conference 2015 presentations, which highlight quality examples of self-review of Year 9 and 10 programmes. They can be found on the PENZ website.
- Various forms of social media – e.g. Twitter provides a plethora of links that highlight quality examples.
- Attending the PENZ professional learning "GROWING STUDENT ACHIEVEMENT IN HEALTH & PHYSICAL EDUCATION" being delivered in various locations around New Zealand, to help better understand the primary and intermediate space.
- Ulearn15, with a focus on future-focused practices.

When you consider the research and the evidence from your students, you can then begin to map out your programme – much will depend on those bright faced, eager, enthusiastic students that arrive in 2016 and understanding who they are and what they bring to your classes.

Be innovative, brave and be prepared to take risks.

Stretch yourself and your students; new games, new contexts, different equipment, different pedagogical approaches. Select Achievement Objectives you rarely use. Review all PE units, sports fixtures and events for their learning impact; use your local environment. Do LESS, do it better and ENJOY teaching Physical Education.

*Enjoy the reflective time,  
Yours, Shazza and Brucie*

**Whāia te iti kahurangi ki te tūohu koe me he maunga teitei**

*Aim for the highest cloud so that if you miss it, you will hit a lofty mountain*

*References:*

*National Monitoring Study of Student Achievement, Educational Assessment Research Unit, University of Otago*

*The New Zealand Physical Educator, Volume 48/3 July 2015*

*Education Review Office, National Report; Evaluation at a Glance: Transitions from Primary to Secondary School, (December 2012)*

**Q Dear Shazza and Brucie,**

I am really worried about the changes to the Health and Safety Act and the impact this will have on our outdoor education activities, our sports trips and our playgrounds. Will we have to stop doing these things? Take the playgrounds down? What will be the impact on our students? And my teaching and learning programmes, will I have to stay in the classroom?

*Yours,*

*Worried about Cotton Wooling our Kids*

**Q Dear Cotton Wooling our kids**

The New Zealand Curriculum (2007) Health and Physical Education learning area states under Why study in this learning area?:

"Through learning and by accepting challenges in health related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the wellbeing of those around them, of their communities,

of their environments (including natural environments), and of the wider society. This learning area makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community".

So clearly there is a message here about using our environments.

"To achieve at Level 4 of the Health and Physical Education learning area students need to have been exposed to specific health and physical education teaching. The 2003 NMSSA study suggests that by Year 8 only 50% of students were achieving at level 4 of the NZC" (p.7).

One area that we can develop further as we have our camps, EOTC activities, our sports trips and our playgrounds is our Safety Management (Strand A) and Positive Attitudes (Strand B), to name but a few. Quality teaching and learning is key, alongside quality management systems.

Our students should be at the heart of these activities, planning, preparing, developing safety action plans and most importantly practicing their decision-making skills in authentic contexts.

The key area of learning Outdoor Education, **Health and Physical Education in the New Zealand Curriculum (1999) states:**

"Outdoor education provides students with opportunities to develop personal and social skills, to become active, safe, and skilled in the outdoors, and to protect and care for the environment.

Outdoor education includes adventure activities and outdoor pursuits. Adventure activities foster students' personal and social development through experiences involving co-operation, trust, problem solving, decision making, goal setting, communication, leadership, responsibility, and reflection.

Through outdoor pursuits, students develop particular skills and attitudes in a range of outdoor settings. Outdoor

pursuits include biking, orienteering, bush walking, tramping, camping, kayaking, sailing, following rope trails, and rock climbing".

Many of the above highlighted are skills that we all want for the citizens of the future, and are embedded in the front end of the NZC.

Schools and Boards of Trustees will be discussing the impact of the changes to the Health and Safety Act that come into effect in April 2016 and whether to pursue these activities.

"The intention of the new legislation is not to curtail EOTC activities. Schools should already have effective health and safety and risk management programs in place with current legislative requirements, which covers EOTC activities. However they must consult, co-ordinate and collaborate when using providers to meet their shared responsibilities" (MOE road show - 2015).

This Ministry of Education PowerPoint explains the new Health and Safety at Work Act and it is worth reading the notes page as well. Download the Health and Safety at Work Act presentation.

This is a very good opportunity to review your activities, your systems and the potential learning opportunities. Keep an eye on the Ministry website, <http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/>. There will be support available and resources created and aspects of the EOTC guidelines - Bringing the Curriculum alive will be reviewed and updated.

Other recently released research challenges us about "Bubble wrapping our kids".

The State of Play Survey, AUT, in conjunction with Persil, asked 2000 Kiwi parents about their perceptions of children's independent movement and how they feel about a less structured and more traditional approach to play.

"The research shows we are bubble wrapping our kids with significant consequences for their development". <http://www.scoop.co.nz/stories/print.html?path=PO1510/S00138/latest->

*research-shows-that-we-are-bubble-wrapping-our-kids.htm*

Of the 2000 Kiwi parents surveyed, some interesting data was revealed by Dr. Scott Duncan of AUT Human Potential Centre:

- 78.6% of NZ parents believe that children require regular exposure to actual risk in order to develop risk management skills. Learning to get yourself out of a sticky situation when you are young ensures that you learn to think ahead and plan accordingly – a useful skill as you move into teens and adulthood.
- Nearly 70% of NZ children do not often use 'loose parts' (e.g., sticks, tyres, timber) when they play outdoors. Encouraging children to do this helps them develop their creativity and exercise their imaginations. It's likely that most adult New Zealanders recall building forts and fairy huts out of all sorts of bits and pieces lying around in the garage or backyard – it's part of our 'Number 8 wire' heritage.
- 53.8% of NZ children do not often ride bikes, scooters, or other non-motorised vehicles. Learning how to get back up and brush yourself off after a tumble builds resilience and independence.

You can hear an interview on National Radio about the State of Play Survey.

"In response to the research, Persil has launched a campaign designed to encourage Kiwi parents to foster a sense of adventure and to let children grow and thrive through Real Play. Whether it be spontaneous play with a child in the backyard, making mud pies or building a fort, there are endless ways that families can be encouraged to include Real Play in their daily routines".

Our curriculum certainly gives us the license to support this in teaching and learning time and the key area of learning, Outdoor Education, highlights this:

Students require a range of structured, sequenced, and developmentally appropriate learning

opportunities in outdoor education. These include:

- adventure activities and outdoor pursuits that focus on physical skill development, fun, and enjoyment
- adventure activities and outdoor pursuits that focus on the development of personal and interpersonal skills
- learning about the traditions, values, and heritages of their own and other cultural groups, including those of the tangata whenua
- opportunities to learn about the environmental impact of outdoor recreation activities and to plan strategies for caring for the environment
- planning strategies to evaluate and manage personal and group safety, challenge, and risk
- finding out how to access outdoor recreation opportunities within the community.

it is expected that outdoor education programmes must follow safe practice and meet legal requirements (NZC, 2007).

This would be the same for sports activities, using the playground as a teaching space and a free learning space.

So, Worried about Cotton Wooling our Kids, provide quality teaching and learning experiences in authentic contexts that engage, inspire and motivate your learners - knowing safety and learning go hand in hand.

*Yours,  
Shazza and Brucie*



# Applying implicit teaching methods using a TGfU model of learning for improving performance in the over-arm throw.

Dennis G Slade - Massey University.



A philosophical stance that one can anticipate not generating an argument, either in a sport coaching or practical physical education context, is the importance of young people acquiring basic competence in applied fundamental movements. Consequently, one does not need to look far to find support for the inclusion of the teaching of such basics within a physical education programme (Bailey, 2006; Haywood & Getchell, 2005). Indeed, Taggart and Keegan (1997) suggested that not acquiring such skills as a youngster likely inflicts a competency barrier on the adolescent and severely compromises their life-long participation in sport and physical recreation.

## NEW TEACHING METHODOLOGIES

In recent years there has been a fresh look at methodologies employed in the teaching of such fundamentals that might inspire, motivate and ultimately contribute to better learning of these applied skills by young children that would help avoid the scenario postulated by Taggart and Keegan (1997). For instance, there are more child-centred models of game education, e.g., Teaching Games for Understanding (TGfU) (Bunker & Thorpe, 1982) and the application of less explicit forms of instruction, for example, constraining games (Davids, Button, & Bennett, 2008; Renshaw, Chow, Davids, & Hammond, 2010); non-linear pedagogy (Chow, et al. 2006); and instruction that requires a wide external vision (Slade, 2013). Another methodology attracting considerable attention, and the focus of this article, is the use of implicit

instruction (Capiro, Poolton, Sit, Holmstrom, & Masters, 2013; Masters, 1992; van der Kamp, Duivenvoorden, Kok & van Hilvoorde1, 2015).

## EXPLICIT / IMPLICIT INSTRUCTION

Explicit instruction involves deliberately prescribed, explained and often demonstrated patterns of movement accompanied by feedback based on errors that is intended to build a substantial level of declarative knowledge by the learner on just how to do the skill. By contrast, implicit instruction could be described as instruction that is hidden in the format of the lesson. For example, one form of implicit instruction utilising error free learning (Capiro et al, 2013) demonstrated that, in learning to throw a bean bag at a target, learners who started with a large target and close enough to be impossible to miss, did not develop substantial declarative knowledge of their throwing technique compared to those who started with more difficult, error strewn learning. Yet under test conditions, where pressure was put on the performance of the throwing task, the students who had learned under error free learning and without well-developed declarative knowledge of what they were doing, outperformed those who could clearly articulate what was required to throw well.

## RESEARCH ENVIRONMENT

Much of the research for this type of learning is carried out in single action activities, e.g. golf putting. Very little is actually conducted under the everyday context of a PE lesson, with

20-30 students complete with behaviour issues, various degrees of interest and a wide variety of innate ability. The following activities took place within an authentic PE context.

### IMPLICIT INSTRUCTION AND TGFU IN A PHYSICAL EDUCATION CONTEXT

In a recently conducted research experiment involving approximately 120 intermediate school children based on implicit learning of the over-arm throw, the following TGFU and narrative learning games emerged as implicit methods for improving the applied fundamental movement skill of the over-arm throw. If conducted in a sensitive manner within the teaching format you could add in here a pre and post-test of over-arm throwing distance and video of the thrower's technique that can be interesting and fun.

### IMPLICIT LEARNING VIA A NARRATIVE GAME

The following narrative covers the general characteristics of the over-arm throw and provides a generic template for it without engendering specific declarative knowledge of the throw.

### NARRATIVE GAME: "WHERE'S WALLY?" (FIG 1)

Using a small ball or beanbag and with reference to the diagrams, follow the instructions. Note that students need to repeat the instructions out aloud with you!

1. Stand side on to an actual or imaginary target. Non-dominant leg and shoulder facing target (Left leg and shoulder for right-handers). Both hands and arms fully extended towards the target with the ball or beanbag in the dominant hand.
2. On the command "Where's Wally?", students drop the dominant arm, maintaining the fully extended position so that it swings, pendulum-like, all the way back and is now fully extended behind them at shoulder height. The student should now have the dominant arm holding the ball fully extended out the back and the non-dominant

(left arm for right-handers) fully extended and pointing at the target.

3. On the command "Aaaaah!" (indicating a not too sure response to the question of 'Where's Wally?'), and while keeping the non-dominant arm still fully extended and pointing at the target, the right arm is brought forward to scratch the back of the head, replicating a gesture that suggests the thrower does not know where Wally is.
4. On the command "Over there!" the right arm that is now fully 'cocked' in a high bent elbow throwing position is rapidly extended in the direction forward and upwards, pretending to point at the now discovered Wally. Simultaneously, the left arm is brought back and the ball or beanbag is released. Repeat as required.

**Key point:** The straight-arm drop and fully extended back position of the dominant arm on the 'Where's Wally' command is crucial, as is the high elbow position in place to 'scratch the back of the head' on the command 'Aaaaah!'

**Note:** As a narrative activity, concentrate on the narrative or 'commands' associated with finding Wally. If followed carefully, no additional 'technical' instructions are required.

### TARGET GAME (FIG 2)

1. Working with a partner, students start opposite each other across the centre third of a netball court. Start at half distance and while encouraging the students to self-talk the 'Where's Wally' commands, require them to lazily throw a ball over arm to their partner. The aim of the game is to throw the ball so the partner does not need to move to catch the ball.

**Points:** One point to the partners if the receiver is able to attempt a catch without moving from their position (accuracy). Two points if they also catch the ball.

Play the game trying to get as many partners as possible to record 20 points.

**Next:** Same game, but across the full distance of the centre third.

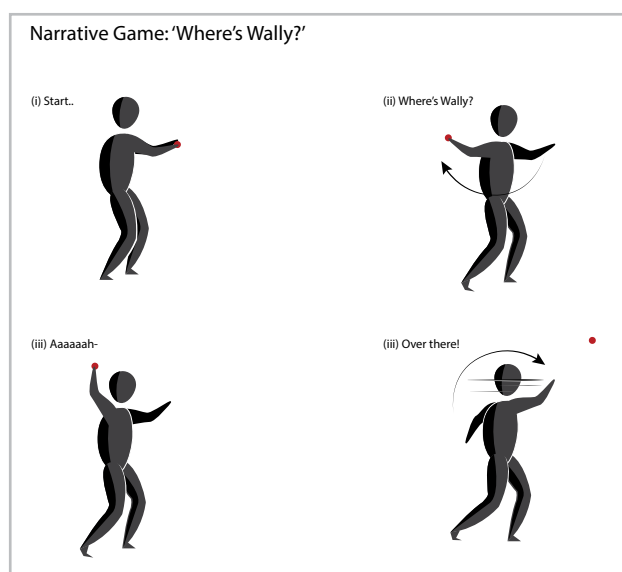


Fig 1

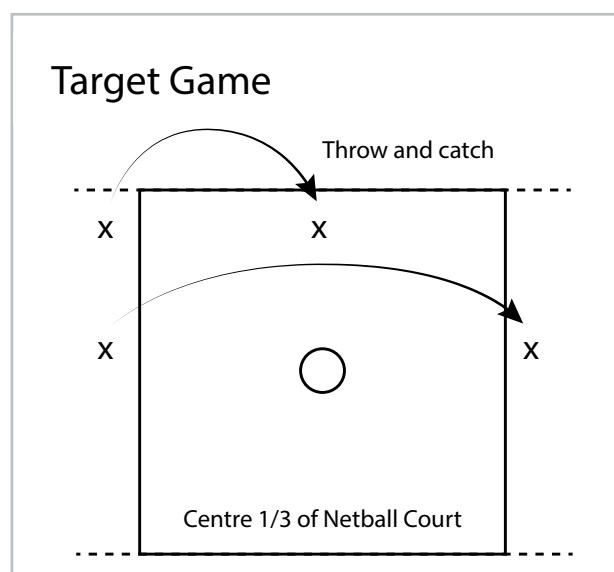


Fig 2

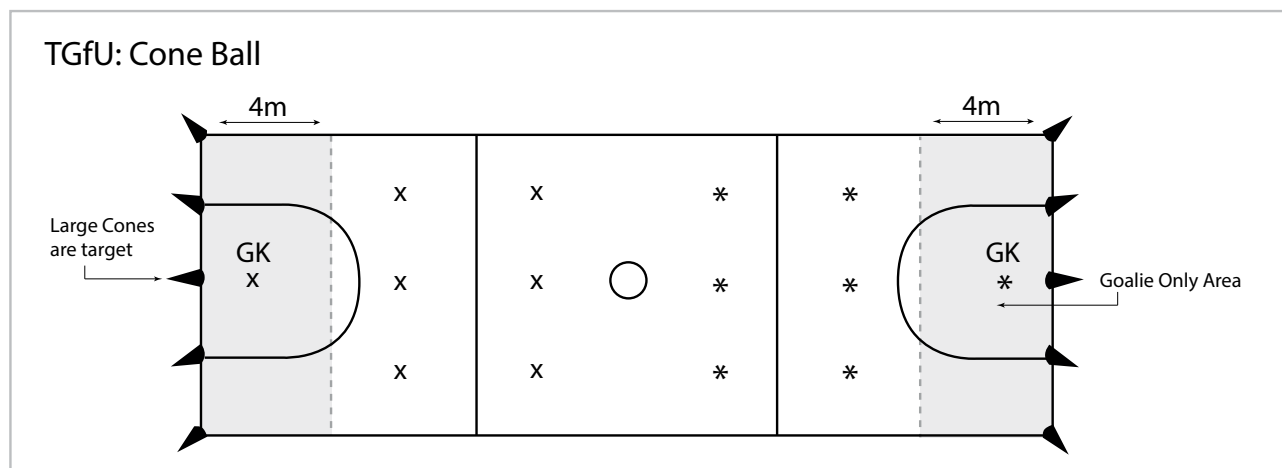


Fig 3

**Extension:** Move those more expert to another court for longer throws or throws involving moving towards or away from the ball.

**Note:** Do not take too long on this activity, as you want to achieve a global understanding of the throw and not either expose those requiring more practice or make the repetition become explicit learning.

### TGFU: CONE BALL (FIG 3)

Divide the class into teams of at least seven players (you might have bigger teams and employ substitutes). Set out the game using witches hat cones (5) for the targets at each end of the netball court and lower cones to designate the goalie area (4m across the court out from the end line), which no-one is allowed in other than the designated goalie (See diagram).

**Object of the game:** To throw a mid-size low inflated (safety factor) ball to hit or knock over a cone from outside of the goalie area.

**Moving the ball:** Players may run or throw the ball. There is no offside and the ball may be thrown in any direction.

**Tackling:** A player tagged must stop, return to the position of the tag and throw the ball as a pass. There are no limits to the number of tags a team may incur.

**Turnover of possession:** The ball is: intercepted, dropped, thrown out, a goal is scored, the player with the ball runs out of play, a goal shot misses and goes behind the goal.

**Restarts:** After a goal the goalkeeper restarts by passing to a teammate. All other restarts, e.g., dropped ball, thrown out, start with a pass from where the error occurred.

### EXTENSIONS: OTHER GAMES AND SPORT EDUCATION

This type of activity lends itself to the Sport Education model with the only restriction on what you do being your own imagination. There are many other tactical games that could be used in conjunction with this game, e.g., Zone Defence, Outlet, Three Zone Pass (Slade, 2010) especially related to

team formations or defensive and attacking formations. Encourage the use of these games, as it places an emphasis on the tactics. Encourage the use of the over-arm throw tactically, especially for shooting at the cones and for outlet and fast breaks following a turnover of possession.

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# The Introduction of Three-Year Teacher Training During the 1960s

Bob Stothart - PENZ Life Member

The introduction of three-year teacher training during the 1960s provided a unique opportunity for Physical Education to establish itself more widely as an important subject in the wider tertiary sector of New Zealand education. The School of Physical Education was of course well established (since 1949), but in the teacher training sector (the Teachers Colleges) there was little incentive for staff to undertake research or to publish or in other ways, to enhance the status of Physical Education, a curriculum subject which traditionally struggled for respectability and acceptability in the world of academe. Primary teachers were trained in the Colleges for two years, and then undertook a probationary year of teaching before being qualified as a teacher.

Advisers (originally called organisers of Physical Education) received two years of general primary teacher training and then competed for a 'third year' of specialist training in Physical Education. About ten or twelve students were chosen each year. Advisers in subjects such as music, art, speech and nature study were trained in the same way. On completion of this 'third year' of training in Physical Education, people were appointed to Education Boards throughout New Zealand to deliver Physical Education. Apart from the School of Physical Education at the University of Otago, there was no other opportunity to study Physical Education in any depth. Established teachers of Physical Education could improve their qualifications, however, by undertaking the Society of Physical Education's Associate examinations: Associate of the Society of Physical Education (ASPE). A few advanced to become a Fellow of the Society (FSPE) by presentation of a thesis. Many advisers completed these qualifications, which were recognised by the Department of Education for salary purposes.

The influential Currie Commission on education (1962) broke new ground when it recommended the phased introduction of three year training. The Colleges immediately began to prepare programmes of more depth and relevance in all curriculum subjects and to develop areas of specialisation in music, art and craft, Physical Education and so on. For Physical Education, this meant more emphasis could be placed on outdoor education and dance in what were called selected studies courses.

The addition of the extra year of training created job vacancies in each of the Colleges. Before the Currie Commission's recommendations, the Colleges would have had three or four staff teaching Physical Education related to curriculum knowledge: swimming, ball skills, folk dance, games and more, but the programmes were aimed at the general teacher. As the Colleges adopted three year training for all students, the Colleges needed more staff. For Physical

Education this was a period of rapid growth and not a small degree of excitement.

Many itinerant advisers took the opportunity to secure positions in the Colleges and to pursue improved academic qualifications (Brian Shaw, Junior Mataira, Peter McQueen, Peter Macpherson, Bob Stothart, Val Pemberton, John Sandos et al.). Some appointments to the Colleges in former years were made of people with no recognisable qualifications or with backgrounds in sport, YMCA or YWCA or the military services.

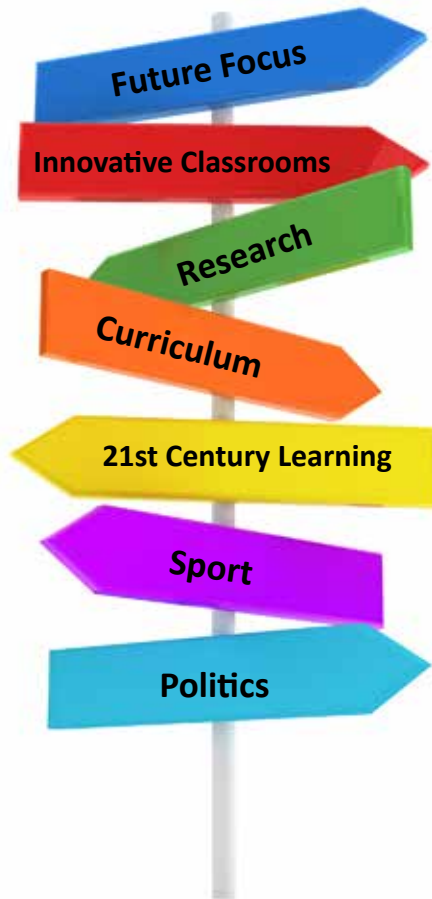
Once in the Colleges, individuals from the advisory services pursued further qualifications with gusto. It was a fertile time in academic thinking with the acquisition of Bachelors and Masters degrees. Physical Education was confidently cutting out its place in the academic sun.

Students too had the opportunity to study Physical Education in more depth (in addition to a study of the Physical Education curriculum) and some programmes incorporated the Physical Education Society examinations. This put pressure on the volunteers (of the Society) who set and marked the papers. There was a paucity of readily available texts and teaching resources and students often struggled to prepare themselves. This is not altogether surprising, as the ASPE qualification was originally designed for practising professionals and not as an entry qualification for students. To assist students to prepare for these examinations, workshops were held at the annual conference of the Physical Education Society, later the New Zealand Association of Health Physical Education and Recreation (NZAPER).

Three-year programmes of outdoor education were developed along with the detailed study of dance. New texts were available and the College libraries acquired numerous texts of American and British origin; academic approval of the subject was assured. All programmes, however, had to be approved by the Department of Education. The three-year dance programme offered by Wellington Teachers College (led by Annette Golding) was strongly questioned by the Department and a robust defence had to be mounted before the place of dance was approved in the advanced offerings of the College.

This change, from two year training to three years of training, represented a huge shift in the educational landscape comparable to the more recent merger of the Colleges of Education with the Universities. It is interesting to observe that the merger again placed pressure on staff to upgrade their qualifications in the 1960s, from Diplomas to Bachelor and Masters degrees, and in more recent times from Masters degrees to Doctorates. While change for some is seen as threatening, others accept it as a challenge and make the necessary adjustments in order to continue to deliver quality teacher education.

# CONFERENCE 2016



## PALMERSTON NORTH JULY 11 - 13

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