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From PENZ's Chief Executive

The past four months have been extremely busy as we prepare for our annual conference, 11-13 July.

Conference this year continues to build on our partnerships with Education Outdoors New Zealand (EONZ) and the New Zealand Health Education Association (NZHEA). We have another great line up of keynote and workshop presenters and panellists, which we anticipate will challenge the thinking and practices of many.

Similarly, this issue of Physical Educator challenges our perception and practice as we consider the opinions and commentary from an array of educators and students across the Health and Physical Education learning area in both primary and secondary settings.

In addition to preparing for conference, we have been hard at work with Harko Brown to publish Ngā Taonga Tākaro – The Matrix. This wonderful book takes us on an enthralling educational journey into the whakapapa and contemporary uses of over 50 traditional Māori games and activities. This book is already receiving rave reviews, so be sure to order your copy on line at <http://www.penz.org.nz/publication-order.php?id=1> or use the QR code below for easy access to avoid any delays or disappointment.

Nga Mihi

Ross Merrett



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Cover: Ngā Taonga Tākaro II – The Matrix
Background Image: Dani Terizzi





Sue McBain

Sue is currently an education developer at Ara Institute of Canterbury. Prior to this Sue spent 21 years as a physical education teacher educator at the University of Canterbury. Sue has been involved with PENZ for many years and currently serves on the PENZ Board.

I have been on the PENZ board for a year now. Developing strategic direction to support sustainable high quality physical education for now and in the future remains challenging. It's like building a house; develop a vision and a plan, obtain quotes, consider the finite resources which is immediately followed by compromise, juggling the plan, developing new income streams, employing builders and subcontractors and adjusting decisions in response to constantly changing situations.

On our radar for 2016 is to develop ways to improve our support for members. With finite people resources we are considering how best to develop professional learning communities (PLC) based around regional branches. The PENZ board believes the branches are the life blood of PENZ; our professional learning communities. Regional branches provide opportunities for sharing practice, offering context-specific rich professional development that has complexity as it draws from diverse contexts and people. PENZ branches can also provide many opportunities for mentoring and the development of personal leadership skills. I personally learned much from my sage mentors in the Canterbury branch, engaging in many guided and supported leadership opportunities. In retrospect I now realise there were many upsides to this; not only providing professional learning and development for myself and our community, but also contributing to succession planning - the development of the next wave of leaders for physical education. The need for leaders in physical education is ongoing; being part of a PLC can highlight opportunities for leadership.

Being a member of PENZ means we are each already part of a large PLC. However, in the interests of the long-term sustainability of physical education, I believe we need to act locally, developing regional PLC's. The PENZ advisors can provide guidance, but with limited resource, cannot cater for the needs of all our members. The solution seems to be to support each other. The big fish hook in this plan is that the branches are part of what I call the 'love economy'. The love economy is work that is voluntary and given as a gift to others. As a community, if we all contributed altruistically in a small way to the physical education love economy we could make a difference to our own learning and practice.

I believe it's time for us all to pay some attention to our branches. To ensure we continue to be a sustainable subject association we need to find new ways to provide professional learning, support emergent leaders, create and support branches that are inclusive and time efficient within our profession. At the 2015 Inspired Leaders Programme in Christchurch, PENZ members imagined and created structures for physical education professional learning communities. Could these be the new PENZ branches? As the PENZ board imagines new branch structures we would like to hear your views on how we might make this happen to best serve your needs.

Sue McBain
PENZ board member

HPE teachers' understanding of socially critical pedagogy and the New Zealand Health and Physical Education curriculum

James McIntyre, Rod Philpot, Wayne Smith

ABSTRACT

In 1999, New Zealand's new Health and Physical Education curriculum (HPENZC) marked a significant shift in philosophy and its professed socially critical perspective invited practitioners to rethink the purposes of physical education and modify their teaching practices. This paper reports the findings of a research project that sought to find out how practicing teachers understand and incorporate a socially critical perspective into their teaching.

Data were gathered through semi-structured interviews with six practicing health and physical education (HPE) teachers. The content analysis reveals different understandings of socially critical pedagogy that represent varied interpretations of the curriculum document. We conclude that the HPE teachers' interpretations may lead to a focus on individual student behaviours rather than a challenge to the social structures that influence these behaviours. This may serve to work in tension with the espoused aims of HPENZC by reinforcing healthism rather than challenging it.

A socially critical pedagogy of teaching is based on the principles and values of critical inquiry, social justice, and democracy. With historical roots in both critical theory and the emancipatory pedagogies of Paulo Freire (1970), socially critical pedagogies are, in one way or another, committed to the imperative of transforming society in the interest of justice, equality and democracy (Biesta, 1998). Socially critical teachers listen to student voice, challenge beliefs, assumptions and deficit thinking, and use inquiry-based teaching strategies (Smyth, 2014).

The call for socially critical physical education arose in the late 1980s and early 1990s (see Dodds, 1985; Kirk, 1986; Kirk & Tinning, 1990; Fernandez-Balboa, 1995). Socially critical literature in the context of physical education addresses issues of hidden curriculum (see Bain, 1990; Dodds, 1985; Fernandez-Balboa, 1993), racism (see Fitzpatrick, 2013; Legge, 2010), body image (see Kirk, 2006; Tinning & Glasby, 2002), gender discrimination (see Brown, 2005; Burrows, 2000; Dewar, 1990; Dowling, 2009), and motor elitism (see Devis-Devis & Sparkes, 1999; Hunter, 2004; Mordel-Moen & Green, 2012; Tinning, 1997, 2012). Evans (1990) highlighted why socially critical pedagogy was necessary in physical education when he suggested that:

... we have to consider that what passes for physical education in schools is also a social construction,

and as such is inevitably a site of struggle over values and different conceptions of how the body, the individual and society ought to be, a contest in which individuals and interest groups may not all have the same opportunities or power to make their voices heard. (p.142)

In a physical education context, 'socially critical pedagogy' has shifted from its Marxist roots to a pedagogy focused on emancipatory practices based on multiple forms of inequity. Socially critical pedagogy aims to challenge structural inequalities and seek social justice. The tradition of 'critical' in socially critical pedagogy focuses on issues of power such as, 'who benefits from this understanding?' and 'who is marginalised?' Socially critical pedagogy is therefore not the same as 'critical thinking', that is, the deconstruction of knowledge assumptions through recognising faulty arguments and unsubstantiated truth claims (Burbules & Berk, 1999).

Additionally, the term 'sociocultural' has been used interchangeably with 'socially critical' in HPE literature in both New Zealand and Australia (Cliff, Wright & Clarke, 2009; Culpan & Bruce, 2007). A sociocultural perspective concerns itself both with investigating issues of power and the cultural ideas, beliefs and values that impact on health and engagement with physical activity (Cliff, Wright & Clarke, 2009). Socially critical pedagogy is

an attempt to address the concerns of a sociocultural perspective through classroom teaching practices. As Wright (2004b) suggested, a socially critical perspective is more than logical thinking, taking on a social dimension that “involves advocacy and community action” (p. 7). For the purpose of clarity, in this article we use the term ‘socially critical pedagogy’ to mean education that focuses on social justice and challenges inequities related to issues including gender, sexuality, socioeconomic status, and ethnicity.

Socially critical pedagogy became ‘officially’ endorsed in New Zealand HPE in 1999, with the introduction of Health and Physical Education in the New Zealand Curriculum (HPENZC) (Ministry of Education, 1999), a new curriculum that espoused a socially critical perspective (Culpan, 1998). At that time, this document represented a significant shift in thinking about the purpose of physical education in New Zealand. HPENZC merged physical education (PE) with health education (HE) and aspects of home economics (Ministry of Education, 1999), forming a new curriculum area called Health and Physical Education (HPE). In 2007, The New Zealand Curriculum (NZC) (Ministry of Education, 2007), a new national curriculum that included all eight learning areas in a single document was published. While HPE retained its underpinning socially critical aim to “develop a sense of social justice” (Ministry of Education, 2007, p. 22), the reduced scope of the HPE content may have served to make this critical orientation less explicit.

Drawing on these policy documents and the literature advocating for socially critical pedagogies in HPE, the aim of this paper is to report on how six New Zealand secondary school HPE teachers understood and enacted socially critical perspectives some sixteen years after the HPENZC had been introduced.

THE STUDY DESIGN

This qualitative study explored how six New Zealand secondary school HPE teachers from the metropolitan Auckland area understood the socially critical perspective of NZC (Ministry of Education, 2007) and how their interpretation of the document translated into practice. At the time of the study, three of the participants (Hayden, Joseph and Amanda¹) had been teaching for five years or less, while the other three (Monica, Pete and Kieran) had taught for at least 10 years. Hayden, a male in his mid 20s, taught in a high decile co-ed school. Amanda, a female in her late 20s and Kieran, a female in her late 30s, both taught in mid decile co-ed schools. Monica, a female in

her late 30s taught in a high decile all girls’ school. Joseph, a male in his mid 40s, who had come into teaching later after working in another field, taught in a high decile boys’ school. Pete, a male in his mid 30s, taught in a co-ed private school.

Participants were selected using purposive sampling² (Denzin & Lincoln, 2000) from a list of current secondary school teachers and were contacted via email by a third party. HPE teachers from the list of potential candidates were contacted until six were confirmed.

Rich interview data were collected through single sixty minute individual semi-structured interviews. The interview questions were designed to draw on the participants’ teaching backgrounds, their teaching philosophies, and their understanding and implementation of socially critical HPE. Although this study focused on PE practices, all of the participants interviewed in this study taught both HE and PE. Interviews were transcribed by the authors and coded to align with the original research questions.

Content analysis, a codification of content relevant to the research questions (Creswell, 2002), was used in the initial analysis of data. Initial themes were scrutinised through peer checking, a process where all three authors scrutinised in more detail the meaning behind what was said.

THE RESEARCH FINDINGS

When participants were asked about their understanding of socially critical pedagogy and how they enacted it in their practice, they suggested that the use of pedagogies that challenged assumptions and focused on student well-being was enacting socially critical pedagogy. Furthermore, their responses positioned socially critical pedagogy as a practice used in HE more than PE.

Theme 1: Socially critical pedagogy - challenging assumptions

Five out of the six participants suggested that socially critical pedagogy involved questioning taken-for-granted knowledge and challenging assumptions about structures in society. For example, Joseph argued that he tried to:

... acknowledge difference, celebrate difference, challenge stereotyping, and create an environment where boys are happy being [who] they are...

Monica gave examples of how she challenged her students to question the accepted knowledge base:

... [I get] them to start to question, ‘ok so this theory told me this should happen when I apply it, but when I applied it, it didn’t happen, so why?’ So I get them to question why what they have experienced through movement doesn’t actually match up with what the theory says...

Amanda stated that through PE she wanted students:

¹Pseudonyms have been used for all participants.

²The participants were required to be registered (full or provisional) teachers who had been teaching PE in a New Zealand secondary school in the past 12 months.

... to just challenge assumptions that we have and to challenge norms [so students realise that] it's ok if you don't fit this perfect little box that seems to be getting smaller and smaller.

These statements suggest that the participants did recognise that the field of HPE knowledge is socially constructed. These teachers were cognisant of how their pedagogy could 'challenge stereotypes' and 'challenge assumptions', and that through HPE they may be able to show their students how taken-for-granted understandings can serve to privilege the interests of some, while disadvantaging others.

One specific example came from Kieran. Kieran encouraged students to question knowledge and challenge norms in relation to people's size and body shape:

... we talk about BMI, is it a good general indication or is it quite flawed in its thinking? Is there another way we can measure people's obesity or tendency towards obesity? Is the way that we think of obesity or being overweight simply a socially constructed idea?

The practice of celebrating diversity and challenging assumptions about taken-for-granted understanding of issues such as obesity are consistent with a social justice agenda that can help to "dismantle and subvert dominant discourses of the body, physical activity and health" (Azzarito, MacDonald, Dagkas, Fissette, 2016, pp. 7-8). What is less certain is the extent to which the data highlights critical thinking, that is, the challenging of assumptions or an endeavour to both recognise inequity and advocate for change (Wright, 2004b).

Theme 2: Socially critical physical education – catering for students' well-being (hauora)

Hauora, a Māori concept of health and well-being (Ministry of Education, 1999, 2007), was introduced to HPE in New Zealand as an underlying concept in the 1999 HPE curriculum. Hauora is based on striking a balance between four dimensions of well-being: mental and emotional well-being, social well-being, physical well-being and spiritual well-being (Ministry of Education, 1999). Despite being an attempt to embrace biculturalism, Salter (2000) warned that the concept of hauora had been sanitised and had lost some of the culturally inscribed meanings.

All of the participants suggested that teaching for student well-being or hauora was both an integral part of their personal philosophy of teaching PE, and integral to socially critical pedagogy. Amanda described socially critical pedagogy as:

... a holistic approach in terms of hauora...physical education as more than just the practical...it's the whole idea of well-being, and that definitely makes a lot more sense to me.

Joseph stated:

... in everything I do, I use hauora as a guiding principle... hauora [is] a concept that I'm really passionate about. [It is my job to] help young people have the understanding that being physically active in any context is really, really key to their long term well-being.

Monica, similarly, argued that:

... acknowledging that health is much more than the physical. So getting them to acknowledge the concept of hauora [is socially critical pedagogy].

Teaching practices underpinned by the concept of hauora represent a move away from privileging the physical dimension of well-being to a broader understanding of health that includes mental and emotional, spiritual and social well-being. It is less clear how teaching for hauora with a focus on all four dimensions of well-being (Ministry of Education, 1999, 2007), is consistent with the emancipatory principles of socially critical pedagogy.

Theme 3: Socially critical pedagogy - a health education pedagogy

When the participants were asked to explain how they enacted the socially critical aspects of the HPENZC in their day to day teaching, five of the six gave examples of practices in health education (HE) rather than physical education (PE). Hayden, for example, stated that he uses socially critical pedagogy in HE when he:

... looks at drugs and alcohol education or sexuality education.

Kieran, likewise, argued that she was using socially critical approaches when:

... doing a nutrition topic for year 9 and 10 for health.

Joseph suggested that he implemented socially critical pedagogy when:

... we look at bullying, we look at hauora, we look at well-being, we ask them to challenge assumptions.

When asked about how socially critical pedagogy is enacted in a PE lesson, Pete was unsure and responded:

... what would it look like in a PE context? [pause] Not [sure] off the top of my head...

Monica was the only teacher to recognise that socially critical approaches are relevant in both HE and PE.

Monica described that:

... in year 9 and 10 health and PE we're trying to get them to think about not just what they're doing but also what's influencing them. So we've tried to get in the socio ecological perspective heaps...

These statements suggest that socially critical approaches are assumed to be relevant to the classroom based teaching of health education but not necessarily the more practical orientated PE lessons. These participants saw socially critical pedagogy as HE pedagogies more than PE pedagogies.

WHAT DID THE RESEARCH TELL US?

The findings of this study suggest that concepts such as 'hauora' and the 'socio-ecological perspective' that were introduced in the HPENZC (Ministry of Education, 1999) and the subsequent New Zealand Curriculum (Ministry of Education, 2007) are reflected in the thinking and practices of the participants. There are however, varied interpretations of the intent of the socially critical perspective of HPENZC amongst the six HPE teachers in this study.

Hauora features prominently in the teachers' understanding of socially critical HPE. This focus on hauora has moved their thinking beyond purely technical notions of physical fitness and performance; notions that have dominated physical education for the last 30 years (Culpan & Bruce, 2007; Tinning, 1997, 2010). However, teaching for hauora is not synonymous with socially critical pedagogy. Teaching for hauora does not necessarily mean challenging structurally entrenched practices that contribute to social inequity or provide a basis for teaching for social justice. Salter (2000) suggested that far from being culturally responsive, hauora, as it is prescribed in the New Zealand HPE curriculum, is "a weak representation of a Māori perspective" (p. 12).

Most of the teachers expressed the view that socially critical pedagogy was helping students question assumptions about knowledge and societal norms. A pedagogy of challenging assumptions is consistent with Culpan and Bruce's (2007) assertion that the HPE curriculum requires students to examine how individuals in society engage with physical activity. What is less clear from the data is whether the teachers are challenging assumptions to develop understanding or to create equitable change. A socially critical pedagogy aspires to achieve both new understanding *and* social change.

The teacher participants position the practice of questioning and challenging taken-for-granted assumptions about social norms as their pedagogical approaches to HE rather than PE. This is highlighted with Pete's uncertainty about how to enact socially critical pedagogy in a PE class. The data collected suggests that teaching health is being conflated with, rather than being consistent with, socially critical pedagogy. Further investigation is needed as the scope of this research focused primarily on PE, and did not fully investigate the nature of their practises in health education.

Much of what the participants espouse as socially critical pedagogy focuses on the individual's sense of well-being more than the underpinning ideas of critical theory. Cliff, Wright and Clarke (2009) cautioned that HPE teachers too often draw on the "individualistic, behaviour change focus of the health sciences" (p. 169), while losing sight of the structures in society that contribute to health. An unintended consequence of focusing on well-being may

be that HPE teachers are positioning physical health as being one's personal responsibility, a perspective defined as 'healthism' (Crawford, 1980) rather than critically examining the socio-cultural structures that contribute to health. Teaching for well-being, a practice underpinned by the concept of hauora (Ministry of Education, 2007) may in effect, be working in tension with the HPENZC.

While this study highlights examples of teachers encouraging students to question assumptions about knowledge, few mentioned whether they challenged their students to take action based on their new understandings.

It is possible that the language of the HPENZC has contributed to teachers' confusion about socially critical pedagogy. While the writers of the HPENZC (Ministry of Education, 1999) and the NZC (Ministry of Education, 2007) were explicit that the intent of the document was to advocate for socially critical practices (Culpan, 1998; Culpan & Bruce, 2007; Tasker, 2004), it is difficult to find the language of socially critical pedagogy (for example, social justice, equity, emancipation) in the curriculum document. This is even more apparent in the 2007 HPE curriculum (Ministry of Education, 2007) due to the omission of phrases such as 'critical pedagogy' and 'socially critical pedagogy' in the published documents. As Fitzpatrick (2013) suggested, the critical content in curriculum drafts was significantly marginalised in the 1999 and 2007 curriculum documents. She argued that any critical intentions are subsumed by the prevalence of a language that seeks to address individual student behaviours rather than the social structures that influence these behaviours (Fitzpatrick, 2013). As a result, HPE teachers may feel that they are enacting a socially critical pedagogy when they are in fact using a form of liberal humanistic pedagogy directed towards social responsibility.

Liberal humanistic education seeks to cater to the needs of the individual in a way that helps young people to interact with others in society in a holistic way (Miller, 2010). Liberal humanistic approaches do not seek to question or change social structures that maintain inequalities and therefore are not consistent with the intentions of socially critical pedagogy. The participants in this study may have shifted from a technical, performance-based approach to a more humanistic approach, but they are not necessarily recognising or enacting socially critical pedagogy.

The findings in this study, that HPE teachers position socially critical approaches as HE practices suggests that, rather than contributing to a new socially critical HPE learning area, their approach serves to differentiate HE from PE. This study highlights that teachers' interpretations of curriculum will impact on how it is enacted. Previous research tells us that curriculum change alone is insufficient to change the practice of teachers (Curtner-Smith, 1999). Before the release of HPENZC, Culpan

(1998) warned that it was at the teacher pre-service and in-service levels that real change needed to occur. He felt that without further support it was unlikely that the espoused socially critical perspective of HPENZC would be consistently enacted. Ultimately, teachers must have an emotional commitment to socially critical pedagogy for it to be of value (Brooker & Penney, 2009; Tinning, 2002).

While socially critical HPE curricula in New Zealand now dates back more than 16 years, there is a paucity of research available to ascertain the extent to which socially critical HPE is being enacted (Gerdin, Philpot & Smith, 2016; Philpot, 2015; Wright, 2004a) and how it is being enacted (see Fitzpatrick, 2013 for one exception). We know very little about how a socially critical HPE curriculum is impacting on the practices of HPE teachers, or student learning in New Zealand schools. Curriculum developers, PETE teacher educators and PE practitioners would all benefit from further research in this field.

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Is challenge really better than competition? Testing the theory in my practice

Andrew McHaffie & Chris North

ABSTRACT

This practitioner-research compares the effects of competition and challenge on students' enjoyment in PE. The data was collected during six lessons in the context of a gymnastics unit in a junior high school setting. Three lessons were based on challenge and the other three on competition. Data sources included my students, my associate teacher and my own reflections. The findings from all three data sources suggested that competition had an overall negative effect on student enjoyment. Two key themes emerged during analysis: student participation and student interactions. After transitioning to competition from challenge, 42% of the students reported a decline in their desire to participate and it was noted by all sources that there was an increase in negative student interactions. Details of context are provided so readers can consider the importance of this research for their own teaching practices. Pedagogical approaches to PE framed through challenge appear to open up the possibilities for students to engage with learning as envisioned in the New Zealand Curriculum.

INTRODUCTION

Enhancing student enjoyment in PE is important for many reasons. Enjoyment motivates and encourages students (Lorusso, Pavlovich, & Lu, 2013), promotes positive behaviour and encourages students to be active outside of school and later in life (Prochaska, Sallis, Slymen, & McKenzie, 2003). Such outcomes are also linked to achievement objectives such as "increased sense of responsibility for participating in regular, enjoyable physical activity to maintain well-being" and "willingness to accept challenges, learn new skills, and extend their abilities in movement-related activities" (Ministry of Education, 1999). Some teachers have been criticised for an approach that focuses overly on enjoyment and frames PE as simply "busy, happy, good" (Placek, 1983).

However, Lorusso et al. (2013) counter that while fun is not an academic goal, enjoyment can be. They argue that the term 'fun' suggests

that the activity must be in some way entertaining, whereas the term enjoyment suggests that the activity must be in some way rewarding. For example, an experience may not be fun, but may be enjoyable if students find pleasure in effort and seeing their own progress.

Competition-based pedagogy is a tool that is used by some to enhance enjoyment in PE. Competition is defined by Sherif (1978) as performing activities with the intent to compare individuals or groups to one another. Competition can increase students' engagement (Hashim, Grove & Whipp, 2008) and interpersonal skills (Arnold, 2001). Smith and St. Pierre (2009) contend that many PE teachers believe that competition increases student engagement because they themselves excelled and enjoyed physical competitions when they were at school. However, research

"Growing up, I loved competition as it helped me realise my strengths and showed me where I could improve while giving me the drive to make myself improve. Throughout school and most of university I imagined that everyone enjoyed competition the way that I did. It was only through conversations with flatmates and other university students that I realised that some people hated competing against one another and, because of this, hated PE. It was this realisation that inspired me to look at challenge as an alternative to competition for my honours research project". (Author 1 reflection)

shows that less able students will often actively avoid participating in competitive activities out of fear of being humiliated in front of their peers (Dismore & Bailey, 2011; Fisette, 2013; Smith & St. Pierre, 2009).

By contrast, challenge-based activities reduce the barriers to student enjoyment (Dismore & Bailey, 2011; Fisette, 2013; Lorusso et al., 2013; Smith & St. Pierre, 2009). Through setting challenges for themselves, all students, including less able students, have the opportunity to experience success in PE (Lorusso et al., 2013). Lorusso et al. suggest that if students can see that they are making progress, even if only through the use of small progressions, it will likely enhance their enjoyment and motivation to participate. Challenge is distinct from competition because it focuses on comparing an individual's performance to their own prior performance instead of comparing them to others (Lorusso et al., 2013).

A majority of contemporary literature suggests competition can be harmful to student enjoyment and participation, and that educators should preferentially use challenge (Anastasiadi & Tzetzis, 2013; Coulter & Woods, 2011; Dismore & Bailey, 2011; Fisette, 2013; Lorusso et al., 2013; Smith & St. Pierre, 2009; Thorp, 2014). However, from my experiences as a student teacher in schools, competition is still a predominant teaching tool in PE. This made me wonder if challenge is less effective in practice than literature has suggested. During my next teaching placement I set up an investigation to test the effects of challenge and competition-based pedagogies in practice.

METHODOLOGY

Action research can be based on inquiry into a problem or puzzle in the practitioner's immediate

world (McNiff, 2002). Action research follows a cyclical pattern of implementation, evaluation and analysis followed by further iterations. As a student in my fourth year of a PETE degree, I used one of my classes while on teaching placement to investigate how challenge and competition-based pedagogy affect student enjoyment. I used my own reflections, student comments and my associate teacher's observations as data sources. I used three sources to try and minimise bias and increase the reliability of the findings. I gained ethical approval for my research through the University of Canterbury honours programme.

I conducted my research with a Year 9 class that I taught for six weeks. The class had 33 students, 20 boys and 13 girls. I collected my data twice weekly for three weeks, during a gymnastics unit. I chose to conduct my research with this class for a combination of reasons. Firstly, I had regular opportunities to teach and receive feedback from the students and my associate. Secondly, I wanted to work with a junior class as Thorp (2014) suggested that junior classes often have more diverse learners because they are compulsory for all students. In this way, I would have access to a wider range of opinions and not just those of students who were already successful in PE. Research suggests that highly athletic students will likely enjoy competition more than less athletic students (Thorp, 2014). In order to see if this was an important factor, the teacher and I categorised the students into less able, moderately able and most able in an attempt to capture the perspectives of this diversity.

The context for this six lesson unit was gymnastics. The unit was based on Artistic Olympic Style Gymnastics (consisting of floor exercises, beam, horizontal bars,

high bars, pommel horse and mini trampoline). Students were assessed based on their ability to perform set skills on each piece of equipment. In the lessons for both challenge and competition, students were provided with lists of skills to learn and some demonstrations. Students then worked in groups rotating around different stations working towards either goals they set by themselves (challenge), or in preparation for performance pieces where their abilities were compared with other groups (competition). When planning and teaching the lessons, I attempted to make the competition and the challenge lessons equally engaging.

The first three lessons I taught using challenge and the following three lessons using competition (the associate teacher felt that finishing with competition would allow for easier grading of students). After each lesson, students were given a modified version of a Critical Incident Questionnaire (CIQ) to complete (Brookfield, 1995). This questionnaire asked students to rate themselves on a continuum of enjoyment and provide comments on their experience of the lesson. The associate teacher and I both wrote individual reflections on each lesson to provide further qualitative data on the effectiveness of the pedagogy and then we discussed our different perspectives.

I analysed the qualitative data using Mutch's (2006) thematic approach. This involved considering any of my own biases, identifying themes and conflicting opinions, seeking consistency or triangulation between sources, locating examples and finally reporting my findings in a critically reflective way.

FINDINGS & DISCUSSION

I identified the themes of participation and student interactions because they arose

regularly amongst multiple data sources. These themes are used to structure the discussion of my findings.

THEME 1: PARTICIPATION

Challenge

In the first challenge-based lesson, my associate and I noted high levels of participation amongst the whole class. Possible explanations include that the students were excited to use the gymnastics equipment for the first time and most students were making noticeable progress.

In the second challenge lesson, student enjoyment dropped.

"I couldn't do anything today it was dumb," (Student comment, challenge lesson 2).

My associate observed a student slap his hand on the mat after an unsuccessful attempt. As the students became more frustrated, my associate and I both noticed some students leaving their activity to watch and talk to other groups. CIQs showed students also felt they participated less.

"Students seem to be giving up. Could use more guidance/one on one instruction." (Associate teacher).

I suspected that the decline in students' desire to participate was linked to the slowing rate of progress. Lorusso et al. (2013) also suggest that student enjoyment is closely linked with feelings of accomplishment; when students cannot see themselves progressing, their enjoyment declines, and correspondingly their desire to participate.

In response, and in keeping with the action research model, I introduced progression sequences (incremental steps) that students could follow for the third challenge lesson:

"Even though I still can't land a flip on my feet, it was cool that I got closer." (Student comment, survey, challenge lesson 3).

Most students were working on complex skills and appeared quite focused throughout the third lesson. This was reflected in the CIQs from the students, with all but two students reporting the same or higher desire to participate relative to the first lesson. There was a small group of students, however, who still showed little interest in participating and made no comments in the survey. I realised that these students had been posed their challenge by their teachers instead of selecting it themselves, which Lorusso et al. (2013) suggests may have a negative effect on enjoyment.

Competition

In the first competition-based lesson, both my associate and I noticed a decline in the participation of the less able students. Our observations were supported by the student surveys with 42% of all students reporting a decline in their desire to participate, and 80% of the students the teacher categorised as 'less able'. Interestingly, those students identified as 'most able' were more likely to report a decline in desire to participate than the 'moderately able'.

"I really hate working with those guys, they always make me feel self-conscious 'cause they are way better than me." (Student comment, survey, competition lesson 1).

I had assigned the students to groups to make the competition more even but the student quote above indicates that students may have felt uncomfortable and embarrassed being with more able students. Similar results have been reported extensively in the literature (Fisette, 2013; Hashim et al., 2008; Slater & Tiggermann, 2011; Smith & St. Pierre, 2009; Thorp, 2014). Only a couple of students made comments that suggested they liked working with students of different abilities.

"I liked working with different people and showing my group my awesome

flips." (Student comment, survey, competition lesson 2).

However, in the second competition lesson, half of the less able students reported an increased desire to participate; perhaps they felt more comfortable working with their group. Interestingly, neither the teacher nor I had noticed a change in their behaviour.

"I really liked working with my group, trying new things, and [student] and [student] helping us." (Student comment, survey, competition lesson 3).

"I really enjoyed helping others to reach their goal." (Student comment, survey, competition lesson 3).

"I enjoyed helping my group get better but I didn't like versing the rest of the class." (Student comment, survey, competition lesson 3).

In the final lesson, almost all of the less able students reported an increased desire to participate. The students' comments suggest that some of the groups had moved away from competition and had gone back to using challenge to motivate each other. In essence they were selecting their own goals and undermining my framing of the lesson as competition. It seems possible by selecting their own goals, that these students were fulfilling Lorusso et al's. (2013) criteria for challenge-based teaching.

THEME 2: STUDENT INTERACTIONS

Challenge

"The students worked well with one another, and seemed to enjoy working co-operatively with one another. Interestingly, some students worked independently while others worked collaboratively, I wondered how that would affect each student's enjoyment." (My reflection, challenge lesson 1).

"I liked how everyone in the group was really happy, and wanting to help each other." (Student comment,

survey, challenge lesson 1).

"I concentrated on practicing all the new skills, and did really well #stoked." (Student comment, survey, challenge lesson 1).

In the first challenge lesson, my associate and I noted that the students' interactions were mostly positive. I observed some of the students working side by side with one another focusing purely on their own goals and performance. Others actively engaged with those around them, giving them feedback, spotting for them and encouraging them. Surveys indicated that students reported enjoyment was fairly similar across both the collaborative and independent workers.

"People kept interrupting our group. I wish they would have stayed with their own group." (Student comment, survey, challenge lesson 2).

In the second challenge lesson there were a lot more instances of students' interactions negatively influencing students' enjoyment. It seems likely that these students became more disruptive as the tasks were no longer adequately matched to their abilities (Siedentop, 1991). My associate and I only noticed a couple of students showing signs of frustration, however, in the CIQs, 30% of the students reported feeling frustration with such disruptions.

"The boys were way less annoying this lesson, we got way more time working with each other." (Student comment, survey, challenge lesson 3).

In the third challenge lesson, disruptions were reduced. My associate teacher noted that, "the students were working really well together" and that he was "pleased to see the positive, them working constructively for a change." We collectively observed students teaching each other, accepting and providing advice. Student comments included "Can I show you what [student] just taught me sir?" In

addition, 94% of the class reported high levels of enjoyment in this lesson. This supports the work of Dismore & Bailey (2011), who suggest that peer interactions are the largest contributor to determining student enjoyment in PE.

Competition

Based on his experience with the class, my associate teacher suggested that I allocate the students into teams. He felt that the students were friendly enough that they would benefit more from even teams than working with their friends.

"I was told I was wasting the team's time on the equipment because I wasn't going to get any better anyway." (Student comment, survey, competition lesson 1).

During the first competition lesson student interactions were negatively affecting their enjoyment. Being allocated into groups was identified as one of the major limitations of competition based teaching (Dismore & Bailey, 2011; Fisette, 2013; Hashim, Grove, & Whipp, 2008; Lorusso et al., 2013; Slater & Tiggermann, 2011; Smith & St. Pierre, 2009; Thorp, 2014). These researchers suggest that less able students avoid participating when they are put in front of more able students out of fear of being humiliated. Yet, in the challenge lessons the students had worked co-operatively and positively with a wide range of classmates. I suspect that, although the students' comments primarily showed a negative response to being allocated their teams, these responses may also have been linked to competition-based teaching.

"I liked having [student] help me learn the forward roll on the bar thing." (Student comment, survey, competition lesson 2).

Comments such as this suggested that students had decided to return to a more co-operative focus on

achieving their own and other team mates' goals and student enjoyment also increased in this lesson. This trend continued into competition lesson 3.

"I really enjoyed helping others to reach their goal." (Student comment, survey, competition lesson 3).

"I enjoyed helping my group get better but I didn't like versing the rest of the class." (Student comment, survey, competition lesson 3).

In the final lesson the students again reported high levels of enjoyment. Action research is an ongoing and cyclical research process and I noticed that students were continuing to frame the PE class through challenge and attempted to keep competition at the forefront. Despite these efforts, some of the teams were resistant and decided to focus on their own goals instead. It seems possible that the students may have enjoyed working in the challenge context so much that the possible reward from the competition was not enough to motivate them to change. Shomstein and Johnson (2013) suggest that people automatically orient themselves towards the path that offers them the highest reward.

CONCLUSION

In this study I compared the effect that lessons based around competition and challenge had on student enjoyment. I collected data from three different perspectives; the students, my associate teacher and myself. The two major themes that arose from the collected data were student participation and students' interactions.

This study found that competition had a negative impact on both participation and student interactions. When taking part in PE within a competitive context, the less able students were discouraged from participating. They were made to feel

self-conscious based on their ability level and as a result they participated less. This is recognised as one of the major barriers to student enjoyment within PE (Dismore & Bailey, 2011; Fisette, 2013; Smith & St. Pierre, 2009). Another barrier that limits student enjoyment within competition is the exclusion of less able students (Fisette, 2013; Smith & St. Pierre, 2009). These results support this claim because there was a decline in students' attitudes towards one another exemplified by negative talk between students.

My findings in this practical research support the claim that challenge provides a more enjoyable experience for students as a whole than competition and, as a result, students participate more. It seems that, in this setting, using a pedagogy aligned with challenge rather than competition enhances student learning and contributes to achieving important aspirations of the New Zealand Curriculum.

Through this research I have discovered that competition can be harmful to student participation and enjoyment and that challenge is a more viable alternative. This study was helpful in informing my practice and has influenced the way I approach teaching in PE. When planning for teaching, I now consider in what ways competition might be helpful, and in what ways challenge might be important and look to inform my practice from both these perspectives. It is my hope that others who read this article may see parallels in their own contexts and be spurred to analyse their own practices as well.

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BIO

Andrew McHaffie is a recent graduate from the University of Canterbury, where he achieved a Bachelor of Education (Physical Education) with first class honours. While studying Physical Education he also gained teaching qualifications in Health, Outdoor Education and Social Studies and has a lot of interest in the sciences, particularly human biology. He is passionate about helping others to find enjoyment in being active and is a co-founder of the Exiles Ultimate Club in Christchurch.

BIO

Dr Chris North lectures in outdoor and environmental education at the University of Canterbury, Christchurch, New Zealand. His teaching background includes secondary and tertiary institutions in New Zealand and North America. He has worked as a teacher, tourist guide and outdoor instructor for a range of organisations. Chris' research is in the areas of outdoor education practices, adventure education, environmental education and initial teacher education. Chris is a founder of Leave No Trace New Zealand. In his spare time, Chris enjoys unicycling and family adventures in the outdoors.



Susie Stevens - Lead PE Advisor (secondary schools)

Kia ora koutou katoa,
I would like to formally introduce myself as the new lead subject advisor for PENZ. I am proud and excited to be working for an organisation that advocates the quality understanding, delivery, assessment and leadership of physical education in Aotearoa, New Zealand. I can honestly say that quality physical education has shaped my being – and for those of you that know me, have met me, or are yet to have that experience, I try every day to practice what I preach. I rarely turn down an opportunity to move or play. You could say I have the attention span of a 2-year-old, so I have always pushed for leadership opportunities, challenges and creative ways to deliver and reflect on my own practice. I have been teaching since 2005 and am able to draw from a range of leadership and teaching experiences. I have balanced these secondary school roles with postgraduate study and various tutoring and lecturing roles at the University of Canterbury. In 2011, I was awarded a Master of Education with first class honours, and I am currently completing my PhD. I know they say you shouldn't take your work

home with you, but when your PhD thesis is titled "The joy of movement in physical education" it's hard not to, and to be honest, why wouldn't I? It is the coolest thing in the world to truly believe and live what you love and profess on a daily basis. I am a mother of two awesome boys, aged 5 and 2, and to all those parents out there – I am virtually high fiving you right now. My husband and brother are physical educators, my father was an excellent teacher, and my mother still teaches everyday with talent, love and passion for her subject and her students. I guess you could say it's in the blood. Being a physical educator is really tough. We work long hours, we have been known to sacrifice our own time and money to coach or help with events, we constantly defend our curriculum area for credibility, we 'sausage sizzle,' we frequently take on leadership challenges or pastoral care, we fit 11 timetabled classes into 3 spaces on a rainy day, we are all familiar with staff vs. student competitions, we dominate dress ups and themed mufti days, and we often teach and lead others in challenging and confronting environments.

Sometimes we do these things with little to no thanks. Maybe our understanding of our curriculum is the reason we go above and beyond, maybe it's the type of people we are. Whatever the cause, we are an exceptional breed – but even the strongest of physical educators need help and support.

So with that in mind: He aha to mahi? (What is your job?)

My job is to share knowledge to encourage quality planning, delivery and assessment of physical education in Aotearoa. I only have the skills of one person, so we will be working together as a team of physical education subject advisors. We will be linking with talented people in early childhood, primary and secondary to get you the appropriate help you need. So please get in touch if you need any support. By sharing knowledge and best practice we grow together.

Aku mihi nui ki a koe,
Susie Stevens.

"Naku te rourou nau te rourou ka ora ai te iwi"

With your basket and my basket, the people will live



Rochelle Keown - Primary School PE Advisor

Kia ora e hoa,

It is with great pleasure that I introduce myself, as a PENZ Primary PE Subject Advisor. This role has been designed to assist teachers with their understanding of planning, delivery and assessment of PE across 3 areas; early childhood, primary and secondary. Any questions that you, or members of your team/ syndicate or school have (no matter how big or small) can be listed on the PENZ website. I will then be there to assist you! Like many of you I'm sure, I have had a varied career to date, both within and out of the education sector. I have spent the past 10 years working at all levels of primary education, with the majority of my time spent in a teaching and leadership role at a

junior primary level.

Since giving birth to my daughter on Christmas Day 2014, I restructured my work life to better reflect my interests and passions, namely working with other educators to increase their confidence and knowledge as practitioners. I became a lecturer for the University of Waikato working with both first year and third year students in 'Teaching Health and PE' and 'Curriculum and Assessment Issues'. In addition to this, I was contracted through PENZ to work with Cognition in International Curriculum review for PE as well as assisting with the popular PENZ 'Growing Student Achievement' workshops. Moreover, I still have a .4 teaching component at a local school.

Away from work, I am appreciating the joy and challenges a toddler provides! I also love being active. Movement provides me with the endorphin rush and the stress relief to assist with the fast pace of life as well as taking the time to relax through yoga, stretching and meditation. Reading and cooking are also favourite ways to unwind if time permits!

So, that is a little about me. I look forward to working alongside you and your schools in providing advice and support for your primary PE questions. Remember, no question is a stupid question! I look forward to hearing from you soon, Ngā manaakitanga

Rochelle

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Re-envisioning Primary School Cross-Country: How can we maximise learning and engagement while holding true to time honoured events and traditions?

Rocelle Keown

It's that time of the year again, when we're starting to think about planning for Term 3. Experience tells us that many teachers (perhaps even people at your school or in your team), after looking at the term planning overview and seeing cross-country scheduled, without a second thought, make this event the core of their Health and Physical Education (HPE) programme for the term. Planning done... in fact they might just pull out last year's planning and change the date. Does this happen at your school, or perhaps it's reminiscent of colleagues you have worked with before?

This is the familiar story of many primary teachers throughout New Zealand at this time of the year. As noted by Naera (2013) and Gatman (2005), traditions play a large part in the creation of our primary school PE programmes, and cross-country is one such tradition. The community, the parents, the Board of Trustees and management all want, and expect, cross-country to run. It has most likely been the highlight of the Term 3 winter sport calendar for decades, and is a great chance to build those crucial school-community partnerships.

So while in most schools cross-country remains what Naera (2013) calls 'a non-negotiable', in this article, let's take a critical look at the 4-6 weeks that lead up to cross-country, and the event itself, with what we know to be best practice pedagogy for teaching and learning – and pause to reflect how we can do things differently to best meet the needs of our learners.

WINNERS AND LOSERS

As we all know, cross-country is a high stakes event. Weeks of training culminate in the big race, resulting in the ranking of students from their finishing positions. This is problematic, as using cross-country (an event) as the core activity to drive our HPE programmes results in performance-based success markers, where achieving your personal learning goals and making progress is often not celebrated, nor deemed worthy of acknowledgement.

An additional negative consequence of creating 'winners and losers' is that children don't go into the PE lessons leading up to the event open-minded and feeling free to take risks in a safe, inclusive environment. In speaking to the children during these lessons it is evident that they know they are in 'training'

for the big event. The completion of the event then leads to children creating a fixed mindset about both their own ability and any future outcomes based on their experiences. Furthermore, such lauded events ensure that children's actions are most likely to be extrinsically motivated, not creating the long-term love of being active that we want to instill in our learners. In fact, the Ministry of Education (2007), along with Sport NZ, state that, in developing a HPE programme for Years 1 to 8, while winning and losing should be explored as a concept, an environment needs to be created where everyone can experience success.

WALT...?

Let's take a moment to reflect on what appropriate learning intentions for cross-country training should look like by reflecting on the following:

- *What are we teaching, and our children learning, through the process of making them 'train for cross-country' (over and above the often quoted skill of perseverance)?*
- *As teachers, are we aware of the learning skill progression that is needed for successful long distance running (and are we teaching this)?*

As stated in the 'Key Areas of Learning', underpinning our current and previous curriculum, we want learners to enjoy being active and to increase their knowledge, skills and understanding about, through and in movement (Ministry of Education, 2016). A key way we can achieve this is by taking the responsibility for increasing our own pedagogical content knowledge, making it clear to students what they are learning and why, and co-constructing how they will know when they have been successful. While many websites provide detailed skill development for competitive long distance running, for most children in your class the Fundamental Movement Guide for Running would be a good starting point. This resource, found on Sport NZ's website (www.sportnz.org.nz), provides the range of learning cues with developmental progression and links to activities for children to use to practice and master the skills.

However, it is important to stress that while planning may be detailed and comprehensive at the achievement objective, learning intention and success criteria level, we also need to look at the body of the unit. Are the activities we use to provide students with the opportunities to learn, practice and develop their physical skills varied and appealing?

ENGAGEMENT

- *Are our children having fun and participating to the best of their ability?*

Typically, in training for cross-country we deliver daily, weather permitting, slots where the children essentially run laps around the court/turf/field/reserve (insert appropriate space for your school). So often we see our young students running unquestionably, almost 'lemming-like' in their obedience... apart from those at the back, walking and talking to their peers, choosing to defy instruction, opting out in order to legitimise their predicted impending physical defeat.

If you asked your learners how many enjoyed themselves during the training for cross-country PE lesson (a term I am using in its loosest sense) what would their response be? I can't answer that question for your class, but in my experience the number of 'sick' notes or 'please excuse my child from participating' notes spoke volumes. It was evident to me that I was certainly not creating positive associations about movement for all learners. In fact, as noted by Standage, Treasure, Hooper and Kuczka (2007), my students could be seen creating excuses for why they couldn't participate well – a term labeled as 'self-handicapping', in order to prevent loss of self-esteem and mana from publically 'failing' at a task.

Also, let's look at the teacher's engagement. What are the teachers doing here (what does this look like, sound like)? Are they standing with another teacher talking, perhaps hands in their pockets? How much instruction is happening at the time of the lesson, or reflection on learning with students about where to next to improve?

Without engagement at both a student and teacher level, how can we possibly have children trying their best and progressing in their learning? It's time we talked to our children about what they like and don't like about cross-country. Perhaps you could start an inquiry with the students about other options to the event and other means of training for a long distance running event. Additional options include using the theory behind Teaching Games for Understanding (TGfU) to develop the skills for running, or using Mosston's 'guided discovery' approach, where children have the time to discover the best techniques for running. (More information on both these styles can be found at <http://health.tki.org.nz/Key-collections/Sports-studies/Teaching-approaches>.)

As teachers, we are responsible for looking at other ways to make PE entertaining and educational. Such engagement is also necessary for the length of time, attention and effort needed for children to progress in the skill of long distance running (CAST, 2011). Greater information regarding the value of enjoying movement can be found at <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Enjoying-movement>.

CATERING FOR DIVERSITY AND INCLUSION

- *Are we providing opportunities for learning to occur in a way that meets the varying needs and abilities in our classes?*

We know that a 'one size fits all approach' is not best practice in any curriculum area, yet we still see the same approach taken year after year when it comes to cross-country. Children are participating in the exact same tasks for training and often in the exact same event, or a fun run is offered as a means of providing non-competitive options for the 'non-elite'.

Having your learners set personal goals about how many laps they want to achieve, what place they aspire to finish in, or personal best times is not sufficient in providing personalised instruction. There will be some learners in your class who need to learn appropriate foot strike while others may still be learning the role of the arm movement in aiding propulsion. Some learners will be developing the cardiovascular ability to remain active over a 10-minute duration, whereas other children may be looking for ways to hold a set pace then develop speed when needed.

The important factor though, is that as teachers we know the needs and skills of our learners and provide teaching opportunities that extend on our learners' current skill set. Utilising inquiry, groupings, rotations and reciprocal teaching (ako) are possible means to provide varied instruction in HPE.

WHERE TO FROM HERE?

I am not presenting an argument in this forum for a complete removal of cross-country from the school calendar, but instead I am asking how does cross-country (and the training beforehand) fit best practice teaching and the overarching views of the HPE curriculum? Is your school's current practice the best means for creating engaged, skilled and positive learners? If not, then maybe this is the year that, instead of dusting off your old planning, you start an inquiry with your children about how best to develop the skills of long distance running, without spending lesson upon lesson running around the field...

For more ideas, or any other Primary PE questions you may have, please contact me through the Primary PE Advisor tab on the PENZ website, or email me at rochelle@penz.org.nz

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Taking the e out of eLearning

Nathan Walsh

Technology has, and will continue to have, a major impact on many different aspects of our lives. Smartphones, online banking and self-check out at the supermarket are just some examples of how technology has altered our everyday tasks. With an increasing prevalence of students bringing their own devices to school, and NZQA aiming to have all NCEA exams online by 2020, technology is changing the educational landscape too.

In September 2015, the OECD report *Students, Computers and Learning - Making the Connection* (OECD, 2015) revealed discouraging findings for incorporating technology into education. The report stated that countries which have invested heavily in ICT for education have seen no noticeable improvement in their performances in PISA results for reading, mathematics or science. The report further explained that schools need to find more effective ways to integrate technology into teaching and learning. Schools have yet to take advantage of the potential of technology in the classroom and to give every student the skills they need in today's connected world (OECD, 2015).

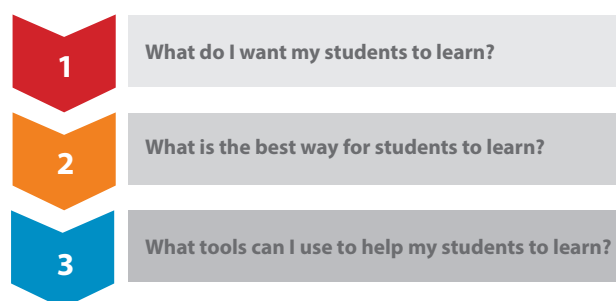
There have been many examples locally and abroad where technology has been used as a panacea to solve educational problems and improve student achievement. The OECD (2015) report reinforces that integration of technology into education is a complicated process and teachers need to use technology carefully to maximise teaching and learning outcomes. Computers are only beneficial for learning when the technology is used effectively as part of good teaching and learning practice. Technology can enhance good teaching, but the key ingredient is the good teaching to start with. Technology is more an amplifier and a tool for good teachers rather than a magic wand which transforms bad teachers into good ones (Chowdhry, 2015).

Noelene Wright's (2010) five-year international literature review provides valuable insights for effective teaching practice into using computers in education. Wright explains that technology in classrooms becomes an effective tool for teaching and learning when the technology is deliberately used in relation to appropriate and targeted pedagogical practices. Wright focuses on the teaching practice, "the how of learning", before considering the use of technology. Wright reports a strong consistently reported desire for 21st century students to work with peers to learn collaboratively and socially, to problem solve and talk together about what they need to learn. In these kinds of learning environments,

students rather than teachers are at the centre of the learning experience. The teacher's role becomes one of a facilitator to afford opportunities, rather than the expert at the front of the room. Teachers are recommended to use student-oriented co-constructive pedagogies where students work collaboratively with interactive problem-solving ways of teaching and learning which foster co-operation. These pedagogies appear to lead to effective learning and better teacher-student relationships over time. These ideas link consistently to the New Zealand Curriculum's focus on connection and active involvement as 21st century citizens (Ministry of Education, 2007).

Many of the teaching strategies Wright (2010) mentions can be developed with technology, such as collaborating and constructing knowledge with technological tools such as OneNote Class Notebook or Google Classroom, but others are more effectively achieved without the use of technology. Social interactions and talking through complex issues with critical thought may be better suited to class and group discussion rather than technological tools. John Hattie's (2009) research reinforces yet again that the teacher and their teaching approach holds the greatest influence on a student's achievement.

Teachers must view technology as a tool which is available to be used only if it can enhance the learning process. Following this three step process has been encouraged for teachers at Christchurch Boys' High School:



Examples of using this three step process in Physical Education may include:

- I want my students to learn about anatomy
- The best way for students to learn about today's topic is via collaboration
- Padlet.com is a good tool for students to collaborate
- I want my students to achieve highly in the upcoming

biomechanics topic

- Feedback from the student to the teacher has a major impact on achievement
- Excel/Google survey is a good tool for gaining feedback
- I want my students to learn about Hauora
- Students having choice in their learning can improve achievement
- Students can present their projects on paper, electronically, as a speech or skit.

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BIO

Nathan Walsh is a Physical Education and Health teacher and Director of eLearning at Christchurch Boys' High School. Nathan completed a Master of Education in 2013, looking specifically at the participation and achievement of students while learning in a blended format. Nathan has developed a keen interest in modern pedagogy and the place of ICT for best practice teaching and learning.

Out with the old, in with the new

Anna O'Sullivan, Jared Peacock and Dave Thomas - South Otago High School

Over the last couple of years, our department has been in a constant cycle of reflection looking at how we can improve our junior Health and Physical Education programmes. The learning was outdated, students lacked engagement and teachers were feeling underwhelmed. The beginning step of this process was collaboratively developing our vision of what we wanted to achieve as Health and Physical Educators. We wanted student-centred practices that encouraged critical thought and aligned with senior programmes. We also wanted the cultural competencies to be an integral part of learning experiences. Exploring the cultural competencies as part of the He Kakano programme



in 2012 and 2013 allowed us to see the opportunities for the cultural competencies to be embedded in Health and Physical Education. Focusing our programmes around the use of the cultural competencies naturally created a student-centred focus, where learners were expected to think about and co-construct their

own learning, making learning relevant and meaningful.

Tāku Pakiwaitara/My Story encompassed all aspects of our vision. Taught to Years 9 and 10 over both Health and Physical Education lessons for the first five weeks of the school year, our aim was to develop students' understanding of hauora and, in particular, their spiritual well-being. Often students assume that spiritual well-being is religion and we wanted

them to be able to explore spiritual well-being in greater depth. We wanted our students to learn about the history of the local area, explore their own turangawaewae and whakapapa, and link this to their own spiritual well-being.

After teaching hauora in both Health and practical Physical Education lessons, we used our knowledge of Te Ao Kori to develop games that explored the history of the local area. The Mata-au/Clutha River game told the story of the value of the river for local Māori through rich sources of kai and taonga such as harakeke/flax, pātiki/flounder, kāraha/whitebait and tuna/eel. The game was an adapted ABL game, where small groups moved along the river from Clutha Valley to Port Molyneux (river mouth) collecting kai and taonga in a kete. Using cones, we set up an outline of the Mata-au from one end of the gym to the other and placed out laminated cards of kai and taonga that were unique to the Mata-au. Each card was worth different points, as appraised by local Māori. Each whānau group was allocated rubber dots which represented their transportation and they had to strategically decide how they would move their whānau group down the river while only standing on the dots. Spread along the river were four safe zones which represented the spots on the river where Māori would stop to rest and cook their kai. The zones were represented by hoops and were the only places that students were all able to touch the ground. The safe zone was their opportunity to re-group and discuss their strategy.

The Iwi Katea/Balclutha game was an adapted version of Capture the Flag (modified from PENZ - Te Ao Kori) which represented battles between Ngāti Māmoe and Ngāi Tahu for resources and taonga from in the Mata-au. Students were split into two teams with each team representing a tribe. Each team had to attempt to take the other tribe's resources and return them to their safe zone.

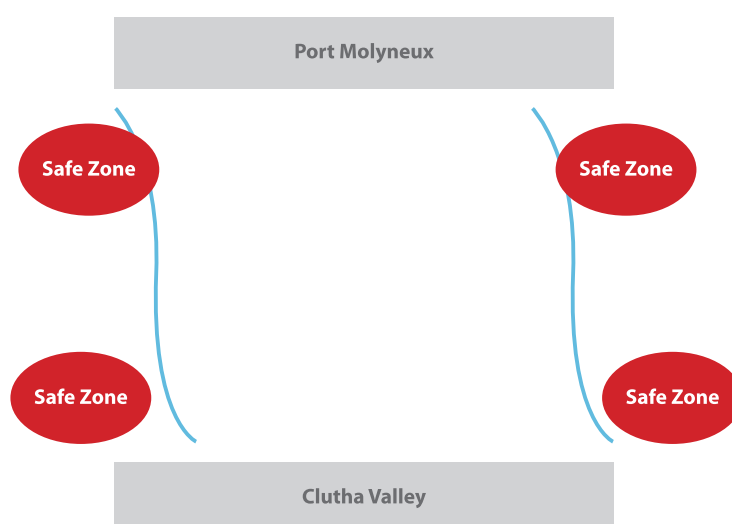
Our school buildings are named

after places of significance to our local community. To allow students to see the significance of these place names, staff developed a QR orienteering activity where students ran in groups to each building, scanned the code and received information about the place name. Students were able to make links to local landmarks and learn about the significance of these in South Otago's history and their own lives. Questioning was a big part of these lessons as we began to explore turangawaewae and whakapapa, what the words mean and how the names relate to stories of the local areas and spiritual well-being.

In Health classroom time, teachers and students began to reflect on their own turangawaewae and whakapapa and link this to their spiritual well-being/manaakitanga. Individuals began to explore and reflect on the important places and important people in their lives, what is significant and special to them, their goals and what is important for their own well-being. This began with teachers presenting their own Tāku Pakiwaitara to their students. As an exemplar, this task provided a safe background from which students could at once begin to develop their pakiwaitara, while engaging with their teachers on a powerful level because their teachers encouraged student feedback and this, in turn, encouraged Nga Whakapiringatanga. An environment

of ako was created, where both the students and teachers learn from each other. It was also an important part of establishing relationships/whanaungatanga at the beginning of the year. Individuals had the choice of how to present their story to their peers and a range of options were used, including movies, e-books, magazines, artefacts and the traditional presentation format. Each individual (including teachers) received questions and feedback from their peers, and were engaged in what they liked about their presentation and what they found interesting, establishing ako in our practice. Allowing students to have full ownership of their research process created powerful connections with whānau/whakawhanaungatanga. Students took the initiative to approach whānau and ask questions about their family origins and significant people in their family history. Many students had valuable conversations with relatives who shared family artefacts and stories.

It was important to us that our vision was not isolated to units of work or individual lessons, but rather embedded in our daily practice, dynamic and visible to our learners. Our Year 9 hockey unit is an example of a more traditional western Physical Education context that we have adapted to reflect the cultural competencies. Through using the Teaching Games for Understanding



(TGfU) model, students were able to gauge their own skill level and work at the level that they felt most comfortable. The environment allows student experts to take leadership roles, running skill learning groups and sharing their prior knowledge with other learners/mana motuhake. The majority of the unit is underpinned by peer feedback and feedforward. Learners provide technique feedback to each other and each learner decides when they are ready to progress to the next stage, allowing students to manage their own skill learning/ako.

In Health lessons we have identified inquiry-based teaching and learning as a valuable method of promoting student-led learning, developing high expectations and critical thought. Inquiry learning was linked to Keeping Ourselves Safe for Year 9 and Mental Health Matters for Year 10 students. After student-centred teaching of the unit, students chose inquiry groups to work collaboratively towards researching new information focused on their interests. Groups developed big questions and subsidiary questions, teaching of research techniques occurred and students then used a range of resources to research their big question. Based on their new information, groups took some form of action in the school community. They gained feedback from staff and peers on their action and presented their final findings to their class through a mode of their choice/whanaungatanga.

The inquiry process allowed relevant and meaningful learning through greater involvement in the decision making process/wānanga. Teachers took more of a facilitation role in the learning as groups took greater ownership of the inquiry process and managed their own learning/mana motuhake. The process also provided an opportunity to begin to scaffold research skills required for senior Health and Physical Education and these skills will continue to be built on in a second round of inquiry in Term 3. One of the main benefits of the

inquiry process is the opportunity for links to the wider community. In round one of the inquiry process, students took action in the school community with the view to encourage students to extend this to the wider South Otago community later in the year/whakawhanaungatanga.

We have noticed our students are more engaged and achievement has improved. While analysing our Year 9 results for 2014 we could see there were big groups of students sitting at 4B of the Health and Physical Education curriculum. In Year 10, this group is towards the upper end of Level 5, highlighting for us that our students had not previously been motivated to work to their capabilities. Department staff are also enjoying their teaching more. Relationships with students have improved, students are engaged, student voice is positive and staff are motivated and reflective practitioners.

Constant reflection and inquiry is important to ensure our practice continues to be student-centred and we have taken the next step to lead learning initiatives in the school. While teaching Tāku Pakiwaitara we recognised that other departments were working in silo in a similar learning context at the beginning of the year. In 2016, we will be working with our colleagues to make this learning more relevant over three learning areas – English, Social Studies, and Health and Physical Education. By linking our similar themes into one inquiry unit that students will complete over all three subject areas with one assessment task, we are aiming to further develop relevant and meaningful learning.

One of our department goals this year was to create a community of practice on the cultural competencies. Working as critical friends, colleagues will observe each other teaching and identify cultural competencies that are delivered well and those that need improving. Through meaningful discussion and inquiry around the cultural competencies we will be

able to learn more about what the cultural competencies might look like in our teaching and also gauge how successful we are at providing these opportunities to our students. Colleagues from other departments have taken the opportunity to join us and we are currently in the process of developing a group inquiry into the use of cultural competencies in our teaching programmes across a range of subject areas.

Our students' success in senior Health and Physical Education depends on the foundation that we establish in Years 9 and 10, and we feel we have made a good step in this direction. We believe that the cultural competencies play a large role in this. They cater for all learners, are student-centred and focused on relationships, and we see this as best practice. At times, it has been hard work, rewriting programmes, unit plans and assessments, however our journey has transformed our teaching. Focusing on the cultural competencies has allowed us to place our students at the centre of the learning; we are enjoying teaching, and our students are enjoying learning.

To be critical or not to be critical – that is the question: A look at whether socio-critical thought has a practical place in the curriculum HPE¹.

Cameron Smith

What does it mean to be physically educated? Does it mean to be good at sports; to have the best beep test result or the most muscular physique; or have we moved on as a profession to the point where students develop socio-critical thought as part of their learning in Health and Physical Education (HPE)?

As students enter our doors at the start of the year we, as HPE teachers, are armed with the skills and knowledge of curriculum, pedagogy and assessment to create HPE that has meaning for our students. Despite the expansive nature of the New Zealand Curriculum (Ministry of Education, 2007) and the wealth of recommended pedagogy and assessment tools, why then are we still teaching HPE as if we are sport coaches or physical trainers? Why is it that the majority of HPE teachers appear to sideline the socio-critical side of the HPE curriculum, instead favouring a biophysical, fundamental movement approach? To answer this question, we must address the fact that HPE, as a learning area, still struggles with what we want our students to learn as they walk out of the gymnasium doors at the end of the year. So what is important for students to learn in HPE?

The development of the former HPE curriculum (Ministry of Education, 1999) indicated a radical shift away from the former technocratic HPE

syllabus that focused on motor skill development and physical fitness, towards an holistic curriculum that integrated socio-critical thought as well as biophysical concepts (Culpan, 1998). The development of the 1999 HPE curriculum encouraged students to apply socio-critical thought in addition to developing motor skills and doing regular physical activity. The application of socio-critical thought encouraged students to learn how culture and society are influenced by physical activity; the physically educated student would be able to identify and think about issues such as gender stereotyping in physical activity or how Māori historically used physical activity to hunt and fight. For students, this meant that their learning was more than just physical development, instead sparking social, cultural and emotional connections to physical activity. Thus, the learning a student would leave with at the end of a school year would be more authentic and applicable outside of the classroom and within their own community, than if there just remained a curriculum focused on motor skill development, for example, how to do a push pass in hockey.

Even though the HPE curriculum signalled the need for a shift towards more holistic approaches to physical education (PE) 16 years ago, it is fair to say, from my reading of contributions to online forums and within PENZ workshops, that the majority of HPE departments in New Zealand secondary schools are still heavily influenced by sport and biophysical

domains. The question is: Why are the majority of HPE departments favouring a biophysical, sport-focused approach over socio-critical, holistic HPE teaching?

STUCK IN TRADITIONAL APPROACHES TO PHYSICAL EDUCATION?

Tinning (2000) suggested that PE was potentially trying to do too much, concluding that the learning of socio-critical thought may be better off left to learning areas such as the social sciences, as an over focus on the socio-critical could mean PE would lose its unique physical focus. Bowes and Bruce (2011) posited a different reason; that is, that many HPE teachers are simply overwhelmed by assessment in senior physical education, meaning they lose sight of the learning in and through movement (Arnold, 1979) and resort to teaching socio-critical thought in a theorised environment, hence losing the practicality of Physical Education and losing the subject area's physical uniqueness. Alternative reasons suggested in the literature (Bowes & Bruce, 2011; Cawley, Frisvold, & Meyerhoefer, 2013; Education Counts, 2015; Hart, 2014; Ministry of Education, 2015) for this snubbing of socio-critical thought are that HPE teaching is shaped by: public discourses - especially around obesity; HPE teachers' personal values and beliefs; a narrowing of the curriculum for results purposes; and schools' focus on HPE for the development of sports teams.

¹Unless stipulated otherwise, the HPE curriculum refers to the health and physical education learning area of the New Zealand Curriculum (Ministry of Education, 2007).

The lack of alignment between NCEA and the HPE curriculum appears to have also impacted on teachers' willingness and/or ability to implement the socio-critical aspects of the curriculum. Hart's (2014) research found schools still favoured the biophysical achievement standards over the socio-critical ones in NCEA. One of the key reasons was that teachers assumed the socio-critical standards, for example, AS 3.5, were theory-based and lacked ideas of how to make the pedagogy practical. In my years of teaching, the process of analysing student achievement data in individual achievement standards has tended to result in the suggestion to remove the socio-critical standards due to students' poorer performance compared with the more easily measureable biophysical standards. It is my observation that the theoretical nature in which the socio-critical achievement standards are often taught has resulted in disengagement from the students due to an overly lecture-style pedagogy and lack of practical learning in movement; and this ultimately impacts on student achievement. With the Ministry of Education's widely publicised achievement target of 85% of all school leavers gaining NCEA Level Two (Education Counts, 2015), schools are faced with mounting pressure to meet this target and, as a result, schools appear to be more strategic in the achievement standards selected.

Also influencing what strands of the HPE curriculum (Ministry of Education, 1999) are being taught in schools, are schools' sporting needs. A quick glance at current HPE vacancies in the Education Gazette (Ministry of Education, 2015) indicates that schools are still using the HPE department as a way to employ sports coaches to further develop their sports teams. It is common to see an advertisement for an HPE position tagged with Teacher in Charge of a particular sport. This common belief that PE teachers are also sports coaches potentially contributes to the vicious cycle of

schools' PE curriculums being focused on sport motor skill development (Ministry of Education, 1999). When schools appoint staff based on sporting histories as opposed to curriculum or pedagogical expertise, then it is unsurprising that the sport performance focus continues to dominate and the socio-critical is neglected.

Finally, I wonder if the limited professional learning opportunities we have had as secondary teachers, that is, opportunities to explore how to do the socio-critical through the practical, may impact on teachers' desire and confidence to adopt socio-critical approaches. While there were opportunities at the recent PENZ conference I attended, it still seems we struggle to apply socio-critical in a practical context.

MOVING TOWARDS MORE SOCIO-CRITICAL APPROACHES

So how can we employ socio-critical thought whilst still having students moving? There are models provided to support teachers with critical pedagogies, critical questioning, and systems to follow to enhance critical thought; for example, the action competence model (Tasker, 2000) or the critical analysis process (Gillespie & McBain, 2011). However, how to keep students physically moving along the way has not always been addressed, which Bowes & Bruce (2011) suggest as a reason why teachers continue to struggle to implement socio-critical thought in a practical HPE setting.

To start with, I feel HPE departments need to move away from choosing the activity before the learning. For example, basing units around sports such as basketball or football without any guiding inquiry questions is still common place and steers the learning towards motor skill development. I feel a better way to structure units is to work out what the learning is first and base the learning around an inquiry question such as 'how does society influence our perceptions of gender stereotyping in sport?' and then use the activity to support that. Students

playing and involving themselves in the learning context, such as boys playing netball, can raise issues that allow students to develop their critical thinking around topics. This can allow critical pedagogies such as the critical analysis process (Gillespie & McBain, 2011) to be used by reflecting on the practical learning task. Along with putting the learning before the context, interdisciplinary learning between different units can add depth to what students are learning

A trend in HPE pedagogy is using traditional Māori games to develop cultural understanding within physical activity. However, when Māori games are taught purely by developing physical ability, HPE teachers miss the opportunity to affirm part of Māori culture such as the history, along with the opportunity to be critical when comparing traditional Māori games with more traditional sports. This results in traditional Māori games such as Kī-o-rahi becoming a replacement for touch rugby in motor skill development learning pedagogy. Ideally, Māori games would be introduced and participated in with the teacher including the historical and cultural significance of the games, then students would participate in more traditional sports such as football or netball. This would allow critical pedagogy to be applied when Māori games are compared and contrasted with traditional sporting games, creating opportunities for students to identify how history has shaped games from different cultures as well as how hegemony is influencing what high school sports dominate school environments and the consequences of this.

For a shift to a more socio-critical pedagogy, the command-practice pedagogical approach (Mosston & Ashworth, 1990) favoured by HPE teachers – in the mode of sports coaches, needs to change. This closed drill approach to 'teaching' further upholds a belief that HPE focuses on skill-development and the biophysical. A more student-centred pedagogical

approach - such as an adoption of the experiential learning cycle (Kolb, 1984) - needs to be adopted because this allows students to learn from other students, giving them a social perspective on what impacts physical activity has on others, hence allowing learning through movement. An example of how I have used the experiential learning cycle is allowing students to participate in movement activities such as tag, where students must move in the manner that the teacher says e.g. "run like a girl," "run like a tough guy." This enables students to learn in and through movement and when the experiential learning cycle is applied it allows socio-critical thinking to occur on reflection as to what influences our perception of gender stereotyping within movement. This also provides the most important part of socio-critical teaching to occur, which is taking critical action.

The process of aligning socio-critical thought through curriculum, pedagogy and assessment is no easy task, however, a move to place the

socio-critical learning before setting the physical activity is an important step in curriculum change. To conclude, I would like to pose some questions to my fellow HPE teachers as to how they will employ socio-critical thought within a practical context:

- Can we move away from units based around sport to place the learning at the forefront, or is moving away from using a sport as the activity too much of a move away from what we believe an HPE teacher's role is?
- Finally, if we do not make a change to how and if socio-critical thought is taught in HPE, does that mean sport coaches and sport scientists could do our job just as well as we can?

NOTE

This paper was initially developed as part of my studies towards a Master of Education through the University of Waikato.

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BIO

Cam is teacher in charge of Health and PE scholarship at Scots College, as well as a middle/senior school Physical Education teacher. Last year, Cam took on the added challenge of studying towards his Master of Education degree through the University of Waikato, with a focus on socio-critical teaching in PE/Health.



The learning effect of augmented false positive and false negative feedback on agility performance on senior secondary school students aged 15-17.

Zenyatta K. K. Williams - Year 2 student, Bachelor of Sport & Exercise, Massey University.

Dennis G. Slade - School of Sport & Exercise, Massey University.

This investigation provides teachers of the New Zealand NCEA Senior School Physical Education programme with an easily reproduced experiment that may provide their students with considerable interest in the topic of feedback, as the hypothesis is not intuitive. It may also contribute some momentum to student work in their NCEA programme where they are required to provide feedback as it relates to improving or monitoring performance in others.

BACKGROUND

While receiving only scant attention in motor skill learning research, the notion that false positive augmented feedback can increase motor learning performance (Schmidt & Lee, 2014; Wulf, Chiviacowsky & Lewthwaite, 2010) does enhance the perception of the need for teachers and coaches of movement to ensure they provide positive feedback. False positive or false negative feedback has been used to test the effect of feedback against control groups that have either not received feedback or received neutral feedback, for example just told to do their best. Subjects are typically randomly assigned to groups either false positive or false negative and regardless of their initial pre test scores receive false positive or negative feedback on their performance. Post the treatment period the groups are retested to see if the feedback has been a variable in a change in performance.

Research of this nature undertaken by Lewthwaite and Wulf (2010) clearly demonstrated that students receiving false positive feedback were more likely to perform balance skills at a higher level than those subjects who were given false negative feedback or no feedback at all. It is suggested that this occurs because positive feedback increases motivation, task enjoyment and sustains effort because the participant's sense of self-efficacy is heightened (Haskins, 2010; Wulf & Chiviacowsky, 2007). In addition, it is thought that positive feedback subjects have a greater sense of self-ability that encourages them to approach tasks with an enhanced desire to succeed.

HYPOTHESIS

Students receiving false positive feedback will demonstrate greater motor-skill performance improvement in a basketball agility task than groups receiving either false negative or neutral feedback.

METHOD

Senior students from a lower North Island secondary school were invited to participate in the investigation. The investigation was explained to them, ethical issues associated with non-disclosure of their identities and their consent were concluded before the experiments were commenced. The nine students who volunteered for the study were randomly assigned to three groups that would receive the false positive or false negative feedback and a third group that would receive neutral feedback in the sense of being told to do their best.

The motor skill activity was a basketball agility task that required the students to complete the following sequence as quickly as possible. The start position required the students to hold a regulation basketball with two hands at chest height. On the command start, the ball had to be rotated in the order of, around the head, around the middle of the body, around the knees that were pressed together, through the legs in a figure eight configuration, followed by a twice completed basketball type low bounce dribble through and around the legs, also in a figure eight configuration before standing up and holding the ball in the start position to complete the test.

The sequence was demonstrated to the students and questions taken on matters relating to it before each student was given two practice attempts at the agility task. Times were recorded for the practice attempts.

At the completion of the practice trials the groups were given their type of feedback, false positive, false negative, or neutral. The false positive group were told they performed the experiment faster than the average time for their age group and their performance was outstanding. The false negative group were told they performed the test at a much slower speed than average for students in their age group. The neutral group were not given any feedback on their relative performance. After a short break, each participant in the group completed a further three trials of the agility task and their scores were recorded as a measure of the effect of

the feedback variable on their performances.

Scores for the three groups were averaged and presented as a measure of the hypothesis that suggested positive feedback would equate to improved performance over negative or no feedback on the basketball agility task. At this stage the participants were given further information on the nature of the experiment revealing to them that the feedback they received was not accurate in terms of their performance but was required in order to test the experiment's hypothesis.

RESULTS

Individual Group average times for Basketball Agility Task			
RESULTS	Group 1: Neutral feedback (FB)	Group 2: False negative feedback (FB)	Group 2: False positive feedback (FB)
Pre neutral FB Pre false negative FB Pre false positive FB			
Practice 1	31.2	28	25
Practice 2	28.5	23	23.5
Post neutral FB Post false negative FB Post false positive FB			
Trial 1	25	28.6	18.4
Trial 2	28.7	28.2	22
Trial 3	30.1	29	20.6

Fig 1

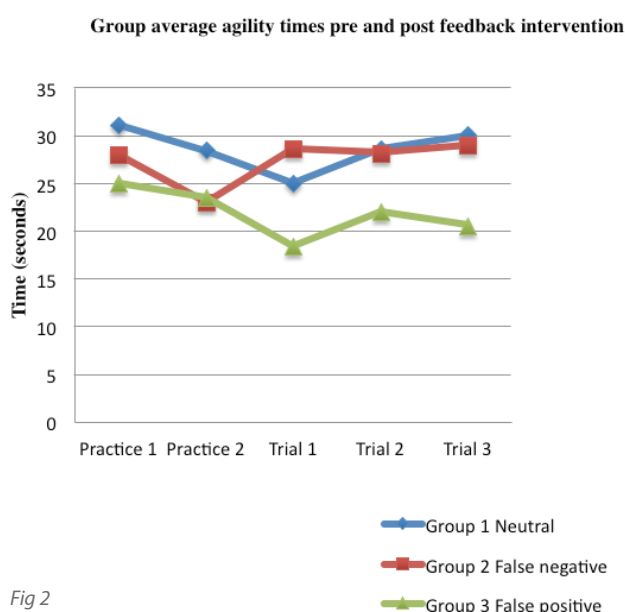


Fig 2

The results indicate that Group 3 (False positive) continued to improve on their practice tests and averaged faster times than both the false negative and neutral feedback groups. Their fastest average time achieved on the first trial of 18.4 seconds is significantly faster than the other groups' best trial times of 28.2 seconds (False negative) and 25 seconds (Feedback neutral). The False negative group's trial times became slower than their practice tests that in the second practice session (23 seconds) had been the fastest of the three groups. Their trial times were all slower than their initial

practice times and were similar to the results of the neutral feedback group. The neutral feedback group, acting as a control for the experiment, with the exception of one quicker time on the first trial (25 seconds) tended to maintain a relatively stable average performance time though even their fastest time, (25 seconds) did not match the fastest average practice times of the other two groups.

DISCUSSION

Before the experiment and based on previous and similar research of this nature (Avila, Chiviacowsky, Wulf & Lewthwaite, 2012; Chiviacowsky, & Wulf, 2007; Wulf, Chiviacowsky & Lewthwaite, 2010) it was anticipated that the hypothesis would be proved to be correct i.e. false positive feedback would result in improved agility performance against the performance of the other treatment and control groups. This proved to be the case in that despite providing false feedback to the groups, when that feedback was positive that group outperformed the groups that received false negative feedback or no feedback. This outcome correlates with previous studies of this nature and suggests positive feedback is a strong motivational factor in improving performance. According to Avila, et al. (2012), this is especially the case with adolescents. Given that the subjects in this experiment were adolescents this was a variable that may have also contributed to the result. Observation of the trials reinforced this perception, as the group receiving the false positive feedback appeared to both enjoy and be more motivated towards improving their times on the task than the students in the other two groups. This also reinforces Wulf et al (2010) finding that positive feedback increases exertion tolerance and task enjoyment.

Comparing the false negative results with those of the control, one sees an initial drop off in performance before the two performance outcomes almost come into balance. One might speculate that in this instance for the false negative group there may have been initial disappointment at their results that in turn became a resigned acceptance and while not necessarily a negative attitude towards performing the task but certainly completed with less concerted effort and enthusiasm than the false positive group.

MESSAGE TO COACHES & TEACHERS OF PE

The investigation highlights the importance for sport coaches and PE teachers of incorporating positive feedback into lessons when appropriate and perhaps also to avoid negative comments. However one should also be aware that feedback needs to be controlled as constant feedback can lead to performer dependency (Schmidt & Lee, 2014). Such a state can result in performance deterioration if the feedback is withdrawn or not available. (Swinen, 1996; Taylor & Wilson, 2007). Additionally, frequent feedback can result in greater performance variability as performers constantly seek to adjust their performance in line with the feedback received (Patterson, 2005; Wulf & Chiviacowsky, 2007).

Hence application of positive feedback through strategies such as bandwidth or faded feedback (Schmidt & Lee, 2014) should be preferred feedback delivery methods for novices.

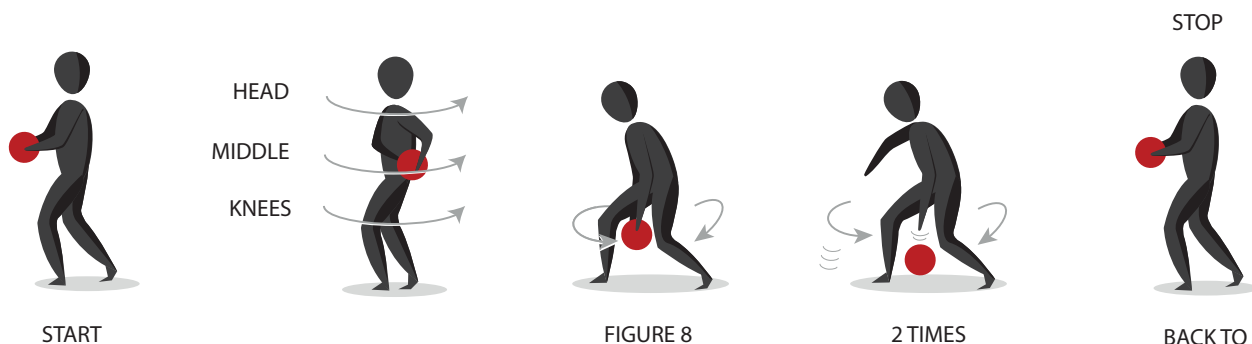
There were several limitations associated with this research, notably a very small sample size (n=9) and no provision being made for prior knowledge of the agility task as one would anticipate students with a basketball background would score substantially better on this specific task than those without that background. It should be noted though as a factor in their performance, that prior to receiving their false negative feedback that group scored the best average time in the practice sessions. Finally, the results do provide a reminder of the importance of positive feedback in PE teaching and sport coaching environments.

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AGILITY TEST - ROTATION SEQUENCE

STAGE 1 - STARTING AND FINISHING POSITION



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Lifting the bar on quality sport delivery

Dayle Clarkson Sport Wellington Regional Development Manager / Regional Sports Director

This pilot looked at the components that make for a quality experience for volunteers and participants that have sustainable positive outcomes.

BACKGROUND

In 2013, Sport Wellington began an investment into developing its own Volunteer Strategy that then provided an opportunity to test and trial the learnings from this process into various sport settings. This particular pilot focuses on a sport specific (netball) setting in a college (Wairarapa College). This pilot operated on a theory-driven process working with key people to develop a common understanding of what the presumed situation of netball is at Wairarapa College and what the underlying needs are. We attempted to do this through an outcomes-focused process.

PRE INTERVENTION

Stage One: The “think tank”

This stage focuses on the WANT for change, building the understanding for WHY the change, through a brain storming session.

Key factors:

- Key personnel with a willingness and dedication of time to lead and seek support to drive change.
- Well connected, focused yet small group of people to support change.

Stage Two: Developing a strategic focus

This stage focuses on formulating the ideas from the ‘brain storming session’ into a strategic focus. Innovation – ‘Make change for the better’.

Key factors:

- Honest sharing of ideas.
- Openness to accept ideas, both negative and positive.

Stage Three: Research

This stage identifies the gaps in the knowledge: what we think we know and what is fact.

- Critical step. If your facts are incorrect, time and resources will be wasted in developing interventions that do not address the ‘need’ OR that address a fictional ‘need’.

Stage Four: Endless possibilities

This stage explores the ‘Think Tank’ against the “Sound Research” stages.

- This stage opens up the endless possibilities that will address the need OR, even more beneficially, allows the grouping of similar needs that can then be addressed through one innovative possibility. This means greater outcomes for less work.

Stage Five: The blueprint

This stage creates the blueprint for addressing the needs.

- What is your focus? How will you achieve your focus? Who will help you, and what resources will you need to make it work?

Stage Six: Critical questioning

This stage is to identify key questions for your targeted audiences.

Key factors:

- The questions must relate to the ‘blueprint’ and how well they perceive you are achieving this, and whether the impact on them has been positive. You may ask how you can improve this experience.

Stage seven: Evaluation

How do we measure impact?

THE PILOT – THE INTERVENTION

After following these stages, the pilot had many significant impacts.

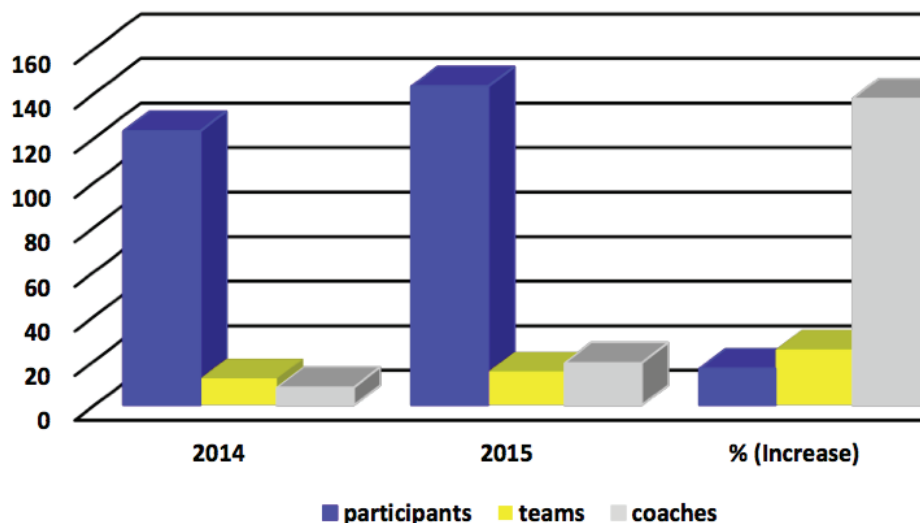
A strategic plan being developed for netball in the school, with six clear, achievable and measurable goals:

- o Improve participation and retention of players
- o Players, coaches and volunteers develop a positive attitude towards netball
- o Players and coaches develop strong netball skills
- o All teams are competitive in all grades in all competitions
- o All teams are well resourced
- o Pathway to develop skills are promoted and encouraged
- 3 monthly reviews and reports including player and coach surveys
- Participation data shows increases from 123 girls: 12 teams in 2014 to 143 girls, 15 teams in 2015 and early signs of another increase in the 2016 season (not yet measured)
- Coaches increased to 19 in 2015 (was eight in 2014); team managers increased to 12 in 2015 (was six in 2014); student coaches increased to 9 in 2015 (was eight in 2014)
- Player and coach surveys show an increase of overall satisfaction with their engagement.

Anecdotally, the committee and school staff have noticed a change in the profile and culture of netball within the school. Comments that have been noted:

- “It’s great to see the number of girls who are taking part in pre season fitness training.”
- 50-60 girls were turning up each week to a student led fitness programme
- “It’s quite a spectacle to see so many girls putting their hand up to trial for the top senior A squad.”

Wairarapa College Netball



- In 2016, a new format for trials was introduced, with the first trial being fitness testing on a Sunday morning. This comment refers to the 47 girls who trialled and how well prepared they were.
 - "This is why I continue to teach at this school."
 - This comment came from the teacher in charge of netball who witnessed the student leadership in action. A student leader took it upon herself to support her struggling fellow team mate across the finish line, running alongside her with words of encouragement. Soon after, her entire group followed suit, and as they crossed the finish line a rapture of applause came from all those who witnessed this act.
 - "I coach at this school because they're organised and set standards that we hold each other to."
- This is from an existing coach who recalls how, in the past, no one would put their hand up to take a team. Now things are so well organised, coaches are being approached and appointed on suitability in December and all coaches are provided with support and guidance through networking opportunities provided by the committee.

GOING FORWARD

The committee continue to report their progress quarterly against their strategic goals and set targets and revisit goals each year. They are starting to build their succession planning for coaches and student leaders and the replacement of the committee personnel. Getting more teachers involved will be key to the overall success of netball in the school, but with the identified stages, it is hoped that some key learning will start to materialise and teachers will see the benefits to teacher-student relationships and want to be part of its success.

This pilot programme, run in conjunction with Sport Wellington Wairarapa and Wairarapa College Netball, was

announced as one of two recipients of the 2015 'New Zealand Secondary Schools Sports Council 'Innovation in School Sport Award.'

This national award recognises initiatives in school sport deemed to be exceptional in providing quality sporting opportunities for secondary school students.



Wairarapa College Teacher in Charge of Netball, Kath Houliston (3rd from right), holds the 2015 NZSSSC Innovation in Sport Award Trophy. Also pictured above: Sandra Edge (NCZ), Zara Fletcher, Briar Begg, Joanna Saba (Senior A players and coaches), and Dayle Clarkson, Sport Wellington Wairarapa Regional Development Manager.



Non-specific Games For Teaching Tactics Through a TGfU Approach.

Slade, D.G. School of Sport & Exercise, Massey University, Palmerston North, NZ.

The Teaching Games for Understanding (TGfU) philosophy requires the learner's needs be recognised and catered for in order for them to learn and understand how to play the game. To achieve that goal, the game typically requires some modification and this is frequently achieved through the use of small-sided versions of the game.

What though, if you are required or want to teach a game and you don't have enough knowledge of that game to comfortably modify it to achieve the understanding, participation and enjoyment you want your learners to experience? This is not an unusual scenario and it is both mentioned in research (Harvey, Cushion, & Massa-Gonzalez, 2010; Light & Evans, 2010; Roberts, 2011), and anecdotally. The late Alan Launder, whose game teaching approach was similar to TGfU and descriptively called Play Practice (Launder, 2001; Launder & Piltz 2013), suggested that TGfU when used in relation to adult version sports was too difficult for most people to use in their teaching. So, if you sometimes find the TGfU approach a little complex, you are not on your own.

Transforming play: Think tactics

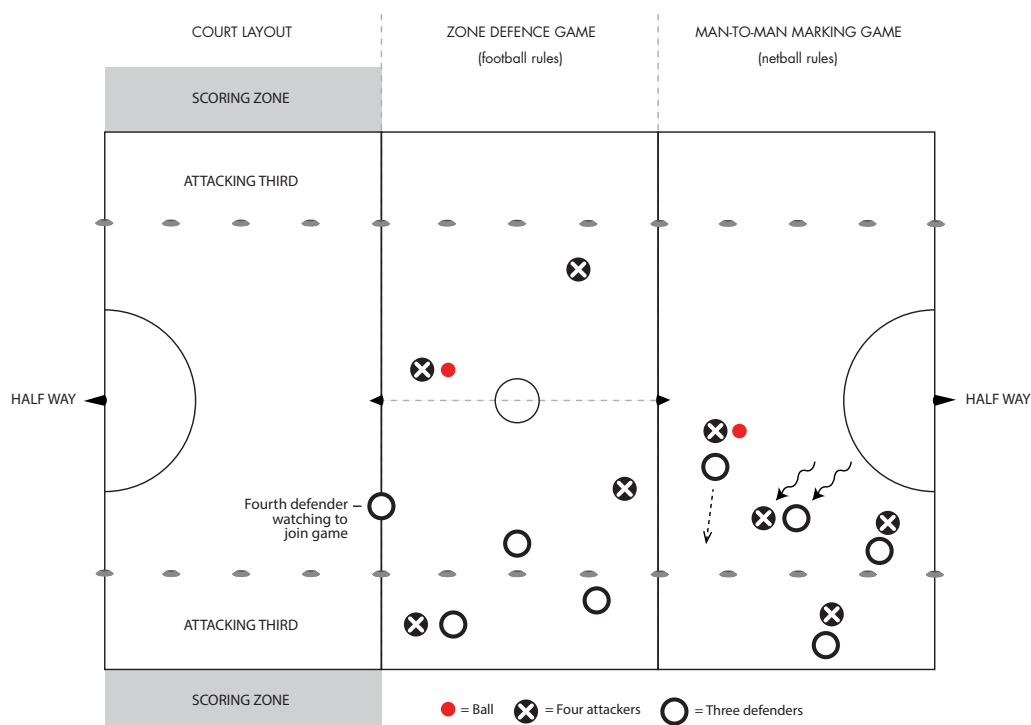
There is another way where you can achieve that transforming game experience for your students in an easy progression before you approach the full or modified version of the game that might be your final performance outcome. It requires you, in the first instance, to think generically about game tactics rather than the specific game performance of the sport.

The standard descriptions of games by categories include invasion, net/wall, target and striking games. The example provided below relates to invasion games.

Step 1: Decide on the game category: in this example, Invasion Games. However, there are line invasion games, e.g., rugby, and goal invasion games, e.g., soccer. The focus in this example is on goal invasion games.

Step 2: What are the basic tactics associated with this category of game? Wilson (2002) provides a simple overview of basic invasion game tactics that include having offensive and defensive depth, mobility, width in attack, and engagement and contraction in defence.

TACTICAL GAME LAYOUT ON A NETBALL COURT



Step 3: Decide on one or two of the tactics that you think are appropriate for your learners and invent a non-specific small-sided game that will implicitly require the employment of those tactics to play, enjoy and win the game (see Slade, 2010, for many such games). Tactics, in this example, are defensive and focus on contraction and engagement. Depending on the class you can, as a further step in student understanding, provide them with a range of sporting equipment and ask them to invent a game that reflects the tactics you want them to understand, e.g., invasion, ways of scoring, rules, restarts, etc.

Step 4: What do generic responses to these two defensive principles look like in authentic games? They are often interpreted through the use of zone defence and man-to-man marking.

Step 5: Develop the games.

Basic format for the small-sided games in this example:

1. Playing area: A third of a netball or badminton court.
2. Use three different invasion games to help illustrate the TGfU representation principle, namely different games sometimes employ the same tactics.
3. Equipment: Basketball, hockey sticks and ball; soccer ball, netball bibs and cones.
4. Teams: Six teams of four.
5. Set up the games on the three thirds marked on the netball court and rotate teams through three different games to allow them to experience the tactic in a different sport context.

Tactic 1: Zone defence

In this game, the object is to dribble or pass the ball over the end line into a shallow scoring zone for a goal (see diagram).

Constraints:

1. A pass into the scoring zone must be within the attacking third. This is done to stop long and potentially physically dangerous passes.
2. The basic infringement rules of the three games apply.
3. In this game, the attacking team plays with four players on the court and the defensive team, three. At a turnover of possession, one player from the previously attacking team exits and the fourth player from the team just defending joins the game. This ensures that in all attacking scenarios the attackers have a force ratio advantage. It also ensures that, instinctively, the defenders adopt a zone defence.
4. In hockey, as a safety factor, do not allow hitting of the ball.
5. Rotate teams but play the games (see constraint below) using the three different sports, i.e. hockey, soccer, netball or basketball.

Major tactical constraint employed to achieve learning outcome:

Zone defence

1. The team without the ball must always retreat into their defensive half and

may not engage/tackle the opponents until the attack moves into their half. This constraint should give time for the attacking team to get organised and also use back passes to restart an attack. It should help with those less technically able in the game to have time to control the ball and make passes.

Man-to-man marking

1. Use the same game structures, including different game rotation, but now have players allocated an opposition player and this is the only player they can mark. Allocating the players usually requires teacher direction in order to keep player mismatches to a minimum. For this set of games I would replace hockey with netball, as without the specific hockey skills under this tactical restraint, players cannot play this game with much enjoyment.
2. Extension: Instruct the players that each player must be man-to-man marked but you can exchange which player you mark. For example, I leave my player to mark your player but I tell you I'm doing that and at the same time, ask you to mark my player who I have just left.

Examples of questions:

Ask lots of open-ended questions about how these tactical systems work – what do they think are the advantages and disadvantages of each tactical approach? When might each be appropriate? How do you have to move to create your own space in man-to-man marking? What is a block in indoor basketball? Could you use a block in any of these games?

Tournament

Play a tournament, allowing the teams to choose the game context they enjoyed the most, hockey, football, netball or basketball. A constraint on play, for example, in a 5-minute game, is that teams must at some stage employ both of the tactical approaches, i.e., use a half court zone defence and man-to-man marking. This obviously requires discussion and thoughts about when to change tactics and who will call the change.

Extension: Slade (2010, p. 112-113), provides a simple development of these concepts using the sport of soccer. However, the example found on those pages can apply equally to hockey, basketball or netball.

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DEVELOPING THINKING PLAYERS

GORDON, B. (2015). DEVELOPING THINKING PLAYERS: BASEBALL/ SOFTBALL EDITION. WELLINGTON: ETNZ.

Baseball/softball edition

Barrie Gordon PhD.

Available on Amazon for \$29.95 plus postage, or email Barrie at barrie.gordon@vuw.ac.nz

This book is suitable for both coaches and teachers, independent of their knowledge and ability in the sport(s). It is designed to fully support the teacher/coach who has limited knowledge, while the variety of approaches available gives the most experienced teacher or coach the flexibility to make changes that will challenge all their students and players, including the elite ones.

The Developing Thinking Players (DTP) coaching program is a unique approach that will help teachers and coaches to generate understanding and a feel for the game(s). The approach is designed to encourage players to think about their game and to learn to make smart decisions in a range of scenarios. DTP is based on a number of well-established teaching and coaching principles supported by a robust research base. The program owes much to the Teaching Games for Understanding (TGfU) model that has become popular within coaching and the teaching of physical education in recent years.

Players participate in game scenarios that mimic real life game situations (see example). Each scenario is described to the teams and a series of questions (supplied) addressing issues that the teams should be considering are presented. Both teams are given time to consider their tactics and the scenario is set up. The scenario is then played out as in a real game. The fielding and batting teams are awarded points depending on the outcomes of the play. After a chance to discuss what happened, the scenario can be

repeated or another one selected.

While the scenario outcomes are supplied, players can be asked to develop their own for the different scenarios. This generates a deeper level of engagement as they discuss and argue which is the best, second best outcome, etc. Experienced teachers/coaches can also introduce other factors to influence the scenario. In the example given, would it make a difference if it was announced that the batter was number eight in the batting lineup? What if the batter was number two, or a left-handed or right-handed batter?

With 25 completed and 10 blank scenarios available to be filled in as required, this book will form the basis of a full teaching unit or support a season coaching. All scenarios have QR codes

and can be loaded onto phones or iPads for ease of use in class or practice.

ABOUT SCENARIO EIGHTEEN

Scenario eighteen occurs in the last turn at bat in a tied ball game with one out and a runner on three. This is a pressure position, with both teams knowing that a scored run ends the game. Where should the fielding team position themselves? What is their focus and how important is getting the second out? Is it worth risking a scored run by throwing to one, for example? How important is it at this point where in the batting order the next batters come from? What are the positives and negatives of walking the next batter?

SCORE

SCENARIO	OUTS	FIELDING	INNINGS	RUNNERS
18		5		
	ONE	BATTING 5	BOTTOM OF NINE/SEVEN	THIRD

BATTING TEAM

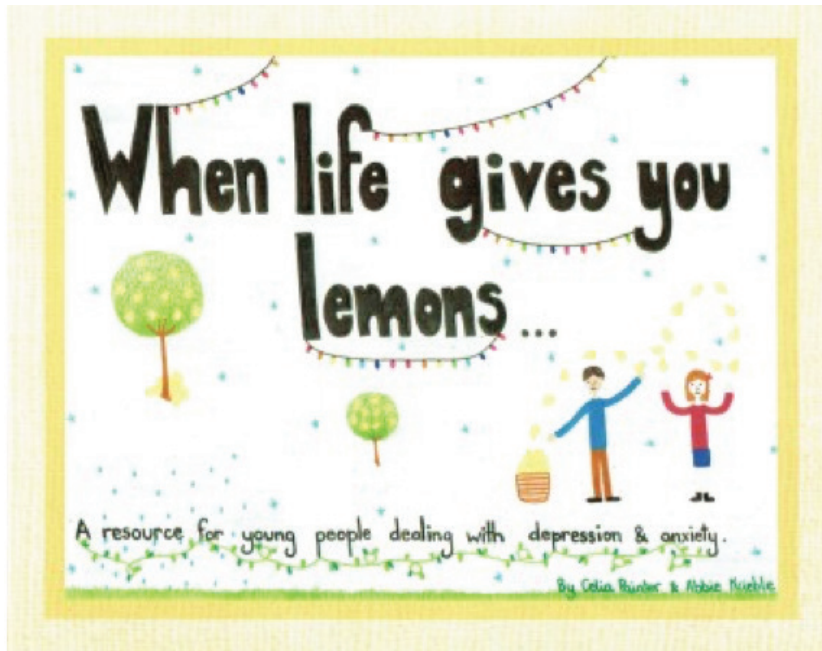
One run scored	3 PTS
Runners on Second and Third (one out)	2 PTS
Runners on First and Third (one out)	1 PT

DOWNLOAD

www.thinkingplayers.com/scenarios/dtp_scenarios_18.pdf

Fielding TEAM

3 PTS	No Run Scores (two outs)
2 PTS	Runners on First and Third (one out)
1 PT	Runners on Second and Third (one out)



WHEN LIFE GIVES YOU LEMONS: A RESOURCE FOR YOUNG PEOPLE DEALING WITH DEPRESSION AND ANXIETY

BY CELIA PAINTER & ABBIE KRIEBEL.

CreateBooks NZ (2015)

<http://createbooks.co.nz/product/when-life-gives-you-lemons/>

"Good things come from bad experiences. That's what 17-year-old Celia Painter believes after her struggle with anxiety and depression led to her co-creating her first book with Abbie Kriebel."

This book came about after Celia had been struggling with her mental well-being, having discussed this with her family and GP; she was referred to a psychologist and psychiatrist for support and diagnosis, and so her journey to well-being had begun. She was encouraged to find a way of expressing herself and, after discussing with Abbie Kriebel their common experiences of depression and what worked for them, this then came to life in this book.

Chris Bowden, Lecturer in Child and Adolescent Mental Health, Victoria University of Wellington; and community mental health educator states that this is:

"An incredibly valuable, well organised, easy to read and beautifully illustrated book that will help young people and others understand what it is like to suffer from depression and/or anxiety. The authors explain key facts, address myths and misconceptions, and discuss experiences and situations that young people who experience mental illness will be able to relate to. The book is full of positive messages, strategies and practical tips for coping, keeping safe, building resiliency and flourishing. The content reflects many of the key principles of CBT, mindfulness, strengths and solutions-based approaches but is presented in a very youth-friendly format. It is a treasure box of images and gems of wisdom that can be continually dipped into by young people and those who are supporting them. This book would make an excellent resource for families/whanau, school counsellors, mental health promoters and family support workers."

This is a great read, an asset to your school library and your health classes, a teacher resource, a book for the guidance counsellor, and is full of wonderful gems and examples to support, encourage and provoke thought.