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From PENZ's Chief Executive

Following on from the highly successful PENZ conference in July, this issue of Physical Educator continues to critically consider the school's role in the so-called 'war against obesity'. Rochelle Keown, our PENZ Primary Subject Advisor, encourages us to reflect on the question of 'what quality physical education', while Susie Stevens our Lead PENZ Subject Advisor – Secondary, provides insights into physical literacy on an international front. Susie's commentary follows her attendance at the International Physical Literacy Association (ILPA) workshop in the United Kingdom.

As we head further into term four, I sense the end of year rush including preparing senior students for their NCEA exams, juggling awards and report writing, and completing many other end of year tasks and duties. It is a busy time, and before we know it, the final day of the academic year will be upon us! Hopefully this will mean a chance for you to stop, unwind, take stock, and enjoy a well-deserved break over the summer months.

Here at PENZ we are already looking forward to the new opportunities 2017 brings. PENZ has recently been accepted as a provider under the MOE's Centrally Funded PLD, which means that from 1 January 2017 PENZ, through its accredited facilitators, PENZ will be available to provide PLD to approved schools, kura and COLs (communities of learning) from the MOE's central funding pool. To find out more about this, go to <http://services.education.govt.nz/pld> or contact susie@penz.org.nz

In the meantime, best wishes from the staff and Board here at PENZ for the Christmas period and summer break.

Nga Mihi

Ross Merrett



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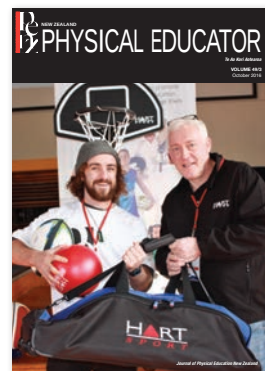
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Cover: PENZ Conference – Hart Sport prize winner.
Background Image: Briar Merrett





Schools and the 'war against obesity'

Formerly a primary school teacher, Darren is now a lecturer in health education at the University of Auckland. His research focuses on children's understanding of health and fatness, as well as the re-invention of corporations and schools as 'part of the solution' to obesity.

In New Zealand, obesity is still 'big' news. Young people's fat bodies in particular continue to be positioned as a problem that requires immediate attention and intervention. A selection of recent headlines gleaned from the news website Stuff.co.nz demonstrates some of the current concerns in New Zealand about children's bodies and behaviours: 'Lack of childhood obesity programmes as the weight continues to rise', 'Kiwi kids destined for shorter lives than parents', and 'Obesity epidemic at 'crisis point''. This is not a new crisis, nor is it unique to Aotearoa New Zealand. Across the globe, scholars, journalists, politicians and the public continue to be concerned with the obesity 'epidemic', a phenomenon regularly described as a threat to our lives, economy, national security, even climate change.

The moral and medical panics over obese 'couch-potato kids' have resulted in an avalanche of policies and practices, many of which target schools. The government's Childhood Obesity Plan is a prime example. Out of 22 initiatives, eight specifically focus on education: Sport in Education; Play sport; Kiwisport; physical activity guidelines for Under 5's; Prime Minister's Education Excellence Award; Health Promoting Schools; teachers' professional learning and development; and an Education Review Office (ERO) focus on obesity, food, nutrition and physical activity in Term One next year. There are numerous other programmes that claim to be 'part of the solution' to obesity: 'Project Energize', Rotary Club's 'Healthy Heroes', Nestlé's 'Be Healthy, Be Active', and Athletics New Zealand's 'Get Set Go' – the list goes on. More recently, Life Education Trust and Garden to Table have joined forces to create their 'Empower' anti-obesity initiative in low-decile schools.

More often than not the focus is on how schools and teachers (particularly health and physical education teachers) could or should make children thinner, less likely to be fat adults, and make the 'right healthy lifestyles choices' for the rest of their lives. There is a common perception that schools are the 'obvious solutions' to obesity (as well as numerous other social, emotional, health and economic 'problems'). Yet the question that is rarely asked is: Are schools an appropriate place to do this?

A number of researchers in health and physical education (and other fields) suggest that no, they are not. Michael Gard and Carolyn Vander Schee (2011, p. 84), for instance, point out that school-based interventions "have a long and virtually unbroken record of failure in affecting children's body weight" whilst others have clearly demonstrated the ways in which the 'war on obesity' can and does have harmful consequences for many young people in schools (see Burrows, 2010; Evans, Rich, Davies, & Allwood, 2008).

As health and physical education professionals, we must be cautious about positioning ourselves as 'obesity solvers'. Rather than simply looking at how to make young people non-fat, we need to consider how obesity and fatness (which are two different things) have been constructed as a problem. We need to better understand the uncertainty of scientific evidence that proclaims 'fat is bad'. We need to examine why fat people are targeted, criticised, demonised, stereotyped, discriminated against, and stigmatised, as well as its effects on already marginalised people in our society. We therefore also need to consider the (often unintended) consequences for all our students when we try to 'solve' obesity.

And we need to think deeply, reflectively and critically about our own beliefs about obesity, fatness and health, such as taken-for-granted assumptions that:

- young people are increasingly becoming 'obese';
- being fat is inherently unhealthy;
- this generation of children will be the first to have a shorter life expectancy than their parents;
- health can be measured by BMI or looking at someone's body;
- fatness is caused by modernity (e.g. increased screen time, sitting time, and consumption of 'junk' food);
- fat people are lazy, greedy, uneducated, immoral, a burden to society; and,
- teaching students to make healthy choices will negate the effects of social determinants, such as class and wealth.

The war on fat kids and fat adults is not likely to end soon. We have, however, reached an important moment in the history of

PE where the profession is automatically conscripted to 'fight obesity'. The question that remains is: What is the 'collateral damage' – to students, teachers, schools, parents and others – if we choose to enlist and fight? And what happens if we choose to be 'conscientious objectors'?

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What is the school's role in fighting obesity?

Dr Cat Pausé – Massey University

Professor Lisette Burrows – University of Otago

During this year's conference in Palmerston North, a panel discussion was held in which panellists were asked to answer the question: What is the school's role in fighting obesity? A range of perspectives was sought, and the speakers presented diverse and compelling arguments about obesity, health, children, health promotion, education, and the place and purpose of schools. What follows are the speeches made by two of the panellists - Professor Lisette Burrows and Dr Cat Pausé – as well as their written responses to questions asked by the audience at the conference.

DR CAT PAUSÉ

THE ETHICS OF FAT STIGMA IN SCHOOLS

Kia ora,
Ko San Rafael te maunga
Ko San Marcos te awa
No Te Texas ahau
Ko Cat tōku ingoa
Tēnā koutou, Tēnā koutou, Tēnā
koutou katoa
My name is Cat, and I am a Fat
Studies scholar and fat activist. I
believe the only ethical role for
schools - is to not fight obesity; to
not even mention it. Unfortunately,

presently school programmes are
increasing fat stigma (while failing to
make kids smaller); I'm sure Lisette
will talk more about this in her time.

For people of all sizes, fat stigma
contributes to binge eating
behaviours, reduced likelihood of
exercise, and avoidance of healthcare
settings. Independent of BMI, fat
stigma increases cortisol, blood
pressure, and risks of heart disease,
cancer, and death. It also decreases
self-esteem, executive function, and
overall well-being. In fact, cutting
edge work suggests that the health

effects often associated with obesity
are better understood as effects of
stigma and discrimination.

What you can do, as educators, is
to fight against fat stigma - starting
with your own. Educate yourself
about your own bias against fatness;
one way to illuminate this is by taking
the weight bias attitudes test hosted
by Harvard. Work to ensure you are
providing safe spaces for students of
all sizes, and that your classrooms and
pedagogies are not reinforcing anti-
fat attitudes and stigma.
Thank you.

PROFESSOR LISETTE BURROWS

JUST SAY 'NO' TO FAT FIGHTING

My position on fat fighting in schools
is **we should not participate in it**.
Having spent the past 15 years or
so researching what young people
think about health and physical
activity, their responses to some
of the fat fighting things we do in
schools, and their feelings about
their own and others' bodies, I
reckon we should ban the 'O' word
in schools altogether. Health and
Physical Education has a fabulous
curriculum, we have fabulous

teachers and we have hearts, heads
and hands that care about the whole
of children's wellbeing. Attaching
any of our practices, our theories
or our aspirations to fat fighting
doesn't make sense on any level. My
rationale for this position is six fold.

1. First, there is no evidence to
suggest that slimmer people
are any healthier than fatter
people. As kids themselves
know, fat people can run fast,
be fit, flexible and eat well just
like thinner people. Large scale
epidemiological studies suggest
that carrying more weight is no

predictor of a higher mortality
rate. Indeed many studies regard
extra weight as a protective
factor in overall health and
longevity.

2. Even if we do think there are too
many obese children in NZ, no
one knows how to make them
slim. A recent study on the long-
term well-being of Biggest Loser
participants, reams of studies
in medical journals, neuro-
physiologists and geneticists all
argue that there is no fail safe
way to ensure people who lose
weight keep that weight off.

3. The Health and Physical Education curriculum has hauora as one of its foundational concepts. Hau (the breath) Ora (of Life)... What does body size or weight have to do with this notion of health in a holistic sense?
4. Further Health Education is learning about health not learning to be healthy. Health Education should foster students' capacity to ask questions about whose version of health counts? What does health mean to different people? Where does the evidence for health messages come from? What shapes people's capacity to be healthy, to live well, to experience 'well-being'? If we must talk about obesity or fat fighting, then giving students the tools to make sense of the magnitude of messages about fat pervading their lives makes more educational sense than equipping them with a pathological fear of getting fat. Perhaps getting them to ask questions about who gains when millions of people world-wide are obsessed with weight loss might be a good start. If we must talk about obesity, let's foster a curiosity about obesity knowledge.
5. Even if we thought diet and exercise were the keys to trimming down the population, we have precious little evidence to suggest that schools are useful places to be conducting health interventions. As Carolyn Pluim and Michael Gard have compellingly shown, history is littered with failed school-based health policies and interventions.
6. Finally, research with children themselves suggests that fat busting in schools can and does at times breed a range of unhealthy outcomes – young people feeling bad about their bodies, obsessing over healthy foods; expressing worry, anxiety, confusion and fretting about their futures are just some of these.
7. So, fat fighting in schools doesn't work; it doesn't fit within an educational brief, it makes a mockery of health as a holistic thing and it's not good for young people's well-being. Let's say bye bye to fat fighting in schools I reckon. Let's use our hearts, our heads and our hands to grow a flourishing Health and Physical Education in schools.

BIO

Cat is a Fat Studies researcher at Massey University. Her work focuses on the impact of fat stigma on the health and well-being of fat people. She also engages the public on matters of fatness through her blog, Twitter, Tumblr, and radio show, Friend of Marilyn.

BIO

Lisette teaches and researches at the Te Kura Para-whakawai: The School of Physical Education, Sport and Exercise Sciences at the University of Otago. Much of her work focuses on the place and meaning of health and physicality in young people's lives and critique of the impact of obesity talk on young people's sense of themselves as well.

Obesity and schools - Q & A

Dr Cat Pausé – Massey University

Professor Lisette Burrows – University of Otago

Q: What's the difference between 'being obese' and 'being fat'?

Lisette: My understanding is that obese is a medicalised term used to refer to people whose fatness compared to lean body mass exceeds a particular ratio. Often 'assessed' via BMI.

Cat: Being fat is a descriptor, like being short or being a redhead. Being obese is a medical designation.

Q: What impact does the war on obesity have on children?

Lisette: Promotes a fear of fat, strange and unusual food and physical activity monitoring practices and potentially fuels unhealthy relationships with bodies.

Cat: Kids of all sizes learn (and can identify from age 3) that being fat is bad. This impacts on how they understand themselves, others, food, exercise, health, self-esteem, etc - for kids of ALL sizes. It may be easier to measure the negative impacts of the war on obesity on fat kids, but kids of all sizes are negatively affected. Consider the eight year old who diets for the first time out of fear of becoming fat, or the ten year old who doesn't want to engage in any kind of movement that they don't believe is exercise because they only understand it as part of the calories in/out mindset.

Q: How important is it for schools to engage parents and the wider community in trying to combat obesity?

Lisette: Don't think combatting obesity is a school's role.

Cat: It is unethical for schools to work to eliminate fat kids.

Q: How does a school fight the war on obesity when clearly our government doesn't?

Lisette: Give up the fight.

Cat: Schools have no ethical role to play in any such war on fat kids.

Q: How do we fight obesity when schools are surrounded by McDonalds, Burger King, and every other fast food outlet?

Lisette: Assumes a causal link between consuming fast food and obesity. How come many kids eat fast food but don't get fat?

Cat: You're conflating eating fast food with being/getting fat - but the empirical evidence doesn't support this in the way you probably think it does. And even if it was, then what? Is eating fast food regularly only a problem if it leads to fatness? Are there not other health concerns that could be presented (that would be supported by the evidence)?

Q: How do you fight this battle when parents are so clueless about nutrition and always go for fast food choices? Students are impacted more at home than school.

Lisette: Victimising parents not a useful thing to do. Why do parents choose fast food and does eating fast food = getting fat?

Cat: Why are you battling fat kids in the first place? There are a lot of threads here to pull - issues around nutrition literacy, issues around fast food, issues around fatness, issues around home vs school - too many threads for me to try and follow, I'm afraid.

Q: How can you effectively tackle this issue school wide with limited practical lessons and one health class a week, if that?

Lisette: Quick answer - don't try.

Cat: You can't. And ethically, you shouldn't.

Q: How do we expect our students to understand that obesity is a problem when teachers aren't exactly the "ideal" role models?

Lisette: See response to fat-stigma question!

Cat: Obesity isn't a problem, and a teacher's body size (or health behaviours/practices/status) shouldn't be part of a standard to assess their quality as teachers, role models, etc.

Q: I see a key thing is educating the parents. What are some strategies you can use to get that buy in?

Lisette: If educating parents is a goal then beginning with an understanding of what influences choices they can make is a good start (e.g. poverty).

Cat: Afraid this isn't my area.

Q: How do we better meet the needs of fat students?

Lisette: Stop thinking about them as 'fat' students - just 'students'.

Cat: Create weight neutral (or even better, fat positive) environments. Talk about sizeism - check your own sizeism. A great way to do this is by completing the Harvard Project Implicit Attitudes Test, where you can assess your implicit attitudes about weight, gender, ethnicity, and more.

Q: Can schools really cater to all the needs of students fighting obesity and create long-term change in already obese students?

Lisette: No.

Cat: Schools only do more harm by further stigmatising fat kids and reinforcing fat stigma and anti-fat attitudes in them all.

Q: What is the role of teachers in fighting fat-stigma, fat phobia etc?

Lisette: I think we need to address fat-stigma whenever it arises in our workplaces and explicitly work with our students to promote an understanding and respect for all people no matter what their size/weight or level of fatness.

Cat: Teachers should work to ensure that their classrooms and pedagogies are not reinforcing fat stigma and fat phobia. They can do this through the way they talk about bodies, weight, and health, in their classrooms. They can do this through the way they engage with their fat and non-fat students alike. They can do this through the materials they present and the diversity of images of bodies used in materials. They can do this by openly talking about sizeism, the same way they may openly talk about racism, sexism, etc, in their classes.

Q: What about the opposite aspect and then shaming thin kids?

Lisette: Good question and yes, just as problematic as the other!

Cat: While kids of all sizes may experience shame for their bodies, fat kids and fat bodies are the ones that are victims of systematic and structural oppressions.

Q: How can we develop a better way of showing body image? Who says we are fat? What is this based on - facts and figures from where?

Lisette: Precisely! If you must talk about fat, encourage students to question the research, look at who says what and ponder why?

Cat: I'd suggest that body image lessons could be from a place of, "There's no wrong way to have a body".

Q: How do we help cultivate a positive attitude towards food and eating that is not fear-based?

Lisette: Unhinge food and eating from obesity.

Cat: We do ourselves a disservice when we sacrifice our health (or educating about health) in order to focus on weight. If you remove weight from conversations, practices, and engagements, of food and exercise, you can move away from fear and faux morality.

Q: What can we do to move policy and practice beyond medicalised notions of health? What happened to holistic notions of well-being?

Lisette: Yes yes, wheel out our wonderful curriculum!

Cat: We have to do what we can, in our personal and professional spheres, to push back against medicalised notions of health and neoliberal paradigms of responsibility.

Q: How can you not mention "obesity" when AS91461 is concerning obesity as a NZ health issue???

Lisette: Encourage choice of a different issue.

Cat: I'd argue teachers are ethically responsible to resist injustices in their classrooms.

Q: How can you compare obesity to being 'queer'? Being queer or gay is not a lifestyle choice. Being obese is! Isn't it? I am queer and I choose to be queer. I am 'obese' and I don't choose that perspective.

Lisette: Being obese is not a lifestyle choice!

Cat: It isn't useful to try to conflate experiences between oppressed groups. The example I used was about children being bullied, and that we usually direct our attention to educating the bully, rather than blaming the victim - except for fat kids and queer kids. Then we blame the victim and suggest they change in order to escape being bullied. Fat kids are just as likely to be bullied by their teachers, as they are their peers, so they experience it on both fronts at school.

Q: Is there no research that obese people cost the population more on health problems, whether this is derived from mental or physical health?

Lisette: Plenty out there yet a little more complicated than many studies suggest.

Cat: "More" than whom? (I believe the highest secondary health costs in NZ are sports; shall we have a conversation about how those who engage in sport are costing the population more on health problems and how then we should handle it/them?)

Q: You say there are no health risks in being fat??? What about heart disease, strokes, cancers???

Lisette: There are health 'risks' linked to all sorts of things.

Cat: There are risk factors associated with being fat, and protective factors associated with being fat. Many argue that the risk factors we commonly associate with fatness are best explained as the result of living with stigmatisation and discrimination.

Q: How can 'stigmatisation' of 'fat kids' result in diabetes and heart disease?

Cat: Stigmatisation leads to increases in cortisol and inflammation, among other metabolic reactions, which are significant risk factors for diabetes and heart disease.

Q: How can we change HPE teachers' attitudes and not be so myopic about "the cult of the body"?

Lisette: This is the question. Stories? Personal experiences? Critical appraisal of research?

Cat: Narratives - introducing people's narratives and ensuring that those on the menu are sitting around the table (i.e. if a school is designing curriculum around fatness, there should be people who identify as fat as part of that discussion).

Q: Do I look fat in these pants?

Lisette: In the eye of the beholder.

Cat: I sure hope so!

HPS: Improving the Health and Wellbeing of our School Communities through Positive Action

Therese Ireland and Clayton Wikaira

COGNITION EDUCATION AND HEALTH PROMOTING SCHOOLS (HPS)

Health Promoting Schools (HPS) is a globally proven initiative aimed at enabling school communities to take ownership of improving the health and wellbeing of their students, staff, and whānau.

In New Zealand, the District Health Boards provide HPS facilitators to work with school leaders (i.e. principals, deputy principals, boards of trustees) and communities (students, teachers and parents/whānau) to identify their health and wellbeing priorities, develop action plans and link them to the health, education and social services they need to address them. Cognition Education Limited, as the national service provider, provides sector leadership, coordination and training, ensuring consistency of HPS practice.

Health Promoting Schools (HPS) is a community development approach. It is not health promotion. The difference between the two is described below.

HPS	Health promotion
HPS is a school-led development initiative	Health promotion in schools is led by the provider
School community identify/priority	Health promotion decides focus/priority
HPS facilitators enable school community to identify and develop solutions for their prioritised health and well-being needs.	Health promoters provide information and best practice solutions
HPS links schools with the health, education and social services they need	Health promoters link schools with the health, education and social services they need
HPS facilitator enables school leaders to provide school community with agency	Health promoters and school leaders are in control

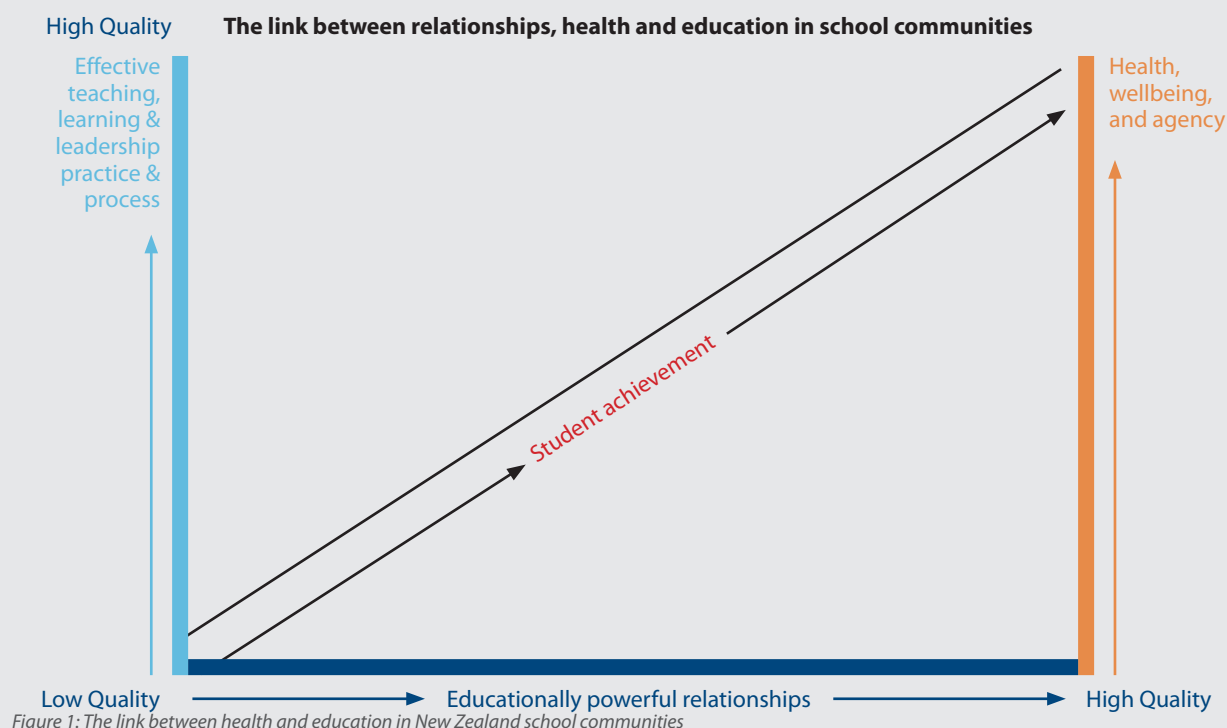
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THE RESEARCH UNDERPINNING THE HPS MODEL-RELATIONSHIP BETWEEN HEALTH AND EDUCATION

The HPS model in New Zealand is based on growing international evidence that health and well-being, the learning environment/practices and educationally powerful relationships are interrelated and interdependent factors that influence student outcomes (see Figure 1). It predicts that high-performing health

promoting schools who have the power to decide and act on their health and wellbeing (who have 'agency'), will also be high-performing with regard to leadership, teaching, learning, educationally powerful relationships, and ultimately, student achievement.



In New Zealand, a significant body of research affirms this connection, highlighting the value of:

- effective leadership, teaching and learning practices¹
- growing partnerships and relationships based on care and respect across school communities that centre on learning.

For example:

- > the report on [Te Kotahitanga](#)²
- > the [Ruia](#) website³
- > the [Mutukaroa](#) project⁴ Educationally Powerful Connections with Parents and Whānau (2015)⁵
- health and wellbeing as vital for success, and strongly linked to student learning, as detailed in:
 - > Guidance and Counselling in Schools: Survey Findings (July 2013)
 - > Improving Guidance and Counselling for Students in Secondary Schools (December 2013)
 - > Wellbeing for Children's Success at Primary School (February 2015)
 - > Wellbeing for Young People's Success at Secondary School (February 2015)
 - > Wellbeing for Success: Effective Practice (March 2016)
 - > Wellbeing for Success: A resource For Schools (March 2016)

¹<https://www.educationcounts.govt.nz/topics/BES> <https://www.educationcounts.govt.nz/publications/series/2515>

²https://www.educationcounts.govt.nz/_data/assets/pdf_file/0016/151351/BES-Ka-Hikitia-Report-FINAL-240615.pdf

³<http://partnerships.ruia.educationalleaders.govt.nz/Educationally-powerful-partnerships/Principles>

⁴<http://mutukaroa.org.nz/>

⁵[http://www.ero.govt.nz/publications/educationally-powerful-connections-with-parents-and-whānau /](http://www.ero.govt.nz/publications/educationally-powerful-connections-with-parents-and-whānau/)

SHIFTING POWER TO WHĀNAU IS KEY

A critical question in relation to the current initiatives attempting to address health and wellbeing issues such as childhood obesity is: with all the well intentioned food programmes in schools (fruit in schools, milk in schools, lunches, breakfast clubs, etc), are we developing dependency rather than agency? How do these programmes enable whānau to have control over their lives?

At the heart of the HPS framework is a shift in the balance of power to whānau, so they can act for themselves in a way that is authentic to their values, beliefs and culture (Figure 2). **Their** voice and **their** story drives the initiative in **their** school community, and they are at the table when decisions are made and actions are taken.

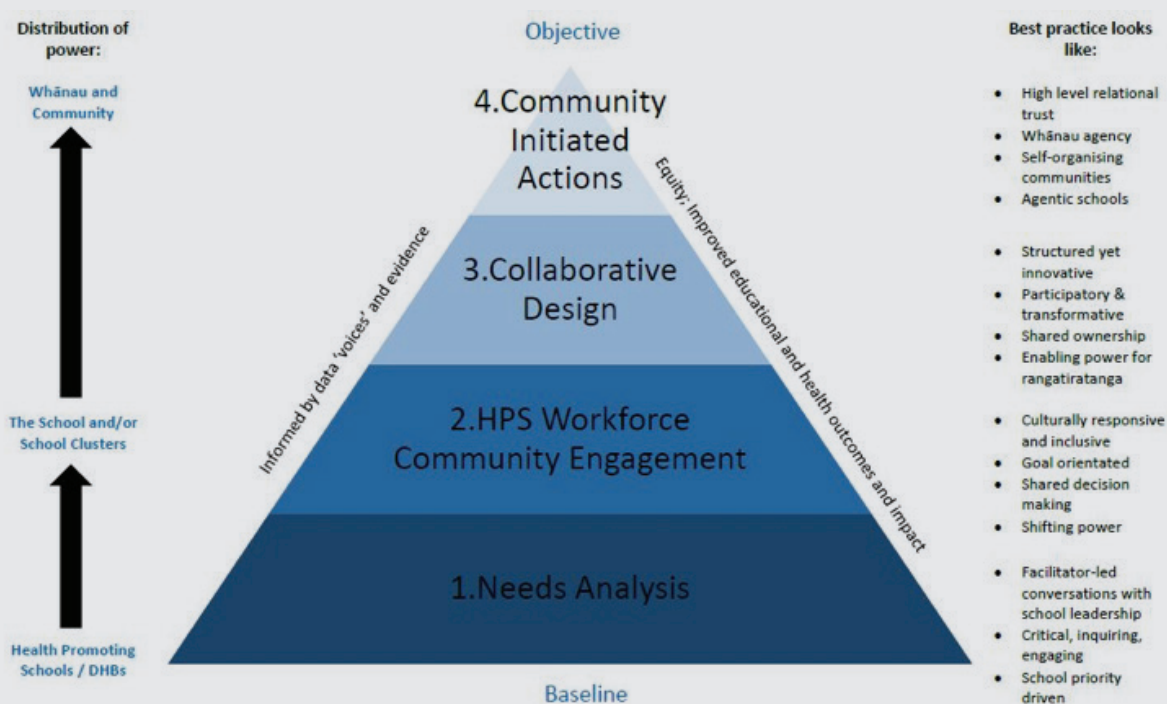


Figure 2: HPS community development taxonomy

⁶<http://www.ero.govt.nz/publications/guidance-and-counselling-in-schools-survey-findings/>

⁷<http://www.ero.govt.nz/publications/improving-guidance-and-counselling-for-students-in-secondary-schools/>

⁸<http://www.ero.govt.nz/assets/Uploads/ERO-Wellbeing-Primary-Schools-WEB.pdf>

⁹<http://www.ero.govt.nz/assets/Uploads/ERO-Wellbeing-SecondSchools-web.pdf>

¹⁰<http://www.ero.govt.nz/assets/Uploads/Wellbeing-resource-WEB.pdf>

¹¹<http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>

HPS CASE STUDY: A SCHOOL IN GISBORNE ADOPTS KAI ATUA

A kura in Gisborne based their desired health and wellbeing outcomes on the mana and hauora of their ancestors. Their ancestors were active, they walked or ran most places instead of driving. They ate and lived off what they could catch, grow and harvest.

KAI ATUA AND KAI TANGATA

The kura in Gisborne drew the distinction between “kai atua” and “kai tangata”.

Kai atua, is based on the whānau’s understanding that their ancestors ate healthy food from the gods (Atua), that they grew themselves - natural, organic, fresh kai.

Students and whānau in this kura decided that if they cannot whakapapa the food/drink back to the soil/river, they should not consume it. Therefore, kai tangata (food and drink that they cannot whakapapa back to the earth)

has been replaced with kai atua. For example:

- fizzy drinks, fruit juices and cordials have been replaced with water
- alcohol has been replaced with water
- from smoking cigarettes to smoking fish

In this context, healthy eating and physical activity are being addressed in a way that has been shaped by whānau, incorporating their narrative and values.

THE HPS PROPOSED NATIONAL ACKNOWLEDGEMENT FRAMEWORK

HPS is in the initial stages of gaining approval for national acknowledgement of school communities progressing through four levels of community development practice and outcomes as shown in figure 4 below. HPS will then share case studies of schools who are achieving outcomes that contribute to improving the health and wellbeing for children and their whānau.

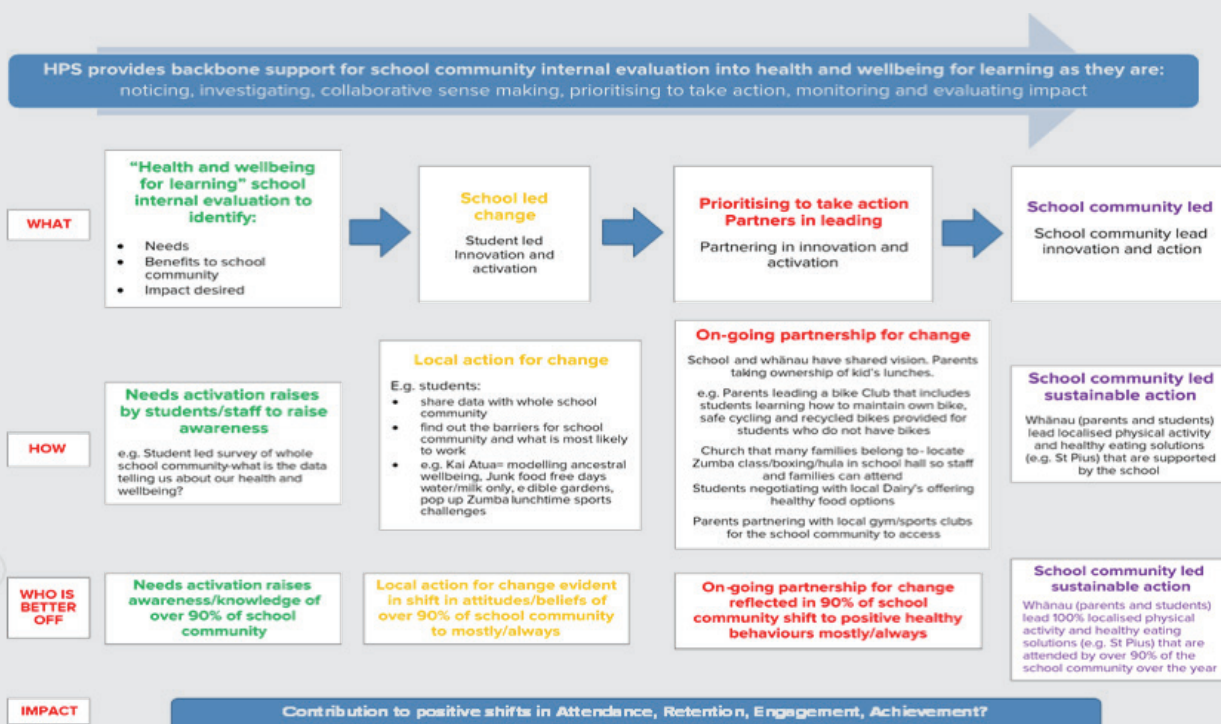
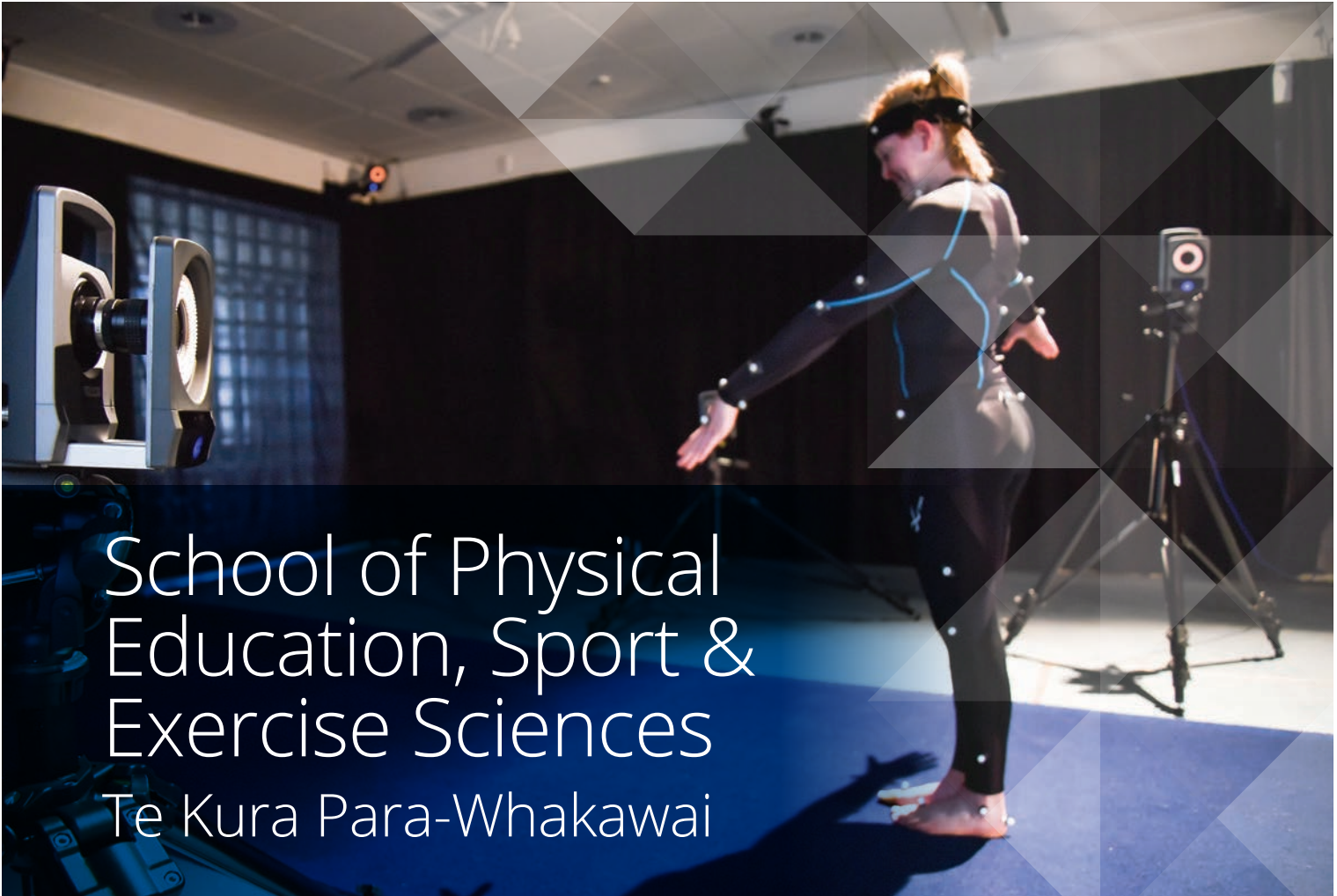


Figure 4: HPS capturing and sharing good practice



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What is Quality Physical Education?

Rocelle Keown

The Health and Physical Education Curriculum is situated centre-stage to enable learners to participate in learning experiences which embody the vision of The New Zealand Curriculum. This is a vision of a '21st century learner' - children who are confident, connected, actively involved and lifelong learners.

Unlike other curriculum areas also tasked with the same directive, the Health and Physical Education Curriculum operates within a unique space. This is a space where the kinesthetics of learning is paramount, where learners explore concepts in, through and about movement.

As educators it is our responsibility to ensure the provision of a curriculum that goes beyond developing literate and numerate individuals. Instead, we need to embrace the full curriculum, a curriculum which allows for the development and wellbeing of the whole child and the positive contributions they can make to society (Education Review Office, 2016). As noted in the UNESCO (2015) report on Quality Physical Education, it is quality physical education which provides the distinct opportunities for the acquisition of life skills for global citizenship. These skills include, but are not limited to; critical, creative and innovative thinking, communication and problem-solving skills and interpersonal and affective skills.

This then leads to the all-important question, "what is quality physical education?" The physical education space has often been characterised by teachers wanting students to be 'busy, happy, good' or the non-teaching teacher, a teacher who sends the students to the field with a ball (Locke, 1977; Placek, 1983). Teaching in this instance has been defined as mindless, where the teaching lacks thought, lacks planning and lacks reflection (Locke, 1977).

This is in contrast to quality physical education. Quality physical education can be seen as the alignment of both content knowledge and effective pedagogy, resulting in the delivery of 'pedagogical content knowledge' (Dyson, 2014). Content knowledge refers to all the knowledge that specifically relates to physical education as a subject. This is the knowledge that allows teachers to teach meaningful outcomes. What is important though, is that content knowledge is more than games and fundamental movement activities; it requires more than just addressing 'strand b' (where movement concepts and motor skills are taught). Physical Education New Zealand (PENZ)

believes that 'quality physical education' requires that teachers have deep content knowledge about the attitudes and values, health promotion and socio-ecological thinking which the curriculum is grounded in.

Quality physical education also necessitates effective pedagogy, or strong teaching practice behind the delivery of lessons. Following guidance from Te Kete Ipurangi (2008) 'Best Evidence Synthesis' in teaching health and physical education, teachers firstly need to ensure students are **connected** to the learning. The learning has to be relevant, embrace hauora and reflect the needs of the learners. Learning in this instance is student-centred.

Learning opportunities must be **aligned**, meaning that learning opportunities/experiences reflect the learning intentions. Teachers will ensure that prior knowledge is utilised, and learners get varied ways and multiple chances to achieve the desired learning. Teachers must then reflect on the success of learning intentions being achieved and what their evidence is of such.

Additionally, teachers need to create a **learning community**. Students in a learning community can co-construct their learning pathways and are able to utilise meta-cognitive practices, such as questioning and reflecting in a safe and supportive environment. In this community the programmes will foster creative, critical thinking and action.

Lastly, teachers need to provide motivating and engaging programmes to ensure student **interest**. PENZ believes that quality physical education reflects inclusive and culturally responsive pedagogies, with high expectations for student learning. As you can see, achieving pedagogical content knowledge, which results in quality physical education, requires great thought - before, during and after lessons. Only when deep considered thinking is applied to planning for learning, is the full potential for health and physical education realised.

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International Physical Literacy Association – Workshop Report

Susie Stevens

The purpose of this report is to disseminate findings from the IPLA workshop and inform those interested in the work of the International Physical Literacy Association (IPLA) and physical literacy.

Report to: Physical Education New Zealand (PENZ).

Date of report: 31 July 2016.

Report compiled by: Susie Stevens, Lead subject advisor for PENZ.

Workshop: International Physical Education Association

(IPLA) workshop Date and location: 22nd June - 24th June, 2016 Liverpool, UK.

Role: Co-representing NZ with Karen Laurie¹. My role was to learn about physical literacy (PL), voice concerns or critique on behalf of PENZ and a physical education curriculum space, explore possibilities and co-deliver NZ's work to date regarding Physical Literacy.²

1. SCOPE.

1.1. Sectors represented at the workshop.

Representatives from the health sector, national sporting organisations, practitioners in secondary and primary physical education, academics in physical education, sport, and human movement, 4 trustees of IPLA, and Margaret Whitehead.

1.2. Delegates.

Approximately 30 international participants representing England, Wales, Scotland, Malta, New Zealand, Canada, Finland, Denmark, Belgium, and India.

¹ Karen Laurie is the current early years and primary consultant for Sport NZ. She is part of the community sport team, and has been leading the work thus far on physical literacy in New Zealand.

² Sport NZ and PENZ have been working together since March 2016, co-delivering PL workshops nationally. Sport NZ & PENZ do not necessarily share all of the same views on PL, however have been actively collaborating to learn and develop our respective understandings of PL. This came about as a result of Sport NZ adopting, contextualising and actively using PL in their new community strategies (Sport New Zealand, 2016). PENZ have been

representing and advocating the importance of physical education to their approach, and have been able to provide critique and advice to Sport NZ to develop their thinking on physical literacy. This process has been reciprocal.

2. BACKGROUND.

2.1. Origins of Physical Literacy (PL).

The term physical literacy has been around for over a 100 years, and the early terminology was based on a dualistic view of the mind and body. The term physical literacy has evolved, and more recently has been subjected to critique and debate by a group of academics, led by Margaret Whitehead³. Whitehead is a philosopher and physical educator whose core interests are embodiment, existentialism and monism. Over a period of 9 months, Whitehead and a variety of educators brainstormed and discussed the concept and refined the definition. The IPLA was formed as the concept gained traction. It is important to note here that the IPLA's interpretation of physical literacy differs markedly to the Canadian interpretations of physical literacy (CAPL, 2016) and New Zealand's use of physical literacy does not follow the Canadian interpretations of physical literacy. The Canadian interpretation of physical literacy relies heavily on fundamental movement skills and quantitative data as a result of assessing against standardised norms. By categorising and assessing individual dimensions of learning against standardised norms, this marginalises any individual that does not fit within these boundaries. This does not represent the philosophical intent of PL, specifically the requisite for inclusivity and holism.

Current thinking of physical literacy is based on individuals 'creating' themselves, within their surroundings, relative to their perceptions and capabilities. Human potential is viewed holistically and it is seen that we all have capabilities which can be developed. If individuals are provided with the right environments and support, then these capabilities, including physical literacy, can be developed from birth. Embodied potential, coordinated with opportunities and varied experience throughout life to engage in physical activity allow humans to further their personal physical literacy journey (IPLA, 2016).

2.2. Key references that have influenced the physical literacy approach (Whitehead, 2016a, 2016c)

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- ³Prof Margaret Whitehead holds the W.H. Duncan Chair of Public Health in the Faculty of Medicine, University of Liverpool, UK, where she is also Head of the Department of Public Health and Policy and the Head of the World Health Organisation (WHO) Collaborating Centre for Policy Research on Social Determinants of Health.
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2.3. Key dates so far.

Jun 2016	IPLA workshop held in Liverpool, UK
Jan 2016	IPLA trustees and Margaret Whitehead plan workshop
Dec 2015	IPLA restructure
Nov 2015	IPLA 1ST AGM
2014	IPLA Official launch

3. PHYSICAL LITERACY AND PHYSICAL EDUCATION

3.1. Physical education or physical literacy?

There is not one or the other. Physical literacy cannot be 'taught' as such; it is not a 'curriculum' and should not replace quality physical education. It is not in competition with physical education. Physical literacy is an outcome of quality physical education, and could already be happening with a quality physical education curriculum (IPLA, 2016).

Note: In New Zealand for example, we have a physical education curriculum that is holistic, critical and is underpinned by Hauora, the socio-ecological perspective, attitudes and values and health promotion. Therefore, if this curriculum is taught effectively in schools, then the IPLA would consider this to be an important and necessary part of a person's physical literacy journey.

3.2. Physically educated or physically literate?

Again, there does not need to be one or the other. In New Zealand we have a physical education curriculum which provides, when taught effectively, opportunity for individuals to become physically educated – holistic, life-long critical participants of physical activity that understand movement's role in well-being, personal identity and development as a

human being. Internationally, many countries do not yet have this opportunity, and physical education remains heavily sport based. This has led many countries to look to physical literacy as a way of challenging this dominant discourse. Some have done this successfully, whilst others have simply reproduced the dualistic dominant discourse under a new title. In New Zealand then, there is no need to argue for one or the other, as our physical education curriculum (Ministry of Education, 1999, 2007) dictates and informs the educational space in which we seek our learners to become physically educated. The work done in our sporting sectors, using a physical literacy approach (after school, lunchtimes, before school, clubs, our parent involvement, elite sport, recreation spaces) would then compliment physical education. This is a reciprocal relationship.

4. PHYSICAL LITERACY AS AN APPROACH.

4.1. Mission.

"To enable everyone everywhere to understand and embrace physical activity as an integral part of life by developing a culture that values and promotes physical literacy" (IPLA, 2016).

4.2. The IPLA objectives (IPLA, 2016).

4.2.1. To promote the value of physical literacy world-wide.

4.2.2. To preserve the integrity of physical literacy.

4.2.3. To continue to develop the concept of physical literacy.

Note: The IPLA are quite happy for PL to be used and developed in different contexts, as long as the core components remain (what they deem the non-negotiables).

4.2.4. To provide a forum for exchange of views relating to physical literacy.

4.2.5. To support and disseminate research and scholarly activity in all aspects of physical literacy.

4.2.6. To encourage research activity and the application of research and scholarly activity into policy and practice.

4.3. Definition.

The IPLA now have a collective definition of physical literacy. This is described as: "a disposition to capitalise on the human embodied capability, wherein the individual has the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (Whitehead, 2016b). The shortened and common definition is "the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (Whitehead, 2016b).

4.4. IPLA comment on the use of the definition.

The IPLA have worked over the last few years to define PL and want a shared vision of the definition. There have been discrepancies with the definition of PL, and this has led to multiple interpretations thus a varied implementation and understanding. The IPLA wish for countries to contextualise PL to meet their individual and cultural needs, however they now articulate that this must be done in respect to the global definition and philosophical intent of PL. Margaret Whitehead argues that those in PL leadership should understand the concepts of monism and embodiment (personal communication, 2016).

The IPLA recognise that the definition is contentious. They are not opposed to debate in this area, however advocate that they have now come to a working definition that reflects the essence of their mission. In other words, minor changes may be made over time as the association and the approach evolves, but there will not be a significant shift in thinking, as they believe this definition now reflects the philosophical intent.

Margaret Whitehead argues that the definition and the reasoning for 'literacy' is derived from Nussbaum's (2000, 2011) work on 'doing' and 'becoming'. Here, Nussbaum is advocating capabilities. Thus, Whitehead (personal communication, 2016) argues that PL should be seen as a capability. The concept of literacy is much more than simple knowledge and competence, but derives from the way in which we view the world, create our own world and exchange worlds with others. This portrays the idea of literacy as a capability, and physical literacy as one example of a way that we interact with the world. Therefore, the value for physical activity for human potential is important and should be of equal importance as other literacies.

The IPLA use the word physical activity, not sport. Their definition includes all forms of physical activity, sport, recreation, and play. These are personal to the individual and inclusive of the capabilities that one has. For an example, anyone with an impairment or special need would engage in physical activity to meet their needs at a level that suited. Those advocating PL would advocate the removal of any physical, mental and emotional or social barriers that could make this impairment or special need a disability (see Halberg Disability Sport Foundation 'NET' or literature on the social and medical models of disability for more on this). The same goes for stages of learning. For example, a child learning a physical skill, should be given ample opportunity to explore that skill in relation to their stage of learning, not age or expectation of ability. Failure to promote inclusivity could impact significantly on the individual's motivation and engagement.

4.5. Translation of the term Physical Literacy.

Translating the term is contentious, and the IPLA recognise this as a possible barrier. The term Physical Literacy, specifically literacy, cannot be accurately translated into several languages (for example, Finnish and Dutch) so the title of the concept must remain in English. The concepts however can be translated and understood by all of the countries who they have worked with to date.

4.6. The value of being physically literate (Whitehead, 2016c).

Physical literacy is valuable because it fosters a fundamental human capability that allows us to develop as human beings, has the potential to enhance and enrich the quality of lives and operates with other capabilities.

Physically literate individuals:

- Develop their physical potential and thus experience the satisfaction of progress and success in physical activity;
- Grow in self-awareness and self-assurance and thus strengthen their self- belief and self-esteem;
- Come to realise that being active can be rewarding and pleasurable and thus develop a commitment to an active lifestyle;
- Have the confidence to explore participation in a wide range of activities and thus widen their life choices;
- Enhance their all-round health and well-being thus are more likely to remain fit and healthy into old age;
- Realise the importance of taking responsibility for their own well-being and learn to make informed decisions about the kind of purposeful physical activities they want to engage in on a regular basis;
- Actively evaluate their life habits and patterns, with respect to participation in physical activities, from an informed position.

4.7. Common critiques of physical literacy.

- 4.7.1. The name itself and the translation of the name, specifically the use of physical activity instead of movement.
- 4.7.2. The lack of the social element of learning.
- 4.7.3. PL could be seen to be promoting healthism.
- 4.7.4. The risk of the 'monitoring' or the 'assessing' of PL separating components of the experience (such as the affective, cognitive or the physical) thus reinforcing a dualistic perspective and not the monist philosophical intent it seeks to achieve.
- 4.7.5. Previous work in PL has strongly reflected FMS and the assessment of these (for example, Canadian models (CAPL, 2016).

- 4.7.6. The lack of the terms such as 'joy' used throughout the documentation despite its philosophical underpinnings drawing on existentialism, embodiment and the affective domain.

- 4.7.7. The lack of criticality of the approach regarding the socio-ecological perspective.

- 4.7.8. The lack of criticality of the approach regarding its Eurocentrism.

- 4.7.9. The lack of research that currently exists regarding PL.

4.8. Brief responses to the critiques.

- 4.8.1. Please see 3.3 for the IPLA's response. In addition to the IPLA's response, Whitehead (2016c) argued that physical activity requires an action or intent, whereas any 'thing' can move, and this differentiation was a primary reason for the use of the term.

- 4.8.2. Whitehead identified (personal communication, 2016) that acknowledging the social domain of the lived body was a limitation to her research and has been an ongoing critique. She is open to looking at ways to develop this aspect of her philosophy and respects New Zealand's concept of Hauora in the way of contextualising our understanding of well-being and the acknowledged relevance for New Zealand's importance of Whenua and Whānau in learning.

- 4.8.3. The IPLA would argue that for people to develop their physical literacy, they must have access, support and opportunities to do so. Any socio-ecological factor that impacts on one's ability to engage in their journey can disadvantage them developing their capabilities and thus those that advocate physical literacy should actively attempt to identify prejudice, inequality and remove barriers. There is not an expectation that one would be able to develop their capabilities fully without the support to do so. This is congruent with Maslow's hierarchy of needs.

- 4.8.4. The IPLA have recognised there is a significant gap between the theory and practice of PL. Attempting to bridge this gap comes with challenges, mistakes and opportunities. The IPLA argue it is crucial that those leading PL have an understanding of existentialism and embodiment, as this can often be lost in the 'simplification' or the praxis of the theory.

For example, tracking, assessment, progressions, outcomes and measurement. Firstly, the IPLA wish to disassociate the word 'measurement' with the vocabulary surrounding PL. That is not their intent and they would prefer that if tools must be used, they are more qualitative in nature and refer to tracking progress, or an individual's journey. Measurement against standardised norms or ages does not reflect the philosophical intent. Even stages can be limiting, although they may be

useful for those requiring data for research or funding. This should be dealt with carefully and critically. Even then, the IPLA are still debating whether it is appropriate at all to track one's PL journey. However, the main consensus remains that the monitoring and tracking is predominantly for those in research and funding where data can greatly assist both. Qualitative approaches are privileged and encouraged, namely ethnographic studies, narratives, self-studies, hermeneutics and case studies to name a few. If quantitative research is being conducted, mixed methodology would be encouraged to capture rich experiences, and the quantitative research should not categorise individuals or promote dualism by measuring separate domains.

To assist with the understanding of how PL looks in practice, the IPLA articulate that to capture the essence of one's journey on their individual physical literacy journey, they will be able to demonstrate the following attributes or behaviours:

- A. The motivation and confidence to capitalise on innate movement/physical potential to make a significant contribution to the quality of life.

Physical literacy is an inclusive concept. All humans exhibit this potential, however its specific expression depends on individual endowment in relation to all capabilities, significantly movement potential, and is particular to cultural and environmental contexts.
- B. Movement with poise, economy and confidence in a wide range of physically challenging situations.
- C. Sensitive perception in 'reading' all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination.
- D. A well-established sense of self as embodied in the world which, together with an articulate interaction with the environment, engenders positive self-esteem and self-confidence.
- E. Sensitivity to and awareness of embodied capability leading to fluent self-expression through non-verbal communication and to perceptive and empathetic interaction with others.
- F. The ability to identify and articulate the essential qualities that influence the effectiveness of movement performance.
- G. An understanding of the principles of holistic embodied health, with respect to fundamental aspects such as a rich and balanced lifestyle, exercise, sleep and nutrition.
- H. A life pattern that, as appropriate, demonstrates the valuing of and commitment to, participation in physical activity

4.8.5. Fundamental movement skills (FMS) and measurement of these is not what the IPLA are wanting to achieve and furthermore does not meet the philosophical underpinnings of the approach, specifically inclusivity of individual journeys of progress, no matter what their 'level of ability', 'baseline', or age. Stages of development and FMS can be used as a guide to learning, however there must be consideration that these may be totally inappropriate to the individual's journey and comparison against any stages/levels or ages could be limiting or discriminatory.

4.8.6. Whitehead (2016, personal communication) articulated that the word joy or similar terms expressing movement pleasure had not been omitted on purpose, and perhaps this warranted further thinking and development.

4.8.7. The IPLA encourage a critical lens be placed upon this approach. They articulate that any barriers that prevent an individual from progressing their physical literacy need to be addressed. This is where they would consider the socio-ecological perspective to be addressed. For example, one's culture and history shape their understanding and being and thus their physical literacy journey will reflect this. Although the words critical or criticality do not currently feature in the approach, this does not mean a critical physical literacy cannot be explored. This could be a future research topic.

4.8.8. This approach is European. Whitehead (2016, personal communication) articulated that she could not be more English if she tried. The IPLA and Whitehead are aware of this, and consequently would like people to contextualise the approach to fit their own cultural contexts. They argue that as long as the non-negotiables are present and the philosophical intent is being respected, then contextually physical literacy can be shaped and molded for relevance or appropriateness in a variety of settings. It may be helpful to view the approach as an umbrella concept.

4.8.9. Yes, physical literacy is in its infancy, thus research is sparse. There is also a lack of international research, or research that explores the cultural contextualisation of PL. There are active and emerging researchers in this space and critique and debate about PL will increase with time (Capel & Whitehead, 2010, 2012; Lounsbery & McKenzie, 2015; Lundvall, 2014; Wright & Burrows, 2006).

5. SPORT NEW ZEALAND'S USE OF PHYSICAL LITERACY, AND PHYSICAL LITERACY IN NEW ZEALAND.

5.1. Use of the international definition.

Sport NZ community sport are using the IPLA's definition of PL and are committed to the monist philosophical underpinnings. There have been considerable efforts to contextualise PL with respect to New Zealand's unique culture, history and its people (this is ongoing and developing consistently).

5.2. Critique and debate.

Sport NZ are aware of and actively encourage critique and debate of PL.

5.3. Research.

Sport NZ advocate research on PL and would encourage universities to actively engage with this space.

5.4. Links to other sectors.

This approach is not limited to educational sectors. The IPLA have identified that this approach should be thought of from 'cradle to grave.' This means it is most effective when all sectors are able to see the benefits of PL. The primary reason that it has been associated with education, is the influence on school age children curriculum and the impact this age can have on their capabilities, growth and potential. Sport NZ have aligned with the 'cradle to grave' approach and are looking at physical literacy wider than school aged individuals.

5.5. Myths or common questions.

5.5.1. "This is Sport NZ's new 'curriculum' for physical education"

As you read from the IPLA, this is not a curriculum, a programme or a replacement for physical education. Sport NZ do not intend on replacing anything and are advocates of our national curriculum, teachers getting the support they need to deliver this effectively and the work of PENZ.

Furthermore, Sport NZ openly acknowledge that actions in the past relating to a blurred line of sport and P.E. (predominantly in the primary space) has not been effective for sustainability. Both Sport NZ and PENZ agree that this leads to the de-skilling of teachers and is not a wise or respectful move.

5.5.2. "This is a short term incentive"

Sport NZ have embraced this as their new strategy, meaning this will remain a significant player in NZ for the future. Sport NZ acknowledge the importance of physical education as a part of the bigger system build. This is a significant shift in Sport NZ's thinking and previous incentives that were more numbers and outcomes focussed.

5.5.3. "The process lacks rigour, and very little research has been done on physical literacy"

Sport NZ spent a year developing and consulting prior to their launch of PL in New Zealand. It is continually evolving and is an organic process. Due to PL being a relatively new concept, with limited research there will be an equal amount of issues as opportunities. Several steps, such as reflective practice and consultation are being taken to ensure PL in New Zealand is culturally relevant, responsive and respectful.

5.5.4. "Physical literacy does not need to be tied to an educational space or the sporting sector"

This is true. The IPLA have been working with people in differing educational, sporting and health sectors to explore how physical literacy could look within these spaces. There are of course both risks and advantages to increasing the scope of PL in New Zealand across multiple sectors.

6. POSSIBILITIES AND OPPORTUNITIES FOR PHYSICAL LITERACY IN NEW ZEALAND.

6.1. Relationship build.

With a changing environment, physical education in New Zealand may soon be subject to many challenges. By working with other groups outside of the education sector we open up new possibilities, partnerships and strengthen the voice of physical education in New Zealand.

6.2. Research.

There will be opportunities to conduct research in varying forms as physical literacy in New Zealand develops. Interesting areas of study could include; ethnographies, personal narratives, social justice and post-structural work, critical research, hermeneutical interpretations, or self-studies.

6.3. Physical Education New Zealand involvement.

There is an opportunity for PENZ to be present, guide and support the development of physical literacy in New Zealand. This ensures that the physical education curriculum is considered and respected when future decisions regarding physical literacy are made.

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2016 PENZ Awards

Natasha Powell
Convenor PENZ 2016 Awards Committee

Every year at our national conference we recognise PENZ members in our profession who are working at improving the quality of physical education within their communities across Aotearoa.

There are a selection of awards available. They are: *The Outstanding New Professional Award*, which is awarded to a teacher in early childhood, primary, secondary or tertiary settings who is new to the role (less than five years in teaching) yet has made a significant contribution to the physical education of children and young people in New Zealand; *The Outstanding Physical Education Award*, which is given to an early childhood centre, school, or department that has demonstrated excellence in intra-curricula physical education exclusively. Also on offer are the Fellow of PENZ. Fellow is granted to members who are regarded as having made a significant contribution to the purpose, aims and work of the association. It allows for a specific contribution over a short period of time or an outstanding contribution. Another accolade is the *Life Member Award*. This is bestowed on members who have given long and distinguished service in the cause of physical education. This honour is given sparingly and the service must have been nationwide and outstanding in nature. Candidates need to have been a PENZ Member for at least 25 years (with the exception of an overseas professional physical educator, now a New Zealand resident, who has been a Member of PENZ for at least 15 years). Lastly, we have

the *Sir Alexander Gillies Medal* for distinguished service to the profession. The rarity of this honour highlights the esteem it brings for members who are recognised for distinguished and outstanding service to PENZ and to the profession of physical education.

The only award not selected by PENZ members is the *Te Iho-Ringawera Award*. This recipient is chosen by the PENZ Board for contributions to the profession that may be left field because at times they will be removed from the day-to-day work of physical education. The contribution is considered in the respect that it is often done in obscurity but is highly prized and deeply respected as work of a 'ringawera'. This annual award is passed on from one awardee to the next at the award ceremony.

This year the ceremony began with Clive Pope awarding the *Fellow of PENZ Award* to Dr Kirsten Petrie, who has been a champion of physical education for many years. Kirsten has researched, taught and advocated for physical education in many forms. This includes remaining committed to collaborating alongside teachers within schools.

The recipients for the *Outstanding Physical Education Awards* were presented to Papamoa College which is situated in the Bay of Plenty and Rangiorua Girls School which is based in Christchurch. Both schools had strong student focussed programmes and a commitment to excellence within physical education.

Margot Bowes, President of PENZ, introduced Monique Van Gronewoud as the recipient of the *Te Iho-Ringawera Award* for her unassuming and effective leadership of the Auckland

Branch of PENZ over the last five years. Monique has reorganised and led the branch with dedication, yet quietly behind the scenes, not expecting recognition. Trevor Garrett, our 2015 beneficiary presented Monique with the award.

For the first time at a PENZ award ceremony, the *EONZ Best Outdoor Education Programme Award* was presented. Liz Thevenard, outgoing chair of EONZ, introduced the award which recognises excellence in delivery of a school-based outdoor education programme where quality and innovation are evidenced together with safe, effective curriculum-based teaching which extends learning beyond the classroom walls. The award went to Tarawera High School and was received on behalf of the school by Sophie Hoskins, the Head of Outdoor Education. The programme stood out for the creative, innovative and inspiring NCEA Level 1, 2 and 3 programmes offered. The award, which was commissioned from an artist in the Hawkes Bay, is named *Koru Tuturu: The Upstanding Spiral of Life* and symbolises development as well as attainment.

To conclude the ceremony, we acknowledged Lisette Burrows and Ian Culpan for gaining their titles as Professors. Both have made tremendous efforts and contributions in the physical education space over a number of years.

If you know of a person or a department that deserves to be recognised for their efforts then please check out the PENZ website for details on how to nominate (or be nominated) for 2017.

A Cluster of Conferences

Bob Stothart

Those of us who attended the recent national conference in Palmerston North (2016) will remember the challenges that the obesity debate raises, the combination of health education and outdoor education and the biting cold wind. We will have returned home mulling over the wealth of material presented by lecturers, teachers and specialists contemplating subtle changes of practice and professional behaviour.

I have been fortunate to attend most of the national conferences organised by PENZ, the Society of Physical Education and NZAHPER, over fifty-nine years. On reflection I have always learned something, I have always been challenged and I have made long lasting friendships. The conference is the 'shop window' of the organisation and its offerings, intellectual, academic and social, should not be missed by practising physical educators, outdoor educators and health education people. Those who decline to attend are the poorer by their absence.

My first experience was after completing my third year of teacher training, specialising in physical education in 1956. I was appointed the following year to the Wellington Area Staff which was comprised of nine itinerant specialists, then called organisers and later on, advisers. In those days, the national physical education organisation was supported by active branches in education board regions and I found the Wellington Branch was organising the national conference (then called a congress) led by the organisers. I attended and absorbed a wonderful and diverse presentation of papers and opinion fronted by Philip Smithells, Sir Ronald Algie, Minister of Education, Crawford Somerset Alan Levett and much more. The Mayor of Wellington, Frank Kitts, was in attendance as well as our Patron, Sir Alexander Gillies. From then on, I wanted to attend every national conference I could and by and large I have done so.

The second conference I attended in 1959 was particularly special. It was opened by the Minister of Education, Phil Skogland, and was brilliantly chaired by Colin Spanhake. The whole time was spent preparing a policy position on physical education in schools and the community for the

upcoming Commission of Inquiry into education, known as the Currie Report (1962), which framed educational policy and development for at least the next decade.

Two conferences stand out because of their international importance: the Commonwealth Games conferences of 1974 (in Christchurch, actually at Lincoln Agricultural University) and 1990 (in Auckland). They were international events, superbly organised, drawing participants from countries around the world. We were able to bring international speakers to these conferences: Brian Sutton-Smith (on both occasions), Peter McIntosh, Gerald Kenyon in Christchurch, and Mihaly Csikszentmihaly, Peter Cavanagh, Scott Kelso (et al.) to Auckland. On both occasions, prominent New Zealanders contributed: Philip Smithells, Dudley Wills, Jan Bolwell, Jock Phillips and others. At the 1974 conference we served over four hundred people with hangi food.

Ian Todd had been released from his teachers college position for three months leading up to the Lincoln event. He acted as conference secretary under the wise leadership of Sam Lewis from Canterbury University. In 1990, Rosalie Mitchell and Joe Hughes were able to attend the Commonwealth Conference in Edinburgh in 1986 and to advertise the Auckland conference. Rosalie headed a strong committee and an impressive programme resulted. A visit to Waiheke Island was a feature of the social events along with social presentations by the Topp Twins and Beaver.

In addition, an international conference under the auspices of ICHPER was held at the Wellington Town Hall in 2006. This conference was notable for a highly original keynote presentation by Bevan Grant and Ian Culpan, Bevan wearing a wig, and Ian acting as a PE student.

A particularly important conference was held at Wellington College of Education in 1992 when each day began with all conference attendees engaged in Te Reo Kori. I described this conference in the Journal as "A Landmark Conference" and I went on to say: "We stand tall on the threshold of new learning ready to thread the familiar with the unfamiliar. The outcome will be a curriculum subject based on true partnership." Andy Fraser, Keri Kaa and Jan Bolwell provided inspirational leadership for this conference and for people like Ralph Walker and others who had carried the torch for Te Reo Kori, it must have been particularly satisfying. This conference

did much to embed Te Reo Kori in New Zealand physical education.

We have held conferences in universities, colleges of education, secondary schools, motels, and the Otaki Bridge Lodge. On a couple of occasions, we joined forces with Sports Medicine New Zealand. At one memorable conference in Methven, a day was set aside for outdoor education/recreation options and three quarters of the conference went to Mt. Hutt to ski. The national conference has often been a place to update attendees on developments such as Bursaries Physical Education led by Bevan Grant, Te Reo Kori as already mentioned, daily physical education, educational dance, curriculum changes, health education policy and developments in outdoor recreation, often led by Liz Thevenard and colleagues.

We have had, over the years, the benefit of some great invited presenters from overseas such as Richard Tinning, Roy Shepherd, Gerry Redmond, Don Hellison and Daryl Seidentopp, Jan Wright, John Kane, Joanne Landy and a few New Zealanders working overseas: Ged Gardiner, Jim Hay and Stan Brown.

There is little doubt in my mind that the annual conference has had a monumental impact on teaching and practise in New Zealand schools. Long may this continue.

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Transforming Play to Representative Learning Designs in sports

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

In my text *Transforming play: Teaching tactics and Game sense* (Slade, 2010), the models of instruction I utilised were TGfU, Game sense and mastery learning. I believe these models for teaching games and sports are the key to both tactical understanding and technical performance. However, the philosophy underlying that publication was a belief that the starting point for teaching or coaching games and sport is with the concept of play and its transformation.

Play lies at the heart of all games and sports. With children we see them progress through the various stages of play from solitary independent, parallel, associative and cooperative play (Parten, 1932). In order to capture children to move from formal games and sports one has to transform their play with subtle developments and suggested constraints, but essentially the key to capturing children's interest is through maintaining the elements that children associate with play. Children's play is fun, invented, has rules and conventions but it also has winners and losers, though winning is more about smiles than high fives! Children's play is fair – teams are even because if they're not the children will stop playing and in my childhood experience, if that included the person who owned the ball they could finish the game completely by taking that ball home. One other thing that children do in their play is they don't require techniques to play their games that they cannot perform and as such they automatically give themselves numerous successful repetitions of the activity.

In 2011 I undertook and subsequently published research on the Champion's Trophy Hockey tournament featuring the then worlds' top eight men's teams (Slade, 2015). In observing the practices and coach demeanours at that tournament, a team whose performance was well below par had the most unplay-like practices and their coach's manner was the most commanding and authoritarian of all the coaches. Conversely, the team that won the tournament had the most play-like practices and, in addition, their players appeared to be involved in the most player-to-player to coach banter and good humour of all the teams. Practice for the winning team looked like play!

GENERIC PLAY TO SPORT SPECIFIC

The following two non-specific invasion type games are generic to several sports and are play-like. To introduce them as play, you can initially play using a volleyball or similarly easily thrown ball. You might have a goal to throw into and scoring circles or zones or exclusion player area constraints. However, these games are designed for transforming into goal invasion games (imagine them with a netball or basketball goal). There are many variables that can be added to them in terms of context and environment. However, I am confident that, once learned in a non-specific format, you could easily, with the addition of specific equipment, transform these to games that reflect a representative learning design for your sport. I have done this with adapting them to hockey, soccer/football, netball and basketball. What I observed in that transformation was that the addition of the specific sporting context and equipment did not diminish the fun and play element within the games, although now these games were clearly about their sport.

GAME ONE: WIDTH ATTACK

Illustration to come

Description:

1. Two teams of five (5) and an optional neutral goalie.
2. Goal area
3. Four cones to designate starting area for four players from each team and two wide cones to indicate where the fifth width players start.
4. Start: X1 and O1 contest the start of the game e.g. jump ball, roll ball in, drop ball etc. As soon as one player appears to have secured the ball, blow the whistle as for an infringement. Player with ball **MUST** stop and pass to their width player.
5. Using YOUR rules play YOUR game to score. Your rules might exclude or include running with the ball but a tag is a tackle and players tagged must stop and pass. Players must be inside or outside designated scoring area to score. You make up these rules.

Some game observations:

Assuming team X get the ball and X5 has possession:

1. What players should lead to receive passes?
2. Where should they lead?
3. Where is X5's safe possession pass?
4. What is the role of the O5 player now their team does not have possession of the ball?

GAME TWO: TURN-OVER ATTACK

Illustration to come

Description:

1. Two teams of five (5) and an optional neutral goalie.
2. Goal area
3. Four cones to designate starting area.

Game scenario:

O1 has the ball and in this scenario is looking to quickly restart the game. However they deliberately make an error and pass to an opponent. In this game they have to pass to either X4 or X5. As soon as this pass is made O4 and O5 must turn and run 5m away from the match. It is this action that gives the attacking team a very short time period where they enjoy an attacking force ratio in their favour. This is done to replicate a poor defensive pass or the team's midfield caught out of position, and replicates an actual game scenario.

Game Observation:

1. What might the attacking team in possession of the ball do to immediately exploit the temporary force ratio attacking advantage?
2. What type of holding defence does the defending team need to employ in order to slow down the attack and give time for their two other players to complete their short run and get back into the game?

Game Variations

Games do not stop when an attack fails and so in order to represent sports in an authentic manner, develop variations that provide counter-attacking options as soon as the attack breaks down, for example, some form of outlet or fastbreak that rewards the defensive team with points.

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NGĀ TAONGA TĀKARO II – THE MATRIX

BY HARKO BROWN,
PUBLISHED BY PENZ 2017.

There are some things Kiwis know about pre-European Māori and many they don't. However the rise and rise of Māori recognising their own culture and 'educating' non Māori in the process in recent years is reflected in a growing awareness by all in New Zealand of the unique perspective held by Māori and its crucial importance to Aotearoa as a whole.

A prime example is a new book by Kerikeri resident Harko Brown. *Nga Taonga Takaro II – The Matrix* (published by PENZ) is an examination of the cultural, social and political environment around the development of Māori games over the centuries and more recently. In fact, Mr Brown is literally flying a kite (manu aute) with this book.

He is a strong and vocal front-face advocate of the re-emergence of Māori kite-making and other games and activities that traditionally promoted health, fitness and community bonds. He has led practitioners to Brazil and France, representing the country at Indigenous games; he has taught manu aute and other games like wrestling, stick games, climbing ropes

in schools and in the wider community for numerous years.

"I dreamed of our ancestral games being as normalised as rugby, soccer and tennis. I knew their innate value," he says in the preface.

He is sufficiently well-versed in the requirements to be considered an expert in pre-colonisation Māori game activities from the home ground (pā) to inter-tribal contests elsewhere in the country. His book provides a fascinating insight into the way things were then, and it's quite different to how we might have been taught in school.

Moreover, the man is academically competent. He has a conjoint degree from Waikato University and his writing reflects years of hard study.

"Academia and the support of lecturers and fellow students opened up a whole new pathway for the kaupapa (purpose or agenda) I was determined to support," he says.

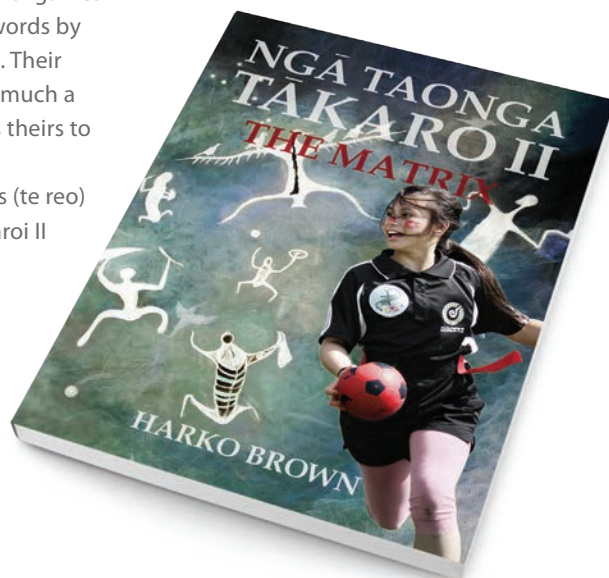
The book is liberally sprinkled with photos of family (whānau) and participants of the traditional games and there are several forewords by high profile acquaintances. Their inclusion in this book is as much a mark of respect to them as theirs to Harko Brown.

Māori language speakers (te reo) will relish *Nga Taonga Takaro II*

The Matrix. While the bulk of it is in English, te reo is so generously included throughout that the entire tome almost presents a hybrid language in embryo form. That's not unusual in the Far North of New Zealand where Harko Brown lives – newspapers adopt the same stance if not to the same extent – and where Māori make up 44 percent of the population compared to 15 percent nationally.

For that reason, *Nga Taonga Takaro II The Matrix* can be difficult to follow at times for those who speak only English but don't be put off. There's an extensive language glossary in the back and overall this book is an enlightened discourse on Aotearoa's history and how it must be cherished.

About the reviewer: Sandy Myhre is a Kerikeri-based journalist, author and broadcaster. She has five commissioned books to her credit and will shortly be writing her sixth.



DICTIONARY OF PHYSICAL EDUCATION AND SPORTS STUDIES

BY BOB STOTHART AND IAN CULPAN
ARIES PUBLISHING LTD.

Bob Stothart is a former advisor and lecturer in physical education. He is also the former Associate Principal of Wellington College of Education and the former director of the New Zealand Council for Recreation and Sport. Ian Culpan is currently Professor of Physical Education in the School of Health Sciences and Physical Education at the University of Canterbury. Their new book, the Dictionary of Physical Education and Sports Studies, is a must have in every HPE Department and undergraduate's kete.

This beautifully presented book provides immediate references for many of the significant biophysical, pedagogical and socio-cultural terms associated with the study of physical education and sport studies. The Dictionary of Physical Education and Sports Studies is formatted alphabetically with on average 100 definitions for each letter of the alphabet across 140 pages. The text is designed to support the learning of students and teachers of health, sport studies and physical education by assessing accurate definitions of many of the key terms associated with learning in these disciplines. From bronchiole to bullrush, and buoyancy to biculturalism - it's all there.

More than just a dictionary though, this is a serious reference book containing academic terms, relevant

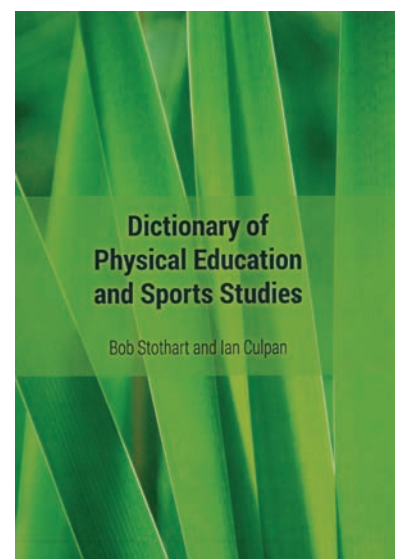
Te Ao Māori translations, commonly used acronyms and educational theory. The appeal of the book is the succinct and functional way that the terms are compiled and defined. The definitions have been considered for rapid accessibility, so important in this one-click online world. Interestingly though, it is the definition of physical education itself that warrants the most in-depth explanation by the authors, followed closely by their definition of sport. Reading these two well-considered definitions serves to inform the reader of the contestability of both of these terms and provides a sense of how physical education and sport have both changed over time.

To make this book light, nimble and portable for every student backpack, what has been included has been carefully considered. It is always difficult to decide what gets included and what gets omitted. As a result, while I was excited to see the inclusion of Bernstein's degrees of freedom and reference to complexity learning, I was disappointed that I didn't find more of the essential definitions associated with contemporary Skill Acquisition. I am sure, however, that the selection of the flax bush on the cover is deliberate, as it will allow for further growth and inclusions suggesting that this publication may in time become the first of many editions of the Dictionary of Physical Education and Sports Studies.

The Dictionary of Physical Education and Sports Studies has strong roots, both past and present. I recommend this book to you and your students. The easy reading format will inform

and remind you of the journey you have taken to become physically educated. For undergraduates and secondary school students this is a good place to start to understand the complex language that characterises the disciplines of physical education and sport studies. I urge you to have a read. You will be reminded, extended and informed. My copy is already well thumbed.

Margot Bowes is a lecturer in Physical Education in the Faculty of Education and Social Work at the University of Auckland. She is currently National President of Physical Education New Zealand (PENZ).





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